



UCD College of Human Sciences' Graduate School

Annual Report
2009/2010

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STATISTICAL OVERVIEW

College of Human Sciences

31 May 2009 – 1 June 2010

Graduate Students at 31 May 2009

Graduate Research stage 1:	107
Graduate Research stage 2:	181
Graduate Taught:	903
Total Graduate Students	1191

Graduate Students at 1 June 2010

Graduate Research stage 1:	109
Graduate Research stage 2:	198
Graduate Taught:	932
Total Graduate Students	1239

Graduate Admissions Processed¹

Graduate Research:	165
Graduate Taught:	765

Graduate Leaves of Absence Processed 12 months to 1 June 2010

Graduate Research:	31
Graduate Taught:	17

Graduate Extensions Processed 12 months to 1 June 2010:

Graduate Research:	54
Graduate Taught:	8

Graduate Research Transfers from Stage 1 (MLitt/PhD) to Stage II PhD	56
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Number of Doctoral Studies Panels Reported or updated:	70
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Special Extern Examiners Approved	51
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Graduate Programme Withdrawals	80
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¹ Total up to 30 June 2010

Introduction

It is a pleasure to bring you this – the third – annual report of the Graduate School of the College of Human Sciences. Since its establishment five years ago, this Graduate School has been an integral part of UCD's efforts first to design and then to implement a new model of graduate education in Ireland.

With a near 10 percent year-on-year increase in graduate students on the same period last year, the College of Human Sciences has once more delivered substantially to University goals on graduate recruitment. This has been achieved in circumstances of reduced resources and in the teeth of intense and growing competition within the sector.

Over the last year, the College of Human Sciences' Graduate School has also delivered in terms of several other strategic goals; most notably quality assurance, inter-institutional cooperation and transferable skills training. The Graduate School successfully completed a full quality review of its entire taught graduate portfolio and formally reported on same to the College Executive. The Graduate School has also facilitated the development of a number of new inter-institutional graduate research programmes. These include the development of joint disciplinary PhD programmes most notably in cooperation with the University of Dublin, Trinity College in Economics (also with NUIM), Philosophy and Politics. Finally, the Graduate School has continued to expand and to develop its education and training opportunities for graduate research students. A review of qualitative training, for example, has led to agreement on wider sharing of existing School modules and the development in 2010/2011 of a new education and training module in qualitative research techniques.

In 2009-2010 the Graduate School has also faced some disappointments. Despite considerable effort, it was not possible to secure substantive changes to UCD's ethical approval policy and processes for graduate research students. It is to be hoped that Schools and disciplines will engage directly with the Humanities Research Ethics Committee (HREC) to secure appropriate reflection of disciplinary norms in UCD policy. It is also a matter of regret that it was not possible to move further in the inclusion of graduate research students within the University's RMS Researcher Profiling system. It is the firmly held view of the Graduate School that graduate research students should be included in this basic infrastructure profiling UCD research to the wider community.

The Graduate School

The Graduate School is comprised of the Graduate School Office, the Graduate School Board and a Graduate School Executive.

The Role of the Graduate School Office

The College of Human Sciences' Graduate School Office was established to deliver the key objectives of UCD's strategic plan for the development of 4th level education in Ireland. The main roles of this office are to:

- Provide support services of the Graduate School Board;
- Ensure that Schools and their staff are kept fully informed of policy and procedures within UCD graduate education;
- Process graduate research admission recommendations, changes in registration, leaves of absence requests, appointment of special externs and notation of doctoral studies panels;
- Support the graduate student community in its efforts to strengthen informal and social links among peers;
- Support the implementation of the structured PhD programme;
- Coordinate transferable skills workshops for graduate research students;
- Coordinate and develop the joint College of Human Sciences/Business & Law research skills programme;
- Manage the Graduate Research & Innovations Fund (GRIF);
- Manage and coordinate the graduate exams board for the College of Human Sciences;
- Organise the annual graduate research student symposium;
- Create a graduate research student environment in order to develop an even broader interdisciplinary academic community;
- Develop, assess and monitor improvement of plans within graduate studies;
- Review existing programmes along with quality assurance review;
- Provide administrative support for DCU-NUIM-TCD-UCD cooperation within the framework of the Dublin Regional Higher Education Alliance (DRHEA);
- Offer administrative support to designated thematic PhD programmes.

