



Incorporating any amendments approved at subsequent Council meetings

**XX = Board relevance**

**Trinity College Dublin  
The University of Dublin**

**A meeting of the University Council was held on Wednesday 25 November 2020 at 10.45am remotely and hosted from the Provost's Library.**

<i>Present</i>	Provost, Vice-Provost/Chief Academic Officer, Registrar, Senior Lecturer/Dean of Undergraduate Studies, Dean of Graduate Studies, Senior Tutor, Vice-President for Global Relations, Dean of Students, Dean of Arts, Humanities and Social Sciences, Dean of Science, Technology, Engineering and Mathematics, Dean of Health Sciences, Professor D. Murchan, Professor S. Alyn Stacey, Professor C. Kelly, Professor M. Lyons, Professor A. O Connor, Professor M. Monaghan, Professor M. Ruffini, Professor L. O'Driscoll, Professor B. O'Connell, Professor C. Donnellan, Ms. AM. Malone, Professor A. Long, Ms M. O'Connor, Ms. J. Whelan, Mr D. O'Reilly, Mr. J. Noctor, Ms. A. Bhattacharjee.
<i>Apologies</i>	Mr. D. Ringis, Professor D. Shepherd, Ms. D. Kelleher, Dr. A Guha.
<i>In attendance</i>	Secretary to the College, Academic Secretary, Librarian and College Archivist, Director of Student Services, Assistant Academic Secretary, Ms. A. Crawford.
<i>Observers</i>	Ms. Camilla Persello.

**SECTION A**

The Provost welcomed everyone to the Council meeting. He requested that Council members declare any potential conflicts of interest in relation to the agenda. The Secretary advised that there were no statements of interest reported.

The Secretary requested that item C. 16 be taken first to facilitate the new Secretary to the Scholars Ms. Camilla Persello joining Council for the meeting.

**CL/20-21/052 Observer at the University Council**

**Decision:**

**CL/20-21/052.1:** Council approved Ms. Camilla Persello, Secretary to the Scholars, to be an observer at Council.

**CL/20-21/053 Declarations by new Members and Observers**

The new member and observer of Council made the required statutory declarations.

Professor C. Donnellan joined the meeting.

**CL/20-21/054 Minutes**

Professor S. Alyn Stacey proposed an amendment to the minutes as follows:

Item CL/20-21/030, page 6, third paragraph, insertion of a new sentence after the words 'financial envelope' as follows, 'Professor S. Alyn Stacey indicated that she would not support the introduction of a quota'.

The minutes of the meeting of Council on 21 October 2020 with the inclusion of the new sentence were approved and signed.

**CL/20-21/055 Matters Arising****(i) CL/20-21/30 Foundation Scholarship Examinations 2020-21**

The Senior Lecturer/Dean of Undergraduate Studies updated Council on the decision of Board relating to the introduction of a quota system for the 2020/21 Scholarship examinations, advising that Board has referred the matter to the Visitor by way of a *dubium* to ensure that the proposal is consistent with the Statutes. He confirmed that it was recorded in the minutes of Board that Professor S. Alyn Stacey would not support the introduction of a quota.

Professor A. O Connor, The Director of Student Services, and Ms. A. Bhattacharjee joined the meeting.

**CL/20-21/056 Provost's Report**

The Provost updated Council on the Phased Resumption of Activities on Campus Group, which meets weekly and considers reports received from sub-groups such as the Continuity of Learning and Student Activities Group chaired by the Vice-Provost/Chief Academic Officer. He noted that student welfare is of particular concern due to the impact of the restrictions introduced in response to Covid-19 on students' wellbeing. The Provost referred to a report from the College Psychiatrist, which highlights students' sense of isolation and recommends that College consider introducing elements of in-person teaching operating within Government guidelines, as a measure to promote student well-being and to address the sense of isolation being experienced by students.

The Provost reported that the *Inspiring Generations Campaign* is proceeding well with over €350 million raised to-date, which will fund flagship projects including, the E3 Institute, the campus in the Grand Canal Innovation District now known as the Trinity East Campus; the Old Library Redevelopment Project, which received planning permission in October 2020 from Dublin City Council; and the Trinity St. James' Cancer Institute. *New Generations*, the Provost added, will lead to more PhD Scholarships through the Provost PhD Awards, which aims to expand from 40 to 80 this academic year.

Referring to Horizon Europe that will succeed Horizon 2020 on 1 January 2021, the Provost reported that the European Commission proposes to increase investment in research and innovation through the funding programme. Horizon Europe is designed around three pillars – the Open Science pillar, the Global Challenges pillar and the Open Innovation pillar. He highlighted the need to increase the staffing complement of the

**Incorporating any amendments approved at subsequent Council meetings**

Research Development Office to support Principal Investigators (PIs) in accessing research grants and funding.

The Provost invited questions and comments on his report.

