Academic Unit Review

School of Business

31st January 2020

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Introduction to Academic Unit Review

GMIT's Quality Assurance Framework requires a review of each academic unit prior to the programmatic review of programmes within that unit. The review of academic units focuses on the performance of the academic unit since the last review and involves an environmental review and a self-evaluation identifying the strengths and weaknesses of the unit and plans to deal with the opportunities and challenges facing it. The findings from the review of academic units, will feed into the programmatic review process. The period covered by this academic unit review is 2013/14 to 2017/18. The programmes in the School of Business will undergo Programmatic Review in 2019/20.

Terms of Reference

The terms of reference for the review process is outlined below. The review process considered the following:

- Organisation and management of the Academic Unit: Resources, roles and reporting structures shall be evaluated to determine whether they are fit for purpose, viable and support the activities and role of the Academic Unit. Standard operating procedures shall be reviewed and evaluated with any gaps identified and addressed. Staff development shall also be evaluated and the importance of quality, quality assurance and enhancement in the Academic Unit culture shall be evaluated.
- Academic Units and services supporting internal and external stakeholders: Each Academic Unit will describe the aims and objectives of the Academic Unit and determine and detail the user experience of the Academic Unit, both internal and external.
- Programmes: Each Academic Units programme portfolio will be considered, in addition to issues surrounding programme development, programme design, programme management (to include programme retirement) and programme information.
- Student Lifecycle: The role of the Academic Unit will be considered in relation to the management of the student throughout the student lifecycle including transition in and out, and student engagement and retention.
- Evidence based decision making: The decision-making process utilised by the Academic Unit shall be evaluated, information gathered and stored shall be reviewed, the information used to make decisions shall be identified and the quality and source of information shall be reviewed.
- Institute wide engagement: The Academic Unit's contribution to the Institute's function shall be reviewed to include items such as participation in GMIT committees, reviews etc. Each Academic Unit shall also detail how it engages with relevant external agencies and its contribution to external bodies.
- Integration of all Academic Unit users: Each Academic Unit shall review how it works with centralised functions e.g. Lifelong Learning, Research Office etc.
- Communication and information systems: Internal communication systems within each Academic Unit and between the Academic Unit and other academic units, departments, management structures and other Functional Unit's shall be reviewed. Information management systems and communication tools shall be reviewed to determine whether they are fit for purpose. Each Academic Unit shall ensure that they collect, analyse and use relevant data.
- Quality assurance: Compliance with GMIT's Quality Assurance Framework (QAF) and institute policies shall be determined.
- Strategic plan for the Academic Unit: Each Academic Unit shall develop and detail their strategic plan and evaluate its alignment with the GMIT Strategic Plan 2018-2023 and its implementation targets.

Overview of the School of Business

The School of Business provides a dynamic student-centred learning environment in the many disciplines of 'business'.   Through fostering the personal, professional and educational development of staff and students, this facilitates a significant contribution to the commercial, social and cultural life of the region and beyond. Aligning with GMITs Institute objectives, the School of Business aims to:

- Enhance the individual experience by providing learners with the knowledge and competencies to initiate, develop and sustain their careers in Business related disciplines.
- Build a community by promoting and fostering the scholarship of staff and students that informs the teaching process and the curriculum and promotes innovation and technology transfer.
- Deliver regional impact using its programmes and projects to support and lead the development of communities and organisations in the region.

The School of Business has the following objectives:

- To create and maintain an environment which will facilitate the development of learning and scholarship to the highest international quality.
- To provide exciting learning opportunities in appropriate programmes of study which will attract high calibre students and enable them to develop to their full potential.
- To integrate creatively with commercial, social, educational and cultural organisations locally, nationally and internationally.
- To consult, involve and empower all staff in the strategic and operational activities of the School.
- To provide a happy and fulfilling working environment for all academic, administrative and support staff of the School.
- To foster research and scholarship.

The mission of the School of Business is to provide educational opportunities in a student focused learning environment, which prepare students with the knowledge and competencies to initiate, develop and sustain their careers as professionals in the different Business disciplines. To achieve this mission, all programmes currently offered in the School of Business place emphasis on:

- Project work, which aims to challenge the student with discrete tasks typically encountered in their occupation, thereby developing the student's transferable skills.
- IT/IS laboratory work, and practical's in small groups to ensure the technical ability of the student.

The School of Business consists of two departments, namely the Department of Business and Accounting and the Department of Enterprise and Technology. There are 38 academic staff in the School of Business.

As of March 2019, the School of Business had 1,427 students (1260 WTE or 1336 WWTE – source GMIT SRS March returns) studying at undergraduate, postgraduate and professional level. The School offers programmes in the areas of accounting, business, entrepreneurship, economics & finance, human resource management, information systems, management, marketing, and rural enterprise.

The Department of Business and Accounting is home to the School's flagship programme – The Bachelor of Business (BB) – a 'general' business-oriented degree programme with intakes at level 6, level 7 and level 8. The BB (all years) accounts for 43% of the entire student enrolment in the School of Business; circa 545 (Whole Time Equivalents) of the 1,260 (WTE) students (as of SRS returns March 2019).   The Department of Enterprise and Technology has built a strong reputation in the areas business information systems, finance and economics, marketing and sales, entrepreneurship and rural enterprise and agri-business. The department offers programmes at degree level and is home to the Schools Springboard offerings.

Review Process

During 2018/19 the School undertook a self-review culminating in the production of a Self-Evaluation Report (SER). All staff were invited to participate in focus groups that were established to consider the themes which had emerged as critical over the last five years or were signposted as of strategic importance by the Institute. The Focus Groups conducted related to:

- Teaching, Learning and Assessment
- Internationalisation
- Work-based Learning
- Employability
- Research, Development and Innovation
- External Engagement
- Online Learning: Digitalisation

Key external stakeholder opinions and insights were sought in the development of the SER. These included consultation with representatives of THEA, West Skills Forum, Career Guidance Counsellor, Business Studies Teachers Association of Ireland, KPMG, Bank or Ireland, IPSWITCH, Supermacs and BNP Paribas. Discussions were also held with School of Business class representatives and GMIT Students' Union.

