

PRiME

*an initiative of the
United Nations Global Compact*

**DCU
BUSINESS
SCHOOL**

Sharing Information on Progress 2026

Dublin City University Business
School

September 2026

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About Dublin City University Business School

DCU Business School is an ambitious and internationally focused learning community that combines academic excellence with practical experience, strong industry connections and a commitment to creating a positive impact on business and society.

Its programmes are designed to respond to the demands of a rapidly changing world, equipping students and participants at different stages of their academic and professional development with the knowledge, skills and experience required to navigate emerging opportunities, exercise responsible leadership and make a meaningful contribution to business and society.

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.

Mission

Our mission is 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.

DCU Business School's mission reflects the philosophy that underpinned the creation of DCU, whereby it was challenged to "develop programmes of teaching and research at international standards equivalent to those of the established universities, while giving special attention to Ireland's emerging needs in the fields of science, technology and business" (Minister for Education, Mary O'Rourke, Seanad Éireann, 1 June 1989, Vol. 122, No.21). This founding focus on international standards, industry needs and societal relevance drives DCU's mission, "to transform lives and societies", and the School's mission.

The School's mission drives our strategic focus and directly informs how we design curricula, shape our research priorities, and engage with external stakeholders. In practice, this is reflected in curriculum design that embeds employer input, applied- and challenge-based learning, and authentic assessment; research priorities that emphasise relevance, impact, and engagement with practice; and sustained partnerships with industry through programme advisory boards, guest teaching, applied research collaborations, work placements, executive education, and lifelong learning provision.

The School's focus on ensuring that curricula are industry aligned and that graduates are 'work-ready' is consistently recognised by students, employers, and external stakeholders. This recognition is evidenced through strong employer engagement in programme development, high levels of industry participation in teaching and assessment activities, the integration of work placements and live business projects across programmes, and positive feedback from employers recruiting DCU Business School graduates for their professional preparedness, adaptability, and applied skillsets.

Vision

The School's vision is to be recognised as an international business school that transforms individuals, industry and society through excellence in teaching and research.

Closely aligned with our mission, this vision sets a high level of ambition for the School and guides our pursuit of meaningful and transformational impact across education, research, industry engagement and society.

Strategy

Strategic Direction

DCU Business School's strategic management approach is mission-driven, stakeholder-informed, evidence-based, and designed to support continuous improvement in the quality, currency, and impact of its education, scholarship, engagement, and operations. Strategic management encompasses the integrated set of activities through which the School defines and advances its priorities; allocates and manages its resources; monitors progress against planned strategies and expected outcomes; fosters innovation; and adapts responsively to changes in its operating environment. The School Strategy explicitly articulates strategic priorities, associated expected outcomes, and informs the principles that guide resource allocation, performance review, and ongoing refinement.

The School operates a five-year strategic planning cycle aligned to Dublin City University's strategic framework. The School Strategy 2023–2028 serves as the principal strategic planning document for DCU Business School and is supported by five aligned sub-strategies (Teaching and Learning, Research, Internationalisation, Industry Engagement, and Executive Education) together with four enabling planning strategies (Faculty and Staff Plan, Marketing Plan, Responsible Business Strategy and Alumni Plan), which operationalise strategic priorities, inform resource allocation, and support monitoring and review.

Strategic management processes are led by the Executive Dean, who is responsible for overseeing the development of the School Strategy; ensuring that strategic goals and priority objectives are translated into implementable actions and measurable outcomes; monitoring progress and enabling corrective action where required; ensuring the strategy remains aligned to the DCU Strategy (*Transformation for an Unscripted Future, 2023–2028*), launched in October 2023; and ensuring that major risks to the delivery of the strategy are identified, managed, and mitigated.

Strategy Alignment

The School's Values

The School's values, **Engaged, Dynamic, Responsible, and Open**, reflect how we see ourselves as a School and how we approach our work. Developed with input from faculty and staff, these values underpin our culture, decision-making, and behaviours:

1. **Engaged** – In our teaching, research, and industry engagement, we are collaborative, connected, innovative, and entrepreneurial.
2. **Dynamic** – In developing our School, we are responsive, progressive, courageous, and resilient.
3. **Responsible** – In our activities and conduct, we are conscientious, sustainable, ethical, and honourable.
4. **Open** – In our interactions, we are inclusive, collegial, supportive, and respectful.

These values are closely aligned with the PRME Principles and provide an important foundation for how responsible management education is embedded across the School. **Engaged** reflects our commitment to working collaboratively with industry, government, civil society, learners, and other stakeholders to co-create knowledge and develop responses to contemporary business and societal challenges. **Dynamic** supports organisational agility, encouraging the School to respond constructively to changing economic, technological, social, and sustainability challenges. **Responsible** establishes ethics, sustainability, and social responsibility as core aspects of the School's identity and institutional purpose, informing both our academic activities and our conduct. **Open** reinforces our commitment to inclusion, constructive dialogue, diverse perspectives, and meaningful stakeholder participation. These values are operationalised in the everyday life of the School. They inform collegial governance and committee processes, where decision-making emphasises transparency, inclusive participation, and shared responsibility, and they shape expectations for faculty and staff engagement with learners and external stakeholders. They are also reflected in the learner experience through collaborative and challenge-based learning, engagement with real-world organisations and societal issues, a strong emphasis on ethical and responsible business practice across programmes, and an academic culture that values respect, diversity, and constructive dialogue.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1546
Faculty & Staff at the Institution	143
Student Enrollment at the University	20410
Student Enrollment at the Institution	4164
Undergraduate Attendance	2817
Masters-Level Postgraduate Attendance	920
Doctoral Student Attendance	57
Certificate, Professional Development, or Continuing Education Attendance	87

Degrees Offered

Bachelor Programs

 Bachelor of Arts (B.A.)

Masters Programs

 Master of Science (M.Sc. or M.S.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  DC115 BA Accounting and Finance
-  DC111 Bachelor of Business Studies
-  DC110 BA Business Studies International
-  DC241 BSc Digital Business and Innovation
-  DC119 BA Global Business (Canada)
-  DC113 BA Global Business (Germany)
-  DC114 BA Global Business (Spain)
-  DC116 BA Global Business (USA)
-  DC117 Aviation Management
-  DC240 BSc Marketing, Innovation and Technology
-  DC112 BA Global Business (France)

Masters Degree Programmes

-  DC511 MSc in Finance
-  DC527 MSc in Global Management (Digital Disruption)
-  DC539 MSc in Management (Operations and Supply Chain)
-  DC514 MSc In Management (Strategy)
-  DC526 MSc in International Accounting and Business
-  DC951 Executive MBA
-  DC525 MSc in Management (Aviation Leadership)
-  DC501 MSc In Accounting
-  DC540 MSc In Quantitative Economics For Business And Management (QuEB)
-  DC510 MSc in Management (Business)
-  DC538 MSc in Business Analytics and Artificial Intelligence
-  DC541 MSc in Quantitative Economics for International Business and Management (QUEBIT)
-  DC516 MSc in Digital Marketing

Postgraduate Degree Programmes

-  DC534 MSc in Strategic Learning and Development
-  DC956 MSc in Emergency Management
-  DC508/DC957 MSc in Work and Organisational Psychology / Behaviour

Certificates, Professional Development, or Associate Programmes

-  DC539 Graduate Certificate in Management (Operations and Supply Chain)



Purpose

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

Letter of Commitment

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20 September 2026

To Whom It May Concern

DCU Business School is pleased to present our 2026 Sharing Information on Progress (SIP) report. Since becoming a PRME signatory in 2012, our focus has increasingly moved from expressing a commitment to responsible management education to embedding it in the way we teach, research, engage and make decisions as a School.

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.”

For us, responsible management education is integral to delivering that mission. Ethics, sustainability and responsibility are not separate subjects to be addressed at the margins of a business education; they need to shape how students understand business problems, make decisions and consider the consequences of those decisions.

This is increasingly visible in the learning experience we create for students. In Hack4Change 2025, more than 800 first-year students, supported by over 50 mentors, industry experts and sustainability organisations, worked in multidisciplinary teams on circular-economy challenges. They used design thinking and challenge-based learning to develop practical responses to real sustainability problems. At postgraduate level, ENFUSE puts students directly into SMEs, micro-enterprises and social enterprises to work on live business challenges, with around half of the participating organisations being social enterprises. These are not simulations: students are expected to produce analysis and recommendations that organisations can use. The same principle applies to entrepreneurship. In our 2025 Dragons' Den initiative, 350 final-year students developed and pitched business ideas to 42 alumni and industry leaders. The point is not simply to develop presentation or entrepreneurial skills. It is to require students to think about value creation, stakeholders, feasibility and impact, and to defend their decisions in front of experienced practitioners.



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We are also seeing evidence that this approach is influencing how students think. The student reflections referenced in the SIP show a shift away from seeing business primarily through the lenses of profit, growth and efficiency. Students talk instead about the need to consider ethics, sustainability, stakeholder interests and long-term consequences. Importantly, they encounter these questions across strategy, leadership, marketing, finance and operations rather than in a single stand-alone sustainability module. That integration matters and we can see it in how students are increasingly taking that work beyond the School. In 2026, a DCU Business School team placed second globally in the UN Global SDG Public Policy Innovation Challenge, competing in a field of more than 4,000 participants from over 400 institutions in 100 countries. The team also received the Best Research Award, while one of our students received the Best Individual Award. These achievements matter because they demonstrate students applying research, analysis and responsible leadership to problems that extend well beyond the classroom.

Our research and external engagement are developing in the same direction. In 2025, DCU Business School researchers produced 79 unique SDG-related publications, generating 140 alignments across the 17 UN Sustainable Development Goals. This work includes research related to decent work and economic growth, innovation, inequality, responsible consumption, climate action and gender equality. Our focus on the creation, development and growth of resilient SMEs also provides a more deliberate connection between our research, education and engagement, and our contribution to SDG 9.