The Role of the Graduate School Board

The Board's responsibility is to govern graduate programmes within the College of Human Sciences, to review School recommendations for graduate admission, to

review applications for special external examiners and, where appropriate, to refer matters to the ACCE. The Board also monitors research students' progress including the transfer from Stage 1 to Stage 2 of the PhD programme. The Board assists in policy-making both at local level and at University level, ensuring that policies are implemented and that the College's constituent Schools are consulted on, and contribute to, regulatory and policy change.

The meetings of the Graduate School Board are normally held once every calendar month during the academic year to coincide with the Academic Council Committee on Examinations (ACCE) and University Graduate Programmes Board (UGPB) deadlines. Minutes and documentation for meetings are available on UCD Connect.

Members of the Graduate School Board

The Board, which is chaired by the Director of the Graduate School, consists of academic representatives from each School, Dr Jos Elkind, director of the Graduate School's research methods and training programme, and a graduate student representative. A colleague from UCD Registry also attends and offers liaison and advice on regulatory and policy matters to the Board. Graduate School staff provide critical administrative support.

As of 1 June 2010 the Board consists of the following members:

Professor Ben Tonra, Chair
Ms Margaret Brindley, Graduate School Manager
Dr Christina Griessler, Thematic PhD Programme Manager
Dr Mary Allen, School of Applied Social Sciences
Ms Catherine Baulch, School of Applied Social Sciences
Professor Karl Whelan, School of Economics
Dr Denis Cuniffe, School of Economics
Mr Nicolas Clifton, School of Economics
Dr Dympna Devine, School of Education and Lifelong Learning
Dr Gerry MacRuairc, School of Education and Lifelong Learning
Ms Lorraine Heffernan, School of Education and Lifelong Learning
Dr Enda Murphy, School of Geography, Planning & Environmental Policy
Mr Dominic Shellard, School of Geography, Planning & Environmental Policy
Dr Barbara Traxler-Brown, School of Information & Library Studies
Ms Claire Nolan, School of Information & Library Studies
Dr Christopher Cowley, School of Philosophy
Ms Helen Kenny, School of Philosophy
Dr Teresa Burke, School of Psychology
Ms Mary Boyle, School of Psychology
Dr Tobias Theiler, School of Politics & International Relations
Mr Danny Moran, School of Politics & International Relations
Professor Kathleen Lynch, School of Social Justice
Ms Elizabeth Hassell, School of Social Justice
Dr Steven Loyal, School of Sociology

Ms Veronica Barker, School of Sociology
Dr Jos Elkink, Human Sciences Graduate School
Mr Aidan Regan, student representative
Professor Brigid Laffan, Principal, CHS, *ex officio*

Graduate School Executive

The role of the Graduate School Executive is to support the Graduate School Board and to implement agreed policies and initiatives. Its members are: Professor Ben Tonra, Director of the Graduate School; Dr Jos Elkink Director of the Graduate School's research methods and training programme; Ms Margaret Brindley, the Graduate School Manager; and Dr Christina Griessler, the Thematic PhD Programmes Manager.

New Graduate Programmes

MSc in Development Practice UCD-TCD

The joint TCD-UCD MacArthur Master's degree in Development Practice (MDP) is a new two-year programme that offers a world class training and education in development practice at graduate level. The Master's in Development Practice will develop the core competencies required by practitioners in international development. The four pillars of the MDP are Natural Sciences, Social Sciences and Economics, Management and Health Sciences. Particular emphasis will be laid upon the interconnectedness between politics, governance, civil society, health, environmental conflict and climate change, amongst others. This programme which is funded by the MacArthur Foundation will be the European outlet of similar programmes all over the world.

Graduate Certificate in Equality Studies

This course is intended to develop the skills and capabilities of people who are working in community, local development or other equality related areas of work. The aim of the course is to provide an introduction to equality concepts and issues, and an opportunity to deepen analysis of how inequality impacts on communities and groups in Irish society and the types of action needed to implement change. The certificate is offered in cooperation with AMA (Access Made Accessible), the national network of HE Access officers and practitioners.