In addition, a self-evaluation report was completed examining programme development, programme design, programme management strategies, programme performance, external engagement, internal engagement, internationalisation, RDI, quality assurance, human resources and staff development, and facilities.

The Self-Evaluation Report was submitted to a Peer Review Panel who visited the Institute on 31st January. The panel members were:
- **Prof Denis Harrington**, Head of Department of Graduate Studies, Waterford Institute of Technology (Chair)
- **Professor Brian Donnellan**, IT Management Lecturer, School of Business, Maynooth University
- **Professor Margaret Linehan**, Head of School of Humanities, Cork Institute of Technology
- **Professor Gyöngyi Kovacs**, Professor in Humanitarian Logistics, Hanken School of Economics
- **Ms Margaret Cox**, Director, ICE Jobs (Industry Representative)
- **Ms Sandra Mooney**, College of Applied Sciences, Dublin (Student Representative)
- **Ms Carmel Brennan** Assistant Registrar (Quality), GMIT, (Secretary)

The agenda for the panel visit is outlined in Appendix A.

The panel met with the following individuals/groups:
- Acting President
- Acting Vice-President for Academic Affairs and Registrar
- School of Business Management Team
- School of Business Staff
- School of Business Students

Further details of the staff and students who met with the review panel are available in Appendices B and C.

Findings of the External Peer Panel

The panel identified many items worthy of commendation as outlined below but in particular noted the growing number of students and the student-centred staff. However, it was felt that in general the School was not anchored to the competencies of the region. There is scope for closer connections with industry generally and specifically with key industries in the region e.g. medical devices, ICT, marine, creative/cultural. These linkages could focus on areas such as new programme development, work-based learning, and research opportunities. Integrating the School into the uniqueness of the region would assist in creating a distinct identity and advantage for the School upon which it can build and grow, whilst also fulfilling its regional remit.

The panel were cognisant of the difficulties the School are operating under in terms of resources and particularly physical space which have provided challenges in relation to some aspects of growth. Nevertheless, growth in research programmes and students is necessary particularly as GMIT has aspirations to become a Technological University (TU).

The number of students on flexible, part-time and industry led programmes is low and presents a significant opportunity for further growth. Equally, a note of caution is issued in relation to the sustainability of building growth in student numbers on funding stemming from Springboard as this can mask real funding issues and may leave the School vulnerable should this scheme cease or should the team be unsuccessful in securing funding for programmes in a particular year.

The main output from the Self Evaluation Report is a five-year Strategic Plan for the School of Business. While the content of the plan is welcome and relevant there are elements, namely building research capacity and enhancing internationalisation, that require detailed and realistic plans for growth and enhancement.

Based on the documentation provided and the visit to GMIT, the panel has made several commendations (7), conditions (4) and recommendations (18) as outlined below.

Commendations

1. The panel were impressed by the obvious dedication of the staff and management team with whom they met, commenting on their passion and commitment to the work of the School of Business. Staff were open and honest in their engagement with the panel. The panel commended the commitment and involvement of staff in terms of the time and energy they invested in the evaluation process. In particular, the panel commented on the high level of staff participation in the thematic focus groups.

2. The Self-Evaluation Report was considered, comprehensive and well written, providing the panel with a clear overview of the evolution of the School of Business during the last five years, its current position, the issues it faces and its planned future direction.
3. The large increase in student numbers over the last period of review was recognised by the panel. This growth in the context of stagnant resources is impressive.
4. There is clearly a strong student-centred ethos within the School of Business. The care given by staff to the education, development, employability and career prospects of students, was evident in interactions by the panel with lecturers. The positive relationship between staff and students was also obvious in the feedback received during the student meeting.
5. There is a clear understanding of the strategic direction of the Institute and the School of Business' role in same. The School is clear on the changes required of it as GMIT progresses towards Technological University status. There is evidence of ambition and energy, and a clear enthusiasm to progress and develop the School of Business.
6. The School of Business and its staff understand the importance of the Institute and the School to the sustainability and the development of the region.
7. The students that that panel met were very engaged and represented the School of Business well.

Conditions

1. The School needs to put a clear strategy in place to grow research and postgraduate numbers, particularly in light of GMIT's Technological University strategy. This should include clear targets in terms of staff qualifications, student numbers and postgraduate provision. It should include plans to ensure that the School has sufficient qualified staff to engage in research and postgraduate supervision. The strategy should encompass activities which will aid the School in meeting planned strategic goals. Given the low base there should be a progressive plan with adequate scaffolding e.g. increasing the number of postgraduate programmes, staff presenting at conferences etc,
2. Develop an international strategy appropriate to the School's ambitions in this area. The strategy should have a broad focus encompassing students, faculty, research and relationships in the international arena which will benefit the School of Business, its staff and students.
3. All lecturers should review their modules to ensure that there is constructive alignment between the programme and module learning outcomes, teaching activities and assessment in advance of Programmatic Review. It must be ensured that coordinated Continuous Assessment schedules are developed and issued to student in a timely and professional manner in all instances.
4. As a matter of priority, the Institute should give consideration as to how it can best expand the counselling service thereby ensuring that students are provided with adequate provision in a timely manner.

Recommendations

1. Strongly recommend colleagues continue to engage in the consultation and discussion phase of the programmatic review process. This will be important for the purposes of soliciting feedback from key stakeholder groups in advance of the final review panel visit later this year
2. Research should be undertaken as to the demand for part-time business programmes in the region and it is recommended that the School of Business should undertake to enhance provision in respect of needs identified.

