



**UCC**

Coláiste na hOllscoile Corcaigh, Éire  
University College Cork, Ireland

**UNIVERSITY COLLEGE CORK  
NATIONAL UNIVERSITY OF IRELAND, CORK**

**QUALITY IMPROVEMENT/QUALITY ASSURANCE**

**PEER REVIEW GROUP REPORT**

***SCHOOL OF SOCIOLOGY AND PHILOSOPHY***

**ACADEMIC YEAR 2010-11**

**Date 22 March 2011**

## PEER REVIEW GROUP MEMBERS

Name	Position/Discipline	Institution
Prof Maeve Cooke (CHAIR)	School of Philosophy	University College Dublin
Prof Robert Devoy	School of Geography & Archaeology	University College Cork
Prof Stephen Mennell	School of Sociology	University College Dublin
Prof Véronique Munoz- Dardé	Department of Philosophy	University College London, UK
Dr. Jenny Owen	Director of Learning & Teaching	University of Sheffield, UK
Dr. Seamus O'Reilly (Rapporteur)	Department of Food Business & Development	University College Cork

## TIMETABLE OF THE SITE VISIT

The timetable (presented in Appendix A) provided the Peer Review Group (PRG) with a good opportunity to review the School, although the scheduling was tight and at some stages involved parallel sessions, so that not all the team could take part in every meeting.

In the schedule, significant time was given to meetings of the PRG with key staff from the College, the Library and the University central administration. The PRG was impressed by the awareness of these staff of the difficulties and day-to-day problems experienced at the School and Discipline/Departmental levels. Further, the PRG took the opportunity to bring to their attention key operational concerns expressed by the staff in the School – concerns including questions of staffing and future employment needs, wider resourcing, postgraduate fee structuring, staff leave and travel opportunities as part of research needs, and staff incentivisation. These matters were recognised and considered seriously by the University officers.

## **PEER REVIEW**

### **Methodology**

Professor Maeve Cooke was appointed as Chair and Dr. Seamus O'Reilly agreed to act as Rapporteur. The members of the PRG divided for some elements of the site visit, as indicated in the timetable (Appendix A). Findings from the various meetings were exchanged during discussion sessions.

### **Site Visit**

The site visit was well organised and informative. The PRG met students, staff, stakeholders and University officers during the course of their site visit, as outlined in Appendix A.

### **Peer Review Group Report**

The Rapporteur drafted an outline report that incorporated the PRG deliberations during the site visit and circulated this to all members. Members contributed to this draft in an iterative fashion and a final draft was circulated to all. All members of the PRG agreed with the findings contained in the report and the final recommendations.

## **OVERALL ANALYSIS**

### **Self-Assessment Report and engagement of staff**

Given the recent establishment of the School, the PRG recognises that much of the activity since the previous quality reviews took place at a Department/Discipline<sup>1</sup> level. Thus the two separate volumes of the Self-Assessment Report (SAR) were useful. The PRG found the initial overarching School section of volume 1 valuable. Furthermore, the analysis and reflection evident here provided a good starting point for consideration of the overall School strategy. It is recommended that the School begin work on a strategy at School level. The SWOT analysis that had been prepared identified the various internal and external factors that will inform the strategy. The PRG considers the units used for benchmarking to be appropriate and that both disciplines are outward looking and have strong and increasing engagement with international counterparts. The PRG notes that the Sociology SAR included feedback from postgraduate research students, but not from taught postgraduate and undergraduate students. Therefore it is recommended that the discipline carry out a full survey of both these groups of students, and arrange for appropriate staff meetings to discuss the findings. The PRG recognises though that there has been a tradition of regular student feedback in this discipline.

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<sup>1</sup> We note that the terms 'Department' and 'Discipline' have common currency and are often used interchangeably. We use the term discipline in the report for reasons of consistency only.

Notwithstanding various pressures around the time of this review the PRG found the staff in the School committed to their work and participative during the site visit. In addition, senior University officers who met the PRG were well informed as to School activities and also provided context and information useful for the review.

