



University College Dublin

*College of Business
Quality Improvement Plan*

Quality Improvement Plan

UCD College of Business

January 2020

1. Introduction

Give a very brief introduction to the approach taken in the development of the Quality Improvement Plan, including the dates of the original review and the names of the Quality Improvement Committee.

The UCD College of Business Quality Review took place in March 2019.

Members of the Self Assessment Report Coordinating Committee were as follows:

1. Ms Alexandra Bolster, Student Representative (Undergraduate)
2. Professor Anthony Brabazon, College Principal/Dean UCD College of Business
3. Ms Gillian Brown, Programme Manager, Smurfit Executive Development
4. Ms Michele Connolly, Programme Office Director (Interim), CDL
5. Mr Thomas Dempster, Interim HR Partner
6. Ms Aoife Doherty, Programme Office Director, UCD Lochlann Quinn School of Business
7. Dr Linda Dowling-Hetherington, Director - Assurance of Learning
8. Professor Gerardine Doyle, Associate Dean – Director, UCD Michael Smurfit Graduate Business School
9. Professor Brian Fynes, Associate Dean – International
10. Professor Patrick Gibbons (**SARCC Chair**), Academic Director, Smurfit Executive Development
11. Dr Marija Grishin, Marketing Subject Area
12. Ms Ruth Harrison, Business Operations Manager
13. Associate Professor Maeve Houlihan, Associate Dean – Director, UCD Lochlann Quinn School of Business
14. Professor Séamas Kelly, Vice-Principal for Teaching and Learning
15. Ms Roisin Loughran, Post-Doc Representative
16. Professor Donna Marshall, Vice-Principal for Research, Innovation & Impact
17. Ms Felicity McGovern, Programme Office Director, UCD Michael Smurfit Graduate Business School
18. Mr Robert Reid, College Finance Director
19. Anna Roopnarinesingh, Student Representative (Graduate)
20. Ms Elaine Tyrrell, Senior School Administrator
21. Ms Claudia Uriarte, Senior Executive Assistant

In June 2019, the initial review group report was received which was considered internally within the College of Business. This afforded SARCC members to both peruse the received report and input into same as appropriate. Any factual errors (which were minor in nature) were fed back to the Quality Office as was the College of Business initial response to the report.

On receipt of the review group report, colleagues from within the College of Business have been involved in responding to the recommendations from the review group. This quality improvement plan went through a number of iterations internally within the College of Business. Feedback was also received via the quality office from the review group chair and colleagues directly from within the quality office. A number of responses to individual recommendations were shortened in length in this final report version for ease of reading but also for impact. Colleagues involved within the College of Business in responding to the review group report included the College Management Team, the Subject Area Heads and individual members of the College Executive, as appropriate. This commentary is presented herewith.

Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require additional recurrent or capital funding

RG Report	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff / Group)	Start Date	Planned Completion Date
2.13	The College is currently a single-school entity with an underpinning faculty structure and four units of management and educational delivery which are highly effective and have strong brand recognition. However, there is a recognised need to devolve operational management functions further into these units in order to meet the needs created by their expanded work programmes and responsibilities. The RG team agrees and recommends this should be prioritised.	1	The College of Business concurs with this recommendation. In order to underpin future growth and success on both the national and international stage, more operational responsibility will be devolved into the four units (Quinn, Smurfit, CDL and Smurfit Executive Development) given the scale of activity and diversity of each. This devolution will encompass goal-setting by each unit in line with College and University strategy, supported by the implementation of a comprehensive budgetary and financial reporting system internally within the College in order to underpin the devolution of operational management. The upcoming strategic planning process in the College (to support the wider University strategy) will provide a natural opportunity to advance this process and to ensure concrete goals continue to be in place for each of these distinct units.	Dean/College Principal	July 2019 onwards	Will be ongoing and permanent in nature by way of structure.
3.15	Faculty demographics and career stage variation presents an ongoing challenge that needs to be managed at a College-wide level. A significant emphasis in recent years on hiring research-active junior faculty combined with a growing complexity of programmes, executive education and distance learning demands, has the potential to lead to a significant “service” or “leadership” deficit that could undermine the advances the College has made in many areas. Clear attention will be needed in early career faculty	1	The recruitment of a cohort of early career faculty in recent years, following the retirement of a number of long-standing faculty members, presents an exciting future in terms of research and teaching innovation for the College. Of course, it also poses short-term challenges concerning the availability of experienced faculty to undertake key leadership roles. The College fully concurs with this recommendation and will prioritise the addressing of this challenge through 4 particular mechanisms including <i>Performance 4 Growth</i> and <i>faculty mentoring systems</i> , to ensure that opportunities to serve in appropriate	Dean/College Principal with College Management Team, Subject Area Heads and HR Partner	July 2019	Will be ongoing and permanent in nature by way of structure.