3. A systematic and integrated industry engagement system should be considered by the Institute ensuring optimisation of contacts with industry.
4. As the School expands its work placement offerings it would be timely to consider how industrial liaison should be managed within the School.
5. A stronger embedding of industry within the School's programmes would be of great value to students. Regular guest lectures, site visits and similar interactions between industry and students would enhance the student experience and attest the applied nature of programmes.
6. Further opportunities for engagement with professional bodies, including CIPD, needs to be explored to enhance programmes, their marketability, the student experience and graduate opportunities.
7. As part of the School's programme portfolio development, the feasibility of a part-time offering in Human Resource Management should be explored.
8. Timetabling of classes should ensure that students have adequate breaks.
9. Linkages with alumni should be created and nurtured. The School of Business needs to explore practical, time- and cost-effective methods of doing so.
10. There needs to be accountability for quality assurance both in the School and the Institute to ensure that policies and procedures are implemented.
11. The School should identify and avail of the opportunities provided by online and blended programme delivery. Develop a plan for how blended and online learning will work within the School to ensure clear direction for programme design and delivery and most importantly, a positive student experience.
12. There should be a stronger focus on developing postgraduate programmes and developing student aspiration to study at postgraduate level.
13. The Institute should consider enhanced incentives for staff undertaking PhD studies, as well as a mentoring system for these staff.
14. The School needs to develop and implement a clear policy in relation to the provision of student feedback on assessments, ensuring that students receive meaningful feedback to aid learning in a timely manner.
15. When issues are raised by student representatives at Programme Boards there should be a clear feedback loop to let students know actions that have or will be taken, or why action is not feasible or desirable.
16. Work placements will play an important role for the School of Business in building and sustaining industry relationships and are encouraged where feasible. In addition to expanding work placement provision, the School should consider the recognition of work placement.
17. To enhance student and staff experiences and to respond to industry, staff are strongly encouraged to pursue cross school collaborations relating to programme/module design or delivery, research etc.
18. The management of the School of Business programme portfolio should include development of postgraduate and part-time programmes. However, this should only be undertaken when a strategic plan has been developed for postgraduate and research development within the School. Regular consideration should also be given to terminating programmes that are not viable so that limited resources can be directed to where they will have maximum impact.

Appendix A Agenda for Panel Visit

Thursday 30th January 2020

Time	Activity	Present	Venue
6pm	Private Meeting	Academic Unit Review Panel, Registrar	Boardroom

Friday 31st January 2020

Time	Activity	Present	Venue
9am	Private Meeting	Academic Review Panel	Boardroom
9.30am	Strategic Review	President, Registrar, School of Business Management Team	Boardroom
10.15am	Coffee Break	Panel Members	Boardroom
10.30am	Meeting with Students	Representatives from School of Business Student Cohort	Boardroom
11.30pm	Meeting with Staff	School of Business Staff	Boardroom
1.30pm	Lunch	Academic Review Panel	Boardroom
2.30pm	Private Meeting	Academic Review Panel	Boardroom
3.30pm	Preliminary Feedback	Academic Unit Review Panel	Boardroom
4.30pm	Preliminary Feedback	President, School of Business Management Team	Boardroom

Appendix B School of Business Staff Who Met with External Panel

School Management Team

Staff Name	Department	Position
Prof Graham Heaslip	Head of School of Business	Head of School
Mr Eamon Walsh	Head of Dept of Enterprise & Technology	Head of Department

School of Business Staff

Staff Name	Department
Andrea Moloney	Business and Accounting
Cáitlín Ní Ghabháin	Business and Accounting
Colm Kelleher	Business and Accounting
Deirdre Mc Hugh	Business and Accounting
Ivan MacPhillips	Business and Accounting
John Byrne	Business and Accounting
John Kennedy	Business and Accounting
Kevin McDonagh	Business and Accounting
Louise Langan	Business and Accounting
Marie English	Business and Accounting
Maureen Melvin	Business and Accounting
Miriam McSweeney	Business and Accounting
Myles McHugh	Business and Accounting
Niamh Fennell	Business and Accounting
Nicholas Canny	Business and Accounting
Noel Harvey	Business and Accounting
Raymond Holly	Business and Accounting
Richie Hoare	Business and Accounting
Shane Durcan	Business and Accounting
Shane Moran	Business and Accounting
Sharon Walker	Business and Accounting
Amaya Vega	Enterprise and Technology
Anthony Duggan	Enterprise and Technology
Fearghal McHugh	Enterprise and Technology
Isabel Buchan	Enterprise and Technology
Lorna Moynihan	Enterprise and Technology
Lucia Cloonan	Enterprise and Technology
Marie Finnegan	Enterprise and Technology
Mary McCormack	Enterprise and Technology
Monica Nielsen	Enterprise and Technology
Phelim Murnion	Enterprise and Technology
Ronan MacGearailt	Enterprise and Technology
Trevor Clohessy	Enterprise and Technology

Appendix C School of Business Students Who Met with External Panel

Student Name	Programme	Stage
Mollie Friel	Bachelor of Business (Hons) in Business Information Systems	4
Declan Murphy	Bachelor of Business (Hons) in Business Information Systems	4
Gavin Hosford	Bachelor of Business (Hons) in Business Information Systems	4
Nick O'Shea	Bachelor of Business (Hons) in Economics & Finance	2
Darius Hong	Bachelor of Business (Hons) in Economics & Finance	4
Ian Haverty	Bachelor of Business (Hons) in Economics & Finance	4
Annmarie Griffin	Bachelor of Business (Hons) in Business with Entrepreneurship	4
Olivia Finnerty	Bachelor of Business (Hons) in Business with Entrepreneurship	4
Aurelia Tansey	Bachelor of Business (Hons) in Business with Entrepreneurship	4

Appendix D School of Business Strategic Plan extracted from SER

20.0   School of Business - 5 Year Strategic Plan

The School of Business strategic plan statement is shown alongside the Institute statement in Figure 107.