## **FINDINGS OF THE PEER REVIEW GROUP**

### **The School of Sociology and Philosophy**

The School consists of 21 academic staff, a part-time librarian and 3 administrative staff, and is located in the College of Arts, Celtic Studies and Social Sciences. The School offers a range of undergraduate and postgraduate programmes, and its staff are actively engaged in research and scholarly activity across the Sociology and Philosophy disciplines. Specific observations and recommendations on research and scholarly activity, teaching and learning, and management and planning are presented in the following sections of the report.

The School of Sociology and Philosophy was established in September 2009 and has made good progress in establishing joint activities, such as the new interdisciplinary MA, and has set up open platforms (such as Summer Schools) to encourage interaction and sharing of various perspectives and experiences. The disciplines of Sociology and Philosophy have made a substantial contribution to University College Cork down the years. The PRG was struck by the openness of this academic community to engage with others, and by the historic contribution of these disciplines to a range of teaching programmes and activities across the University. The current environment highlights the essential role that such fundamental disciplines play in University education, research and broader social well-being. Scholars and researchers in these fields are well placed to collaborate in addressing the global and more local questions and challenges that arise in contemporary society on both a theoretical and an empirical level, in domains that include ethics, justice, environmental change, cognition, communications and globalisation.<sup>2</sup> Thus the PRG urges the University to recognise the contribution of these fundamental disciplines and encourage the School to create frameworks that support such a role and enable engagement to continue in both disciplinary and interdisciplinary activity across the University.

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<sup>2</sup> Several courses in Sociology and Philosophy address such areas, for example: SC6623 Globalisation and Culture; SC6624 Civilisation and Globalisation; SC3029 Sociology of the Environment; PH3022 Environmental Philosophies; PH3107 Environmental Ethics and Political Theory; PH6006 Negative Ethics – East and West; PH6018 East West Comparative Negative Ethics; PH6100 Ethics and Health Care; PH2018 Violence and War – A Philosophical Introduction; PH5104 International Justice and Territory; PH6022 Philosophies of Nature East and West; PH6029 Global Justice and Political Philosophy; and PH6030 Human Rights and Political Philosophy.

The PRG was very impressed by the progress made in the development of the School since its recent establishment. This is evident in some very positive initiatives, and in the general spirit of co-operation which feeds directly into practical areas of teaching and research. Theory and Philosophy Summer Schools, 'philosophy week' and 'Public Academy' are examples of a very active, open and energetic academic community. The PRG formed the impression that staff in the two disciplines are committed to collaboration within the School, and that this offers many opportunities to develop both discipline-centred and interdisciplinary activity.

The PRG notes the progress already made, and the efforts continuing, towards the creation of an integrated School. In this context, the PRG cautions against further amalgamation with other disciplines in the short-term. The PRG's view is that this academic community would benefit from a period of consolidation and stability before any possible further reorganisation or expansion is considered.

### **Research & Scholarly Activity**

The PRG was very impressed by the commitment to and the standard of research within the School. Academic staff in Sociology have established a strong track record both nationally and internationally, as reflected in their recent RQR and in the SAR. A strong commitment to research in the discipline of Philosophy is also evident from the SAR, which detailed excellent progress in recent years. The impetus from relatively recent appointments, together with the collegial interaction and advancement of all staff in this discipline, is evident. The PRG notes the impact of the current economic crisis, particularly the freeze on promotions. Despite this, staff in both disciplines have continued to take on significant research commitments. In order to maintain staff morale and motivation in difficult circumstances, it is important for academic leaders at School, College and University levels to provide explicit affirmation of these continuing academic achievements.

The PRG welcomes the progress made in forging research networks and collaborations, since these offer potential for considerable future development and further success in attracting research funding. Research initiatives of international standing are being pursued in both disciplines, and the PRG welcomes the breadth and diversity demonstrated in the SAR reports and in discussions with staff. For example, the study of East Asian and comparative philosophy is a growing area in Philosophy, which clearly has the potential to attract research students as well as joint funding applications. Sociology in UCC is known both for its strong theoretical grounding and for a track record in sociological research on Irish society. It is the PRG's view that this diversity should be

nurtured; it offers an excellent basis for continuing collaborations and for comparative work at national and international levels.

