



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

Annual Report GSO

ANNUAL REPORT, 2023-24

Dean of Graduate Studies

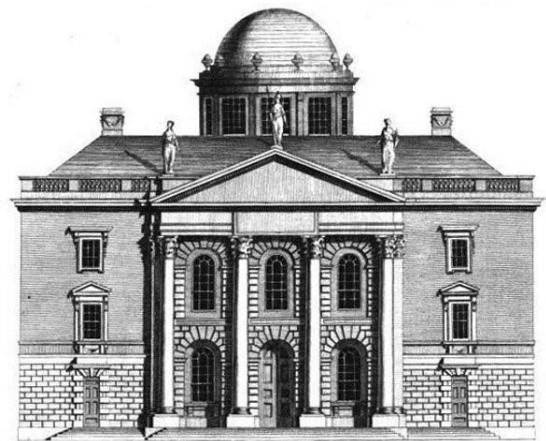




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Executive Summary

This Annual Report reflects on the academic year 2023-24. The first section provides a brief commentary on the Academic Registry Annual Report – essentially the pattern of postgraduate applications, registrations and student cases processed through the AR. Section B details the broader work within Graduate Studies, related to the Graduate Studies Committee (GSC), the Postgraduate Renewal Programme, as well as activities of the Office of the Dean of Graduate Studies. Section C provides a brief look to the future and the opportunities and challenges that are anticipated.

As with each of the previous Annual Reports, the stories contained in this year's report reflect the combined input of a wide range of individuals, all of whom are central to our activities in the postgraduate sphere. The collation of data and the chronicle of events across 2023-24 has been helped enormously by input from Ewa Sadowska (Academic Affairs), Frances Leogue (Office of the Dean of Graduate Studies), Leona Coady (Director, PG Renewal Programme), Jennifer Pepper, Peter Hynes and Alison O'Flanagan (Academic Registry) as well as many other colleagues and team members.

For the first time in several years, the impact of Covid-19 no longer dominated discussions in 2023-24 and in-person engagement on campus became the norm. The pandemic continued to cast a shadow on students and staff but as reflected in a marked drop in student cases, Covid-related requests for extensions declined, indicating a gradual return to 'normal'. Applications to taught postgraduate programmes continued to grow, although the growth in student numbers was relatively modest compared to the increase in applications. More than half of all postgraduate students registered to taught Masters programmes and approximately one quarter registered for a PhD. As a proportion of the total student body, postgraduate students continued to make up approximately 30% - broadly in line with previous years. The numbers of registered research students remained stable and with a welcome, if small, increase in the number of new research student registrations.

Section B starts with a summary of the activities of the Graduate Studies Committee (GSC), structured broadly in line with the revised Terms of Reference approved by Council in October 2023. GSC engaged in review of many policies, including a major review of the policy on Academic Integrity, alongside a suite of new procedures and resources. A large volume of initiatives and changes were brought through GSC under the umbrella of the Postgraduate Renewal Programme, including a new two-stage process for new course proposals, enhanced reporting functionality to support annual progression of research students, revised Terms of Reference for Thesis Committees, re-designed reporting guidelines and templates for monitoring progress of PhD candidates (for more details see [this link](#)). Recognising excellence of research student supervision and of the contributions of our Graduate Teaching Assistants also featured in the workplan of the Office of the Dean. The Trinity Travel Trust award scheme was updated and from January-October 2024, 94 postgraduate students were



supported to attend conferences or to travel to engage in research data collection. As Dean, membership of networks including the LERU DOCT group and the IUA Deans of Graduate Studies' group proved invaluable, providing excellent opportunities for discussion of best practice, sharing innovations and challenges, and supporting each other.

It has been an exciting period in postgraduate activities, with many achievements and many challenges. The work of the entire university community has enabled a step change in how we manage these activities. A significant enabler of that change has been the resources provided through the Postgraduate Renewal Programme, and for this support we thank the Provost, Vice Provost/Chief Academic Officer and the Faculty Deans in particular.

As noted in the last annual report, many challenges remain. These include the need to coordinate the wide array of current activities targeting postgraduate research students to build a stronger sense of community and coherence, as well as the need to have a clear roadmap to achieve our vision. The increase in student applications will need to be carefully managed, to ensure that the increase does not simply result in more work for the same number of registrations, particularly as this workload falls heavily into a very small team in the Academic Registry and also impacts some Schools disproportionately. Delays in processing applications, due to increased volume, can quickly result in the loss of excellent students, even if all available places are finally filled. Diversity in the student body will also need to be monitored and this diversity needs to be considered at programme level, in order to understand the student experience. The data on student cases suggests that some cohorts of students are more likely to require some action from the Student Cases team, and it is likely that the same pattern will emerge in the Postgraduate Advisory Service. These precious resources need to be supported if our ambition is to continue to attract students from many different countries and/or many different backgrounds. None of these challenges are unique to Trinity, nor are any insurmountable. As Dean, I look forward to working with colleagues to address both the opportunities and the challenges, so that we can meet our vision and support curious minds and creative thinkers to thrive.

Finally, I would like to extend my heartfelt thanks to colleagues and students across the University for their endless willingness to work together on issues of shared interest. The greatest resource available to me as Dean is the vibrant community of staff and students engaged in postgraduate activities. The achievements detailed in this report are theirs.



Section A: Commentary on the AR Annual Report PG Data

A.1. Postgraduate Student Body

In 2023-24 postgraduate students accounted for 30% (6,601) of the 22,120 students registered in the university, generating fee income of almost €63m. A third of these (2,144 or 9.6% of the total student body) registered for research degrees, (i.e., PhD, professional doctorates and research Masters degrees) with the remaining students registered on taught programmes (see Fig A1). Most students (74%) registered full-time. Taught Masters programmes continued to represent the single largest group of students, accounting for 57% of all postgraduate registrations.

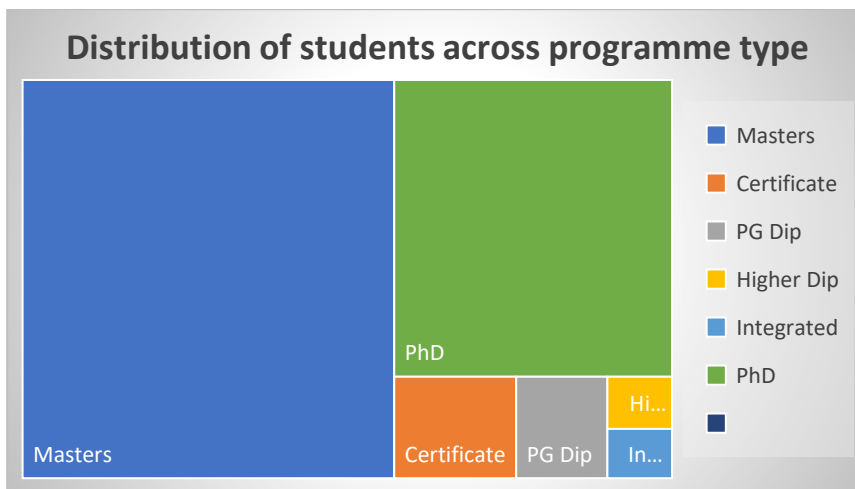


Fig. A1: Distribution of students across programme types

A.2. Admissions Data Postgraduate Taught Students

Well over half of the students registered on taught programmes were in AHSS, with the remaining spread evenly across STEM and Health Sciences. The vast majority registered on Masters programmes.

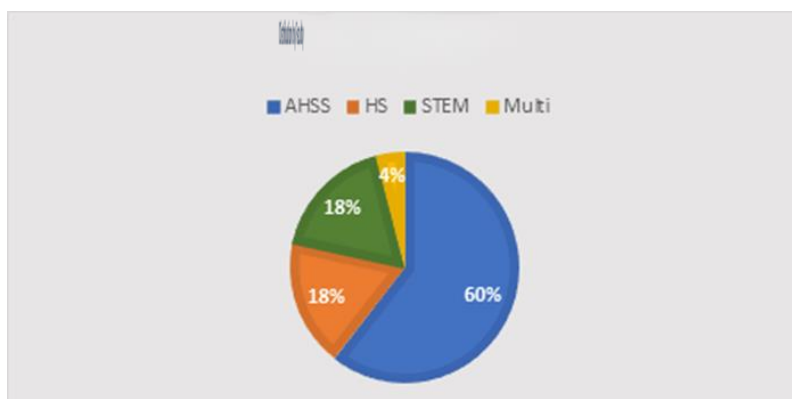


Fig. A2 Distribution of PGT students by Faculty

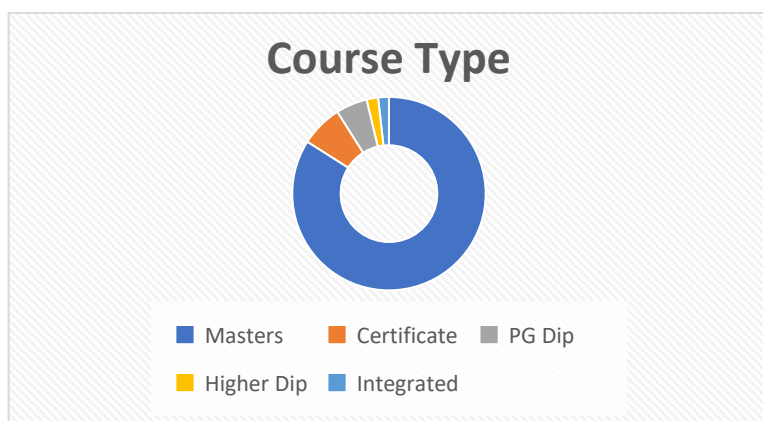


Fig. A3 Distribution of Students by Course Type

In AHSS, the Schools of Social Science and Philosophy, Linguistic, Speech & Communication Sciences and Psychology saw increases of more than 15% in registrations, while English, Creative Arts and Languages Literatures and Cultural Studies saw comparable decreases. Figures in both other Faculties were very similar to previous years.

Roughly half of programmes in AHSS recruited fewer than 10 students, while programmes in the Business School accounted for 6 of the 8 programmes that recruited more than 50 students. The pattern in Health Sciences was similar with 93% of programmes registering fewer than 20 students (see Figure A5). In STEM, Computer Science was the School offering a programme that recruited more than 80 students.

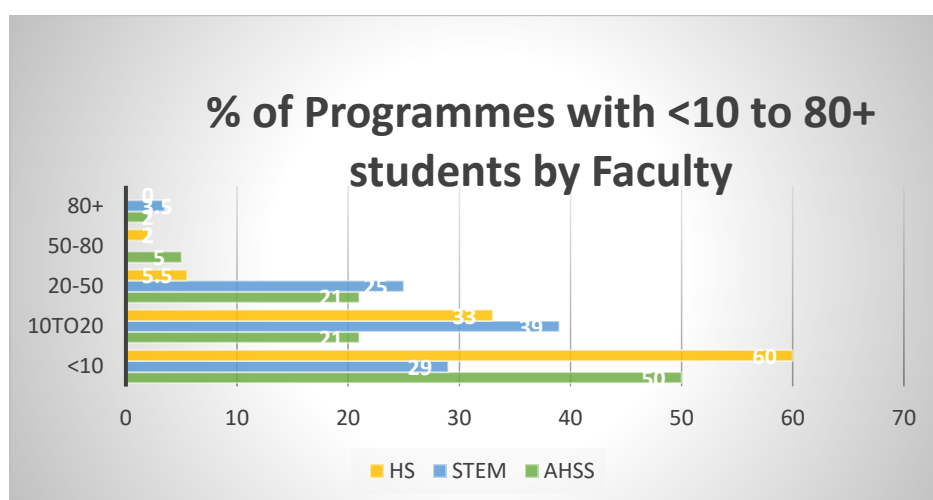


Fig. A4 Percentage of Programmes by Size and Faculty

A.2.i PGT Country of Domicile and Fee Status

The ratio of EU:non-EU students in taught programmes in both AHSS and STEM was fairly even (54:45% in AHSS and 59:41% in STEM), while in Health Sciences the ratio was heavily weighted to EU students at 84:16 – see Figure A5. The top recruiting sites varied somewhat across Faculties with China and India vying for top place overall (see Fig. A5).



Fig. A5 Student Registration Demographic Data

A.2.ii PGT Applications Data

Applications to taught postgraduate programmes increased by 26%, following a consistent trend. Overall applications have grown from just under 10,000 in 2019-20 to almost 14,000 in 2023-24 with growth in both EU and Non-EU applications. Current indications are that the number of applications for 2025-26 already exceeds 2023-24, with 16,700+ applications in the system at the time of this report. While this increase impacted the entire Admissions team, the extent of the increase (and its impact) was unevenly distributed across Schools (see Table A1 for some examples).

School	Increase (n) over 2022-23	% increase
AHSS: Business	708	18%
AHSS: Linguistic, Speech, Comm Sciences	205	76%
STEM: Computer Science & Statistics	404	36%
STEM: Natural Sciences	152	78%
HS: Medicine	185	30%
HS: Pharmacy & Pharm Sciences	99	61%

Table A1. Examples of increase in applications in 2023-24.

Clearly there are significant resource implications arising from the scale of this increase, but simply providing additional resources to the application review process is unlikely to 'fix' the problem. Applications are an important indicator of the visibility of the university to potential students, but a more important metric is the conversion of those applications to registrations and here the increase has been more modest (from 2,879 to 3,700). Overall, fewer than half of the applications processed in 2023-24 resulted in an offer (AHSS: 46%, STEM 44%, Health Sciences 57%). The conversion rate from offer to registration was 50% in AHSS and STEM, and 65% in Health Sciences, fairly consistent with previous years. In other words, although the volume of applications has increased greatly, a smaller proportion of these applications result in an offer and Health Sciences is the only faculty where more than half of offers result in registrations.

