



Incorporating any amendments approved at subsequent Council meetings

XX = Board relevance

The University of Dublin

Trinity College

A meeting of the University Council was held on Wednesday 9 March 2016 at 11.15 am in the Board Room.

<i>Present</i>	Provost, Vice-Provost/Chief Academic Officer, Registrar, Dean of Undergraduate Studies/Senior Lecturer, Dean of Graduate Studies, Senior Tutor, Vice-President for Global Relations, Dean of Students, Professor D Faas, Professor C Morash, Professor J Walsh, Professor R Dahyot, Professor J Jones, Professor P Cronin, Professor M Clarke, Dr S Bloomfield, Ms S Cameron-Coen, Ms M Kenny, Mr J Bryant, Dr G Hegarty, Mr M McInerney.
<i>Apologies</i>	Dean of Research, Dean of Arts, Humanities and Social Sciences, Professor A Holohan, Dean of Engineering, Mathematics and Science, Professor G Watson, Professor I Donohue, Dean of Health Sciences, Professor J P Spiers, Professor C Comiskey, Professor D Kelleher, Ms P O'Beirne, Mr D Whelehan, Secretary to the Scholars (Ms A P Worrall), Mr A McDermott, Chief Operating Officer.
<i>In attendance</i>	Academic Secretary, Librarian and College Archivist, Secretary to the College, Ms S De Brunner.
<i>Observers</i>	None

SECTION A

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

- CL/15-16/124 Minutes**
- (i) The minutes of the meeting of 10 February 2016 were approved and signed subject to a correction to the third paragraph of CL/15-16/111 (i) to change 240 ECTS to 120 ECTS.
 - (ii) The Secretary to the College informed Council of a correction to CL/15-16/097 in the minutes of the meeting of 13 January 2016. The actum should have referred to the Director of Teaching and Learning (Postgraduate) and not the Director of Teaching and Learning (Undergraduate).
- CL/15-16/125 Matters Arising**
- There were no matters arising.

CL/15-16/126 Provost's Report

- (i) The Provost highlighted the launch of Blackstone LaunchPad, a training programme for students in the area of entrepreneurship. He acknowledged the role of the College Librarian and Archivist in accommodating this activity in the Berkeley Library and commented on the significant opportunity that this provides for students.
- (ii) The Provost, speaking to the review to determine the overall strength of each of Trinity's research themes, commented that meetings have taken place, involving the Dean of Research, the research team leads and the Provost, to discuss the implementation of any necessary changes. He noted that the strongest themes would be included in the Trinity campaign for funding under scholarships and professorships and that some other themes may provide the basis for the establishment of new research institutes, subject to available funding.
- (iii) The Provost indicated that aspects of the Cassell's Report concerning the funding of higher education, though not formally published, had been released through the Irish Independent newspaper. Commenting on the relevant articles, he noted that the report appeared to recognise the underfunding of third-level education in Ireland, especially when indicators like the staff-student ratio and the level of funding per head are considered and compared with those in other countries. The report provides funding options which include increased government funding, income contingent loans for students and a levy on employers. He noted that the report has been submitted to the Minister for Education and Skills, however, given the outcome of the recent General Election and the likelihood that no stable government will form, it was unclear when the report would be published or how the funding question will be resolved. He also referred to an opinion piece he had published in the Irish Independent which calls for higher education funding to be included in the plan for government.

CL/15-16/127 Trinity Education Project: Proposed Curriculum and Architecture

The Dean of Undergraduate Studies/Senior Lecturer introduced the item by way of a presentation, dated 9 March 2016, the purpose of which was to provide Council with an update on the proposals emanating from the Curriculum and Architecture strand of the Trinity Education Project. She outlined the latest iteration of the proposed Trinity Graduate Attributes, as: (1) to think independently; (2) to communicate effectively; (3) to grow continuously; and (4) to act resiliently. The achievement of these attributes will depend on the adoption of particular curriculum principles:

- The curriculum will be:
 - Research-centred
 - Programme-focussed
 - Flexible in achieving programme level outcomes
- It will employ a range of teaching learning and assessment strategies
- And will be supported by appropriate technology-enhanced approaches

She commented that programme owners will have to take ownership of these principles and embed them within their courses. Focussing on the principle that the curriculum will allow for the flexible achievement of programme level outcomes, she noted that there will be core, approved and free elective modules; courses will enable students to engage in learning opportunities and experiences beyond their core programme; the curriculum architecture will provide time and space to engage in co-curricular learning; students will be provided opportunities to integrate knowledge, skills and competencies across the taught curriculum and internships/study abroad/co-curricular learning; and teaching and learning will draw on a range of pedagogic and assessment paradigms that are responsive to different learning styles.