Referring to a question raised on the introduction of Covid-19 testing for staff and students the Provost invited the Dean of Health Sciences to update Council on the initiative. The Dean of Health Sciences reported that a longitudinal Covid-19 screening pilot had been offered to students in September 2020, however, due to poor uptake the decision was made to extend the pilot to staff, which will commence with Estates and Facilities staff on Monday 30 November 2020..

In response to a question raised by the Dean of Students on the plans for the Research Development Office, the Provost explained that there is a need for PIs to avail of the expertise that professional staff can bring to the writing of proposals, planning and budgeting, and in accessing the full range of funding initiatives through their knowledge of the specific requirements of funding bodies.

#### **CL/20-21/057 Quality Review of Trinity Business School**

XX

The Vice-Provost/Chief Academic Officer presented the context for the Review of the Trinity Business School (TBS) explaining that a quality review of the TBS was scheduled to take place in 2018/19, however, the Quality Office worked with the TBS to determine whether the Triple Accreditation processes it engages with could substitute for a formal review under College quality review procedures. He reported that EQUIS accreditation was granted to the TBS for five years in December 2018, AMBA accreditation was granted for five-years in September 2020, and the AACSB initial accreditation visit took place in November 2020. The TBS submitted documentation to the Quality Office in April, May and September 2020 as follows:

- Documentation submitted to and received from EQUIS and AACSB.
- Quality Assurance Framework for TBS.
- Mapping of EQUIS and AACSB standards to the College School quality review procedure.

The Vice-Provost/Chief Academic Officer highlighted that the outcome of the Quality Office review was that no material gap existed that would warrant an additional external quality review based on the cyclical nature and frequency of the Triple Accreditation review processes every five years. The Quality Office considered the resources allocated within the School to the strategic endeavour of attaining and maintaining Triple Accreditation and continuing School and College-level support for engagement in the Triple Accreditation process.

Recommendations for Council consideration and approval from the Quality Committee were presented by the Vice-Provost/Chief Academic Officer as follows:

- To recognise the TBS' triple accreditation processes in lieu of an external quality review under the College School quality review procedure.
- TBS continues to engage in all other Faculty and College-level quality assurance procedures outlined in the 'Framework for Quality' in Trinity.
- TBS keeps the effectiveness of the TBS Quality Framework under review and ensures its continuing alignment with the Trinity Framework for Quality.
- As each point of the QQI (Quality and Qualifications Ireland) Act seven-year cycle of internal reviews is due, TBS commits to providing the Trinity Quality Office with:
  - An update on the outcome of current and future scheduled Triple Accreditation events.
  - The current version of the TBS Quality Framework.

- An assessment of the effectiveness of the TBS Quality Framework.

The Provost thanked the Vice-Provost/Chief Academic Officer and invited questions and comments.

The Dean of Arts, Humanities and Social Sciences (AHSS) commended the School for the accreditations achieved to-date and acknowledged the huge effort and work involved. She expressed concern that an accreditation process in lieu of a College quality assurance review process may create a precedence and highlighted that she was not involved in the AACSB visit and did not have oversight of the documentation submitted in respect of the visit. Furthermore, she argued that there was a difference in emphasis, with the Trinity process focussing on Trinity's needs allowing for frank and open discussion on all aspects of quality, while the accreditation processes were focused on achieving a positive outcome with the stakes being high. In response to this the Vice-Provost/Chief Academic Officer reiterated that the exercise conducted by the Quality Office mapped the Trinity requirements against the accreditation indicators and found that the latter addressed the quality standards set down by Trinity and the QQI.

The Dean of AHSS further questioned the validity of a Quality Assurance (QA) process of a School in a Faculty that did not include the Faculty Dean, who had no sight of the documentation and was not consulted during the accreditation visit. The Dean of the Faculty of Health Sciences concurred that it was not appropriate that the accreditation QA process of a School should exclude the Dean of the relevant Faculty. The Vice-Provost/Chief Academic Officer agreed that there should be involvement of a Faculty Dean in any accreditation process in their Faculty, however, he cautioned against conflating the accreditation process with the internal Trinity QA approach under discussion, an approach that he feels is unbiased and should be preserved to alleviate the burden on those Schools that undergo several quality review visits.

Both Deans argued that the TBS review process should not be replaced by professional accreditation reviews and expressed concern that the TBS review may create a precedence. There was a lively discussion about this and the Vice-Provost/Chief Academic Officer and the Academic Secretary reminded Council that the approach was first taken with the Centre for Research on Adaptive Nanostructures and Nanodevices (CRANN), and was endorsed by both Council and the Quality Committee and was lauded for its rigour. It was remarked that there was considerable solicitation from Deans and Heads of School to reduce the bureaucratic burden of numerous reviews that some Schools, and especially professional Schools, had to endure. It was explained that the desktop analysis of the accreditation reports is conducted by the Quality Office, whose remit is to ensure compliance with internal and external, QQI, QA regulations and acts in the interest of the College. The Head of the School of Dental Science, a School that undergoes several accreditation and other quality reviews, strongly supported the approach. The Vice-Provost/Chief Academic Officer regretted that the objections were not raised at the Quality Committee where there was considerable discussion on the matter.

