| Rec # | Recommendation | Category | Response | Timescale |
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| A.4 | The School should review its management structure to ensure its compliance with UCD governance structures as outlined in Statute 6.  The Review Group recognises the fact that terminology/language may be a factor in the School appearing not to comply with University guidelines regarding School governance. | 1 | As the report indicates, the main issue is terminological. The School has already revised its terminology and structures as recommended. What was previously titled the School Executive has been renamed the School Committee. What was previously titled the Management Committee has been reconfigured and named the School Executive. | A |
| A.5 | The School should ensure that the scope and activities of the two Centres in the School remain within University Guidelines. | 1 | The School has already taken steps to ensure that this is the case, for example by ensuring that the website complies with these guidelines. | A |
| A.6 | Changes in management structure that have occurred (and any that may occur following this review) need to be clearly articulated within and outside the School. | 1 | The School has already communicated these changes to all staff, and will include management information on the School website when it is reconfigured. | A-B |
| A.7 | The School should put in place a system to optimise the synergies that can be developed with other Schools in the University and the structures and supports afforded within the College of Human Sciences. | 1 | The School already works closely with other schools at both College and University level, for example EWI is a University-wide initiative. The School intends to seek support from other schools when making proposals to or commenting on proposals from the College Research and Innovation Committee. | B |
| A.8 | The recent progression towards 'ad-hoc' communication channels in place of formal minuted meetings that was articulated in the SAR is too informal for a School and should be addressed.  A schedule of regular committee meetings should be arranged well in advance with agenda and minutes circulated appropriately. | 1 | The School has already agreed on a schedule of meetings for 2009-10 and has always circulated agendas and minutes in advance. | A |

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| A.9 | The School urgently needs to address staff workloads and put in place an agreed workload allocation model, appropriate to the College of Human Sciences, as speedily and transparently as possible.  This should ensure a centralised allocation of teaching coming from the Head of School rather than the Heads of Centres within the School. | 1 | The School has adopted a pilot workload model for 2009-10 for academic staff and is working through its details.  The School has agreed that teaching is allocated by the Head of School on the advice of the Heads of Subject. | A-B |
| B.5 | The School, in association with the College, should develop a five-year strategic plan to address staffing requirements, particularly those teaching demands that arise from recommendations contained in this Report.  This should ensure appropriate staff-student ratios in line with practice elsewhere in the University. | 1 | The School is required to develop a five year-strategic plan during the 2009-10 session and will address staffing requirements within that plan. | B |
| B.6 | The School needs to ensure that all newly appointed teaching staff (including tutors) undertake relevant courses in the Centre for Teaching and Academic Development. | 1 | The School has agreed that newly appointed teaching staff including tutors should undertake relevant training and is already taking steps to ensure that this will take place. | A |
| B.7 | The University should develop a clear career path for research staff, and the University needs to address the current anomaly that exists in the School whereby staff employed to do research, are classified as administrative staff. | 2 | The Head of School will contact UCD HR in connection with this recommendation and will continue to pursue it during the 2009-10 academic year. | B |
| B.8 | Steps should be taken to centralise administrative functions at School level to the greatest extent possible.  Greater use should be made of existing IT facilities, e.g., Digital Drop Box. | 1 | The School has already adopted more integrated arrangements for submission of assessed work, including electronic submission. The School has already further integrated administration in relation to timetabling and will continue to address other issues. | A-B |
| B.9 | A clearer regime should be developed by the School Executive for planning leave of absence and sabbaticals. | 1 | The School Executive will address this issue in the course of 2009-10. | B |
| B.10 | There should be dedicated provision of facilities to graduate research students within the new School accommodation. | 1 | The School has already allocated facilities to graduate research students within its new accommodation, including the setting up of a dedicated PhD room, within the limits of space available. | A |

