Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Item 1

GRADUATE STUDIES COMMITTEE
Minutes of the meeting held at 9am on Thursday 19th April 2018
Boardroom, Provost's House

XX = Council relevance

***Present*:**   Professor Neville Cox, Dean of Graduate Studies   (*Chair*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Rachel Mary McLoughlin, School of Biochemistry and Immunology
Professor Sinéad Roden, Trinity Business School
Professor Dónall Mac Dónaill, School of Chemistry
Professor Owen Conlan, School of Computer Science and Statistics
Professor Paula Quigley, School of Creative Arts
Professor Michael O'Sullivan, School of Dental Science
Professor John Walsh, School of Education
Professor Philip Coleman, School of English
Professor Eunan O'Halpin, School of Histories & Humanities
Professor Justin Doherty, School of Languages, Literatures & Cultural Studies
Professor Lorna Carson, School of Linguistic, Speech & Communication Sciences
Professor Andreea Nicoara, School of Mathematics
Professor Stephen Smith, School of Medicine
Professor Mary Bourke, School of Natural Sciences
Professor Fiona Timmins, School of Nursing and Midwifery
Professor John Gilmer, School of Pharmacy & Pharmaceutical Sciences
Professor Mauro Ferreira, School of Physics
Professor Jean Quigley, School of Psychology
Professor David Shepherd, Confederal School of Religions, Peace Studies and Theology
Professor Thomas Chadefaux, School of Social Sciences & Philosophy
Professor Virpi Timonen, School of Social Work and Social Policy

Mr Shane Collins, Graduate Students' Union President   (*Ex officio*)
Mr Madhav Bhargav, Graduate Students' Union Vice-President
                                                                              (*Ex officio*)
Mr Martin McAndrew, Postgraduate Student Support Officer (*Ex officio*)
Ms Siobhan Dunne, Sub-Librarian for Teaching, Research and User Experience   (in attendance *Ex officio*)
Ms Patricia Callaghan, Academic Secretary, CAPSL Representative
                                                                              (*Ex officio*)
Dr John O'Neill, Director of Academic Affairs, TT&L   (in attendance)

Ms Ewa Sadowska (Academic Affairs, Trinity Teaching and Learning),
Secretary (*Ex officio*)

Apologies:

Professor Linda Doyle, Dean of Research   (*Ex officio*)
Ms Helen O'Hara, Information Technology Services Representative
(in attendance *Ex officio*)
Ms Helen Thornbury (Office of Dean of Graduate Studies)   (*Ex officio*)
Directors of Teaching and Learning (Postgraduate) as follows:
Professor Richard Reilly, School of Engineering
Professor Seamus Joseph Martin, School of Genetics and Microbiology
Professor Deirdre Ahern, School of Law

In attendance:

Professor Mark Faulkner (School of English)   for item GS/17-18/186
Dr Ciara O'Farrell, Senior Academic Developer (CAPSL) and Theresa Logan-
Phelan, Manager E-Learning (CAPSL)   for item GS/17-18/187
Orla Bannon, Director of Careers (Careers Advisory Service) for item GS/17-18/188

The Dean of Graduate Studies welcomed Professor Thomas Chadefaux from the School of Social Sciences & Philosophy as a new member to the committee, and Martin McAndrew, Postgraduate Student Support Officer, as a 'returning member'.

GS/17-18/184 Minutes of 22nd March 2018
The minutes were approved as circulated.

GS/17-18/185 Matters Arising

Re: GS/17-18/148 A new course proposal: MSc in Addiction Recovery: The Dean advised that Council had approved the proposal at its last meeting.

Re: GS/17-18/149 A new course proposal: MSc in Mechanical Engineering: The Dean advised that Council had approved the proposal at its last meeting.

Re: GS/17-18/152 A new proposal for Trinity-based MSc in Development Practice replacing Joint Master in Development Practice: The Dean advised that Council approved the discontinuation of the joint course with UCD and the joint award and its replacement by the Trinity-based MSc in Development Practice leading to a single degree award by University of Dublin of MSc/PGradDip 120ECTS/60ECTS for students entering the revised course in September 2018.

Re: GS/17-18/169 Changes to process for postgraduate taught course approval: The Dean advised that Council had approved the proposed changes at its last meeting. He noted that logistics of setting up new courses in SITS for recruitment were still under discussion in the Academic Registry.