Attention was turned to the description of the governance of the School and the diagram on page 7 of the document and the table presented in Appendix 2, which were queried as they do not reflect the College School governance structure. The Provost advised that this description of the School governance was not accurate and needed to be corrected as TBS is a School of the Faculty of AHSS and of the university and is not an independent entity profiting from the reputation and privileges afforded by the university. He further noted that this push towards autonomy is a feature of all Business Schools in leading universities and his discussions with Presidents from other universities confirm this tension. He cautioned against taking a laissez-faire attitude to this, remarking that the description of the governance structure before Council does not comply with College governance. He also queried the use of the title of Chief Operating Officer (COO) on page 8, and those of Associate Deans on pages 18 and 22 of the document circulated. In response to a query, the Vice-Provost/Chief Academic Officer explained that the Dean of TBS reports to the Vice-Provost/Chief Academic

Officer and is responsible to the Vice-Provost/Chief Academic Officer in relation to the Business School project with staffing and finances, whereas he is responsible to the Faculty Dean on academic issues such as promotions and quality. The Provost noted that the TBS arrangement had over time appeared to create a situation where the School is drifting towards defining itself as more autonomous. There was discussion on this point and the Senior Lecturer/Dean of Undergraduate Studies confirmed that in the consultations with TBS on the Features of the Trinity Education Project (TEP) implementation, the Business School often cited exemptions either related to the demands of the Business School project or more frequently with the requirements of the accreditation bodies.

Given the lack of clarity on governance issues and the fact that the report before Council misrepresents the TBS governance structure, the Provost recommended to defer a decision until a future meeting when the information before Council is accurate and complete.

**Decision:**

**CL/20-21/057.1:** Council deferred the decision to recognise the TBS' triple accreditation processes in lieu of an external quality review under the College School quality review procedure to a subsequent meeting and subject to the document being revised to properly represent the governance structure of the TBS within the university.

**Action:**

**CL/20-21/057.2:** The Vice-Provost/Chief Academic Officer to follow-up with the Dean of the TBS on the description of governance and staffing in the document.

Professor M. Ruffini left the meeting.

**CL/20-21/058 Irish Survey of Student Engagement Report ([studentsurvey.ie](https://studentsurvey.ie))**

The Dean of Students advised Council that the student participant groups in the National StudentSurvey.ie consist of first year, final year and postgraduate taught students. The survey instrument is comprised of nine indicators, twenty-two non-indicator questions and two open comment questions. She explained that indicator scores are indicators of relative performance and are not percentages with each indicator scored out of a 60-point scale. Outlining the structure of the report, the Dean of Students stated that the results in the report are presented as overall TCD vs average other Irish university scores, cohort comparisons within Trinity, and Faculty comparisons within Trinity. Areas of focus in the report include the global perspective and the postgraduate taught student experience.

The Dean of Students highlighted that the Trinity response for 2019/20 was 34%, an increase of 12% from 2018/19 with dates for the Trinity fieldwork taking place during the first week of College closure due to the Covid-19 pandemic. She noted that the transition to online delivery may have contributed to the increase in participation. Of the respondents to the survey 43% were year 1 students, 31% final year students, and 28% postgraduate taught students with 64% of respondents aged under 23 years of age and 36% over 23 years of age.

Trinity compares well to other Irish universities, the Dean of Students observed, with five index scores out of 60 higher than the ISSE average index score in the areas of 'higher order learning', 'reflective and integrative learning', 'quantitative reasoning', 'learning strategies', and 'collaborative learning'. However, there are four indices where Trinity scores below the ISSE average index score, in particular, 'effective teaching practices' and 'quality of interactions'. The Dean of Students drew attention to differences in index scores for year 1, final year and postgraduate taught students with final year respondents reporting less satisfaction with 'effective teaching practices' and

'quality of interactions' than the TCD average score. She noted differences in scores across Faculties noting that there is an opportunity for Faculties to learn from one another and to share practices.

Drawing attention to the global perspective and comparing indicator scores for 'collaborative learning', 'effective teaching practices', and 'reflective and integrative learning', for respondents from India, China and the USA, the Dean of Students noted the following findings:

- Respondents from India reported a higher level of working collaboratively with other students on projects or assignments.
- Chinese respondents reported receiving feedback more promptly than other domiciled groups.
- USA respondents reported greater scores in reflective and integrative learning.

The Dean of Students in presenting the findings for postgraduate taught respondents noted that the Trinity Strategic Plan, 2020-2025 will institute a '...major and systemic renewal of all facets of postgraduate education'. She observed that while 'teaching and learning' and 'workplace readiness' had experienced an increase in scores from 2015/16 to 2019/20, there was a decrease reported for 'skills attainment', 'relationship with academic staff', and 'overall satisfaction'.

Presenting the findings on 'withdrawal,' the Dean of Students reported that 82% of respondents had answered the question with 69% reporting that they had not considered withdrawing from Trinity. The top three reasons provided for withdrawing were, personal/family reasons (10%), other reasons (9%), and transfer to another institution (8%).