She highlighted the elements which would be managed at a programme level:

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- (i) Programmes will enable students to learn beyond their discipline, and must enable students to exercise choice in terms of whether they take the specified maximum or minimum number of credits within core programme.
- (ii) All programmes will permit a choice of approved modules and provide access to free electives up to a specified credit threshold.
- (iii) Programmes determine the pre-, co- and post-requisites and the levels at which modules must be taken.
- (iv) Programmes should enable all undergraduate students to complete an independent project or dissertation in one of their final two years (Council CL/13-14/167, May 2014).
- (v) Programmes will enable opportunities for study abroad, placements, internships, experiential learning, inter-professional learning etc., as appropriate.
- (vi) Timetabled 'time' and 'space' should be included for co-curricular learning, project and group work.
- (vii) Programmes will ensure access to modules at the required level for professional accreditation, postgraduate study or Teaching Council requirements.

In relation to Trinity's standard four-year undergraduate course, she brought the meeting through the proposed models for single discipline courses in the Arts, Humanities and Social Sciences (AHSS), single discipline courses in Science, double discipline courses (with major/minor and joint major variations) and multi-discipline courses, in terms of minimum and maximum credits for core, approved and free elective modules. She noted that the models should provide greater flexibility to move from a single discipline course to a double discipline course, and vice-versa. She noted that the requirement to take modules outside the core curriculum for students on double discipline and multi-discipline courses was reduced since such students already study more than one subject. All models presented contained a 20 ECTS capstone project in the Senior Sophister year. She advised that there will be widespread consultation on the proposed models to gain feedback and to ensure that they are academically robust. She outlined the next steps and considerations in the process for further refining and approving the curriculum principles and architecture. These considerations included agreeing on the level of flexibility permitted and whether or not flexibility should feature in all course years, the parameters facilitating transfer opportunities from one course model to another, set requirements for professionally accredited courses, optimum module sizes, the academic year structure as an enabler and external pressures, such as the current emphasis on reducing the number of entry routes into undergraduate courses.

During the course of the discussion the following comments were made:

- whichever course structures emerge, flexibility will be needed to enable study abroad;
- the detailed processes regulating transfers between curricular models will be key;
- entry to core disciplines could be considered;
- whilst pre- and co-requisites are necessary for curriculum coherence, these can act as barriers to studying abroad and a possible solution would be to look for equivalent modules in host institutions;
- Teaching Council requirements should be kept in mind when setting minimum thresholds for core curricula.

In response to these comments and other queries raised, the Dean of Undergraduate Studies/Senior Lecturer commented that flexibility would be required to facilitate study abroad. She noted that there had been discussions around module sizes but that no decisions had been made in this regard; there was no wish to prohibit year-long modules where these are necessary for curricular coherence and the academic integrity of programmes.

The Vice-Provost/Chief Academic Officer suggested that the language around the requirement for a capstone project in all courses be strengthened from 'should' to 'must'. She noted that setting of co- and pre-requisites must be moderated by the overall ability of a course to enable the attainment of the Trinity Graduate Attributes. The Provost highlighted the importance of

co-curricular learning and the provision of space and time within students' timetables to allow for participation in applicable activities.

The Provost thanked the Dean of Undergraduate Studies/Senior Lecturer for the update and highlighted the discussion day taking place on 16th March 2016 in relation to curriculum principles and architecture.

The Senior Tutor joined the meeting.

CL/15-16/128 Report of the School Review Implementation Task Force of the School of Languages, Literatures and Cultural Studies

The Provost welcomed the Head of the School of Languages, Literatures and Cultural Studies, Professor Juergen Barkhoff, to the meeting. A memorandum from the Dean of the Faculty of Arts, Humanities and Social Sciences, dated 1 March 2016, had been circulated along with the Report of the School Review Implementation Task Force, dated 15 January 2016. The Provost explained the background to the establishment of the Task Group and explained that Professor Barkhoff had been invited to talk to the report in the absence of the Dean of the Faculty of Arts, Humanities and Social Sciences.