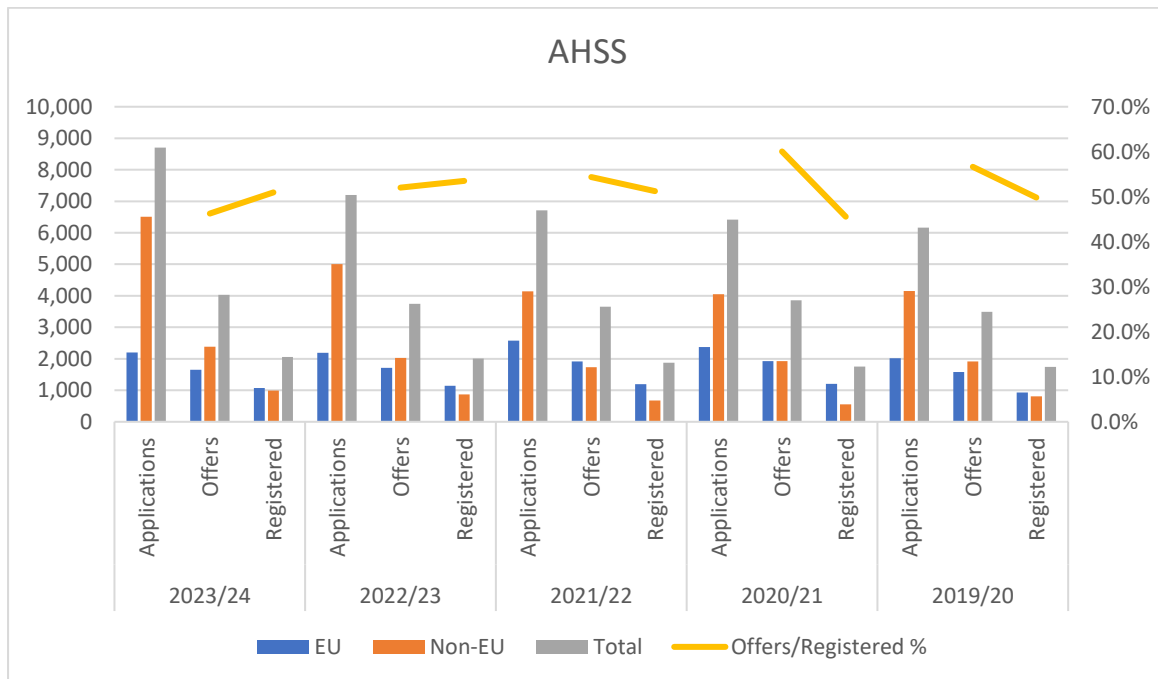


Fig. A6 AHSS 5-Year Trend in Applications, Offers and Registrations

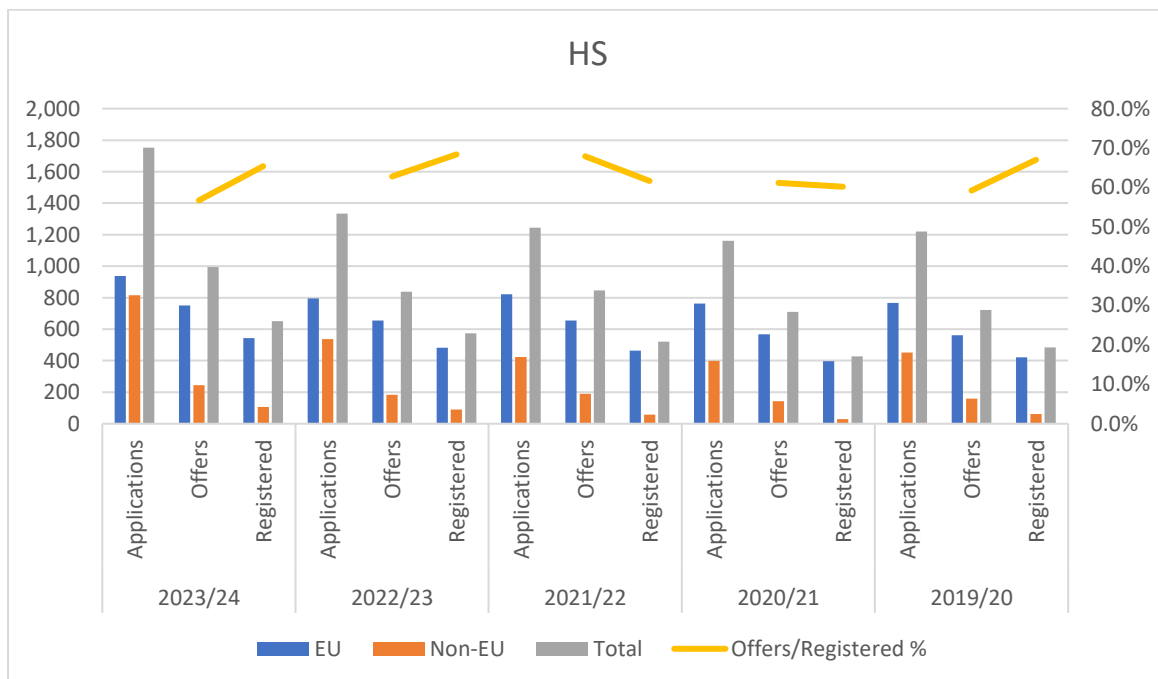


Fig. A7 Health Sciences 5-Year Trend in Applications, Offers and Registrations

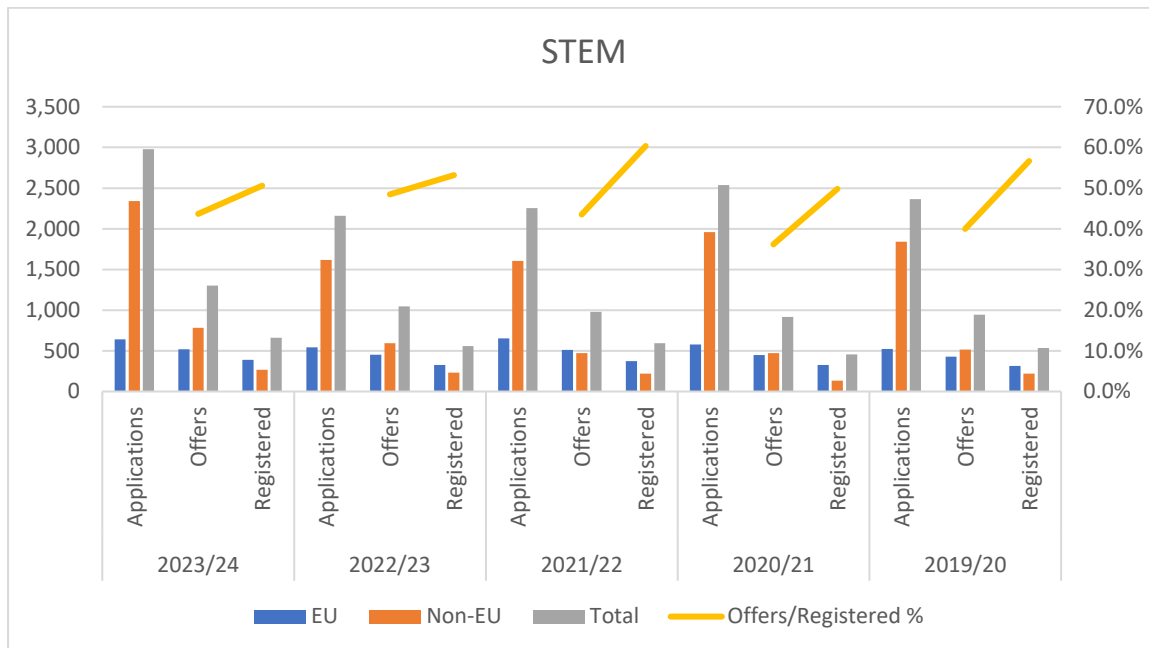


Fig. A8 STEM 5-Year Trend in Applications, Offers and Registrations

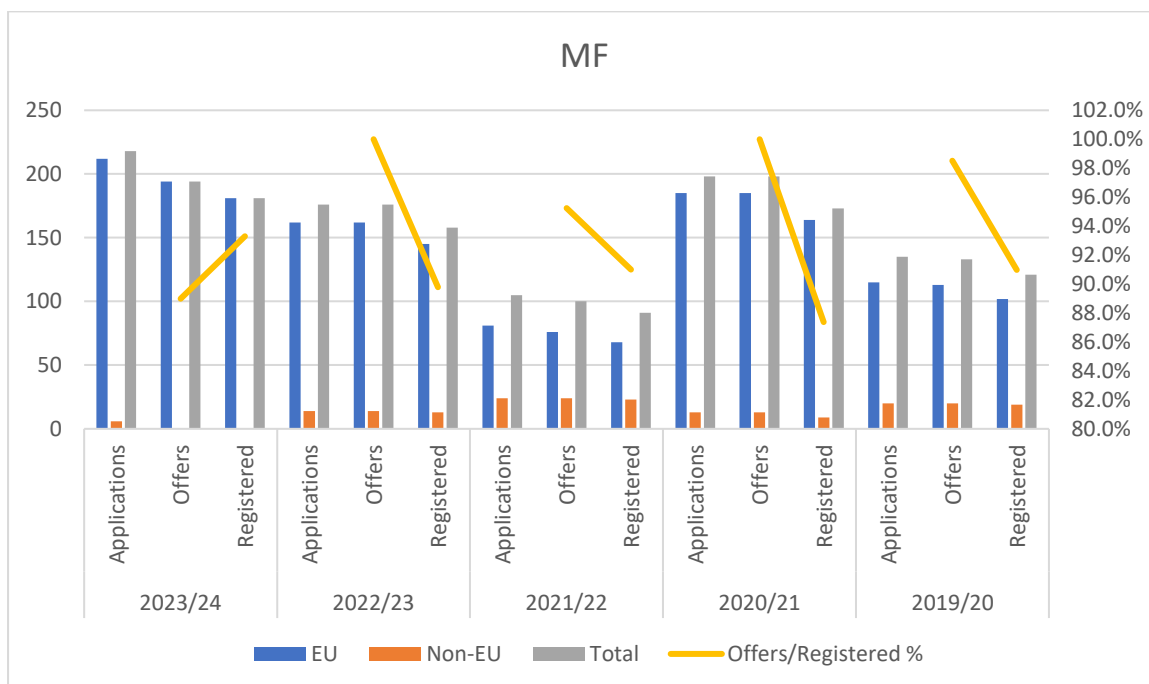


Fig. A9 Multi-Faculty 5-Year Trend in Applications, Offers and Registrations

Given the workload associated with processing applications, it is important to understand how to maximise the benefit of that workload. Ideally, all applications reviewed would have a high probability of converting to an offer. It is likely that multiple strategies will be needed to achieve this goal. Many courses may now be at capacity and an increase in applications will simply add work that cannot result in increased registrations. Through the PG Renewal Programme, current work in enhancing the reporting functionality in SITS and the Online Application Form will support data-informed decision-making to address this pressing challenge, but it is likely that a programme-by-programme analysis



will also be needed to identify insurmountable capacity constraints and to develop strategically aligned responses to those constraints.

A.2.iii Recognition of Prior Learning (RPL)

The Academic Registry is responsible for alerting Course Directors of applications for RPL at the point of entry. Following assessment by the Course Committee, they are referred to the Dean of Graduate Studies for approval. A total of 365 requests for exceptions to criteria for admission to postgraduate taught programmes were approved for candidates registering in 2023-24 (a marked increase from 154 in 2022-23). Most of these requests (289) were from candidates who had either not secured a II.1 equivalent in a Level 8 award, or their primary degree was deemed equivalent to a Level 7 award. The work of the [HCI project](#) in supporting enhancements of RPL processes and guidance was likely a significant factor underpinning this increase. Of particular note is the development of template portfolio supports for candidates seeking admission without evidence of a prior degree. Through the excellent work of Dr Graham Glanville from [Trinity Teaching and Learning](#) and the support of many Schools, we successfully admitted a number of candidates to PGT programmes on the basis of their evidence of non-formal prior learning.



A.3. PGR Admissions Data

Applications from postgraduate research candidates remained relatively stable across 2023-24, with a rise in PhD applications, offers, and registrations in AHSS (see Fig. x), off-setting small drops in STEM and Health Sciences, so that 429 new PhD candidates registered, up from 418 the previous year.

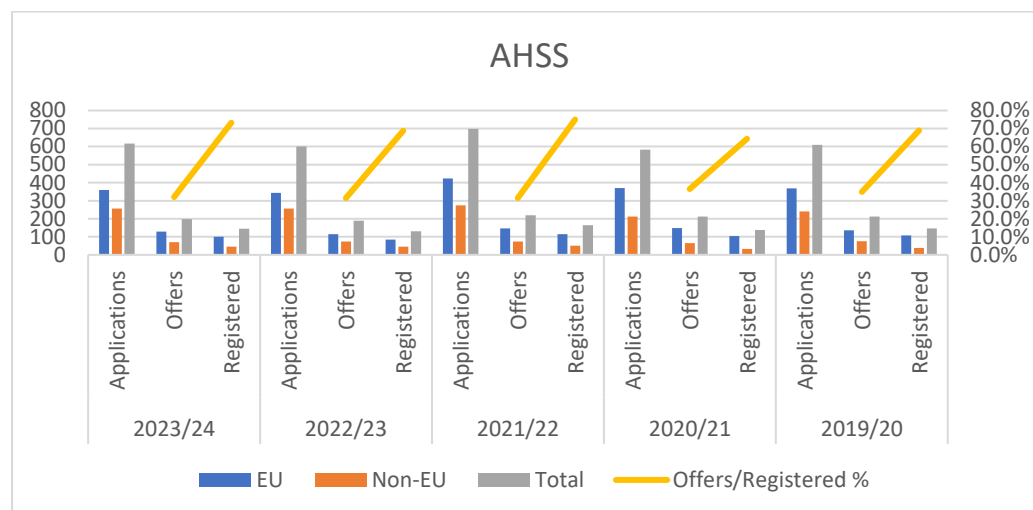


Fig. A10 AHSS 5-Year Trend in PGR Applications, Offers and Registrations

In STEM, application and registration numbers dropped marginally and the conversion of applications to offers also fell; however, the rate of conversion from offer to registration improved.

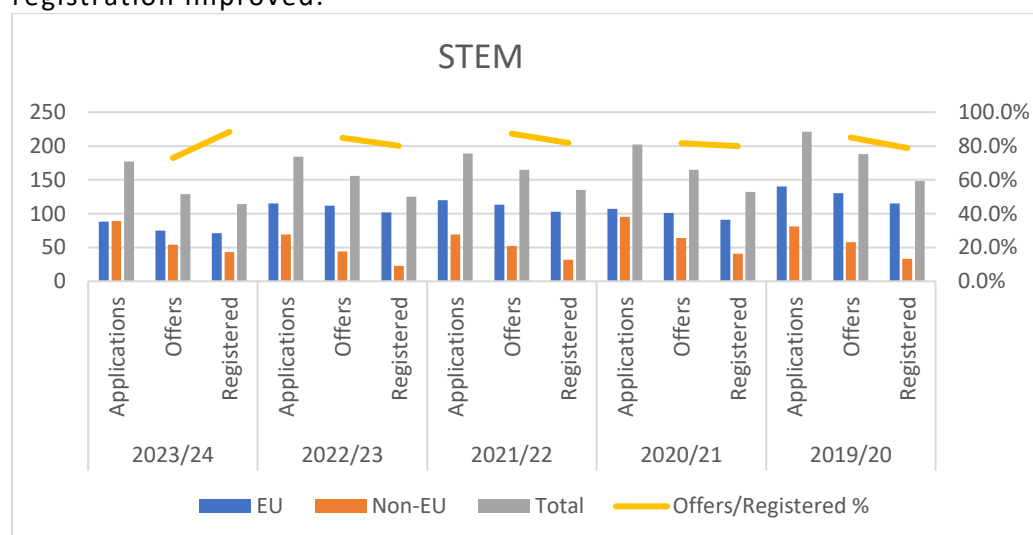


Fig. A11 STEM 5-Year Trend in PGR Applications, Offers and Registrations

In Health Sciences, applications increased from 126 in 2022-23 to 162, but the conversion to offers fell from 64% to 47%, ultimately resulting in a small drop in new registrations over the previous year.