The Dean of Students advised that results relevant to the graduate attributes were included in the report to provide some data on students' achievement of learning outcomes relating to the graduate attributes. She added that more data will become available on this for a full cohort of students over the next two years.

Concluding her report, the Dean of Students highlighted efforts being made on enhancing quality at School level with the introduction of School Action Plans in 2018/19 Annual Faculty Quality Reports and the monitoring of the impact of survey outcomes at College/School level for improvement in results.

The Provost thanked the Dean of Students and invited questions and comments.

Commenting on the data provided for Faculty comparisons a member noted that as teaching practices may be discipline specific there is a need for caution when interpreting data for the indices across Faculties. The member added that while 69% of respondents had not considered withdrawing from Trinity, 31% of students had, which was of concern, and emphasised the need for the administrative engagement with students to be examined, especially with respect to the Academic Registry. The Director of Student Services noted that additional information on the concern raised was needed in order to address the issue and undertook to follow up on this. She clarified, however, that the Academic Registry did not manage online module enrolment this academic year. Responding to the observations on different practices, the Dean of Students agreed that while teaching practices may be discipline specific there is an opportunity for Faculties and Schools to reflect on the findings presented in the report. She explained that College is aware of the challenges around administrative engagement with students and that this is being addressed.

Responding to a request from the Provost for clarification on the data provided for the comparison of cohorts, the Dean of Students explained that the indicator scores are on a 60-point scale and that average indicator scores are provided for each index.

**Decision:**

**CL/20-21/058.1:** Council approved the Irish Survey of Student Engagement Report 2019/20.

**Action:**

**CL/20-21/058.2:** The Director of Student Services to follow-up with Professor S. Alyn Stacey on the concerns expressed relating to Academic Registry's engagement with students.

The CHARM-EU Project Director, Professor Pádraig Carmody, and the CHARM-EU Project Manager, Mr Conor Spillane joined the meeting.

**CL/20-21/059 CHARM-EU**

XX

## (i) CHARM-EU Overview

The Vice-Provost/Chief Academic Officer noted the strategic importance of the CHARM-EU Project for Trinity highlighting that the European Commission has set out a vision for a European Education Area to be built by 2025 in which learning, studying and doing research will not be hampered by borders. The European Universities Initiative is a flagship initiative of the European Education Area, he explained, which will enable a new generation of Europeans to cooperate across languages, borders and disciplines, and to develop a strong European identity. There were two funding calls announced by the Commission resulting in the funding of 41 Alliances, with Trinity being a member of the Challenge-driven, Accessible, Research-based, Mobile European University (CHARM-EU) Alliance funded under the first pilot call. The other members of the Alliance are the Universitat de Barcelona, Eötvös Loránd University, Université de Montpellier and Utrecht University. The Vice-Provost/Chief Academic Officer outlined the goals of the alliances as follows:

- Alliances will provide models for future European Universities.
- European Universities will consist of inter-university campuses between which students, doctoral candidates, staff and researchers can move seamlessly.
- There will be a pooling of expertise, platforms and resources to deliver joint curricula, or modules covering various disciplines.
- Flexible curricula will allow students to personalise their education, choosing what, where and when to study and get a European degree.
- Inclusivity and diversity are the driving principles.
- European universities will also contribute to the sustainable economic development of the regions where they are located.

The vision of CHARM-EU, the Vice-Provost/Chief Academic Officer stated, is to develop a sustainable, transferable, inclusive model for a European inter-university campus with students co-designing their own interdisciplinary course depending on their emerging interests. Students will undertake a journey leading towards a collaborative, research-based authentic challenge engaging with stakeholders from enterprise, research and education. European values will be promoted via a transformative European educational experience with students solving the challenges associated with Reconciling Humanity with the Planet through interdisciplinary, research-focused educational approaches.

The Vice-Provost/Chief Academic Officer referred Council to the key deliverables of CHARM-EU, which are as follows:

- Two overall deliverables – 1) Masters programme in Global Challenges for Sustainability and 2) model for the university of the future by:
  - A fit-for-purpose governance model appropriate for the university sector or

other sectors, co-created with students.

- An innovative, interdisciplinary, challenge-based curriculum structure where students will create their own pathways, contextualised within the knowledge triangle, and ambitious teaching and learning strategies supported by a Virtual Learning Environment.
- A tailor-made mobility matrix system that is embedded in curricula to support social inclusion and diversity.
- A tested, transferable and financially sustainable model for developing a European Higher Education Inter-University Campus and an open access toolkit containing the resources, blueprints and guidelines that are transferable to the wider European Universities community.

The timeline for achieving the deliverables is organised over three main phases, the Vice-Provost/Chief Academic Officer explained, with phase 1 'Creating' now complete (November 2019-October 2020); phase 2 'Preparing' involving the approval of the Masters course and staff and student recruitment, well underway and due for completion in August 2021; and phase 3 'Delivering and Evaluation' involving the delivery of the programme from September 2021-September 2022. By 2023 it is expected that the CHARM-European University will be a reality with a legal entity selected for the governance of CHARM-EU.