	development that capitalises on university opportunities and in succession planning for roles that are more senior.		<p>leadership positions are provided to early career faculty so that their career development is appropriately balanced and to ensure longer-term succession planning is enabled.</p> <p>A holistic approach to staff planning will be taken to encompass succession planning, career and leadership development, with a view to creating a pipeline of future leaders with appropriate experience and skills. UCD HR now runs a <i>Newly Appointed Assistant Professors Programme</i> (http://www.ucd.ie/peopledevelopment/ourservices/newtouce/newlyappointedprogramme/). All early career Assistant Professors will be encouraged to participate to accelerate their integration and development within the university. This programme also has a mentoring element which will be beneficial to colleagues in providing them with inter-disciplinary interaction and opening up their experience beyond their local area. In addition, UCD HR runs a Leadership and People Management Programmes. Individuals will be encouraged to participate in this programme at the relevant juncture in their career. These development opportunities can be identified and planned as part of the UCD performance management process.</p> <p>The <i>staff planning process</i> will take into account the current staffing profile when planning future recruitment so that a blend of internal leadership development and recruitment of senior leaders can be used to create the optimum staffing profile.</p>			
3.16	Disruption is affecting all sectors in business. Several of the College's programmes address these disruptions, but it was not evident to the RG that the College has been addressing the coming disruption in the higher education space. It is recommended that a College wide approach be developed for addressing these coming challenges.	1, 2	The College has never been slow to experiment with emerging forms of educational technology, and to integrate these within our curriculum where appropriate. Our Business eLearning team continue to proactively monitor and prudently implement the latest trends and emerging developments around technology-enabled learning, as they have done for quite some time. Moreover, over the past decade or so, considerable thought has been given to the integration of online delivery modes into our programme portfolio. The view has been, however, that where a greater emphasis on technology-enabled learning is deemed appropriate, a	College Management Team, Subject Area Heads and Teaching & Learning Committee	July 2019	Ongoing

			<p>blended learning approach best leverages the strengths of our College (e.g. our portfolio of skills and our established technosocial infrastructure) and addresses the needs of our student cohorts. (The MBA programme, for example, is currently undergoing a substantial review, one of the outcomes of which may well be the introduction of a blended learning delivery mode.)</p> <p>The College has made extensive investment in the learning environment with a view to meeting the changing ways we live, work and learn for example through the UCD Moore Centre for Business which is discussed in more detail in recommendation 4.15.</p> <p>The College will continue to revisit questions around possible opportunities associated with new developments in technology-enhanced learning (TEL), and this recommendation will be explored more systematically in the context of the work underway to develop a new College strategy for 2020 onwards. Moreover, this will be done in conjunction with the University-wide TEL strategy that is currently being developed within UCD. Such an approach would seem sensible given the broader infrastructural demands that are likely to be entailed by any significant developments in this area.</p> <p>The Business eLearning Manager will be asked to provide regular commentaries on developments in this area to the Teaching and Learning Committee, as well as publishing a short annual review on the subject - incorporating a summary of broader trends in the area as well as reports on on-going TEL experiments within our own curricula.</p> <p>The College will schedule Teaching and Learning workshops, symposia and ‘brown bag’ discussion lunches enabling colleagues to share examples of innovative teaching and assessment approaches for the purposes of continuous learning and improvement.</p>			
3.17	A two-campus model presents its own set of cultural challenges. It is recommended that the College develop an approach to increase the	1	The College will organise College wide events twice each year to bring colleagues from both locations together in one space (e.g. end of term events). In addition, a	College Management Team	July 2019	Ongoing – needs continual