Responsible management also needs to be reflected in how we operate as an institution. Our successful renewal of the Athena Swan Bronze Award, the first School across DCU to achieve a Bronze renewal, reflects sustained work to embed gender equality and inclusive practice for both staff and students. More broadly, our values of being Engaged, Dynamic, Responsible and Open are intended to provide a practical basis for how we govern the School, work with our partners and hold ourselves accountable.

We do not regard the SIP as evidence that the work is complete. The next stage is to become more systematic in how we assess the impact of responsible management education. This should not be simply whether activity takes place, but what changes as a result. That means continuing to strengthen the connection between curriculum, research, institutional practice and external engagement, improving the evidence we use to understand impact, and ensuring



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that responsible business remains part of mainstream decision-making as our School evolves. PRME gives us an important framework against which to test that progress. It also connects us to an international community facing many of the same questions about the role of business schools at a time of significant technological, environmental, economic and social change. We value that challenge as much as the opportunity to share what we have learned.

We are grateful to the faculty, students, professional staff, alumni and external partners whose work is represented in the SIP. Their contribution is what turns our commitment to responsible management education from principle into practice. We look forward to building on that work over the coming years and to continuing to learn from the wider PRME community.

Yours sincerely,

Professor Theo Lynn
Executive Dean
DCU Business School



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Executive Summary

The annual process of curating the PRME Sharing Information on Progress (SIP) report offers DCU Business School the opportunity to take stock of progress made in delivering on the PRME commitments we adopted in 2012. Over that period, our approach has evolved from expressing a commitment to responsible management education to embedding it more systematically across teaching, research, engagement and institutional decision-making.

The 2026 SIP report demonstrates further progress in that journey. In particular, the School is developing a stronger evidence base for understanding the depth and impact of responsible management education across all of our activities.

Responsible management is assessed directly through the School's Assurance of Learning process. In the latest assessment cycle, 78% of students were assessed at or above standard in Ethical Practice and 97% in Sustainability Awareness. Responsible management is also increasingly embedded in applied learning. In 2025, 23 modules were identified as strong examples supporting responsible management education and the Sustainable Development Goals. Our DCU Hack4Change engaged more than 800 first-year students and over 50 mentors, industry experts and sustainability organisations, while Dragons' Den involved 350 final-year students and 42 alumni and industry leaders.

Evidence of impact is also visible beyond the classroom. In 2026, a DCU Business School student team placed second globally in the UN Global SDG Public Policy Innovation Challenge, while also receiving the Best Research Award and a Best Individual Award. This provides evidence of students applying research, analysis and responsible leadership to complex societal challenges in an international setting.

Research has also become more systematically connected to responsible management and sustainable development. For the 2025 publication cohort, 79 research outputs were identified as contributing to one or more Sustainable Development Goals, generating 140 SDG alignments across 15 of the 17 Goals. Of the School's 150 peer-reviewed articles published during the year, 68 (45.3%) were aligned with one or more SDGs using Elsevier's 2025 SDG mapping in SciVal.

External validation of aspects of our responsible management practice is also evident in the renewal of the School's Athena Swan Bronze Award to November 2030, with DCU Business



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School becoming the first School across DCU to achieve a Bronze renewal. The associated report also documents 11 key partnerships connecting the School with business, government, professional and societal stakeholders

Becoming a PRME Champion in 2026 has prompted us to strengthen our internal PRME coordination structure, with a designated PRME Champion in each of our three academic groups, coordinated by a School-level PRME Coordinator. Allocation of increased resources to the project has enhanced, and will continue to improve, connections across responsible management activity across the different dimensions of teaching, research, partnerships and institutional practice. It will strengthen collaboration, and support a more systematic approach to identifying impact, learning and priorities for improvement.

Preparation of this PRME SIP report has also helped us to identify what should be the next phase of our PRME work. Across several principles, evidence is clear that activity is now well established; the next challenge is to demonstrate more consistently what has changed as a result of these activities. We will focus on the development and collation of meaningful metrics in this regard. We recognise that this is likely to present some practical challenges. In teaching, student attendance remains an identified issue. In research, access to relevant data continues to constrain some sustainability- and responsibility-related work. Across partnerships and institutional practice, there is an opportunity to strengthen how outcomes and wider impact are captured alongside activity.

The next stage of our PRME journey is therefore to move more consistently from reporting activity to demonstrating impact. Future reporting will increasingly consider the iterative progression from action/activity to result, impact, lessons learnt and next steps, creating a continuous improvement cycle. This will allow the School to identify more clearly what is working, where gaps remain and how evidence can support ongoing improvement.

As a PRME Champion, DCU Business School will use the period leading to the next SIP, planned for summer 2027, to strengthen both its institutional approach to responsible management and its contribution to the wider community



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Progress and Priorities at a Glance

PRME Principle	Progress / evidence	Gap or learning	Priority to 2027
Purpose	Strong evidence of PRME Principles being consistently and effectively communicated across all Business School activities	While activity measurement and reporting is essential, it isn't of itself evidence of improved outcomes in student and partner practice and behaviour	The School is in the process of shifting focus from reporting PRME activity to also evidencing impact.
Values	78% of students achieved at or above standard in Ethical Practice and 97% in Sustainability Awareness; Athena Swan Bronze renewed to 2030.	Ethical Practice provides a clear area for continued development relative to Sustainability Awareness.	Use evidence to identify strengths, gaps and opportunities for continuous improvement.
Teach	23 modules were identified as strong examples supporting RME/SDGs, alongside substantial experiential and challenge-based learning.	Student attendance remains an identified challenge.	Strengthen the connection between teaching activity, student learning and demonstrable outcomes.
Research	79 SDG-related outputs generated 140 SDG alignments; 68 of 150 peer-reviewed articles were aligned with one or more SDGs.	Research outputs are increasingly well evidenced; wider organisational, policy and societal impact is less consistently captured.	Strengthen evidence of scholarly, organisational, policy and societal impact.



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PRME Principle	Progress / evidence	Gap or learning	Priority to 2027
Partner	11 key partnerships connect learning and research with external organisations and societal challenges.	Partnership activity is well evidenced, but resulting outcomes and impact are less consistently captured.	Connect people and stimulate collaboration while strengthening evidence of value created for students, partners and society.
Practice	The Responsible Business Strategy is embedded within School strategy and governance, supported by external recognition including Athena Swan renewal.	Institutional commitments and structures are more readily evidenced than their resulting outcomes.	Strengthen evidence of how responsible-management commitments influence institutional practice and decision-making.
Share	Responsible-management achievements, research and stakeholder experiences are shared through multiple channels.	The impact of sharing and the learning generated from it are less systematically evidenced.	Use PRME reporting as a mechanism for institutional learning and contribute actively as a PRME Champion.



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Priorities to the 2027 SIP

Capture and showcase responsible management impacts across teaching, research, partnerships and practice, increasing the visibility of existing expertise and good practice and strengthening the evidence base for learning.

Stimulate collaboration by creating opportunities for faculty, students, industry partners and other stakeholders to exchange responsible management practice, identify shared challenges and explore opportunities for collaboration.

Use PRME reporting as a mechanism for learning, turning the evidence and experiences captured through the SIP into opportunities to share learning, identify strengths and gaps, and support continuous improvement in responsible management activity.

Contribute actively as a PRME Champion, sharing DCU Business School's experience with the wider PRME community, participating in collaborative initiatives and peer learning, and bringing relevant ideas, resources and connections from the PRME network back into the School.



Definition of Purpose

At DCU Business School, Purpose means advancing responsible management education in ways that contribute to inclusive prosperity and thriving ecosystems. We express this through our mission to educate leaders and professionals for the global marketplace and to contribute proactively to individuals, industry and society through teaching, research and engagement.

Institutional Engagement

51% - 75% 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.

Continue telling your story

Dragons' Den 2025: 350 Students, 42 Dragons, and a Showcase of Ambition at DCU Business School

In line with PRME Principle 1: Purpose, DCU Business School develops students' capabilities to become responsible leaders and future generators of sustainable value for business and society through experiential, challenge-based learning. Dragons' Den 2025 exemplifies this commitment by providing students with an opportunity to apply entrepreneurial thinking, engage with industry leaders, and develop innovative solutions to real-world challenges.



Over three action-packed days on the third floor of **DCU Business School**, **350 final-year students** stepped into the Dragons' Den, pitching their innovative business ideas as part of the **New Enterprise Development** module. The event, a capstone of the undergraduate business programme, challenged students to present fully developed concepts – shaped over months of ideation, research, and planning – in a seven-minute pitch followed by a seven-minute Q&A with a panel of experienced industry leaders.

This year's **42 Dragons**, all drawn from across DCU's influential alumni network and business partners, represented a remarkable breadth of sectors and leadership. Entrepreneurs and executives from companies such as **Irish Rail**, **VHI**, **eDesk**, **AIB**, **eShopWorld**, **Learnosity**, **Kerry Group**, **Aptiv** and **Boldyn Networks** took their seats in the boardroom to challenge and inspire the next generation of business leaders. Alumni like **Mike Glennon (Glennon Brothers)**, **Maureen King (iTrust Ethics)**, **Ui May Tan (VHI)** and **Sean Keating (Boldyn Networks)** brought industry insight and a spirit of constructive scrutiny to every session.

Students rose to the occasion with concepts ranging from sustainable consumer products to tech-enabled services and agri-innovations. The energy was high, the pitches were sharp, and the feedback was honest and valuable. As students left the boardroom – some relieved, others energised – it was clear they had gained more than experience; they had found their entrepreneurial voice.

Dragons' Den 2025 reaffirmed DCU's commitment to applied learning, industry engagement, and fostering the bold thinking needed to transform lives and society. We thank all the alumni and partners who made this extraordinary experience possible.

DCU Business School & Enterprise Ireland host SME Alumni Symposium

Recently, on **19 November**, in the magnificent **Johnstown Estate conference venue**, DCU Business School and Enterprise Ireland hosted the **inaugural Enterprise Ireland SME Alumni Symposium** – a dynamic gathering designed exclusively for past participants of **EI-DCU SME executive programmes** over the years. Over **50 people from 32 SMEs** gathered to make it a highly successful event.