The Vice-Provost/Chief Academic Officer presented the governance and work-package structures for the CHARM-EU Alliance, highlighting that the Boards supporting the academic delivery of the programme are chaired by Trinity with the Alliance Manager and Academic Board reporting into the Rectors Assembly. There are nine work-packages, he revealed, as follows:

- WP 1 – Management of the Project (owned by the Universitat de Barcelona)
- WP2 – Future Governance and Management Design (owned by the Université de Montpellier with Trinity leading on the 'Quality' sub-group).
- WP3 – Curricula Design (owned by Trinity)
- WP4 – Teaching and Learning Strategies (owned by Utrecht University)
- WP5 – Mobility (owned by Eötvös Loránd University)
- WP6 – Inclusiveness (owned by Eötvös Loránd University)
- WP7 – Pilots (owned by Trinity)
- WP8 - Toolkit (owned by Trinity)
- WP9 – Sustainability and Dissemination (owned by the Universitat de Barcelona).

He drew Council's attention to the contributions and involvement of staff across Trinity in the project highlighting the Provost's involvement in the Rectors Assembly, his own role as project sponsor, and the contributions of Professor Pdraig Carmody, Ms. Doris Alexander and Professor Catherine Comiskey in leading and managing the project.

The Vice-Provost/Chief Academic Officer provided Council with an overview of the pilot programme noting that it will be delivered full-time over 18 months with the option of students taking an accelerated 12-month programme. The 90 ECTS programme due to commence in September 2021 is aimed at graduates of any discipline seeking to acquire advanced knowledge of sustainability by addressing global societal challenges. The programme is comprised of 30 ECTS preparatory modules on sustainability, social innovation and transdisciplinary research; 30 ECTS transdisciplinary modules related to Water, Food or Life, and Health; and a 30 ECTS capstone. He highlighted Trinity's central role in the delivery of the Masters programme remarking that Trinity led out on work-package 3 'curriculum design', which is now complete.

In July 2020, the Vice-Provost/Chief Academic Officer revealed that the CHARM-EU partners were successful in securing further funding as part of Horizon 2020 'Science with and for Society' programme with Professor Lorraine Leeson as the Trinity Lead Principal Investigator (PI). The Transforming Open Responsible Research and Innovation through CHARM-EU (TORCH) project will assist CHARM-EU on its way

towards a European University by enhancing the academic and research networks already started and will drive impact at three levels – alliance, institutional and societal, with priorities in accelerating and catalysing processes of institutional change. The future Research and Innovation (R&I) dimension is based on three open questions – ‘What’, ‘How’ and ‘With Whom’, with the ‘What’ focusing on the challenges of CHARM-EU’s thematic focus, the ‘How’ being the approach taken to the challenges with CHARM-EU building its R&I on the principles of responsible research and innovation, and Open Science, and the ‘With Whom’ fostering transdisciplinary and interculturality through cooperation and engagement with other sectors.

The Vice-Provost/Chief Academic Officer concluded by highlighting the main challenges presented to the Alliance on how its vision can be achieved as follows:

- Generating the university wide inclusion required.
- Identifying the obstacles/issues at university/member-state level.
- Finding ways to address problems as they arise.
- Piloting solutions withing the three-year funded cycle.
- Sharing experiences with other Alliances.
- Collecting and sharing the results.

He noted that there are key issues to be addressed on governance and finance structures, and on coordination, alignment and maintenance of innovation with the requirement for delivery.

The Provost thanked the Vice-Provost/Chief Academic Officer for his presentation and invited questions and comments.

Referring to slide 11, which presents the Trinity governance structure for CHARM-EU, a member asked if the Faculty Deans should be represented due to the financial implications that CHARM-EU may present in a future expansion of the initiative. She highlighted the need to consider the implications for timetabling and infrastructure in the event of any such expansion and the need to be mindful of Trinity’s capacity to deliver. In responding to the point raised on the governance structure, the Vice-Provost/Chief Academic Officer advised that the Faculty Deans of STEM and Health Sciences are involved due to the Masters residing with the School of Natural Sciences and the Academic Director belonging to Health Sciences, and that their involvement in the governance structure could be explored. The Dean of STEM informed Council that the Vice-Provost/Chief Academic Officer has involved her in project discussions and has kept her informed, which she welcomes, and that she would like for this to continue. She referred to the need for the Faculty structures to be stress-tested for taking on the challenge-based curriculum structure and noted that she has been engaging with the CHARM-EU Project Director on this.

The Provost thanked the Vice-Provost/Chief Academic Officer and the CHARM-EU Project Director and Project Manager for their work on the project.