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| B.11 | The culture and ethos of the School is sustained by the use of congenial public spaces and a comfortable library/teaching room.  This facilitates the integration of the staff-student body and is important for mature students coming in from community environments.  It is important to ensure that such spaces are available at the new site. | 1 | The School has already allocated space for these purposes. It has allocated space in L520 to the Women's Studies library and has allocated space in that room to research students. It has allocated L532 as a teaching room and is in the process of developing its facilities. Public space is available within the School's general area for students to meet and will be reviewed during the course of 2009-10. | A-B |
| C.5 | The School should review its provision of undergraduate teaching in light of its strategic objectives, the need to maximise student numbers on individual modules, and staffing availability. | 1 | The School has already made decisions about undergraduate teaching for 2009-10 and will review these for 2010-11 during the 09-10 academic session. | B |
| C.6 | Women's Studies and Equality Studies have separately labelled courses even though it has been previously suggested that these should be relabelled Social Justice offerings.  This strategy should be adopted as it will establish a stronger presence of the School in the undergraduate programme, and encourage greater integration between these two fields of study, whilst respecting their separate identities.  Such integration would not preclude the naming of two strands within the Social Justice framework as Women's Studies and Equality Studies. | 1,2 | The School will apply for recognition of 'Social Justice' as a module label (which requires recognition of Social Justice as a subject) and, if successful, will reclassify its undergraduate modules and appropriate graduate modules as Social Justice modules for 2010-11. | B |
| C.7 | An objective of offering Social Justice as a minor within the BA/BSocSci degree is recommended with the proviso that it would require the active involvement of permanent established staff in the provision of undergraduate modules. | 1,2 | The School will study this proposal in connection with the development of its five-year stategic plan. The School may initially propose a structured set of electives in accordance with Academic Regulation 3.11.1. | B |
| C.8 | Given declining student numbers, greater attempts need to be made to recruit Masters applications nationally and overseas... | 1,2 | The School has already succeeded in reversing the recent decline in student numbers for the academic year 2009-10 and will intensify its recruitment efforts with added vigour in 2010-11. | B |

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| C.8 | ...Greater cooperation with cognate schools in the College of Human Sciences and the wider University may broaden and reinvigorate the existing programmes. | 1,2 | The School already cooperates with cognate schools but plans to pursue this avenue in conjunction with systematic review of its programmes and the development of its Strategic Plan. (see also C.13) | B |
| C.9 | The School should undertake an assessment of where the new markets lie for graduates and graduate scholarships in comparable taught Master's programmes elsewhere. The recommendations identified in the SAR to enhance student recruitment need to be implemented as a matter of urgency.  For example, the School is strongly advised to utilise its extensive international networks (e.g. Marie Curie Programme and EWI), to advertise its programmes and explore the possibility of sharing Masters degrees with a number of international partner universities with expertise in social justice research. | 1 | (see also C.8 and C.11) Members of the School will be encouraged to use their international contacts for marketing our programmes.<br>The School has already investigated some international partnerships and will continue to explore the possibility of others, in conjunction with the systematic review of programmes. | B |
| C.10 | The School needs to review the interrelationship between Equality Studies and Women's Studies and the possibilities of working in a more integrated way that would sustain specialist expertise and teaching as well as providing opportunities for cross-fertilisation of ideas for staff and students.  Collaborative teaching of modules, especially at the graduate level, would reduce the number of modules with low student numbers. | 1 | The School will adopt a more integrated approach to the management of programmes in 2009-10 through a reorganisation of its structures. In the course of its systematic review of programmes it will explore the possibility of collaboratively teaching some additional modules, particularly in the core of the curriculum. | B |
| C.11 | There is considerable potential to establish an internationally attractive Masters in, for example, Global Social Justice, within which students could specialise.  Such an umbrella degree might contain a series of streams each with their own core courses and a shared range of options.  The existing programmes in Equality Studies and Women's Studies could be two specialist streams within this framework.  Such a development must involve consultation and collaboration with cognate schools in the College of Human Sciences and the wider University. | 1 | The School will follow up this proposal by researching the international market for such programmes and in conjunction with the systematic review of existing programmes (other recommendations in this section). Such a major change would have to be phased into the school programme and this whole issue will be addressed in the School's forthcoming Strategic Plan. | C |

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| C.12 | In order to increase graduate recruitment, the School, in association with cognate Schools in the College of Human Sciences and the wider University, could also avail of the opportunities provided by the Marie Curie Programme and EWI to offer a M.Res programme on Egalitarian Research and Policy. This course could address the international interest in skill training in the humanities and social sciences and would feed into the doctoral programme.  It would also, in part, address contemporary Irish government interest in evidence-based policy and help developed capability in quantitative data analysis. | 1,2 | As this would involve a set of significant changes, the School intends to investigate the demand for such a programme and how it might relate to existing programmes in other universities. As such a programme would require cross-School collaboration, the School will engage with other Schools, and possibly with other universities, in considering whether the recommendation is feasible and desirable. | C |
| C.13 | There is a need for the School to review and refresh its provision in the light of low level and declining recruitment of graduate research students.  It could, for example, encourage more applications in the fields of Women's Studies by developing new areas of expertise that are attractive to overseas candidates (for example, Gender and Development).  The School should consider the possibility that members of staff in other Schools in the College of Human Science and the wider University could actively participate in the supervision of these students. | 1,2,3 | The School will systematically review its existing programmes to see where they need to be restructured and refreshed. The School already collaborates with other UCD Schools in the provision of its programmes but will take advantage of current developments in the management of taught graduate programmes to expand this collaboration and to establish more specific commitments from other Schools. | C |
| C.14 | The School should exploit the opportunities provided by the community-university partnerships it has built up.  These opportunities could be developed in a systematic programme of placements appropriate for Women's Studies, Equality Studies or Social Justice more generally, which would assist the employment prospects of their graduates. | 1 | (in conjunction with D.8) The School will investigate the feasibility of placements. Current developments in UCD's review of taught graduate programmes provide the opportunity for incorporating these into the curriculum, but the School also recognises that there are resource implications for the management of placements and that it may not be feasible to introduce them within the School's current staffing. | B or C |