The PRG was particularly impressed with the evidence of research-led teaching – for example, the development of postgraduate programmes at Masters and PhD levels. Such research-led teaching is commended and is consistent with University strategy. Furthermore, the development of interdisciplinary postgraduate programmes capitalises on the synergies between the two disciplines, in particular between those academic staff in Philosophy and in Sociology who share common interests in areas ranging from research methods to specialist topics such as the study of violence. The emergence of a strong interdisciplinary dialogue was evident to the PRG and is very much welcomed, as it offers definite long-term advantages to the School. The PRG also recognises the value of the many diverse areas pursued by academic staff in both Sociology and Philosophy, and in co-operation with other cognate disciplines; the PRG urges the Head of School and the Heads of Disciplines to provide the space and encouragement for academics to pursue this wide range of interests.

In sum, the School offers the opportunity for valuable interdisciplinary synergies, whilst also promoting outstanding work in each discipline. Three strands of activity are evident: Philosophy, Sociology, and joint Philosophy and Sociology. In developing each of these strands, the School has the potential to contribute to core areas in each discipline and carve out distinctive areas internationally. Overall, there is a vibrant research culture within the School.

It is recommended:

1. that senior staff in the School provide academic leadership at School and Discipline levels, to ensure academic space, recognition and encouragement both for research within the separate disciplines and for interdisciplinary research;
2. that support be provided at College and University levels for preparation of research grant applications and their implementation. In particular, there is a need for increased access to experts who can advise on National and EU funding programmes, such as Marie Curie, EU FP and other international funding;
3. that support be provided at College level for internationally distinctive areas to which the School is strategically committed, for example East Asian/comparative philosophy;

4. that scholarly achievement is affirmed by School, College and University as appropriate. In the absence of normal promotion rounds in the current extraordinary economic conditions, other forms of practical support should be provided. These could include periods of funded research leave, provision of travel funds, formally-agreed protection of quality time for research, and prizes for exceptional achievements. In addition, mentoring and the sharing of experiences should be encouraged;
5. that the School continue to work in collaboration with the existing College and University support structures for marketing PhD and other programmes (for example, summer schools) internationally, and to review the effectiveness of recent and current collaborations in this area.

### **Teaching and Learning**

Overall, the teaching programmes offered by the School are of a good standard, as confirmed in the reports of external examiners, and in the PRG's meetings with students and other stakeholders. The PRG is impressed with the range of undergraduate and postgraduate programmes offered. Cognisant of the impact of the pending retirement of a number of academic staff in Sociology, the PRG encourages the School to: (i) consider the range of key/critical modules required to support the main undergraduate and postgraduate programmes, (ii) review the range of modules offered (especially electives in second and third years) on the basis of student numbers and (iii) explore opportunities to offer joint modules across both disciplines in relevant areas (for example, research methods).

The School provides a robust undergraduate programme that is well received by students and stakeholders. In discussion with students, it was clear to the PRG that recently poor communications within the Sociology discipline have had a negative impact on students in two important areas. First, there have been fluctuations in the recent provision of tutorials. While it acknowledges that this is partly due to reduced resources, the PRG emphasises the importance of tutorial support for undergraduates at all levels, especially in light of the abstract nature of the theoretical subject matter of a number of modules across the programme. This point was emphasised very clearly by undergraduate students. The PRG supports the School's recommendation that further consideration should be given to the role of postgraduate students in tutoring modules, particularly in view of the greatly increased number of PhD students, many of whom are in need of additional financial support. Second, it was also clear that the timescales for the return of feedback on assessed coursework to students are variable, and sometimes longer than the 3 to 4 week norm that usually prevails in HEIs. The PRG recommends that programme leaders review their internal systems in this regard, with a view to re-establishing appropriate timescales

for the return of all feedback to students. In relation to both these problems, the PRG notes that some improvements are needed in order to ensure that sound and transparent management and governance structures are in place. Specific proposals about this are outlined under 'management and planning' below.