This alumni event focused on one persistent challenge: bridging the gap between **strategy and execution**. The aim was practical insight, not theory, drawn directly from the lived experience of the attending SME leaders.

The session used a '**World Café**' format to maximise peer interaction and depth of discussion. Attending alumni rotated across tables in three structured rounds, each tackling a different dimension of execution: (1) the challenges that derail strategy; (2) the solutions that help it land; and (3) the advice leaders would give to senior teams on how to implement a new strategic plan. Each table was facilitated to ensure focused conversation, honest sharing, and the capture of real examples. Insights were gathered live and fed into a closing plenary, allowing patterns to surface across sectors, company sizes, and leadership roles.

The event concluded with a **fireside-style** panel discussion, where experienced CEOs reflected on what truly challenged execution in their own organisations and what ultimately delivered results. The combination of peer dialogue, structured reflection, and practitioner insight created a grounded, highly practical learning environment.

What follows is a synthesis of the themes that emerged most strongly across the room.

Themes that Emerged

Many growth strategies fail for reasons unrelated to ambition or intelligence. The root causes sit in execution, focus, and leadership behaviour. Across SME leadership discussions, the same patterns appeared again and again.

The first issue is clarity. Strategy often exists as too many pillars, too many priorities, and too little shared understanding of what success looks like. Senior leadership teams assume alignment, yet shareholders and managers interpret direction differently. When strategy is not translated clearly, it weakens as it cascades through the organisation.

Time is the next constraint. Leadership teams stay deep in **day-to-day** operations, leaving little protected space for forward thinking. Strategy becomes something reviewed occasionally rather than managed continuously. Without dedicated time, execution drifts and urgency fades.

People and accountability sit at the centre of most failures. Delegation happens, but ownership does not. Roles blur, timelines slip, and progress goes untracked. Middle-management capability varies widely, which creates gaps between intent and delivery. When the wrong people sit in key roles, even strong strategies stall.

Communication and culture amplify these problems. Strategy is **under-communicated**, wins go unshared, and resistance to change grows quietly. Comfort zones harden. Fear of getting it wrong limits momentum. Expansion into new regions exposes this further, particularly when leaders underestimate local context and cultural nuance.

The firms that execute well behave differently. They simplify strategy into a small number of priorities and assign clear owners. They repeat the message constantly and translate direction into concrete actions. They **ring-fence** time for strategy through off-sites and structured review rhythms. Progress is tracked using scorecards that leadership teams review frequently and honestly.

They also make tougher choices. **Non-value** activity stops. Unprofitable customers exit. Incentives link directly to strategic outcomes such as margin and delivery. Talent decisions happen earlier rather than later. Good people get room to grow, and accountability remains firm.

The strongest advice shared was direct: be clear on why the strategy exists; act like an equity investor in your own business; track progress relentlessly; adapt quickly when signals change; and bring people with you, because culture sets the speed of execution.

Perhaps a key summary from the event overall is this: **strategy is not a document – it is a discipline**, reinforced every week through behaviour, communication, and follow-through.



Values

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



How We Define Values

At DCU Business School, our values of being Engaged, Dynamic, Responsible and Open guide our culture, decision-making and behaviours. They provide a lens through which we see, and want our students to see, every aspect of an organisation's activities. Living our Values means placing responsibility and accountability to society and the planet at the core of how we teach, research, engage and operate. Disciplines all across the Business School champion and drive the implementation of Responsible Management education.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school

Student Voices

The following narratives demonstrate how Dublin City University Business School has influenced students' academic journey and personal growth.

Student Voice - How DCU has shaped me as a Strategic, Thoughtful, and Responsible Leader

How DCU has shaped me as a Strategic, Thoughtful, and Responsible Leader

Kalyani Korpe (MSBM'26)

When I chose to move to Dublin for my MSc in Business Management at DCU, it was never a pause in my career, it was a deliberate step toward expanding my influence and sharpening how I lead. I came into the programme with over 12 years of experience spanning engineering, business analysis, and programme delivery across healthcare, retail, FMCG, and travel. What DCU has given me is not a new identity, but a sharper theoretical spine for the one I had already built, and a fresh lens through which to lead programmes and sustainable businesses in the next stage of my career.

The clearest example of this is my Applied Business Project with PBC BioMed, analysing their structural bio-adhesive for the Australian orthopaedic market. This wasn't a classroom exercise; it was a live client engagement that asked me to bring the same rigour I've applied as a programme delivery lead to a genuinely unfamiliar market and product. It reinforced something I already believed but had never had to formally defend: that good programme leadership is really applied strategy, tested against a real client's real constraints.

My thinking about sustainable business shifted most through MNA1122, Building Sustainable Organisations, where I used Scania AB as my case study to work through Carroll's CSR Pyramid and Suchman's Legitimacy Theory, alongside Dynamic Capabilities and supply chain resilience thinking. These frameworks gave me a way to ask a harder question than whether a company is "doing the right things", they let me ask whether an organisation can adapt its way to legitimacy under real pressure, and whether that legitimacy is *earned* in the eyes of the people it affects, not just claimed. That question has stayed with me well beyond the assignment.

The same evaluative lens carried directly into how I think about responsible AI. My MNA1026 strategy essay on Stability AI, built around the PACE framework, put me inside the tensions of a company whose entire value proposition sits on contested ground, generative AI, IP, rapid scaling, and forced me to ask what responsible growth looks like when the terrain itself is unstable. Attending the German-Irish Business Forum on AI for Business gave me a live version of that same conversation, and writing about it afterwards from a programme-delivery lens crystallised something important: sustainability and responsible AI aren't separate concerns for me anymore. They're the same lens, legitimacy and resilience, aimed at different targets.

The rest of the programme kept circling back to ground I already knew, but gave me the language to formalise it. MNA1124, Business Process Management and Innovation, let me connect real SAFe and SIPOC experience from a retail global expansion programme to formal process theory. MNA1121's project management assignment, anchored on AkzoNobel, and BAA1030's data analytics work sharpened the technical and analytical edges of my delivery skillset. And MNA1068's consulting skills essay, built around a winning group pitch and grounded in emotional intelligence and relationship-building, reminded me that the hardest part of leading programmes is rarely the framework, it's the trust.

Serving as class representative for my cohort, with involvement reaching across other programmes as well, gave me a structural way to practise what I believe: that I should leave every environment better than I found it. That instinct, paired with the strategic and ethical frameworks DCU has given me, is what I'm carrying forward, not as credentials to cash in, but as the lens through which I now lead: strategically, thoughtfully, and responsibly, whether the programme in front of me is a technology rollout or a question of sustainable growth.

Student Voice - Adetayo Eden David (MSBM'26)

RESPONSIBLE AND SUSTAINABLE MANAGEMENT EDUCATION AT DCU BUSINESS SCHOOL

Adetayo Eden David (MSBM'26)

As a student at DCU Business School, my understanding of business has developed far beyond the traditional focus on profit, performance, and growth. My learning experience has shown me that responsible management is about creating value in a way that respects people, strengthens communities, and protects the environment. It has encouraged me to think critically about the role of business in society and about the kind of professional I want to become. Rather than seeing leadership as simply the ability to make decisions or achieve targets, I now understand it as the responsibility to act with integrity, awareness, and consideration for wider impact.

One of the strongest aspects of my education has been the way sustainability, ethics, and responsibility are integrated across both core and elective modules. These themes are not treated as separate or optional topics; instead, they are connected to areas such as strategy, leadership, marketing, finance, and operations. This has helped me recognise that responsible decision-making belongs in every function of an organisation. Whether analysing a financial choice, developing a marketing approach, managing people, or planning for organisational change, I have learned to consider not only what is efficient or profitable, but also what is fair, sustainable, and beneficial in the long term.

The practical nature of the programme has made this learning especially meaningful. Through case studies, group projects, class discussions, and real-world business examples, I have explored how organisations respond to complex challenges such as climate change, inequality, digital transformation, and social inclusion. These activities have helped me connect academic concepts with the realities faced by managers and leaders. They have also strengthened my critical thinking by encouraging me to question assumptions, assess consequences, and recognise that business decisions often involve competing Stakeholder needs. This has made me more reflective in how I approach problems and more aware of the ethical dimensions behind everyday management choices.

DCU Business School's emphasis on the United Nations Sustainable Development Goals (SDGs) has further broadened my perspective on the purpose of business. Through coursework, guest lectures, and engagement with contemporary examples, I have learned that organisations can contribute to global priorities while remaining innovative, competitive, and resilient. The SDGs have provided a useful framework for understanding how business activity is connected to issues such as responsible consumption, decent work, reduced inequalities, and climate action. This has encouraged me to think beyond immediate outcomes and to consider how decisions made within organisations can either support or limit progress toward a more sustainable future.

The collaborative environment at DCU Business School has also played an important role in my development. Working with classmates from different backgrounds has improved my communication skills and helped me appreciate the value of diverse perspectives. Group projects and discussions have shown me that responsible leadership depends not only on knowledge, but also on listening, cooperation, empathy, and inclusive thinking. These experiences have taught me to approach business problems with greater openness and to recognise that better decisions are often made when multiple voices are heard and respected.

Overall, my education at DCU has given me technical knowledge, managerial skills, and a stronger sense of professional responsibility. DCU Business School has shaped both my understanding of responsible and sustainable management and my confidence in applying it. As I continue my professional journey, I will carry these lessons with me and strive to make decisions that are responsible in practice, sustainable in impact, and positive for the wider society they serve.

Student Voice - Learning Beyond the Classroom: My Journey Towards Responsible Management at DCU Business School

Learning Beyond the Classroom: My Journey Towards Responsible Management at DCU Business School

Sahil Santosh Choukekar

Coming from an engineering background, I joined MSc in Operations and Supply Chain Management at DCU Business School to gain a deeper understanding of how businesses operate, how strategic decisions are made, and how organizations create value. My time at DCU has been much more than an academic journey—it has given me practical experience, strengthened my research and analytical skills, and changed the way I think about the role of business in society.