Re: GS/17-18/172 Revised External Examiners Policy: The Dean advised that Council had approved the revised policy at its last meeting. The revised policy was subsequently uploaded on the Academic Policies webpage on the Trinity Teaching & Learning website, to replace the previous iteration.

Re: GS/17-18/173 AOB

(i)   The Dean advised that a working group had been set up to put together a policy covering a breakdown of student/supervisor relations where the PhD student was funded by a grant vested in the PI. The group would have its first meeting shortly.

(iii)   The Dean thanked the DTLPs from the Schools of Biochemistry and Immunology and Psychology for reviewing the applications to the LERU doctoral summer school. He explained that five students had been nominated and decision would be forthcoming around the 23rd April. An offer for two places was anticipated.

XX   **GS/17-18/186 A new interdisciplinary MPhil course proposal in Medieval Studies from the School of Histories & Humanities**
The Dean welcomed Prof. Mark Faulkner (School of English), a prospective course director. The Dean referred to item GS/17-18/169, regarding changes to the approval process for postgraduate course proposals, and confirmed that at its last meeting Council had approved (CL/17-18/168) the recommendation of the Graduate Studies Committee whereby the external review of a course proposal will take place before the course proposal comes to the Graduate Studies Committee. He clarified that in line with the recommendation, the MPhil course in Medieval Studies was the first to benefit from the revised process, and the proposal had been sent out to an external reviewer before being submitted to the committee. The report was due towards the end of April.

The Dean outlined the rationale of the proposed course by explaining that Trinity currently offers two separate M.Phils in the broad area of Medieval Studies: Medieval Language, Literature and Culture (MLLC) run by the School of Languages, Literatures and Cultural Studies, but with extensive teaching from members of the School of English, and Medieval History, run by the School of Histories and Humanities. The MLLC programme usually enrols five or six students (two of whom tend to be non-EU). The M.Phil. in Medieval History typically recruits seven students (three of whom tend to be non-EU), plus in the last couple of years an average of one part-time EU student a year. The reason for merging the programmes was threefold. Firstly, the study of the medieval period is by nature interdisciplinary, as is apparent from the existing contributions of staff from the Schools of English and of Histories and Humanities to both M.Phils. Secondly, several major skills, particularly the basics of handling medieval books and documents, are currently taught on both M.Phils, a duplication that can be eliminated. Thirdly, while both existing programmes recruit steadily, a programme spanning Medieval Studies, with a third strand focusing on Culture and Civilisation, would have the potential to increase the combined intake, making the programme stronger, more vibrant and more attractive to students. The Dean noted the very high quality of the proposal and thanked the Schools of English, Histories and Humanities, and Languages, Literatures and

Cultural Studies for their input into the document, and the Dean of AHSS Faculty for his support for the initiative.

Prof. Faulkner took questions from the floor. He clarified that it would be difficult to predict the minimum number of students making delivery of the course viable in any given year as normally one looks at averages over time of 3 to 4 years to determine how popular the course is. However he undertook to add the minimum numbers to the cover page for Council. He also re-confirmed that where the Course Committee does not include at least one representative of each of the Schools participating in the delivery of the course i.e. Histories and Humanities, Languages, Literatures, and Cultural Studies and English serving in an *ex officio* role, a member of that School would be co-opted to serve on the Committee.

The Academic Secretary noted that with the commencement of the new course in 2019/20 the current constituent MPhil courses would be discontinued.

In response to a member's query, the Dean commented that as the revised formula for approval of new course proposals became embedded the committee would generally have an opportunity to see external reports in relation to a course before the meetings at which GSC was asked to approve the course. This would especially pertain to reviews being completed overs the summer period. It was decided to bring to Council a modification on the revised procedure permitting simultaneous progression of the proposal along the committee and the external reviewer's routes to expedite the process.

The committee recommended the new course proposal to Council in May pending a favourable external report.