	integration across campuses to better build a “one school” feel across faculty and professional staff.		<p>newsletter style communication is sent weekly aimed at keeping staff in both locations up to date on events in the College and also within the wider university.</p> <p>There are a number of committees and events within the College of Business for which the location of meetings is rotated to give colleagues as much opportunity to attend where possible and practical. Examples of these are College Management Team and College Executive meetings as well as Teaching and Learning, Research Impact and Innovation and Accreditation Committee Meetings, Research Seminars etc.</p>			focus and no end date.
4.15	There seems to be opportunity for more innovation in teaching and assessment methods and the College is especially encouraged to consider how technology-enhanced learning could help here.	1	<p>While many innovative teaching and assessment methods have been adopted within modules across the four units (e.g. global virtual teams, in-class polling, online simulations, instructional videos, lecture capture), the College appreciates that there may be opportunities for further innovation in this area.</p> <p>As outlined above (see response to recommendation 3.16), the College is currently devising its strategy for 2020 onwards and this will explicitly address the role of technology in enabling learning. Moreover, the on-going development of a University-wide Technological Enhanced Learning (TEL) strategy – which is prioritising areas such as TEL-informed curriculum design, digital assessment, and feedback - is timely in this regard.</p> <p>In addition, the UCD Moore Centre for Business which opened in September 2019 represents a very significant investment in the learning environment for our students. It includes new interactive learning environments, extensive co-working zones, and opportunities to develop and apply data analysis skills in the context of real-world problem-solving exercises. Many of the learning spaces in this new facility support further integration of technology within our curriculum. (Some of the rooms – e.g. the media suite - will also be available to our graduate students.)</p>	Teaching & Learning Committee	Continuous / ongoing	Continuous / ongoing

			<p>Underpinning any such TEL experiments will be a firm resolve to resist the implementation of ‘innovative’ technology for its own sake, foregrounding instead the importance of tangible improvements to teaching and learning practices. It will remain of crucial importance to continue to be able to discriminate between interventions that are genuinely valuable to enhance the student experience.</p> <p>In summary, the College’s approach to TEL will be informed by the latest appropriate developments in this space.</p>			
4.16	True integration of critical thinking across programmes should underpin all curriculum review and assessment.	1	<p>We very much welcome this recommendation, and we take it as a valuable prompt to review again our understanding of ‘critical thinking’, its value in the contemporary world, and the ways in which we might ensure it is embedded deeply within our curricula.</p> <p>As a starting point, through the Teaching and Learning Committee, we propose to invite Programme Directors and Subject Areas to attempt to clarify for us their conception of ‘critical thinking’, and to describe how they believe that these skills are fostered within their modules and programmes.</p> <p>Following this consultative exercise, a broader College-wide conversation will be initiated to explore possible competing conceptions of ‘critical thinking’ and to tease out their specific implications for our curricula design and assessment practices.</p>	Teaching & Learning Committee/ Programme Directors/ Heads of Subject Area	October 2019	End of 2019/20
4.17	More effectively utilise the Teaching and Learning Committee to ensure continuous improvement and to help the College to achieve its strategic goals.	1	<p>The Teaching and Learning Committee’s focus is on broader policy and strategic issues. The operational aspects of our taught programmes are the responsibility of our Governing Boards and Subject Areas.</p> <p>In recent times, for instance, the Committee has driven the development of a new online assessment policy and a group work policy for the College. It is currently finalising proposals for the College’s first formal teaching mentoring scheme and is working on the development of a new policy to ensure the integrity of assessments</p>	Teaching & Learning Committee	Continuous / ongoing	Continuous / ongoing