Professor Barkhoff referred to the findings of the external reviewers arising from the quality review of the School of Languages, Literatures and Cultural Studies (SLLCS), which were noted previously by Council at its meeting in March 2015. Whilst the comments had been critical of a number of aspects in the School he considered them to be helpful overall. The circulated report addresses the recommendations outlined by the external reviewers and identifies those areas which cannot be addressed by the School alone. He commented on the structure of the SLLCS, comprising a number of departments, and the connections with many other schools and departments through the delivery of joint and multi-disciplinary courses. Given these factors, the School will rely on the outcomes of both the 21st Century Administration Project and the Trinity Education Project to fully address all of the issues highlighted.

In terms of the staffing recommendations, he outlined how a number of these have been and are being addressed and he extended his thanks for the support received by the SLLCS in this regard. He noted the continued reliance on hourly paid staff but commented that this problem is not limited to the SLLCS. Focussing on recommendations concerning the rationalisation of structures and quality matters, steps have been taken to harmonise practices in the School which has involved some re-organisation of School level committees in addition to increasing their decision making authority. Added to this, there are plans to centralise certain administrative functions to the School Office to free-up the time of executive officers to support their heads of departments and other departmental academic staff. This development will depend on the employment of an additional administrative officer and one executive officer in the School Office for a limited three-year period as an interim solution ahead of the expected efficiencies and improvements to be delivered by the Trinity Education Project, fixed timetabling and the 21st Century Administration Project. Speaking in relation to the area of research, he advised that work is underway to implement the Faculty's sabbatical leave policy equitably across the seven departments in the School.

In response to questions, Professor Barkhoff confirmed that School committees already include student representatives. He emphasised that the recruitment of additional administrative staff is intended for a temporary period only and that it would bring the School more into line with other multi-discipline schools. This level of staffing is required in the interim to centralise and standardise certain functions. He cautioned that SLLCS is involved in a number of undergraduate programmes run in conjunction with many other schools and, as a result, efforts to fully centralise and standardise within the School will not be achieved unless there is College-wide harmonisation and streamlining.

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The Provost welcomed the harmonised activities in the School. The need for additional administrative staff was queried and concerns were raised about the proportion of funding spent on administration in the College. The Vice-Provost/Chief Academic Officer noted that the School of Languages, Literatures and Cultural Structures, in particular, should benefit from the introduction of standardised models of undergraduate education with streamlined structures and progression rules, which, in time, should enable a reduction of resources.

Council endorsed the recommendations contained in the Report of the Review Implementation Task Force, subject to the availability of funding.

Professor Barkhoff withdrew from the meeting.

CL/15-16/129 Summary Report on Student Mobility

A memorandum from the Vice-President for Global Relations, dated 2 March 2016, was circulated along with a report prepared by the Global Relations Office concerning student mobility, dated February 2016. The Vice-President for Global Relations introduced the item by way of a presentation dated 9 March 2016.

She noted that the report covers the period from 2011/12, when the Global Relations Office was established, to the present and focusses on undergraduate student mobility. She highlighted a number of activities taking place in Trinity to support student mobility. There has been an increase in the number of College-wide exchange agreements, better internal marketing of opportunities, better curriculum mapping, new summer exchange programmes and better availability of information about student supports (e.g., the Provost's Asian Travel Bursary and the International Welcome Programme). She also referred to school-based networks, with Law, Business and Medicine operating the largest mobility programmes, and consortia agreements (UNITECH, TASSEP, Cluster, Coimbra). She commented that the number of students going out on non-EU exchanges had increased by 200%. The number of Trinity students engaged in Erasmus exchanges also increased by 28%, however, it is still the case that there are more students coming in than there are going out; this imbalance is also seen in universities in the UK. Overall 730 students travelled overseas in 2014/15 which represents approximately 23% of the eligible student body. She noted that there are a number of barriers to studying abroad and hoped that many of these would be addressed through the Trinity Education Project.