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| D.8 | Masters programmes should identify the skills training offered, and consider additional opportunities for service learning through placements and short internships in civic organisations and partner institutions.  This should allow students to identify the skills and relevant experiences that they have achieved on the programme. | 1 | (see C.14) | B or C |
| D.9 | The School should review the range of methodological training and skill levels expected by the Masters programmes, especially as students on the Equality Studies programme were not encouraged to conduct empirical research, which has implications for the methodological training required for doctoral study. | 1 | The School will consider this recommendation within its systematic review of current programmes and will make such changes as are required for 2010. The School will review its teaching of research methods and the development of a school level programme. This review may involve collaboration with other Schools. | B |
| D.10 | At present, recruitment of international students has not led to major changes in the curriculum.  Greater efforts to introduce international (particularly Southern) theory, knowledge and perspectives into the Masters programmes would encourage increased recruitment of overseas students and afford them the opportunity to draw on their own national experiences in seminars.  This request has implications for providing international resources in the library and course readings. Liaison with other collections (e.g. development studies) would be useful. | 1,2 | The School will consider this recommendation within its systematic review of current programmes. It will make such changes as are feasible for 2010, and will identify longer-term objectives within its Strategic Plan. These may involve collaboration with other Schools. | B or C |
| D.11 | The University should re-examine the budgetary allocations to facilitate the greater cooperation between Schools on graduate programmes.  Opportunities for setting up joint masters or sharing modules with other Schools and/or Centres within the University (e.g. development studies, sociology, politics, law, etc.) should be fully exploited.  This could increase student numbers on some of the modules offered by the School. | 2 | The School will pursue this issue through the CHS Graduate School Board. | B |

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| D.12 | More opportunities could be given to prepare graduate research students for their transfer to doctoral study and to promote dialogue between graduate research students on the programmes offered by the School. | 1 | The School is developing further opportunities for dialogue between research students and doctoral students through, for example, the organisation of seminar series, the establishment of a single location for the School and the setting up of a dedicated PhD room. | B |
| E.7 | A further application should be made when the current Marie Curie Programme comes to an end. | 1 | The School will consider this recommendation in light of the opportunities available. | B |
| E.8 | The Working Group on the development of Women's Studies in UCD should complete its deliberations as a matter of urgency and seek to implement its recommendations in association with other schools in the College and the wider University. | 1 | The Working Group report will be submitted in the current semester. Some of the expected recommendations have already begun to be implemented and others will be implemented as far as possible during 2009-10. | B |
| E.9 | Recognising that cutbacks in funding for outreach programmes have had a severe effect on the sustainability of the School's outreach programme, the University, as part of its mission under Section 12(i) of the Universities Act 1997, should consider developing a funding stream for staffing the outreach programmes run by the School. | 2 | The School will ask the Registrar for a formal response to this recommendation. | B |
| E.10 | The School needs to identify the optimal scale and size of outreach education in light of the financial needs and availability of teaching staff.  This programme must continue if the mission of the School is to be met and it would benefit from longer term planning and finance in this area. | 1,2 | The School will address this recommendation in the course of developing its Strategic Plan. | B |
| E.11 | The SAR suggests that some web based learning could be developed for the outreach programmes.  This concept could be valuable if it helped preserve knowledge and expertise, train new tutors, and offer mature students IT web -based skills, as well as complement face-to-face tutoring. | 1 | The School will address this recommendation in the course of its planning for 2010-11 and the development of its Strategic Plan and will look for opportunities to pilot web-based learning in the current academic session. | B-C |

