

**DEAN OF GRADUATE STUDIES
ANNUAL REPORT**

2016-17

Prof Neville Cox, Dean of Graduate Studies

Contents

	Page
Introduction	2
Part A: Analysis of the Academic Registry Report as it Pertains to PG Students	
A1: Postgraduate Admissions Data	4
A2: Postgraduate Admissions – Recognition of Prior Learning	7
A3: Registered PG Students	7
A4: Research Students Funding Sources	8
A5: Postgraduate Taught Students 2016/17	8
A6: Postgraduate Research Examinations	9
Part B: Other Developments in Postgraduate Education in Trinity in the 2016-17 Academic Year	
B1: LERU Membership	11
B2: Provosts Scholarship Awards	13
B3: Postgraduate Teaching Awards	17
B4: IUA Deans of Graduate Studies Group	18
B5: Research Supervision Policy	19
B6: Supervision Workshops	20
B7: Discussions with DTLP's in relation to PG expansion	21
B8: Miscellaneous	23
B9: Graduate Studies Committee	25
Part C: Challenges Going Forward	
C1: PGT	26
C2: PGR	27
C3: TEP, The AYS and the Postgraduate Space	28
Appendices	
Appendix 1: Registered PG research students 2016/17 by School	
Appendix 2: Research Students 2016/17 Funding Sources	
Appendix 3: Registered PG Taught course students 2016/17	
Appendix 4: List of external examiners for PG taught courses 2016/17	
Appendix 5: Consolidated list of examiners of research degrees 2016/17	

INTRODUCTION

In previous years the annual report of the Dean of Graduate Studies [hereafter 'The Dean'] was largely a recitation of relevant data connected to the business of postgraduate education in the university. This year, for the first time, the Academic Registry (AR) produced a bespoke report (approved by University Council in January 2018) that outlined a good deal of the relevant data. As such, this report seeks to do three things and in three parts.

- (a) In Part A I will seek to provide an analytical commentary on relevant sections of the AR report. This Part is divided into two sub-sections, one dealing with Postgraduate Taught studies (PGT) and one dealing with Postgraduate Research (PGR).
- (b) In Part B I will outline those other noteworthy aspects of the work of the Dean in 2016-17 and other events relevant to the business of graduate education in Trinity occurring in this year that did not form part of the AR report.
- (c) In Part C I outline what I believe are particular challenges likely to arise in the 2017-18 year as well as projects that are ongoing for the year.

Before doing so, I would like to acknowledge the huge debt of gratitude that I owe to so many in the university who are doing sterling work in relation to postgraduate education. Of course this includes all supervisors, lecturers, examiners and executive, senior executive and administrative staff in schools, but in particular I would like to acknowledge the disability service, student counseling services and the hard working staff of the Academic Registry and of Trinity Teaching and Learning. I have been assisted and supported enormously by the Vice Provost and the Senior Lecturer. Our postgraduate students and I owe an enormous debt to the work of the Postgraduate Advisory Service and the Graduate Students Union. As is outlined below, the work of PGT course directors/coordinators and of Directors of Teaching and Learning (Postgraduate) is a burdensome one and the university is in debt to everyone who acts in these roles. I am hugely grateful to Ms Ewa Sadowska of TT&L for her 'dual roles' as secretary to the Graduate Studies Committee and in relation to the development of new PGT course proposals. In the Office of the Dean of Graduate

Studies the role as Dean's Secretary has, over the 2016-17 year been undertaken effectively and sensitively first by Michelle Hogan and latterly by Catherine Allen.

Finally, however, and especially as 2016-17 was my first year as Dean I would like to express my sincere thanks to my predecessor Prof Aideen Long who has been an invaluable source of support, advice and encouragement and whose generosity knows no bounds. Above all, and on behalf of everyone working within the postgraduate space I would like to acknowledge with huge gratitude the remarkable work of Helen Thornbury whose knowledge of the business of postgraduate education in Trinity is unparalleled and who combines sensitivity, prudential judgment and rigour in all that she does.

Part A: Analysis of the Academic Registry Report as it Pertains to PG Students

Since the formation of the Academic Registry (AR) in 2013 many of the functions concerned with PG education in College have been transitioned to and managed by the AR teams. These include the management of general postgraduate enquiries from staff, students and prospective applicants, the processing of all PG applications (EU and non-EU, PGT and PGR), the processing of research examinations from initial submission through to final approval by the Higher Degrees Subcommittee of Board and Council and the management of all PG graduation and commencement ceremonies. Postgraduate student cases are reviewed and processed by the student case team in the AR on behalf of the Dean of Graduate Studies and all new PG courses are set up for applications on the SITS system by the AR teams following approval by the University Council.

The Academic Registry has, this year, produced its first annual report which covers the breadth of its operations and functions and which includes PG data that was previously made available to the college community and analysed within the Office of the Dean of Graduate Studies Annual Report/s ([\(Dean of GS Annual Reports 2005-06 to 2015-16\)](#)). For the purposes of this report, and to avoid duplication I will only refer to data items and analysis of particular interest within the AR Annual Report.

A1: Postgraduate Admissions Data

Postgraduate admissions data (AR Annual report pages 45-46) for the 2016/17 academic year is presented in overall number of applications separated into PGT and PGR, number of offers made and number of candidates who registered in year 1, by Faculty and using data from 2012/13 as a comparator. Whilst PGT application numbers have, as expected, increased, what is of most interest is that across all three faculties the percentage of candidates who are made an offer and then proceed to register as a student with the college has fallen; from 89% to 54% in AHSS; from 89% to 64% in EMS and from 90% in 2012/13 in HS to 86% in 2016/17. What is not clear is the reasons for this decline in registrations – data is not yet gathered on the reason/s

why candidates decline their offers or fail to register as expected for their course of study. One might speculate that applicants will possibly have applied to more than one course or might apply and only subsequently appreciate the costs involved. This is, however, speculation nor is it possible, without actually surveying such applicants to discover what the issue is.

Two further points are worth making. First, in June 2016 University Council approved a new rule whereby PGR course applications from non-EU students would need to be turned around within a ten-day time limit or else the Dean would be empowered to instruct AR to make an offer to a 'qualified applicant' and also places would need to be offered to the first qualified applicants who applied, until the course's 20% non-EU quota was filled. This proposal had caused concern at GSC because the reality is that (A) many schools will not offer a place until they have interviewed a student and (B) many applications are simply incomplete and it would be reckless to make an offer on this basis. It is thus good that SITS now has a new function on it whereby a course administrator may mark an application as having further assessment scheduled or further information sought at which point the clock stops running on the application. In practice I have not yet directed AR to make an offer but have been in repeated contact with schools through DTLPs whenever it appears that an application is outstanding. The response of schools has been terrific – and not least because of the significant workload that is involved, and we are told by the Global Relations team that the upshot has been a marked improvement in the speed with which applications are processed by schools. There remains, however, a concern with the speed with which applications that have been approved by schools are then processed by Academic Registry, albeit that it is acknowledged that the registry operates under very significant constraints in terms of staff numbers available to work on PGT applications.

The second point to make about PGT admissions is that whereas they are up in many courses, there is a slight risk in the figures being distorted for 2016-17 by the exponential growth in the business school and the huge appeal of the new stranded MSc in Computer Science to non-EU students. Global Relations has worked hard on the marketing of these courses (as has the remarkable marketing team in the Business School) but the fruits are astonishing. This is not, of course, to say that the growth in question will not pose challenges – it will – but simply that there has been growth.

Obviously it is up to all involved to ensure that such growth is sustainable – and this may well involve greater level of investment in student facilities and significant moves in order to incentivise those who will spend a good deal of their time working to ensure that these courses are a success.

The comparative data on PGR applications, offers and registrations for 2012/13 and 2016/17 (page 46-47) shows that whilst there was an increase in applications for the research register (from 793 applications in 2012/13 to 1000 applications in 2016/17) across all faculties the percentage of candidates who accepted their offers and registered for year 1 in 2016/17 has also fallen (57% in 2012/13, 39% in 2016/17). Part of this decrease is likely to be attributable to the availability of funding particularly in the sciences where PhD candidates are normally fully funded for the duration of their studies. For candidates in the self - funding cohorts (typically those in the Arts, Humanities and Social Sciences fields) the reduction in the amounts payable under the local authority/SUSI grants coupled with the significant increase in living costs in the period between 2012/13 and 2016/17 are likely to be contributing to the lower take up of offers though data is not currently gathered on this.

Beyond this, though, the fall in the number of PhD applications remains a concern. It may be that the emergence out of recession has a role to play here – after all in an era where jobs are plentiful there may be less motivation to do four more years of study than in an era where the study in question is an alternative to doing nothing. But as outlined in the previous paragraph funding is presumably the biggest concern; this is not as simple as saying that many PhD students in AHSS will not be funded. Rather it reflects the disturbing shortage of funding for pure science (and the reality that this may lead PIs of grants to decide that it makes more sense to fund a postdoctoral employee than a few PhD students). This is a trend that will need to be monitored going forward. Finally, it is notable that various schools have expressed concern that their ‘benchmark’ for the new baseline budgeting model includes targets for PGR students, but that it is arguable that these benchmarks should be revised in the context of what may be a cultural shift whereby students are less likely to seek to register as PhD students in Trinity.

Non-EU research students registered in year 1 in 2012/13 represented 12% of the overall new entrant research cohort that year. In 2016/17 this percentage has almost doubled with 23% of the total year 1 PGR cohort classed as non-EU, a welcome testament to the success of the Global Relations Strategy during this period.

A2: PG Admissions - Recognition of Prior Learning

The implementation of the 2016/7 [Recognition of Prior Learning Policy](#) is commented on (AR Annual Report page 48) and whilst no distinct applications were made on the basis of the RPL policy the longstanding practice whereby Course Directors and PI's present a case to the Dean of Graduate Studies in support of admitting applicants who do not meet the standard PG minimum requirements for entry remains in place. Staff in the Academic Registry are empowered to review and make decisions on many of these cases and where escalation is required the Administrative Officer and/or the Dean of Graduate Studies reviews each individual applicant file and issues a determination on same. Typically between three and four hundred such cases are received and reviewed each year.

A3: Registered PG Students

The data presented on the overall registered student body (AR Annual Report page 50) indicates that the total registered PG student body in 2016/17 was 4,891 which represents a 2.5% increase on the 2015/16 figure ([Dean of GS Annual Report 2015/16](#) table 1 page 9).

Additional data supplied by the Academic Registry for the purposes of this report and included as appendices gives a further breakdown of the PG student body by taught course and for doctoral and research candidates by Faculty and School. The data in appendix 1 provides a comparison between the total registered research student body (doctoral and research masters students) in 2015/16 and 2016/17 and across each faculty there has been a decrease in the numbers of research students (11.7% in HS, 9.7% in AHSS and 5.2% in EMS) numbers with an overall reduction of 140 students (8% of total). As was mentioned above, lack of meaningful funding, coupled with the

sharp increase in accommodation costs in Dublin over the past year may be a contributing factor. Universities typically benefit at PG level during times of recession when registrations increase so it may also be that the recent economic uplift is contributing to the reduction in the number of candidates registering for doctoral and research masters study.

A4: Research Students 2016/17 Funding Sources

Analysis of data supplied by the Academic Registry on the sources of funding that our research students have indicates that a significant number of the registered PGR student body in 2016/17 were availing of funding that results in no financial income to college. 248 candidates were registered with fees cleared as a Scholar of the College, on a Trinity College Dublin postgraduate research studentship, as a staff member availing of staff fee remission scheme or on a specified fee waiver scheme (PGR Naughton Fellows for example). This represents almost 16% of the registered research student body for that year. Of note is the number of candidates who are in receipt of some funding - just over 54% of the 1581 registered students received funding from some source and this percentage has remained fairly constant over the past number of years. Data on funding sources is available in Excel format as appendix 2.

A5: Postgraduate Taught Students 2016/17

A full breakdown of the number of EU and non – EU registered students by PGT course is provided in appendix 3.

The faculty of Arts, Humanities and Social Sciences has by far the greatest percentage of non-EU PGT students with 26% of their total PGT classed as non-EU. Faculty EMS statistics indicate that 17% of their registered PGT candidates are non-EU for fee purposes and 9.5% of those registered in the Faculty of Health Sciences are classified as, and paying the non-EU tuition fee. 636 students, 21% of the total 3049 candidates registered to PG Cert, PG Dip and Masters' courses are classified as non-EU for fee purposes.

