



University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD College of Business

July 2019

Accepted by the UCD Governing Authority at its meeting on 12 December 2019

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Appendix 1: Summary of Commendations and Recommendations

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Key Findings of the Review Group

The Review Group (RG) has identified a number of key findings in relation to areas of good practice operating within the UCD College of Business (CoB), and areas which the RG would highlight as requiring improvement. The main section of this Report sets out all observations, commendations and recommendations of the RG in more detail. An aggregated list of all commendations and recommendations is set out in Appendix 1.

Examples of Good Practice

The RG identified a number of commendations, in particular:

1. The College of Business has a clear strategy for 2020 that has been widely adopted and understood across the entire community of the College. All aspects of its work programmes reflect that clearly and this commitment to implementation of shared strategy is highly commendable.
2. The level of collegiality, commitment, engagement and general esprit de corps is very evident in all domains of activity at the College. This aids greatly in the College's attraction and retention of high-quality students, faculty and staff.
3. There is a focus on continuous improvement and commitment to quality in all the activities at the College and across all domains of education and training, research, innovation and impact and general engagement, which is highly commendable.
4. There has been a concerted focus on capital and infrastructural development at the College in line with strategy, which is highly commendable. The campus sites both at the Quinn School in Belfield and the Smurfit School in Carysfort, Blackrock are highly impressive and reflect an investment on which a continuing quality experience can be enhanced for the next 10 years.
5. The College was an early innovator in internationalisation and strategic programme recruitment and a member of a number of major global alliances and is the Irish global champion. It has built a strong brand and support services and continues to adopt innovations of the highest standard, in keeping with both its own educational goals and with the UCD Global Engagement strategy. This is highly commendable.

Prioritised Recommendations for Improvement

The full list of recommendations is set out in Appendix 1, however, the RG would suggest that the following be prioritised:

1. 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.
2. The committees reporting to the College Management Team (CMT), particularly the Teaching and Learning Committee and the Research, Innovation and Impact Committee, show dedication to quality delivery in line with the College mission and strategy. However, their articulation with other pedagogic and academic structures, at both university level and unit or school level in the College, could be more clearly drawn and strategically aligned.
3. Further enhancement of student experience and quality of learning and assessment requires attention to technological innovation and full integration of critical thinking into curricula. This enhancement would benefit from more effective utilisation of the Teaching and Learning Committee to help the College achieve its strategic goals and make the most of the potential of the new undergraduate teaching space.
4. The research strategy will be crucial for the College going forward. There is clear evidence of quality improvement since the last review. However, this requires focus now in order to continue this upward trajectory and achieve the goal of a research environment consistent with a Top 50 Business School globally. There are trade-offs to be made in the provision of research time and in funding support with a focus on increasing resources, both internally in keeping with schemes available at university level and in seeking funding and partnerships externally.
5. 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.

1. Introduction and Overview of UCD College of Business

Introduction

- 1.1 This report presents the findings of a quality review of the College of Business, at University College Dublin, which was undertaken in March 2019. *The College response to the Review Group Report is attached as Appendix 2.*

The Review Framework

- 1.2 Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015). Quality reviews are carried out in academic, administrative and support service units.
- 1.3 The purpose of periodic review is to assist the University to assure itself of the quality of each of its constituent units, and to utilise learning from this developmental process in order to effect improvement, including:
- To monitor the quality of the student experience, and of teaching and learning.
 - To monitor research activity, including management of research activity; assessing the research performance with regard to: research productivity, research income, and recruiting and supporting doctoral students.
 - To identify, encourage and disseminate good practice, and to identify challenges and how to address these.
 - To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards.
 - To encourage the development and enhancement of these systems, in the context of current and emerging provision.
 - To inform the University's strategic planning process.
 - The output report provides robust evidence for external accreditation bodies.

- The process provides an external benchmark on practice and curriculum.
- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality procedures enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Universities Act 1997 and the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Review Process

1.4 Typically, the review model comprises four major elements:

- Preparation of a self-assessment report (SAR)
- A visit by a review group (RG) that includes UCD staff and external experts, both national and international. The site visit normally will take place over a two or three day period
- Preparation of a review group report that is made public
- Agreement of an action plan for improvement (quality improvement plan) based on the RG report's recommendations. The University will also monitor progress against the improvement plan

Full details of the review process can be found on the UCD Quality Office website: www.ucd.ie/quality

The Review Group

1.5 The composition of the RG for the UCD College of Business was as follows:

- Professor Cecily Kelleher, College Principal, College of Health and Agricultural Sciences (Chair)
- Associate Professor Mark Flanagan, UCD School of Electrical and Electronic Engineering (Deputy Chair)
- Professor Mark Vandenbosch, Ivey Business School at Western University, Canada (Extern)
- Professor Wendy Loretto, University of Edinburgh Business School, Scotland (Extern)

1.6 The RG visited the College from 25 – 28 March 2019 and held meetings with both faculty and professional staff; undergraduate and postgraduate students; graduates, employers, individual members of the SAR Co-ordinating Committee; other University staff, including the College Principal of the UCD College of Business. The site visit schedule is included as Appendix 3.

- 1.7 In addition to the Self-assessment Report, the RG considered a wide range of documentation provided by the College and the University during the site visit.
- 1.8 This Report has been read and approved by all members of the Review Group.

Preparation of the Self-assessment Report (SAR)

- 1.9 Following a briefing from the UCD Quality Office, formal preparations for this quality review began in 2018. A Self-assessment Report Coordinating Committee (SARCC) was established by the College, which included wide representation from stakeholder groups within the College, and was formed following direct invitations from the Dean/College Principal.
- 1.10 Faculty, professional staff and students were consulted during the process with specific aspects of the report discussed in various fora. The final draft report was developed by the SAR Co-ordinating Committee reflecting the various inputs with individual members taking responsibility for chapters of the report. All staff were invited to comment on the final draft and to contribute to the final report.
- 1.11 SARCC meetings were rotated between Quinn and Smurfit locations. Both the agendas and minutes of all SARCC meetings were made available to the RG team.
- 1.12 There was regular and on-going dialogue between the College of Business and the Quality Office representatives during the drafting process.
- 1.13 The RG found the SAR and supporting documentation to be very detailed, accurate and thoroughly prepared. The planning put into the RG visit was extremely meticulous and all information was to hand and of a very high standard of presentation.