As indicated above, the PRG welcomes the strong research-led approach to teaching in both disciplines, and in particular the development of postgraduate programmes. Given the rapid expansion in this area, the PRG supports the School's plans to build a structured approach to: (i) promotion of its courses and student recruitment; (ii) establishment and promotion of scholarships (including tutoring arrangements); (iii) involvement of PhD students in various School activities and reading groups; and (iv) support and training for supervisors and the development of an explicit and comprehensive workload allocation framework. With regard to the last point, the development of new postgraduate programmes and increased PGR recruitment has added considerably to the workload of some staff. Concerns were raised about workloads, particularly the increased workload due to supervision demands. It is recognised that such work cannot always be distributed evenly, and thus the individual disciplines and the School need to consider how they might develop and implement a transparent model to distribute the burden as fairly and evenly as possible. This should be done in the context of the evolving University-wide approach to workload allocation. It is an urgent problem to address.

The PRG supports the School's interest in developing distance learning and blended learning resources to support flexible teaching arrangement for students, and also further to develop their presence in international markets. However, given the current lack of resources and recent rapid expansion in postgraduate student numbers, the PRG urges a realistic assessment of resources required for distance and flexible learning. If this path is to be pursued, it will be essential for staff in both disciplines to work closely with colleagues at College level, and with colleagues in other disciplines who have relevant experience.

The School is advised:

6. to interact at College level to discuss resource allocation, particularly with regard to PhD scholarships and other funding for PhD programmes that would support initiatives taken at School level.

7. to interact at College and University levels with regard to the universal application of EU fee to all non-EU PhD students in the context of scarce resources and ability of prospective students to pay in certain markets.
8. to seek support from the University for the promotion of the PhD programmes.
9. to review tutorial provision across all undergraduate years in both disciplines, with a view to ensuring appropriate training of tutors and integration of postgraduate students into structured tutoring arrangements.
10. to ensure in Sociology that there is a return to collecting, analysing and discussing regular student feedback and evaluations, in accordance with university policy, particularly in light of the lack of feedback from Sociology students in the SAR.
11. to implement an agreed policy on 'turnaround time' of coursework marks and feedback.
12. to carry out a realistic assessment of resources required for distance and flexible learning, including the need to work with colleagues at College level.
13. to develop and implement a transparent workload allocation framework in the context of the evolving University-wide approach.
14. continue to discuss and develop a strategy for succession planning, with a view to putting forward a case for the replacement of key posts as a matter of urgency. This should include an assessment of the range of essential modules expected in Sociology programmes, a review of elective modules and the exploration of joint modules across the two disciplines.

### **Management & Planning**

The School has adopted the basic administrative and other functional structures recommended by the College; it holds School Assemblies and now operates a number of over-arching committees which the staff feel are appropriate. The primary administrative operations remain, however, fixed within the constituent disciplines. The School's staff, as a whole, communicate well a clear vision for the future operation and development of the School and the interaction of its subject fields.

In the constituent disciplines, Philosophy had outlined in its previous Quality Assessment (2004–5) the serious problems facing it in the coming years arising from staff retirements and related structural issues. The discipline has subsequently undergone regeneration, with the appointment of a new Professor, together with the establishment of a number of new Lecturer positions. From observation, and the various presentations made, it was clear that all staff are working together well, developing innovative approaches in research and teaching and developing a vibrant and

collegial atmosphere. The PRG commends the discipline for its effective day-to-day management in these difficult times. It is noted that the discipline is calling for additional administrative staff, a need arising from the impact of the formation of the School, but particularly from the increase in both undergraduate and postgraduate student numbers.

With a series of imminent staff retirements, Sociology is now facing the same type of staffing scenario that was recently experienced by Philosophy. These staff changes are impending under circumstances that are much more difficult, arising both from structural changes in the University and from the wider economy in Ireland. One of the challenges arising from these retirements will be how to continue to provide the full range of modules that are appropriate for a Sociology degree programme.