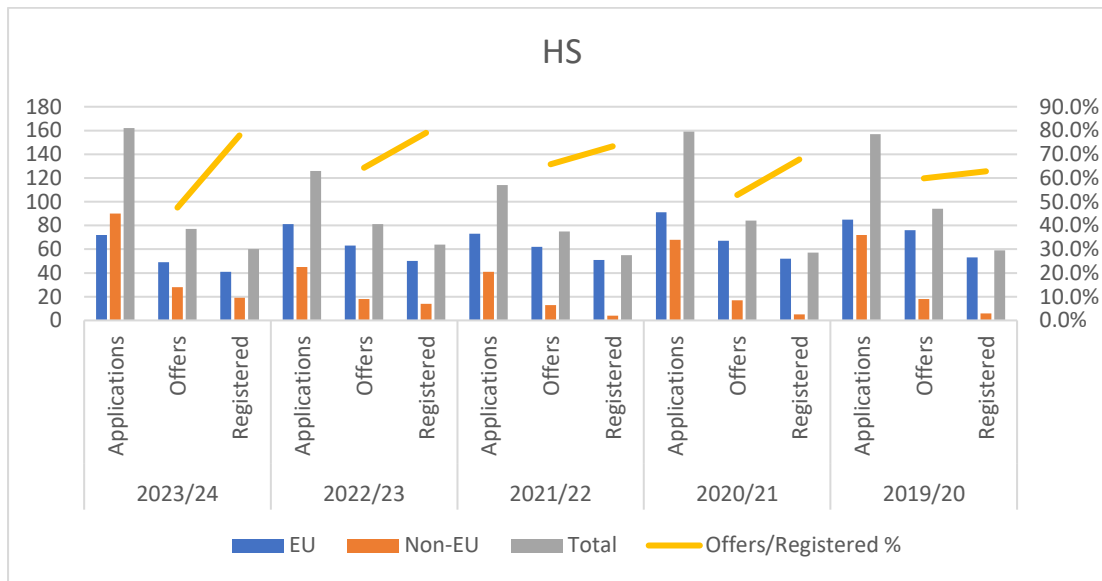


Fig. A12 Health Sciences 5-Year Trend in PGR Applications, Offers and Registrations

The pattern of application to offer was broadly similar to previous years. In AHSS, three out of four applications either resulted in no offer being made, or an offer not being accepted; in STEM, conversion from application to acceptance was 65% (Fig. A6), while in Health Sciences only 37% of applications ultimately resulted in a registration.

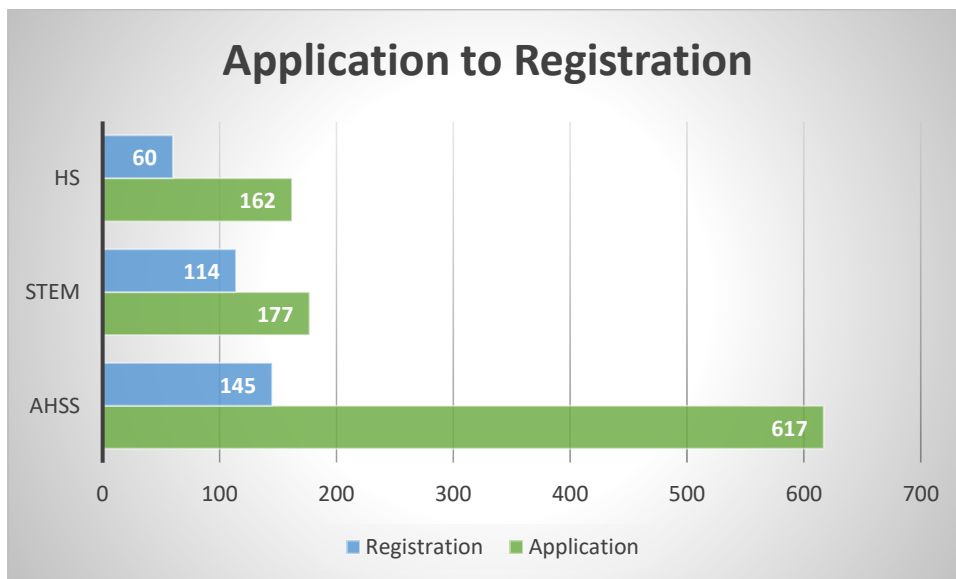


Fig. A13 Conversion from Application to Acceptance of an Offer

The majority of students registered for a PhD, including 3 students on the non-resident PhD pathway, with very small numbers of students on the Masters register (see Fig. A14).

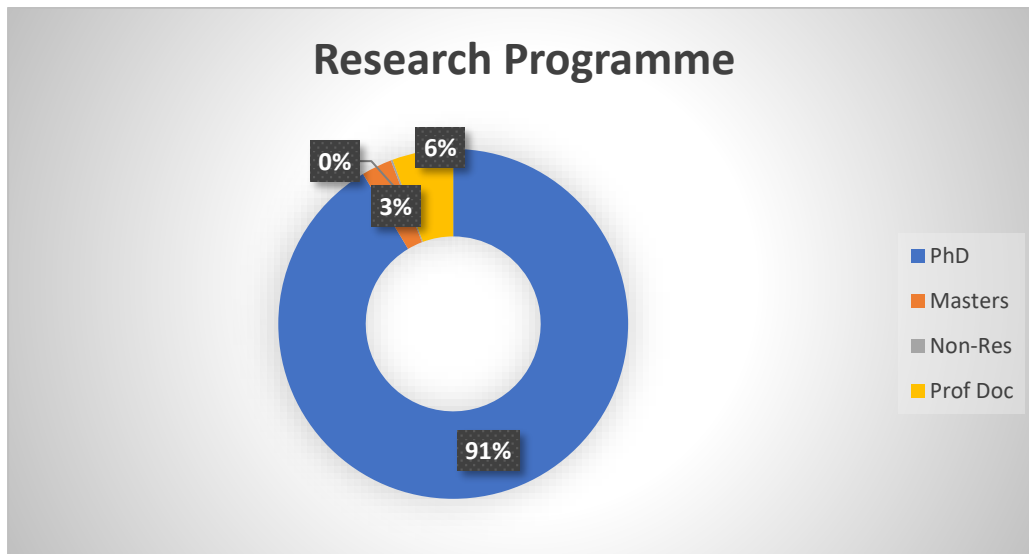


Fig. A14 Research Student by Programme

A. 3.i PGR Demographic Data

Over 73% of all registered PhD students were EU nationals, proportionately more than in the taught postgraduate cohort (63%), and over half identified as female (56%). Top recruitment sites (excluding Ireland) continued to be China and India, while the US overtook Italy (see Fig A15).

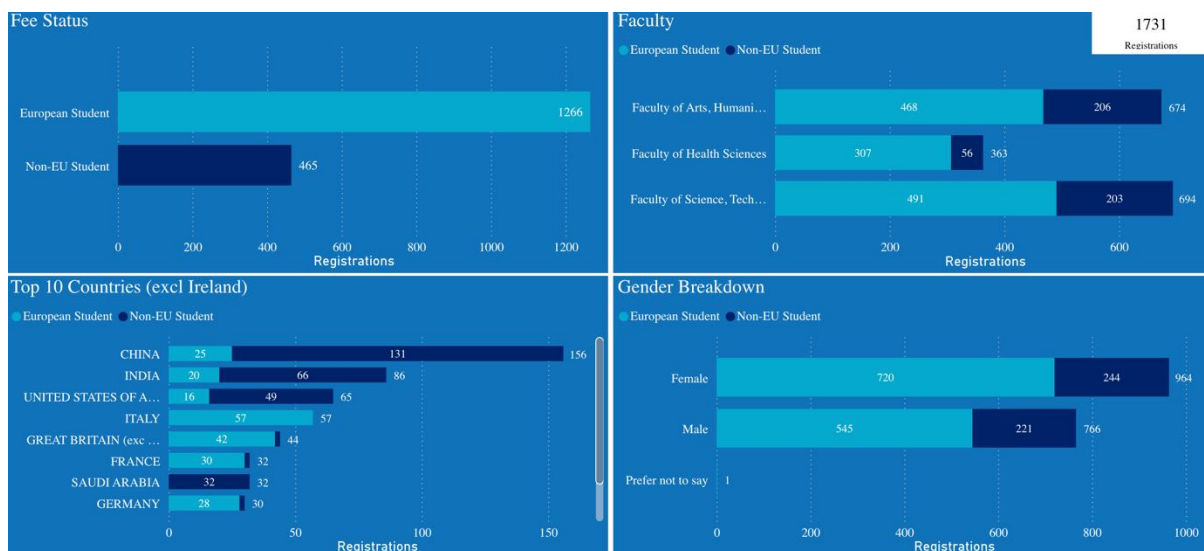


Fig. A115 PGR Demographic Data

A.3.ii PGR Examination Process

As in previous years, the outcome of the viva voce examination for the vast majority of candidates was a recommendation for the award of a PhD, typically with minor corrections to be completed (Fig. A8). This pattern was consistent across EU and non-EU fee status candidates and represents a continuing slow increase in the number of candidates whose thesis is recommended for the award of a PhD with no corrections required. In 2023-24, one thesis was referred for a lower award, something that had



not happened for a number of years. All of this activity relies on the support and engagement of our external examiners (see Appendix 3 for full list). In 2023-24, permission to host viva voce examinations either online or in-person continued, with the requirement that a written record of the agreement on the format of the examination of all those involved (including most importantly the student) be kept at School level.

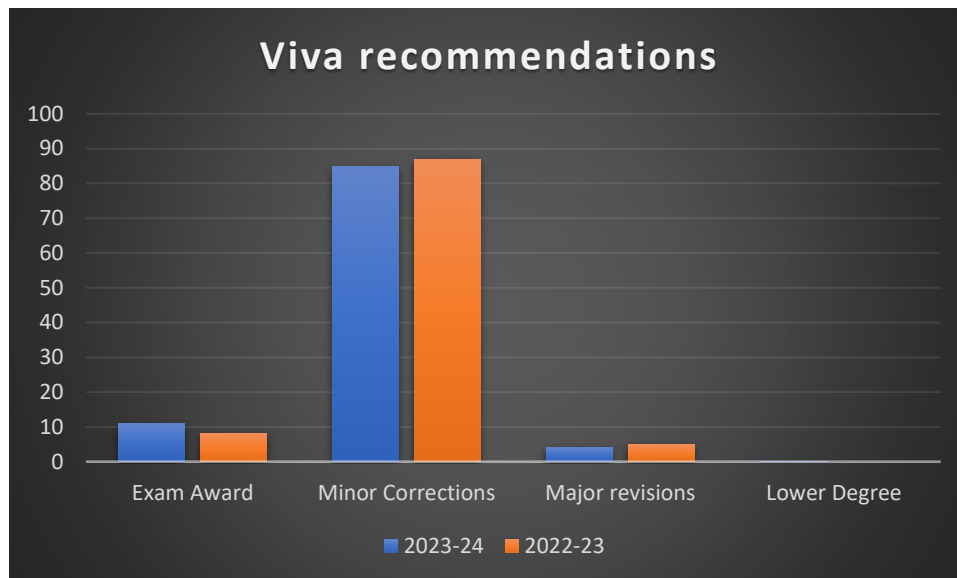


Fig. A16 Viva Recommendation

A.3.iii Postgraduate Scholarships awarded

The new Trinity Research Doctorate Awards (TRDA), funding a total of 52 new awards each with a stipend of €25,000 and full fees for four years, were launched in February 2023 and most recruited their first students for admission in 2023-24. In January 2024, the second year of the awards were launched and again recruited across three main schemes:

- **School-based awards** (similar to previous '1252' model): 24 individual student awards, to be allocated according to criteria determined at School level.
- **Faculty-based awards** (similar to previous Ussher and Provost PhD awards): 12 awards divided equally across the Faculties, to be allocated through a competitive process of PI-led or Joint Student&PI applications, with particular attention to academic staff appointed since 2019-20.
- **Group-based interdisciplinary awards**: 12 awards allocated to three multi-disciplinary research groups, each to recruit 4 PhD students.
- The Inaugural **Student of Sanctuary Award** was launched in [2023-24](#), attracting a large volume of applications. Through the generosity of the outgoing Dean of AHSS, Prof Gail McElroy, an additional Student of Sanctuary award was funded for a candidate registering in AHSS. Huge congratulations to Muhammad Siddiq and Daria Monakhovych who commenced their research in September 2024. The award could not have been completed without the support of many colleagues, and a special thanks is due to Sinead Corcoran, Trinity Global, Professors Paul Delaney, Kristen Hadfield, Michael Monaghan, Susan Murphy, Cian O'Callaghan, Sarah Quinn, Immo Warntjes, and Aoife Dare of the Irish Refugee Council.



The remaining awards were allocated by the Provost, the Vice Provost/Chief Academic Officer, and the Dean of Graduate Studies based on strategic priorities/student need.

Extensive work was undertaken to devise processes to enable implementation of these new awards. It should be noted that although allocated in the academic year 2022-23, students funded through these awards were recruited to the register in 2023-24. The Provost hosted a reception for TRDA students and PIs in the Public Theatre in October 2024. Although outside the timeframe of this report, as this ceremony celebrated awardees from the preceding year, it is included here.



Congratulations to all the awardees and a full list of those awardees is available on the [Graduate Studies website](#)

A further word of thanks is due to our exceptional panel of reviewers across all categories of awards. Without their generosity and support, none of these awards could have been allocated. They truly represent the best of the university and its research ethos. Special thanks is due to the Professors Ruth Barton, Thomas Chadeaux, Patrick Geoghegan, Jane Ohlmeyer – AHSS; Professors Vinny Cahill, John Donegan, Clair Gardner, Trevor Hodgkinson, Sarah McCormack, Henry Rice, Isabel Rozas – STEM; Professors Anne Marie Brady, Jacintha O’Sullivan, and Derek Sullivan – HS; and the Faculty Deans, Dean of Research and the Associate Deans of Research, and Dr Doireann Wallace (Research Development Office).



A.4. Postgraduate Student Cases

The postgraduate student cases team continued to be very busy during 2023-24, processing 1,960 cases for 1,183 unique students across PGT and PGR cohorts. Reassuringly, the number of cases has dropped significantly over the previous year, largely reflecting the large drop in Covid-related requests. Roughly one quarter of PGR students submitted a case, with one in five taught students represented. Non-EU students were somewhat over-represented in the PGR student cases with 118 cases (25% of cases) submitted, representing 20% of the total non-EU PGR student cohort (significantly down on the 47% represented in 2022-23) (Fig. A9). It is likely that course directors play a significant role in supporting PGT students to navigate the regulations and processes associated with their programmes and many may also offer a degree of pastoral support. PGR students rely heavily on their supervisors, but as many of the student cases relate to requests for extensions or periods Off Books, they must be processed as a student case.

The vast majority of cases (85%) were processed within a day; those that were not processed within 3 days (10%) were typically complex and requiring up to or exceeding 30 days. Sincere thanks are due to the very small team in the AR who process student cases, as well as the team in the Postgraduate Advisory Service who support students in bringing forward cases. Maintaining the existing diversity in the student body will inevitably require further support and resources if we aim to ensure that students' needs are met. In the absence of a tutorial system comparable to that which operates for undergraduate students, the existing postgraduate advisory support team, with only two staff members is tasked with dealing with a growing volume of students, with increasingly complex needs and demands. It is unrealistic to expect that we can maintain existing levels of support as student numbers and/or diversity in the student body grow.

A.5. Research Supervision Patterns

Functionality exists in SITS to capture information about the number of supervisors engaged with a student. These arrangements are not always formally recorded and so the data presented in Fig. A17 may not be fully accurate. The data suggests that patterns of co-supervision are still emerging and are most common in Health Sciences.