(ii) Quality Assurance Process for CHARM-EU Course Approval

The Dean of Graduate Studies advised that a memo had been prepared to respond to a request by Council (CL/20-21/031.2) to clarify the involvement of the School, the Faculty, and the Academic Services Division (ASD) in the internal quality assurance of the CHARM-EU Masters programme. The School of Natural Sciences and the Faculty of STEM, she reported, is the designated Home School and Faculty for the MSc programme. The CHARM-EU Project Director is Professor Pdraig Carmody from the School of Natural Sciences, and the Academic Director for the Masters is Professor Catherine Comiskey from the School of Nursing and Midwifery. The Dean of Graduate Studies advised that the MSc proposal was considered and approved by the School of Natural Science Executive Committee on 2 November 2020 and financially approved by

the Dean of the Faculty on the same date. Graduate Studies Committee (GSC) approved the course proposal for Council consideration subject to a favourable review by the Panel of Experts (GS/20-21/020) at its meeting on 5 November 2020.

She added that support for budget monitoring and management was agreed to sit with the Finance Partner ASD in recognition that the Masters programme sits across both the Faculty of STEM and Health Sciences. The final proposal and the report of the Panel of Experts will be submitted to Council for consideration and approval in January 2021.

As the MSc programme is a collaboration involving five universities, the external evaluation process, the Dean of Graduate Studies explained, will follow the European Approach to Quality Assurance for joint programmes with an external review by an agreed Panel of Experts to which Trinity has made nominations. She stated that the Quality Agency (AQU-Catalan Quality) will manage the external review process and the report arising from the deliberations of the Panel of Experts. The Dean of Graduate Studies drew Council's attention to slide 4 of the presentation which presents a diagram that captures the approval process associated with the CHARM-EU Masters.

The Provost thanked the Dean of Graduate Studies for her presentation, noting that the process was complex but now very clear.

**Decision:**

**CL/20-21/059.ii.1:** Council noted the clarifications and approved the CHARM-EU Quality Assurance Process for course approval.

The CHARM-EU Project Director and Project Manager left the meeting.

The Bursar and Director of Strategic Innovation joined the meeting.

**CL/20-21/060 Trinity Futures Discussion Paper**

XX

The Bursar and Director of Strategic Innovation advised that she would take the report as read. Consultation on the discussion paper produced by the Trinity Futures Group, she reported, has taken place with the Executive Officers Group (EOG), Faculty Executives, other Fora including union representatives, Fellows, and several School Executives. She added that consultation is planned with the Trinity Students' Union and Graduate Students' Union with the discussion paper being presented to Board for consideration and approval in December 2020.

The Bursar and Director of Strategic Innovation highlighted the eight recommendations of the discussion paper as follows,

1. Recommendation 1 – establish a working group to develop a strategy for Smart Working to examine modes of working and staff supports, skills and requirements.
2. Recommendation 2 – establish a working group to develop an updated strategy for the Estate of the future, namely occupancy of campus and adaptation of space, and a Trinity 'Hub' concept.
3. Recommendation 3 – create the role of Director of Digital Learning with responsibility for developing a new Digital Learning Strategy with a link to renewal of postgraduate education, and digital skills and Trinity research expertise.
4. Recommendation 4 – repurpose large lecturer theatres for collaborative learning.
5. Recommendation 5 – establish a working group to develop proposals for the next wave of digital Trinity projects that will support smart working and digital learning.
6. Recommendation 6 - continue with the E3 Learning Foundry and Research Institute, TSJCI, Law School, Rubrics/Chief Steward's House, TTEC early

activation and the Old Library Redevelopment projects due to their future relevance.

7. Recommendation 7 – seek market information on the future availability and demand for student accommodation in the Dublin area before appointing the main contractor for the Dartry project.
8. Recommendation 8 – assess how best to deliver Trinity's future requirements on the TTEC campus.

The Bursar and Director of Strategic Innovation concluded by highlighting the acceleration of change and innovation in higher education brought about by Covid-19. She noted that Trinity is positioned to take steps to transform from a traditional university campus to a connected campus, offering new ways of teaching, learning and working to its staff and students. She added that the recommendations will facilitate Trinity in exploring the points raised in the discussion paper and to bring specific proposals forward via a process of consultation, analysis and vision.

The Provost invited questions and comments.

The Senior Lecturer/Dean of Undergraduate Studies referred to recommendation 4 and the repurposing of large lecture theatres for collaborative learning, asking if large lecture theatres will continue to be available for lecturers. The Bursar and Director of Strategic Innovation advised that a previous version of the discussion paper had proposed repurposing all large lecture theatres, however, feedback from Faculty and Schools had resulted in a change to the recommendation and that some of the existing theatres would now be adapted for collaborative learning.