XX   **GS/17-18/187 A new online stand-alone module *Teaching and Supporting Learning as a Graduate Teaching Assistant***
The Dean welcomed Dr Ciara O'Farrell, Senior Academic Developer (CAPSL) and Ms Theresa Logan-Phelan, Manager E-Learning (CAPSL). Dr O'Farrell explained that CAPSL had led the development of a research-based online module for Graduate Teaching Assistants (TAs) and demonstrators: *Teaching and Supporting Learning as a Graduate Teaching Assistant,* which replaces the existing 5 ECTS module approved by the Graduate Studies Committee in 2007. The project was funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education. It was developed following research which concurred that although TAs play an important role in undergraduate teaching through their work as tutors, lab demonstrators and assessors, the extent of training that they receive before doing so varies greatly. Indeed, many TAs/demonstrators teach and demonstrate without any training. The Senior Academic Developer clarified that the new online module was aimed at new and existing TAs/demonstrators from across the disciplines, addressed various forms of teaching undertaken by them, could be taken for credit or not for credit, in part(s) or as a whole, blended or fully online. She welcomed feedback on how Schools could encourage TAs/demonstrators to participate in the module.

In a discussion which followed, the Senior Academic Developer clarified that if taken for credit the module would be timed and made available to maximum twenty five students at a time as live staff resources would be required in support of moderatorship and assessment. However, an unlimited number of TAs could take the module online not for credit as a self-development activity and the module would not be supported.

A concern was expressed that by offering an exclusively online training the TAs/demonstrators would be deprived of face to face human contact and this would impoverish the module as a whole. On the other hand, various DTLPs extended their appreciation for the module by noting that it would primarily serve as a scaffold for Schools to build their discipline-bespoke training for TAs and demonstrators and that this would inevitably involve human contact. Schools could customize the use of the module comprising seven clearly delineated thematic blocks which could be used by Schools to match their discipline-specific needs. Practical "approximations" were not inbuilt into the module as they were resource-prohibitive but could be put in place as add-ons by individual Schools if so required. It was suggested that the module should be extended in the future as a blended teaching platform incorporating face to face learning, peer learning, micro-teaching and discipline-specific practical components like safety in the lab.

The Dean undertook to email DTLPs seeking their views on how the module could be effectively promoted in the Schools. The Manager E-Learning undertook to set up DTLPs with an immediate online access to the module. The committee thanked both the Senior Academic Developer and the Manager E-Learning for developing the module and approved it.

GS/17-18/188 Careers Advisory Service Annual Report 2016/17 and First Destination Statistics of 2016 Class
The Dean welcomed Orla Bannon, Director of Careers (Careers Advisory Service) who spoke to the circulated report taken as read. The Director of Careers drew the members' attention to the parameters of the Trinity graduate and postgraduate classes 2016 illustrated by the trends in first destinations. She noted that the Careers Advisory Service annually reviewed its level of student engagement to inform their service provision and future direction. In addition, the service reviewed the statistics resulting from Trinity's involvement in the HEA's annual *First Destinations of University Graduates Survey,* carried out in collaboration between the HEA and the seven Universities in Ireland, approximately nine months after student graduation, to provide insight into what Trinity graduates do after graduation.

Going over the report, the Director of Careers noted the Irish labour market had improved dramatically over the past few years, reflecting the strengthening of Ireland's economic recovery. Trinity-specific information relating to the survey shows that Trinity graduates are highly sought after in today's labour market. However, the Director of Careers noted that first destination statistics were a snapshot in time and as such had limited value since many graduates were still exploring their career choices or might be working in non-graduate jobs to finance further study. A response rate of 55% was achieved in the survey of the 2016 class in Trinity.

Surveys were completed online with extensive follow-up using telephone and social media.

The Director of Careers provided a high level executive summary of Trinity graduates 2016. 2,396 Trinity graduates (55% of the survey population) responded to the survey. Overall, 71% were in employment compared with 70% nationally. 50% were employed in Ireland (60%nationally) and 21% were employed overseas (10% nationally). 4% were seeking employment nine months after graduation compared with 6% nationally.

In terms of Higher Degree graduates i.e. excluding primary degree graduates
(i)   nine months after graduation, 80% were in employment (81% nationally), which is a 6% increase from 2015
(ii)   52% were working in Ireland, a 15% increase from 2015 (66% nationally)
(iii)   28% were working overseas, which is 13% higher than the national average of 15%
(iv)   the US was the most popular destination for postgraduates employed overseas followed by the UK
(v)   7% of graduates were seeking employment compared with 9% nationally
(vi)   the most common sector for employment was the non-market services sector followed by business, finance and insurance services
(vii)   The Eastern region (Dublin and Leinster) was the region with the most employment opportunities.
(viii) 95% of PhD graduates were in employment with 69% working in Ireland
(ix)   36% of PhD graduates in employment were in post-doctoral research positions
(x)   76% of higher degree graduates from the Faculty of Engineering, Maths and Science were in employment, a 6% increase from 2015.