Professional Certificate in Social Justice

The programme is about understanding social injustice with a view to bringing about positive social change in the world we all inhabit. It is interdisciplinary and emphasises the relationship of theory to practice.

MEconSc in European Public Affairs & Law

Formerly the MEconSc in European Economics & Public Affairs has now been renamed and is being linked with the LLM in the School of Law in order to share teaching and choices of modules.

Collaborative PhD in Politics

This collaborative PhD is similar to the existing PhD Economics project. The project involves teaching cooperation between UCD and TCD at PhD level. Both institutions have agreed on a set of modules being offered on an alternating basis between both institutions.

Graduate Education and Training

PhD Modular Education

Over the last number of years, the College of Human Sciences and the College of Business and Law have provided dedicated PhD modules in three broad areas: 1) Quantitative Methods, 2) Qualitative Methods 3) Intellectual Foundations.

During the academic year 2009-10, a set of modules were provided for research students in the Graduate School of Human Sciences, in cooperation with Business and Law. In addition, there are core modules provided to Thematic PhD programs, which are open to all PhD students of the College. This modular programme included:

- ***Paradigms of Social Enquiry*** by Finbarr Lane, provides an overview of the many different paradigms and perspectives that are used in social science research;
- ***Introduction to Statistics & Quantitative Methods I*** by Patrick Murphy, provides basic foundation in statistics employed in social scientific research;
- ***Applied Regression Analysis*** by Patrick Murphy expands further the understanding of statistics;
- ***Workshops on Methods for Qualitative Research*** by John Geary, coordinates a series of workshops on different qualitative research methods;
- ***Research Design in the Social Sciences*** by Jos Elkind deals with the various aspects of research design in the social sciences;
- ***Introduction to Quantitative Methods II*** by Caroline O'Kelly, provides a practical SPSS experience in combination with the theoretical course by Patrick Murphy;
- ***Theory & Methods of Rules & Rule Making*** by Thomas Mohr, seeks to demystify some aspects of legal techniques and methods;
- ***PhD Development Roundtable*** by Paul Walsh is designed for PhD students with a research interest in development and poverty reduction.

- ***Applied Causal Analysis*** by Paul Devereux, introduces students to some of the basic methods used to estimate causal relationships in social science disciplines.
- ***Policy Evaluation*** by Franco Maruzzio, evaluates changes in government policy (institutional changes) using a blend of micro-economic theory and econometrics, in particular looking at macroeconomic policies, trade and ownership reforms, using a production function approach that builds in structural (behavioural) models.

For 2010-11 we will proceed with a similar set of courses.

In addition, the appointment of Dr Basak Kus as a DRHEA-funded Lecturer in Comparative Public Policy opens up several further opportunities for cooperation in graduate education and training across the Dublin Region Higher Education Alliance in the fields of Politics, Public Policy and Sociology.

PhD Transferable Skills Training

During the course of academic year 2009-10 the Graduate School hosted a number of transferable skills workshops for graduate research students. These workshops attracted 131 PhD students in total with students coming primarily from the College of Human Sciences, but including students from all four other Colleges. These workshops included:

Managing references and citing sources

This workshop provided an introduction to Endnote citation management software and explained the principles of how to manage sources and cite them correctly. It also addresses UCD and College policy on plagiarism. This workshop was held twice both in Semester I and II.

An Introduction to information databases

This workshop aims to make students aware of the resources available for quantitative research via the Irish Social Sciences Data Archive.

The Viva procedure

This workshop covers topics that include the format of the viva exam, expectations of the students, the role of the extern, supervisor and other examiners.

Publishing your Research

Due to last year's success this workshop was repeated this year in order to cover this important area. The workshop gave guidelines on choosing the best journal for the student's research, the expectations behind an article, how the peer-review process works along with responding to reviewer comments.

Biographical Narrative Interviewing Method (BNIM)

Catherine Conlon (School of Social Justice) and Maria Feeney (School of Applied Social Science) were part-funded through the GRIF to attend an international workshop on this methodology. As a condition of that grant, they kindly agreed to conduct a workshop at UCD on narrative interviewing and narrative interpretation along with some critical reflections on what they had learnt.