The PRG was also made aware that serious tensions now exist within the discipline of Sociology, exacerbated by these unfavourable circumstances. The PRG notes that, owing to these tensions, regular staff meetings have not taken place recently. It also notes that University-wide restrictions on recruitment and promotion have meant that it has been impossible to move from having an 'Acting' Head in place to making a confirmed appointment through normal channels; this has undoubtedly caused added difficulties. This situation is now having an impact upon undergraduate and postgraduate students, on staff working relationships inside and beyond the discipline, and on the good running and further development of the subject field.

Given this combination of internal and external pressures, there is clearly a pressing need for continued strong School leadership in co-operation with staff in order to ensure for Sociology the maintenance of good day-to-day business operations, the development of clear and open reporting structures, and of best practice in all aspects of the subject's planning and management.

It is recommended:

15. that the issue of the appointment of Heads of Disciplines (that is, in both Sociology and Philosophy) be resolved by the University/College as a matter of *utmost urgency*, and it is essential that the appointment of Heads be made in future under due process. The current situation of Acting Heads, in the absence of clear process, is highly unsatisfactory.
16. that in the interim, the leadership and statutory function of the Head of School should be used to facilitate and help resolve current difficulties experienced in the management of Sociology –

for example in necessary decision-making, and in the running of regular staff business meetings and examination boards. In addition, allowing a greater role for School structures could help to build upon the innovations already begun in the School, particularly in the areas of joint policy development. For example, when circumstances permit, integrated School committees for Learning and Teaching and for Research could provide an effective forum for decision-making.

17. that, bearing in mind that when other universities have undertaken the process of reorganisation of many Departments into a smaller number of Schools this has been associated with opportunities for some individual members of staff to transfer (by mutual agreement) from one department or discipline into another where they feel intellectually more at home, the School (Sociology and Philosophy) should explore opportunities for inter-School transfers and/or the exchange of staff, as appropriate to the subject field; these could be temporary or permanent. While this will need to be approached sensitively, and with full consultation, the PRG feels that some flexibility in this respect could enable staff to make long-term plans that will maximise their research and teaching contribution.

It is hoped that these recommended measures, together with the observation of respectful behaviour and the use of common sense, will enable both subject fields to further develop the positive interactions and visionary, integrative policy approaches in teaching and research already begun.

### Buildings

The facilities (staff offices, administrative areas, library resource and teaching rooms) in both disciplines appear to be adequate, reasonably maintained and fit for purpose. Philosophy has recently been relocated to College Road and is now, as is appropriate to the School setting, a relatively short distance from Sociology, which is located on Donovan's Road. Some specific problems concerning I.T. access for postgraduate students were raised. These need to be investigated and resolved immediately.

New postgraduate offices have recently been allocated in Askive Villa, Donovan's Road. These have been acquired as part of the new development in PhD and Masters Programmes and are most appropriate spaces. However, it is important that the building housing these offices provide a warm and welcoming atmosphere. At present the entrance and public areas are cold and shabby and are in need of renovation. The labelling of offices also needs to be changed to state their new functions.

It is recommended:

18. that the School contacts UCC Computer Services to investigate and resolve the problems about their access to I.T. services from Askive Villa raised by postgraduate students.
19. that the overdue refurbishment of postgraduate facilities be brought to the attention of the Building and Estates Office immediately.

The PRG notes the implementation of recommendations for improvement made in earlier QA Peer Review Group Reports for the disciplines. The PRG hopes that the recommendations made here will contribute to continued collaboration and development, both within each discipline and within the School as a whole.