The University

- 1.14 University College Dublin (UCD) is a large and diverse university whose origins date back to 1854. The University is situated on a large modern campus about 4 km to the south of the centre of Dublin.
- 1.15 The University Strategic Plan (2015 to 2020) states that the University's mission is: "to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the University is enabled to achieve their full potential".
- 1.16 The University is currently organised into six colleges and 37 Schools:
 - UCD College Arts and Humanities
 - UCD College of Business

- UCD College of Engineering and Architecture
- UCD College of Health and Agricultural Sciences
- UCD College of Social Sciences and Law
- UCD College of Science

1.17 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Business, Engineering, Health Sciences, Agriculture, Veterinary Medicine, Arts, Law, Celtic Studies and Human Sciences. There are currently more than 26,000 students in our UCD campus (approximately 16,300 undergraduates, 7,800 postgraduates and 2,200 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 6,300 international students from more than 121 countries. The University also has over 5,400 students studying UCD degree programmes on campuses overseas.

UCD College of Business

- 1.18 The self-assessment report provides a very detailed account of the College of Business which sets out clearly the context in which it operates at University College Dublin.
- 1.19 The original UCD Faculty of Commerce (now the UCD College of Business) was established in 1908. The UCD College of Business operates from five locations, two in Ireland and three overseas. Overseas locations: Hong Kong, Singapore and Sri Lanka.
- 1.20 There have been several re-structuring/academic unit realignments at UCD during the tenure of the current and most recent university Presidents. In 2015 there was a move from a 5 to a 6 College structure and the School of Business became a stand-alone College of Business.
- 1.21 The UCD Michael Smurfit Graduate Business School has two advisory boards with prestigious membership. The opening section of the self-assessment report sets out the University's vision for 2020 and summarises the six strategic initiatives underpinning it. The current UCD College of Business strategy is well described and developed.
- 1.22 The vision, ambition and values for the UCD College of Business for 2020 and beyond, are articulated under the overarching aspiration "To Look and Feel like a Top 50 Business School". There are four pillars to this strategy: A commitment to research, innovation and impact on business and society; transformational learning; in the world; for the world. The strategic priorities include retention of "triple crown" accreditation and membership of the Community of European Management Schools (CEMS), Principles for Responsible Management Education (PRME). Partnership in International Management (PIM) and the Consortium for University-based Executive Education (UNICON).

- 1.23 A key strength of the UCD College of Business is that it is the largest and leading Business School in Ireland and has strong international recognition. It is the only Business School in Ireland ranked in the top 100 Business Schools in the world, for example, in the Financial Times rankings. Further quality and strength are evidenced by the associations and networks in which it is a participant.
- 1.24 The College attracts Irish students of calibre to both its undergraduate and graduate programmes. Moreover, some 50% of graduate students are from overseas.
- 1.25 Undergraduate students are based in the UCD Lochlann Quinn School of Business, which is located on the UCD campus in Belfield, Dublin 4. The Centre for Distance Learning (which manages the overseas operations) is also housed in the UCD Lochlann Quinn School of Business.
- 1.26 Graduate students and Executive Development participants are based at the UCD Michael Smurfit Graduate School of Business, which is located on a dedicated campus in Blackrock, Co. Dublin.
- 1.27 The College offers a range of programmes at undergraduate and postgraduate level, and has six subject areas: Accountancy; Banking and Finance; Human Resource Management and Employment Relations; Management; Marketing; and Management Information Systems.
- 1.28 New undergraduate programme pathways/specialisations have been introduced on the overseas programmes. Some of these include Digital Business, Project Management and Business with Law.
- 1.29 At graduate level, programmes offered include International Marketing, Leadership, Business Sustainability, Advanced Management, Business Analytics, Project Management, MBA Programmes, Digital Marketing, and Supply Chain Management. A number of new Masters of Science programmes have also been developed in the area of Aviation Finance, Digital Marketing, Leadership and Management Practice and Business and Executive Coaching. This list showcases a number of College programmes and is not meant to be exhaustive.
- 1.30 There are three Master of Science programmes offered jointly by the College: Food Business Strategy with the UCD School of Agriculture and Food Science, Biotechnology and Business with the UCD School of Biomolecular and Biomedical Science, and International Law and Business with the UCD School of Law.

2. Organisation and Management

General Comments and Context

- 2.1 The College of Business is led by the College Principal and Dean of Business. The Dean, as well as having executive responsibility for the academic and financial direction, is also the College Principal and sits on the University Management Team (UMT), reporting to the President. The College has four units, two of which are called Schools for branding and identity purposes, though these are not conventional Schools as the term is applied across other areas of the University.
- 2.2 The College is managed by a College Management Team (CMT) and a wider executive, both of which are chaired by the Dean. There are eight substantive senior management roles which together with the Dean, constitute the CMT. Two Associate Deans act as Directors of the Quinn and Smurfit Schools respectively. The third Associate Dean-International, heads up the Centre for Distance Learning and Internationalisation. The fourth unit manager is Director of the UCD Smurfit Executive Development. The three Vice Principals and College Finance Director map to comparable university structures in other areas of the University. There are six academic subject areas, as recognised by UCD Academic Council, at the College and these Subject Area Heads have a significant role in allocating teaching responsibilities and in advocating new academic appointments to the Dean.
- 2.3 The principal formal advisory body to the Dean is the College Executive, a large body defined by statute to be advisory in terms of management and resource allocation decisions made by the Dean. It comprises the members of the CMT, the six Subject Area Heads and Directors/Senior Managers, Programme Office Directors at the College, along with a number of other professional staff post holders. The Dean in this College therefore combines the functions of College Principal and Head of School. The reason given for this structure is the crosscutting faculty nature of the work programmes in the delivery of Business research and education activities across the four main pedagogic units at the College. However, this does mean that a very large College entity does not have clearly devolved management responsibilities for financial and people management decision-making and the Dean is reviewing this currently.
- 2.4 The RG found the College to be well organised and administered, with a good balance of central university and local support for its programmes and a commitment to a very high quality student experience. The Dean and CMT are well engaged with the wider university integrated planning model, the ongoing implementation of the Human Resources and UMT led Performance for Growth (P4G) programme being rolled out across the University at the time of writing and the Registrar-led Student and Academic Services Review (SASR) initiative to streamline student support across the University.