From the feedback received from all of the above workshops, the CHS Graduate School hopes to build on this success in the coming academic year. Due to resource limitations, some of these workshops may be organised on a cross-College basis through UCD Graduate Studies.

Graduate Community and Support

Graduate Research Space

Research students in the College of Human Sciences continue to have access to their own research space which contributes to the creation of an atmosphere of a student community. Shared with the College of Arts and Celtic Studies, the space comprises five rooms with accommodation for a total of 60 research students including 12 hot desk spaces. Further desk space for another eight graduate research students in this College is provided for in G104X. Part of this dedicated space is designated for thematic PhD students, post-doctoral researchers and Ad Astra scholars. These spaces are managed by the Graduate School and are allocated on an annual basis from 10 October each academic year. Applications must be submitted within the first two weeks of the first semester and must have the support of the Head of School.

Graduate Symposium

On 14 January the College of Human Sciences Graduate School hosted its fourth graduate research symposium entitled “The Changing Face of Ireland”. The keynote speaker was Dr Rory O'Donnell, Director of the National Economic and Social Council (NESC). This was followed by a panel of early stage researchers which was chaired by Dr John Bowman. Dr Paul Gillespie of the Irish Times chaired the afternoon panel. The College Principal, Professor Brigid Laffan gave the closing summary. The programme covered the broad research themes within the College of Human Sciences. It more importantly gave the College's research student an opportunity to present their work to date and get feedback from peers and academics. It was also gave them a chance to network with students from other Schools.

During the symposium, Dr Christina Griessler, Thematic PhD Programme Manager, presented the outcome of a workshop on how to raise awareness of racism, which was held on the 4 December 2009. Several research students came together to discuss the issue and make recommendations on what the university could do to tackle it. They suggested that efforts be made to increase cooperation between research institutions in TCD and UCD in this area, to make the university campuses

more welcoming for international students and thereby to improve and adapt student services to the needs of international students.



Left to right: Dr Patrick O'Flynn (School of Education), Dr Rory O'Donnell (National Economic & Social Council), Dr John Bowman (RTE), Ms Susan Murphy (School of Politics & International Relations) and Mr John Shanahan (School of Geography, Planning & Environmental Policy).

Graduate Programme in Quantitative Social Sciences Conference (GPQSS)

In the frame of the IRCHSS-funded Graduate Programme in Quantitative Social Sciences (GPQSS) the College of Human Sciences organised a joint UCD–TCD conference to give PhD students on the Quantitative Social Sciences thematic PhD programme the opportunity to present their research to colleagues and academic staff. Prof Paul Devereux opened the conference on the 16 October 2009 at the Institute for International Integration Studies (IIIS) at Trinity.

Graduate Research & Innovations Fund (GRIF)

Again during 2009-10 the Graduate School allocated financial support through the Graduate Research & Innovation Fund for students to present their work at national and international conferences, to attend appropriate summer schools and methodological workshops and to support student-organised conferences and publication initiatives. In all, during this academic year, a total of €10,435 was awarded to 41 students.

Graduate Marketing and Recruitment

The Graduate School engages with a variety of university offices and colleagues in the promotion and marketing of graduate studies within the College. At the request of colleagues, and using PMDS, approaches were made to UCD Human Resources and Staff Development to provide dedicated skills training in this area to School Administrators and Managers. UCD Communications hosted a workshop in autumn designed to enhance Schools' marketing skills. This workshop included advice and assistance to individual schools on marketing and promotion, the development of School and Graduate School web sites through a new content management system and the identification of graduate programmes for targeted marketing assistance.

Following on the result of the week long marketing presence in the Newman Building in Spring 2009, the Graduate School again set up and staffed a large 'pop-up' marketing display in order to promote graduate education and programmes within the College.

Additionally, information material and posters to promote the thematic PhD Programmes in Quantitative Social Sciences and Public Policy were posted out and emailed to relevant organisations and institutions within Ireland, Europe and North America.