In a discussion which followed the Director of Careers noted that a long-term careers strategy for the service was under development which would enable more detailed reports providing better tracking of student destinations. She clarified that the service was in possession of historic data going back to 2013 which could be mined upon request from Schools. Provisional data for the 2017 class would be available from July. The service was vigorously promoting *MyCareer* system for students to register with to retain their links with the service after graduation which would allow the service more ease in surveying the graduates and tracking their destination.

The Dean thanked the Director of Careers for her detailed report and undertook to email DTLPs in Schools to encourage them to share information on student destinations with the Careers Advisory Service.

GS/17-18/189 PhD by publication
The Dean noted that the issue was put on the agenda in response to a query from a DTLP. In line with Trinity's regulations it was possible for a student to obtain a PhD on the basis of published work, but subject to rules on plagiarism, that work would need to be annotated and incorporated into a single monograph which fits together as a linear research hypothesis. A student was examined on the basis of their thesis only. Thus the norm would be that the student might have, for example, a six chapter

PhD with four chapters comprising published work bookended by an introduction and conclusion, but where the overall thesis hangs together as a coherent and logically structured piece of work. Obviously in such circumstances issues might arise where the published papers comprising those chapters were jointly authored, in which case the student needs to demonstrate his or her originality and also must make it clear what his or her role was in the overall process. Furthermore, Trinity generally insists on the student being the first author.

The Dean invited members to express their views as to whether more needs to be done in relation to the concept of a PhD by publication, and also whether there were shortcomings in the current approach. He also reminded members that Trinity offers higher doctorates for applicants on the basis of the totality of their published work i.e., where the degree was for the published works themselves and not for a thesis using that work. He also noted that DCU provides for PhD by publication without requiring that it needed to be a monograph.

In a discussion which followed the DTLP from the School of Natural Sciences who had brought up the issue clarified that she was not attempting to alter the current approach but that she was seeking clarification with respect to three points: firstly, how to interpret that work must be "published" i.e. should it appear in print or can it be merely accepted for publication; secondly, how to understand "authorship" where multiple authors were ascribed to the same piece of work, and thirdly, what would be a sufficient number of published pieces of work. It was agreed that the student should normally be listed as the first author. Students should be explicit in clarifying their role in obtaining research data used in collective publications. Beyond this, however, because the current Trinity position is that a student is examined on the strength of her or his thesis *per se*, as a monograph rather than as a compendium of published work, therefore the first and third of the above questions do not really arise.

The DTLP from the School of Linguistic, Speech & Communication Sciences advised that a particular discipline of speech therapy in her School was in favour of allowing PhD by publication in the broader sense whereby the degree was awarded on the basis of the published work of the student such that this work would be submitted without any need for it to be presented in the form of a coherent monograph. This view was supported by acknowledgement by another member recognising that this PhD format was becoming more common in some European and North American universities making graduates of those universities more competitive on the labour market as a result of their publications.

A number of concerns were expressed about the possibility of Trinity recognising this broader form of PhD by publication. On this basis it was agreed to set up a working group to examine the issues thoroughly next year. It was also agreed to put in place some guidelines based on discipline-specific conventions as to how to include published material into a monographic thesis, and also to introduce a Calendar III change for 2018/19 to state that a monographic PhD thesis can include published material without self-plagiarism.

XX   GS/17-18/190 Provost's Project Awards

This item was a continuation of *Re:* GS/17-18/170. The Dean noted that it had been agreed at Council in May 2017 that the scheme would be reviewed after a year, something that he was planning to do shortly with the Provost. The issue had been flagged at the most recent meeting of GSC and, as arranged, he expressed the hope that members would have had a chance to discuss changes at their School Executives. He noted that it might not be possible to incorporate all suggestions, and that the fundamental principle behind the scheme was not up for debate. He advised members that there would be a bespoke application form from next year aimed to simplify the process and increase its transparency. There would also be clearer marking criteria for evaluating submissions. He noted that despite infelicities in last year's process for which he bore sole responsibility, two hundred applications had been received and nearly all were awardable.