A member drew attention to the challenges experienced by teaching staff and students with working and learning remotely and the effect that this has had on well-being. She added that her colleagues had experienced a sense of isolation brought about by the lack of interaction with colleagues and students and that there is a preference to return to the way things were before the pandemic. The Senior Tutor indicated that he would like to see gender issues captured in the discussion paper due to hybrid learning presenting specific gender challenges. The Bursar and Director of Strategic Innovation acknowledged the challenges brought about by remote working for staff and students and advised that she will discuss the Terms of Reference (TOR) of the Working Group with the Vice-Provost for Equality, Diversity and Inclusion to ensure that gender issues are captured by the TOR. A member cautioned against repurposing College space on a large scale noting that traditional modes of delivery work well and emphasised the importance of employing digital technologies and online teaching in moderation. She highlighted the need for investment in Trinity's IT and digital learning infrastructure and stated that the move to remote teaching and learning had presented challenges for teaching staff due to the limited availability of technology. The member referred to the impact that remote teaching and learning has had on the mental health of Trinity staff and students and the potential for it to change the identity of Trinity. In responding to the concerns raised the Bursar and Director of Strategic Innovation agreed that there is a need for face-to-face teaching and stressed that the discussion paper highlights the importance of retaining on-campus experiences for undergraduate and postgraduate students. She noted that Trinity's Virtual Learning Environment (VLE), Blackboard, is not being used by all staff and that some Schools are using different VLEs. There is a need for Trinity to explore how technology can be best employed to support teaching and learning. The Dean of Graduate Studies noted the importance of recommendation 3 for the renewal of postgraduate education, adding that there is a need to reference digital infrastructure and supports also.

The Academic Secretary thanked the Bursar and Director of Strategic Innovation for her report, noting that it fits well with the work planned on the Digital Learning Strategy. She enquired why there was no consultation planned with the Divisions (ASD, CSD and FSD) stressing the importance of the Divisions in implementing many of the recommendations, and referring to the key roles played by Academic Practice and IT Services in supporting academics and students with the transition to online teaching

**Incorporating any amendments approved at subsequent Council meetings**

and learning during College closure. The Bursar and Director of Strategic Innovation confirmed that she intended to consult with staff in the Divisions and that the omission in the document was an oversight. The Academic Secretary referring to the need presented by the Human Capital Initiative (HCI) for the development of online module enrolment and registration, commented that the recommendations speak about online module registration in the context of Trinity's future, but that this and other recommendations are needed to be in place now. The Bursar and Director of Strategic Innovation agreed that some of the recommendations, especially concerning IT, needed to be addressed as a matter of priority and that a 12-month view is being taken to developing the required HCI infrastructural supports. She noted that a longer-term outlook is being taken in respect of other infrastructural developments such as, for example, the proposed off-campus Trinity Hub (Hub-working).

The Vice-Provost/Chief Academic Officer noted the importance of face-to-face teaching and welcomed the development of a Digital Learning Strategy, which he looked forward to working with the Bursar and Director of Strategic Innovation and the Academic Secretary on.

The Provost thanked the Bursar and Director of Strategic Innovation for the report.

**Decision:**

**CL/20-21/060.1:** Council approved the Trinity Futures Discussion Paper.

**Actions:**

**CL/20-21/060.2:** The Bursar and Director of Strategic Innovation to discuss the Working Group's Terms of Reference with the Vice-Provost for Equality, Diversity and Inclusion.

**CL/20-21/060.3:** The Senior Lecturer/Dean of Undergraduate Studies to invite the Bursar and Director of Strategic Innovation to present the discussion paper to the Undergraduate Studies Committee (USC).

The Bursar and Director of Strategic Innovation left the meeting.

**CL/20-21/061 Postgraduate Course Proposals**

(i) MSc in Smart and Sustainable Cities

The Dean of Graduate Studies presented the proposal for the course in Smart and Sustainable Cities to Council. The one-year full-time programme consisting of eight compulsory modules, 20 ECTS of optional credits, and a dissertation module of 30 ECTS, will be delivered by the Schools of Natural Sciences, Engineering, and Computer Science and Statistics. The course will lead to the award of MSc in Smart and Sustainable Cities (90 ECTS) and an exit award of Postgraduate Diploma in Smart and Sustainable Cities (60 ECTS) at level 9 of the National Framework of Qualifications (NFQ). The Dean of Graduate Studies advised that the programme will be offered to a wide range of students from different backgrounds with career options after graduating, including working in urban planning and smart city initiatives. The course will accommodate a minimum of 5 EU and 4 non-EU students and a maximum of 16 EU and 16 non-EU students.

The Dean of Graduate Studies reported that the proposal received a very positive external review from Dr. Datta, Professor in Human Geography, Director of Postgraduate Teaching (HG), Department of Geography at the University College London.

**Decision:**

**CL/20-21/061.1:** Council approved the proposal for a one-year full-time course in Smart and Sustainable Cities leading to an MSc in Smart and Sustainable Cities with an exit award of Postgraduate Diploma, with a first intake in September 2021.

(ii) PG Cert in Climate Entrepreneurship

The Dean of Graduate Studies presented the proposal for the course in Climate Entrepreneurship to Council. She advised that the course has received funding for the first year from the HEA Springboard initiative. The one-year part-time blended programme delivered by Tangent in collaboration with the School of Natural Sciences will lead to the Special Purpose Award of Postgraduate Certificate in Climate Entrepreneurship (30 ECTS) at level 9 of the NFQ. The Dean of Graduate Studies advised that the programme will be offered to a minimum of 18 and a maximum of 42 EU students.