			<p>completed outside of examination conditions. It has also recently reviewed and made recommendations on the design and implementation of the College's teaching awards scheme, and has made a substantial contribution to the University's on-going Grade Approvals Process (GAP) review in the area of the use of grade analytics. The committee has also been extremely active in representing the College in the development of the University's new academic regulations and in the design and implementation of UCD's new VLE.</p> <p>Over the past year, a number of the academic members of the T&L Committee have been asked to take on a special responsibility for driving a specific strategic priority – including grade analytics, VLE implementation, faculty mentoring, and the integrity of assessments. This has been very helpful as a means of progressing the Committee's work agenda and ensuring more broad-based and active engagement with it. It is envisaged that this practice will be continued.</p> <p>The upcoming strategic planning process for the College will provide an opportunity for reflection on future strategic goals from a T&L perspective and it is anticipated that this process will assist in further aligning activities of the T&L committee and College (and broader University-level) strategic goals.</p>			
5.11	Consider rationalising structure and teaching across similar Master of Science programmes in order to more effectively utilise staffing resources.	1	The College is currently involved in a strategic planning process which will see a new strategy in place to 2024. Integral to that will be the overall University strategy from which each College strategy will take its lead. It is accepted that there is a wide portfolio of programmes within the College of Business and much consideration, debate, benchmarking and discussion is undertaken before any new programmes are launched. As part of the new College of Business strategy, consideration will be given to rationalisation of programmes in order to optimise our offering from both a student and an operational perspective.	College Management Team and Subject Area Heads	2020-2024	December 2024

5.12	More strategic approach to new programme development, which would fully involve (and possibly be driven by) the Heads of Smurfit and Quinn.	1	<p>Given the budgetary pressures that exist currently, it is agreed that any new programme development will fully involve the Associate Deans/Directors of the Quinn and Smurfit Schools. There are several proposals being explored at both the undergraduate and graduate level presently and it is expected that these will lead to new programmes with the first of these commencing in Sept 2020. Examples of proposals under development for implementation in Sept 2020 and 2021 include:</p> <ul style="list-style-type: none"> ○ BSc Business ○ MSc Accounting and Financial Management ○ MSc Fintech ○ Executive Global MBA 	Associate Deans/Directors of Quinn and Smurfit Schools	July 2019 onwards for implementation in 2020 and 2021	Ongoing
5.13	Review joint programmes to ensure non-business and business modules are aligned to achieve relevant learning outcomes.	1	<p>The College is fully engaged with this recommendation and we will maintain attention on all joint programmes. Taking some specific examples of joint programmes, with regard to BCIT, all school and language leads involved with Bachelor of Commerce International meet regularly, chaired by the programme director in a continuing and committed dialogue about programme development and outcome delivery, as well as operational issues. With regard to Bachelor of Business and Law (BBL), we work closely and collaboratively with the UCD Sutherland School of Law and support is provided by our own programme manager to the BBL. It has been agreed with the Dean of Law that we will introduce a co-directorship from the next programme directorship appointment from Christmas 2019, to further endure the alignment and ongoing curriculum development in the BBL programme. A new programme director has recently been appointed to the BSc Economics and Finance and this will provide a natural opportunity to reinvigorate dialogue between the schools involved in the programme.</p> <p>Regular curriculum and assessment mapping occurs takes on undergraduate and graduate programme. This process takes place twice every five years and provides programme teams with an overview of how learning outcomes are being addressed in terms of content and assessment.</p>	<p>Director, Assurance of Learning</p> <p>Input from Academic Programme Directors</p>	Continuous / ongoing	Continuous / ongoing