He opened the floor for discussion in relation to changes that Schools might like to see going forward.
A number of views were advanced as follows:
i)   that exclusion of professors be lifted
ii)   that feedback be provided to unsuccessful applicants
iii)   that allocation of awards for the various faculties be made on the basis of the number of applications received and not, as was the case in 2017, on the basis of the percentage of completed PhDs in the university submitted within particular faculties
iv)   that it would be made clear that unsuccessful applicants can re-apply for the following year
v)   that Schools could decide in individual cases whether recruited PhD students in addition to working as RAs (research assistants) to their supervisors (PIs) could also work as unpaid TAs (teaching assistants)
vi)   that because FEMS was such an amorphous faculty, there be three rather than two assessors within FEMS.

The Dean clarified that FEMS applications would be reviewed by three assessors, that all applications would have to be supported by an expose in a non-technical lay language enabling cross-discipline comparisons, that allowing senior professors to participate would create a non-level playing field against more junior colleagues, and would undermine the aspiration of the award being a game change in somebody's academic career. He also undertook to ensure that feedback could be provided systematically.

The Dean also reminded members that it had been agreed at the last meeting that they would seek the views of School Executives as to whether the remaining 1252 awards should, so far as possible be distributed on a 'one per school basis'. There was unanimous support for such a view, and acknowledgement of the role these awards play in providing valuable financial assistance to continuing PhD students. The Dean undertook to raise the matter with Faculty Deans, and noted that these awards were possessions of the Office of the Dean of Graduate Studies.

XX   GS/17-18/191 AOB

(i) The Dean congratulated members and course directors for processing taught applications speedily. Apparently the number of taught applications for the coming year was, at this stage double where it had been this time last year. This was good news for Trinity. He noted that he was cognisant of the fact that it also generated huge work for academics and administrative staff in Schools. He extended gratitude to all course directors and all admin support for the enormous efforts that were put into the recruitment process.

(ii) The Dean alerted members of the forthcoming change to the nomination form of external examiners for a research thesis, such that DTLPs would be required to sign off on the fact that the nominated external examiner was sufficiently independent from supervisor and student.

(iii) The Dean noted the SFI consultation process on a new funding model aiming to put in place 125 awards annually over four years spread out over HEIs in Ireland. Trinity would be putting in a response to this, as would the IUA.

(iv) The Dean noted that the April GSC meeting was the last one for the Director of Academic Affairs, TT&L as he was finishing up by the end of the month. He thanked Dr O'Neill for his contribution to the committee meetings.

XX   **Section B for noting and approval**

GS/17-18/192 Polythea operational framework
The committee noted the cover Memo, and the attached documents (Appendices I & II) and recommended to Council the operational framework of governance for students participating in the POLYTHEA project including *arrangement xv* to incorporate from 2018/19, a statement, as a separate paragraph in Calendar Part III Section 2.16 between paragraphs 5 and 6 currently on page 53, to state that "In exceptional circumstances alternative arrangements will be required permitting a doctoral committee panel subject to approval by the Dean of Graduate Studies." The Dean acknowledged the work of Ewa Sadowska, Administrative Officer, Academic Affairs in TT&L, on the framework.

GS/17-18/193 Structured PhD module in "*Research Integrity and Impact in an Open Scholarship Era*"
This item was a continuation of *Re:* GS/17-18/171. The committee approved this new 5 ECTS module as mandatory for Trinity-registered incoming PhD students and Master students seeking transfer to the PhD register to be delivered from 2018/19 raising the pass standard to 50%. The mandatory status of the module does not apply retroactively to continuing students.

GS/17-18/194 School Calendar 3 changes 2018/19 part 1
The committee approved Calendar part 3 changes for 2018/19 from the following Schools: Biochemistry and Immunology, Trinity Business School, Creative Arts, Computer Science and Statistics, Dental Science, Education, English, Histories and Humanities, Linguistic Speech and Communication Sciences, Medicine, Psychology, Religions Theology and Peace Studies, and Social Work and Social Policy.

Section C for noting
There were no items for noting.

There being no other business, the meeting ended at 11 am.

Prof. Neville Cox   Date: 19 April 2018