2.5 The self-assessment report provides detail of progress and activities since the last quality assurance review. It acknowledges the challenges in managing a split-site location, the broader need for enhanced staff communications as well as the increased complexity and specialisation of their educational offerings. There is concerted evidence of progress in all their strategic priority areas and a strong adherence to the delivery of the agreed strategic plan to 2020.

2.6 A commitment to research, innovation and impact on business and society:

These achievements are in keeping with National Government priorities, referenced below, on the Knowledge Economy and the strong indigenous Agrifood Industry, as well as being cutting-edge in international terms. There have been several developments in the area of Digital Business, including an ICON funded and well-resourced Chair in Business Analytics. In the area of Food, there has been continuation of the Bord Bia 'Origin Green' Ambassadors programme and the creation of several new and innovative inter-disciplinary Master of Science and Diploma programmes. In the area of Financial Services, achievements include the Master of Science in Aviation Finance and endowed Professors of Operational Risk. A focused research strategy has resulted in almost a doubling of research publication output, significant research income, including the prestigious European Research Council (ERC) consolidator grants for two established faculty members and a recruitment strategy of younger, research-active academics.

2.7 Transformational learning:

Achievements include; the development and opening of the new UCD Moore Centre for Business, adjacent to the Quinn School on the main Belfield campus, ongoing focus on Alumni and Executive Development programmes. There has been very significant capital investment also at the Smurfit School. The College is continuously engaged in ongoing accreditation activities for its programmes.

2.8 In the world:

This international recognition continues in this pillar, with a concerted list of achievements in Careers, Alumni and Marketing initiatives. Since the last review, premier collaborative networks have been put in place with the College being a member of CEMS, PIM and UNICON. The College is also a member of the Global Network for Advanced Management (GNAM). Two further significant Chinese partnerships have been put in place and a range of dissemination activities undertaken.

2.9 For the world:

The College has a demonstrable commitment also to this pillar. Achievements include the appointment of a Professor of Business and Society, support for a Proudly Made in Africa Fellowship and other scholarship and student learning experience activities, including plans for a sustainable development goals (SDG) student programme.

- 2.10 The RG found commitment to all these strategic activities came through strongly in discussions with all stakeholders, including academic and administrative team members, all levels of student groups, alumni and business and community partners.

Commendations

- 2.11 The College of Business has a clear strategy for 2020 that has been widely adopted and understood across the entire community of the College.
- 2.12 The level of collegiality, commitment, engagement and general esprit de corps is very evident in all domains of activity at the College.

Recommendations

- 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 agrees and recommends this should be prioritised.

3. Staff and Facilities

General Comments and Context

A. Staff

- 3.1 The College of Business has made great strides in growing the size and quality of its staff. The RG spoke to a wide range of staff from all parts of the organization. These ranged from the leadership team to new hires across both faculty and professional staff. All staff we spoke to were aware of, and had bought into, the College strategy and were committed to working towards its successful implementation. It is clear that the goals and objectives have been well communicated. In addition, there was evidence of a strong positive culture that facilitated the implementation of the strategy.
- 3.2 In terms of numbers, core faculty has grown from 82 to 96 over the past four years, taking account of retirements and departures. A total of 35 new faculty, all PhD qualified, have joined the College, making for a significant change in the demographics. Many of the new hires were from top-quality international schools. Many of the more senior faculty were locally trained and this influx of external talent was broadly embraced and appreciated. Newly appointed faculty we spoke to were excited and energised and were eager to contribute. In addition, there were strong equality, diversity and inclusion initiatives that contributed to collegiality.

- 3.3 A turnover of one third of the faculty however, is not without its challenges. To meet the College's Top 50 aspirations, virtually all new faculty are highly research-oriented. This limits their ability and bandwidth to take on significant leadership roles. Given the complexity of programme offerings (particularly at Smurfit), this appears to have led to, or will lead to a "service" or "leadership" deficit with less faculty time available to be programme leaders, committee leaders and the like.
- 3.4 Currently, this burden is being fulfilled by senior faculty admirably. However, the RG worried about the sustainability of this approach. For example, a significant leadership role was given to the Subject Area Heads who had no formal budget. These were historical subject areas whose leads have a long history with the College. As such, they were able to address challenges and opportunities. However, these were often solved within subject areas (as most postgraduate degrees were within disciplines) and less time was devoted to cross-disciplinary or College-wide issues. In the words of one interviewee, "some things fall through the cracks."
- 3.5 One area where this was evident was in the area of disruption¹ in the Higher Education space. For example, there seems to be limited discussion as to how technological, demographic and political change, the advent of strong global online education or the growing importance of credentials versus degrees will affect the College's business model. The RG has no position as to whether or how these changes will affect the College, but the lack of a strategy or contingency plan in this area was noted, especially in light of the current decline of the overseas business.
- 3.6 The RG group also considered what other challenges the College will face as the junior faculty grows to a size that is larger than the senior cohort.
- 3.7 The professional staff has grown significantly since the last review and all appeared to be very competent and professional. The RG was very impressed with how the Smurfit Executive Education business has grown significantly and largely administered through the efforts of professional staff.
- 3.8 Elsewhere around the College, the RG observed that the professional staff team provides leading edge and quality services, for example, areas such as career management, admissions and recruiting and alumni services were highly regarded and appreciated by the students, recruiters and alumni.