### **SUMMARY OF RECOMMENDATIONS**

The PRG recommends:

1. that senior staff in the School provide academic leadership at School and Discipline levels, to ensure academic space, recognition and encouragement both for research within the separate disciplines and for interdisciplinary research;
2. that support be provided at College and University levels for preparation of research grant applications and their implementation. In particular, there is a need for increased access to experts who can advise on National and EU funding programmes, such as Marie Curie, EU FP and other international funding;
3. that support be provided at College level for internationally distinctive areas to which the School is strategically committed, for example East Asian/comparative philosophy;
4. that scholarly achievement is affirmed by School, College and University as appropriate. In the absence of normal promotion rounds in the current extraordinary economic conditions, other forms of practical support should be provided. These could include periods of funded research leave, provision of travel funds, formally-agreed protection of quality time for research, and prizes for exceptional achievements. In addition, mentoring and the sharing of experiences should be encouraged;
5. that the School continue to work in collaboration with the existing College and University support structures for marketing PhD and other programmes (for example, summer schools) internationally, and to review the effectiveness of recent and current collaborations in this area.

6. that the School interacts at College level to discuss resource allocation, particularly with regard to PhD scholarships and other funding for PhD programmes that would support initiatives taken at School level.
7. that the School interacts at College and University levels with regard to the universal application of EU fee to all non-EU PhD students in the context of scarce resources and ability of prospective students to pay in certain markets.
8. that the School seeks support from the University for the promotion of the PhD programmes.
9. that the School reviews tutorial provision across all undergraduate years in both disciplines, with a view to ensuring appropriate training of tutors and integration of postgraduate students into structured tutoring arrangements.
10. that the School ensures in Sociology that there is a return to collecting, analysing and discussing regular student feedback and evaluations, in accordance with university policy, particularly in light of the lack of feedback from Sociology students in the SAR.
11. that the School implements an agreed policy on 'turnaround time' of coursework marks and feedback.
12. that the School carries out a realistic assessment of resources required for distance and flexible learning, including the need to work with colleagues at College level.
13. that the School develops and implements a transparent workload allocation framework in the context of the evolving University-wide approach.
14. that the School continues to discuss and develop a strategy for succession planning, with a view to putting forward a case for the replacement of key posts as a matter of urgency. This should include an assessment of the range of essential modules expected in Sociology programmes, a review of elective modules and the exploration of joint modules across the two disciplines.
15. that the issue of the appointment of Heads of Disciplines (that is, in both Sociology and Philosophy) be resolved by the University/College as a matter of *utmost urgency*, and it is essential that the appointment of Heads be made in future under due process. The current situation of Acting Heads, in the absence of clear process, is highly unsatisfactory.
16. that in the interim, the leadership and statutory function of the Head of School should be used to facilitate and help resolve current difficulties experienced in the management of Sociology – for example in necessary decision-making, and in the running of regular staff business meetings and examination boards. In addition, allowing a greater role for School

structures could help to build upon the innovations already begun in the School, particularly in the areas of joint policy development. For example, when circumstances permit, integrated School committees for Learning and Teaching and for Research could provide an effective forum for decision-making.

17. that, bearing in mind that when other universities have undertaken the process of reorganisation of many Departments into a smaller number of Schools this has been associated with opportunities for some individual members of staff to transfer (by mutual agreement) from one department or discipline into another where they feel intellectually more at home, the School (Sociology and Philosophy) should explore opportunities for inter-School transfers and/or the exchange of staff, as appropriate to the subject field; these could be temporary or permanent. While this will need to be approached sensitively, and with full consultation, the PRG feels that some flexibility in this respect could enable staff to make long-term plans that will maximise their research and teaching contribution.
18. that the School contacts UCC Computer Services to investigate and resolve the problems about their access to I.T. services from Askive Villa raised by postgraduate students.
19. that the overdue refurbishment of postgraduate facilities be brought to the attention of the Building and Estates Office immediately.

## APPENDIX A

### SCHOOL OF SOCIOLOGY & PHILOSOPHY

#### PEER REVIEW GROUP SITE VISIT TIMETABLE

##### In Summary

- Monday 14 February      The Peer Review Group (PRG) arrives at the River Lee Hotel for a briefing from the Director of the Quality Promotion Unit, followed by an informal meeting with school staff members.
- Tuesday 15 February:      The PRG considers the Self-Assessment Report and meets with School staff and student and stakeholder representatives. A working private dinner is held that evening for the PRG.
- Wednesday 16 February:      The PRG meets with relevant officers of UCC. An exit presentation is given by the PRG to all members of the School. A working private dinner is held that evening for the PRG in order to finalise the report. This is the final evening of the review.
- Thursday 17 February:      External PRG members depart.

