

2025 Sharing Information on Progress **(SIP) Report**

Dublin City University Business
School

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started



This section provides foundational information about Dublin City University Business School, including key details and basic institutional data.

Graduates & Enrollment

2024 Statistics	Number
Graduates	1248
Faculty & Staff at the Institution	166
Student Enrollment at the University	20377
Student Enrollment at the Institution	4186
Undergraduate Attendance	2731
Masters-Level Postgraduate Attendance	1216
Doctoral Student Attendance	56

Degrees Offered


Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)  Bachelor of Arts (B.A.)

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Letter from the Executive Dean

Professor Dominic Elliott

DCU Business School
29th September 2025

DCU Business School reaffirms its commitment to the Principles for Responsible Management Education (PRME). We are pleased to present this Sharing Information on Progress (SIP) report, which reflects our achievements to date in alignment with PRME's principles.

Our mission is clear: "To educate leaders and professionals for the global marketplace. Through our teaching, our research, and our engagement with industry, we contribute proactively to the development of individuals, industry and society."

This mission underpins our School Strategy (2023–2028), which positions responsibility, sustainability, and ethical practice at the heart of all we do. Our strategy is framed by four overarching goals: to prepare graduates as agents of transformational change for business and society; to enhance our international reputation for impactful research that addresses global challenges; to deepen our collaborations with industry and policy partners; and to intensify the internationalisation of our teaching, research, and community. These ambitions are guided by our values of being engaged, dynamic, responsible, and open.

The PRME principles remain central to our activities. They shape our teaching and learning innovations, including our ongoing curriculum renewal, which emphasises challenge-based and experiential learning. They also frame our research agenda, which addresses issues of global significance and contributes to the UN Sustainable Development Goals. Through our distinctive industry engagement and international partnerships, we ensure that the values of ethics, responsibility, and sustainability are embedded across our community.

Our graduates embody these principles. They leave DCU Business School with the knowledge, skills, and values to lead responsibly, think critically, and act with creativity and conviction. They are fully prepared to contribute to organisations and society in a rapidly evolving global economy. With an alumni network now spanning over 60 countries, our graduates make tangible contributions to business and society worldwide.

Kind regards,



Professor Dominic Elliott
Executive Dean
DCU Business School

Definition of Purpose

Purpose at DCU Business School means educating ethical, work-ready graduates and leaders who transform business and society, advancing inclusive prosperity and sustainability through responsible teaching, research, and engagement

Institutional Engagement

76% - 100%

of faculty at Dublin City University Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

Values at DCU Business School mean being Engaged, Dynamic, Responsible, and Open; embedding ethics, sustainability, accountability, and inclusivity into our teaching, research, and partnerships to transform lives and societies while upholding responsibility to people and the planet

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Senior leadership office
- ❖ Student contributor
- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school

Student Awareness

51% - 75% of students at Dublin City University Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Dublin City University Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Teach at DCU Business School means embedding ethics, sustainability, and responsibility into curricula through experiential, challenge-based, and industry-engaged learning, empowering students as agents of transformational change in business and society.

Courses that support RME

Dublin City University Business School reports 3 courses in 2024 that support responsible management education and sustainable development goals.

Sustainable Aviation

| MNA1002

Air transport has a significant economic and social contribution, but the benefits of aviation also have an environmental downside. Emissions, noise and waste must be managed, reduced, and where possible eliminated. This module will provide students with a comprehensive analysis of the sustainable development principles for air transport. Climate change, Local Air Quality and Noise pollution will be discussed in terms of their measurement, impact but also mitigation options. Environmental regulations and policies for airlines, airports and Air Traffic Control will be outlined and critically evaluated. Finally, the module aims to create a critical and collaborative learning environment that will manifest itself in students reflecting on their contribution to corporate social responsibility and sustainability and taking their place as responsible global citizens.

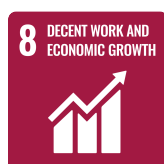
In this course, I help students develop a critical understanding of aviation's environmental challenges and equip them with the tools to evaluate and apply sustainable solutions. Beyond knowledge, they build professional skills in analysis, teamwork, and communication while cultivating an ethical awareness of aviation's global responsibilities. My impact lies in inspiring them to see themselves as future leaders who can shape a more sustainable industry.