¹ Term as used to describe the dislocation of a company, industry or sector by a new and more efficient method of meeting a proven need.

3.9 There does appear to be some challenges resulting from the two-campus model. For example, all PhD students are located at one campus, but their supervisors may be located at the other. There are increased challenges in collaboration across disciplines for research and teaching and the ease in attending academic lectures and seminars was hampered. The College's VP for Research, Innovation & Impact (VP RII) also noted that there were increased costs in creating a consistent research culture across the College. There appeared to be more of a separation amongst the professional staff. Though some leaders did collaborate across campuses, most did not have much communication.

B. Facilities

3.10 The College has been very successful in gaining philanthropic support for the refurbishment of large parts of the Blackrock Campus, as well as the creation of the UCD Moore Centre for Business, on the Belfield Campus. Each space appears created to be fit for purpose, whether the Executive Education wing or the UCD Moore Centre for Business. Also, strong consideration was given to future modes of learning, whether that is a flipped classroom, maker space or the media studio.

3.11 The leadership of the College noted, and the RG group agrees, that the College infrastructure is likely to be sufficient for the next decade.

Commendations

3.12 A commitment to a world-class infrastructure to provide a quality environment for student-centred learning. Regardless of the student population, whether undergraduate, postgraduate or executive, the facilities succeed in creating the look and feel of a Top 50 Business School.

3.13 A high level of awareness and buy-in for the strategy of creating the look and feel of a Top 50 Business School. All staff agree with, and are committed to, executing on the initiatives to make this happen.

3.14 A very high level of collegiality within the staff. This was evident, within the faculty and within the professional staff and, between faculty and professional staff. This has enabled and energised the College's commitment to continuous improvement.

Recommendations

- 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 development that capitalises on university opportunities and in succession planning for roles that are more senior.
- 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.
- 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 integration across campuses to better build a “one school” feel across faculty and professional staff.

4. Teaching, Learning and Assessment

General Comments and Context

- 4.1 The College adopts a highly professional approach to teaching, learning and assessment, with clear and consistent rigour demonstrated in structures and processes. This is not surprising given the frequency of internal reviews and external accreditations. This approach was observed from the SAR, base-room materials and meetings with faculty, staff and students, and is consistent with the College’s aim of looking and feeling like a Top 50 Business School.
- 4.2 The College has generally very healthy student populations, with a drive for increased diversity and diversification. The current exceptions to this positive picture are the enrolments in the Centre for Distance Learning. From information gathered at meetings, it would seem that there may be an upswing in demand at one of the campuses - Singapore – and the others are under review.
- 4.3 The RG observed that the College is heavily dependent on the domestic market, especially for undergraduate recruitment. While there was optimism that this pipeline would continue, the College might also be advised to consider whether there could be additional opportunities for international recruitment to undergraduate programmes, especially considering the enhanced facilities via the UCD Moore Centre for Business.

- 4.4 The development of the UCD Moore Centre for Business represents a real strength. The RG was impressed by the pedagogy-informed approach to design. This endeavour will be key to ensuring the undergraduate programmes and the Quinn School play a full part in the Top 50 Strategy.
- 4.5 Both students and alumni were generally very positive about their educational experience, with some concerns raised by Quinn and Smurfit students in relation to satisfaction with technology. Specific comments were received about use of excel, project management software and oracle. Some concerns were also raised by some Executive Development participants about some adjunct faculty.
- 4.6 Generally, the RG felt that there could be more emphasis on pedagogic and technological innovation in teaching and learning. Some students commented on a 'push' approach to teaching. The thinking underpinning the UCD Moore Centre for Business is welcome in changing this. The RG also notes that the College is embracing BrightSpace, led by its e-learning officer. It may be that the rollout of this offers a platform to consider technological enhancement and innovation more generally.
- 4.7 The RG noted the commitment of the College to have faculty teaching across both undergraduate and postgraduate programmes. This would seem to be a very positive way of ensuring consistency of approaches and enhancing connections and communications between the two Schools.
- 4.8 A real strength of the undergraduate experience is the internship programme. The growth of this is impressive, and the RG heard consistent endorsements of its value from students and employers. More generally, it was observed that employer engagement in teaching and learning is strong, with for example, industry involvement in programme steering and advisory groups.
- 4.9 While critical thinking is emphasised in the SAR and other documentation, it appeared that in practice this is not fully integrated into the curricula. It appears to be taught (at least at undergraduate level) via stand-alone modules or at later stages in the student's degree. From the materials reviewed and the meetings, it was not clear how students' critical thinking is developed as a core skill (or indeed assessed). The RG would encourage the College to consider ways in which a critical thinking approach could be consistently integrated from Stage 1.
- 4.10 The RG feels there is an unfulfilled potential of the Teaching and Learning Committee to drive educational and pedagogical innovation. From the meeting, it appeared the chief focus of this Committee is operational. While such issues are important, it would be a missed opportunity not to have this Committee involved, for instance, in the rollout of the new Moore educational facility. The RG would also strongly encourage the Committee to work with e-learning to appraise options for technological enhancement. The Committee's contribution may also be enhanced by working with other key support areas, such as the College Liaison Librarian.
- 4.11 The professional support for teaching and learning is very strong, with good integration between central University and College level provision in, for example, careers support.

Commendations

- 4.12 Robust and rigorous structures and processes, ensuring a consistently high standard of teaching, learning and assessment.
- 4.13 Strong business engagement to enhance student experience and employability, especially the undergraduate internship scheme.
- 4.14 Pedagogy-led design and development of new undergraduate teaching facility.