<b>Monday 14 February 2011</b>	
16.00	Meeting of members of the Peer Review Group Briefing by Director of Quality Promotion Unit, Dr. Norma Ryan. Group agrees final work schedule and assignment of tasks for the following 2 days. Views are exchanged and areas to be clarified or explored are identified.
	Dinner for members of the Peer Review Group, Head of School + representatives of disciplines  Dr. Julia Jansen Dr. Hans Georg Moeller Professor Graham Parkes Professor Arpad Szakolczai
<b>Tuesday 15 February 2011</b>	
08.30	Convening of Peer Review Group
08.45	Professor Graham Parkes, Head of School
09.30	Group meeting with all School staff
10.30	Tea/coffee

11.00	<p><b>Private meetings with individual staff members</b></p> <p><i>Prof Stephen Mennell</i> <i>Prof Véronique Munoz-Dardé</i></p> <p><u>Group 1</u></p> <p>11.00: Dr. Cara Nine 11.15: Dr. Kieran Keohane 11.30: Dr. Niamh Hourigan 11.45: Dr. Kathy Glavanis-Grantham 12.00: Dr. Linda Connolly 12.15: Ms. Bridget McAdam-O'Connell</p>	<p><b>Private meetings with individual staff members</b></p> <p><i>Prof Maeve Cooke</i> <i>Prof Robert Devoy</i></p> <p><u>Group 2</u></p> <p>11.00 Dr. Joel Walmsley 11.15: Ms. Colette Connolly 11.30: Mr. Jerry O'Sullivan 11.45: Ms Eleanor O'Connor 12.00: Mr. Piet Strydom 12.15: Dr. Ger Mullally</p>	<p><b>Private meetings with individual staff members</b></p> <p><i>Dr. Jenny Owen</i> <i>Dr. Seamus O'Reilly</i></p> <p><u>Group 3</u></p> <p>11.00: Dr. Patrick O'Mahony 11.15: Dr. Vittorio Bufacchi 11.30: Dr. Tracey Skillington 11.45: Ms. Paula Meaney 12.00: Dr. Hans Georg Moeller 12.15: Mr. Will Brady</p>
12.30	Prof. Arpad Szakolczai, Head, Sociology		
12.45	Dr. Julia Jansen, Acting Head, Philosophy		
13.00	Dr. Jason Dockstader, staff member		
13.15	Working lunch		
13.45	Visit to core facilities of School, escorted by Professor Graham Parkes & member of staff from School of Sociology & Philosophy (commencing at Askive, O'Donovan's Road)		
	<p><u>Group 1</u></p> <p><i>Prof Stephen Mennell</i> <i>Dr. Jenny Owen</i></p>	<p><u>Group 2</u></p> <p><i>Prof Maeve Cooke</i> <i>Prof Véronique Munoz-Dardé</i> <i>Prof Robert Devoy</i></p>	
15.00	<p><u>1<sup>st</sup> and 2<sup>nd</sup> Year Sociology Students</u></p> <p>Ms. Margaret Buckley, Year 1, B.SocSc Mr. Greg Coomey, Year I, Arts Mr. Shane Donnelly, Year I, Arts Mr. Liam Griffley, Year I, Arts Mr. Cathal Larkin, Year 1, Arts Ms. Laura McCarthy, Year 1 Arts, Ms. Suzanne Murphy, Year I, Arts Ms. Catherine Anderson, Year 2, Arts Mr. Tony Cogan, Year II Arts Ms. Trisha Kehoe, Chinese Studies Year 2 Ms. Michele Moore, Year 2, Arts Ms. Ashley McCarthy, Year 2, Arts Ms. Rebecca Nagle, Year 2, Arts Ms. Martha Sagan, Year 2, Arts</p>	<p><u>1<sup>st</sup> and 2<sup>nd</sup> Year Philosophy Students</u></p> <p>Ms. Eana Cotter, Year 1, Arts Ms. Aoife Finn, Year 1, Arts Mr. Chris Grey, Year 1, Arts Mr. Daniel Murphy, Year 1, Arts Mr. John Kenelly, Year 1, Arts Ms. Ruthie Waters, Year 1, Arts Mr. Eoin Collins, Year 2, Arts Mr. Ciaran Cronin, Year 2, Arts Mr. Brian Kingston, Year 2, Arts Ms. Ciara Mulkearn, Year 2, Arts Mr. Abdullah Morshed, Year 2, Arts Mr. Janos Szakolczai, Year 2, Arts</p>	