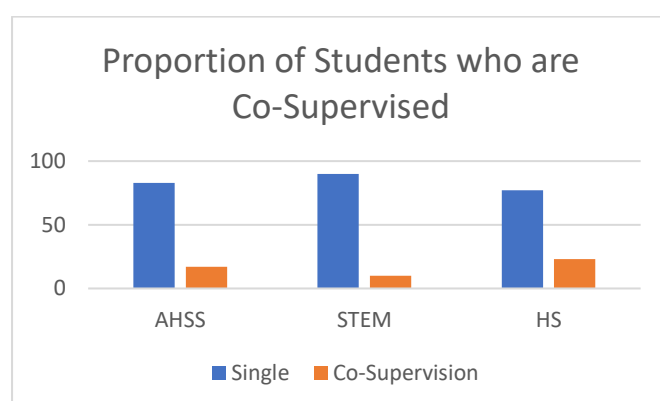


Fig. A17 Proportion of students in co-supervision arrangements by Faculty



Through WP3 in the PG Renewal Programme, PowerBI reports on supervision are now readily accessible. As can be expected, patterns of supervision vary greatly across disciplines and Faculties. Table A2 summarises data on the number of active supervisors recorded in SITS in 2023-24 by School, as well as the number of PGR students. Across the university as a whole, the mode for student to supervisor is 1, but the range varies considerably. The highest number of students recorded under the principal supervision of one academic is 17. The School of Medicine has the highest number of research students and research supervisors, while in 2023-24 the highest average ratio of students to supervisors was in the School of Physics (4.8).

Table A2: Profile of supervision by School and Faculty

School	Active supervisors	Research students	Mean ratio student:sup	Range	Mode
Biochem & Immun	26	80	3	1-9	2
Chemistry	24	92	3.8	1-9	1
Comp Science & Stat	49	174	3.5	1-11	1
Engineering	54	181	3.3	1-12	1, 4
Gen & Micro	18	85	4.7	1-11	4
Maths	14	20	1.4	1-3	1
Natural Sciences	37	109	3	1-9	1, 3
Physics	30	144	4.8	1-17	3
Business	41	87	2	1-7	1
Creative Arts	10	27	2.7	1-6	1
Education	27	103	3.8	1-14	1
English	25	46	1.9	1-4	1
Hist. & Humanities	40	124	3	1-9	3
LLCS	21	43	2	1-6	1
Law	23	49	2	1-5	1
LSCS	18	63	3.5	1-9	4
Psychology	27	80	2.9	1-6	2
Rel., Theol, Peace	16	51	3.2	1-7	4
SSP	46	98	2	1-6	2
SWSP	12	23	2	1-4	1
Dental Science	14	51	3.6	1-7	1, 3
Medicine	158	349	2.2	1-9	1
Nursing & Mid.	32	87	2.7	1-8	1
Pharm. & Ph. Sci	21	57	2.7	1-7	1

Future work will focus on using these data to support decisions on how best to support students and supervisors.



Section B: Ongoing Developments

B.1 Staffing Updates and Changes

Administrative support for the Dean's role comes from the Office of the Vice Provost/Chief Academic Officer (VP/CAO), Trinity Teaching and Learning (TT&L) and the Postgraduate Renewal Programme team. There is considerable overlap across these three sources as activities rarely align cleanly to a single unit. The Graduate Studies Committee (GSC) is managed by Academic Affairs, with support from the Office of the Dean of Graduate Studies. **Ewa Sadowska** is Secretary to the GSC. Her support and detailed minutes were critical in enabling the GSC to fulfil its responsibilities and Terms of Reference. Support for meetings, diary management and some finance matters come from the Office of the VP/CAO. **Sian Bradley** in the Office of the VP/CAO stepped down from her role in December 2023 and her role was taken over by **Anna Kucieba** who commenced in April 2024.

Support related to postgraduate students and courses largely flows through the genadgso@tcd.ie email account, managed through TT&L, while initiatives developed under the PG Renewal Programme are largely managed by that team. Across 2023-24, **Frances Leogue** continued to provide invaluable administrative support to the Dean, to individual students, and to Schools as well as managing the genadgso@tcd.ie account and supporting the functioning of the GSC. **Cormac Doran**, Assistant Academic Secretary (Graduate Affairs) was on leave for much of the academic year.

A numerically small postgraduate student cases team based within the Academic Registry, led by **Iwona Brozynska** and supported by **Joseph Faulkner**, continued to provide an invaluable support in identifying potential solutions for student facing potential disruptions to their normal academic progress. As anyone engaged with postgraduate student will be aware, the single resource most commonly cited by students as essential to their well-being is the **Postgraduate Advisory Service**. **Martin McAndrew** and **Nonie Gaynor** are legendary in the work that they do and in their collaboration with all the Student Services as well as Schools. These roles represent only a tiny fraction of the individuals who contribute to the overall workplan of the Dean of Graduate Studies and the postgraduate activities of the university, as indicated in Figure 1.

Across the year, the PG Renewal Team grew to a team of nine. In addition to **Leona Coady** as Director, **Mark Sheridan** (Senior Project Manager), **Rionnagh Sheridan** and **Ewa Adach** (Programme Analysts/Coordinators), the team was joined by **Aoife Kelly** (September 2023), **Vivek Panigrahi** (December 2023), **Ahmed Fatungase**, **Joanne Whelan Dunne** (January 2024) and **Arthur Lima** (August 2024). By supporting and collaborating with the Work Packages and the broader College community, they played a crucial role in achieving the deliverables of the Programme.

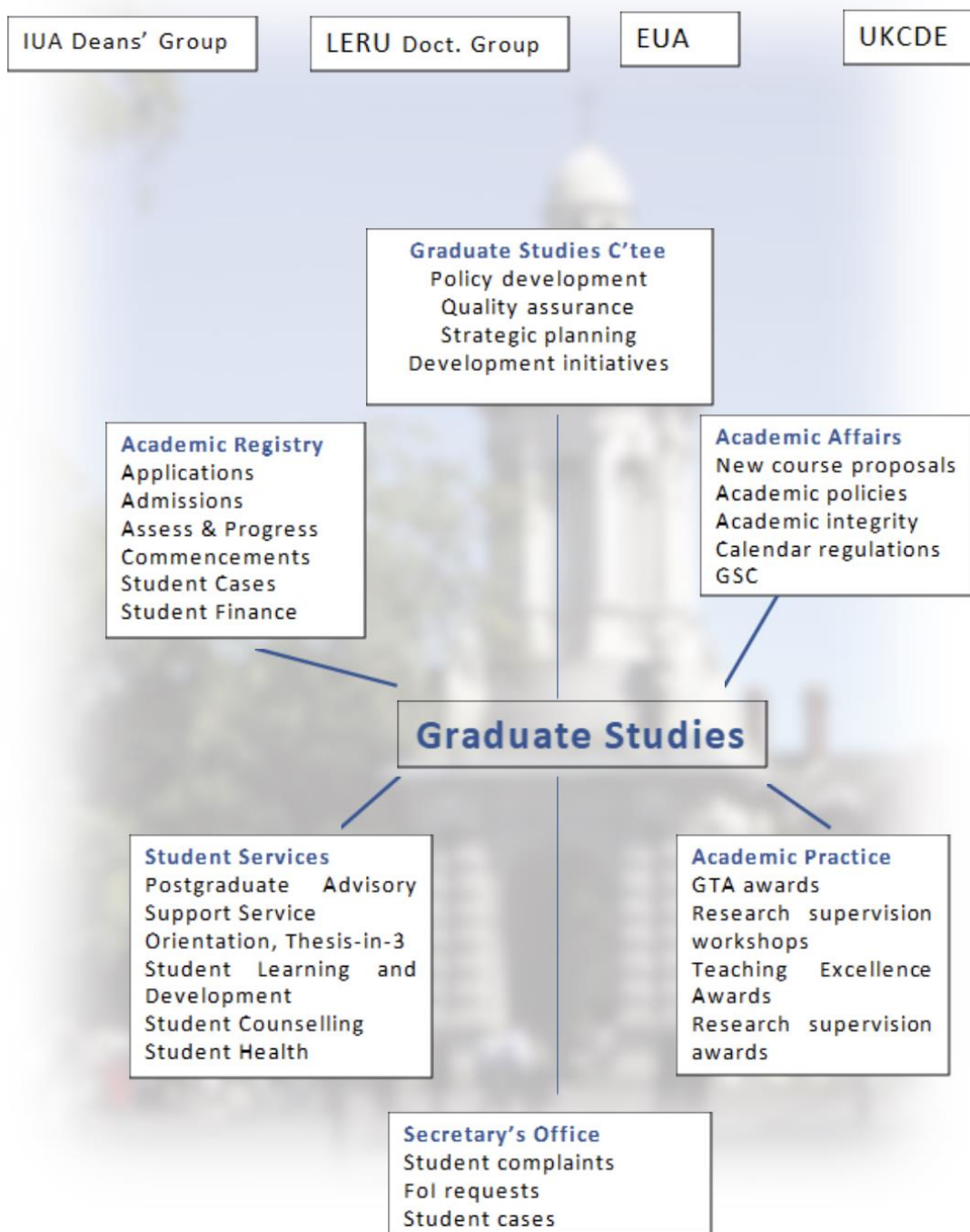


Figure 1. The Interconnectedness of Graduate Studies

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B.2 The Graduate Studies Committee

As indicated above, the Graduate Studies Committee is managed by Academic Affairs, with logistical and IT support from **Frances Leogue**. **Ewa Sadowska** from Academic Affairs continued in her role as Secretary to the Committee. Membership of the



committee incurs some changes each academic year, and the membership over 2023-24 is listed overleaf.

Table 1. Membership of Graduate Studies Committee in 2023/24

Ex Officio Membership

Dean of Graduate Studies (Chair)

Dean of Research

Prof. Martine Smith

Prof. Sinéad Ryan

School

Biochemistry & Immunology

Trinity Business School

Chemistry

Computer Science and Statistics

Creative Arts

Dental Science

Education

Engineering

English

Genetics & Microbiology

Histories & Humanities

Languages, Literatures & Cultural Studies

Law

Linguistic, Speech & Communication Sciences

Mathematics

Medicine

Nursing & Midwifery

Natural Sciences

Pharmacy & Pharmaceutical Sciences

Physics

Psychology

Religion, Theology, and Peace Studies

Social Sciences & Philosophy

Social Work & Social Policy

Tangent

Directors of Postgraduate Teaching and Learning:

Prof. Rachel McLoughlin

Prof. Vlad Rivkin

Prof. Stephen Connon

Prof. Ivana Dusparic

Prof. Paula Quigley

Prof. Ioannis Polyzois

Prof. Noel Ó Murchadha

Prof. Sarah McCormack

Prof. Jane Carroll (Aileen Douglas)

Prof. Russell McLaughlin

Prof. Martine Cuypers

Prof. Jennifer Edmond

Prof. David Prendergast

Prof. Kathleen McTiernan

Prof. Stefan Sint

Prof. Catherine Darker

Prof. Brian Keogh

Prof. Micha Ruhl

Prof. Cathal Cadogan

Prof. Graham Cross

Prof. Frédérique Vallieres

Prof. Etain Tannam

Prof. Tara Mitchell

Prof. Erna O'Connor

Prof. Jake Byrne (Academic Director)

Vacant

Graduate Students' Union President

Graduate Students' Union Vice-President

Temporary nominated graduate students as GSC members

Ms Almudena Moreno Borrallo and Mr Rory O'Sullivan

Information Technology Services Representative

Sub Librarian for Teaching, Research and User Experience

Assistant Academic Secretary, Graduate Education, TT&L

Administrative Officer, Academic Affairs, TT&L

Dr Geoffrey Bradley

Ms Siobhan Dunne

Dr Cormac Doran

Ms Ewa Sadowska



In attendance for all items:

Academic Secretary, Head of Trinity Teaching & Learning, TT&L
Director of Student Services
Postgraduate Student Support Officer, Senior Tutor's Office
Director of Internationalisation, TCD Global

Ms Patricia Callaghan
Ms Breda Walls
Mr Martin McAndrew
Ms Fedelma McNamara

Programme Director, Postgraduate Renewal Programme
Administrative Officer, Graduate Education – IT support
Zoom access support, Academic Secretariat

Ms Leona Coady
Ms Frances Leogue
Ms Frances Leogue

GSC Highlights and Challenges

Nine GSC meetings were held between September 2023 to May 2024. In line with the previous year's agreement, the meeting duration was extended to three hours, although this time was not required in many of the meetings. The extra time permitted a refreshments break during the meeting that was helpful in ensuring members had an opportunity to get to know each other.

The self-evaluation survey indicated

- overall satisfaction with the effectiveness of the committee
- some positive comments about the extended duration
- the volume of work remains high and should be recognised in workload models
- the 'Dean's memo' circulated in advance is essential in making the task manageable.

At the first meeting of the year, the **Terms of Reference** were reviewed and revisions were proposed and agreed by Council in their meeting of October, 2023. The revised terms of reference identify the following as the key responsibilities of the GSC:

1. To initiate discussion and make recommendations on all matters of academic policy and practice relating to postgraduate study and research, and to report these discussions to the School Committees and the University Council.
2. To ensure that members receive appropriate information on the activities of the GSC. This will enable them to fulfil their responsibility of informing Schools and professional units about decisions taken by the committee that may impact on their activities.
3. To advise the Dean of Graduate Studies in his or her role of reporting to the University Council, including on matters such as: (a) admission, progression, and examination of postgraduate students; and (b) proposals for new postgraduate programmes, and changes to existing postgraduate programmes and regulations
4. To monitor, evaluate, and ensure the quality of postgraduate programmes and research degrees.
5. To advise on the strategic development and promotion of postgraduate programmes.
6. To consider and make appropriate changes to the University Calendar Part III.
7. To receive information from the Dean of Graduate Studies on the nomination of Higher Doctorates Sub-committees as required.



Reflecting these diverse responsibilities, many different topics were discussed and a selection of these is highlighted below. The workplan of the Postgraduate Renewal Programme drove many of the agenda items, as the work of the programme and the general business of graduate studies became increasingly integrated. Where these items are listed below under other headings, they are identified by the notation * as well as the work package responsible for that item (WP1-6). For ease, the Programme's [*You Said, We Did*](#) summary is also included at the end of this section, noting that some of the actions listed completed prior to the 2023-24 cycle. At each meeting of the GSC, a slide was circulated summarising updates and upcoming priority activities, for DTLPs to share with their Schools - [Communications - Graduate Studies | Trinity College Dublin](#).

B.2.i College-Wide Initiatives

Major topics for discussion over the year included:

- the University's **Sustainability Strategy** and its implications for postgraduate education and research.
- Challenges and opportunities associated with the rapid emergence of **GenAI resources**.
- **Academic Integrity** in the context of new pressures associated with **GenAI** was a consistent topic across the year, including reviewing of the updated processes that were approved in 2022-23.
- Proposals for a **new VLE**. This topic spread over much of the academic year. In addition to College-wide surveys ensuring each School had input opportunities, many GSC members volunteered to participate in reviews of the existing VLE and of alternative platforms that might be considered, helping to guide the university in preparing for the next generation of teaching and learning development.
- Student well-being – a discussion led by the Student Counselling Service on *Student Mental Health is All of Our Business*.
- The **status of PhD researchers** in the university: **Student or employee?** A discussion paper was developed and presented at GSC and at Council, setting out the challenges and opportunities associated with student and employee status for PhD researchers in the university. The paper concluded that given that any decision on a change of status is outside the remit of any one university, a crucial focus should be on identifying ways to mitigate any potential negative consequence arising from a student status, to ensure a vibrant research eco-system across the university.

B.2.ii Academic Policies and Practice

Four academic policies were reviewed and proposed revisions were discussed and recommended for Council's approval:

- i. Policy on Remote Supervision of Postgraduate (Doctoral) Students.
- ii. Academic Appeals Policy.
- iii. Fitness to Study Policy.
- iv. Academic Integrity Policy (including revised procedures, curriculum glossary and calendar regulations).