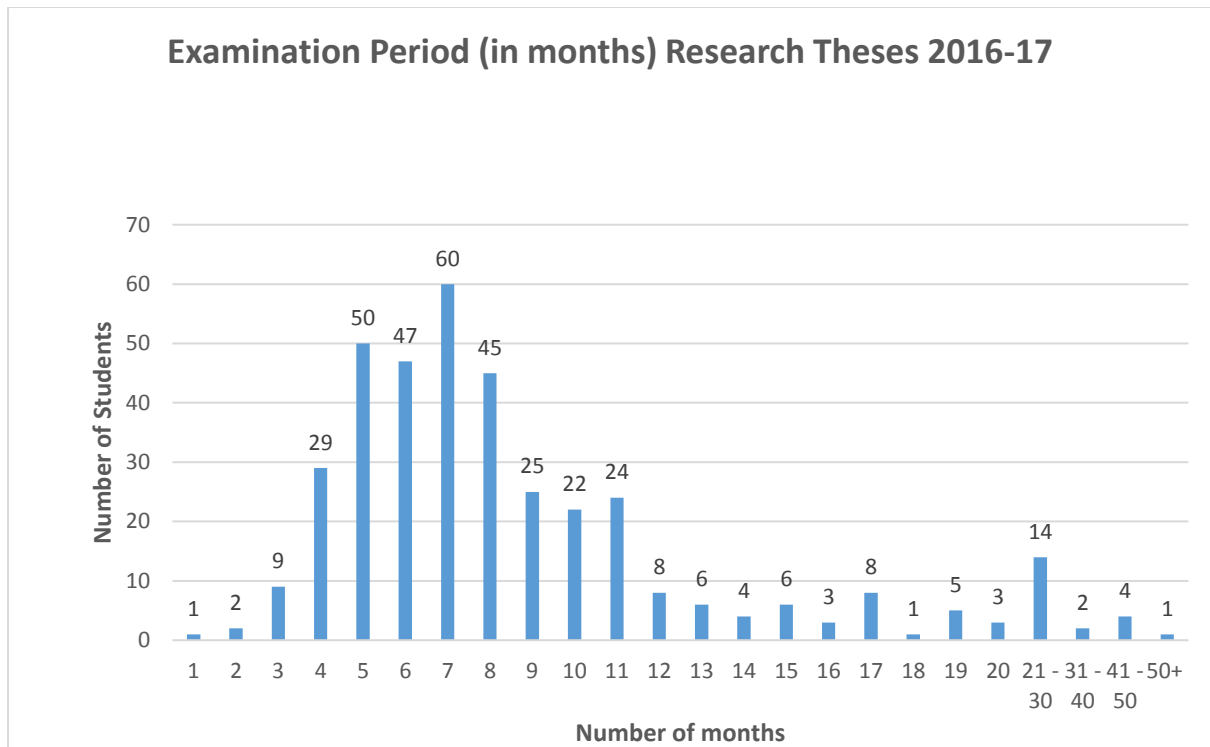
The full dataset includes 260 candidates registered either to standalone modules or on courses hosted by associated colleges (RIAM, Marino Institute of Education) and validated by Trinity.

A number of PGT courses continue to run with less than 10 registered candidates annually and these remain a concern. The majority are undergoing internal strategic review with a view to restructuring small individual courses into specialised strands of an overall parent course. As is discussed below, I met with all DTLPs during 2016-17 to discuss PGT offerings and am impressed by the work that is being put in to ensure that moribund courses are either streamlined or else rebranded. Nonetheless this is something that requires constant reconsideration. Finally, the AR report indicates the number of new PGT courses that came on stream in the 2016-17 Academic year.

A6: Postgraduate Research Examinations

The Academic Registry Annual Report (table D13, p67) provides a breakdown of the outcome of the 381 research examinations approved in the 2016/17 academic year with comparison data for previous years.

Additional data sourced from the Academic Registry on the length of time, in months, taken for research examinations from first submission to approval by the HDSC of Board and Council is presented below:



Examination period (in terms of months) of research theses inclusive of these referred for major revision and re-examination (when relevant) 2016/17

When compared with the 2015/16 data [Dean of Graduate Studies Annual Report 2015-16 page 21](#) less candidates are completing the examination process within the optimum 6 month period and there has been a slight increase in the percentage of examinations that are taking over one year to complete.

In 2016/17 36% of students progressed from examination to confirmation by Board and Council within 6 months 41.5%, (41.5% in 2015/16) while most remaining students complete the process within 7 to 12 months 49% (44% in 2015/16). 15% of examinations took between 13 and 57 months. Delays to the normal timeline for research examinations occur as matter of course when candidates lodge formal appeals to the Dean of Graduate Studies against his decision to approve the result recommended by the examiners. It is expected that the benefits of the Research Examination Module in SITS which was implemented in 2016/17 by the Academic Registry will become tangible over the coming years.

Part B: Other Developments in Postgraduate Education in Trinity in the 2016-17 Academic Year

B1. LERU membership

As is well known, in late 2016 Trinity became part of the prestigious League of European Research Universities. From a PG perspective, I am a member of the 'Doctoral Studies' Working group. This group met on two occasions in 2017 in Milan in March and in Utrecht in September.

In March, the main business of the meeting involved a focus on

- (a) Research Supervision and
- (b) The concepts of inter-sectorality and inter-disciplinarity in postgraduate research.

The supervision issue was arguably the one that had the more focused discussion and involved an excellent keynote address by global expert Prof Lynn McAlpine of Oxford University (I should say that Prof McAlpine will be giving a seminar as part of our CAPSL-organised postgraduate supervision workshops in March 2018). Among the issues to be discussed were (a) the training of supervisors (b) the question of whether (as is the case in some continental universities) one should have to have a bespoke qualification in order to supervise a doctoral student and (c) the link between monitoring of a student's progress and ultimate success in obtaining the degree sought. My view was that, whereas of course all supervisors should be attempting on an ongoing basis to hone their skills in this area, nonetheless the work of Trinity (as well as the procedures contained within our structured programme) were generally compatible with those of our LERU colleagues.

In September, the issues discussed were

- (a) The impact of the Open Science programme on doctoral students (with input from Gareth O'Neill of the European Council of Doctoral Candidates and Junior Researchers).

- (b) Professional Doctorates
- (c) The LERU doctoral summer school 2017 and 2018
- (d) Research Ethics for Doctoral Students
- (e) Protection for postdoctoral workers

The bulk of the discussion focussed on (a) and (d) above. It was heartening to note that Trinity's Library Open Access policy in relation to postgraduate theses was highlighted as a model for other universities. Furthermore, (as is discussed in Part C), I believe that our proposed new structure PhD module in 'Research Integrity and Impact in a Digital Age' will also place us at the forefront of what our LERU colleagues are doing in relation to research ethics.

There are, I believe, two aspects of these LERU meetings that stand out. In the first place, as mentioned briefly above, it is heartening that the procedures and innovations adopted by Trinity in the areas under discussion were either comparable or (as in the case of the Open Access approach within the library) better than those of our colleagues. Secondly, however, I was really struck by the quality and rigour of the discussion on both occasions. There are a number of varieties of approach on particular issues from which we can learn and from which I have learned (as an example, the approach of the University of Helsinki to Research Integrity is truly excellent). It is beyond doubt that in this, as no doubt in myriad other areas, our membership of LERU will be of huge benefit to the way in which we do business.

The LERU Doctoral Summer School 2017

We were invited to nominate doctoral students to attend at the 2017 summer school in Zurich. This school, which, in 2017 had as its theme the topic of 'citizen science' is a truly remarkable opportunity for students both to hone their research skills and also to network with similarly brilliant students from around Europe. Applications were invited from all doctoral students in the university to be considered on a competitive basis. I am very grateful to Professor Jean Quigley (Psychology) and Professor Richard Porter (Biochemistry and Immunology) who along with myself considered and judged the applications. We nominated 5 students in the hope that 1 might be selected, but to my delight and their credit, we ended up having three students

(Shuana Quinn, Rebecca Amet and Camila Perrerra) accepted to this event. Given the significance of it from Trinity's perspective, their travels were funded by the Office of the Dean of Graduate Studies. The students reported that the event was a truly excellent one. While there, the students split into teams to work on an innovative project, for which a prize of 2,500 Swiss francs was awarded to the winning team. It is wonderful to report that one of our students, Shauna Quinn, was a member of this 'winning team'.

B2: Provost's Scholarship Awards

One of the most significant developments over the last year involved the transitioning of 40 of the 65 '1252' postgraduate awards into new 'Provost Scholarship' awards.

The 1252 awards are distributed annually to faculties and thence to schools to support PhD students. These awards, allocated to faculties on a pro-rata basis having regard to the number of PhDs submitted within a faculty and approved by University Council in a given year, while useful had a number of drawbacks – not least the fact that, as they only covered fees for three years and provided a stipend of roughly €6.5k annually, they were unattractive to top students who might be able to obtain competitive funding elsewhere (and it is notable that, as was mentioned in the AR report, in 2016-17 a number of these awards were simply not taken up. Beyond this, the fact that the awards went directly to students, rather than to PIs with projects that would benefit from being worked on by a PhD student meant that there was little in it for the prospective supervisor – as would be the case if [s]he could demonstrate that [s]he had been successful in a competitive process for grant funding. On this final point, moreover, from the university's perspective, it makes sense to reinforce the proposition that it is increasingly important for colleagues to seek to obtain grant funding – and especially perhaps in those disciplines where this has not been the norm.

For all of these reasons, the decision was taken that 40 of these awards would be transitioned into what has become known as the Provost's Scholarship awards. There are two major points of distinction as between the new and old awards. In the first

place, they carry a stipend of €16k p/a, thereby bringing them into line with the amount provided by a number of external funding bodies and they last for four years. Secondly, however, they are not scholarships for students (though they have this effect). Rather they are grants to PIs obtained as the result of a competitive process.

The process itself (which was approved by University Council in May 2017) was open to assistant and associate professors. The reason why it was so limited was (a) because of the view that senior professors could reasonably be expected to be more successful than junior colleagues in applications for external funding and (b) because the capacity to show success in obtaining grant funding of this kind would likely impact more on the career development and research profile of junior than senior colleagues. This was, however, an aspect of the scheme that proved controversial and to offset its impact it was decided both that 25 of the old 1252 awards would remain untouched (and thus could be available to students whose principal supervisor was a senior professor) and also that a senior professor could co-supervise a student hired under the scheme. Finally, and with due recognition of the fact that the new scheme was standing in the place of the old 1252 scheme it was decided that awards would be allotted on a per faculty basis and using the same rubric as governed the 1252 scheme. Thus for the current year, 16 of the awards would go to FEMS and FAHSS applicants respectively and 8 would go to applicants from FHS.

We received nearly 200 applicants for these 40 awards. From my perspective, the quality of virtually all the applications was breathtaking – it was truly galvanising to see the breadth of research that is being done in the university. Six senior professors (two per faculty) were assigned to review the applications, which were judged both by reference to the quality of the project for which funding was sought and also by reference to the extent to which such an award would represent a ‘game-changer’ for the applicant. The overall process was overseen by a senior Dean of Graduate Studies from one of the LERU universities. I decided that it would be appropriate not to announce the names of the judging panel, but it is worth making the point that they worked extremely hard and extremely quickly to ensure that the process was managed effectively and expeditiously and to them I am most grateful.

In my view (and this is entirely my fault), the application process was not as effective as it could and should have been. In particular it would have been helpful to have had a more directive application form for all applicants to use. I am thus very grateful to the members of the committee who have agreed to meet briefly to discuss the nature of such a form, which can be used next year. Indeed it is worth making the point that it was agreed by Council that the scheme as a whole would be revisited in early 2018 to see if any changes would be appropriate for future years.

The 40 projects that were chosen are listed below. As I said, the applications as a whole were excellent, but it is fair to say that the successful applicants are engaged in ground-breaking research across a multitude of areas. It is my sincere hope that their projects will be significantly enhanced by the students who will work on them, and that these students will benefit hugely in their PhD research from the funding that they will receive.