Recommendations

- 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.
- 4.16 True integration of critical thinking across programmes should underpin all curriculum review and assessment.
- 4.17 The College should more effectively utilise the Teaching and Learning Committee to ensure continuous improvement and to help the College to achieve its strategic goals.

5. Curriculum Development and Review

General Comments and Context

- 5.1 The College has recently undergone a comprehensive review of all its curricula, and its commitment to continuous improvement was evident from the materials provided. The creation of a Director of Assurance of Learning (AoL) is useful to ensure consistency across the various programmes and Schools in the College. The RG supports the creation of new and distinctive programmes, for example, the Master of Science in Aviation Finance, building on local need and infrastructure, and notes the willingness of the College to consider future interdisciplinary collaborations along the lines of the Master of Science in Food Science. The appetite for programme innovation is more evident in Smurfit, especially Executive Development and Masters of Science, than in undergraduate programmes.
- 5.2 While it is clear, from the documentation provided, that there is a robust process for review, it is less clear how the rationale for new programmes is established. It seems to be on the suggestion of Subject Areas, but the role of the School Directors is not obvious. The strategy for programme development also seems loose in that the RG did not get a sense of how new programmes or review of existing programmes relate to the strategic aims of the College, for example, by being driven by areas of research strength and distinctiveness. Such a strategy would be commensurate with the Top 50 ambitions.

- 5.3 The RG heard from the Bursar that there was increased demand from international students wanting to come to Dublin and that space, in this instance, would not limit the ambition of the College.
- 5.4 A positive aspect of the review processes is the systematic involvement of a wide range of stakeholders (including employers) in curriculum review and development.
- 5.5 The College has a large number of small Master of Science programmes. While the RG noted the aim of increasing recruitment in a number of these, given the pressures on faculty time plus the aim of improving research, the College may want to consider ways of streamlining their offerings. For example, they could consider whether similar programmes could be combined into streams which share core courses and programme support.
- 5.6 The RG heard some dissatisfaction from the undergraduate students about their modules outside of business (primarily Economics, Maths and Modern Languages). The students felt that these were either not a good fit with the business aspects of their degree (languages) or that the teaching approach and learning outcomes were less fit for purpose (Economics and Maths). It was not clear to the RG how these 'joint' curricula are designed and reviewed to ensure the degree is more than simply courses taken together.
- 5.7 It was not initially clear to the RG how the quality of courses/modules delivered by adjunct staff is included in curriculum review processes. The College subsequently confirmed that all modules are contained within the curriculum review, regardless of who teaches them.

Commendations

- 5.8 Regular curriculum review processes, drawing on a wide range of stakeholders, including employers.
- 5.9 Creation of programmes which enhance distinctiveness.
- 5.10 Director of AoL helps ensure consistency of review approaches across undergraduate, postgraduate and distance learning programmes.

Recommendations

- 5.11 Consider rationalising structure and teaching across similar Master of Science programmes in order to more effectively utilise staffing resources.
- 5.12 More strategic approach to new programme development, which would fully involve (and possibly be driven by) the Heads of Smurfit and Quinn.
- 5.13 Review joint programmes to ensure non-business and business modules are aligned to achieve relevant learning outcomes.

6. Research Activity

General Comments and Context

- 6.1 The College has made great strides in research since the last review. The 2020 and beyond strategy laid out several milestones and metrics that have been largely met. Two key contributing factors have been (1) the appointment of 35 research-oriented faculty from international PhD programmes; and (2) the implementation and refinement of the Policy for Promoting Excellence. Though this advancement has been largely viewed as a success, becoming a Top-50 School is a long-term enterprise. To date, citation impact is largely concentrated: 17 of the 96 core faculty had an H – index of greater than 10. Though this is in part due to the large number of early career faculty, it highlights the need for sustained effort in this area.
- 6.2 The RG heard from the College’s Vice Principal for Research, Innovation and Impact (VP RII) and the Research Innovation and Impact Group (CoB RIIG) regarding their efforts to build a more inclusive research culture that focused on total impact of research rather than a narrower FT50 and ABS4 publications count. Comments from a wide range of faculty suggested that this was very well received, and it has already contributed to greater collaboration on projects and the sharing of ideas. Nonetheless, it was acknowledged, by the College, that the Policy for Promoting Excellence (that focused on rewarding FT50 and ABS4 publications) was not necessarily consistent with this new impact orientation.
- 6.3 The College has had some recent success in attracting funding for research. Significant research grants from the EU and international bodies have effectively doubled funding available for research. At the same time, concern over the lack of resources for research was noted. The RG heard about limited discretionary funds, lack of success in university schemes and limited acceptance of business research in national research funding programmes. However, based on questions posed by the RG, it was unclear as to whether all of the University schemes were well understood or acted upon.
- 6.4 The PhD programme has wonderful facilities on the Blackrock campus. In addition, some subject areas, like Banking and Finance, appeared to have thriving programmes. However, others noted the difficulty in attracting students due to funding concerns. This has led to a programme that appears to be undersized when compared to a Top 50 Business School. In addition, graduations over the past several years have yielded one Top 50 Business School placement (at the postdoctoral level). Though this has not been a focus of the College, strong placement of doctoral students in top schools is a key driver of faculty referral and a confirmation of research quality.
- 6.5 As noted earlier, disruption is affecting all sectors in business. While several of the College’s programmes address these disruptions, it was not evident that the College has been addressing this comprehensively.

Commendations

- 6.6 There has been a noticeable growth in top quality publications at the College over the last few years, indicating that the initiatives put in place early in the implementation of the 2020 Strategy have been successful.
- 6.7 The VP RII and the CoB RIIG has put forth considerable efforts to build a collaborative and respectful research culture that focuses more on inclusiveness and impact. The fruits of these efforts have yet to be harvested but the environment was noted by several faculty.
- 6.8 The growth in external funding, especially in the EU and International arenas, is commendable. These efforts provide a template for future growth in attracting external funding.

Recommendations

- 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.
- 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.
- 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.