Graduate Governance and Policy Development

Quality Assurance and Development

As noted above the Graduate School completed its first comprehensive quality review of its graduate taught programmes. That review found that in very general terms, student feedback on graduate taught programmes in the College was positive and strong with several schools identifying existing strengths which might assist in defining unique selling points across the College portfolio. These included:

1. Long standing and well-established programmes;
2. Programmes with deep roots in professions and high profiles within disciplines;
3. Extensive alumni networks;
4. Flexible programme provision;
5. Early and effective adaptation to new professional needs and disciplinary developments;
6. Some strong inter-institutional linkages, especially with TCD;
7. Well defined pathways between graduate taught and graduate research programmes;
8. Low staff/student ratios, offering a unique student-centred experience.

At the same time, the report noted several challenges faced by Schools within the provision of graduate taught programmes, *inter alia*:

1. Almost all professionally-oriented programmes are either at or beyond capacity;
2. Staff embargos raise the prospect of cuts in graduate enrolment to graduate programmes from 2011/2012 and little prospect of addressing opportunities in Continuing Professional Development (CPD);
3. Across almost all disciplines and professions, the College is facing new and intense competitive pressures. This is especially the case as the College has a large and mature graduate portfolio and, in almost all areas, has had either a long-standing monopoly or strong leadership position in graduate provision;
4. The role of the minor dissertation remains problematic. In some cases it is an exceptionally important research component of graduate taught programmes, leading into graduate research opportunities. In many others, its rationale is less clear;
5. One consistent area of student feedback is the desire for direct professional, vocational and/or community engagement as part of their graduate programme in the form of placements or internships;
6. Several Schools identified the significance of the changing nature of graduate students, and argue that these are increasingly 'learner-earners'. This raises the issue of how best to deliver graduate programmes in the future: e-learning and distance platforms, block-teaching and genuine part-time (evenings and weekend) provision arise;
7. The need for greater internationalisation is clearly signalled by a number of Schools;
8. A small number of schools note that graduate mobility across Schools/programmes can be problematic. It is argued that the University has yet to reap all of the potential rewards from a fully modularised graduate programme;
9. There is as yet no effective incentive for hosting or managing inter-school or cross-college graduate programmes.

Online Applications System

All taught programmes are now online within the College of Human Sciences and since April 2010, delegated authority for admissions has been devolved from the Graduate School Board to the Schools through a designated Admissions Tutor. This is with a view to speeding up the admissions process and a faster turnaround of applications.

UCD Ethics Policy

Following some preliminary research, including an audit of graduate research student experiences, a working paper on UCD ethics policy and procedures was submitted to the UCD Research Ethics Committee. That paper argued, inter alia that:

1. The perception of UCD ethical approval/exemption in some quarters was that it was to be avoided on the grounds of relevance and appropriateness and
2. When there was active engagement with UCD ethical approval/exemption processes it was found to be inappropriate to the needs of at least some UCD graduate researchers.

The paper went on to specify those areas identified as being problematic in several Schools and disciplines and went on to argue that there needed to be substantive engagement to revise UCD policy and procedures and thereby ensure appropriate compliance levels.

In the event, UCD REC reiterated its view that had no role in pursuing policy compliance and that existing policy was open to review and revision. An email subsequently issued by the Graduate School Director to all graduate research students and academic colleagues noted that it was a UCD requirement that all research involving human subjects obtain ethical approval either through a full review or through an exemption from full review. That obligation, however, rests on the primary supervisor and not on the graduate student. UCD ethics policy and its associated procedures and committees exist to facilitate staff and students to that end. Colleagues that had concerns with the content and application of existing policy within their disciplines were invited to engage directly with the appropriate UCD ethics committee (most likely HREC-Humanities).

Role of Examination Boards

In managing their joint modular programme for graduate research students, the Colleges of Human Sciences and Business and Law have noted apparent anomalies concerning these students and UCD academic oversight. These included:

1. In the standard reports process, PhD students are returned by major code. This can result in a situation where students are not returned to the College Board of their School/Supervisor, but instead to the College Board that hosts the thematic PhD programme.
2. In this context, students are also being returned to an Exam Board where there is (and often can be) no representation from the Schools/Module Coordinators providing many of the modules whose grades are being reviewed/confirmed for those students.
3. At the same time, issues have arisen regarding the verification of module grades of graduate research students taking modules outside their home school/programme. Experience suggests that Exam Boards are focused on programme reports of students rather than module reports *per se*. As a result, the modular results of PhD students are only reviewed by Boards that all too frequently have no representation of either the Schools or the Module coordinators providing those modules.