It was commented by a member that it would be useful to conduct a review of exchange agreements in College, as it seemed to be the case that some departments have none in place, and that existing exchanges could also be reviewed from the perspective of the attractiveness of the destination. There is also a disparity, from school to school, in the level of encouragement offered to students to participate in study abroad programmes. Consideration should be given to the additional burden taken on by Erasmus and other exchange co-ordinators. Another member commented that there are some misconceptions which must be addressed, such as, that employers look unfavourably on study abroad periods, or that the results are not easily understood. It was stressed that many students currently work during their summers to fund their third-level studies and that such students would be precluded from participating in summer school exchange programmes. It was also suggested that with an increasing number of exchange agreements in place and greater numbers of students going abroad, that Trinity needs to put in place protocols to deal with overseas crises and to set-up contingency resources for the same.

Responding to a question, the Vice-President for Global Relations noted that there are more non-EU exchange agreements being established and, as a result, it was hoped that at least 100 Trinity students would participate in non-EU exchanges in 2016/17. The Provost commended

the report and the work carried out by exchange co-ordinators and the Global Relations Office. Council noted that student mobility data will be presented for its consideration on an annual basis.

Professor P Cronin retired from the meeting.

CL/15-16/130 Certificate in Foundation Studies for Higher Education (TAP)

A memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 1 March 2016, was circulated with a proposal from the Trinity Access Programmes (TAP) concerning revisions to the foundation course curriculum leading to a new special purpose award, the Certificate in Foundation Studies for Higher Education, placed at Level 6 on the National Framework of Qualifications (NFQ).

The Dean of Undergraduate Studies/Senior Lecturer explained that the Strategic Plan 2014-2019 sets a non-traditional entry target to undergraduate courses of 25% by 2019. The TAP foundation courses for Young Adults and Mature Students, respectively, contribute to the attainment of this target. She commented on the strong record TAP has in preparing students for higher education. She noted that the curriculum carries 60 ECTS and is delivered full-time over one academic year. The modules have been developed by Trinity academics who are also involved in their delivery. If approved, the proposed new award title will replace the two existing award titles which currently make reference to the status of students as either Young Adults or as Mature Students.

The proposal was externally reviewed by Professor Eithne Guilfoyle, Vice-President of Academic Affairs (Registrar), Dublin City University, who roundly praised the curriculum and confirmed its alignment to Level 6 of the NFQ.

Council approved the revised curriculum shared by the existing foundation courses, for Young Adults and Mature Students, and the establishment of the new special purpose Level 6 award of Certificate in Foundation Studies for Higher Education.

CL/15-16/131 Statistical Analysis of Gender Trends in Academic Promotions

The Provost welcomed Ms Aoife Crawford, the Equality Officer and Ms Gwen Turner, the Workforce Planning and Talent Metrics Manager to the meeting. A memorandum from Ms Aoife Crawford, Ms Gwen Turner and Professor Simon Wilson, Professor in Statistics, dated 1 March 2016, was circulated with a report entitled 'Chance of Reaching Chair Professor Level in Trinity: An Analysis of Gender Trends 2007 – 2014'.

Ms Crawford spoke to the report noting that it had been prepared in the context of the Higher Education Authority's (HEA) review of gender inequality in the Irish higher education sector, which is looking at the preliminary chance of reaching the level of professor in each of the seven universities. Trinity decided to look at the senior academic promotion processes in more depth and over a period of time to establish if gender imbalances occurred at any stage. In compiling the report, analyses were carried out on promotion from assistant professor to associate professor, associate professor to professor, professor to professorial chair and retention by promotion.

She highlighted the overall conclusions from the analysis:

- (i) There are fewer female than male staff at all academic grades to begin with; this means that if female and male academic staff apply for promotion and are promoted at equal rates, a greater number of male than female staff will be promoted.
- (ii) There is evidence that female assistant professors (above the bar) do not apply for promotion to the grade of associate professor at the same rate as their male

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equivalents. In 2008, 2012 and 2014, there was a statistically significant difference in application rates for promotion to associate professor, with an average (across those three years) of 17% of eligible female staff applying, as compared with 34% of eligible male staff.

- (iii) There is no evidence that the chance of a promotion application being successful is different between female and male academic staff in Trinity.

The Provost noted that it is cause for concern that fewer female assistant professors (above the bar) apply for promotion, but that it was positive to see that once an application had been made that there appeared to be equal treatment of male and female applicants.