			<p>For our assurance of learning process, joint programmes, are treated identically to all other College of Business programmes; including curriculum and assessment mapping and gathering assessment data that provides evidence of student achievement of programme learning outcomes. This ensures that all modules are closely aligned with the relevant programme learning outcomes.</p> <p>Outputs of the assurance of learning process are regularly presented to the relevant School Governing Board – in the case of joint programmes, representatives from other UCD Schools are members of our Governing Boards and are, therefore, present when discussions on assurance of learning matters occur and can contribute to these discussions and follow-up with their own Schools on issues of concern.</p>			
6.9	Moving from the College’s current research position to a Top 50 position requires concerted effort and alignment. The RG urges the College to recognise and address the tensions between the current Policy Promoting Excellence and the community building and impact-oriented direction set out by the CoB RIIG.	1	The College of Business Policy Promoting Excellence will be reviewed by the College of Business Research Innovation and Impact Group (CoB RIIG) to ensure it is aligned with UCD and College of Business strategies as these unfold in the 2020-2024 planning process.	VPRII with CoB RIIG	From October 2020	June 2020
6.10	Growth in the PhD programme, and (potentially) postdoctoral researchers, needs to be a key pillar in reaching the College’s stated objective, as faculty talents can be leveraged by these committed researchers. As trade-offs in resource allocation are considered, the RG recommends that this potential multiplier effect should not be ignored.	1	The PhD programme and postdoctoral researchers will be grown through internal UCD and external funding schemes. Faculty will be made aware of and, given our recent compilation of the database of expertise, encouraged to apply to specific schemes that suit their career stage and PhD and postdoctoral researcher needs. A schedule of funding calls will be circulated annually in September and ongoing alerts will be aligned with funding calls. Supports for PhD and postdoctoral researchers, particularly community support, will be reviewed by the CoB RIIG in Q1/2 2020 and put in place in Q3 2020. It is also noted that the Ad Astra Fellows scheme will help to further strengthen the College’s PhD programme, initially via the centrally-funded PhD posts for Ad Astra appointees, and in the longer-term via external funding successes of the Ad Astra Fellows. This will be linked to the College’s new research strategy 2020-2024.	VPRII, Director of Doctoral Programme with CoB RIIG	March 2020	On-going

6.11	The RG encourages the College to address challenges in funding support by aligning with schemes available at the University level and in seeking funding and partnerships externally.	1	Faculty are strongly encouraged to apply to UCD seed funding schemes and the College welcomes the recent increase in funding support for these. The VPRII for the College works closely with colleagues in UCD Research and with the UCD Research Partner for the College of Business to ensure that all faculty are aware of internal and external funding opportunities in a focused and timely manner. Particular initiatives underway include a systematic engagement with all new faculty members to make them aware of internal / external funding opportunities and UCD supports for funding applications, where available. The VPRII in September 2019) prepared and circulated a schedule (with associated dates) of upcoming funding calls / opportunities to all faculty and this will be an ongoing feature. Workshops are also organised for faculty in which experienced PIs help mentor other faculty members concerning funding applications.	VPRII	September 2019 and ongoing	Annually
7.5	The research strategy will be crucial for the College going forward and there is clear evidence of quality improvement since the last review. However, this requires focus now, especially in funding support, both internally in keeping with schemes available at University level and in seeking funding and partnerships externally.	1	<p>The College concurs with this recommendation and the upcoming College strategy development process, in line with that of the wider University strategy development process, will provide a natural forum for the development of a new College research strategy. The College research strategy for 2020-2024 will be developed in alignment with the UCD and the College of Business strategies in 2020 by the CoB RIIG. Funding support will continue to be made available through the College of Business Seed Funding Scheme in Q1 and Q3 annually and the VPRII will work with the UCD Research support teams on an ongoing basis to ensure the College of Business faculty are aware of and encouraged to apply to internal UCD schemes and external funding. The annual call schedule will be circulated in September.</p> <p>Significant advances have been made by the College in recent years in terms of research quantity / quality, and also in the College's ambitions concerning external funding success. There is a trade-off between the potential advantages of developing specific foci of research expertise as against maintaining a broader focus. In recent years the College has developed a number of key research</p>	VPRII	2020-2024	December 2024