Vision	Institute	School of Business
	GMIT will provide our students with a transformative university experience, empowering our graduates to fully contribute to the social, economic and cultural betterment of society.	The School of Business will be recognised for the excellence of the student learning experience and will offer programmes of choice for all potential learners who wish to develop and further their professional careers in business.
Mission	**Institute**	**School of Business**
	To provide students with a transformative university experience GMIT will: 1. Enable access and opportunity for a diverse student community 2. Attract, retain and support highly talented staff 3. Maintain our positive staff-student interactions 4. Invest in innovative research and applied teaching and learning 5. Collaborate with government, agencies enterprise and the community 6. Develop confident professional knowledgeable and skilled graduates who are equipped to contribute as global citizens	To provide programmes of choice, the School of Business will: 1. Empower democratisation of knowledge and access opportunities for all; 2. Support staff with a flexible career pathway, which nurtures and retains staff to innovate and enhance the reputation of programmes and research; 3. Provide an outstanding learning experience for our students, by creating learning that is personalised, active and career focused; 4. Leverage advances in technology to deliver a portfolio of innovative programmes and activities, ensuring the research is built into the student experience; 5. Build strategic alliances and stronger connections with business, community and government in the design and delivery of programmes and research; 6. Equip graduates with academic abilities, personal qualities and transferable skills aligned with professional bodies and employer needs.

Goals	Institute	School of Business
Enhancing the individual experience	We will provide our students with an unsurpassed learning experience on a high quality programme, with a professional focus and an innovative approach, in a stimulating and supportive learning environment.	The School will provide an outstanding learning experience for our students, by leveraging advances in technology and delivering innovative programmes and activities. The School will enhance professional knowledge and the personal and practical skills necessary to prepare graduates for careers in Business related disciplines.
Building a community	We are building a diverse community which thrives on excellence and, as a result, attracts talented people (staff, students and collaborators) who, in turn, will further develop the Institute.	The School will establish itself as the destination of choice for talented staff and students by creating an academic environment conducive to informing the teaching process, the curriculum, and promoting innovation.
Delivering impact	We are determined to be regional leaders in the generation and application of knowledge through our unique multi-campus network, programmes, research, innovation and collaboration, and most importantly, our graduates.	The School will focus on engagement with industry and local communities to find new ways to translate programmes and research into tangible outcomes.

Source: GMIT Strategic Plan 2019 - 23

Figure 107: Institute and School of Business Strategic Statements 2019 - 2023

20.1   *School of Business Strategic Plan*

The Institute's Strategic Plan 2019-23 maps the Institute goals to the Institute strategic enablers. The Institute's plan has informed and aligned the School of Business Strategic Plan by linking the School of Business strategic objectives and concomitant actions to the strategic enablers and objectives in the Institute's plan. This is illustrated in Figure 108.

The charts in Figures 109-120 detail the School of Business objectives, sub-objectives, actions, timelines and success indicators. The intended impact of the School of Business Strategic Plan on the region is summarised in the graphic in Figure 121.

No	Institute Strategic Enabler	Institute Objective	School of Business Objective
1	Innovation in Teaching	Prioritise new approaches to teaching which reflect ethos of the Institute and ensure GMIT is renowned for innovation in its approach to teaching	To use learning analytics to spark and spread innovation. To facilitate and support staff to enable them to innovate in their teaching practice and curriculum design.
2	Digital Learning	Develop a digital strategy which will support staff and students in using technology in their teaching and learning	Deliver enhanced learning opportunities across a diverse student cohort and provide innovative, student-centred blended learning opportunities, to meet the learning needs of flexible learners on School of Business programmes.
3	Collaborative Culture	Plan specific interventions which will catalyse a collaborative culture	Facilitate staff to share their knowledge across the institute and with partner organisations to increase the positive impact for students and the wider community.
4	Infrastructure and Facilities	Ensure new and upgraded facilities meet demands of our plan and provide a quality environment for our students and staff	Provide facilities and equipment in the School of Business that enhances the user experience by enabling creativity and supports high quality teaching and innovation.
5	Cross-Disciplinary Projects	Plan and develop opportunities for staff and students to work across disciplines	To improve creativity and innovation of students and staff by working across disciplines.
6	Staff Expertise and Development	Recruit, retain and develop the best staff	Ensure that staff feel that their expertise is valued and see opportunities to develop their skills and careers. Align academic recruitment with capacity development in academic disciplines.
7	Programmes with Applied Focus	Maintain applied focus as a key strength to all programmes in the Institute	Facilitate more work-integrated learning experiences for students, so that they can gain stimulating, relevant experience, broadening their connections and credentials,

			ensuring graduates are attractive to employers and recognised for their creative, collaborative and entrepreneurial edge.
8	International Programme	Develop the international dimension of the GMIT community through attracting international students and programme development	The School of Business will internationalise its programme curriculum, through curriculum design, digital tools, teaching strategies and opportunities for student mobility which will reflect and embed our international outlook. The School of Business will create wider opportunities for international students to study at GMIT, including short programmes, study abroad, Erasmus and full-degree enrolments.
9	Coherent Research Themes	Pursue realistic research plan playing to the strengths of the Institute whilst meeting external criteria for enterprise, funding, and impact.	Support areas of research strength in the School of Business. Translate research insights and findings into curriculum design and teaching strategies.
10	Employability and Professional Practice	Maintain the focus on employability and develop an integrated model for professional practice in the Institute	Ensure Business programmes are clearly and logically connected through all levels of education to support coherent pathways for students. Provide a Business education that meets the needs of industry, professional bodies and employers of graduates of the School of Business programmes. Ensure Business students are recognised for their entrepreneurial skills.
11	Health and Wellness	Initiate and promote a plan for health and wellness for our community of students and staff	To ensure that all students and staff in the School of Business have health and wellness resilience.
12	Diversity, Equality and Inclusion	Foster an inclusive community, where all staff and students feel and have equal opportunity to succeed.	Provide an inclusive learning environment that is accessible to staff and students, regardless of their background. This diversity will