Throughout my studies, I have come to realize that businesses are not only responsible for achieving financial success but also for creating positive social, environmental, and economic impact. This perspective closely aligns with the Principles for Responsible Management Education (PRME) and the United Nations Sustainable Development Goals (SDGs). At DCU Business School, I learned that responsible management is not just a concept discussed in the classroom but something that can be applied to real business challenges.

The modules that had the greatest impact on me were Digital Supply Chain, Sustainable Operations, and Sustainable Transportation. These modules helped me understand that sustainability should not be treated as a separate business function but should be integrated into everyday business decisions and operations.

The Digital Supply Chain module particularly stood out because it completely changed how I viewed supply chains. Before taking this module, I mainly thought of supply chains as systems that focused on moving products from one place to another efficiently. Through lectures, discussions, and a group project, I learned that supply chains are also about responsibility—towards suppliers, customers, communities, and the environment. I gained an understanding of how digital technologies improve transparency, support better decision-making, and help organizations build more resilient and sustainable supply chains. Most importantly, I realized that every operational decision has wider consequences beyond cost and efficiency.

The Sustainable Operations module gave me valuable insights into how organizations improve performance while considering environmental and social responsibility. It taught me that operational excellence is not only about increasing productivity but also about reducing waste, using resources

efficiently, and creating long-term value for stakeholders. Similarly, the Sustainable Transportation module highlighted the importance of sustainable logistics and transport systems in reducing environmental impact. These modules helped me connect classroom learning directly to the SDGs and understand how businesses contribute to addressing global challenges.

One of the most rewarding experiences during my time at DCU Business School was the Applied Consultancy Project, where my team collaborated with .ie, Ireland's national domain registry. The objective of the project was to identify bottlenecks in communication between the organization and its clients and recommend practical solutions. My role involved project management as well as research and analysis. By examining the existing communication process, we found that unclear and inconsistent communication was creating inefficiencies and affecting the client experience. Based on our findings, we designed a standardized communication process and proposed a monitoring mechanism that would enable the organization to measure performance, ensure consistency, and continuously improve its client interactions.

This consultancy project was one of the highlights of my programme because it allowed me to apply what I had learned in the classroom to a real business problem. It strengthened my ability to conduct research, analyse business processes, work collaboratively in a team, and present evidence-based recommendations. It also reinforced the importance of stakeholder engagement, clear communication, and continuous improvement—principles that are central to responsible management.

Looking back, one of the biggest changes in my perspective is that I now have a much better understanding of how business operations work in practice. Before joining DCU, I had limited exposure to the operational side of organizations. Through my coursework and practical projects, I developed strong research, analytical, and problem-solving skills. I learned how to approach business challenges systematically by identifying problems, gathering evidence, evaluating different solutions, and making recommendations based on data rather than assumptions. These experiences have given me the confidence to contribute to solving real-world business problems while considering their broader impact on society.

Overall, my experience at DCU Business School has helped me understand that responsible leadership is about balancing business performance with ethical decision-making, sustainability, and social responsibility. The knowledge I gained from modules such as Digital Supply Chain, Sustainable Operations, and Sustainable Transportation, together with the practical experience of working with .ie during the Applied Consultancy Project, has prepared me to think critically, act responsibly, and contribute positively in my future career. I am proud to have studied at a business school that embraces the values of PRME and equips its students with the knowledge and skills to support the Sustainable Development Goals and create meaningful impact in the world.

Student Voice - Beyond Theory: Learning Responsible Management at DCU Business School

Beyond Theory: Learning Responsible Management at DCU Business School

Daniel Kehoe (MOSC'25)

When I chose to study at DCU, I wasn't simply looking for another qualification. Working in the Civil Service as a Deciding Officer, I wanted a programme that aligned with the needs of my department and reflected the values that underpin public service. While researching the course, one aspect that stood out was DCU Business School's long-standing commitment to the Principles for Responsible Management Education (PRME).

The module that had the greatest impact on me was Digital Supply Chain Innovation, where we took part in a consultant-style interview where we were presented with a business problem and had to develop and defend a solution. It was challenging, but it pushed me to move beyond memorising theories. In my scenario, I evaluated the use of blockchain within a cold-chain supply network, weighing its advantages against practical limitations while considering alternatives such as digital twins and the Internet of Things. Every recommendation had to balance operational performance with commercial, environmental, and ethical considerations.

The Building Sustainable Organisations module fundamentally changed how I think about operational performance. Instead of viewing sustainability as something to consider after decisions have been made, we were encouraged to treat it as a design principle alongside cost, quality, and efficiency. Through case studies on circular supply chains and emissions reduction, we explored how operational decisions can contribute to the UN Sustainable Development Goals. More broadly, the programme consistently integrated ethical decision-making, critical thinking, collaboration, and global awareness into its teaching, reinforcing that responsible management is inseparable from effective management.

Looking back, the strongest message I take from the programme is that responsible leadership is something that is sadly lacking across multiple industries. Whether deciding a public policy case, redesigning a supply chain, or introducing new technology, responsible management should be the priority. To quote Dr. Ian Malcolm from Jurassic Park "Your scientists were so preoccupied with whether or not they could, they didn't stop to think if they should". Innovation without responsibility can create unintended consequences and had John Hammond and his Godlike scientists gone to DCU Business school we wouldn't have had such an operational disaster on our hands...solid movie though.

Student Voice - Ethical Leadership and Effective Project Management

Aman Singh Parihar (MSc in Management(Business))

"Applied consultancy project was the one where i believe that i demonstrated the most of the my management learning and ethical leadership. I was the team leader for the project where i was handling multiple hats be it client management to creating strategies for the team to follow, i was handling the overall management and execution of the project with regular check-in and clearing the roles and doubts of my team members, i was the main POC for the client and the team and i was the one maintaining a

proper work division so that the team can work efficiently, i was the main person who was responsible for finalizing the team sprint and moving to next sprint. My outcome of the experience was really nice as it help me to implement and execute my learning from the program to this project and see the impacts, i had to unlearn some learnings to see some better outcomes and had to learn new concepts as it was the demand of the project. Overall I can see myself grow as a person and a leader as this project help me to structure my leadership and managerial skills."

Student Voice - Technology for a Better World

Technology for a Better World

Oscar Bourke

(Bachelor in Marketing, Innovation and Technology)

We had a great module in our final year of study called Information Technology in Society. We discussed the implications of new technology in society, specifically AI. But also, how does the world view technology? Should there be boundaries and restrictions on certain tech? These discussions were incredibly insightful. We're always taught about the new technologies and the latest startups building frontier tech, but never the implications of the tech, or how we're going to interact with this technology as it becomes mainstream. This way of thinking showed up when a friend and I were discussing a new idea for a venture. AI user-generated content has become incredibly popular and profitable, but it went against what we believed in. Faking real user content to generate sales was unethical for us.

We also discussed growth and de-growth in business and in life, and how hyper growth is not always good for the economy, planet, and people. This has massively shaped the next steps I've taken in my career. I've always wanted to start a business and always thought the goal was to grow it as big as possible. But now I want to create a business that isn't solely focused on growth. I want to create a business that is sustainable and is doing good enough for myself and my team. Not growing the company for the sake of investors.

Student Voice - A New Direction

A New Direction

Mark Anghel

(Bachelor in Marketing, Innovation and Technology)

Before coming to DCU, I largely viewed business success in commercial terms. I understood that businesses needed to make money and grow, but I had not given as much thought to the wider impact they could have on people and society. Studying Marketing, Innovation and Technology has broadened that perspective, particularly through learning about innovation, entrepreneurship, ethics and sustainability.

One of the clearest examples has been my involvement in DCU's Enterprise Society (ESOC). Through helping organise The Quest, a fundraising event where teams race across Europe whilst completing challenges, I saw how charitable work can be both meaningful and genuinely enjoyable. I also supported ESOC's 24-hour charity cycle for NiteLine. What I love about ESOC is that doing good does not have to mean simply giving money away. You can bring people together, have an amazing time and still make a real difference. Being surrounded by people who are genuinely motivated to make things happen has also made me think more about the kind of impact I would like to have myself.

This has contributed to me exploring an early-stage business idea focused on everyday consumer products. Through my course's emphasis on innovation and entrepreneurship, I have become increasingly interested in creating something myself. I am particularly interested in the ingredients and materials people are exposed to through products they use regularly, and one thing that genuinely frustrates me is how difficult it can be to find affordable alternatives when consumers have concerns about what is in those products. I feel that large corporations can sometimes prioritise keeping products cheap and scalable over questioning whether every ingredient or material is the best choice for the consumer. I want to explore whether it is possible to build a profitable business that takes a stronger approach to safety and transparency, with those principles genuinely reflected in the products rather than simply being another marketing message.

My internship at Volkswagen Financial Services, facilitated through DCU's INTRA programme, has given me another perspective on responsible business. Seeing how sustainability, the transition towards electric vehicles and responsible marketing can influence real commercial decisions has helped me understand how these ideas apply beyond the classroom.

Overall, DCU has changed how I think about the relationship between profit and responsibility. I still want to build something commercially successful, but I no longer see commercial success and positive impact as competing goals. I hope my future career allows me to use business and innovation to create something commercially successful while genuinely helping people.

Student Voice - Conclusion

The reflections shared above, captured in the students' own words, offer compelling evidence of how the Principles for Responsible Management Education (PRME) resonate throughout the DCU Business School learning experience. These voices are a direct outcome of a deliberate institutional commitment embedded in the School's Assurance of Learning (AOL) process, a core quality component underpinning the School's AACSB accreditation.