The Dean of Graduate Studies reported that the proposal received a very positive external review from Professor Conor Murphy, Irish Climate Analysis and Research Units (ICARUS), Department of Geography, NUI Maynooth.

The Dean of STEM commented that while reviewing the programme finances she observed there are a number of courses emerging in the sustainability arena, and there is a need for existing modules not to be over-utilised across programmes, as this may lead to overcrowding on modules and a dilution of programmes with the same content being delivered across a number of courses.

The Senior Tutor advised of the need for a greater awareness of the assessment and progression regulations amongst colleagues in Tangent as a number of issues had been reported to the Senior Tutor's Office.

**Decision:**

**CL/20-21/061.2:** Council approved the proposal for a one-year part-time blended course in Climate Entrepreneurship (30 ECTS) leading to a Postgraduate Certificate in Climate Entrepreneurship (Special Purpose Award), with a first intake in March 2021.

**Actions:**

**CL/20-21/061.3:** The Dean of Graduate Studies to follow-up on the concerns raised by the Dean of STEM relating to the development of new courses of a similar theme and the over-utilisation of some modules across programmes.

**CL/20-21/061.4:** The Dean of Graduate Studies to discuss the concerns raised by the Senior Tutor relating to knowledge of College regulations with Tangent.

(iii) PG Cert in Healthcare Innovation

The Dean of Graduate Studies presented the proposal for the course in Healthcare Innovation to Council. She advised that the course has received funding for the first year from the HEA Springboard initiative. The one-year part-time blended programme delivered by Tangent in collaboration with the School of Medicine will lead to a Postgraduate Certificate in Healthcare Innovation (30 ECTS), a Special Purpose Award, at level 9 of the NFQ. The Dean of Graduate Studies advised that the programme aimed at healthcare professionals will be offered to a minimum of 24 and a maximum of 42 EU students.

The Dean of Graduate Studies reported that the proposal received a very positive external review from Professor Ciara Heavin from the Business Information Systems and Health Information Systems Research Centre, and Co-Director of the Health Information Systems Research Centre (HIRSC), from the Cork University Business School.

The Dean of Health Sciences echoed the concerns raised by the Dean of STEM in relation to the use of a number of existing modules across several programmes. The Dean of Graduate Studies noted that there is an existing programme in Healthcare Innovation leading to the award of Postgraduate Diploma that has no relation to the

proposed Postgraduate Certificate in Healthcare Innovation. She explained, that in this instance, students will not be able to progress from the Postgraduate Certificate to the Postgraduate Diploma and that Tangent was unable to change the course title due to Springboard funding requirements. The Dean of Graduate Studies emphasised the need for more inclusive partnerships and collaboration across Schools in the development of new courses. The Provost stressed the importance of preventing the duplication of modules across programmes, as this may result in overcrowding on modules.

**Decision:**

**CL/20-21/061.5:** Council approved the proposal for a one-year part-time blended course in Healthcare Innovation (30 ECTS) leading to a Postgraduate Certificate in Healthcare Innovation (Special Purpose Award), with a first intake in March 2021.

**CL/20-21/062 Any Other Urgent Business**

There was no any other urgent business.

**SECTION B**

**CL/20-21/063 Global Relations Committee**

The Vice-President for Global Relations referred to the Virtual Undergraduate Open Day noting its success.

The minutes of 9 November 2020 were noted and approved.

**CL/20-21/064 Graduate Studies Committee**

The minutes of 5 November 2020 were noted and approved.

**CL/20-21/065 Quality Committee**

- (i) Draft Minutes of the meeting of 22 October 2020
- (ii) Draft Minutes of the meeting of 12 November 2020, with appendices:
  - a. Procedures for Virtual Reviews
  - b. Implementation Plan for IMC Accreditation of School of Medicine

**Decisions:**

**CL/20-21/065.i:1:** The minutes of 22 October 2020 were noted and approved.

**CL/20-21/065.ii:1:** The minutes of 12 November 2020 with appendices (a) Procedures for Virtual Reviews, (b) Implementation Plan for IMC Accreditation of School of Medicine were noted and approved.

**CL/20-21/066 Research Committee**

The minutes of 6 October 2020 were noted and approved.

**CL/20-21/067 Student Life Committee**

The minutes of 17 November 2020 were noted and approved.

**CL/20-21/068 Undergraduate Studies Committee**

The minutes of 3 November 2020 were noted and approved.

**SECTION C**

**CL/20-21/069 Nominating Committee – Head of School of Dental Science**

The Council noted and approved the Memorandum from the Dean of the Faculty of Health Sciences, dated 3 November 2020.

**CL/20-21/070 School Director**

The Council noted and approved the following nomination:

- (i) Professor Tomás Eoin O’Sullivan as Director of Research, School of Social Work and Social Policy, from 1 January 2021 to 2 July 2023.

**SECTION D**

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

Signed .....

Date .....