School	PI	Project Title
Biochemistry and Immunology	Daniela Zisterer	Autophagy as a Therapeutic Target in the Treatment of Malignant Rhabdoid Tumours
Business	Martin Fellenz	The Impact of Work-Engagement among Health-Service employees on staff retention, performance, well-being and patient experiences and clinical outcomes
Chemistry	Max Garcia-Melchor	High-Throughput Screening of Hybrid Materials for Sustainable Energy Applications
Chemistry	Joanna McGouran	A Radical Approach to Probing Deubiquitinating Enzyme Activity
Dental Science	Gary Moran	The role of the Oral Microbiome in Oral Cancer Progression
Engineering	Gareth Bennett	Dark Acoustic MetaMaterials to Provide a Technological Breakthrough for Broadband Low Frequency Noise Attenuation: Electromagnetism and Acoustics Research t the Frontier Providing Foundational Knowledge to Address the Existing Weight and Size Obstacles to Efficient, Commercialisable, Environmental and Occupational Noise Reduction Solutions
Engineering	Conor McGinn	Development of a tele-operated control system for supporting human-robot interaction
Engineering	Daniel Trimble	Metal 3D Printing of Titanium Orthopaedic Implants
Engineering	Michael Monaghan	Flourescent Lifetime Imaging Microscopy
Histories and Humanities	Isabella Jackson	China, Ireland and Empire

Histories and Humanities	Carole Holohan	Poverty and Welfare in post-war Ireland
Histories and Humanities	Daniel Geary	Integration: An Intellectual History
Linguistic Speech and Communication Science	Martine Smith	My day, my life and me: Sharing Life Stories of Individuals with Communication Impairment
Linguistic Speech and Communication Science	Lorna Carson	Multilingualism in Hong Kong – Examining Changes in Hong Kong Cantonese
Mathematics	Jan Manschot	Modularity in Quantum Gravity and String Theory
Medicine	Gareth Brady	Using Poxvirus Evolution to Direct the Search for New Anti-Inflammatories'
Medicine	Margaret Lucitt	The effects of Aquamin™ supplementation on the pathogenesis of cardiovascular disease
Medicine	Sinead Smith	The role of the Notch Target Gene Hes1 in Helicobacter pylori-driven Pathogenesis
Medicine	Michelle Armstrong	Characterisation of the role of IL-17A and the associated promoter-polymorphism IL-17A G197A in the pathogenesis of Idiopathic Pulmonary Fibrosis
Medicine	Stephen Maher	Understanding the role of microRNA-31 in the regulation of cellular sensitivity to chemoradiotherapy in Pancreatic Adenocarcinoma
Natural Sciences	Nessa O'Connor	Quantifying the Impact of Multiple Stressors on the Production of Marine Benthic Resources
Natural Sciences	Matthew Saunders	Investigating the Impacts of Peatland Restoration on Net Ecosystem Carbon and Greenhouse Gas Dynamics
Natural Sciences	Mary Bourke	A Nature Based Approach to Flood Management
Natural Sciences	Jeremy Piggott	ExStream: Freshwater Ecosystems under Global Change
Pharmacy & Pharmaceutical Sciences	Sheila Ryder	Development of Deprescribing Supports for the Frail Older Patient
Pharmacy & Pharmaceutical Sciences	Niamh O'Boyle	Development of Novel Anti-Tumour β -Lactams for Treatment of Aggressive Breast Cancer
Physics	Cormac McGuinness	Formation and Properties of Novel Porphyrin Functionalised Nanoribbons: Towards Integrated Nanoribbon Electronics
Physics	Aline Vidotto	Can Red Stars Host Habitable Exoplanets?
Physics	Stefan Hutzler	A Physics Approach of Understanding Lifetime and Mortality
Psychology	Claire Gillan	Prediction Research in Mental Health
Psychology	Frederique Vallieres	Improving the Psychological Treatment of Refugees and Asylum Seekers who have experienced torture and other forms of extreme trauma'
Psychology	Simon McCarthy Jones	A mixed Methods Investigation of Shame in Victims of Child Sexual Abuse
Psychology	Lorina Naci	PREVENT Dementia
Social Sciences and Philosophy	Vasilis Politis	Plato's Essentialism

Social Sciences and Philosophy	Michelle D'Arcy	The Political Determinants of Forced Migration in Africa
Social Sciences and Philosophy	Pablo Gracia	Children's Time Use and Social Equalities in Ireland: Combining Quantitative and Qualitative Techniques with Longitudinal Data
Social Sciences and Philosophy	Davide Romelli	Gender Biases in Monetary Policy
Social Sciences and Philosophy	Kenneth Pearce	Irish Philosophy in the Age of Berkeley
Social Work and Social Policy	Paula Mayock	Migrant Homelessness in Ireland: A Mixed Methods Study

B3: Postgraduate Teaching Awards

In 2017 the Office of the Dean again ran the Postgraduate Teaching awards scheme aimed at recognizing the excellence of our postgraduate students work as teaching assistants and demonstrators. Indeed more broadly it also recognizes how vital the work of all the TAs and demonstrators working in the university is to our overall pedagogical mission. As before, the call went out to schools to nominate students whom they felt would be worthy of such awards. A selection committee was formed to review these applications and those students who were shortlisted were called for an interview preceded by a presentation that would reflect their teaching. Finally, on the basis of the application as a whole as well as this interview process, a number of awards would be made.

Once again it is worth highlighting the exceptional quality of all of the students who were nominated. The students who were shortlisted were all of incredibly high standard, and indeed the interview process was an extremely pleasant one because of the quality of work on display. In the end, four awards were made to four truly brilliant teachers namely

Robert Conway-Kenny (Chemistry)

Maureen Williams (Natural Sciences)

James Hussey (English)

Michael Cullinan (Engineering)

Finally, it is worth expressing my sincere gratitude to the panel who reviewed the applications and interviewed the shortlisted candidates (Dr Ciara O'Farrell, Ms Alice McPherson, Mr Madhav Bhargav, Professor John O'Hagan, Dr Marie Morris and Professor Brendan Tangney). I am also extremely grateful to Ms Jade Concannon and Ms Catherine Allen for their work in organizing the entire scheme.

B4: IUA Deans of Graduate Studies Group

The Dean, as well as the Administrator of the Dean's Office (Ms Helen Thornbury (TT&L)) are members of the Dean of Graduate Studies Group within the IUA. This group which is comprised of the Deans of the seven Irish Universities meets regularly throughout the year and engages at a sectoral level to drive Graduate Education Policy nationally and internationally through the EUA and EUA-CDE.

In 2016/17 a number of issues were discussed by the group including:

- ISSE survey for PGR students: It was proposed that the national student survey be rolled out to all PGR candidates and representation from the IUA DoGS group proposed that the survey be modelled on the UK Postgraduate Research Experience (PRES) survey. The benefit of this is that initial survey results from Ireland can be benchmarked against the UK institutions and as the ISSE research survey becomes more embedded in Irish HEI's data from each institution can be compared with all other responses.
- Inter-Institutional Collaborative MOU: In 2016/17 an updated MOU between the seven Irish universities was approved. This MOU, which arose out of SIF (Strategic Innovation Funds) funding permits certain cohorts of structured PhD students from each of the IUA universities to take their taught modules in any of the other universities for credit and free of fees.
- National Advisory Forum on Doctoral Education: Following the publication of the [National Framework for Doctoral Education](#) and the updated Irish Universities [PhD Graduate Skills Statement](#) the Deans Group continued engagement with the HEA and the Department of Education and Skills to ensure that the Group will have strong and

meaningful representation on the proposed National Advisory Forum on Doctoral Education.

In addition to the policy work undertaken by the DoGS Group each year the group collaborates and shares information and resolutions on issues that may affect graduate students in Ireland. In 2016/17 the DoGS group met with the Irish Research Council re the Enterprise Partnership Scheme funding start dates; lobbied the main Irish funders re payment of maternity benefit for female PhD candidates; shared information on how funding shortfalls are dealt with in each HEI and promoted the 4 year structured PhD nationally and internationally. Perhaps the most useful aspect of the group, however, is the level of collegiality that it inspires and, in particular the way in which other members of the group (that is, the other Deans and Administrators within the other Universities) are readily available to share advice and assistance when it is needed.

B5: Supervision Policy

A number of policies are approved by Council annually that have a bearing on the postgraduate process. In 2017, the policy with the most direct impact, however, was the [Research Supervision policy](#). The broad thrust of the policy was to the effect that all students have an entitlement to good quality supervision, albeit that the definition of what this will entail will, necessarily, be specific to the particular supervisor/student relationship and indeed, potentially, to the thesis on which the student is working. The issue was discussed on a number of occasions at Graduate Studies Committee. Members were clear that a policy of this kind would be counter-productive if it were excessively prescriptive (in that significant nuances within specific supervisor/supervisee relationships might not be accommodated). On the other hand it was stressed within the policy that quality supervision necessarily entails that the supervisor is research active. For obvious reasons, this policy now operates in tandem with calendar rules in relation to who is entitled to supervise.

Finally, on the issue of supervision, it is notable that QQI produced a white paper on research supervision in 2017. Early drafts were circulated to the HEIs for comments.

The general view taken within the IUA Dean's group is that the standards in the White Paper should be seen very much as baseline standards that will almost inevitably not challenge universities. On the other hand, a second document is currently being prepared and will be discussed by the Dean's Group that will be more far-reaching and aspirational in the standards it sets. At the time of writing, the document has still not been reviewed by the Dean's Group.

B6: Supervision Workshops

As in previous years, the Office of the Dean of Graduate Studies and CAPSL, in conjunction with our colleagues in UCD organised a series of supervision training workshops. Of these three are held in Trinity and three in UCD with two of each open to both UCD and TCD staff.

The first Trinity workshop was, in effect, an introduction to PhD and research Masters supervision within Trinity. Thus it began with Ms Thornbury outlining the nature of the various regulations that will apply through the lifecycle of a PGR student and providing invaluable advice as to how supervisors should act when various different difficult or contentious issues arise. This was followed by a panel discussion involving two experienced supervisors (Prof Martin Fellenz (Business School) and Professor Aonghus MacNabola (Engineering) who answered specific questions and also offered very useful advice, drawn from their own experiences, in relation to how best to approach the business of research supervision. The second workshop, led by Prof Cliona O'Farrelly focused on avoiding common pitfalls in research supervision. The final workshop again involved a panel discussion focusing on 'emerging trends in research supervision' with Prof Luke O'Neill (Biochemistry and Immunology), Professor Stephen McConnon (Chemistry), Prof Virpi Timonen (Social Work and Social Policy) and Prof Mary McCarron (Dean of Health Sciences). The workshop involved an extremely useful discussion of a number of topics ranging from the benefits and drawbacks of 'panel supervision' when compared to single supervision to concerns with increasing rates of mental ill health diagnoses in PGR students.

Once again it is my pleasant duty to thank all of the participants in these seminars and especially Catherine Allen (office of the Dean) and Dr Ciara O'Farrell and Ms Jade Concannon (CAPSL) for the huge amount of work put in to organising the seminars.

B7: Discussions with DTLPs in Relation to PGT expansion

At the request of the Vice Provost, in early 2017 I met individually with all of the DTLPs from the various schools to discuss possible expansion of PGT offerings and, in particular, to assess the *impediments* to growth in this area in the different schools. A number of key issues arose in these meetings that will, I believe, be of relevance going forward and in circumstances in which the university is seeking, as part of its financial plan, to increase the numbers of Non-EU PGT students within the university. The impediments in question are highlighted below, but it is worth stressing as an introductory point, that the vast majority of DTLPs indicated that their schools would be keen to encourage such growth.

Resource Issues were by far the most regularly cited reasons as to why growth might be limited, albeit that there were a number of different types of concern arising under this heading.

- (i) In some schools, there was a view that because, at the time, schools did not see much return to themselves arising out of the fees paid by a PGT student, therefore either (a) it became costly to run such courses - and in some cases they might be running at a loss or (b) there was no incentive for them to increase growth. In Part C of this report I look ahead to the potential impact of the new baseline budgeting model on these concerns.
- (ii) Secondly, however, some DTLPs made the point that they simply did not have the facilities (in terms, for example, of student break-out spaces or other facilities that students on top level masters programmes might reasonably expect) to increase the number of students on courses. The point was made that the concept of a 'Quality Masters Programme' carries a definite meaning for incoming students, in terms not merely of the quality of teaching but also the quality of student services, student facilities and so on, and thus if Trinity presented itself as offering quality programmes but did

not have the facilities to back this up, this could lead to long term reputational damage. It was further noted that because the fees that are charged for these courses are high (and, in the case of EU students will represent their first occasion to pay 'fees'), student expectations are higher than at undergraduate level.

- (iii) In some schools (typically within FOHS) the resource concerns were more bespoke in that there were simply finite numbers of clinical placements or (for example) dental chairs available and these were indispensable elements of the programme.

Staffing Issues

A number of DTLPs spoke to concerns relating to staffing. Again these break down into three sub-categories.

- (i) In some schools there is not the executive officer or other administrative support necessary to run new PGT courses. Indeed the experience is that existing courses are not properly administratively supported and as a result the burden of running them to the standards of efficiency (in terms of processing applications, dealing with students etc) falls to an academic staff member.
- (ii) This leads to a second concern. It was suggested that whereas involvement in running a PGT course may count in so far as promotion applications are concerned, it does not count sufficiently. The burdens can be onerous and will inevitably eat into research time on a year round basis. Yet when a colleague comes to apply for promotion the application will (so it is suggested) focus disproportionately on research and will involve an analysis of quality and quantity of research, nor will the fact that someone has contributed enormous number of hours to the building up of a PGT programme be able to outweigh gaps in a research profile. Put simply what this means is that whereas it is necessary (from college's perspective) for academic staff to step up to the plate and work enormous hours to ensure that their PGT programme is world class, and whereas college will benefit if

they do, they would be well advised that, paradoxically, this will count *against* them when it comes to promotion applications (in that there are far less onerous ways to tick the 'service to college' box). There is, in other words, a positive *disincentive* for staff to be PGT course directors.

- (iii) Finally in one or two schools, it was suggested that their staff levels are so critically reduced that they can barely fulfil their core missions in relation to UG teaching and could not consider the idea of a new PGT course.