In addition, a new Curriculum Design and Approval Policy was recommended to Council. Thanks to the extensive work by Linda Darbey and the team in Academic Affairs, as well as the College-wide working group co-chaired by the Senior Lecturer/Dean of



Undergraduate Studies and the Dean of Graduate Studies, GSC was able to recommend all of these policies to Council for their approval.

B2.iii Proposals for New Postgraduate Programmes

Eight new programmes/strands from Trinity Schools were recommended for Council's approval, as well as two proposals from Marino Institute of Education, reflecting strategic priorities of the university in sustainability, access and inclusion, as well as interdisciplinarity:

- MSc in Responsible Business and Sustainability (30 registrations 2024-25).
 - MPhil in Digital Arts and Intermedia Practices (16 registrations in 2024-25).
 - MSc in Climate Adaptation Engineering.
 - PG Dip in Applied Economics and Big Data (12 registrations).
 - PG Dip in Irish (48 registrations).
 - PG Cert in Leading and Implementing Sustainable Finance.
 - MFA (Strand) in Theatre Production (5 registrations).
 - Erasmus Mundus Joint Masters in Theatre Spaces (subsequently not funded).
-
- Validated Masters in Education Science in Further Education.
 - Validated PME (Primary Education) Pathway through Irish.

A significant initiative was approval to pilot **a new two-stage approval process for PGT programmes** (*WP1), with substantially revised templates, aiming to reduce the volume and complexity of documentation, while incorporating some of the learnings from the HCI project. A number of Schools volunteered to participate in the pilot, which extends over the academic year 2024-25.

B.2.iv Postgraduate Research Student Activities

Almost all the agenda items related to postgraduate research activities reflected the activities of the PG Renewal Programme. Significant changes were made to the processes supporting assessment and progression of research students, as well as addressing the experience and competencies that - as a university - we seek to enable our research students to access and develop. Important initiatives included:

- Re-designed process for managing progression of research students, with new PowerBI functionality to allow Schools and other units to easily track student progress and identifying any looming deadlines related to progression (*WP3).
- Re-designed reporting templates for progression milestones (see <https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/assessment-and-progression/>) incorporating changes in thesis committee responsibilities as well as Professional Development Planning supports for PhD candidates (*WP2).
- Agreement on uniform deadlines for completion of annual review of progress and confirmation process (*WP3).
- New [terms of reference](#) for thesis committees and [guidelines](#) (*WP2).
- Revised [Viva Voce guide](#) (*WP2).
- Revised [Student-Supervisor Supervision Agreement](#) template (*WP2).



- New [Guidelines on management of conflict resolution](#) (*WP6).
- Extensive review of supports for development of multidimensional skills for PGR candidates (*WP2) and associated [Personal Development Plan template](#).
- Agreed guidelines on the teaching and learning supports to Schools that are appropriate for PGR candidates to engage in (WP2) subject to further student engagement.
- New [external examiner self-declaration form](#), to ensure nominees have an opportunity to declare any potential conflict of interest.
- New [guidelines for internal examiners](#) of research theses.
- Discussion paper on the status of PhD candidates within the university, and the university's response to the report on the *Review of State Supports for PhD students*.
- A working group developed a draft proposal for an Industry-Based PhD pathway, led by the DTLP in the School of Engineering. This proposal is still in development.

B.2.v Postgraduate Taught Activities

In addition to the development of new postgraduate taught programmes, several initiatives related to PGT activities were processed through GSC. These included:

- Approval of the creation of a PGDip exit award pathway for all taught Masters programmes, other than those where accreditation precludes such an award (*WP1).
- Regulation change to permit Masters students who fail the dissertation component within a narrow band to apply to repeat the dissertation element, without the requirement to complete the entire programme.
- Approval in principle that candidates who register and complete programmes under the traditional structure should be permitted to progress to the framework structure (or vice versa) at the next level of award, where such structures have already been approved and created within SITS.
- New [English Language Entry Requirements Framework](#) design (*WP1), implemented for 2024-25 across PG and UG applications.
- [Framework for Postgraduate Taught Research Supervision](#) (*WP1).
- New process for nomination of external examiners for taught programmes.

B.3. Postgraduate Renewal Programme

The first horizon of the Postgraduate Renewal Programme concluded in December 2023, having focussed on fulfilling short-term imperatives grouped into five themes:

- Structured PhD & Doctoral Programmes.
- Curriculum & Triple I.
- Student and Staff Experience.
- Student Lifecycle.
- Financial.

These short-term 'wins' were impactful for students and staff in the short term, as well as laying strong foundations for Horizon 2 which commenced in September 2023.

The Programme's achievements have been detailed extensively elsewhere and so are not repeated in detail here. They can be viewed on the '[You Said / We Did](#)' webpage,



and were celebrated at an event hosted by the Provost in January 2024. Posters highlighting key achievements of the Work Packages are also available on the Programme's web site:

- [Programme's Vision](#)
- [Work Package #1 – Postgraduate Taught](#)
- [Work Package #2 – Postgraduate Research](#)
- [Work Package #3 – Systems and Processes](#)
- [Work Package #4 – Triple I](#)
- [Work Package #5 – Student Experience](#)
- [Work Package #6 – Staff Experience](#)
- [Other Achievements](#)



These achievements would not have been possible without the unwavering support and financial underpinning provided by the Vice Provost/Chief Academic Officer and the Faculty Deans. The commitment, focus and hard work of those participating and engaging with the Programme – its work package members spanning all corners of the university, our postgraduate students, the governance committees, Directors of Teaching and Learning, as well as the Programme Team – have enabled realisation of the many important developments.

B.4 Marking Achievements

B.4.i Excellence in Supervision

The GSC again undertook a comprehensive review of the **Award for Excellence in the Supervision of Research Students**, first launched in 2021-22. Sincere thanks are due to all committee members and in particular to Jennifer Edmond who led on this work. Once again, this award attracted a large volume of nominations (117), testament to the commitment of supervisors to ensuring their research students are supported in their ambitions. There were two categories of award, established researchers and early-career supervisors. Each School was invited to submit their nominee for a Faculty-level award in one of these two categories and the following were the award winners:



AHSS

Established career: Prof Deirdre Ahern

Law

Early career: Prof Siobhán Corrigan

Psychology

STEM

Established career: Prof Declan O'Sullivan

Computer Science & Statistics

Early career: Prof David O'Regan

Physics

Health Sciences

Established career: Prof Catherine Comiskey

Nursing & Midwifery

Early career: Prof Mary Hughes

Nursing & Midwifery

Congratulations to all those who were nominated and sincere thanks to all those who participated in the review process and in particular to the review panel members: Professor Lorna Carson, Professor Cian O'Callaghan, Dr Ana Schalk, Professor Ed Lavelle, Professor Edurne Garcia Iriarte and Professor Sharee Basdeo. The awards ceremony for all School and Faculty awardees was hosted by the Provost on 3 September, 2024.



B.4.ii Graduate Teaching Assistants

The contribution of our postgraduate research students to the vibrant teaching and learning community of the university is celebrated through the **Graduate Teaching Assistant Awards**. Each year, Schools are invited to nominate those GTAs whose contributions stand out as exceptional. These candidates are invited to submit an application and are then short-listed for an award. In 2023-24, 21 nominations were received across 11 Schools. All nominees are to be congratulated and the task of making a final selection was very challenging. The overall winner was **(Eileen) Rosie Giglia**, from the School of Medicine, and there were three Runners Up:

- **Daniel Hall**, School of Engineering.
- **Ruben Ruf**, Business School.



- **Chelsea Whittaker**, School of Education.

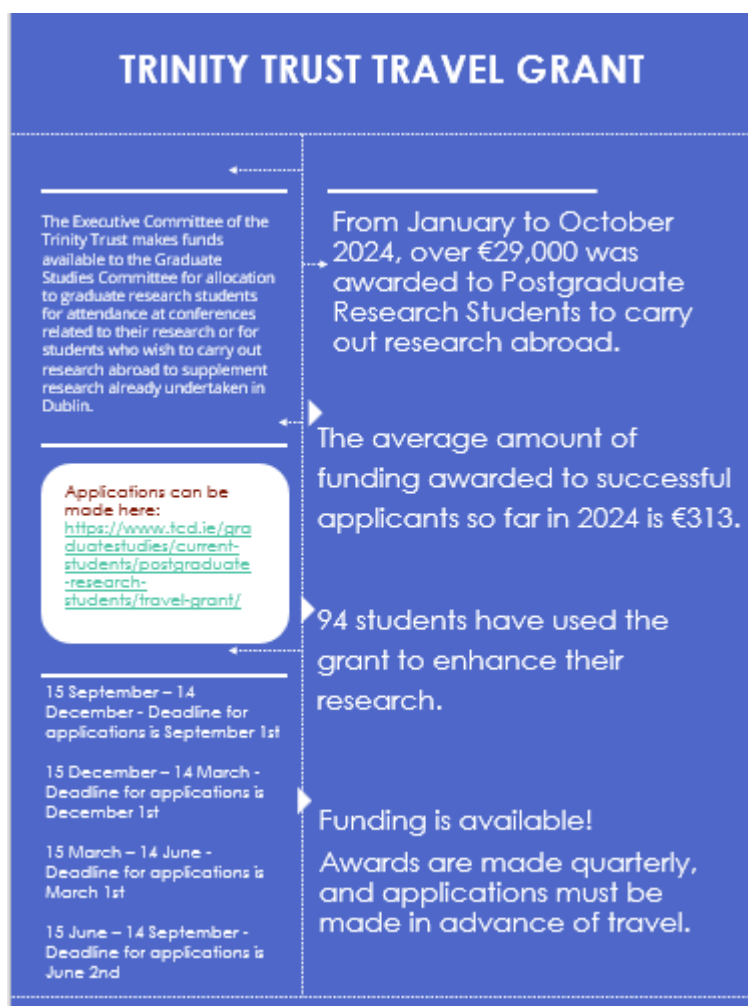
Sincere thanks to the awards panel (Senior Lecturer, Pauline Rooney, Noel O Murchadha, Ivana Dusparic, Heather Reilly, Almudena Moreno Borrallo, and Eoghan Gilroy without whom this award and celebration would not have been possible). Huge thanks also to Frances Leogue, whose essential support enabled the entire process to run effectively. The award winners received their trophies at a very enjoyable ceremony on 5 June, 2024, along with some awardees from 2022-23.





B.4.iii Travel Awards

Finally, an important support for PGR students is funding allocated through the **Trinity Trust Travel Grant**. There was an even bigger volume of applications than the previous year and a greater allocation of funding, supporting 94 students to travel and present at conferences from January-October, 2024. None of this work would have been possible without the expert guidance of Frances Leogue and the support of colleagues in the Academic Registry.





B.6 External Activities

B.6.1 LERU DOCT Group

Barcelona, October 2023

- Supervision Best Practice
- GenAI and Doctoral Education (Zurich)
- Recruitment (Munich)
- Career pathways and needs: Empowering doctoral candidates (Helsinki)

Lund, March 2024

- Recruitment of doctoral candidates
- Current models of doctoral education

There were two meetings of the LERU Doctoral Studies Group in 2023-24. The first was held in **Barcelona in October 2023**, and covered a range of themes: ***Best Practice in PGR Supervision, GenAI and Doctoral Education, Recruitment, and Career Pathways and Needs***. This meeting opened with a jointly designed full-day programme on Enhancing Research Supervision, following on from the commitment of the preceding year, after with the Doctoral Studies meeting continued.



The second LERU meeting was held in **Lund in March 2024**. Unfortunately, due to travel complexities it was not possible to attend this meeting, and no online facility was available.

Normally, one member of the LERU Doctoral Group organises a LERU Summer School for doctoral candidates, but in 2023-24, no university volunteered to take on this responsibility. However, a place was offered to one PhD candidate to attend the LERU PhD Student workshop in Milan (10th-12th September 2024) – Workshop on Communicating Research with Animals. Andrew Breen was the Trinity awardee. "This September I had an amazing opportunity to attend the LERU PhD Workshop entitled



"I Boil Potatoes Alive!", in the University of Milan. LERU is the League of European Research Universities, with members from all over Europe, including Trinity College. They organized this workshop on communicating animal research, and this involved talks from a range of stakeholders, from politicians, to journalists, to other researchers. We explored the challenges behind communicating animal research, and how to go about recognizing and responding to these challenges. I then presented these key learnings to the Animal Welfare Body at TCD. It was an amazing networking opportunity. I was lucky to meet some super interesting and like-minded researchers who I am still in touch with today."

LERU covered costs for accommodation and food and

Andrew's travel costs were reimbursed by the Office of the Dean of Graduate Studies.

B.6.2 Irish Universities Association

As in previous years, the IUA Deans' Group offered an invaluable forum for advancing common concerns, exploring best practice, and collaborating on matters of shared interest in doctoral education. Major topics of discussion in 2023-24 were the State Supports for PhD students, the challenge of payment of maternity benefits, the Inaugural National Thesis-In-3 competition, and initiatives to enhance research supervision particularly in the context of PhD research.

IUA Summary meeting schedule and key agenda items

October, 2023, University
College Dublin

January, 2024, Technical
University Dublin

- State Support for PhD Researchers
- National Thesis-in-3 competition
- Cotutelle / Joint PhD programmes
- Thesis-in-3, Ma Thèse en 180
- Draft document on Cotutelle models
- Developing supports for students who are neurodiverse



April, 2024, University of Galway

June 2024, University College Cork, moved online

- IUA Supervision Programme
- Supporting students who are neurodiverse
- AHEAD/NDPAC and PhD researchers
- Use of AI by Doctoral Candidates

The Deans of Graduate Studies Group met four times in 2023-24, and continued many of the topics from the previous year, including the issue of the supports available to PhD researchers. A number of key themes recurred across all these meetings. The second report arising from the State Review was anticipated in June 2024 but was not published and, at the time of writing of this annual report, it has still not been released.

In May, a collaborative symposium on [*Future Excellence in Research Supervision*](#) was held in DCU, and was very well attended and positively received.

The **inaugural National Thesis-in-3 competition** was held in the Royal Irish Academy in November, 2023, and we were delighted that **Lianne Shanley** from the School of Biochemistry and Immunology scooped both the Audience and the Overall Prize in an exceptionally competitive but hugely enjoyable event. Congratulations to all the participants but especially to Lianne, her supervisor Prof Aisling Dunne, and her Head of School Prof Andrew Bowie (below).





Section C: Looking to the future

C.1 The Office of the Dean of Graduate Studies

The Office of the Dean of Graduate Studies could not function without the support of the entire College community. Given the size of the institution and the range of activities and initiatives that are constantly evolving, maintaining visibility on new developments and predicting both synergies and potential duplication is challenging. As we pursue developments in educational reach in activities as diverse as European University Alliance initiatives such as CHARM-EU, and local RPL and Microcredential initiatives, the needs and strategy for postgraduate taught programmes and postgraduate research programmes are each expanding and require dedicated resources to fulfil our ambitions in both spheres.