7. Management of Quality and Enhancement

General Comments and Context

- 7.1 The College of Business places clear evidence of quality and enhancement on all its activities and is strongly student-centred on the spectrum from undergraduate to graduate teaching and in continuing education.
- 7.2 The self-assessment report outlines student feedback mechanisms, enhancement of teaching quality and initiatives aimed at enhancing the quality of student learning. A particular feature is the model for dedicated teaching and learning support for overseas programmes which is a major part of the teaching initiatives at the College. E-learning, the Academic Writing Centre and the Entrepreneur in Residence are all interesting initiatives at the College.
- 7.3 Commitment to quality is highlighted across all the sections of this report. This is seen in all the activities in the College and not just as summarised here in this section of the report.

Commendations

- 7.4 There is a focus on continuous improvement and commitment to quality in all the College's activities and across all domains of education and training, research, innovation and impact and general engagement.

Recommendations

- 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.
- 7.6 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.
- 7.7 The student experience and quality of learning outcomes and assessment requires a focus on critical thinking, consistent with recommendation 4.16.

8. Support Services

General Comments and Context

- 8.1 UCD provides a wide variety of support services to the College of Business which is appropriate to its complexity and scale. UCD central support services, for example, IT Services and Estate Services, have, where appropriate, a distinct foothold in the Smurfit campus and provide a high level of support to both the Quinn and Smurfit Schools.
- 8.2 The College of Business has made significant investment in supplementing UCD central support services with dedicated and customized support services for the Smurfit campus, and to a lesser extent, the Quinn campus. Examples of good practice include Career Development Centre, Academic Writing Centre, Alumni Mentoring Scheme and the Entrepreneur in Residence. These additional supports are provided in line with the College's strategy of providing an overall level of student experience commensurate with a Top 50 Business School.
- 8.3 The College has made significant investment in attracting, 'on boarding' and accommodating international students. Strong international student recruitment and brand building operations are in place within the College, administered through its Admissions and Marketing teams. Early on boarding supports are available as well as a range of orientation and cultural events for international students upon arrival in UCD.

- 8.4 The RG is of the opinion that the level of international student enrolment in undergraduate programmes is lower than might be expected. The UCD College of Business should be attractive to prospective international students from many perspectives. These include, the strong UCD brand, native English degree delivery in an English-speaking country, and the two-year 'Stay Back' option, which allows non-EU/EEA students who have graduated from Irish higher education institutions to remain in Ireland for up to 24 months, to seek employment.

Commendations

- 8.5 As a unit within UCD, the College of Business has been significantly ahead of the curve in providing supports, in many cases pioneering advanced support services in key areas such as career development, international student recruitment and support, alumni relations and dedicated academic writing support services. Staff from the College also have a very good track record in volunteering for pilot programmes for new innovations in central UCD support services.
- 8.6 The majority of the customised supports developed by the College are recent innovations (instantiated within the last 5 years), which have been highly successful and are still on a marked upward trajectory.
- 8.7 The early on boarding process in operation in the Smurfit School, where supports such as CV preparation are made available to international students before their arrival in Ireland, are highly commendable.
- 8.8 The International Student Coordinator (ISC), established in 2016, is a very beneficial innovation for the Quinn School and the described activities, for example, Business is Global week) are a solid basis for providing support to an international student cohort.
- 8.9 The dedicated UCD Smurfit Career Development Centre provides additional focused graduate-level business supports which complement those provided by the UCD Career Development Centre located in the Belfield campus. Good synergies exist which ensure that efforts are not duplicated by the different teams.
- 8.10 The College's Academic Writing Centre (AWC), established in 2014, delivers focused workshops at the Smurfit and Quinn Schools which cover important topics in academic writing and are very well-suited to the students' needs.

Recommendations

- 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.
- 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.
- 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.

9. External Relations

General Comments and Context

- 9.1 The College is actively engaged with very high-ranking corporate and academic partners and contacts within Ireland and abroad. Faculty members have collectively established a highly functioning global network which facilitates student exchanges, research partnerships and collaborative programme delivery. The corporate links of faculty have facilitated large-scale fundraising activities which have facilitated large-scale infrastructural investment by the College.
- 9.2 The College has made significant recent investment in building an Alumni Relations team consisting of five full-time employees.
- 9.3 A wide range of programmes are being delivered by the College, collaboratively with external partners, such as, A&L Goodbody and An Garda Síochana. High-ranking business partners in Ireland and abroad are involved in the internships and capstone projects within College of Business programmes.

Commendations

- 9.4 The Alumni Relations team in the College has built an impressive alumni network with a truly global reach. Several events have been organised at national and international level, and a significant global social media network has been established. These activities are important for strengthening the brand of the College and indeed the University.
- 9.5 The Alumni Mentoring Programme operating in the Quinn School is commendable in scale and uptake, with an impressive level of interest and engagement from mentors.
- 9.6 The two Advisory Boards of the Smurfit School are very high profile, and are very proactive and engaged with the College. The Irish Advisory Board has also recently been made more inclusive with the Quinn School, as well as the Smurfit School.

- 9.7 The Smurfit Executive Development Senior Leadership Programme was deemed by the RG to be an excellent programme, jointly delivered with a world-class team at Darden Business School, University of Virginia. This programme also strengthens important links between the College and the corporate community.

Recommendations

- 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.
- 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.
- 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.

UCD College of Business – Full List of Commendations and Recommendations

This Appendix contains a full list of commendations and recommendations made by the Review Group for the UCD College of Business and should be read in conjunction with the specific chapter above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text)*

2. Organisation and Management

Commendations

- 2.11 The College of Business has a clear strategy for 2020 that has been widely adopted and understood across the entire community of the College.
- 2.12 The level of collegiality, commitment, engagement and general esprit de corps is very evident in all domains of activity at the College.

Recommendations

- 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 agrees and recommends this should be prioritised.