Miscellaneous Issues

The above were the most widely cited suggestions as to impediments to PGT growth. In addition, however, some schools (in FEMS) suggested that, culturally, their focus must be on PGR. It is, however, of great note that, in 2017, Council approved a new PGT course run jointly by Chemistry, Physics and Natural Sciences which marks the first foray into the PGT landscape of the first two of these schools. Finally some DTLPs suggested that their capacity to increase student growth (and to provide a quality service that would ensure such growth was sustainable) was hindered by procedural inefficiencies within AR and in so far as the application process was concerned.

In Part C of this report I tentatively make suggestions for PGT growth flowing from my analysis of these conversations with DTLPs.

B8: Miscellaneous

Much of the day to day work of the Office of the Dean involves working with the AR teams dealing with issues such as unorthodox applications, complex student cases and so on. In this regard, the academic community as a whole recognises the pivotal role played by Ms Thornbury in keeping the graduate studies ship afloat and in liaising both with academics directly and with the postgraduate cases manager within the AR. Ms Thornbury, in conjunction with the College Solicitor, also deals with the occasional freedom of information and data protection requests received annually and with any potential threats of legal action.

It is also my pleasant duty both to appoint and to then review examiners' reports into PGR theses, the vast majority of which reveal the excellence of our research students and the remarkable fruits of their research. Finally I appoint external examiners to PGT courses (on the nomination of schools) and also review all external examiner reports into taught courses – and again, very often, it is a delight to read how impressive these courses are. The full list of external examiners (both for PGT courses and PGR theses) is appended to this report.

A number of aspects of this day-to-day business can be contentious and one, in particular, attracted the attention of the national media. This concerns the question of when someone qualifies to be charged EU rather than non-EU fees. Because there will clearly be people who have EU citizenship through descent yet have no tangible or educational connection to an EU country, the current Trinity PG fee classification rules, approved by Board in 2003 (and agreed with the HEA) provide that, in order for someone to be characterised as an EU fee payer, it is not enough that they be an EU citizen – rather they must have spent at least three of the five years preceding their proposed admission date in ordinary residence and fulltime employment or ordinary residence and fulltime further or higher education in the EU. This rule can, however, have consequences that, on the face of them, seem unfair, ranging from, for example, (a) an engineer who was raised and educated to third level in Ireland, who temporarily emigrated because of the economic collapse and has now returned to (b) a homemaker who chose neither to work or study over the last five years but who has never left the country to (c) someone who has been retired for three years and has never left the country.

In order to avoid such perceived unfairness, Board has vested the Dean with discretion to deem someone to be an EU fee payer even though they may not qualify as such under our rules. This will almost inevitably be done where the applicant has been educated at primary and secondary and tertiary level in an EU country; equally all such cases are reviewed on their merits, and it would arguably be counter-productive to lay down hard and fast rules that might fetter this discretion. On the other hand what *is* a concern, is the fact that applicants are not immediately aware of the possibility that they can appeal their designation as a *non*-EU fee-payer to the Dean which could, in theory, lead to a situation ripe for litigation, where two students with identical

backgrounds in the same course were being charged different fees and on the basis that one, but not the other had independently decided to challenge his designation.

B9: Graduate Studies Committee

Finally, it is worth paying tribute to the role played by the Graduate Studies Committee in relation to the governance of postgraduate studies in the University. The members of the Committee are dynamic, engaged and expert – worthy gatekeepers for our ongoing mission to enhance the quality of what we offer to our students. During the year, a good deal of business is discussed and developments made, and at all stages the members are notable for their collegiality and rigour. Under Section 7 of this Part and in the context of the development of PGT courses I noted the onerous workload burden that is connected with director a PGT programme effectively. It goes without saying that the work of the DTLP, when done effectively, is yet more onerous and is reflected in the work of the Graduate Studies Committee generally.

Part C: Challenges Going Forward

There are, I believe a number of areas on which the university needs to focus within the postgraduate space into the future and which arise out of the work discussed above.

C1: PGT

It seems clear that the university's financial strategy for the short to medium term relies in part on growth within the PGT sector, and especially increasing the number of Non-EU students studying on PGT courses. I have discussed in Part B the impediments that schools see in so far as such growth is concerned. It remains to be seen whether the new baseline budgeting model will remove any such impediments. Some schools express concern that because financial reward will flow when a school exceeds its own previous baselines, therefore this will operate to the disadvantage of schools that have historically operated large programmes (and there is a sense that it is only these schools that can expect real growth in the future). Furthermore, it remains to be seen whether promotion procedures can be amended in order to grant greater recognition to the work of PGT course directors – and in particular whether such work can stand in the place of research on a promotion application. It is, quite clearly, not my function to express a view on this issue, nor do I, but it is worth noting that this concern is perennially expressed by those who do and those who might run such courses.

Beyond this, there is an ongoing concern regularly expressed by schools and by the Graduate Students Union (GSU) that the focus on growth should not be allowed to replace or take priority over the focus on academic quality. It is, no doubt, a cause of celebration that certain courses are attracting large numbers of Non-EU students, but some have expressed concern that this might, paradoxically, end up diminishing the diversity in a classroom, that domestic students might regard such programmes as not having any appeal, and that, the long term sustainability of the programme as a whole might be jeopardised. This links moreover, to the issues of facilities mentioned above. Non-EU students have a bespoke vision of what a quality course entails – in terms of

facilities, services etc – and if our courses cannot deliver this, then the word will, very quickly get back to their home countries that our courses are not fit for purpose.

Linked with this, there is a concern that accommodation and living costs and the relative unavailability of part time work for PGT students from abroad will mean that students coming from abroad may have an understated view of the financial burden that this will place on them, and may find themselves facing severe financial hardship that might even lead to them having to drop out of programmes. Annually there are increasing number of applications to the PG student hardship fund (SAF) from students on PGT courses who come from abroad and simply cannot make ends meet. There is no doubt that the Global Relations team is aware of and is managing this, but it remains a concern. I do not believe that we should, ethically, take in students who will not be able to afford to be PGT students in trinity.

Growth, I believe, is possible, but it will require innovative thinking. I intend to work with the VP/CAO and the faculty deans as well as the DTLPs over the coming year in relation to this.

C2: PGR

In so far as PGR students are concerned, there are, I think, four significant issues going forward.

- (a) There is a need for Trinity to have some measure of clarity in relation to the extent to which *creative work* can be used as part of a PhD thesis. This can arise in a number of contexts ranging from a piece of creative writing, to musical composition to literary translation. As things stand, there are a number of disciplines in which creative work does currently count towards a PhD (for example within the School of Creative Arts), nonetheless it would be useful to have clear rules in relation to this – including in respect of the question of whether a degree obtained in this fashion should be classified as a PhD *simpliciter* or whether, in the alternative, it should be a bespoke ‘Creative Work PhD’. Of course this applies well beyond the limited context of a student submitting academic work and plays into a broader question (one that will be

relevant in the context of promotion applications) of the circumstances in which the university will deem such creative work to constitute academic research.

- (b) As things stand, all PhD students are required, as part of the structured PhD, to undertake between 10 and 30 ECTS credits worth of taught modules. For a variety of reasons, it is important for the university to offer (and encourage students to take) generic cross-discipline skills modules. In particular, it would, I believe be beneficial to encourage (and possibly to require) students to take a course focusing on research integrity and impact in an open access era. This will be progressed in the 2017-18 academic year.
- (c) The fall in the number of registered PhD students is a concern (and in Part A I considered possible explanations for this trend). Clearly this is something to be monitored into the future.
- (d) Finally, and perhaps most importantly, there is a huge concern with the funding of PhD students. It is well known that the majority of students in FAHSS are self-funded but in addition, there is less and less external funding for pure science research. This is very problematic both in terms of our ability to attract top level PhD students and indeed to attract students at all (which, of course has knock on effects in so far as the availability of teaching assistants and demonstrators is concerned).

C3: TEP, the AYS and the Postgraduate Space

Naturally a large amount of the educational focus in Trinity over the next couple of years will be on the Trinity Education Project. At one level, because there is a renewal of the *undergraduate* programmes, the impact on the *postgraduate* space is a limited one. At another level, however, there will be (and already is) a discernible impact in that much of the college resources (in terms, for example, of systems developments and availability of Academic Registry staff) will have to be devoted to the business of TEP, with the knock on effect that there will be less available for the postgraduate area. In effect what this means is that significant developments in terms of postgraduate policy may need to be stalled until after TEP is embedded.

By contrast, the new academic year structure applies equally to undergraduate and postgraduate studies. From a postgraduate perspective this presents both

substantive and symbolic difficulties. Substantively, for example, the defined exam periods may be insufficient for some PG courses where a student needs to pass a certain number of taught modules if [s]he is to progress to the dissertation component of the course that ultimately leads to the award of the masters. If the relevant course allows failed modules to be repeated, after all, and if a student fails a module in the summer exam session (and needs to pass that module in order to progress to work on the dissertation component) then [s]he would need to have the opportunity to resit the exam before the summer period as the alternative would be that [s]he might undertake three months of work on a dissertation with no certainty that it will be of any benefit to him or her (in that, if she fails the exam in supplemental session the dissertation will not count).

This leads, however, to the symbolic concern – and it is a growing one for PG students and worth taking seriously going forward. In effect the AYS is modelled (understandably) on the *undergraduate* model, with the postgraduate being grafted onto it and accommodated through unofficial workarounds. What this suggests (and whether or not this is true), is that, from Trinity's perspective, the starting point is the needs of undergraduate education with the postgraduate community being shoehorned into a model that accommodates these needs. Anecdotal evidence from within the PG student body indicates significant resentment at this – with the suggestion from an increasing number especially of PGT students that Trinity is only interested in them for the fee income that they generate and then uses that income not to enhance the facilities that are available to them or indeed to prioritise their educational needs, but rather to fund its core mission of servicing undergraduate education. And of course this, in turn, fosters the view that a Trinity postgraduate education is simply not good value for money.

I am not, of course, suggesting that this *is* Trinity's approach. Nonetheless unintended symbolic messages can be powerful and I believe that this message *is* being picked up on by our students at a worrying rate as they wonder why, given that they pay more for their education than do undergraduates, the university is not prioritising *their* needs. Given how critical both in financial and in academic terms the PG community is to Trinity College, it is my view that this is something that needs to be addressed urgently and effectively.

Professor Neville Cox
Dean of Graduate Studies
February 2018

Appendix 1: Registered PG Doctoral and Research Students by Faculty by School for 2016/17 and 2015/16

Registered Postgraduate Doctoral Students	2016/17			2015/16			Increase / Decrease
Faculty AHSS by School	EU	Non-EU	Total	EU	Non-EU	Total	
AHSS, Business Total	32	5	37	30	10	40	-3
AHSS, Creative Arts (Drama, Film and Music) Total	15	6	21	24	6	30	-9
AHSS, Education Total	60	12	72	65	11	76	-4
AHSS, English Total	36	9	45	45	10	55	-10
AHSS, Histories and Humanities Total	65	12	77	65	18	83	-6
AHSS, Languages, Literatures and Cultural Studies Total	27	2	29	28	1	29	0
AHSS, Law Total	26	10	36	43	7	50	-14
AHSS, Linguistic, Speech and Communication Sciences Total	31	11	42	33	9	42	0
AHSS, Psychology Total	121	16	137	123	20	143	-6
AHSS, Religions, Peace Studies and Theology Total	13	11	24	16	9	25	-1
AHSS, Social Sciences and Philosophy Total	47	14	61	54	16	70	-9
AHSS, Social Work and Social Policy Total	22	3	25	27	1	28	-3
Faculty Total	495	111	606	553	118	671	-65

Faculty EMS by School	EU	Non-EU	Total
EMS, Biochemistry and Immunology Total	62	10	72
EMS, Chemistry Total	95	9	104
EMS, Computer Science and Statistics Total	67	39	106
EMS, Engineering Total	85	40	125
EMS, Genetics and Microbiology Total	41	3	44

EU	Non-EU	Total	Increase/Decrease
76	7	83	-11
86	9	95	9
84	33	117	-11
96	38	134	-9
43	3	46	-2

EMS, Mathematics Total	12	1	13
EMS, Natural Sciences Total	56	16	72
EMS, Physics Total	61	14	75
Faculty Total	479	132	611

12		12	1
51	15	66	6
74	18	92	-17
522	123	645	-34

Faculty HS by School	EU	Non-EU	Total
HS, Dental Science Total	23	12	35
HS, Medicine Total	166	17	183
HS, Nursing and Midwifery Total	36	4	40
HS, Pharmacy and Pharmaceutical Sciences Total	21	10	31
Faculty Total	246	43	289

EU	Non-EU	Total	Increase/Decrease
23	11	34	1
196	15	211	-28
36	3	39	1
27	9	36	-5
282	38	320	-31