Over the past two years, through the resources made available to the Postgraduate Renewal Programme, significant progress has been made towards achieving our vision for a unique Trinity postgraduate experience for our students and staff. A blue-print for a Trinity Triple 1 experience is emerging and we are gradually mapping out what a 'frictionless' postgraduate experience could look like, while all the time enhancing our processes and procedures. The work of the programme is increasingly intermeshed with the work of the Office of the Dean. However, the renewal programme itself is a time-limited initiative. The changes brought about through the programme must be transitioned, mainstreamed and simply become part of our business as usual. Managing that challenge effectively will require recognition of both the shared and different needs and activities of postgraduate taught and postgraduate research students, and this will need to be reflected in how the Office of the Dean of Graduate Studies is organised, resourced, and structured. In particular, consideration must be given to a structure that recognises the bespoke needs of research students, and that provides them with a space and place that is uniquely focused on these needs and the needs of those involved in their supervision and support.

In June 2024, Council recognised this need and approved the development of a proposal on what a reorganised structure might look like. Work on this proposal is ongoing at the time of writing this annual report.

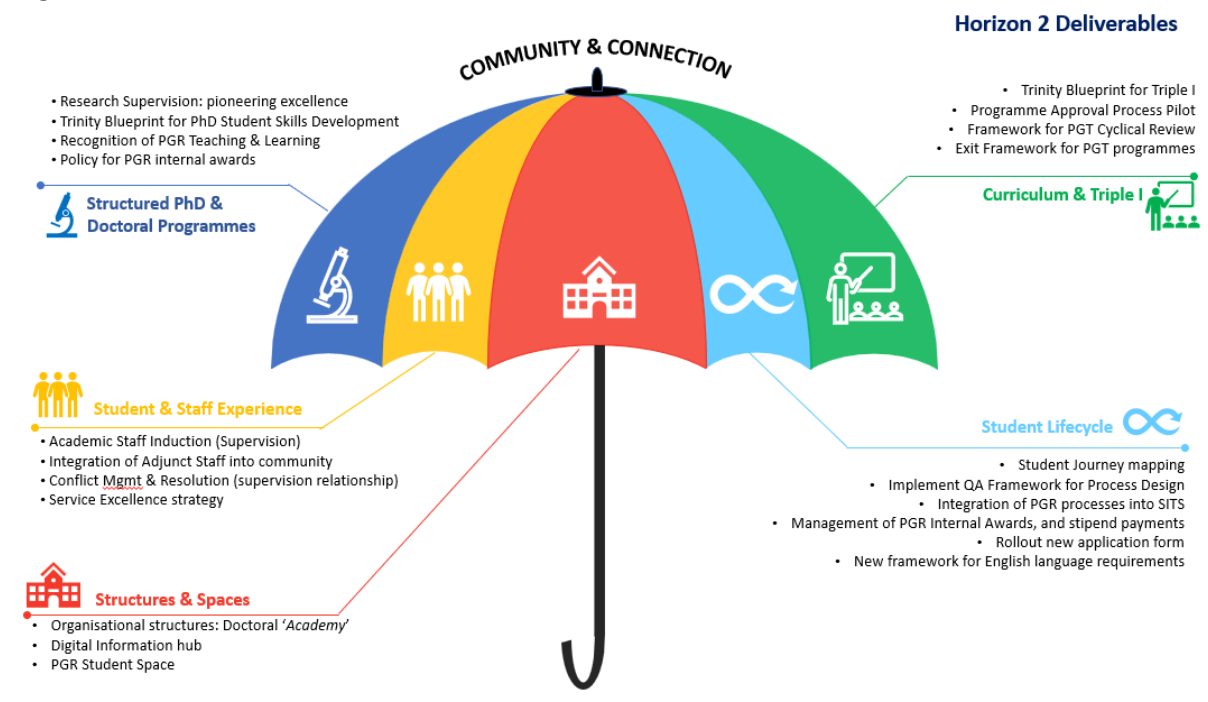
C.2 Postgraduate Renewal Programme

In September 2023, the workplan for Horizon 2 of the Programme that had been approved by Council was launched, overlapping with the final stages of Horizon 1 until the end of December 2023.

The umbrella theme for Horizon 2 is 'Community and Connection' and its deliverables group across the continuing themes of 'Structured PhD + Doctoral Programmes', 'Student and Staff Experience', 'Student Lifecycle' and 'Curriculum and Triple I', and the new theme of 'Structures and Spaces'.



Figure C1. Horizon 2 Themes



Many of the Horizon 2 deliverables have already been mentioned in this report, reflecting the increasing integration of the Programme into all aspects of activities in graduate studies. As the 2023-24 academic year progressed, the [Way of Working](#) adopted by the Programme became embedded, ensuring effective engagement with all key stakeholders, clear definition of any issue or opportunity and providing a transparent framework for monitoring effectiveness in delivering the work plan.

C.3 Postgraduate Research Students

Although considerable progress has been made in addressing some of the core financial pressures affecting PhD researchers, other issues remain unresolved, including the challenge of paying maternity or paternity benefits to eligible candidates. This difficulty is outside the control of the university and is a sector-wide problem. Accommodation remains a critical challenge for all postgraduate students – as it does for the entire population. The uplift in stipends has been important in increasing the range of options available to research students, but has also been largely absorbed by increased costs. Ongoing visa-related difficulties, (highlighted in the IUA discussions and the reviewer panel tasked with reporting on State supports for PhD researchers) has still not been resolved and cause very real difficulties for many PhD students seeking to either travel to Ireland or to travel to other countries to present their research.

It is clear that much remains to be done, but it is also important to pause, acknowledge and thank all those involved for their continuing efforts to support research students. Many Schools have taken steps to increase stipend levels, where those are within their control. 2023-24 saw the implementation of the agreement on a transparent system to allocate and pay for teaching contributions delivered by PhD students. While



challenges were experienced in a small number of instances, overall the engagement with this change has been extremely positive, despite the costs it represents for Schools. We continue to work with Schools for whom this change has been challenging.

C.4 Taught Postgraduate Students

The annual report of 2022-23 highlighted the growing impact of the HCI initiative, particularly in relation to the creation of a centralised Enterprise Ecosystem and the growing appetite for Microcredentials (MCs). In the year since that report, there has been exponential growth in MC registrations and as predicted, that growth has stretched our systems to a point where a decision had to be taken that no new MCs could be offered until infrastructural supports could be put in place. Given the importance of the Lifelong Learning agenda both nationally and across the EU, an imperative for the university will be to find a way to ensure that the potential of these developments is not undermined by system constraints, or we are at risk of becoming irrelevant to a whole cohort of learners.

The new two-stage process for programme approval is slowly working its way through the pilot phase and already we have identified changes that are needed and efficiencies that must be achieved, if this new model is to be recommended for adoption. A full review will be undertaken at the end of the current academic year. One of the enablers to support innovations in programme development is a robust and efficient curriculum management system. The current system relies on templates created in MS Excel and MS Word. While these platforms have the advantage of familiarity and relatively low cost, they are not long-term solutions if Trinity is to maintain its current level of development and innovation in taught programmes.

As highlighted at a recent workshop, an easily over-looked benefit of the HCI programme has been the opportunity it has created for cross-School and cross-discipline engagement around curriculum planning and delivery, as well as the embedded practice of engaging both academic and professional staff collaboratively in delivering the HCI agenda. This cultural shift emerged because of the structures that were put in place, highlighting the value of proactively supporting particular ways of working that are of value to the university.

C.5 It Takes a Village...

Finally, as always, the work of the Office of the Dean of Graduate Studies would not have been possible without the support of the Provost and the Provost's Office, the Vice Provost/Chief Academic Officer and the entire Academic Services Division as well as the army of academic and professional staff across the university.

Míle buíochas do chách!



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Annual Report GSO

Appendices



APPENDIX 1: Postgraduate Renewal Programme – Approved Completed Deliverables in Horizons 1 & 2 (up to and including 2023-24)

HORIZON 1						
THEME	DELIVERABLE	DELIVERED BY	APPROVED			
			PROPOSAL	GSC	COUNCIL	BOARD
VISION	Develop vision for postgraduate education at Trinity	Dean & Programme Director	Development of vision statement: ‘A <i>stimulating, inclusive, and sustainable research and learning environment, where curious minds and creative thinkers thrive.</i>	25.05.23	07.06.23	N/A
FINANCIALS	Develop coherent and equitable internal award scheme .	Dean & Programme Director	Consolidation of the 3 existing PG research internal College awards (ie, Postgraduate Research Studentship (1252), Ussher Award, Provost PhD award) into one Trinity postgraduate research award with a stipend of €25,000 for four years (full-time).- Trinity Research Doctorate (Sanctuary) Award: Proposed application process, eligibility and evaluation criteria for 2024/25.	07.12.23	17.01.24	22.02.23
FINANCIALS	Develop proposal addressing nonEU fee differential (with a longer-term ambition of setting PhD fees at equal and affordable level)	Dean & Programme Director	As a first step, it was proposed that where Irish State funding agencies limit the permitted research budget allocation for fees, any residual tuition fee would be written down eliminating the constraint of ‘affordability’ from the recruitment process. The scheme was introduced on a phased basis for new entrants only from 2023-24 to enable full interrogation of its impact.			22.02.23



4	STRUCTURES & SPACES	Consideration of organisational structures for postgraduate research education at Trinity.	Dean & Programme Director	Proposal to explore the development of a proposal to reorganise the Office of the Dean of Graduate Studies to better reflect its core areas of responsibility and optimise its ability to meet the needs of the postgraduate research community (students and staff) in particular.	23.05.24	05.06.24
5	STRUCTURED PHD + DOCTORAL PROGRAMMES	Recognition of Teaching & Learning supports provided by PGR students	WP2	Interim Recommendations 1. Introduce a Trinity Certificate of Recognition for Teaching & Learning Supports provided by postgraduate research students. 2. Explore opportunities to increase awareness of the Trinity Postgraduate Teaching Awards at School level. Recommendations for Horizon 2 3. Further engagement with Schools to explore other instances of best practice in recognition of PG teaching. 4. Engage with Academic Practice (AP) to explore opportunities to enhance access to and recognition of PGR students completing AP modules. 5. Explore opportunities with Library to promote RSS and ORCID ID as platforms to showcase students' skills and teaching experience.	07.12.23	17.01.24* N/A



				6. Undertake cost benefit analysis of institutional membership with Advance HE through engagement with relevant stakeholders.			
6	STRUCTURED PHD + DOCTORAL PROGRAMMES	Teaching and Learning Supports provided by PGR students	WP2	Scoping paper analysing current landscape and setting out recommendations to develop guidelines on - nature of teaching and learning support activities and expectations - process of allocating teaching opportunities to PGR students. aimed to provide consistent baselines for what should constitute an appropriate teaching experience for PGR students, to ensure equity and transparency, while protecting integrity of PGR progression. Guidelines on the teaching and learning supports to Schools that are appropriate for PGR candidates to engage in (subject to further student engagement).	07.12.23 <		



			3. Guidelines developed to accompany Terms of Reference.	07.12.23	17.01.24*	N/A
8	STRUCTURED PHD + DOCTORAL PROGRAMMES	Clarify and simplify Viva Guidelines	WP2	Revision to current Viva Voce Guidelines for students and examiners addressing ambiguities, closing information gaps, and directing students and supervisors to the appropriate services where support is required.	14.09.23	N/A
9	STRUCTURED PHD + DOCTORAL PROGRAMMES	Develop model for student-supervisor agreement , outlining expectations and responsibilities of both parties.	WP2	Supervisor - Research Student Agreement Template approved on pilot basis for 2023/24.	26.01.23	08.02.23
10	STRUCTURED PHD + DOCTORAL PROGRAMMES	Review of roles + responsibilities of the supervisor and university in supporting the student's development of a multi-dimensional skillset	WP2	•Articulation of roles + responsibilities of the supervisor and university in supporting the student's development of a multi-dimensional skillset. •Further detailed recommendations aimed at scaling the current range of supports offered to our doctoral researcher community: 1. Provision of guidelines for professional development planning for research students. 2. Implementation of Personal Development Planning (PDP). 3. Development of customised training courses to address identified training gaps.	23.03.23	12.04.23



				4. Provision of an online doctoral skills development hub. 5. Review of the module Planning and Managing Your Research Process (PMRP) Proposed standardised Personal Development Planning Template	24.04.24	08.05.24	
11	STRUCTURED PHD + DOCTORAL PROGRAMMES	Clarify and simplify current supervision guidelines	WP2	Revision to current Supervision of Research Students Best Practice Guide addressing ambiguities, closing information gaps, and directing students and supervisors to the appropriate services where support is required.	26.01.23	N/A	N/A
12	STUDENT LIFECYCLE	Analyse opportunities to create greater flexibility for students wishing to go off books (eg, for maternity leave).	WP3	Proposal recommending: 1. Identify options and explore the viability to make regular payments to PGR students normally funded by a stipend (internal and external) while on maternity, parental or adoptive leave. 2. Design and implement an enhanced process that allows automation of the off-books application process, approval process and update of student records within SITS. 3. Consideration of periods in 3 month increments for off-books to provide more flexibility.	07.12.23	N/A	N/A



13	STUDENT LIFECYCLE	Mapping of drivers impacting on graduation experience .	WP3	4. Improve automatic communications to all relevant stakeholders. 5. Create user-friendly infographic/cheat sheets for students and Schools to guide them on the necessary steps for a student to go off-books. 6. Clarify the maximum allowable period for off-books in student/School facing off-books guidance. 7. Assess what services/supports PG off-books students have access to. 8. Receive permission from students before going off-books to allow College to contact them while they are off-books.	07.12.23	N/A	N/A
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14	STUDENT LIFECYCLE	Review of English Language Requirements for postgraduate programmes	WP1	English language requirements to be fully revised, rather than amended, recognising that achieving the standards set for entry is only the start of a student's language journey at Trinity. Given the deep link between English language proficiency and academic success, and Trinity's responsibility to support all students to achieve their full potential, enhancement of English language supports is a vital part of the overall improvements recommended spanning: 1. A new system of entry requirements 2. Clear and consistent communication of entry requirements 3. Enhanced language supports 4. Cycle of review for entry requirement Proposed new English Language Requirements Framework defining the standardised English proficiency tests accepted at Trinity, with scores required divided into bands.	26.01.23	08.02.23	N/A
15	STUDENT LIFECYCLE	Annual Progression of PGR students	WP3	Launched a new suite of Research Student Power BI reports to Schools, Academic Registry, Graduate Studies and Faculty Deans, providing: 1. Enhanced visibility to Schools on the status of their PGR students; 2. streamlined reporting enabling Schools communicate the outcome of annual reviews to Academic Registry; Resulting in 88% of PGR students progressed on time (exceeding the 70%	27.04.23	10.05.23	N/A



				goal) which resulted in a 559% increase in PGR students invited to register on time for 2023/24.			
16	STUDENT LIFECYCLE	Academic Appeals: Clarify current Appeals Process in Calendar, PG handbooks etc. and standardise terminology.	WP5	Position paper recommending: 1. Longer lead times between publication of results and deadline for appeals submission (aiming for 10 days) 2. Modification of appeals process to remove, at least at the initial stage, the mandatory requirement for students to present their case in-person, at the School Appeal Committee. 3. Trinity's current approach towards appeals expressed in legalistic terminology should be made more straightforward in the Calendar. 4. Update to Calendar, Handbooks etc to clarify and simplify the language used setting out Trinity's approach to appeals.	23.03.23	12.04.23	N/A
17	STUDENT LIFECYCLE	Marketing: Pilot to review and refresh marketing course content on School webpages	WP3	1. New template designed to improve student experience providing one touch access to core information. 2. New webpages went live January 2023. 3. Professional course videos	27.04.23	10.05.23	N/A
18	STUDENT LIFECYCLE	Review and enhance protocol and process for approval of 3rd party funding sponsors	WP3	1. New sponsor application form approved. 2. New sponsor approval process approved.	27.04.23	10.05.23	N/A