Overseen by a dedicated committee, AOL spans 21 programmes across the School (7 undergraduate and 14 postgraduate) and operates on a two-year cycle: one year dedicated to data collection, the next to programme boards reflecting on results and enacting curriculum changes where needed, embedding a process of continuous improvement. Central to this framework is the classification of students as 'above', 'at', or 'below' standard across a defined set of competencies, captured primarily by assessing students' work directly within their modules. Every programme measures five core competencies in common: Critical Thinking, Data Analytics, Written Communication, Ethical Practice, and Sustainability Awareness. Alongside these, each programme board selects three further competencies from a wider set to best reflect the programme's own learning outcomes, including Creativity, Oral Communication, Global Competency, and, at Masters level, Leadership.

The inclusion of Ethical Practice and Sustainability Awareness as core competencies across every programme reflects DCU Business School's institutional conviction that responsible and sustainable management thinking should be foundational to every graduate's education. The latest assessment results bear this out: 78% of students across DCU Business School's programmes were rated at or above standard in Ethical Practice, while 97% reached the same threshold in Sustainability Awareness. Taken together, the quantitative rigour of the AOL framework and the qualitative richness of student testimony tell the same story: responsible management education at DCU Business School is not an aspiration but a lived reality.

Student Awareness

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

Student Engagement

51% - 75% 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.

Values Voices

Testimonials of PGR teaching Opportunities

The School promoted undergraduate teaching experience as a core developmental goal of postgraduate research (PGR) students. Eight PhD students (4 male, 4 female) availed of this opportunity between 2023-2025. Most students availing of this opportunity tend to do so in the latter years of their doctoral studies, and believe that is it as a valuable career-building experience, as evidenced by testimonials .

"Gaining lecturing experience during my PhD has been instrumental in my development as an early career researcher. Integrating my research into the classroom setting deepened my understanding of how to effectively disseminate my work", by Sean Dempsey 4th year. Sean is now employed as Assistant Professor at DCU Business School after graduating from his PhD program.

"The teaching experience was incredibly valuable to me and I am very grateful to have been given the opportunity. The experience gave me the opportunity to interact with students", by Penelope Coughlan 2nd year.

Dean's Green List 2025

DCU Business School Research Supporting the UN Sustainable Development Goals

DCU Business School was pleased to publish the 2025 Dean's Green List, highlighting the breadth and impact of [research](#) undertaken by our academic community in support of the [United Nations Sustainable Development Goals \(SDGs\)](#).

The Green List showcases publications produced by DCU Business School researchers that contribute to addressing global sustainability challenges across areas such as decent work and economic growth, innovation, inequality, responsible consumption, climate action, and gender equality.

In 2025, DCU Business School researchers produced 79 unique SDG-related publications, including journal articles, book chapters, and conference papers. Many publications contributed to more than one SDG, resulting in a total of 140 SDG alignments across the 17 Goals.

The continued growth in SDG-related research activity reflects the School's commitment to generating impactful, internationally relevant research that supports sustainable economic and societal development.

Faculty with SDG-Related Publications in 2025

Fabrizio Amarilli

Assistant Professor of Digital Business

Henrique M. Barros

Assistant Professor in Innovation

Janine Bosak

Full Professor in Organisational Psychology

Eric Clinton

Associate Professor in Entrepreneurship

John Connolly

Professor of Marketing

Regina Connolly

Professor of Management and Information Systems

Shaen Corbet

Full Professor of Finance

Niamh Daly

Assistant Professor in Human Resource Management and Organisational Behaviour

Vishwas D. Dohale

Assistant Professor of Operations Management

Michael Mark Dowling

Professor of Finance

Marina Efthymiou

Professor in Aviation

Catherine M. Faherty

Assistant Professor Enterprise

Patrick C. Flood

Full Professor of Organisational Behaviour

Yseult M. Freeney

Full Professor, Organisational Psychology

Robert Gillanders

Professor of Economics

Vlad Glaveanu

Full Professor of Psychology

Melda Hasiloglu-Ciftciler

Assistant Professor of Supply Chain Management

Tim Hubbard

Professor of Management

Viktoriia Ivannikova

Assistant Professor in Aviation Management

Theo Lynn

Executive Dean & Full Professor of Digital Business

Maura McAdam

Full Professor of Management

John F. McMackin

Associate Professor in HRM

Mathieu Mercadier

Assistant Professor in Business Analytics

Aideen O'Dochartaigh

Associate Professor in Accounting

Colm O'Gorman

Professor of Entrepreneurship

Sandeep Rao

Professor of Finance and Head of Financial and Operational Performance Group

Marty Reilly

Associate Professor in International Business & Strategy

Peter Robbins

Associate Professor Innovation & Entrepreneurship

Lee Roberts

Silvia Rocchetta

Gary Sinclair

Associate Dean for Internationalisation

Vincent Konadu Tawiah

Associate Professor of Accounting

Eric Tchouamou Tchouamou Njoya

Assistant Professor in Aviation Management

Aurora Trif

Lecturer in HRM

Lisa Van Der Werff

Professor in Organisational Psychology

Anh Vu

Assistant Professor of Finance

Sichu Xiong

SDG Publication Breakdown for 2025

Sustainable Development Goal	Number of Publications
SDG 1 – No Poverty	
SDG 2 – Zero Hunger	
SDG 3 – Good Health and Well-being	
SDG 4 – Quality Education	
SDG 5 – Gender Equality	
SDG 6 – Clean Water and Sanitation	
SDG 7 – Affordable and Clean Energy	

SDG 8 – Decent Work and Economic Growth
SDG 9 – Industry, Innovation and Infrastructure
SDG 10 – Reduced Inequalities
SDG 11 – Sustainable Cities and Communities
SDG 12 – Responsible Consumption and Production
SDG 13 – Climate Action
SDG 14 – Life Below Water
SDG 15 – Life on Land
SDG 16 – Peace, Justice and Strong Institutions
SDG 17 – Partnerships for the Goals
Total SDG Alignments140

Key Highlights

- DCU Business School researchers produced 79 unique SDG-related publications in 2025.
- Research activity contributed to 140 SDG alignments across the UN Sustainable Development Goals.
- SDG 9 (Industry, Innovation and Infrastructure) recorded the highest level of activity, with 26 related publications.
- SDG 10 (Reduced Inequalities) and SDG 8 (Decent Work and Economic Growth) also featured strongly, reflecting the School's continued emphasis on inclusive growth, innovation, and societal impact.
- Research addressing SDG 5 (Gender Equality) continued to grow, with 16 publications contributing to this important area.

DCU Business School remains committed to advancing impactful research that supports the achievement of the Sustainable Development Goals at local, national, and global levels.

The Responsible Business Committee (RBC) continues to support and promote sustainability-focused teaching, research, engagement, and collaboration across the Business School. The Green List forms part of the RBC's ongoing work to highlight the contribution of DCU Business School researchers to the UN Sustainable Development Goals and to encourage further interdisciplinary engagement in responsible business research and practice.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Diwali Celebration at DCU

Engaging students and staff in on-campus events helps to strengthen the University spirit and offers the opportunity to turn PRME principles into practice, by allowing some to showcase their traditions and allowing others to experience cultural festivities for the first time. On 7th November 2025, DCU Indian Society ([DCUIndianSoc](#)) and the DCU Students' Union ([DCUSU](#)) celebrated Diwali, the Festival of Lights, at Dublin City University through a vibrant campus-wide event that brought together students and staff from diverse cultural backgrounds. The celebration featured traditional Indian cuisine, Rangoli art, and opportunities for intercultural interaction, creating a welcoming space for learning, dialogue and community engagement.

By supporting such student-led cultural initiatives, DCU fosters an environment of mutual respect, belonging and global citizenship in line with our commitment to PRME. Such celebrations extend responsible management values beyond the classroom, encouraging intercultural understanding, inclusivity and appreciation of diverse traditions while strengthening the sense of community across the University.





International Men's Day

The importance of ensuring that everyone in our society is seen, supported and valued is a key tenet of PRME. In this regard, DCU Business School celebrated International Men's Day, complementing such initiatives as our support of International Women's Day and PRIDE. A strong focus for International Men's Day was the importance of good mental health and resilience. Events included a live panel featuring Padraig O'Hora, Mayo footballer and mental health advocate, and Bernard Dunne, former world boxing champion turned broadcaster. Moderated by the TV & Radio Sports Broadcaster

Aisling O'Reilly, the discussion explored resilience, vulnerability and leadership, with a focus on mental health and personal growth. Pdraig shared insights from his work in youth justice and therapeutic support, while Bernard brought lessons from elite sport and coaching.

EDI/AS events/campaigns

An important element in relation to implementation of PRME principles in DCU Business School is the governance structure which has been embedded to enable and support it. The DCU Business School EDI committee was launched in December 2022 to provide clear, consistent leadership and accountability for EDI inclusion across the school and also to support the implementation of the Athena Swan action plan.

The EDI Committee is intentionally diverse in its composition, including representation across gender, age, seniority, and cultural background. It comprises an EDI Chair, the Athena Swan Coordinator, six academic staff members representing the School's three academic groups, two PMMS staff members, and one undergraduate and one postgraduate student representative.

An annual report on EDI activities is shared with the management board of the school, and reports and updates on university and school EDI activities and relevant policies are regularly published. Student-relevant EDI activities and information are also shared with students in DCU Business School. The School website has a dedicated internal EDI and Athena Swan section.

As part of our focus on tracking both EDI activity and impact, a dedicated Athena Swan Self-Assessment Team (SAT) has been established. Reporting directly to the Executive Dean, SAT updates are being brought back to the EDI Committee meetings to ensure good information flow and coordination of Athena Swan and broader EDI actions and initiatives.

Duo Celebration Marks Lunar New Year and International Women's Day

As part of the DCU Business School focus on promoting respect and awareness across the different cultural bases of the School, we endeavour to highlight and celebrate festivals across different cultures. This year, we combined the celebration for the Lunar New Year with that for International Women's Day at an event organised jointly by the School's EDI and Social Committees. Attendees heard insights into the origins and traditions associated with the Lunar New Year, offering a fascinating overview of the festival's cultural significance, participated in an engaging quiz that connected themes from Lunar New Year and International Women's Day, and heard a reading of the powerful poem *Phenomenal Woman* by Maya Angelou, providing a fitting and inspiring close to an event that highlighted community, culture, and the celebration of women.