Registered PG Students (M.Litt, M.Sc, other research degrees)	EU	Non-EU	Total
Faculty of Arts, Humanities and Social Sciences Total	20	2	22
Faculty of Engineering, Maths and Science Total	24	6	30
Faculty of Health Sciences Total	19	4	23
	63	12	75
Overall Total (PG Doctoral and PG Research)			1581

EU	Non-EU	Total	Increase/Decrease
13	1	14	8
33	4	37	-7
32	2	34	-11
78	7	85	-10
		1721	-140

Data supplied by Academic Registry from HEA B returns for 2016/17 and 2015/16

Appendix 4: Taught Postgraduate External Examiner List 2016/17

Faculty of Arts, Humanities & Social Sciences

2014-17	Special Purpose Certificate in Academic Practice	Dr Dilly Fung University College London United Kingdom
2015-18	P.Grad.Cert. in Creative Thinking, Innovation and Entrepreneurship	Prof Alan Stitt Queens University Belfast Northern Ireland
2016-19	Postgraduate Diploma in Accounting	Dr. Elaine Doyle Kemmy Business School University of Limerick Ireland
2014-17	Master in Business Administration (MBA)	Prof Jeffrey Lenn George Washington University USA
2015-18	M.Sc. in Business & Management	Dr Kathleen Keeling Alliance Manchester Business School United Kingdom
2015-18	M.Sc. in Finance	Prof. Roman Matousek Kent Business School United Kingdom
2016-19	M.Sc. in International Management	Professor Alan Muller University of Groningen Duisenberg Germany
2016-19	M.Sc. in Digital Marketing Strategy	Professor Michael Haenlein ESCP Europe Paris France
2016-19	M.Sc. in Financial Risk Management	Professor Taufiq Choudhry University of Southampton United Kingdom
2016-19	M.Sc. in Marketing	Professor Alan Bradshaw Royal Holloway, University of London

2016-19		United Kingdom
2016-19	M.Phil. in Music Composition	Prof Robert Fokkens Cardiff United Kingdom
2016-19	M.Phil./P.Grad.Dip. in Film Theory, History & Practice	Prof Rob Stone University of Belfast Northern Ireland
2016-19	M.Phil. in Theatre & Performance	Dr. Lisa Fitzpatrick Ulster University, Derry Ireland
2016-19	Master in Fine Art (Playwriting) (M.F.A.)	Prof Colin Teevan University of London United Kingdom
2016-17	Master in Fine Art (Stage Design) (M.F.A.)	Prof Nesta Jones Rose Bruford College United Kingdom
2016-17	Master in Fine Art (Theatre Directing) (M.F.A.)	Prof Nesta Jones Rose Bruford College United Kingdom
2014-17	21st Century Teaching & Learning (P.Grad.Cert)	Dr Conor Galvin University College Dublin Ireland
2015-18	Master in Education (M.Ed.)	Dr. Feargal Finnegan NUIM, Maynooth Ireland
2015-18	Master in Education (M.Ed.)	Dr Elaine Keane National University of Ireland (Galway) Ireland
2015-18	Professional Masters in Education (PME)	Prof Paul Conway University of Limerick Ireland
2014-17	M.Phil./P.Grad.Dip. in Children's Literature	Prof David Rudd University of Roehampton United Kingdom

2017-20	M.Phil. in Creative Writing	Prof Giles Foden Norwich United Kingdom
2014-17	M.Phil./P.Grad.Dip.in Irish Writing	Prof Patrick Lonergan National University of Ireland (Galway) Ireland
2014-17	M.Phil in Digital Humanities and Culture	Dr Anouk Lang University of Edinburgh United Kingdom
2015-18	M.Phil./P.Grad.Dip.in Classics	Dr Polly Low University of Manchester United Kingdom
2015-18	M.Phil./P.Grad.Dip.in Early Modern History	Dr Tadhg O'Hannrachain University College Dublin Ireland
2015-18	M.Phil./P.Grad.Dip.in Gender & Women's Studies	Prof Patricia Skinner Swansea University United Kingdom
2015-18	M.Phil in History of Art	Dr Alixe Bovey The Courtauld Institute of Art, London United Kingdom
2014-17	M.Phil. in Medieval History	Prof Janet Burton University of Wales Trinity Saint David United Kingdom
2015-18	M.Phil./P.Grad.Dip.in Modern Irish History	Dr Maura Cronin Mary Immaculate College Limerick Ireland
2015-18	M.Phil. in Chinese Studies	Prof Sam Crane Williams College, Massachusetts USA
2014-17	M.Phil. in Public History & Cultural Heritage	Dr Jerome De Groot The University of Manchester

		United Kingdom
2016-19	M.Phil. in Comparative Literature	Prof Tabish Khair Aarhus University Denmark
2015-18	M.Phil in European Studies	Dr Judith Devlin University College Dublin Ireland
2016-19	M.Phil in Textual & Visual Studies	Prof Shirley Jordan Queen Mary University of London United Kingdom
2016-17	M.Phil. in Early Irish	Prof Ailbhe Ó Corráin Ulster University, Coleraine Northern Ireland
2016-17	M.Phil. in Literary Translation	Prof Susan Bassnett University of Warwick United Kingdom
2016-17	M.Phil. in Medieval Language, Literature & Culture	Prof Jean-Michel Picard University College Dublin Ireland
2016-19	Master in Laws (LL.M.)	Prof Charlotte Villiers University of Bristol United Kingdom
2014-17	As above	Prof Graeme B. Dinwoodie St. Peter's College University of Oxford United Kingdom
2014-17	As above	Dr Suzanne Egan University College Dublin Ireland
2015-18	As above	Prof Michael Dougan University of Liverpool United Kingdom
2015-18	As above	Prof Jack Anderson Queens University, Belfast Northern Ireland

2015-18	M.Phil./P.Grad.Dip.in Applied Linguistics	Prof Anne Pauwels University of London United Kingdom
2016-19	M.Sc. in Clinical Speech & Language Studies	Dr Janice Murray Manchester Metropolitan University United Kingdom
2014-17	M.Sc./P.Grad.Dip.in Clinical Speech & Language Studies (Dysphagia)	Dr Christina Smith University College London United Kingdom
2016 - 19	M.Phil./P.Grad.Dip.in English Language Teaching	Prof Ray Satchell University of Sussex, Sussex United Kingdom
2015-18	M.Phil./P.Grad.Dip.in Speech & Language Processing	Prof James Mahshie The George Washington University Washington USA
2016-19	M.Sc./Postgraduate Diploma in Managing Risk & System Change	Dr Caroline McMullan Dublin City University Ireland
2015-18	Doctorate in Clinical Psychology (D.Clin.Psych.)	Prof Robert Jones Bangor University United Kingdom
2015-18	As above	Dr Cordet Smart Plymouth University United Kingdom
2015-18	As above	Dr Helen Liebling Coventry University United Kingdom
2016-19	Doctorate in Counselling Psychology (D.Couns.Psych.)	Prof Heidi Levitt University of Massachusetts, Boston USA
2015-18	As above	Dr Terry Hanley University of Manchester

		United Kingdom
2014-17	As above	Dr Martin Drapeau McGill University Montreal Canada
2014-17	As above	Dr Gemma Kiernan Dublin City University Ireland
2015-18	As above	Dr Karen Kirby Ulster University, Derry Northern Ireland
2014-17	P.Grad.Dip.in Applied Behaviour Analysis	Dr. Clare McDowell University of Ulster, Coleraine Northern Ireland
2015-18	M.Sc. in Applied Psychology	Dr Jonathan Egan NUI (Galway) Ireland
2016-19	M.Sc./P.Grad.Dip.in Clinical Supervision	Prof Janine M. Bernard Syracuse University, New York USA
2016-17	M.Phil./P.Grad.Dip.in Psychoanalytic Studies	Dr Chris Nicholson University of Essex United Kingdom
2015-18	Psychology Conversion Course	Dr. Alexander Easton Durham University United Kingdom
2016-19	Master in Theological Studies (M.Theol.)	Dr Cathy Ross Ripon College United Kingdom
2014-17	M.Phil./P.Grad.Dip.in Conflict Resolution & Reconciliation	Dr Mo Hume University of Glasgow United Kingdom
2014-17	M.Phil./P.Grad.Dip.in Intercultural Theology & Interreligious Studies	Dr Elizabeth Harris Liverpool Hope University United Kingdom

2013-17	M.Phil./P.Grad.Dip.in International Peace Studies	Dr James Whitman University of Bradford United Kingdom
2014-17	P.Grad.Dip.in Conflict & Dispute Resolution Studies	Prof Trevor Buck Leicester De Montfort Law School Leicester United Kingdom
2016-19	M.Sc. in Comparative Social Change	Prof Mike Savage London School of Economics United Kingdom
2016-17	M.Phil./P.Grad. Dip. In Philosophy	Prof Robin Le Poidevin University of Leeds United Kingdom
2014-17	M.Sc./P.Grad.Dip.in Politics and Public Policy	Dr Eoin O'Malley Dublin City University Ireland
2014-17	M.Sc. in Economic Policy Studies	Prof Alan Ahearne National University of Ireland (Galway) Ireland
2014-17	M.Sc. (M.Sc.Econ.)/P.Grad.Dip.in Economics	Prof Julia Darby University of Strathclyde Business School Glasgow United Kingdom
2016-19	M.Sc./P.Grad.Dip.in International Politics	Prof David Doyle University of Oxford United Kingdom
2016-18	M.Phil. in Race, Ethnicity & Conflict	Dr. Rebecca King-O'Riain NUI Maynooth Ireland
2014-17	Applied Social Studies (P.Grad Dip)	Prof Michael Tomlinson Queen's University Belfast Northern Ireland
2016-17	Master in Social Work (M.S.W.)/P.Grad.Dip.in Social Work	Prof Timothy Kelly University of Dundee United Kingdom

2016-17	M.Sc. in Applied Social Research	Prof Andrew Yip The University of Nottingham United Kingdom
2015-18	M.Sc. /P.Grad.Dip in Child Protection & Welfare	Dr Kenneth Burns UCC Ireland
2016-17	M.Sc./P.Grad.Dip.in Disability Studies	Prof Mark Priestley University of Leeds United Kingdom

Faculty of Engineering, Mathematics & Science

2014-17	M.Phil. in Music & Media Technologies	Dr Gordon Delap National University of Ireland (Maynooth) Ireland
2016-17	M.Sc./P.Grad.Dip.in Technology and Learning	Prof Gráinne Conole Bath Spa University United Kingdom
2016-17	M.Sc./P.Grad.Dip.in Computer Science (Interactive Entertainment Technology)	Prof Gabriel Zachman University of Bremen Germany
2016-17	M.Sc./P.Grad.Dip.in Computer Science (Mobile & Ubiquitous Computing)	Prof Dirk Pesch Cork Institute of Technology Ireland
2014-17	M.Sc./P.Grad.Dip.in Computer Science (Networks & Distributed Systems)	Prof Gordon Blair Lancaster University United Kingdom
2016-18	M.Sc. in Health Informatics	Prof Pieter Toussaint Norwegian University of Science & Technology Norway
2016-17	M.Sc. in Interactive Digital Media	Prof Ken Perlin New York University USA

2014-17	M.Phil in Creative & Cultural Entrepreneurship	Prof Mukti Khaire Harvard Business School USA
2015-18	M.Sc./P.Grad.Dip.in Management of Information Systems	Prof Ciaran Murphy University College Cork Ireland
2016-17	P.Grad.Cert.in Statistics	Prof John Hinde NUI Galway Ireland
2016-17	M.Sc./P.Grad. Dip.in Bioengineering	Prof Jos Van der Sloten Leuven University Belgium
2016-19	M.Sc./P.Grad.Dip.in Engineering (Environmental /Structural & Geotechnics/Transport)	Prof Susan Taylor Queens University, Belfast Northern Ireland
2015-18	P.Grad.Dip.in Applied Building Repair Conservation	Mr Grellan Rourke Dublin Ireland
2016-19	P.Grad.Dip.in Construction Law & Contract Administration	Mr Martin Green Leeds Beckett University United Kingdom
2016-19	P.Grad.Dip.in Environmental Engineering	Dr Mark Healy NUI Galway Ireland
2016-19	P.Grad.Dip.in Fire Safety Practice (Buildings & Other Structures)	Dr Patrick Lennon Letterkenny Institute of Technology, Donegal Ireland
2014-17	P.Grad.Dip.in Health & Safety in Construction	Dr Martina Kelly National University of Ireland (Galway) Ireland
2015-18	P.Grad.Dip.in Sustainable Energy	Prof Neil Hewitt Ulster University Centre for Sustainable Technologies Northern Ireland

2014-17	P.Grad.Dip.in Project Management	Mr Brian Clare Dublin Institute of Technology (Bolton Street) Ireland
2016-19	M.Sc. in High Performance Computing	Prof Dirk Pleiter Jülich Research Centre, Jülich Germany
2014-17	M.Sc./P.Grad.Dip.in Biodiversity & Conservation	Prof Richard Bradshaw University of Liverpool United Kingdom
2014-17	M.Sc./P.Grad.Dip.in Environmental Sciences	Prof Kevin Hiscock University of East Anglia United Kingdom
2016-19	M.Sc. In Development Practice	Prof Jane Harrigan University of London United Kingdom
2016-19	M.Sc. in Immunology	Dr Liam O'Mahony University of Zurich Davos Switzerland