3. Staff and Facilities

Commendations

- 3.12 A commitment to a world-class infrastructure to provide a quality environment for student-centred learning. Regardless of the student population, whether undergraduate, postgraduate or executive, the facilities succeed in creating the look and feel of a Top 50 Business School.
- 3.13 A high level of awareness and buy-in for the strategy of creating the look and feel of a Top 50 Business School. All staff agree with, and are committed to, executing on the initiatives to make this happen.

- 3.14 A very high level of collegiality within the staff. This was evident, within the faculty and within the professional staff and, between faculty and professional staff. This has enabled and energised the College's commitment to continuous improvement.

Recommendations

- 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 development that capitalises on university opportunities and in succession planning for roles that are more senior.
- 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.
- 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 integration across campuses to better build a "one school" feel across faculty and professional staff.

5. Teaching, Learning and Assessment

Commendations

- 4.12 Robust and rigorous structures and processes, ensuring a consistently high standard of teaching, learning and assessment.
- 4.13 Strong business engagement to enhance student experience and employability, especially the undergraduate internship scheme.
- 4.14 Pedagogy-led design and development of new undergraduate teaching facility.

Recommendations

- 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.
- 4.16 True integration of critical thinking across programmes should underpin all curriculum review and assessment.
- 4.17 The College should more effectively utilise the Teaching and Learning Committee to ensure continuous improvement and to help the College to achieve its strategic goals.

5. Curriculum Development and Review

Commendations

- 5.8 Regular curriculum review processes, drawing on a wide range of stakeholders, including employers.
- 5.9 Creation of programmes which enhance distinctiveness.
- 5.10 Director of AoL helps ensure consistency of review approaches across undergraduate, postgraduate and distance learning programmes.

Recommendations

- 5.11 Consider rationalising structure and teaching across similar Master of Science programmes in order to more effectively utilise staffing resources.
- 5.12 More strategic approach to new programme development, which would fully involve (and possibly be driven by) the Heads of Smurfit and Quinn.
- 5.13 Review joint programmes to ensure non-business and business modules are aligned to achieve relevant learning outcomes.

6. Research Activity

Commendations

- 6.6 There has been a noticeable growth in top quality publications at the College over the last few years, indicating that the initiatives put in place early in the implementation of the 2020 Strategy have been successful.
- 6.7 The VP RII and the CoB RIIG has put forth considerable efforts to build a collaborative and respectful research culture that focuses more on inclusiveness and impact. The fruits of these efforts have yet to be harvested but the environment was noted by several faculty.
- 6.8 The growth in external funding, especially in the EU and International arenas, is commendable. These efforts provide a template for future growth in attracting external funding.

Recommendations

- 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.
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Commendations

- 7.4 There is a focus on continuous improvement and commitment to quality in all the College's activities and across all domains of education and training, research, innovation and impact and general engagement.

Recommendations

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Recommendations

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- 9.7 The Smurfit Executive Development Senior Leadership Programme was deemed by the RG to be an excellent programme, jointly delivered with a world-class team at Darden Business School, University of Virginia. This programme also strengthens important links between the College and the corporate community.

Recommendations

- 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.
- 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.
- 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.

UCD College of Business – Response to the Review Group Report

The task of developing the Self-Assessment Report was a highly valuable reflective exercise, which facilitated the College of Business in reviewing its position from a number of perspectives. It allowed the College to highlight and confirm its strengths and opportunities, identify areas of good practice and evaluate weaknesses and challenges in a systematic way. The Review Group Site Visit was an extremely positive, engaging and constructive experience. We welcome the endorsement of the Review Group for our activities through commendations and will carefully consider and action the Review Group's recommendations during the Quality Improvement Planning process.

There was a high level of engagement from all College of Business staff as well as from the representatives of our student community, both in compiling the Self-Assessment Report and in interacting with the Review Group during the site visit. The College wishes to thank the Review Group for their time, expertise and constructive comments, both at the visit and in their helpful report which has been reviewed in detail by the College.

We have formulated a plan to address the recommendations in the Quality Review Report, with a number of actions already underway. These include addressing the issues identified with the College being a single-school entity, some observations made in respect of our Teaching and Learning and Research Innovation and Impact Committees, the need for continued enhancement of our student experience, continued focus on the College of Business research strategy and the profile of faculty demographics within the College. Continued focus on these areas in particular will significantly benefit current and future student cohorts.

With specific reference to the prioritised recommendations identified by the Review Group, the College's initial proposals/comments are outlined below:

- (i) **Recommendation A:** 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.

Proposal/Comment:

The College of Business concurs with this recommendation in the Review Group Report. In order to underpin future growth and success on both the national and international stage, more operational responsibility needs to be devolved into the four units 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. Since the review visit significant progress has been made on the development and implementation of this system.

- (ii) **Recommendation B:** The committees reporting to the College Management Team (CMT), particularly the Teaching and Learning Committee and the Research, Innovation and Impact Committee, show dedication to quality delivery in line with the College mission and strategy. However, their articulation with other pedagogic and academic structures, at both university level and unit or school level in the College could be more clearly drawn and strategically aligned.

Proposal/Comment:

The College of Business is fortunate to have highly dedicated colleagues who serve on both the Teaching and Learning Committee and the Research Innovation and Impact Committee (amongst others). These two particular Committees are chaired by colleagues who also serve on the College of Business College Management Team. The College will work to ensure that these committees further align themselves to other pedagogic and academic structures at University and School level. This will be particularly pertinent given the new University strategic plan (2019-2024) currently being developed.

- (iii) **Recommendation C:** Further enhancement of student experience and quality of learning and assessment requires attention to technological innovation and full integration of critical thinking into curricula. This enhancement would benefit from more effective utilisation of the Teaching and Learning Committee to help the College achieve its strategic goals and make the most of the potential of the new undergraduate teaching space.