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| F.6 | The School needs to establish key research priorities, through the establishment of a coherent five-year research strategy indicating the mix of innovative theoretical research, large-scale programmatic research and policy-oriented research that it intends to undertake and the means through which this research will be disseminated. | 1 | The School will develop a five-year research strategy in conjunction with the development of its five-year strategic plan. | B |
| F.7 | The School should more proactively seek to influence research indicators at College and University levels. The Head of Research and Innovation should represent the School on College research bodies and seek to ensure that it receives appropriate recognition within the College (and the University) for their record of research in recent years. | 1 | The School Head of Research and Innovation will serve on the College's R&I Committee. The School has already been proactive in seeking to influence research indicators and recognition of the School's research record and will continue to be so. | B |
| F.8 | Research administration should be centralised at School level to offer support for research in both fields of study within the School. | 1 | The School will explore the feasiblity of implementing this recommendation and will do so if feasible. | B |
| F.9 | The School should seek to build on its tradition of interdisciplinary research by engaging more actively with colleagues in other schools in the College of Human Sciences and/or the wider University. | 1,2 | The School is already leading collaboration through the EWI and the NFGS and plans to consolidate collaboration within the ESC and WSC. | A-B-C |
| F.10 | The School should consider engaging in negotiation with external funders to ensure that elements of reports, where appropriate, may also be used to contribute to papers to be submitted to international peer-reviewed journals. In the current funding climate, it may serve the School's interests to identify a wider range of possible funders, including international charitable foundations whose main aim is to promote pure rather than applied policy research. | 1 | The School has begun the process of ensuring that we fully avail of the pre-publication University Repository of research reports, articles and monographs. The School also plans to develop an enhanced publications section on our newly developed website and to explore new options for dissemination of research outputs. The School will try to ensure that future research funding agreements include permission to publish results in journal article form. Members of the School have always tried to find support for 'pure' research and will continue to do so. | B |

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| F.11 | The University's mechanisms for the evaluation of research should be reviewed to ensure that it recognises the range and importance of research being undertaken in the social sciences, including in the School of Social Justice. Such a review would seek to ensure that some of the important applied research, which has contributed to the high standing of the School at national and European levels, counts towards the recognised output for promotional purposes by the University. | 2 | The School has played a major role in the debate, at College and at University level, in relation to the evaluation of research and will continue to do so. | A-B |
| F.12 | With University support, the School should develop its website to reflect its international reputation as a centre of research excellence. | 1,2 | The School has already redesigned its website and is currently in the process of implementing the new design in conjunction with the Communications Office and UCD IT, with this objective in mind. | A-B |
| G.5 | Separate systems for evaluation are in place in the two different parts of the School. There should be a review of module and programme evaluation to achieve harmonisation of quality assurance practices at a School level. This would allow a greater sharing of experience and good practice between subject areas. | 1 | The School will develop harmonised practices during the 2009-10 session. | B |
| G.6 | The School should consider formal involvement of appropriate external stakeholders and employers in programme development and evaluation. A stakeholder forum could be established to facilitate this process. | 1 | Based on the successful stakeholder forum organised by the School for the QIP process, a further forum will be organised by the school for 2010-11. | C |
| G.7 | The School needs to review its policy of using doctoral and post doctoral students in module delivery and assessment. If it is to use doctoral and/or post-doctoral students to deliver modules, these students should complete appropriate induction and training programmes offered by the Centre for Teaching and Academic Development prior to involvement in module delivery. | 1 | The School has always tried to ensure that its teaching staff are excellent teachers. Those doctoral students and post-doctoral researchers who have been involved in module delivery and assessment have almost always had considerable teaching experience before being engaged by the School. The School will do its best to ensure that all staff undertake appropriate training before, or as early as possible during, teaching. | B |

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| G.8 | It is not good practice to rely on single marking of essays submitted by undergraduate students by inexperienced teaching staff, double marking should be encouraged for all formal assessments moderated by full-time members of staff in the case of undergraduate modules. | 1 | The School will put into place systems for reviewing assessment by less experienced teaching staff. It does not consider full double-marking to be necessary. | B |
| H.2 | Efforts should be undertaken to increase the Library allocation of the School as it seeks to develop its graduate teaching programme. | 2 | As part of its strategic planning process, the school will discuss with Library Liaison the possibilities for increasing Library allocation. | B-C |
| H.3 | The University has a responsibility to help the School to advertise and promote its programmes and its reputation as a global research centre on social justice.  The International Office should offer assistance to the School to design a strategy for the recruitment of international students to its graduate programmes. | 2 | The school will continue to work with the International Office and seek additional opportunities and resources for the promotion school programmes. | B |

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