Faculty of Health Sciences

2015 – 18	Professional Doctorate in Dental Surgery (Oral Surgery)(D.Ch.Dent.)	Dr Colette Balmer Liverpool University Dental Hospital United Kingdom
2016-17	Professional Doctorate in Dental Surgery (Periodontics) (D.Ch.Dent.)	Dr. Ingemar Abrahamsson University of Gothenburg Sweden
2016-19	Professional Doctorate in Dental Surgery (Orthodontics) (D.Ch.Dent.)	Mr Joseph Noar Eastman Dental Hospital/Institute London United Kingdom
2014-17	Professional Doctorate in Dental Surgery (Paediatric Dentistry)(D.Ch.Dent.)	Dr Sanjeev Sood King's College London Dental Institute

		United Kingdom
2015-18	Professional Doctorate in Dental Surgery (Prosthodontics)(D.Ch.Dent.)	Dr Matthew Garnett University of Bristol United Kingdom
2015-18	Professional Doctorate in Dental Surgery (Special Care Dentistry)(D.Ch.Dent.)	Prof Luc Marks Ghent University Hospital Belgium
2016-18	P.Grad.Dip.in Conscious Sedation in Dentistry	Dr Katherine Wilson Newcastle University United Kingdom
2015-18	Postgraduate Certificate in Clinical Exercise	Dr Fidelma Moran University of Ulster Northern Ireland
2014-17	Implementation Science (P.Grad Cert)	Prof Per Nilsen Linköping University Sweden
2014-17	Master in Medicine (M.M.)	Prof Paul Gallagher University College Hospital Cork
2016-19	M.Sc. in Cognitive Psychotherapy	Ms Suzanne Byrne Kings College London United Kingdom
2015-18	Postgraduate Certificate in Advanced Radiotherapy	Prof Jesper Grau Eriksen Odense University Hospital Denmark
2015-18	M.Sc./P.Grad.Dip.in Advanced Radiotherapy Practice	Prof Jesper Grau Eriksen Odense University Hospital Denmark
2016-19	M.Sc./P.Grad.Dip.in Biological Psychiatry	Prof David Cotter Royal College of Surgeons in Ireland Ireland
2016-17	M.Sc.in Cardiology	Dr. Alison Duncan Royal Brompton Hospital London United Kingdom

**Appendix 5: Consolidated list of
examiners of research degrees
2016/17**

**Arts, Humanities and Social
Sciences**

School	Name	Academic Address
Business	Prof. F. Analoui	University of Bradford, UK
Business	Prof. M. Vanhuele	École des Hautes Etudes Commerciales de Paris, France
Business	Prof. L. Gallagher	Dublin City University
Business	Prof. C. Holland	Manchester Business School, UK
Business	Prof. S. Mallick	Queen Mary University of London, UK
Business	Prof. B. Fynes	University College Dublin
Business	Prof. R. Galliers	Loughborough University, UK; Bentley University, Waltham, MA, USA
Confederal School of Religions, Peace Studies and Theology	Prof. W. Horbury	University of Cambridge, UK
Confederal School of Religions, Peace Studies and Theology	Prof. D. Moffitt	University of St. Andrews, UK
Confederal School of Religions, Peace Studies and Theology	Prof. J. Barclay	Durham University, UK
Confederal School of Religions, Peace Studies and Theology	Prof. J. Gibaut	Saint Paul University, Ottawa, Canada
Confederal School of Religions, Peace Studies and Theology	Prof. D. Bryan	Queen's University Belfast, Northern Ireland
Confederal School of Religions, Peace Studies and Theology	Prof. M. Northcott	University of Edinburgh, UK
Confederal School of Religions, Peace Studies and Theology	Prof. L. Marsden	University of East Anglia, Norwich, UK
Confederal School of Religions, Peace Studies and Theology	Prof. N. Duvvury	National University of Ireland, Galway
Confederal School of Religions, Peace Studies and Theology	Prof. N. Duvvury	National University Of Ireland, Galway

Confederal School of Religions, Peace Studies and Theology	Mr. T. Cannon	Institute of Development Studies, University of Sussex, UK
Confederal School of Religions, Peace Studies and Theology	Prof. C. Weldon	Dominican University, Illinois, USA
Creative Arts	Dr P. Crogan	University of the West of England, Bristol, UK
Creative Arts	Dr G. Mulvey	Dublin Institute of Technology Conservatory of Music and Drama
Creative Arts	Dr. A. Žukauskaitė	Lithuanian Culture Research Institute, Vilnius, Lithuania
Creative Arts	Prof. E. Aston	University of Lancaster, UK
Creative Arts	Prof. R. Stone	University of Birmingham, UK
Creative Arts	Prof. E. Aston	University of Lancaster, UK
Creative Arts	Prof. R. Stone	University of Birmingham, UK
Creative Arts	Dr. E. Bennett	Birmingham Conservatoire, Birmingham City University, UK
Creative Arts	Dr. H. O'Brien	University College Dublin
Creative Arts	Dr R. Roihankorpi	University of Tampere, Finland
Education	Prof. E. Smyth	Economic and Social Research Institute, Dublin
Education	Prof. D. Hayes	University of Derby, UK
Education	Dr. P. Bracken	West Cork Mental Health Service
Education	Dr. M. Bowl	University of Birmingham, UK
Education	Dr. E. Keane	National University of Ireland, Galway

Education	Prof. W. Aagre	Buskerud and Vestfold University College, Demmen, Norway
Education	Prof. L. Murray	University of Limerick
Education	Dr. I. Connolly	Dun Laoghaire Institute of Art, Design & Technology, Dublin
Education	Prof. L. Murray	University of Limerick
Education	Dr. I. Connolly	Dun Laoghaire Institute of Art, Design & Technology, Dublin
Education	Prof. S. Smith	University of Florida, USA
English	Dr J. de Groot	University of Manchester, UK
English	Dr A. Gibbs	University College Cork
English	Prof. N. Daly	University College Dublin
English	Prof. S. Richards	St. Mary's University, London, UK
English	Prof. M. Campbell	University of York, UK
English	Dr M. Parsons	Institute of Art, Design and Technology
English	Prof. D. Van Hulle	University of Antwerp, Belgium
English	Dr S. Deckard	University College Dublin
English	Prof. J. Newman	University of Nottingham, UK
English	Dr. N. Perkins	University of Oxford, UK
English	Prof. C. Ferguson	University of Stirling, UK
English	Dr. D. Fimi	Cardiff Metropolitan University, UK
English	Dr J. Jesch	University of Nottingham, UK

English	Prof. V. Joosen	University of Antwerp, Belgium
English	Prof.A. Caleshu	University of Plymouth, UK
English	Dr. J. Shanahan	Dublin City University
Histories and Humanities	Prof. M. Fraser	University College London, UK
Histories and Humanities	Dr J. Webb	La Trobe University, Melbourne, Australia
Histories and Humanities	Prof. M. Braddick	University of Sheffield, UK
Histories and Humanities	Prof. O. Walsh	Glasgow Caledonian University, UK
Histories and Humanities	Prof. A. Sharrock	University of Manchester, UK
Histories and Humanities	Dr. R. M. van den Berg	Universiteit Leiden, The Netherlands
Histories and Humanities	Prof. D. Nelis	University of Geneva, Switzerland
Histories and Humanities	Dr. C. Newman	National University of Ireland, Galway
Histories and Humanities	Dr. T. Brittain-Catlin	Kent School of Architecture, University of Kent, Canterbury, UK
Histories and Humanities	Prof. H. van Wees	University College London, UK
Histories and Humanities	Dr. C. Newman	National University of Ireland, Galway
Histories and Humanities	Dr. T. Brittain-Catlin	Kent School of Architecture, University of Kent, Canterbury, UK
Histories and Humanities	Prof. H. van Wees	University College London, UK
Histories and Humanities	Prof. M. Daly	Royal Irish Academy, Dublin
Histories and Humanities	Prof. I. McBride	University of Oxford, UK
Histories and Humanities	Dr. R. J. Butler	University of Leicester, UK

Histories and Humanities	Prof. P. Murphy	Institute of Commonwealth Studies, University of London, UK
Histories and Humanities	Prof. J. Murphy	Boston College, Massachusetts, USA
Histories and Humanities	Dr. S. Edgington	Queen Mary University of London, UK
Histories and Humanities	Dr. M. Richter	University of Glasgow, UK
Histories and Humanities	Dr. N. Momigliano	University of Bristol, UK
Histories and Humanities	Prof. B. Smith	University of Bristol, UK
Histories and Humanities	Prof. F. Bellini	University of Camerino, Italy
Histories and Humanities	Prof. D. Hadley	University of Sheffield, UK
Languages, Literatures and Cultural Studies	Prof. A. Grohmann	University of Edinburgh, UK
Languages, Literatures and Cultural Studies	Prof. M. Cronin	Dublin City University
Languages, Literatures and Cultural Studies	Prof. A. Byford	Durham University, UK
Languages, Literatures and Cultural Studies	Prof. M. Cronin	Dublin City University
Languages, Literatures and Cultural Studies	Prof. A. Byford	Durham University, UK
Languages, Literatures and Cultural Studies	Prof. S. Jordan	Queen Mary University of London, UK
Languages, Literatures and Cultural Studies	Dr. habil. D. Komorowski	Uniwersytet Wroclawski, Wroclaw, Poland
Languages, Literatures and Cultural Studies	Dr. G. Pye	University College Dublin
Languages, Literatures and Cultural Studies	Dr. A. Phipps	University of Glasgow, UK
Languages, Literatures and Cultural Studies	Dr. M. Nic Eoin	Dublin City University
Languages, Literatures and Cultural Studies	Prof. P. Pisters	University of Amsterdam, The Netherlands
Languages, Literatures and Cultural Studies	Prof. D. Crowley	Royal College of Art, London, UK

Law	Dr C. Hanly	National University of Ireland, Galway
Law	Mr J. O'Dowd	University College Dublin
Law	Dr S. Prince	University of Exeter, UK
Law	Prof. E. Blyth	University of Huddersfield, UK
Law	Prof. D. McGoldrick	University of Nottingham, UK
Law	Prof. M. McGonagle	National University of Ireland, Galway
Law	Ms. S. Eden	University of Edinburgh, UK
Law	Prof. I. Lynch Fannon	University College Cork
Law	Prof. A. Arnull	University of Birmingham, UK
Law	Prof. D. Nolan	Worcester College, Oxford, UK
Law	Prof. M. Weait	University of Portsmouth, UK
Law	Prof. C. Ó Cinnéide	University College London, UK
Law	Prof. I. Lynch Fannon	University College Cork
Law	Prof. A. Arnull	University of Birmingham, UK
Law	Prof. D. Nolan	Worcester College, Oxford, UK
Law	Prof. M. Weait	University of Portsmouth, UK
Law	Prof. C. Ó'Cinnéide	University College London, UK
Law	Prof. J. Anderson	Queen's University Belfast, UK
Law	Prof. J. Loughrey	University of Leeds, UK
Law	Prof. C. Fennell	University College Cork
Law	Dr. D. Milton	London South Bank University, UK
Linguistic, Speech and Communication Sciences	Prof. V. Auberge	Laboratoire d'Informatique de Grenoble, France

Linguistic, Speech and Communication Sciences	Dr. M. Howard	University College Cork
Linguistic, Speech and Communication Sciences	Prof. P. Clavé	Universitat Autònoma De Barcelona, Hospital De Mataró, Spain
Linguistic, Speech and Communication Sciences	Prof. A. Henry	Ulster University, UK
Linguistic, Speech and Communication Sciences	Dr. S. Tufi	University of Liverpool, UK
Linguistics, Speech and Communication Sciences	Prof. N. Rommel	University of Leuven, Belgium
Psychology	Prof. J. Salgado	Instituto Universitário da Maia, Portugal
Psychology	Prof. M. Bélanger	Université de Sherbrooke, Canada
Psychology	Prof. J. Rothwell	University College London, UK
Psychology	Prof. T. Jackson	Middlesex University Business School, UK
Psychology	Dr S. Commins	National University of Ireland, Maynooth
Psychology	Dr J. Rodgers	University of Newcastle, UK
Psychology	Prof. A. Thorson	Karolinska Institutet, Stockholm, Sweden
Psychology	Dr N. Kupper	Tilburg University, The Netherlands
Psychology	Prof. A. Delamater	University of Miami, FL, USA
Psychology	Prof. R. Morris	Institute of Psychiatry, London, UK
Psychology	Prof. B. McGuire	National University of Ireland, Galway
Psychology	Prof. D. McIlroy	Liverpool John Moore's University, UK
Psychology	Prof. B. McGuire	National University of Ireland, Galway
Psychology	Prof. D. McIlroy	Liverpool John Moore's University, UK
Psychology	Dr. T. Bak	University of Edinburgh, UK