4. There are no formal reporting or communication processes between Exam Boards and the supervisor and/or PhD Programme Director of graduate research students.
5. Where, at present, Exam Boards are reviewing students within thematic PhD major codes there remain only *ad hoc* systems of reporting to Supervisors/Programme Directors.

At root, it was noted that some of these anomalies arise from the fact that in a truly modularised system, Exam Boards should be systematically reviewing the grades of all students of modules provided within that unit (School, College etc). There is arguably an unresolved tension within UCD's academic oversight systems between Exam Boards as a mechanism to review overall student performance and Exam Boards as a mechanism of modular academic oversight and quality assurance.

Following meetings with the Directors of Registry and Assessment, it was agreed:

1. The Director of Assessment would discuss with Graduate School Managers the scale of difficulties in the reporting of graduate research students' modular performance. Discussion would then follow on ways and means of addressing any difficulties;
2. The Director of Assessment also agreed to consider the production of a new report on the modular performance of graduate research students which might then be made available to supervisors of graduate research students.

Conclusion

The last academic year has again been a testing one for the Graduate School. Within severe budgetary constraints the College has succeeded in consolidating and in some instances further developing its graduate provision. Credit for this rests with colleagues on the Graduate School Board and within the individual Schools of this College – both academic and administrative – who contribute tirelessly to the goals that we share for our graduate students.

At the close of my five year term as Graduate School Director, I would like to express my sincere thanks to the many colleagues across the College and University with whom I have had the great pleasure of working. I would like to pay particular thanks to Professor Brigid Laffan, College Principal, who has been unstinting in her support for the Graduate School and the interests of the students therein. I would also like to thank Dr Jos Elkind and Dr Christina Griessler for their tremendous contribution to the Graduate School in recent years. Finally, and most especially, I would like to thank Ms Margaret Brindley, Graduate School Manager, for her extraordinary skill, commitment and unfailing good humour in all our shared endeavours.

Ben Tonra

Director of the Graduate School

Appendix One

Graduate Research Symposium Programme, 2010

The Changing Face of Ireland

College of Human Sciences' Graduate Research Symposium

UCD Humanities Institute of Ireland

Thursday 14 January 2010

0930-1600

0930-1000: Welcome and Keynote speaker Dr Rory O'Donnell, National Economic & Social Council

1000-1115: Panel 1: Early Stage Researchers: Chair – Dr John Bowman

John Shanahan: A policy context for reform of Irish planning law and practice

Paddy O'Flynn: History of universities in Ireland 1960-80

Susan Murphy: The duty of assistance & humanitarian emergencies

1115-1130: Coffee break

1130-1300: Panel 2: Chair – Professor Ben Tonra

Emanuel Okigbo: 21st century Africans in Ireland, transfer of political culture & the new political activism

Li Hao: Urban & regional planning

Jane Anne O'Connell: Migration to rural areas: social integration through community

1300-1400: Lunch

1400-1410: Report on the recent workshop on racism by Dr Christina Griessler

**1410-1600: Panel 3: Chair – Dr Paul Gillespie,
The Irish Times**

Sinéad Ní Chaoláin: Substance abuse

Martina Goudie Hutton: Consuming stress: low income women and ways of coping

Sheila Kissane: Risk & protective factors for hopelessness & suicidal behaviour in young Irish adults

Brendan Rooney: Emotional arousal & regulation towards fictional films: A mixed methods study