			be a source of educational and collaborative excellence.
			The School will actively participate in the development of comprehensive equality action plans, in the priority areas of gender (building on the Athena SWAN action plan), disability, and ethnicity.
13	Community and Outreach Programmes	Develop an integrated community plan, encompassing all areas of engagement and outreach	Develop a strategic approach to outreach and engagement activities which will focus on communities and groups who face the greatest barriers to participation in higher education.

Source: GMIT Strategic Plan 2019-2323   Institute Strategic Enabler priorities for 2019

Figure 108: Linking the Institute and School of Business Strategic Plans 2019 - 2023

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
1. Innovation in Teaching	To use learning analytics to spark and spread innovation. To facilitate and support staff to enable them to innovate in their teaching practice and curriculum design.	1. Staff devise plan for innovation on Business programmes that identifies extant good practice and new opportunities.	Establish group with representatives from PBs to prepare plan, host a workshop to consult staff and launch plan.	2021	Implementation of plan in conjunction with the Institute's programme design framework.
		2. Facilitate staff acquire Teaching & Learning qualifications.	Provide time and other supports for staff whose T & L programme assessments involve improving the learning performance of their students or those on the programmes that they teach on.	2021	Increased number of staff with T & L qualifications.
			Provide support for staff to attend CED-provided short courses, workshops and forums.	2020	Increased attendance at CED facilitated events.
		3. Promote and facilitate the exchange of teaching and learning experiences.	Establish group of PB Chairs/members to annually exchange PB innovations and propose new actions.	2020	Group established and working.
			Host internal annual Teaching & Learning workshop for staff in School of Business	2021	Host workshop.
			Implement biannual awards for programmes with the most effective Student Retention innovations or plan, and T & L Innovations.	2020-2022	Make awards.

		4. Enhance the communications, creativity, innovation and inventiveness of students.	Extend annual exhibitions of project work to all programmes and invite practitioners and industry.	2020	Mount annual programme exhibitions of student work and present awards.
		5. Develop students as partners with staff in their education.	Facilitate students develop personal ePortfolios and link to Next Step Module.	2020	Incorporated into programmatic reviews.
			Establish School group to review National Student Survey data and make recommendations.	2020	Established as an input into annual programme amendments.
			Invigorate student membership on PBs.	2020	Student input on programme design and delivery.
			Extend PASS module to all programmes.	2020	Incorporated into programmatic reviews.

Source: GMIT Strategic Plan 2019 - 23

Figure 109: School of Business Strategic Plan 2019 - 2023: 1. Innovation in Teaching

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
2. Digital Learning	Deliver enhanced learning opportunities across a diverse student cohort and provide innovative, student-centred blended learning opportunities, to meet the learning needs of flexible learners on School of Business programmes.	1. Participate on the Institute's On-Line Project Group.	Nominate a School of Business lecturer to the On-Line Project Group as link to School Executive.	2019	The development of a policy framework and environment that supports staff and students in their teaching and learning.
		2. Develop a School of Business strategy for digital learning.	Establish School of Business digital technology policy group with membership from all programme boards.	2020-21	5 year rolling Digital Plan for School of Business.
			Identify target markets and categories of students whose access and learning would be enhanced by the digital design and delivery of existing and new module elements/modules/programmes.	2020-21	Digital technology map of students and markets for programmes.
			Use digital technology map to select programme digital projects over the next 5 years on a rolling basis.	2020-2014	5-year rolling digital technology delivery plan of School of Business programmes.
		3. Provide CPD, training and education for staff and facilitate Institute support/resources availability.	Encourage staff to upgrade their digital learning pedagogy and technology skills and expertise through the institute's CPD funding, CED programmes, the qualifications fund, instructional design resources, IT support resources, and quality assurance resources.	2020-2022	Development and design of existing and new teaching and learning resources for full-time, dual and flexible learners.

		4. Include new digital programmes in Academic Plan. Include digital teaching and learning in Dept. performance.	Deliver new digital modules/programmes.	2020-23	Delivery of School of Business programmes to new target categories of students. Enhanced learning of students. New target categories of students registered on programmes.

Source: GMIT Strategic Plan 2019 - 23

Figure 110: School of Business Strategic Plan 2019 - 2023: 2. Digital Learning

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
3. Collaborative Culture	Facilitate staff to share their knowledge across the institute and with partner organisations to increase the positive impact for students and the wider community.	1. Improve and enhance communications for staff and students in the School of Business.	Further develop School communications using business communications and productivity tools (SharePoint sites as document repository and Outlook for time and diary management).	2020-2021	All School Executive and PB members use SharePoint and Outlook for business.
			Facilitate regular School and Dept. and PB meetings.	2019-2020	Annual schedule of School Executive, School, Dept., PB meetings.
			Assign responsibilities for maintaining dynamic website pages.	2020-2023	Improved dissemination of information on School of Business programmes and research projects.
			Establish annual internal audit of effectiveness of communications.	2020	Enhanced communications.
		2. Collaborate with the Regional Skills Forum and other industry groups to develop programmes that upgrade company staff qualifications and skills for industry consortia.	Establish programme design groups with external representation from industry consortium and other groups.	2019	Delivery of programmes for consortia.
		3. Recognise and acknowledge specialist expertise that lies outside School of Business.	Invite specialists external to the School of Business to participate on programme design groups.	2020	Augmented programme design groups.
		4. Participate on TU-inspired projects.	Second staff on collaborative projects designed to further TU preparation.	2020	School of Business staff participating in TU/CUA projects.