			<p>thematics (Business & Society, Digital Business, Food and Financial Services) which have proven successful in attracting external funding and industry support. These thematics have also informed faculty hiring decisions and taught programme development.</p>			
7.6	<p>The faculty is bi-modal in its age and career stage pattern. Clear attention will be needed in early faculty career development that capitalises on University opportunities, as well as succession planning in respect of senior roles.</p>	1	<p>As per 3.15 noted earlier, the staff planning process for the College will take a holistic approach to creating the optimum staffing profile. This will include <i>integrating succession planning, learning and development plans</i> across all levels (appropriate to career stage), <i>mentoring</i> and <i>on-the-job learning</i>.</p> <p>Early career <i>Assistant Professors</i> will be encouraged to attend the bespoke development programme run by UCD HR and leadership challenges will be brought into <i>Performance 4 Growth</i> reviews with a view to identifying those with leadership potential who may benefit from / wish to participate in leadership development.</p> <p>In terms of providing leadership opportunities for faculty, it is envisaged that faculty will be carefully mentored by Subject Area Heads and other senior faculty to prepare them for a pathway of academic leadership roles of increasing responsibility as suited to their prior experience. Starting with Subject Area responsibilities (e.g., subject area teaching and learning co-ordinator), faculty can be expected to progress over time to leadership roles with wider responsibilities such as programme directorship, leading in turn to School / College level roles such as Subject Area Headship, Associate Dean and Vice Principal roles. This will create a pipeline of future leaders for the School / College.</p>	<p>Dean/College Principal with College Management Team, Subject Area Heads and HR Partner</p>	July 2019	Ongoing/Continuous
7.7	<p>The student experience and quality of learning outcomes and assessment requires a focus on critical thinking, consistent with recommendation 4.16.</p>	1	<p>Please refer to 4.16 above for details of how this issue will be addressed. This will also require an active dialogue with School and Academic Programme Directors.</p>	<p>Teaching & Learning Committee/ Programme Directors/</p>	October 2019	2019/20

				Heads of Subject Area		
8.11	The College should work with central UCD support services teams, for example, IT services, campus operation, to ensure that centralization of services, under the SASR project 2018/2019, does not lead to any diminution of local support services within the College.	2	<p>It is essential that key local support services (within the College) for students and staff are maintained at current quality level in order to underpin student experience, maintain our triple crown of international accreditations and ensure further rankings successes.</p> <p>The SASR project timeline has been extended to facilitate the Job Sizing Framework project, which was recently approved by the Department of education and Skills. Posts which were within scope of the SASR2 project will be considered by the Job Sizing Committee as a matter of priority to allow the SASR implementation to then progress as planned. It is hoped that the College will benefit from a structure which fits into the overall University structure with clear job families, job competencies and therefore more defined development opportunities and interactions with other areas. Colleagues from across the College of Business will continue to work with all University stakeholders to ensure no diminution of local support services.</p>	College Principal and HR Partner	September 2019	December 2020
8.12	Opportunities appear to exist with regard to increased recruitment of international students at undergraduate level and the College should explore this more fully.	1	The College is extremely mindful of opportunities that exist internationally in Asian and other international markets and is planning for a growth in undergraduate enrolments of 250+ over the next three academic years. The College is also cognisant that the quality of our offering and that student experience needs to be maintained. The College is highly committed to the concept of the global classroom and to offering the best possible opportunities to enable our students to be exceptional future business leaders both in Ireland and overseas. Diversifying the student profile, intake and experience will be core to achieving this ambition.	Associate Dean/Director Quinn School	For implementation from 2020 and beyond	Ongoing
8.13	Supports for early-stage faculty, in tandem with the VP RII office, both pre-award and post-award, should be in place and monitored, both in terms of provision of sufficient research space and administrative supports.	1	The VPRII for the College of Business will work on an ongoing basis with the UCD Research office to ensure that College of Business faculty are aware of pre and post-award supports. Administrative supports and research space, subject to budget, will be prioritised and monitored	VPRII	January 2020	June 2020

			in the next College of Business research strategy, which will be developed in 2020.			
9.8	The RG suggests that continuing efforts could be made to further strengthen and capitalise on the channels of interaction between UCD College of Business students and alumni. The Alumni Network could also be better mobilised in order to involve alumni more directly in activities of the College.	1	<p>This has been an area of recent focus for the College, with significant investment being made in this function. The range of activities undertaken which have had a strong focus on alumni engagement has been transformed over the past five years.</p> <p>A key challenge for the alumni team is to balance the demands of organising a wide range of engagement events with the time investment needed to build of stronger linkages between graduates and current / prospective students within a constrained staffing envelope. Given financial constraints, opportunities to rationalise the event offering in order to free up alumni resources to build these linkages will be sought over the coming year.</p> <p>Some examples of alumni activities include:</p> <p>Student to Alumni Life-Cycle:</p> <p>Awareness & Perception (Marketing)</p> <ul style="list-style-type: none"> • Alumni Testimonials gathered • Alumni organised events • Overseas Chapters (35+) in key locations • Memberships & subscriptions, e.g. Irish Chamber of Commerce Singapore (First Friday Breakfast), Irish America Partnership in the U.S., Dublin Chamber etc. • Alumni participation at events such as MBA Experience Day, regional events (Cork etc.) <p>Admissions (incl. Exec. Development & CDL)</p> <ul style="list-style-type: none"> • Alumni convert prospective students through conversations and sharing experiences • Overseas Executive Development short courses promoted to UCD alumni 	Alumni Relations Team	Ongoing	Ongoing