Holi Celebration at DCU on 4 March 2026

In a further example of activities to highlight and embrace the different cultures which constitute our DCU Business School, on 4 March 2026, the DCU Indian Society hosted its annual **Holi – Festival of Colours** celebration on campus. This event brought together students, academic staff and members of the wider DCU community to celebrate one of India's major cultural festivals. Students from a wide range of countries participated in the event, engaging with the traditions and significance of Holi through colour, music and shared celebration. The event provided an opportunity for intercultural exchange and participation across the University community, contributing to an inclusive environment in which cultural diversity is recognised and celebrated.



DCU Business School has Athena Swan Bronze Award Successfully Renewed

23rd April 2026:

An important aspect of the implementation of the principles of responsible management in our activities in DCU Business School is developing measurement tools to assess the quality of the measures being put in place and, equally importantly, their effectiveness, with external assessment bringing important objectivity to the discussion. The [Athena Swan Ireland Charter](#) provides a unique framework for progressing gender equality across higher education and research. In this regard, the renewal of the Athena Swan Bronze Award to the DCU Business School to November 2030 is a

significant milestone in the School's commitment to advancing gender equality in higher education. DCU Business School's successful application reflects a strategic and data-driven approach to identifying challenges and implementing meaningful actions.

The award, conferred through Athena Swan Ireland and delivered by Advance HE in partnership with the Higher Education Authority, recognises the School's sustained efforts to embed inclusive practices and develop impactful, evidence-based initiatives that support equality for staff and students.



Triple success for DCU team at UN Global SDG Public Policy Innovation Challenge

It is very encouraging to receive endorsement of the teaching impact of our focus on Responsible Management on our students. Accordingly we were very proud of the Dublin City University Business School team which secured **second place in the world at the 2026 UN Global SDG Public Policy Innovation Challenge**, held at Renmin University of China in Beijing.

The UN Global SDG Public Policy Innovation Challenge provides students with an opportunity to develop policy responses aligned with the United Nations Sustainable Development Goals. Participants are required to combine research, critical analysis and practical policy design to address complex societal challenges. From more than 4,000 participants from over 400 institutions across 100 countries and six continents, just 15 teams were selected to present their proposals at the global final in Beijing. Representing both DCU and Ireland, the team comprising **Lucas Spicer, Simon Madden, Simon Standa and Wojciech Karatysz**, developed an innovative public policy proposal focused on increasing the everyday use of the Irish language. The policy explored how Irish could move from being primarily a language people learn to one that is more widely used in daily life. It proposed a practical and evidence-based approach to strengthening the role of Irish in communities and encouraging greater engagement with the language beyond formal education.

In addition to placing second overall, the DCU team received **the Best Research Award** in recognition of the quality and depth of the research underpinning its proposal. A member of the team, Lucas Spicer was also presented with the competition's **Best Individual Award**.

Their success highlights the value of interdisciplinary research, innovative policy development and collaboration in responding to important social and cultural challenges. It also demonstrates the potential for locally relevant ideas to contribute to international conversations around sustainable development, inclusion and cultural identity, and serves as a good illustration of how Business School students can apply the ideas and concepts of responsible and sustainable practice to diverse societal and cultural issues.

Continue telling your story

DCU Business School Hosts Sustainability Workshop Exploring Circular Economy Transitions

DCU Business School hosted a sustainability workshop focused on circular economy transitions and sustainable business practices. The workshop featured Professor Amrik Sohal from Monash University alongside contributors from the Department of Justice, SEAI, and industry practitioners. Discussions focused on sustainable ICT practices, the role of businesses in achieving SDGs, and challenges associated with implementing circular economy principles in organisations. The event also included a roundtable discussion involving academics, SMEs, and public-sector representatives.

PRME Takeaway:

The event highlighted collaboration between academia, industry, and government in promoting sustainability and circular economy practices.

Link:

<https://business.dcu.ie/dcu-business-school-hosts-sustainability-workshop-exploring-circular-economy-transitions/>



Teach

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



How We Define Teach

At DCU Business School, Teach means transforming learning environments by integrating responsible management concepts and practices into curriculum and pedagogy. We embed sustainability, ethics and responsibility across programmes, supported by applied, challenge-based and experiential learning that develops students' capacity to make responsible and informed management decisions. In recent years, the School has also placed increased emphasis on making the development of core transversal skills more explicit across the learner experience. These include capabilities such as critical thinking, collaboration, communication, adaptability, problem-solving and self-directed learning. This focus is supported through initiatives such as DCU Futures and reinforced through the School's Assurance of Learning processes, helping to ensure that graduates develop not only disciplinary knowledge, but also the broader capabilities required to navigate complexity, work effectively with others and exercise responsible leadership in changing organisational and societal contexts.

Courses that support RME

Dublin City University Business School reports 13 courses in 2025 that support responsible management education and sustainable development goals.

Digital Supply Chain Innovation by Dr Vishwas Dohale | MNA1179

Digital Supply Chain Innovation is a postgraduate course that explores how emerging digital technologies are reshaping the management and performance of modern supply chains. The course provides students with a comprehensive understanding of digital supply chain concepts and examines the application of technologies such as Artificial Intelligence (AI), Machine Learning, Blockchain, Internet of Things (IoT), Big Data Analytics, Digital Twins, and Additive Manufacturing in addressing contemporary operational and supply chain challenges.

The course adopts a strategic and systems-thinking perspective, enabling students to critically evaluate how digital technologies can enhance supply chain visibility, efficiency, agility, resilience, and decision-making. Through the analysis of real-world case studies, industry examples, and current business practices, students develop an appreciation of both the opportunities and challenges associated with digital transformation across global supply networks.

A distinctive feature of the course is its emphasis on responsible innovation and sustainable value creation. Students are encouraged to critically reflect on the environmental, social, and ethical implications of digital technologies, including issues related to data governance, transparency, cybersecurity, workforce transformation, responsible AI, and sustainable operations. The course explores how digital technologies can contribute to more sustainable, resilient, and socially responsible supply chains while supporting broader organisational and societal objectives.

By integrating academic research with practical applications, the course equips students with the knowledge and critical thinking skills required to become future managers and leaders capable of

leveraging digital innovation responsibly. Students are encouraged to evaluate technological advancements not only from an operational and economic perspective but also through the lens of sustainability, ethics, stakeholder value, and long-term societal impact. Through this approach, the course contributes to the development of responsible management competencies aligned with the principles of sustainability and the United Nations Sustainable Development Goals (SDGs).



Sustainable Finance by Dr Julie Byrne | FBA1054

This module explores the role of finance in addressing economic, environmental, and social challenges. As environmental risk, climate change, and societal issues become increasingly central to public debate and decision-making, sustainable finance has emerged as a critical field. The United Nations' 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals provide a global framework for guiding the transition to a more sustainable and inclusive economy. With most countries committed to achieving net-zero emissions by 2050, unprecedented systemic economic change is required—alongside a “just transition” that ensures fairness, ethical practice, and economic viability. Given its core function of allocating capital to productive activities, the financial system can play a pivotal role in accelerating the shift toward a decarbonised and circular economy by directing investment to sustainable firms and projects.



Business Processes and Lean Thinking by Dr Raymond Treacy | MNA1017

Managing business processes is a significant challenge in most organisations. Poor business processes leads to underperformance in manufacturing and service based organisations alike. Lean thinking is an operations management discipline which aims to identify, map and analyse the activities

forming a process. Lean as a technique is a systematic approach to reducing or eliminating activities that don't add value to the process. It emphasises removing wasteful steps in a process and taking only the value-added steps forward. The Lean method ensures high quality and customer satisfaction. This module will provide students with the knowledge, techniques and skills to analyse and develop existing operations processes, models and frameworks that are commensurate with world class organisations. Students will be able to analyse critically the literature and existing organisational practices so as to be capable of understanding the role and practice of process analysis within organisations, demonstrating potential improvements in practice. The module also examines the synergies between Lean and Sustainable Operations and also considers the importance of workplace safety.



Sustainable Transport & Logistics by Dr Colum Foley | MNA1125

This module provides students with a comprehensive understanding of sustainable transport and logistics within modern supply chains. It examines the strategic, operational, environmental, and technological dimensions of transportation and distribution, focusing on how organisations can design and manage logistics systems that balance economic performance with environmental and social responsibility.

Students will explore the interconnected nature of transport, logistics, and supply chain management, analysing how transportation decisions influence supply chain efficiency, resilience, and sustainability. The module critically examines contemporary sustainability challenges, including climate change, carbon emissions, energy security, urban mobility, and regulatory developments, while evaluating strategies to create transparent, efficient, and environmentally responsible distribution networks.

The module also investigates the measurement and management of sustainable logistics performance through appropriate metrics and key performance indicators. In addition, students will examine the role of digital transformation in sustainable transport and logistics, including the application of technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), big data analytics, blockchain, digital twins, and intelligent transportation systems in improving visibility, operational efficiency, and environmental performance across supply chains.

By integrating theoretical concepts with real-world case studies and industry practices, the module equips students with the knowledge and analytical skills required to evaluate sustainable transport solutions and develop logistics strategies that support organisational competitiveness while contributing to broader sustainability goals.



Operations Strategy by Dr. Melda Hasiloglu Ciftciler | MNA1113

This module explores how operations strategy creates sustainable competitive advantage by aligning operational capabilities with business and supply chain objectives. Students examine strategic decision-making across key operational areas including operations performance, capacity, process technology, supply networks, quality, continuous improvement, and product and service development. The module also emphasises the role of sustainable and responsible operations strategy, enabling students to evaluate how environmental, social, and governance (ESG) considerations, circular economy principles, resilience, and ethical decision-making can be embedded within operations to create long-term value for organisations and society. Through contemporary case studies and practical applications, students develop the strategic and analytical skills required to formulate, implement, and evaluate operations strategies in dynamic and globally connected business environments.