		5. Extend partner collaboration beyond project/ programme.	Identify other collaborative opportunities for existing partners where appropriate.	2020	Layers of collaboration with partners outside the School of Business.

Source: GMIT Strategic Plan 2019 - 23

Figure 110: School of Business Strategic Plan 2019 - 2023: 3. Collaborative Culture

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
4. Infrastructure and Facilities	Provide facilities and equipment in the School of Business that enhances the user experience by enabling creativity and supports high quality teaching and innovation.	1. Renew Business ICT facilities and equipment to best-in-class standards.	Develop a capital investment plan to remedy the Institute's inadequate investment over the last 10 years. The plan will be a rolling 5 year plan that will facilitate financial planning by the Institute and take advantage of funding opportunities as they arise.	2019-24	The Institute incorporates the plan into the master campus development plan. The Institute prioritises the investment in School of Business facilities as per the plan.
		2. Implement annual equipment maintenance planning.	Develop schedule of maintenance actions annually at School level.	2020	Use of policy in annual implementation planning and delineation between School of Business and Buildings & Estates.
		3. Participate in the Institute's ICT Strategy to ensure ICT infrastructure and support for Business programmes and actions.	Develop annual schedule of ICT provision and resourcing at School level.	2020	Annual dialogue with ICT Services and submission of Business ICT resource funding requirements.
		4. Develop IT laboratories against internationally recognised standards of fitting and use.	Research appropriate international laboratories standards.	2020	Prepare laboratories refurbishment plans using standards.
		5. Cost the School of Business Strategic ICT Plan	Plan the Institute-funded and School recurrent budget-funded elements.	2019	Strategic plan is funded.

Source: GMIT Strategic Plan 2019 - 23

Figure 111: School of Business Strategic Plan 2019 - 2023: 4. Infrastructure and Facilities

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
5. Cross Disciplinary Culture	To improve creativity and innovation of students and staff by working across disciplines.	1. Encourage School of Business staff to participate on Academic Council, Sports, Student Services and Strategic Groups that work across the Institute.	Promote cross-Institute working among staff.	2020-23	More School of Business staff work across the Institute.
		2. Review the Institute's cross-disciplinary framework	Facilitate PBs embed cross-disciplinary modules from the Institute's cross-disciplinary framework where appropriate.	2020-23	Embedded cross-disciplinary modules on APSs.
		3. Enhance programme design and development by using the cross-disciplinary resources of the Centre for Graduate and Professional Development (CGPD) where possible.	PBs embed the cross-disciplinary resources (e.g. instructional designer) for programme review and development.	2020-23	PBs work with central cross-disciplinary resources.
			Programme design groups employ the Institute CGPD resources to design new programmes.	2020-23	Programme design groups constituted from cross-disciplines.
		4. Devise new programmes that are cross-disciplinary.	Augment existing expertise on programme design groups by inviting staff with other disciplines to participate.	2019-23	Discipline diversity on programme design groups.
			School Executive plans the delivery of the cross-disciplinary programme with other School Executive where necessary.	2019-23	Deliver new cross-disciplinary programmes.

Source: GMIT Strategic Plan 2019 - 23

Figure 112: School of Business Strategic Plan 2019 - 2023: 5. Cross Disciplinary Culture

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
6. Staff Expertise and Development	Ensure that staff feel that their expertise is valued and see opportunities to develop their skills and careers. Align academic recruitment with capacity development in academic disciplines.	1. Enhance leadership and management of performance in the School of Business.	Provide leadership training for School management, administrative and academic staff.	2021	Enhanced leadership of staff.
			Facilitate PMDS processes to establish Dept. performance goals and plans.	2020	Annual Dept. goals and plans.
			Align Dept. plans to School strategic plan, academic plan and resourcing plan.	2020	Annual review of School Strategic plans, Dept. plans, academic and resourcing plan.
			Prepare annual plan/schedule of staff engagement with School, Dept. and other plans and programmes.	2020	Improved School and Dept. performance.
			Encourage leaders in School of Business to participate in mentoring programme.	2021	School of Business staff mentor staff in new roles.
		2. Prepare realistic rolling annual staff development plan to enhance staff performance.	Provide training in PMDS processes for HoS/HoDs.	2019-2021	Trained School Executive.
			Facilitate Depts. use PMDS processes to establish staff goals and plans using competency framework tools.	2019	Schedule of staff goals and plans at Dept. level.
			Prepare schedule of staff development at Dept. level in categories: qualifications upgrading, CPD (cognate, T & L).	2021	Staff participation in focused staff development programmes/projects.

		3. Align recruitment with capacity development in academic disciplines.	Ensure staff recruitment agreed by EB.	2021	HR recruitment advert and interview selection.

Source: GMIT Strategic Plan 2019 - 23

Figure 113: School of Business Strategic Plan 2019 - 2023: 6. Staff Expertise and Development

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
7. Programmes with an Applied Focus	Facilitate more work-integrated learning experiences for students, so that they can gain stimulating, relevant experience, broadening their connections and credentials, ensuring graduates are attractive to employers and recognised for their creative, collaborative and entrepreneurial edge.	1. Develop L8 (post experience) and L9 taught programmes that build on u/g competences by providing specialist Business expertise and competences to employees.	Establish programme design groups to prepare project plan.	2019- 2024	Programme design groups develop programmes for validation.
			Develop programmes in accordance with this strategic plan and Institute programme design framework.	2020-2024	New programmes with new student targets.
		2. Further develop student creativity, innovation, and inventiveness in problem-solving and design.	Imbed the skills and competences in module learning outcomes. Assess and acknowledge performance with digital badges and prizes.	2019-20	Imbedded skills and competences in module learning outcomes arising from programmatic reviews.
		3. Maintain and enhance the proportion of active learning on programmes that is practical, and professionally and applications oriented.	PBs review programmes/modules after student/ industry consultations.		Programmatic reviews completed.
			PBs prepare schedule of new technologies for acquisition and inclusion on Academic plan resources.	2019-2021	New technologies purchased and commissioned.