15.40	<u>3<sup>rd</sup> Year Sociology Students</u> Mr. Michael Brabazon, Year 3, Arts Ms. Aoife Gallagher, Year 3, Arts Ms. Ingrida Kilkoviene, Year 3, Arts Mr. Eoghan McMahon, Year 3, B.Soc.Sc. Ms. Maeve McDevitt, Year 3, Arts Ms. Caitriona Ni Mhaolcatha, Year 3, Arts Ms. Caitriona ni Mhulcaithe, Year 3, Arts Ms. Sabrina O'Reilly, Year 3, Arts	<u>3<sup>rd</sup> Year Philosophy Students</u> Ms. Clóna Corrigan, Year 3, Arts Mr. Ian Hennessy, Year 3, Arts Ms. Katie McNiece, Year 3, Arts Ms. Paula O'Shea, Year 3, Arts Ms. Genevieve Shanahan, Year 3, Arts Mr. Declan Sinnott, Year 3, Arts
16.20	<u>Sociology Graduate Students</u> Ms. Aimee Brennan, Year 3, PhD Mr. Lorcan Byrne, Year 2, PhD Mr. Julian Davis, Year I, PhD Mr. Kieran O'Connor, Year 3, PhD	<u>Philosophy Graduate Students</u> Mr. Chris Cappelletti, MA Mr. Robert Fehily, MA Mr. James Flynn, HDip Ms. Andrea Martinez, PhD Mr. Andrew Whitehead, PhD
17.15	<u>External stakeholders, including past graduates and employers</u> Dr. Esayas Bekele, past-graduate & part-time lecturer Ms. Katie Beatty, past-graduate, MA Ms. Helen Farrell, past-graduate, MA Dr. John McNamara, past-graduate & part-time lecturer Mr. Patrick Nordstrom, Proprietor of Blackwater Castle Dr. John O'Brien, Waterford Institute of Technology Ms. Margartia O'Regan-Deane, past-graduate, MA Ms. Julie Murphy, past-graduate, MA	
19.00	Meeting of Peer Review Group to identify remaining aspects to be clarified and to finalise tasks for the following day, a followed by a working private dinner.	

### **Wednesday 16 February 2011**

08.30	Convening of Peer Review Group
08.45	Professor Paul Giller, Registrar & Senior Vice-President
09.15	Mr. Con O'Brien, Vice-President for Student Experience
09.40	Visit to UCC Library, meeting with Ms Margot Conrick, Head of Information Services and Ms. Ger Prendergast, Social Sciences Librarian, Q+1, Boole Library.
10.45	Mr. Cormac McSweeney, Head, Management Accounting, Finance Office
11.00	Professor Anita Maguire, Vice-President for Research & Innovation
11.20	Tea/coffee
11.40	Professor Caroline Fennell, Head, College of Arts, Celtic Studies and Social Sciences
12.30	Ms. Anne Gannon, HR Business Partner, College of Arts, Celtic Studies and Social Sciences

13.00	Individual staff meeting – Dr. Ciaran McCullagh
13.15	Working lunch
14.00	Preparation of first draft of final report
16.15	Professor Graham Parkes, Head of School
17.00	Exit presentation to all staff made by the Chair of the Peer Review Group summarising the principal findings of the Peer Review Group.
19.00	Working private dinner for members of the Peer Review Group to complete drafting of report and finalisation of arrangements for completion and submission of final report.