Critical Thinking for Business by Dr Pawan Kumar | BAA1041

"Library & Research Skills: How to Search for Evidence

In partnership with the library, deliver training and on-line exercises in library databases and resources. Teach students about the importance of supporting claims with appropriate sources and references.

Evaluating Evidence

Guide students to identify and access information to support business decisions. Teach them what is meant by the term 'evidence' and help them to develop skills to evaluate and interpret different types of evidence.

Identifying Bias

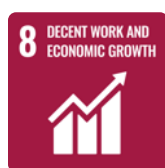
Teach students how to recognize bias, to understand the impact of bias in how we evaluate evidence and how to overcome bias and make better and more effective decisions.

Critical Thinking

Support students in developing their reflective thinking skills and improving their critical analysis capabilities. Help them to identify the resources available to them when faced with a decision, evaluate various perspectives, including their own, and to develop a questioning attitude to information.

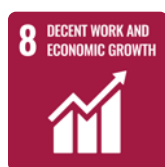
Critical Reflection and Writing

Develop students' critical reflection skills. Use a critical reflection model to reflect on this module and how the skills addressed in it might support other modules. Work on critical writing as a key vehicle for demonstrating critical thinking skills."



Business and Professional Ethics by Dr Marta Rocchi | BAA1018

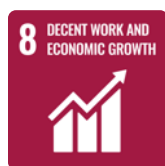
This module introduces the fundamental principles of business ethics and examines their application in contemporary organisational and financial contexts. Students explore major ethical theories, cultural diversity, international standards, and the role of responsibility, leadership, character, and organisational culture in shaping ethical business practice. The module critically evaluates the purpose of business, ethical decision-making processes, and key ethical challenges faced by organisations and financial markets. Through the analysis of real-world cases, students apply ethical frameworks to issues involving corporate responsibility, retail and institutional finance, investment decision-making, and the responsibilities of managers and investors, developing the critical thinking and judgement required for responsible and ethical leadership.



Ethics for Business and Technology by Dr Marta Rocchi | BAA1029

This module examines the ethical principles and frameworks that underpin responsible decision-making in contemporary business and technology environments. Students explore ethical theories, corporate responsibility, cultural diversity, and international standards, with particular emphasis on the ethical governance of emerging technologies, including the EU AI Act. The module critically examines

the roles of individuals, managers, and organisations in fostering ethical leadership, responsible innovation, and positive organisational cultures. Through the application of ethical frameworks to real-world business and technology challenges, students develop the critical thinking and decision-making skills required to address issues related to AI, digital transformation, sustainability, and the future of work in a rapidly evolving global context.



Analytics Tools and Programming by Dr Mathieu Mercadier | BAA1088

This module focuses on programming (SQL and Python) for business analytics and machine learning, and it equips students to manage, analyse, and present data effectively. Mastering these skills helps to handle the complete business analytics pipeline, from extraction and analysis to visualisation, enabling to make datadriven business decisions and present insights clearly to stakeholders.



Marketing for Sustainable & Ethical Development by Dr Gary Sinclair | MAD1015

MAD1015 analyses how marketing has contributed to accelerating climate change and its potential role in the global response to the crisis. Emphasis will be placed on the critical analysis of prominent theoretical frameworks (e.g., post-growth, corporate social responsibility, social marketing) and their use for navigating key questions concerning ethics, equality, individual responsibility, and sustainability within the contemporary marketing process.



New Business Planning by Dr Henrique Barros | ENI1003

This module introduces students to the new venture creation process. Students will form business teams and work on assignments pertaining to 1) problem solving and opportunity recognition, 2) feasibility analysis and 3) business planning. In doing so, students will develop their creativity, leadership, planning and team management skills during the module. The module will necessitate

elements of primary and secondary research collection and analysis, as well as aspects pertaining to new product development, product/service development, strategy, technology, legal issues, marketing, finance and management.



Learning Innovation for Enterprise by Dr Colette Real | ENI1012

Learning Innovation for Enterprise (LIFE) is a year-long enterprise module taken by all first-year students in DCU Business School. It is designed to illustrate the reality of the business world across a range of organisational forms including, corporate/large business, family enterprise, entrepreneurship and social enterprise contexts. Students investigate processes of bringing new ideas into action within these contexts, through the lens of enterprise and innovation. In a team-taught and multi-modal environment, the module incorporates multiple layers of industry engagement, applied projects, as well as critical and creative thinking. The module is designed to highlight the spectrum of business career options open to our students upon graduation. Moreover, it seeks to develop innovative and enterprising competencies in our business students, and allow them to witness the importance and applicability of these skillsets in all enterprise contexts. In particular, the final section (4th) addressing social enterprise introduces the concepts of responsible management.



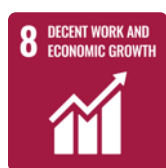
Building Sustainable Organisations by Dr Gavin Brown | MNA1122

Building Sustainable Organisations introduces students to the principles of creating sustainable, responsible, and resilient organisations in an increasingly complex global environment. The module explores the relationship between business and society through key concepts including the United Nations Sustainable Development Goals (UN SDGs), sustainability and climate risks, Corporate Social Responsibility (CSR), greenwashing, the circular economy, crisis management, business continuity management, and business ethics.

Aligned with the Principles for Responsible Management Education (PRME), the module encourages students to develop the knowledge, values, and critical thinking required to become responsible business leaders. Students examine how organisations can create long-term value for both business and society while addressing environmental, social, and governance (ESG) challenges. Through the application of sustainability frameworks, ethical decision-making, and critical evaluation of organisational practices, learners develop the capability to assess authentic sustainability

performance, identify risks such as greenwashing, and understand the strategic importance of resilience and responsible leadership.

The module emphasises reflective learning and real-world application through case study analysis, enabling students to evaluate organisational sustainability strategies, connect theory with practice, and appreciate the role of ethical leadership in advancing sustainable development. Consistent with the PRME framework, students are encouraged to consider the broader societal impact of management decisions and their own responsibilities as future leaders committed to sustainable and inclusive organisational practice.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Dublin City University Business School.

DCU Business School Teaching and Learning Award

Granter: DCU Business School, Dublin City University

Grantee: Dr Colum Foley, Dr James Byrne and Prof PJ Byrne

Award Description:

The award recognises the collaborative design, development and successful first delivery of the Graduate Certificate in Management (Operations and Supply Chain), developed jointly by DCU Business School and Drogheda Institute of Further Education (DIFE) with support from Springboard+. The programme introduced an innovative hybrid learning model combining academic excellence with applied, industry-focused learning. The initiative involved extensive collaboration between academic staff, professional services, DIFE colleagues, the DCU Teaching Enhancement Unit, and industry partners, ensuring students benefited from authentic, practice-oriented learning experiences. Student feedback has been incorporated to support continuous programme enhancement, demonstrating DCU Business School's commitment to innovation, partnership and excellence in responsible management education.

DCU Business School Teaching and Learning Award 2026

Granter: DCU Business School

Grantee: The MNA1182 Global Management Challenges Team

Award Description:

The MNA1182 Global Management Challenges module, delivered by Dr. Niall O’Riordan and Dr. Lu Xu (coordinator), was recognised for its distinctive challenge-based learning approach to sustainability, responsibility, and ethical management. The module places students in deliberately diverse teams, bringing together participants from different academic programmes, cultural backgrounds, and with attention to gender balance. This diversity is a core part of the pedagogy, exposing students to contrasting perspectives, values, and approaches to responsible decision-making.

Working collaboratively, teams address an authentic, industry-informed sustainability challenge situated within the realities of international business. Students must navigate competing stakeholder interests, ethical tensions, environmental considerations, and commercial priorities while developing practical and responsible recommendations. The composition of the teams mirrors the complexity of contemporary global organisations, requiring students to negotiate different viewpoints, communicate across cultures, and build shared solutions.

Through this challenge-based and inclusive learning design, sustainability and responsibility are experienced not simply as concepts to be studied, but as issues requiring dialogue, judgement, collaboration, and action. The module therefore develops both the disciplinary understanding and the interpersonal capabilities needed to contribute responsibly and effectively in diverse global business environments.

Educator Recognition

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

- ❖ Publication or research support
- ❖ Student-nominated teaching awards
- ❖ Institutional recognition events
- ❖ Faculty promotion and tenure consideration

Teaching Voices

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

Teaching Voice - Operations and Supply Chain Domain

Operations and Supply Chain Domain - Teaching Voice

Dr James Byrne

(Discipline Lead, Operations and Supply Chain Management)

I have become increasingly conscious that we are preparing students for a very different world from the one in which many traditional management models were developed. Supply chains now sit at the centre of geopolitical tension, climate disruption, technological change and humanitarian crises. For me, this changes what responsible management education needs to look like. It is no longer sufficient to teach students how to make systems faster, leaner or cheaper. We need to prepare them to understand the consequences of the decisions they make, to work with uncertainty, and to recognise that efficiency, resilience, sustainability and responsibility do not always point in the same direction. Recent events make this very real for students. Disruption in the Red Sea and Suez routes, tensions around the Strait of Hormuz, climate-related restrictions on the Panama Canal and the cyberattack on Jaguar Land Rover demonstrate how geopolitical, environmental and technological shocks can rapidly affect transport, energy, capacity, sourcing, inventory and supplier networks. These are the conditions in which our graduates will increasingly make decisions.