Ms Turner noted that the reluctance of female staff to put themselves forward for promotion is not particular to third-level institutions. In sectors where salaries can be negotiated, it is seen, generally, that female employees tend not to ask for raises or, if they do, tend to ask for smaller increases than their male counterparts.

In response to a query, the Equality Officer noted that qualitative research had not been carried out on the topic of differing school practices concerning the provision of advice and encouragement to staff to indicate that they should go forward for promotion, however, this could be looked at in the future. The Vice-Provost/Chief Academic Officer noted it was not beneficial for staff to go forward for promotion too early as a rejection could affect their confidence. She noted that the assistant professors recruited through the tenure-track procedures are provided with a supportive structure and formal mentoring. The provision of such supports should help all applicants to make an informed decision about their readiness to seek promotion.

The Provost thanked the authors of the report and noted that the data should be kept in mind for future rounds of promotion.

Ms Crawford and Ms Turner withdrew from the meeting.

CL/15-16/132 Any Other Urgent Business

There was no other business.

SECTION B

CL/15-16/133 Engagement Advisory Group

The minutes of the 16 November were noted and approved.

CL/15-16/134 Undergraduate Studies Committee

The draft minutes of meeting of 23 February 2016 were noted and approved, along with appendices concerning:

- (i) The Code of Practice Governing the institutional Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR) Admissions Policies.
- (ii) A proposal concerning the publication of results in cases of compensation/aggregation.

CL/15-16/135 Graduate Studies Committee

The Dean of Graduate Studies highlighted the approval of a new strand related to Sustainable Energy in the M.Sc. Engineering course. She explained that, for the most part, it comprises pre-existing and pre-approved modules shared with other strands in the M.Sc. course. These are

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augmented by new modules carrying 20 ECTS, therefore, the strand proposal had not been sent for external review. Council approved the new strand in Sustainable Energy and noted and approved the draft minutes of the meeting of 18 February 2016.

CL/15-16/136 Research Committee

Council noted and approved the minutes of 26 January 2016.

CL/15-16/137 Student Life Committee

The draft minutes of the meeting of 23 January 2016 were noted and approved.

SECTION C

CL/15-16/138 Higher Degrees—Reports of Examiners

The Council noted and approved the reports of examiners on candidates for higher degrees, approved by the sub-committee of Board and Council on 10 February 2016 and noted by Board on 24 February 2016.

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

M.D. Michael Julian Murphy; Agnieszka Pazderska

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

Ph.D. Aisha Abdullah Alrofidi; Serena Arduini; Davide Betto; Stephen Gerard Brittain; Sara Marion Dockrell; Gerard Cillian Downey; Alison Doyle; Donna Hawthorne; Ivor Humphreys; Ana Jelovac; Isabel Pilirani Kazanga; Sophia Karok; Anna Lombardo; Niamh Mc Guinness; Brian Murphy; Amit Raj; Ehsan Rezvani; Allyson Smith; Florian Wruck; Xiaobin Xiao.

M.Ch. Amy Gillis

M.Sc. Lorna Greene; Emily Lord; Mark Stokell; Dermot Sullivan

CORRECTION MADE

Student incorrectly approved at HSDC meeting of 13 January 2016 for degree of Ph.D. instead of that of M.D.

Arthur Timothy Jackson

CL/15-16/139 Course Directors

(i) **Bachelor in Social Studies (2016/17-2018/19)**

The Council noted and approved the memorandum from the Head of Social Work and Social Policy, Professor Eoin O'Sullivan, circulated, dated 5 February 2016.

(ii) **BA Sociology and Social Policy Programme (2016/17-2018/19)**

The Council noted and approved the memorandum from the Head of School of Social Sciences and Philosophy, and Head of School of Social Work and Social Policy, circulated, dated 8 February 2016.

CL/15-16/140 Heads of Discipline

- (i) The Council noted and approved the nomination of Professor Padraig Carmody as Head of Discipline of Geography for three years (2016-2019) from 1 July 2016.

- (ii) The Council noted and approved the nomination of Professor Patrick Nevill Wyse Jackson as Head of Discipline of Geology for three years (2016-2019) from 1 April 2016.

CL/15-16/141 Civic Engagement Annual Report 2014-15

The Council noted the Report from the Civic Engagement Officer, circulated, dated 10 November 2015.