Business and Professional Ethics

| BAA1018

What is ethics? Is it relevant for business? What are the new frontiers of business ethics in the future of work? This module is a journey through the main themes of ethics in our contemporary business context. BAA1018 details the study of business ethics according to five main areas. Students will be first introduced to what is ethics, and what are the main ethical theories which can be applied to business and technology, and how business ethics deals with cultural diversity in the global and technologically advanced business environment. A special focus is dedicated to the existence and implementation of universal standards for business. Secondly, the module takes the perspective of the individual in the business organization, and it reflects on the meaning of responsibility and on the main ethical issues in business, with specific reference to ethical issues related to the use of technology in the workplace. Thirdly, assuming the perspective of the manager, the module explores leadership and organizational culture. As a fourth area, BAA1018 explores the fascinating relationship between business, technology and society, also touching on the timely topic of sustainability and the relationship between business, technology, and the United Nations Sustainable Development Goals. Finally, some lectures are dedicated the ethics in finance.



Next Generation Management (MT5113)

| MT5113

Next Generation Management (MT5113) is delivered on campus at DCU Business School and through postgraduate programmes at Princess Nourah Bint Abdul Rahman University (PNU). PNU, the world's largest women-only university, has partnered with DCU Business School since 2012. Module Structure The NGM module is taken by most full-time master's students and is organised into three core components: Career & Personal Development – 35% Business & Society – 35% Project Management – 30% NGM II (Semester 2) Breakdown Portfolio – 60% Digital Marketing – 30% Research Methods: Introduction & Qualitative Methods – 10% Compiling search strings Writing research questions Business & Society Theme The Business & Society (B&S) theme explores the intersection of management, society, and global challenges. It is closely aligned with the UN Sustainable Development Goals (SDGs), focusing on issues such as: Gender equality Reduced inequalities Sustainable cities and communities Responsible consumption and production Climate action ...and more Leadership of the Business & Society Theme The theme is led by Dr Gavin Brown (Assistant

Professor of Business & Society) at PNU and DCU. Through this theme, students examine how businesses can respond to societal challenges in ways that: Drive social and environmental sustainability Enhance resilience Promote both business and societal success

Students are introduced to the core concepts of Business & Society linked to the UN SDGs. Learning takes place through: Independent and group study Thematic lectures and activities PODs (Personal Opportunities for Development) Collaborative discussions This student-centred approach helps learners progress from theory to practice by applying knowledge within their discipline, encouraging reflection on global trends, societal challenges, and sustainable business practices. Impact on Students Through the Next Generation Management (NGM) module, DCU Business School and PNU empower master's students to develop the knowledge, skills, and values needed to be responsible leaders in line with the UN Principles for Responsible Management Education (PRME). Key Impacts: Embedding the SDGs in Learning Students explore global challenges such as gender equality, climate change, sustainable production, and reduced inequalities through the lens of the UN Sustainable Development Goals (SDGs). They learn to apply these frameworks to real-world business and societal contexts, encouraging them to become advocates for sustainable and ethical practice. Critical Reflection & Independent Learning Using PODs (Personal Opportunities for Development), students take ownership of their learning journey, engaging with activities, reports, and reflections that connect theory to practice. This deepens their ability to critically analyse global trends and their implications for business and society. Applied, Practice-Oriented Teaching Students move from theory to practice by working on group projects and case studies that simulate real-world challenges. For example, recent assignments have focused on global uncertainty, resilience, and sustainability transitions, requiring students to generate evidence-based recommendations for business and policy stakeholders Leadership Development Under the guidance of Dr Gavin Brown, the Business & Society theme helps students understand the role of leadership in driving social and environmental sustainability. They are challenged to consider how business can both adapt to, and positively influence, societal change. Shaping Future Decision-Makers Graduates leave the programme better equipped to: Integrate sustainability into strategic decision-making Recognise and address ethical dilemmas in management practice Engage with stakeholders on pressing societal issues Act as change agents for responsible management in their organisations and communities Student Feedback & Outcomes Students consistently report that NGM helps them see beyond traditional business performance metrics, fostering a broader understanding of the responsibilities of business in society. Many alumni have gone on to careers where they apply these principles, particularly in sustainability, governance, and corporate responsibility roles.





Teaching Awards

In 2024, 1 award was given to faculty and educators at Dublin City University Business School.