		4. Integrate work placement on all School of Business programme offerings where applicable	PBs to imbed work placement in programme structure.	2022	Programmatic review completed.

Source: GMIT Strategic Plan 2019 - 23

Figure 114: School of Business Strategic Plan 2019 - 2023: 7. Programmes with an Applied Focus

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
8. International	The School of Business will internationalise its programme curriculum, through curriculum design, digital tools, teaching strategies and opportunities for student mobility which will reflect and embed our international outlook.	1. Internationalise the curriculum of School of Business programmes.	Programme Boards embed international themes as part of programmatic reviews in third year of programmes.	2021	International themes developed in programmes for the next 5 years.
		2. Develop International Business with a Language programme.	PB to consult with GIHS on the development of an International Business with a Language programme.	2021	CAO applicants for the programme.
		3. Develop an International Student exchange plan for the School of Business that identifies and secures HEI partnerships for student and staff exchange.	In consultation with the International function, establish a series of International partnerships with selected HEIs in Europe, North America and Asia, whose programmes and ethos aligns with those of the School of Business.	2020	Launch of School of Business International Plan with targeted HEIs.
		4. Promote international opportunities to students as a constituent part of their employability.	Assign promotional, preparation and support roles to a lecturer group of staff who have visited partner HEIs.	2021	Target number exchanges of School of Business students and HEI partners studying abroad or taking work-based learning.
		5. Devise a preparatory and support programme for students who opt for study or work-based learning aboard.	Establish a cross-School and International function group to design preparatory programme.	2021	Implement preparatory programme.
		6. Develop an International plan for the School of Business that identifies capacity and entry routes for full-international fee paying students.	Devise an incentivisation plan and support structure for Depts. which are successful recruiting international students.	2021	Implement incentivisation plan and support structure.

Source: GMIT Strategic Plan 2019 - 23

Figure 115: School of Business Strategic Plan 2019 - 2023: 8. International

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
9. Coherent Research Themes	Support areas of research strength in the School of Business. Translate research insights and findings into curriculum design and teaching strategies.	1. Develop a rolling 5 year research plan that includes performance targets associated with TU criteria and plans for the development of research, research groups and the integration of teaching and research.	Rolling quarterly/annual consultations with the R & I function, research groups, research active, research capable lecturers, iHub staff, PBs and others.	2020	Implementation of the School of Business Research and Innovation Plan.
			Include scholarship and research performance in departmental and lecturer goals and development plans.	2022	Inclusion in departmental and lecturer goals and development plans.
		2. Provide realistic support for active researchers.	Assign time to researchers for time-intensive activities, such as grant writing, where the return for the School and research team is high.	2021	Researcher time allocation model and resources.
			Encourage the development of BRING	2022	Team plans developed and approved.
			Create more alignment between researchers' teaching modules and their teaching timetables with their research activities	2021	Aligned lecturer timetables.
			Annual consultation on academic plan with researchers and R & I function.	2020	Schedule of consultative meetings.

		3. Encourage new research entrants among lecturers.	Aspirant and inexperienced researchers should be mentored by experienced researchers.	2019	New entrants to research have mentors assigned.
			Encourage lecturers to undertake higher research degrees with Institute support.	2019	Increase in lecturer higher degree registrations and completions.
		4. Strengthen the relationship between research and teaching.	PBs will review the relationship of their programmes with research activities each year.	2020	Annual PB reports with review included.
			Identify research funding opportunities to target final year u/g students.	2020	Target RISE Scholarships
			Develop cognate trunks of L7, L8, L9 and L10 programmes in the School's Academic plan to promote progression and create cadres of P/G students.	2019	New programmes validated and delivered.
		5. Strengthen the relationship between the School of Business and the iHubs.	Promote the work of researchers and lecturers who have work-based learning students, final year student projects and research projects with iHub clients.	2020	Information included on promotional literature and website; active press and social media use.
		6. Promote research achievements vigorously.	Promotion research projects and achievements externally and to u/g students.	2020	Annual exhibitions of p/g work.

Source: GMIT Strategic Plan 2019 - 23

Figure 116: School of Business Strategic Plan 2019 - 2023: 9. Coherent Research Themes

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
10. Employability and Professional Practice	**Ensure Business programmes are clearly and logically connected through all levels of education to support coherent pathways for students.**	**1.** Publish the School of Business Employability statement.	Employability statement authored by cross-School group of academic staff.	2020	Completed Employability statement forwarded to Office of Registrar.
		2. School of Business programmes develop students' transferable skills - Personal Administrative Skills, Communication Skills, Time Management, Organisation Teamwork, Critical & Analytical Thinking, IT Skills, Numeracy Skills, Business Management Knowledge.	All students are required to take a substantial WBL module as part of the work of the programmatic review; an alternative set of credits is available for those who do not find work-placements.	2020	Incorporated into programme as part of programmatic review approved by AC.
			Guest lecturer speakers, company visits, employer workshops, and professional body sessions (where appropriate), planned for each programme.	2020	Incorporated into programme as part of programmatic review approved by AC.
			Group Projects, which foster team working and interpersonal skills, are an integral part of each programme.	2020	Incorporated into programme as part of programmatic review approved by AC.
			Cross programme multi-disciplinary teamwork will be considered by PBs.	2020	Incorporated into programme as part of programmatic review approved by AC.
			Students will have many opportunities to write dissertation/thesis and hone their presentations skills.	2020	Incorporated into programme as part of programmatic review approved by AC.