				3. New sponsor approval process approved for 2022/23. 4. External supplier contracted to provide system and software for assessing credit worthiness of potential sponsors (AR).			
19	CURRICULUM + TRIPLE I	Research Model Framework for PGT Programmes to align with disciplinary needs	WP1	Proposal recommending: 1. A research model framework structure for PGT programmes, recognizing five possible alternative formats for the PGT research element, each employing the pertinent methodology. 2. A new institutional max. word count for the dissertation option within these alternatives. 3. Assessment rubrics to be made available to students. 4. Review of eligibility criteria for PGT dissertation supervision. Proposed new Framework for Postgraduate Taught Research Supervision	23.03.23 21.03.24	12.04.23 10.04.24	N/A
20	CURRICULUM + TRIPLE I	Benchmark best practices for cyclical review of PGT programmes	WP1	1. To develop a Trinity Framework for cyclical review of postgraduate taught programmes. 2. To develop new guidelines supporting thresholds for changes to programmes. 3. To complete a baseline audit of postgraduate taught programmes.	27.04.23	10.05.23	N/A



				4. To review the potential for implementing a Curriculum Management System beginning with analysis and specification of requirements			
21	CURRICULUM + TRIPLE I	Redesign process for new programme development and approval	WP1	New 2-stage process for postgraduate programme development and approval to be piloted for 2023-24.	27.04.23	10.05.23	N/A
22	CURRICULUM + TRIPLE I	Consider and develop recommendations that augment the current provisions for exit awards available to students on PGT programmes at masters degree level in Trinity.	WP1	Proposal recommending: 1. Introduce new language to the Calendar to define and describe the purpose of the exit award, as well as any additional criteria that may be associated with the award; 2. Introduce postgraduate diploma (P.Grad.Dip) exit awards for the five identified programmes without an exit award. The title of each exit award will reflect the title of the parent programme. 3. Provision for an exit award should be made within the proposal documentation for all new PGT Masters programmes (excluding externally accredited programmes where an exit award would not be permissible under the terms of accreditation). 4. Pursue a second stage of this project, which would examine the	07.12.23	17.01.24	



				potential for exit awards to be added to the 10 courses that have been deemed beyond the scope of this work.			
23	CURRICULUM + TRIPLE I	Develop recommendations for integration Triple I (Intersectoral, Interdisciplinary and international) experiences into Postgraduate programmes	WP4	1. Development of a Triple I Framework for Trinity. 2. Outline the requirements for Triple I intelligence and analytics. 3. Enable students to engage with Triple I opportunities Proposed conceptual design for a Triple I Framework for Trinity.	25.05.23	07.06.23	
					23.05.23	05.06.24	N/A
24	STUDENT & STAFF EXPERIENCE	Best practice supports for conflict management in the student:supervisor relationship	WP6	Proposal recommending: 1. Create institutional guidelines (and associated training) for managing conflict in the student-supervisor relationship; 2. Develop code of conduct guidelines to set the University's expectations for standards of behaviour and professional boundaries in the supervisor and research student relationship. 3. Explore concept of providing independent mentor for students and supervisors negotiating conflict in their relationship; 4. Develop mediation supports for resolving such conflicts within the respective school and faculty;	09.11.23	29.11.23	N/A



25	STUDENT & STAFF EXPERIENCE			5. Provide training to both supervisor and student, and consider requirements for participation. 6. Proposed interim online resources providing advice on resolving confliction in the supervisor and PGR student relationship: (a) guidance and (b) process flow chart.	(a)22.02.24 (b)25.04.24	(a)13.03.24 (b)08.05.24	
		Identify opportunities for integration of adjunct staff into the university community	WP6	Developed recommendations pertaining to the integration of adjunct staff to be implemented in Horizon 2: 1. Develop best practice guidelines for Schools on the integration of adjunct staff supporting the delivery of postgraduate programmes into the College community in relation to the visibility of adjuncts on School websites, handbooks, and course material. 2. Engage with adjunct staff in Trinity together with Heads of School and Postgraduate Directors of Teaching & Learning to identify ways in which the adjuncts' integration in the community can be enabled/facilitated (social engagement and resources). 3. Develop detailed proposals for implementation later in Horizon 2.	22.02.2024	13.03.24	



				4. Conduct a benefit and impact analysis of the implementation of approved recommendations in Horizon 2			
26	STUDENT & STAFF EXPERIENCE	Develop quality assurance principles to be applied to process design ensuring processes are efficient and meet user requirements based on best practices.	Programme Team	Developed a proposal for a 'Way of Working' for the Postgraduate Renewal Programme based on lean methodologies and best practice. Proposed Way of Working dashboards to support reporting and governance / decision making on programme deliverables.	07.12.23 21.03.24	17.01.24* 10.04.24	N/A
27	STUDENT & STAFF EXPERIENCE	Continue to deliver PG Orientation hybrid: • to further increase reach including March intake; • include mental, physical and social wellbeing guidance; • provide additional sessions for PG international students; • provide in-person orientation at SJH.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A
28	STUDENT & STAFF EXPERIENCE	Raise student awareness of PGR Skills for Success.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	09.11.23	N/A	N/A



29	STUDENT & STAFF EXPERIENCE	Raise awareness of PhD students about presentation skills training, and identify opportunities for students to present to peer groups.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A
30	STUDENT & STAFF EXPERIENCE	Run Research Factor '3 Minute Thesis' twice yearly and support with Monthly Open Mike '3 Minute Thesis'.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A
31	STUDENT & STAFF EXPERIENCE	Provide information on language support in pre-arrival info in Welcome Guide.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	09.11.23	N/A	N/A
32	STUDENT & STAFF EXPERIENCE	Include information on Plagiarism in Welcome Guide; PG Handbooks and Course Handbooks	WP5	Closing report from Work Package on achievements in H1 and recommendations.	09.11.23	N/A	N/A
33	STUDENT & STAFF EXPERIENCE	Include guidance on accessing the health service in Ireland in International Student Handbook	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A
34	STUDENT & STAFF EXPERIENCE	Review increasing supports to International PGs on finding accommodation, eg, resources, info sessions etc.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A
35	STUDENT & STAFF EXPERIENCE	Tailor session on 'Adapting to a new Academic Culture' for PG audience.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A



36	STUDENT & STAFF EXPERIENCE	Needs analysis of physical social spaces for postgraduate students.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	14.09.23	N/A	N/A
37	STUDENT & STAFF EXPERIENCE	Map current College events that contribute to creating connection and community amongst the PG student cohort and recommendation for promotion and enhancement.	WP5	Closing report from Work Package on achievements in H1 and recommendations.	07.12.23	N/A	N/A



Appendix 2: PGR - External Examiners List (Names and Home University)

Appendix : PGR - External Examiners List (Names and Home University)

Arts, Humanities and Social Sciences

School	Name and Academic Address
-	
Business	Dr. E. Lysova, Vrije Universiteit Amsterdam, The Netherlands
Business	Prof. N. Lorinkova, Esade Ramon Llull University, Barcelona, Spain
Business	Dr. D. Choi, Ewha Womans University, Seoul, Republic of Korea
Business	Prof. E. Czako, University of Budapest, Hungary
Business	Prof. N. Mackenzie, University of Glasgow, UK
Business	Prof. S. Hyde, The University of Manchester, UK
Business	Prof. A. Kontonikas, University of Essex, Colchester, UK
Business	Prof. X. Wang, University of Birmingham, UK
Business	Prof. F. Dall'Olm Riley, Kingston University London, UK
Business	Prof. D. Zhan, University College London, UK
Business	Prof. R. O'Leary, The University of Kansas, Lawrence, USA
Business	Prof. T. Susinos Rada, University of Cantabria, Santander, Spain
Business	Prof. P. Sharkey Scott, Dublin City University
Business	Prof. P. Momtaz, Technical University of Munich, Germany
Business	Prof. R. Hilliard, University of Galway
Creative Arts	Prof. M., Royal College of Music, London, UK
Education	Dr. J. Parsons, University of Plymouth, UK
Education	Prof. L. Perna, University of Pennsylvania, Philadelphia, USA
Education	Prof. C. Lyall, The University of Edinburgh, UK



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Histories & Humanities

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Histories & Humanities

Prof. T. O'Brien, Mary Immaculate College, University of Limerick

Dr. B. Sabitzer, Johannes Kepler University, Linz, Austria

Prof. M. Priestley, University of Stirling, Scotland, UK

Prof. K. Corstorphine, University of Hull, UK

Prof. A. Hall, University of Galway

Prof. N. Purdy, Stranmillis University College, Belfast, UK

Prof. E. Weitkamp, University of The West of England, Bristol, UK

Prof. E. Wood, University of Sheffield, UK

Prof. A. Brennan, Dublin City University

Dr. C. Forkan, University of Galway

Prof. L. Harbison, Dublin City University

Prof. J. O'Flaherty, University of Limerick

Prof. R. O'Dowd, University of León, Spain

Prof. J. Bleach, National College of Ireland, Dublin

Prof. M. Haslet, Queen's University, Belfast, UK

Prof. A. Goody, Oxford Brookes University, UK

Prof. P. Crosthwaite, The University of Edinburgh, UK

Prof. R. Yeager, University of West Florida, Pensacola, USA

Prof. C. Wood, University of Leicester, UK

Prof. S. Hyde, The University of Manchester, UK

Dr. M. Hay, Dublin City University

Prof. P. Liddel, The University of Manchester, UK

Prof. J. Manning, Yale University, Connecticut, USA

Prof. M. Valante, Appalachian State University, North Carolina, USA

Dr. E. Kneebone, University of Nottingham, UK

Prof. O. Purdue, Queen's University Belfast, UK

Prof. L. Mitchell, University of Missouri-Kansas City,



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Histories & Humanities	Prof. N. Abrams, Bangor University, UK
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	Prof. D. Green, Harlaxton College, Grantham, Lincolnshire, UK
Histories & Humanities	Prof. J. Bisagni, University of Galway
Histories & Humanities	Prof. M. Ward, Queen's University Belfast, UK
Histories & Humanities	Prof. J. Schneider, University College Cork
Histories & Humanities	Prof. M. Lyons, National University of Ireland, Maynooth
Histories & Humanities	Prof. S. Harrison, University of Glasgow, UK
Histories & Humanities	Prof. A. Sneddon, Ulster University, Coleraine, UK
Histories & Humanities	Prof. S. Green, National University of Singapore, Singapore
	Prof. V. Gosse, Franklin & Marshall College, Lancaster, Pennsylvania, USA
Histories & Humanities	Prof. D. Brown, University of Southampton, UK
Histories & Humanities	Prof. K. Morgan, University of California, Los Angeles, USA
Histories & Humanities	Prof. M. Potterton, National University of Ireland, Maynooth
	Prof. C. Ladds, Hong Kong Baptist University, People's Republic of China
Histories & Humanities	Prof. C. Cipolla, Tufts University, Medford, Massachusetts, USA
	Prof. L. Bass, Brown University, Providence, Rhode Island, USA
Histories & Humanities	Prof. N. Nic Ghabhann, University of Limerick
Histories & Humanities	Prof. S. Bradley, Yale University Press, London, UK
Histories & Humanities	Prof. S. Paseta, University of Oxford, UK
Histories & Humanities	Prof. D. Urquhart, Queen's University Belfast, UK
Histories & Humanities	Prof. L. Kelly, University of Strathclyde, Glasgow, UK
Histories & Humanities	Prof. C. Beaumont, London South Bank University, UK
Histories & Humanities	Prof. A. Harder, University of Groningen, The Netherlands



Histories & Humanities	Prof. M. Powell, University of Bristol, UK
Histories & Humanities	Prof. S. Foster, University of Stirling, UK
Histories & Humanities	Prof. C. Reilly, National University of Ireland, Maynooth
Languages, Literatures and Cultural Studies	Prof. J. O'Brien, Durham University, UK
Languages, Literatures and Cultural Studies	Prof. N. Saul, Durham University, UK
Languages, Literatures and Cultural Studies	Dr. B. Taylor, The University of Edinburgh, UK
Languages, Literatures and Cultural Studies	Prof. C. Ní Dhúill, Paris Lodron University Salzburg, Austria
Languages, Literatures and Cultural Studies	Prof. A. Jenkins, University of Glasgow, UK
Languages, Literatures and Cultural Studies	Prof. B. Huss, Free University of Berlin, Germany
Languages, Literatures and Cultural Studies	Prof. P. Leech, University of Bologna, Italy
Law	Prof. A. Gerbrandy, Utrecht University, The Netherlands
Law	Prof. C. Bassetti, University of Trento, Italy
Law	Prof. S. Watson, University of Auckland, New Zealand
Law	Prof. D. Attenborough, Durham University, UK
Law	Prof. T. Lock, National University of Ireland, Maynooth
Linguistics, Speech and Communication Sciences	Prof. A. O'Boyle, Queen's University, Belfast, UK
Linguistics, Speech and Communication Sciences	Prof. H. Kelly, University College Cork
Linguistics, Speech and Communication Sciences	Prof. G. Xinsheng Zhang, Richmond American University, London, UK
Linguistics, Speech and Communication Sciences	Prof. F. Helm, University of Padova, Italy
Linguistics, Speech and Communication Sciences	Prof. K. Ackerley, University of Padova, Italy



Linguistics, Speech and Communication Sciences	Prof. A. McMahon, Dublin City University
Linguistics, Speech and Communication Sciences	Prof. A. Hynan, Leeds Beckett University, UK
Psychology	Dr. Z. Saygin, The Ohio State University, Columbus, USA
Psychology	Dr. M. Checlacz, University of Birmingham, UK
Psychology	Dr. C. McDowell, University of Ulster, Coleraine, UK
Psychology	Dr. G. McLoughlin, King's College London, UK
Psychology	Prof. J. O'Brien, University of Cambridge, UK
Psychology	Prof. J. Ross, University of Dundee, UK
Psychology	Prof. A. Rokem, The University of Washington, Seattle, USA
Psychology	Dr. B. Liddell, University of New South Wales, Sydney, Australia
Psychology	Prof. M. Arvaneh, University of Sheffield, UK
Psychology	Prof. G. Westermann, Lancaster University, UK
Psychology	Prof. E. Finn, Dartmouth College, Hanover, New Hampshire, USA
Psychology	Prof. P. O'Donoghue, University of Galway
Psychology	Prof. Adam Chekroud, Yale School of Medicine New York, USA
Psychology	Prof. K. Callaway, Fuller Theological Seminary, San Gabriel, California, USA
Psychology	Prof. M. P. Kelly, Emirates College for Advanced Education, Abu Dhabi, United Arab Emirates
Psychology	Prof. H. Allen, University of Nottingham, UK
Psychology	Prof. M. Rowe, Harvard University, Cambridge, Massachusetts, USA
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Psychology	Prof. C. Cacciabue, Kingston University, London, UK
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Religion	Dr. M. Deiana, Queen's University Belfast, UK
Religion	Prof. H. Walton, University of Glasgow, UK
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Dr. L. Frerman, University of Melbourne, Australia
Prof. C. Walsh, University of Limerick
Prof. A. Elbanna, Royal Holloway, University of London, UK
Prof. M. Busa, University of Padua, Italy
Prof. G. Baio, University College London, UK
Prof. L. Longo, Technological University Dublin
Prof. C. Daly, University College London, UK
Prof. N. Hurley, University College Dublin
Prof. E. Howley, University of Galway
Prof. C. Lee, Columbia University, New York, USA
Prof. M. Muskulus, Norwegian University of Science and Technology, Trondheim, Norway
Prof. L. Jones, UK Centre for Ecology & Hydrology, Bangor
Prof. C. McDermott, The University of Sheffield, UK
Prof. A. Zacharopoulos, Ulster University, Belfast, UK
Prof. Y. Jin, Queen's University Belfast, UK
Dr. D. Sutliff, Nasa Glenn Research Center, Aeroacoustics Branch, Cleveland, Ohio, USA
Prof. M. Kishk, National University of Ireland, Maynooth
Prof. F. Boyle, Technological University Dublin
Prof. T. Zieliński, Institute of Fundamental Technological Research, Warsaw, Poland
Prof. S. Moutari, Queen's University Belfast, UK
Prof. W. Zhou, Nanyang Technical University, Singapore
Prof. A. Caggiano, University of Naples Federico II, Italy
Prof. P. Griffiths, Ulster University, Belfast, UK