SECTION D

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

Signed

Date

Appendix 1 to Actum CL/15-16/142

Nominations for Appointment

School/Centre	Post	Name and Qualifications	Start date	Termination date (if contract)
English	Visiting Research Fellow	MAGNUSSON, Danielle MA (Rutgers, USA), PhD (UW, USA)	01/02/2016	01/02/2017
History	Visiting Research Fellow	JOYCE, Patrick BA (Keele, UK), PhD (Oxon, UK)	01/02/2016	31/01/2019
History	Visiting Research Fellow	KILROY, Phil BA MA HDip (NUI) PhD (Dubl.)	05/02/2009	31/01/2018
History	Research Fellow	LUDLOW, Francis Michael BA PGDip. PhD (Dubl.)	01/01/2016	31/12/2016
Law	Adjunct Assistant Professor	BARRETT, Eva LLB (Limerick) SL Law Soc. Ireland	18/01/2016	27/09/2016
Law	Adjunct Assistant Professor	HORAN, Shelley BCL (NUI) LLM (Lond., UK) BL Hon.Soc. Of The King's Inns	18/01/2016	27/09/2016
Law	Adjunct Assistant Professor	MULLAN, Grainne LLB (Dubl.) LLM (Cantab., UK) BL	18/01/2016	27/09/2016
Economics	Adjunct Assistant Professor	FARRELL, Niall BCOMM MSc PhD (NUI)	01/01/2016	31/05/2016
Philosophy	Teaching Fellow (Part-Time)	MILLER, James BA MA PhD (Durh., UK)	01/09/2016	31/08/2018
Biochemistry	Visiting Research Fellow	FETICS, Susan Kathleen BSc (NY, USA) MSc (Georgetown, USA) PhD (N. Carolina, USA)	01/12/2015	31/01/2017
Biochemistry	Research Fellow	FISCHER, Lena Dip. PhD (Tuebingen, Germany)	18/01/2016	17/01/2018
Biochemistry	Research Fellow	MC CORMACK, William BSc PhD (NUI)	01/01/2016	31/12/2016
Biochemistry	Visiting Research Fellow	MOMAN, Edelmiro BSc PhD (Compostela, Spain)	15/2/2016	14/02/2017
Statistics	Assistant Professor	NIPOTI, Bernardo MSc (Milan, Italy), PhD (Pavia, Italy)	15/02/2016	Permanent
Mechanical and Manufacturing Engineering	Research Fellow	DUNPHY, Siobhan BA BAI (Dubl.) PhD (Nott., UK)	08/02/2016	07/02/2017
Bioengineering	Research Fellow	FREEMAN, Fiona BE PhD (NUI)	01/02/2016	31/01/2018
Engineering	Research Fellow	LUPTON, Thomas BA BAI PhD (Dubl.)	01/01/2016	31/12/2016
Environmental Science	Visiting Research Fellow	STEVENSON, Angela BSc (Br.Col., Canada) MSc PhD (Dubl.)	08/02/2016	07/02/2019
Botany	Research Fellow	WILSON, Jean BA H Dip. MA (NUI) PhD (Dubl.)	06/01/2016	05/01/2018
Dental Science	Clinical Lecturer in Restorative Dentistry and Periodontology	CARNEY, Nuala BA BDentSc (Dubl.) FFD (RCSI)	01/09/2015	03/11/2030