The Doctoral Supervision Award

Granter: Dublin City University

Grantee: Janine Bosak

Award Description:

Purpose: The President's Award for Excellence in Doctoral Supervision aims to: • Recognize and reward supervisors who embody the highest standards of mentorship in their unfailing support of the doctoral research work and development of doctoral students • Promote a culture of excellence in doctoral supervision and foster positive relationships between supervisors and students • Showcase best practices in doctoral supervision that contribute to the overall quality and impact of our research programs • Identify and encourage opportunities in transversal skills such as learning support, academic and broader communication and career development • Enhance the reputation of our institution as a leader in graduate education and research excellence

Who is eligible for this award category: This category recognises all the nominees who have excelled in doctoral supervision at DCU and applies to any current DCU staff member who has supervised in DCU for more than three years.

Selection and Criteria: The selection criteria for the President's Award is underpinned by tenets of the National Framework for Doctoral Education and could include, but not be limited to, the following: • Demonstrated commitment to the intellectual and professional development of doctoral students • Evidence of effective communication, feedback, and guidance throughout the doctoral journey • Success in supporting doctoral candidates in achieving timely completion and producing high-quality research outcomes • Contribution to the broader research community and engagement in initiatives to enhance the doctoral experience

Educator Recognition

At Dublin City University Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Student-nominated teaching awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration

Teaching Voices

The following statement demonstrates ways in which educators at Dublin City University Business School support sustainability and responsible management in their classrooms.

Teaching Crisis Communications and Organisational Apologies using Virtual Reality

Teaching Voices: Teaching Crisis Communications and Organisational Apologies using Virtual Reality

Dr. Colette Real, Dublin City University

As part of a second-year undergraduate personal development module (BSc Digital Business & Innovation), students engage in a challenge-based learning exercise designed to develop interpersonal skills, including team working, conflict management, communication, agility, and resilience.

Within this module, students participate in a communication exercise that uses Virtual Reality (VR) to simulate high-stakes professional scenarios. After preparatory lectures, case study work, and speech preparation, students spend time in the VR Lab delivering an organisational apology in response to a data breach on behalf of Facebook/Meta, or alternatively, presenting a commentary on Facebook's communications.

The VR environment places students in settings such as a press conference or TV studio, requiring them to perform under pressure. Their delivery is recorded and assessed as part of a reflective learning portfolio, with opportunities for feedback on presentation style as well as AI-generated follow-up questions.

The exercise draws on established research in crisis communication and trust repair and asks students to grapple with the challenges of balancing empathy, competence, benevolence, and integrity in corporate communication.

Student reflections demonstrate the impact of this approach: one described the experience as feeling “really in the shoes of someone, such as a CEO, required to give the real apology in the aftermath of the breach of trust from the data leak.” Others noted the difficulty of crafting an apology that was both sincere and respectful of organisational integrity.

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Dublin City University Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Dublin City University Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Scalability issues
- ❖ Resource constraints
- ❖ Measurement difficulties



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

Research at DCU Business School means producing novel, rigorous, and impactful knowledge that addresses global challenges, informs responsible management, and advances society through ethical, sustainable, and internationally collaborative inquiry.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Dublin City University Business School was awarded funding for research that is:



International



National



Regional



Local

Socializing Research

In 2024, Dublin City University Business School contributed research findings to:

- ❖ International media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Barriers

In 2024, Dublin City University Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges

❖ Time constraints



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

Partner at DCU Business School means collaborating with business, government, academia, and civil society to co-create education, research, and engagement that promote ethics, sustainability, and responsible management for societal impact

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EQUIS
- ❖ SBC
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory

Student Organization Partnerships

- ❖ Enactus



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

Practice at DCU Business School means embedding ethics, sustainability, accountability, and inclusivity in governance and operations, guided by our Responsible Business Committee (RBC) to ensure our actions reflect responsible management principles

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

Share at DCU Business School means openly exchanging successes and challenges across teaching, research, and engagement, fostering collective learning and strengthening our shared commitment to ethics, responsibility, and sustainability

Engagement Opportunities

Dublin City University Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Student and staff volunteer programs

Communication Audiences

Dublin City University Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Accreditation bodies
- ❖ Media and public relations channels

Communication Barriers

Dublin City University Business School faces the following barriers in transparent communications:



**Feedback
loops**

SIGNATORY

Dublin City University Business School



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