Proposal/Comment:

Students and their learning are the core *raison d'être* and primary lens for our impact as a College. An important focus for the College in the last number of years has been continual enhancement of the quality of our academic offering. Notwithstanding this, the College acknowledges that the fuller integration of technological innovation into curricula is a continuing challenge, requiring attention to latest developments globally in this domain, continuing faculty development, and the necessary investment in enabling edutech infrastructure. The College Teaching and Learning committee will be tasked with playing an important role in driving this process and in line with recommendation B above, looks forward to working with colleagues and committees in the wider University community to face these challenges.

The College also concurs fully with the recommendation concerning the deeper integration of critical thinking skills into curricula. This is a key driver for the UCD Moore Centre for Business, with this space being specifically designed to fit with the development of critical thinking skills via modalities including group work, peer-to-peer learning and the further enabling of experiential learning opportunities. The College is currently undertaking a review of its undergraduate curriculum in order to best fit it to the possibilities of the new learning environment.

- (iv) **Recommendation D:** The research strategy will be crucial for the College going forward. There is clear evidence of quality improvement since the last review. However, this requires focus now in order to continue this upward trajectory and achieve the goal of a research environment consistent with a Top 50 Business School globally. There are trade-offs to be made in the provision of research time and in funding support with a focus on increasing resources, both internally in keeping with schemes available at university level and in seeking funding and partnerships externally.

Proposal/Comment:

Significant advances have been made by the College in recent years in terms of research quantity / quality, and in the College's ambitions concerning external funding success. As with all Schools / Colleges, 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 thematics which have proven successful in attracting external funding and industry support. These thematics have also informed faculty hiring decisions and taught programme development. 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 incorporating consideration of how best to develop key current and emerging research thematics within the College.

- (v) **Recommendation E** 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.

Proposal/Comment:

The recruitment of a cohort of promising early career faculty over the past few 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 mechanisms including P4G and

faculty mentoring systems, to ensure that opportunities to serve in appropriate leadership positions are provided to early career faculty so that their career development is appropriately balanced and so that longer-term succession planning is enabled.

UCD College of Business

Quality Review Site Visit: 25-28 March 2019

TIMETABLE

Pre-Visit Briefing Prior to Site Visit – Monday 25 March 2019

- | | |
|-------------|--|
| 17.00-19.00 | Review Group (RG) meets to review preliminary comments and to confirm work schedule and assignment of tasks for the site visit – <u>RG and UCD Quality Office only</u> |
| 19.30 | Dinner hosted for the RG by the UCD Registrar and Deputy President – <u>RG, UCD Deputy President and UCD Quality Office only</u> |

Day 1: Tuesday 26 March 2019

Venue: UCD Michael Smurfit Graduate Business School, Laurence Crowley Boardroom

- | | |
|--------------|--|
| 08.30-09.00 | Private meeting of Review Group (RG) |
| 09.00-09.45 | RG meets with College Principal/Dean, UCD College of Business |
| 09.45-10.00 | RG Private Meeting |
| 10.00–11.30 | RG meets with College of Business College Management Team (CMT) |
| 11.30- 12.00 | RG Meeting with Chief Financial Officer/Bursar |
| 12.00–12.15 | Break |
| 12.15-13.15 | Working Lunch with representative group of undergraduate students |
| 13.15-14.15 | Working Lunch with representative group of students – graduate taught, graduate research, postdoctoral |

14.15-14.30	RG review key observations
14.30-15.30	RG meets with UCD College of Business Teaching & Learning Committee - representative group of faculty– primary focus on Teaching and Learning and Curriculum issues
15.30-15.45	RG Break
15.45-16.30	RG meets with professional staff representatives
16.30-16.35	RG Break
16.35-17.35	RG meets Subject Area Heads
17.35-18.00	Tour of facilities – UCD Michael Smurfit Graduate School of Business and Smurfit Executive Development
18.00	RG meets with Vice-President for Global Engagement

Day 2: Wednesday 27 March 2019

Venue: UCD Michael Smurfit Graduate Business School, Laurence Crowley Boardroom (morning)

UCD Lochlann Quinn School of Business (afternoon)

08.15-08.30	RG arrive at College, private meeting of the RG
08.30-10.00	RG meets relevant support service representatives
10.00-10.15	RG Break
10.15-11.30	RG meets with the College of Business Vice Principal for Research, Innovation and Impact (VP RII) and the Research Innovation and Impact Group (RIIG)
11.30-12.00	Break - RG review key observations
12.00-13.15	Lunch – Review Group meeting with Employers and Irish Advisory Board Members, Alumni/Recent Graduates (and/or other external stakeholders)
13.15-13.45	**Relocate to UCD Lochlann Quinn School of Business, Meetings in Q272 and Q233**
13.45-14.15	RG meets with HR Partner
14.15-14.30	RG private meeting - review key observations
14.30-15.00	RG meets with College Finance Manager and College Principal (Q272 UCD Lochlann Quinn School of Business, 2 nd floor)

15.00-15.15	Break
15.15-16.00	RG meets with recently appointed faculty and professional staff (Q233 UCD Lochlann Quinn School of Business, 2 nd floor)
16.00-16.30	RG Tour of UCD Lochlann Quinn School of Business facilities
16.40-17.45	RG available for private individual meetings with College of Business staff
17.45-18.15	RG private meeting – review key observations/findings
18.15	RG depart

Day 3: Thursday 28 March 2019

Venue: UCD Michael Smurfit Graduate Business School, Laurence Crowley Boardroom

08.30-10.00	RG writing up report sections
10.00-10.30	RG reconvene /discussion
10.30-12.00	RG continue with first draft of RG Report / prep for feedback of initial commendations/recommendation
12.00-12.30	RG meets with College Principal to feedback initial outline commendations and recommendations
12.30-13.15	Lunch
13.15-15.00	RG continues finalising first draft of RG Report and feedback commendations/recommendations
15:00	Exit presentation to <u>all available staff of the unit</u> Venue C201, UCD Michael Smurfit Graduate Business School
15:30	Review Group depart