Psychology	Dr. K. Pelphrey	George Washington University, USA
Psychology	Dr. C. Klein	Bangor University, UK
Psychology	Prof. S. Theobald	Liverpool School of Tropical Medicine, UK
Psychology	Dr. M. Byrne	National University of Ireland, Galway
Social Sciences and Philosophy	Prof. E. Emilsson	University of Oslo, Norway
Social Sciences and Philosophy	Prof. G. Murdock	Loughborough University, UK
Social Sciences and Philosophy	Prof. M. Emranul Haque	University of Manchester, UK
Social Sciences and Philosophy	Prof. S. Cohen	University of Liverpool, UK
Social Sciences and Philosophy	Prof. P. Sikes	University of Sheffield, UK
Social Sciences and Philosophy	Dr. S. Brazys	University College Dublin
Social Sciences and Philosophy	Prof. H. Ito	Portland State University, Portland, OR, USA
Social Sciences and Philosophy	Prof. C. Kristen	University of Bamberg, Germany
Social Sciences and Philosophy	Prof. E. Schliesser	University Of Amsterdam, The Netherlands
Social Sciences and Philosophy	Prof. N. Crossley	University of Manchester, UK
Social Sciences and Philosophy	Dr. S. Brazys	University College Dublin
Social Sciences and Philosophy	Prof. S. Whitefield	Pembroke College, Oxford, UK
Social Sciences and Philosophy	Dr. A. Neundorf	University of Nottingham, UK
Social Sciences and Philosophy	Prof. R. Cassidy	Goldsmiths, University of London, UK
Social Sciences and Philosophy	Prof. S. Hix	London School of Economics, UK
Social Sciences and Philosophy	Prof. T. Irwin	University of Oxford, UK
Social Sciences and Philosophy	Prof. S. Whitefield	Pembroke College, Oxford, UK

Social Sciences and Philosophy	Dr. A. Neundorf	University of Nottingham, UK
Social Sciences and Philosophy	Prof. R. Cassidy	Goldsmiths, University of London, UK
Social Sciences and Philosophy	Prof. S. Hix	London School of Economics, UK
Social Sciences and Philosophy	Prof. T. Irwin	University of Oxford, UK
Social Sciences and Philosophy	Prof. M. Mac an Ghail	Newman University, Birmingham, UK
Social Sciences and Philosophy	Prof. V. Harte	Yale University, USA
Social Sciences and Philosophy	Prof. D. Moran	University College Dublin
Social Sciences and Philosophy	Prof. J. Tomalty	University of Bergen, Norway
Social Sciences and Philosophy	Dr. G. Finlay	University College Dublin
Social Sciences and Philosophy	Prof. J. Beyers	University of Antwerp, Belgium
Social Sciences and Philosophy	Prof. J. McHale	National University of Ireland, Galway
Social Sciences and Philosophy	Prof. M. Keith	University of Oxford, UK
Social Sciences and Philosophy	Prof. F. Brollo	University of Warwick, Coventry, UK
Social Sciences and Philosophy	Dr. E. Shinnick	University College Cork
Social Sciences and Philosophy	Prof. D. Bredin	University College Dublin
Social Work and Social Policy	Dr. R. Casey	Sheffield Hallam University, UK
Social Work and Social Policy	Prof. J. Hammel	University of Illinois at Chicago, USA
Social Work and Social Policy	Dr. B. Kelly	Queen's University Belfast, UK

Engineering, Mathematics and Sciences

School	Name	Academic Address
Biochemistry and Immunology	Prof. A. Clark	University of Birmingham, UK

Biochemistry and Immunology	Dr M. Schroeder	National University of Ireland, Maynooth
Biochemistry and Immunology	Dr J. Garcia-Salcedo	University of Granada, Spain
Biochemistry and Immunology	Dr. L. Unterholzner	Lancaster University, UK
Biochemistry and Immunology	Dr E. Brint	University College Cork
Biochemistry and Immunology	Prof. F. Barry	National University of Ireland, Galway
Biochemistry and Immunology	Prof. Volker Gerdts	University of Saskatchewan, Canada
Biochemistry and Immunology	Prof. A. Godkin	Cardiff University, UK
Biochemistry and Immunology	Prof. E. Medina	Helmholtz Center for Infection Research, Braunschweig, Germany
Biochemistry and Immunology	Dr. M. Travis	University of Manchester, UK
Biochemistry and Immunology	Prof. G. Jungersen	Technical University of Denmark, Copenhagen
Biochemistry and Immunology	Dr. D. Brough	University of Manchester, UK
Biochemistry and Immunology	Dr. E. Brint	University College Cork
Biochemistry and Immunology	Dr. E. Brint	University College Cork
Biochemistry and Immunology	Prof. A. Almeida	University of Salamanca, Spain
Biochemistry and Immunology	Prof. A. Coogan	National University of Ireland, Maynooth
Biochemistry and Immunology	Prof. E. Teeling	University College Dublin
Biochemistry and Immunology	Prof. C. Hess	University Hospital Basel, Switzerland
Chemistry	Dr T. Nugent	Jacobs University Bremen, Germany
Chemistry	Prof. N. Allen	University of Bristol, UK
Chemistry	Prof. Y. Gogotsi	Drexel University, Philadelphia, USA
Chemistry	Prof. A. Kirsch-De Mesmaeker	Université Libre de Bruxelles, Belgium

Chemistry	Prof. E. Zysman-Colman	University of St. Andrews, UK
Chemistry	Prof. A. P. de Silva	Queen's University Belfast, UK
Chemistry	Prof. P. Griffiths	University of Greenwich, Chatham Maritime, Kent, UK
Chemistry	Dr. Y. Rochev	National University of Ireland, Galway
Chemistry	Prof. M. Symes	University of Glasgow, UK
Chemistry	Prof. T. James	University of Bath, UK
Chemistry	Prof. C. O'Dwyer	University College Cork
Chemistry	Dr. D. Brougham	University College Dublin
Chemistry	Dr. P. O'Leary	National University of Ireland, Galway
Chemistry	Prof. M. Symes	University of Glasgow, UK
Chemistry	Prof. T. James	University of Bath, UK
Chemistry	Prof. C. O'Dwyer	University College Cork
Chemistry	Dr. D. Brougham	University College Dublin
Chemistry	Dr. P. O'Leary	National University of Ireland, Galway
Chemistry	Dr. O. Clarkin	Dublin City University
Computer Science & Statistics	Prof. G. van der Veer	Vrije University, The Netherlands
Computer Science & Statistics	Prof. P. Paule	Johannes Kepler University Linz, Austria
Computer Science & Statistics	Prof. C. Mascolo	University of Cambridge, UK
Computer Science & Statistics	Prof. T. Fahringer	University of Innsbruck, Austria
Computer Science & Statistics	Dr C. Loomis	SixSq, Geneva, Switzerland
Computer Science & Statistics	Dr B. Ahlgren	Swedish Institute of Computer Science, Kista, Sweden

Computer Science & Statistics	Prof. A. Chalmers	University of Warwick, UK
Computer Science & Statistics	Dr K. Rafferty	Queen's University Belfast, UK
Computer Science & Statistics	Prof. R. Cooper	University of Gothenburg, Sweden
Computer Science & Statistics	Prof. M. Peat	University of Sydney, Australia
Computer Science & Statistics	Prof. S. Coleman	University of Ulster, UK
Computer Science & Statistics	Prof. P. Brunet	Universitat Politècnica de Catalunya, Barcelona, Spain
Computer Science & Statistics	Dr J. Buckley	University of Limerick
Computer Science & Statistics	Prof. C. Bossen	Aarhus University, Denmark
Computer Science & Statistics	Prof. A. Dix	University of Birmingham, UK
Computer Science & Statistics	Prof. A. Quigley	University of St. Andrews, Fife, UK
Computer Science and Statistics	Prof. D. Leat	Newcastle University, UK
Computer Science and Statistics	Prof. T. Mazzuchi	George Washington University, Washington DC, USA
Computer Science and Statistics	Dr. M. Hofmann	Institute of Technology, Blanchardstown, Dublin
Computer Science and Statistics	Prof. R. Baker	University of Salford, UK
Computer Science and Statistics	Dr. C. Gormley	University College Dublin
Computer Science and Statistics	Prof. R. Baker	University of Salford, UK
Computer Science and Statistics	Dr. C. Gormley	University College Dublin
Computer Science and Statistics	Prof. B. de Balle Pígem	Lancaster University, UK
Computer Science and Statistics	Prof. E. De Cristofaro	University College London, UK
Computer Science and Statistics	Prof. F. Marques	Universitat Politècnica de

		Catalunya, Barcelona, Spain
Computer Science and Statistics	Prof. R. Nejabati	University of Bristol, UK
Computer Science and Statistics	Prof. V. Sundstedt	Blekinge Institute of Technology, Sweden
Computer Science and Statistics	Prof. K. Shankar	University College Dublin
Computer Science and Statistics	Prof. A. Nedich	Arizona State University, Tempe, AZ, USA
Computer Science and Statistics	Prof. Y. Wilks	Florida Institute for Human and Machine Cognition, Pensacola, FL, USA
Engineering	Prof. C. Kayser	University of Glasgow, UK
Engineering	Dr L. Watts	IT University of Copenhagen, Denmark
Engineering	Prof. S. Jockenhövel	RWTH Aachen University, Germany
Engineering	Prof. Y. Zigel	Ben-Gurion University of the Negev, Israel
Engineering	Prof. G de Veciana	University of Texas at Austin, USA
Engineering	Dr B. Gantenbein- Ritter	University of Bern, Switzerland
Engineering	Dr P. Vickers	Northumbria University, UK
Engineering	Dr M. Fernström	University of Limerick
Engineering	Dr J. O'Sullivan	University College Dublin
Engineering	Prof. G. Jones	Dublin City University
Engineering	Dr J. Rodríguez Díaz	Universidad de Córdoba, Spain
Engineering	Dr Y. Jin	Queen's University Belfast, UK
Engineering	Dr. J. Connelly	Queen Mary University of London, UK

Engineering	Prof. P. Blaise	Université de Perpignan, France
Engineering	Mr. J. Golden	Quigg Golden Limited, Dublin
Engineering	Dr J. Rodríguez Díaz	Universidad de Córdoba, Spain
Engineering	Prof. L. Rochester	Newcastle University, UK
Engineering	Prof. J. Kerrigan	University Of Virginia, Charlottesville, VA, USA
Engineering	Prof. C. Connon	Newcastle University, UK
Engineering	Dr. H. Goyder	Cranfield University, Shrivenham, UK
Engineering	Prof. M. Cotterell	Cork Institute of Technology
Engineering	Prof. M. Gonzalez Cortina	Universidad Politecnica De Madrid, Spain
Engineering	Dr. H. Claussen	Bell Labs, Nokia, Blanchardstown Business & Technology Park, Dublin
Engineering	Prof. M. Jabbal	University of Nottingham, UK
Engineering	Prof. L. Wosinska	KTH Royal Institute of Technology, Kista, Sweden
Engineering	Prof. M. Gonzalez Cortina	Universidad Politecnica De Madrid, Spain
Engineering	Dr. H. Claussen	Bell Labs, Nokia, Blanchardstown Business & Technology Park, Dublin
Engineering	Prof. M. Jabbal	University of Nottingham, UK
Engineering	Prof. L. Wosinska	KTH Royal Institute of Technology, Kista, Sweden
Engineering	Prof. B. Sunden	Lund University, Sweden

Engineering	Prof. J. Cotton	McMaster University, Ontario, Canada
Engineering	Mr. A. Meehan	National University of Ireland, Maynooth
Engineering	Prof. A. Pandit	National University of Ireland, Galway
Engineering	Dr. A. Beynon	Radboud University Medical Center and Donders Institute for Brain, Cognition and Behaviour, Nijmegen, The Netherlands
Engineering	Dr. P. McGarry	National University of Ireland, Galway
Engineering	Prof. M. Bruen	University College Dublin
Engineering	Prof. S. Pollin	University of Leuven, Belgium
Engineering	Prof. R. Camussi	Universita Degli Studi Roma Tre, Rome, Italy
Genetics and Microbiology	Prof. P. Williams	University of Nottingham, UK
Genetics and Microbiology	Prof. E. Glass	University of Edinburgh, UK
Genetics and Microbiology	Dr W. Kaufmann	Greenwood Genetic Center, SC, USA
Genetics and Microbiology	Dr D. Fitzpatrick	National University of Ireland, Maynooth
Genetics and Microbiology	Prof. A. Prokop	University of Manchester, UK
Genetics and Microbiology	Dr. C. Adrain	Instituto Gulbenkian de Ciencia, Oeiras, Portugal
Genetics and Microbiology	Prof. C. Mayer	University of Tübingen, Germany
Genetics and Microbiology	Dr. F. Fitzpatrick	RCSI Education and Research Centre, Beaumont Hospital, Dublin 9
Genetics and Microbiology	Prof. D. Higgins	University College Dublin
Genetics and Microbiology	Prof. B. Davies	University of Leeds, UK