Close: Professor Brigid Laffan, Principal College of Human Sciences

Appendix Two

Successful Graduate Research & Innovation Grant Recipients 2009-10

Conlon, Catherine	5-day training course in narrative interview and interpretation, Co Clare (19-25 Nov 09)	€500
Cosgrave, Bernard	European Philosophy (Forum and Society) Cardiff Aug 09	€250
Doran, Mimi	British Sociological Assoc Conference, Glasgow (7-9 April 10)	€250
Feeney, Maria	5-day training course in narrative interview and interpretation, Co Clare (19-25 Nov 09)	€500
Jeppesen, Tine	Summer school University of Kiel (28 June-Jul 08)	€500
Kelly, Christina	World Congress of Sociology, Gotenburg (11-17 Jul 10)	€350
Li, Hao	20th CEA annual conference (Ireland) and presented paper in CEA in Beijing (Sept 09)	€250
Maguire, John	Philosophy Conference, Uni of Bristol (22-23 Jan 10)	€200
Marini, Simone	"Toward a science of consciousness" conference. Tuscon, AZ (13-17 Apr 10)	€500
McDermott, Susan	PSAI conference, Liverpool October 09	€146
McPhee, Siobhan	Annual Assoc of Geographers, Washington, DC (April 10)	€500
O'Donnell, Geraldine	Assoc of American Geographers, Washington DC (April 09)	€500
Quinlan, Stephen	ECPR Summer School Summer 2009	€350
Zhang, Chun	British Assoc for Slavonic & East European Studies conference (26 Nov 09)	€200
Basquel-Fahy, Mary	BSA, University of Brighton 7-9 Sept 2010	€150
Bratrakova, Sviatlana	Xth Doctoral meeting in International Trade & Inter Finance in Kiel	€300
Brady, Ellen	Stress & Anxiety Research Soc Annual Conference, Galway 4-6 Aug 2010	€100
Cadwell, Stephen	Towards hosting 21C Heidegger Symposium (Sept 10)	€300
Ciblis, Aurelia	Eating Disorders & Obesity Conference, Rio de Janeiro, 19-20 Nov	€500
Courtois, Aline	SAL Belfast, 7-9 May 2010	€150
D'Arcy, Michelle	APSA, Washington 2-5 Sept	€500
Dolezal, Luna	Bodily Phenomenology, Sordertorn Uni (19-21 May)	€200
Doran, Mimi	LSE doctoral workshop Media@LSEMedia Literacy 7 June	€200
Ennis, Paul	1st Inter Summer School in German Philosophy, Bonn, 14-25 June 2010	€300
Feeney, Maria	European Symposium, Rome 1-4 Sept 2010	€300
Fernihough, Alan	QMSS Summer School R, 1-7 Sept 2010, Bucharest	€150
Fournier, Anne-Alexandra	ECPR Grad Conference in DCU 30-1 September	€100

Gillanders, Robert	Irish Economics Assoc Conference, Belfast 23 April 2010	€150
Jackson, Jennifer	EIRSS, Uni of Tübingen, July 2010	€300
Jaraite, Jurate	4th World Congress of Environmental & Resource Economists Quebec June 2010	€300
McCrea, Niamh	International Society for 3rd sector Research in Istanbul July 2010.	€300
McGovern, Mark	QMSS Summer School R, 1-7 Sept 2010, Bucharest	€150
McGuire, John	Politics of Misrecognition, University of Bristol 21-23 Jan 2010	€200
Murphy, Karen	Religion in the Public Sphere Conference (Merton College)	€200
Murphy, Susan	ECPR Workshop Stockholm 7-9 Sept 2010	€300
Nititham, Diane	Asian Studies Assoc of Australia 5-8 Jul 2010, Adelaide.	€500
Pembroke, Sinead	SAI Annual Conference Belfast, 7-9 May 2010	€150
Quinlan, Stephen	ECPR Spring School in Quantitative Research Methods, 15-19 Mar 2010 in Oxford University	€300
Regan, Aidan	APSA Washington 1 Sep 2010.	€500
Slevin, Amanda	International Summer School Uni of Oslo,	€300
Tully, Michael	BSP Social Psychology Section Conference in Uni of Winchester, 7-9 Sept 2010.	€200
Okigbo, Emmanuel	IP Odense 2010 Summer School on Migration Studies, 27/6-8/7 2010	€300
Ustaoglu, Eda	Regional Studies Assoc Annual International Conference 2010, 24-26 May 2010 in Pecs, Hungary	€300
Vangelis, Giannakakis	Film Philosophy III Annual Conference of Film Philosophy Journal, Warwick Uni, 15-17 July 2010	€200