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School/Centre	Post	Name and Qualifications	Start date	Termination date (if contract)
Dental Science	Assistant Professor in Dental Technology	GORMAN, Catherine Dip. MSc (Dubl.) PGCert. PGDip. (NUI)	04/01/2016	22/04/2037
Dental Science	Assistant Professor in Restorative Dentistry and Periodontology	HARDY, Philip BA BDent Sc (Dubl.) MSc LHPE (RCSI)	01/09/2015	30/09/2025
Clinical Medicine	Visiting Research Fellow	BAIRD, Anne-Marie BSc (Dublin IT) PG Dip. PhD (Dubl.)	01/03/2016	27/02/2017
Clinical Medicine	Research Fellow	PHELAN, James BSc (Dubl.) MSc (Dublin City) PhD (Dubl.)	03/02/2016	31/01/2017
Clinical Medicine	Visiting Research Fellow	ROBINSON, Aisling BSc (NUI) PGDip PhD (RCSI)	01/02/2016	31/12/2016
Clinical Microbiology	Research Fellow	DUNNE, Katie BSc (NUI) PhD (Dubl.)	01/02/2016	31/08/2016
Clinical Microbiology	Research Fellow	MAC AOGAIN, Micheal Cert. (Dubl.) BSc PhD (NUI)	01/02/2016	01/02/2018
Centre for Global Health	Research Fellow (Marie Curie)	OWUOR, John Oyange Achwal BSc (Egerton, Kenya) Dip (Lond., UK) MPH (Sheff.Hallam, UK) PhD (Hudd., UK)	01/03/2016	28/02/2018
Histopathology	Visiting Research Fellow	MCGARRY-GROARKE, Yvonne BSc HDip.Ed. MSc (NUI) PhD (Dubl.)	01/02/2016	31/01/2018
Histopathology	Research Fellow	MOHAMED, Bashir PhD (Dubl.)	01/01/2016	31/12/2016
Histopathology	Research Fellow	O'MAHONY, James BA (Dubl.) MA (NUI) PGDip. PhD (Dubl.)	01/01/2016	31/12/2018
Histopathology	Research Fellow	WHITE, Christine H Dip (QQI) Dip (Dubl.) BSc BSc (Dublin IT) PhD (Dubl.)	01/11/2014	31/03/2018
Neurology	Research Fellow	GALVIN, Miriam MA (NUI) MSc PGDip. (Dubl.) PhD (Brad., UK)	08/02/2016	13/12/2016
Molecular Rheumatology	Research Fellow	MCGARRY, Trudy BSc PhD (NUI)	01/03/2016	28/02/2019
Occupational Therapy	Adjunct Assistant Professor	HUTTON, Eve Dip. (Wales, UK) PGCert. (Cant.CC, UK) MA PhD (Kent, UK)	01/02/2016	01/02/2019
Pharmacology and Therapeutics	Senior Research Fellow	HU, Nengwei MD (Wannan, China) PhD (Sun-Yat Sen, China)	01/01/2016	31/11/2019
Psychiatry	Adjunct Assistant Professor in Cognitive Psychotherapy	CHIGWEDERE, Craig Dip. (Lond.UK) BSc MA (Brighton, UK) MSc (Lond.,UK) PhD (Dubl.)	01/03/2016	31/01/2017
Psychiatry	Visiting Research Fellow	KANG, Hyun Ju BA MA (Osan, South Korea) MA PhD (Wis., USA)	15/02/2016	14/02/2017
Psychiatry	Clinical Senior Lecturer	KEARNS, Anthony MB BCh BAO (NUI) MRCPsych	01/02/2016	Co-terminus with Hospital Appointment
Psychiatry	Visiting Research Fellow	WHELAN, Karen BA MB BCh BAO (Dubl.) MRCPsych MCPsychI	15/02/2016	14/02/2017

School/Centre	Post	Name and Qualifications	Start date	Termination date (if contract)
School Office Education Division	Adjunct Assistant Professor	MOORE-MCCANN, Brenda BA (Dubl.) MB (NUI) PhD (Dubl.)	18/01/2016	17/02/2019
Surgery	Clinical Senior Lecturer	RYAN, J. Mark MB BCh CAO (Dubl.) FRCR FFRRCSI EBIR	05/02/2016	Co-terminus with Hospital Appointment (SJH)
Nursing	Clinical Lecturer	BARRETT, Michelle HDip. (NUI) MSc (DUBL.) RGN	10/02/2016	09/02/2019
Mental Health Nursing	Adjunct Assistant Professor	NOCTOR, Colman Dip. HDip. (Dublin City) PGDip. (QQI) MSc (Dubl.) PhD (Dublin City)	01/02/2016	31/06/2019
CONNECT/ School of Computer Science	Research Fellow	MARINESCU, Andrei MSc (Aalborg, Denmark) PhD (Dubl.)	01/03/2016	28/02/2017
CONNECT	Research Fellow	ROPOKIS, George Dip. (Patras, Greece) MSc (Sur., UK) PhD (Patras, Greece)	18/01/2016	17/01/2018
CRANN	Visiting Research Fellow	NOLAN, Kevin BEng PhD (Limerick)	01/03/2016	31/08/2017
CRANN/ School of Chemistry	Research Fellow	VAESEN, Sebastien MSc PhD (Mons, Belgium)	11/01/2016	10/01/2017