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Engineering	Prof. E. Genbo Xu, University of Southern Denmark, Odense, Denmark
Engineering	Prof. A. Skrivervik, École Polytechnique Fédérale de Lausanne, Switzerland
Engineering	Prof. R. Clark, Google, London, UK
Engineering	Prof. C. Mummery, Leiden University, The Netherlands
Engineering	Prof. T. Virtanen, Tampere University, Finland
Engineering	Prof. V. O'Flaherty, University of Galway
Engineering	Prof. F. Lucklum, Technical University of Denmark, Lyngby, Denmark
Engineering	Prof. C. Ng, University College Dublin
Genetics and Microbiology	Prof. Y. Shi, University of Oxford, UK
Genetics and Microbiology	Prof. F. van Werven, The Francis Crick Institute, London, UK
Genetics and Microbiology	Prof. M. Rodriguez Aburto, University College Cork
Genetics and Microbiology	Prof. L. Dalén, Stockholm University, Sweden
Genetics and Microbiology	Prof. Sean Sweeney, University of York, UK
Genetics and Microbiology	Prof. S. Heilbronner, Ludwig Maximilian University of Munich, Germany
Genetics and Microbiology	Prof. K. Rochfort, Dublin City University
Genetics and Microbiology	Prof. J. Nugent, National University of Ireland, Maynooth
Genetics and Microbiology	Prof. E. Valente, University of Pavia, Italy
Genetics and Microbiology	Prof. K. Wolfe, University College Dublin
Genetics and Microbiology	Prof. B. Brint, University College Cork
Genetics and Microbiology	Prof. R. Fernandez, Universitat Pompeu Fabra, Barcelona, Spain
Genetics and Microbiology	Prof. P. Verrijzer, Erasmus University Medical Center, Rotterdam, The Netherlands
Genetics and Microbiology	Prof. A. Helgason, deCode Genetics, Reykjavik, Iceland



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Genetics and Microbiology

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Physics

Physics

Physics

Prof. C. O'Brien, University College Dublin

Prof. M. Wingate, University of Cambridge, UK

Prof. S. Komatsu, CERN, Geneva, Switzerland

Prof. J. Bulava, Ruhr University Bochum, Germany

Prof. T. Chapple, Oregon State University, Newport, USA

Prof. K. Biesmeijer, Leiden University, The Netherlands

Prof. S. Fishwick, University of Leicester, UK

Prof. R. Remme, Leiden University, The Netherlands

Prof. M. Speed, University of Liverpool, UK

Prof. D. Tobler, University of Copenhagen, Denmark

Prof. N. Raine, University of Guelph, Ontario, Canada

Prof. B. Murphy, St. Francis Xavier University,
Nova Scotia, Canada

Dr. S. Davidson, Plymouth University, UK

Prof. M. Johnson, University of Galway

Prof. J. Thorburn, Edinburgh Napier University, UK

Prof. G. Plunkett, Queen's University Belfast, UK

Dr. S. Cavers, UK Centre for Ecology & Hydrology,
Bush Estate, UK

Prof. E. O'Gorman, University of Essex, Colchester, UK

Dr. M. Watson, Royal Botanic Garden, Edinburgh, UK

Dr. A. Barthelmes, University of Greifswald, Germany

Prof. C. Cahalane, National University of Ireland,
Maynooth

Prof. H. Stoll, ETH Zürich, Switzerland

Prof. N. Knowlton, Smithsonian National Museum of
Natural History, Washington D.C., USA

Prof. H. Elmers, Johannes Gutenberg University Mainz,
Germany

Prof. I. D'Amico, University of York, UK

Prof. M. Titirici, Imperial College London, UK



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Physics	Prof. E. Rio, University of Paris-Saclay, France
Physics	Prof. E. Sun, The Georgia Institute of Technology, Atlanta, USA
Physics	Prof. H. Ou, Technical University of Denmark, Lyngby, Denmark
Physics	Prof. A. Meade, Technological University Dublin
Physics	Prof. F. Peters, University College Cork
Physics	Dr. G. Hughes, University of Oxford, UK
Physics	Dr. G. Held, University of Reading, UK
Physics	Prof. B. Norton, Tyndall National Research Institute, Cork
Physics	Prof. T. Frederiksen, Donostia International Physics Center, San Sebastian, Spain
Physics	Prof. R. Drummond-Brydson, University of Leeds, UK
Physics	Prof. I. Lobato, The Rosalind Franklin Institute, Didcot, Oxfordshire, UK
Physics	Prof. T. Sparks, The University of Utah, Salt Lake City, Utah, USA
Physics	Prof. F. Mazaleyrat, École Normale Supérieure Paris- Saclay, Gif-Sur-Yvette, France
Physics	Prof. M. Pickering, University College Dublin
Physics	Prof. A. Grigorenko, The University of Manchester, UK
Physics	Prof. G. Koster, University of Twente, Enschede, The Netherlands
Physics	Prof. S. Akhavan, University College London, UK
Physics	Prof. G. Hallinan, California Institute of Technology, Pasadena, California, USA
Physics	Prof. Jörg Neugebauer, Max Planck Institute for Iron Research, Düsseldorf, Germany
Physics	Prof. G. Rignanese, Catholic University of Leuven, Belgium
Physics	Prof. C. Pickard, University of Cambridge, UK



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Physics

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Prof. N. Calvet, University of Michigan, Ann Arbor, USA

Prof. C. Fermon, University Paris-Saclay, France

Prof. R. Vijayaraghavan, Dublin City University

Prof. M. Ceriotti, École Polytechnique Fédérale de Lausanne, Switzerland

Prof. M. Nolan, Tyndall National Institute, Cork

Prof. S. Hilgenfeldt, University of Illinois Urbana-Champaign, USA

Prof. E. Herbert, Oak Ridge National Laboratory, Tennessee, USA

Prof. R. Ishikawa, The University of Tokyo, Japan

Prof. M. Bode, University of Würzburg, Germany

Prof. C. Silien, University of Limerick

Health Sciences

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School

Dental Science

Dental Science

Dental Science

Dental Science

Dental Science

Dental Science

Dental Science

Dental Science

Dental Science

Name and Academic Address

Dr. M. Johnson, Manchester Metropolitan University, UK

Prof. A. De Laat, Katholieke Universiteit Leuven, Belgium

Dr. S. Killough, Queen's University Belfast, UK

Prof. R. Goering, Creighton University, Omaha, USA

Dr. A. El-Angbawi, The University of Manchester, UK

Prof. L. Marks, Antwerp University Hospital, Belgium

Prof. N. Donos, Queen Mary University of London, UK

Dr. F. Burke, University College Cork

Prof. S. Whawell, University of Plymouth, UK



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Dental Science	Prof. P. Tomson, University of Birmingham, UK
Dental Science	Prof. J. Whitworth, Newcastle University, UK
Dental Science	Prof. S. Warnakulasuriya, King's College London, UK
Dental Science	Prof. D. Williams, Cardiff University, UK
	Prof. H. Humphreys, Royal College of Surgeons in Ireland
Dental Science	
Medicine	Prof. L. O'Mahony, University College Cork
Medicine	Dr. R. McNamara, University College Dublin
Medicine	Prof. K. Mulhall, University College Dublin
	Prof. J. Ávila-Funes, Instituto Nacional de Ciencias Médicas y Nutrición, Tlalpan, Mexico
Medicine	Prof. G. Dolan, St Thomas's Hospital, London, UK
Medicine	Prof. E. Molloy, St Vincent's University Hospital, Dublin
Medicine	Prof. S. Glynn, University of Galway
	Prof. J. Vorstman, The Hospital for Sick Children, Toronto, Ontario, Canada
Medicine	Prof. L. Chalek, UT Southwestern Medical Center at Dallas, Texas, USA
Medicine	
Medicine	Prof. S. Torpe, University College Dublin
Medicine	Prof. C. Loscher, Dublin City University
Medicine	Prof. B. Hennessy, Royal College of Surgeons, Dublin
	Dr. V. Coupé, Amsterdam University Medical Centers, The Netherlands
Medicine	
Medicine	Dr. G. Murphy, Cork University Hospital
	Prof. D. Tsiptsios, Aristotle University of Thessaloniki, Greece
Medicine	
Medicine	Prof. G. Graham, University of Glasgow, UK
Medicine	Prof. A. Giaccia, University of Oxford, UK
Medicine	Dr. B. O'Donoghue, University College Dublin
Medicine	Dr. A. Houston, University College Cork



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Medicine

Prof. M. Schroeder, National University of Ireland,
Maynooth

Medicine

Prof. J. Koffman, University of Hull, UK

Medicine

Prof. M. Pérez Zepeda, Instituto Nacional de Geriatria,
Mexico City, Mexico

Medicine

Dr. M. de Gaetano, University College Dublin

Medicine

Dr. S. Savinelli, University College Dublin

Medicine

Prof. B. McGuire, University of Galway

Medicine

Prof. P. Gallagher, Dublin City University

Medicine

Prof. B. Kirby, University College Dublin

Medicine

Dr. T. Robertson, University of Stirling, UK

Medicine

Prof. M. Heneghan, King's College Hospital, London, UK

Medicine

Prof. A. Smyth, University of Galway

Medicine

Prof. J. Geoghegan, St Vincent's Hospital, Dublin

Medicine

Prof. S. Genon, Forschungszentrum Jülich, Germany

Medicine

Prof. R. Mannix, Harvard University, Cambridge,
Massachusetts, USA

Medicine

Prof. D. Oliver, University of Kent, UK

Medicine

Prof. F. Scaldeferri, University of the Sacred Heart,
Rome, Italy

Medicine

Prof. F. Abram, University of Galway

Medicine

Prof. A. Grapperon, Hôpitaux Universitaires de Marseille
Timone, Marseille, France

Medicine

Prof. D. Lewinsohn, Oregon Health & Science University,
Portland, Oregon, USA

Medicine

Prof. S. Higgins, Our Lady's Hospice Care Services, Dublin

Medicine

Prof. M. Lyons, University Hospital Limerick

Medicine

Prof. D. Cannon, University of Galway

Medicine

Prof. D. Maciver, Queen Margaret University, Edinburgh,
UK

Medicine

Prof. J. Gracey, Ulster University, Jordanstown, UK



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Medicine	Prof. M. Hewitt, University College Cork
Medicine	Prof. G. McElvaney, Royal College of Surgeons in Ireland, Dublin
Medicine	Prof. J. Moss, University of Surrey, UK
Medicine	Prof. A. Mazaheri, University of Birmingham, UK
Medicine	Prof. B. Mahon, National University of Ireland, Maynooth
Medicine	Prof. A. Reynolds, University College Dublin
Medicine	Prof. P. Athanasouli, National and Kapodistrian University Of Athens, Greece
Medicine	Dr. R. McLoughlin, University College Hospital, Galway
Medicine	Prof. O. Kelly, Royal College of Surgeons in Ireland, Dublin
Medicine	Prof. N. Maurits, University of Groningen, The Netherlands
Medicine	Prof. G. Parmigiani, Sapienza University of Rome, Italy
Medicine	Prof. M. O'Reilly, Royal College of Surgeons in Ireland, Dublin
Medicine	Prof. N. Fletcher, University College Dublin
Medicine	Prof. R. Silver, Case Western Reserve University, Cleveland, Ohio, USA
Medicine	Prof. D. McDonald, Queen's University Belfast, UK
Medicine	Prof. Å. Torrinsson Naluai, University of Gothenburg, Sweden
Medicine	Prof. J. Bough, University College Dublin
Medicine	Prof. S. Zaman, University of Cambridge, UK
Medicine	Prof. M. Cahill, University of Limerick
Medicine	Prof. O. Howe, Technological University Dublin
Nursing and Midwifery	Dr. C. Magner, University College Dublin
Nursing and Midwifery	Prof. S. Salanterä, University of Turku, Finland
Nursing and Midwifery	Dr. A. Matthews, Dublin City University
Nursing and Midwifery	Prof. L. Bray, Edge Hill University, Ormskirk, UK
Nursing and Midwifery	Prof. J. Schoufour, Amsterdam University of Applied Sciences, The Netherlands



Nursing and Midwifery	Prof. L. Taggart, Ulster University, Belfast, UK
Nursing and Midwifery	Prof. L. Earner-Byrne, University College Cork
	Prof. S. McGilloway, National University of Ireland, Maynooth
Nursing and Midwifery	Prof. O. McBride, Ulster University, Coleraine, UK
Nursing and Midwifery	Dr. V. Swallow, Sheffield Hallam University, UK
Nursing and Midwifery	Prof. T. Dickinson, King's College London, UK
Nursing and Midwifery	Prof. A. Easter, King's College London, UK
Nursing and Midwifery	Prof. C. Melville, University of Glasgow, UK
Nursing and Midwifery	Prof. K. Liddiard, University of Sheffield, UK
Nursing and Midwifery	Prof. A. Hunter, University of Galway
Nursing and Midwifery	Prof. S. Foran, Dublin City University
Nursing and Midwifery	Prof. A. Hassiotis, University College London, UK
Nursing and Midwifery	Prof. R. Northway, University of South Wales, UK
Nursing and Midwifery	Prof. L. Marsh, Queen's University Belfast, UK
Nursing and Midwifery	Prof. S. Lambert, University College Cork
Pharmacy and Pharmaceutical Sciences	Prof. A. Paudel, Graz University of Technology, Austria
Pharmacy and Pharmaceutical Sciences	Prof. F. Lyng, Technological University Dublin
Pharmacy and Pharmaceutical Sciences	Prof. F. Sonvico, University of Parma, Italy
Pharmacy and Pharmaceutical Sciences	Prof. C. Lawson, University of London, UK
Pharmacy and Pharmaceutical Sciences	Prof F. Alves da Costa, University of Lisbon, Portugal
	Prof. S. Cullinan, Royal College of Surgeons in Ireland, Dublin
Pharmacy and Pharmaceutical Sciences	Prof. A. Weidmann, University of Innsbruck, Austria
Pharmacy and Pharmaceutical Sciences	Prof. A. Bernardos Bau, Universitat Politècnica de València, Spain
Pharmacy and Pharmaceutical Sciences	Prof. K. Murphy, University College Cork
	Prof. Penelope Bouziotis, National Centre for Scientific Research "Demokritos", Athens, Greece