		3. School of Business programmes have relevant professional body accreditation (where appropriate).	PBs will review the accreditation status of their programmes using the criteria of competence, quality assurance, employability and development.	2020 2021	Recommendations in programmatic review reports. Accreditation application and evaluation visit scheduled.
			Professional bodies that accredit School of Business programmes are invited annually to promote the benefits of student membership to students and provide student prizes.	2020	Professional Body sessions for students organised. Prizes awarded and presented by Professional Bodies.
			Professional bodies that accredit School programmes are encouraged to host their regional meetings and CPD events in GMIT.	2020	Programme of professional body meetings and events in GMIT.

Source: GMIT Strategic Plan 2019 - 23

Figure 117: School of Business Strategic Plan 2019 - 2023: 10. Employability and Professional Practice

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
11. Health and Wellness	To ensure that all students and staff in the School of Business have health and wellness resilience.	1. Facilitate students and staff engage with the Institute's Healthy Campus Initiative and other Institute-wide health and wellness programmes.	Establish cross School group to review the Institute's Healthy Campus Initiative and make recommendations for implementation.	2021	Students and staff report that they are more resilient to stressors.
		2. Ensure that the student and staff timetables facilitate healthy study- and work-life balance respectively.	HoDs review timetables to ensure that student and staff timetables are balanced across the week among other criteria.	2021	Implementation of amended programmes arising from the programmatic reviews.
			PBs review student workloads across weeks and terms as part of programme development.	2020	Incorporated into programme as part of programmatic review approved by AC.
		3. Provide health and wellness criteria to inform the specifications of the refurbishment and repurposing of specialist, general and office spaces in the School of Business.	The School Executive facilitates the establishment of health and wellness criteria for the space specification teams and facilitators, and promotes the concept with Buildings and Estates.	2020	Spaces that respect student and staff needs for health and wellness.
		4. Acknowledge and celebrate the success of students and staff.	Organise appropriate events, promotions and communications.	2019	Events, promotions and communications executed.

Source: GMIT Strategic Plan 2019 - 23

Figure 118: School of Business Strategic Plan 2019 - 2023: 11. Health and Wellness

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
12. Diversity, Equality and Inclusion	Provide an inclusive learning environment that is accessible to staff and students, regardless of their background. This diversity will be a source of educational and collaborative excellence.	1. Ensure that students who gain admission to School of Business programmes through Institute access policies for FE students and disadvantaged groups are realistically prepared for and supported with their learning.	Review performance of students who enter programmes via diverse pathways and provide learning supports where appropriate.	2019-20	Review concluded during programmatic reviews and recommendations adopted and monitored.
		2. Increase the numbers of student from under-represented groups on School of Business programmes.	Implement Institute access plan and participate in proposals for funding projects.	2020	Implement funded projects/ programmes.
		3. Use diversity, equality and inclusion criteria to inform the specifications of the refurbishment and repurposing of specialist, general and office spaces in the School of Business.	Promote the objective with Buildings and Estates and ensure all School of Business spaces/facilities align with diversity, equality and inclusion.	2020	New and refurbished spaces respect and facilitate all users.

Source: GMIT Strategic Plan 2019 - 23 **Figure 119: School of Business Strategic Plan 2019 - 2023:** **12. Diversity, Equality and Inclusion**

Institute Enabler	Business Objective	Business Sub Objective	Action Required	Timescale	Success Indicators
13. Community and Outreach Programmes	Develop a strategic approach to outreach and engagement activities which will focus on communities and groups who face the greatest barriers to participation in higher education.	1. Review annually feeder school and other programme entry data.	Annual review of feeder school and other entry data with PBs and Schools Liaison.	2020	Reviews take place and amendments incorporated into School Liaison and other promotional plans.
		2. Develop School of Business alumni to provide learning support and inspiration for School of Business students.	Invite alumni to act as external examiners where appropriate.	2019-23	Alumni appointed as external examiners.
			Invite alumni to give advice on programme development.	2019-20	Alumni advice on programme development for PBs.
			Invite alumni to propose their companies host work placements.		Alumni companies host work placement students.
			Invite alumni to act as judges of student performance where appropriate.		Alumni judge student work.
		3. Support teaching and research actions that enhance community engagement and outreach.	Extend Community Engagement module onto all u/g programmes.	2019-20	APSs amended through programmatic review process.
			Promote and support research actions that engage communities or create communities of practitioners with GMIT THRIVE.	2020	Community projects running with GMIT THRIVE.
		4. Use community engagement project outcomes to promote School of Business programmes and impact of projects where appropriate.	Document projects for publicity and marketing.	2020	Community projects promote School of Business programmes and community research.

Figure 121: Intended impact of School of Business

Strong FDI / Multinational Base

Rich Cultural Heritage

Entrepreneurial Culture

Professional Body Accreditation

Professional Practice for students

School of Business Impact

Desirable Place to live and work

ICT, MedTech, Marine, Biopharm, Food, Energy,

Achieving a TU for the West of Ireland

Diversity of rich learning experiences

Large proportion of SMEs

Diverse and Dispersed Population

School of Business linking to the region

Attracting, developing and retaining talented

Developing innovation and creativity as

Unique Identity on Atlantic Coast

Challenging Rural demographics

Key partner for enterprise development

Enhancing SME performance with applied R&D and

Leading CPD provider in the region

Integrating research with strong teaching and

Regional Context

Atlantic Ocean