Genetics and Microbiology	Prof. D. Higgins	University College Dublin
Genetics and Microbiology	Prof. B. Davies	University of Leeds, UK
Genetics and Microbiology	Prof. M. Richards	University of Huddersfield, UK
Genetics and Microbiology	Prof. D. Delneri	University of Manchester, UK
Genetics and Microbiology	Prof. C. Seoighe	National University of Ireland, Galway
Mathematics	Prof. K. Rummukainen	University of Helsinki, Finland
Mathematics	Prof. J. Partington	University of Leeds, UK
Mathematics	Prof. C. Houghton	University of Bristol, UK
Natural Sciences	Dr F. Westall	Centre National de la Recherche Scientifique, Orléans, France
Natural Sciences	Prof. S. Potts	Reading University, UK
Natural Sciences	Prof. H. Rollinson	University of Derby, UK
Natural Sciences	Prof. I. Taylor	University of St. Andrews, UK
Natural Sciences	Prof. P. Wyse Jackson	Missouri Botanical Garden, USA
Natural Sciences	Prof. R. Bradshaw	University of Liverpool, UK
Natural Sciences	Dr. J. Finn	Environment Research Centre, Teagasc, Wexford
Natural Sciences	Prof. R. Parrish	British Geological Survey, Nottingham, UK
Natural Sciences	Dr. N. Reid	Queen's University Belfast, UK
Natural Sciences	Prof. K. Gallagher	Université De Rennes, France
Natural Sciences	Prof. R. Pakeman	The James Hutton Institute, Aberdeen, UK
Natural Sciences	Prof. R. Pakeman	The James Hutton Institute, Aberdeen, UK

Natural Sciences	Prof. M. Wilson	The College of Wooster, Ohio, USA
Natural Sciences	Prof. R. Cuffey	Penn State University, Pennsylvania, USA
Natural Sciences	Dr. S. Vizzini	Università di Palermo, Italy
Natural Sciences	Dr. T. O'Neill	ADAS, Cambridge, UK
Physics	Prof. G. Hughes	Dublin City University, Dublin
Physics	Prof. P. Lambin	University of Namur, Belgium
Physics	Prof. E. McGlynn	Dublin City University
Physics	Prof. S. Kobe J	ozef Stefan Institute, Ljubljana, Slovenia
Physics	Prof. S. Dhesi	Diamond Light Source, Didcot, Oxfordshire, UK
Physics	Dr G. Hinds	National Physical Laboratory, Teddington, UK
Physics	Prof. J. Mc Laughlin	University College Dublin
Physics	Prof. M. Cryan	University of Bristol, UK
Physics	Prof. L. Dorneles	Universidade Federal de Santa Maria, Rio Grande do Sul, Brazil
Physics	Prof. F. Menard	Institut De Planetologie et D'Astrophysique, Grenoble, France
Physics	Prof. M. Jardine	University of St. Andrews, UK
Physics	Dr. D. Williams	Imperial College London, UK
Physics	Prof. Dr J. Wollschlager	University of Osnabruck, Germany
Physics	Prof. B. Nadgorny	Wayne State University, Detroit, MI, USA
Physics	Prof. D. Gary	New Jersey Institute of Technology, USA

Physics	Prof. S. Cohen-Addad	Université Pierre et Marie Curie, Institut Des Nanosciences De Paris, France
Physics	Prof. C. O'Dwyer	University College Cork
Physics	Prof. M. Pemble	University College Cork
Physics	Prof. J. Costello	Dublin City University
Physics	Prof. G. Onida	University of Milan, Italy
Physics	Prof. R. Hohler	Institut des Nanosciences de Paris, France

Health Sciences

School	Name	Academic Address
Dental Science	Prof. K. Kavanagh	National University of Ireland, Maynooth
Dental Science	Dr. D. Hughes	Royal College of Surgeons in Ireland, Dublin
Dental Science	Prof. N. Donos	Queen Mary University of London, UK
Dental Science	Dr. E. O'Neill	Royal College of Surgeons in Ireland, Dublin
Dental Science	Dr. I. El Karim	Queen's University Belfast, UK
Medicine	Prof. M. Higgins	Mater Misericordiae University Hospital, Dublin
Medicine	Prof. D. McGonagle	Chapel Allerton Hospital, Leeds, UK
Medicine	Prof. A. Gaffney	Beaumont Hospital, Dublin
Medicine	Dr A. Kambugu	Makerere University, Uganda
Medicine	Dr D. Orr	University of Sussex, UK
Medicine	Prof. S. Jain	University of Edinburgh, UK

Medicine	Prof. F. Biscarini	Università di Modena e Reggio Emilia, Italy
Medicine	Dr P. Loke	New York University School of Medicine, USA
Medicine	Prof. A. McGregor	Imperial College London, UK
Medicine	Dr S. Burns	University College London, UK
Medicine	Dr S. Hormuzdi	University of Dundee, UK
Medicine	Prof. G. O’Laighin	National University of Ireland, Galway
Medicine	Prof. P. Passmore	Queen’s University Belfast, UK
Medicine	Prof. P. Barros	Universidade Nova de Lisboa, Portugal
Medicine	Prof. C. Bradley	University College Cork
Medicine	Prof. M. Shields	Queen’s University Belfast, UK
Medicine	Dr S. Popat	Imperial College London, UK
Medicine	Prof. J. Cavanagh	University of Glasgow, UK
Medicine	Prof. K. McCarthy	University of Edinburgh, UK
Medicine	Prof. C. Mariette	Lille University Hospital, France
Medicine	Dr F. Mullershausen	Novartis Pharma AG, Basel, Switzerland
Medicine	Prof. E. O’Shea	National University of Ireland, Galway
Medicine	Dr L. Willcocks	Addenbrooke’s Hospital, Cambridge, UK
Medicine	Dr F. Pfrieder	Institute of Cellular and Integrative Neurosciences, Strasbourg, France
Medicine	Dr I. Mills	Queen’s University Belfast, UK
Medicine	Prof. M. Guidon	Royal College of Surgeons

Medicine	Prof. M. Kerin	National University of Ireland, Galway
Medicine	Prof. C. S. Herrington	University of Edinburgh, UK
Medicine	Prof. D. Cotter	Royal College of Surgeons in Ireland, Dublin
Medicine	Prof. S. O'Sullivan	University of Nottingham, UK
Medicine	Prof. P. Lambin	University of Maastricht, The Netherlands
Medicine	Prof. R. Furlan	Humanitas University, Milan, Italy
Medicine	Prof. J. O'Connor	University College Dublin
Medicine	Dr C. Blake	University College Dublin
Medicine	Prof. A. Shiel	National University of Ireland, Galway
Medicine	Dr. M. Cosgrave	North Dublin Mental Health Service
Medicine	Prof. S. Cooper	University of Glasgow, UK
Medicine	Prof. B. Willinger	Medical University of Vienna, Austria
Medicine	Prof. A. Montgomery	University of Macedonia, Greece
Medicine	Prof. K. Murphy	Royal College of Surgeons in Ireland, Dublin
Medicine	Prof. D. MacHugh	University College Dublin
Medicine	Dr. S. Timmons	University College Cork
Medicine	Dr M. O'Leary	Galway University Hospital
Medicine	Prof. K. Robinson	University of Limerick
Medicine	Prof. G. Foster	Barts and the London School of Medicine and Dentistry, Blizard Institute, London, UK

Medicine	Dr. S. Zaman	Princess of Wales Hospital, Cambridgeshire, UK
Medicine	Dr. A. Hayat	University Hospital, Galway
Medicine	Prof. J. P. O'Neill	Beaumont Hospital, Dublin
Medicine	Prof. C. Gourley	The University of Edinburgh, UK
Medicine	Dr. C. Sturgeon	Royal Infirmary of Edinburgh and University of Edinburgh, UK
Medicine	Prof. W. McSherry	Staffordshire University, UK
Medicine	Dr. E. Falvey	University College Cork
Medicine	Prof. A. Sullivan	University College Cork
Medicine	Dr. A. Hayat	University Hospital, Galway
Medicine	Prof. M. White	Royal College of Surgeons in Ireland, The Coombe Women and Infants University Hospital, Dublin
Medicine	Prof. J. P. O'Neill	Beaumont Hospital, Dublin
Medicine	Prof. C. Gourley	The University of Edinburgh, UK
Medicine	Dr. C. Sturgeon	Royal Infirmary of Edinburgh and University of Edinburgh, UK
Medicine	Prof. W. McSherry	Staffordshire University, UK
Medicine	Dr. E. Falvey	University College Cork
Medicine	Prof. A. Sullivan	University College Cork
Medicine	Dr. W. Noble	King's College London, UK

Medicine	Prof. D. Williams	Beaumont Hospital / Royal College of Surgeons in Ireland, Dublin
Medicine	Dr. D. Houlihan	St. Vincent's University Hospital, Dublin
Medicine	Dr. C. Millar	Imperial College London, UK
Medicine	Dr. K. Schaffer	St. Vincent's University Hospital, Dublin
Medicine	Prof. M. Prentice	University College Cork
Medicine	Dr. M. Forhan	University of Alberta, Edmonton, Canada
Medicine	Dr. L. Devlin	Regional Immunology Service, The Royal Hospitals, Belfast, UK
Medicine	Prof. J. Snowden	Greater Manchester Neuroscience Centre, Salford, UK
Medicine	Prof. A. Samali	National University of Ireland, Galway
Medicine	Prof. C. Coffey	University Of Limerick
Medicine	Prof. T. Grantcharov	University of Toronto, Canada
Medicine	Dr. O. Lennon	University College Dublin
Medicine	Dr. M. Francis- Wright	University of Essex, UK
Medicine	Dr. C. Cunningham	University College Dublin
Medicine	Dr. C. McDonough	St. Brigid's Hospital, Ardee, Co. Louth
Medicine	Prof. G. Jemec	Roskilde Hospital, University of Copenhagen, Denmark
Medicine	Prof. M. Graves	University of Cambridge, UK
Medicine	Prof. M. O'Connell	University College Dublin

Medicine	Dr. M. Cella	King's College London, UK
Medicine	Prof. N. Embleton	Newcastle Neonatal Service, Royal Victoria Infirmary, Newcastle Upon Tyne, UK
Medicine	Dr. Y. Nolan	University College Cork
Medicine	Prof. J. Coast	University of Bristol, UK
Medicine	Prof. K. Harwood	George Washington University, Washington DC, USA
Medicine	Dr. D. O'Reilly	Queen's University Belfast, UK
Medicine	Dr. U. McCarthy Persson	University College Dublin
Medicine	Dr. E. Delahunty	University College Dublin
Nursing and Midwifery	Dr S. Denieffe	Waterford Institute of Technology
Nursing and Midwifery	Prof. S. Downe	University of Central Lancashire, UK
Nursing and Midwifery	Prof. R. Gates	University of West London, UK
Nursing and Midwifery	Prof. M. G. Molloy	University College Cork
Nursing and Midwifery	Dr. S. Todd	University of South Wales, UK
Nursing and Midwifery	Prof. H. Stendal Robinson	University of Oslo, Norway
Nursing and Midwifery	Prof. R. Northway	University of South Wales, Pontypridd, UK
Nursing and Midwifery	Dr. C. Somerville	Graduate Institute of International and Development Studies, Geneva, Switzerland
Nursing and Midwifery	Prof. O. Barr	University of Ulster, Derry, Northern Ireland
Nursing and Midwifery	Dr. H. Mannan	University College Dublin

Nursing and Midwifery	Dr. M. McKeown	University of Central Lancashire, Preston, UK
Nursing and Midwifery	Prof. M. Brown	Edinburgh Napier University, UK
Nursing and Midwifery	Prof. A. Matthews	Dublin City University
Nursing and Midwifery	Prof. B. Hunter	Cardiff University, UK
Pharmacy and Pharmaceutical Sciences	Prof. C. Anderson	University of Nottingham, UK
Pharmacy and Pharmaceutical Sciences	Dr L. Glynn	National University of Ireland, Galway
Pharmacy and Pharmaceutical Sciences	Prof. C. Strachan	University of Helsinki, Finland
Pharmacy and Pharmaceutical Sciences	Dr A. Thomson	University of Strathclyde, Glasgow, UK
Pharmacy and Pharmaceutical Sciences	Prof. P. Jeppesen	Aarhus University, Denmark
Pharmacy and Pharmaceutical Sciences	Dr. S. Keely	RCSI Education & Research Centre, Beaumont Hospital, Dublin
Pharmacy and Pharmaceutical Sciences	Dr. G. Clark	University College Cork
Pharmacy and Pharmaceutical Sciences	Prof. G. Leitao	Universidade Federal do Rio de Janeiro, Brazil
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