			<ul style="list-style-type: none"> • Event(s) organised in Singapore to assist with local recruitment e.g. panel discussion 2019 • During 2019/20 and moving forward, Alumni Relations will be actively engaging with the UCD Smurfit Student Recruitment and Admissions Team to enhance the process of conversion of ‘offers’ to ‘accepts’ to ‘registered students’ <p>Student Experience (Programme Office & Careers):</p> <ul style="list-style-type: none"> • One-to-One Mentoring • Connecting College of Business students with alumni via the Graduway Platform (On-line directory of the UCD Community) • Alumni presence at Careers Fairs/Events – facilitate student internships & graduate opportunities • MBA/MSc Alumni Speakers Series • Volunteering Opportunities • Current students invited to attend events such as MBA Christmas Reception, CEMS Events, Panel Discussions, Women in Leadership, Aspire Welcome Reception etc., adding positively to their student experience <p>Alumni Relations & Development:</p> <ul style="list-style-type: none"> • Comprehensive schedule of activity in Ireland and Overseas to engage alumni and encourage on-going connection with the College of Business events, communications, mentoring, volunteering, speaking opportunities, chapter representatives, class champions for reunions etc. • Alumni Relations activity underpins the College’s funding drive – Class Gift Appeal Campaigns & the nurturing of major donors. • Collaborating with colleagues to create awareness, increase admissions and improve the student experience 			
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			<ul style="list-style-type: none"> Managing all Board related activity 			
9.9	The College should consider an expansion of the Smurfit Executive Development programme, which could benefit the College's income and corporate relations as well as the UCD brand.	1	A draft UCD strategy to 2024 is currently being finalised and from this a new College of Business strategy will be formulated. This will include metrics for growth in terms of student numbers and revenues at both undergraduate, graduate levels. Maintaining the strong performance of Smurfit Executive Development, and facilitating SED to reach its full potential, will also be an important element of the future College strategy. SED will require investment in order to support future plans for growth.	Dean/College Principal, Associate Deans/Directors of Quinn and Smurfit Schools and Director of Smurfit Executive Development	2020-2024	December 2024
9.10	There has been good recent progress on partnering with other Schools and Colleges within UCD on teaching and research. This should be extended and strengthened where possible.	1 and 2	The VPRII is working with the VPRIIs from the other UCD colleges as well as the UCD Research partners for each college to ensure that the College of Business is a preferred partner in internal and external research projects. The VPRII will continue to highlight through collaboration the College of Business expertise to the other UCD colleges. We will consider other possible collaborative undergraduate and MSc programmes where appropriate.	VPRII	Ongoing	Ongoing

3. Prioritised Resource Requirements

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. While the College will seek to use existing resources as efficiently as possible, there is no doubt that the planned growth of the College of Business in both student numbers and revenues will require additional supporting resources over time in terms of both staffing (faculty and professional) and wider investment in critical infrastructure (technological, marketing, careers, alumni support etc.). Increased recruitment of international students will also require that suitable investment is made in support services in order to ensure that all students have a satisfactory experience whilst at UCD. Resources for these investments (and those in 2 and 3 below) will stem from future growth in College revenues.
2. Maintenance of existing accreditations requires that the College continues to invest in staffing and infrastructure in line with requirements of the accreditation bodies which are strongly focussed on quality of student experience and student outcomes. Continued strong performance on key business school rankings such as the Financial Times rankings also requires continuing investment in the T&L environment and in student services underpinning critical rankings criteria such as careers and alumni.
3. As noted by the review team, the College needs to invest in elearning facilities in order to build a credible presence in blended / on-line learning capabilities and to maintain the attractiveness of current programmes.