That thinking has strongly influenced the development of our MSc in Operations and Supply Chain Management, launched in 2024, as well as our final-year Operations and Supply Chain specialism in our undergraduate programme suite. Across the group, students engage with sustainable supply chains, lean and resource-efficient operations, circular economy, risk, resilience and disruption. Responsible procurement is part of this, particularly in public-sector contexts, where decisions need to move beyond lowest initial cost towards whole-life value, ethical sourcing, resilience and wider social and environmental impact. Our humanitarian logistics research provides another important connection between research and teaching. For example, our work with Water for Good in the Central African Republic examines the supply chains required to keep rural water systems operational, including pump spare-parts management, maintenance capability and access to remote communities. Poor infrastructure, insecurity, customs delays and seasonal inaccessibility can determine how quickly failed pumps are repaired and, ultimately, whether communities retain access to safe water. Bringing this research into the classroom helps students see clearly that supply-chain performance is ultimately about people as well as cost, speed and service.

Technology increasingly supports how we explore these problems. Simulation, optimisation, risk modelling and digital-twin approaches allow students to examine disruption, uncertainty, trade-offs and alternative decisions. At the same time, we place growing emphasis on the responsible use of analytics and AI, where students need to question assumptions, validate outputs, recognise uncertainty and bias, and understand that accountability remains human. Practitioner-integrated learning reinforces this approach. Billy Hann, CEO of Dublin Bus, a graduate of our MSc in Operations Management and a 2024 DCU Alumni Award recipient, has engaged students on both leadership and the electrification of Dublin Bus, linking sustainable transformation with infrastructure, supply chains and major public procurement decisions. David DeArmey, also a DCU alumnus and formerly Director of International Partnerships at Water for Good, brings perspectives from rural water provision and humanitarian settings, while Wasana Perera of EY and Steven Culliton of KPMG, also a DCU alumnus, extend this into transformation, governance and sustainable project delivery. We have used these

contributions across multiple Masters programmes, with students collectively reflecting on them through assessed work in sustainable project management across our Operations and Supply Chain MSc, the MSc in International Accounting and Business, MSc in Global Management (Digital Disruption), and MSc in Management (Business). This moves practitioner engagement beyond individual events and asks students to compare how responsible decisions are made across public, private, professional-services and humanitarian settings.

The same philosophy extends into our new Graduate Certificate in Management (Operations and Supply Chain), launched in 2025 in partnership with Drogheda Institute of Further Education and supported through Springboard+. The programme widens access to upskilling for people in employment and those seeking to re-enter or progress within the workforce, while retaining a strong connection to contemporary practice. We have built external engagement into the learning experience through SME and industry leaders (Epicom/Complex Nutrition/Nuvion Nutrition, Amazon Web Services, Bellurgan Precision and IPS Group), alongside public-sector organisations and other practitioners, exposing participants to the realities of resilience, analytics, leadership, sustainability and operational improvement across organisations with very different capabilities and constraints. Our wider circular-economy activity similarly brings academics, SMEs, public-sector participants and practitioners together around the practical challenge of moving from linear to more sustainable operating models. Across the discipline, the principle I try to maintain is that good Operations and Supply Chain Management should combine analytical capability with responsible judgement. My aim is that our graduates leave able not only to optimise systems, but to question what is being optimised, for whom, at what cost and with what consequences. That, for me, is where Operations and Supply Chain education connects most directly with the ambitions of PRME.

Teaching Voice - Tackling Household Food Waste Through Agile Design Sprints

Tackling Household Food Waste Through Agile Design Sprints

Dr Peter Robins

(Chairperson of the MSc in Insights & Innovation - funded by Bord Bia)

To address SDG 12 (Responsible Consumption and Production), we redesigned a core challenge within our MSc in Food Innovation programme around household food waste reduction. This is a major issue in Ireland with one in every four grocery products bought ending up in landfill. Our cohort consists of post-experience professionals (aged 26–30) recruited by the national food agency who work concurrently in internships with leading food businesses.

We structured the challenge around an agile Google Sprint. To ground the exercise in real-world evidence, we opened with a keynote presentation from the Environmental Protection Agency (EPA), highlighting national statistics on food waste and outlining a consumer segmentation framework detailing household drivers behind wasting key staples (primarily bread, meat, and vegetables).

Teams were assigned a specific target consumer segment and tasked with conducting field interviews with individuals matching their assigned persona to uncover behavioral insights. Following this empathy phase, I led a facilitated brainstorming sessions to help teams transform raw consumer insights into structured, testable solution concepts.

The sprint concluded with teams pitching their testable concepts directly to *Foodwaste.ie* (Ireland's national food waste prevention program), receiving invaluable feedback from policy and industry experts.

Through this live-brief exercise, students learned how to connect macro environmental challenges with human-centered consumer psychology. In addition to mastering rapid prototyping tools, students took away a heightened sense of ethical responsibility regarding product design and consumption cycles. The panel from *Foodwaste.ie* praised the commercial viability and empathetic design of the concepts, proving how industry-aligned, experiential learning can directly support national sustainability objectives.

Teaching Voice - Managing in the Age of AI and Big Data

Managing in the Age of AI and Big Data

Mrs Naoimh O'Reilly (Lecturer - DCU Business School)

I use a mix of assessment formats, with students graded on the best 4 of 6 individual submissions. One of these assignments looks at ethical issues around AI. Students are invited to read a brief article/ view a TED Talk and then contribute to at least one online discussion on the issue of interest to them.

The topics and prompts for 2025/26 were:

Environmental Impacts of AI

In this section, students have to focus on the environmental impacts of AI. Before they start, they must read the MIT article "[Explained: Generative AI's environmental impact](#)" and any other relevant material they would like to add.

Bias in the Data

This discussion looks at issues in the historical data used to train the AI systems. Before students post anything, they are expected to read ["Insight - Amazon scraps secret AI recruiting tool that showed bias against women"](#) and source independent readings to support their points.

Bias in the Algorithm

This discussion focuses on bias in the algorithm. Typically, these biases arise from issues like use of proxy variables and from "noise" in the signal even at large scale and from issues that erroneously assume correlation. Students have to read this [simple introduction to one such issue from ScienceNews](#), and follow up with some independent research to support their points.

AI and Deepfakes

This discussion focuses on the harms of deepfakes using AI technology. Students watch [Danielle Citron's TED Talk \(13 minutes\)](#) and read the section on The Liar's Dividend from the California Law Review paper "Chesney, B. and Citron, D., 2019. [Deep fakes: A looming challenge for privacy, democracy, and national security](#). Calif. L. Rev., 107, p.1753." before posting. The whole paper is really interesting, but the required reading is the section on the Liar's Dividend only.

General

While some students will "post and run", over the week many return to add additional resources and share how their thinking is evolving. The grading rubric requires acknowledgement of others' posts to build the sense of community in the discussions. This allows time and space for research and reflection.

I also dedicate some class time each week to discuss emerging issues in technology. While initially, this is just reporting of the news, over the year this becomes a more critical conversation with students encouraged to interrogate the reporting and to consider the issues from alternative perspectives.

Teaching Voice - Creating from SDGs

Creating from SDGs

Dr Fabrizio Amarilli (Lecturer – DCU Business School)

The aim of the module "The Innovators Toolkit " (ENI1013) was to develop students' innovation capabilities by having them design solutions to real-world challenges drawn from the United Nations Sustainable Development Goals (SDGs) framework. Students explored barriers to corporate innovation, team dynamics, and creative problem-solving techniques, and applied key practices such as Design Thinking to develop concrete, actionable proposals.

Given this objective, the module was organised around a three-step innovation journey. Students progressively moved from individual reflection to collaborative refinement to structured feedback. First, students worked individually, selecting a specific SDG-related challenge and researching and designing an innovative solution addressing it. In a second phase, students were grouped with peers who had worked on the same SDG, bringing together their individual proposals to critically compare, evaluate, and integrate ideas into a single, stronger group solution. In the third step, groups were asked to engage in a structured peer-review process, presenting their solution to two other groups working on different SDGs and receiving structured feedback, which they then had to critically assess and, where valuable, incorporate into a refined version of their proposal. All lectures, workshops, and guest sessions were organised to equip students with the technical and organisational knowledge - from creative ideation techniques to feasibility and impact assessment - needed to support each phase of this process.

The format of the module proved to be effective and aligned with a Bachelor level programme, where students have very limited prior knowledge and experience on concepts, methodologies, and tools for innovation. The staged structure was designed to build specific competences at each step: individual analysis and reflection fostered curiosity and personal ownership of a problem; the collaborative group phase required students to practice critical evaluation, negotiation, and integration of diverse ideas; and the peer-review phase trained students in giving and receiving constructive feedback and in the iterative refinement of a solution based on external input. At the end of the module, students appreciated how the progressive structure, moving from individual to group work to cross-group feedback, allowed them to experience the full innovation cycle, from initial ideation to critical validation.

Embedding Sustainability Education - the wider DCU context as outlined by Barry Peak, Education for Sustainable Development Officer at DCU

DCU's most recent strategy document, 2023 - 2028, included sustainability as one of its key drivers. A key part of this commitment was the appointment of an Education for Sustainable Development Officer in January 2024. Since this time a number of initiatives have been introduced to support staff in this area and enable them to integrate ESD into their curricula and practice.

The three areas of focus have been curriculum development, professional development and creating a culture of sustainability. Specific initiatives have included:

- The development of an [ESD hub](#), which brings together all the resources available for staff and students.
- The development of a course on DCU's online learning tool, Loop, for all staff to engage with in their own time.
- The development of a digital badge 'Introduction to Education for Sustainability' in collaboration with the National Forum for Teaching and Learning, for staff wanting to deepen their commitment to ESD.

- The development of resources and workshops for staff interested in integrating ESD into their curricula. These can be delivered at faculty, school or module level.
- The development of resources and workshops for staff interested in pedagogies and classroom approaches which complement good ESD.
- The creation of an 'ideas exchange' group - an informal community of practice that allows staff to share good practice..
- Many ad-hoc and bespoke events, conferences, symposiums and workshops responding to the needs of staff

Sustainable Aviation delivered by Professor Marina Efthymiou

Delivered as a second-year undergraduate module, Sustainable Aviation equips students to engage critically with the sustainability challenges facing the air transport sector. The module is anchored in the triple bottom line framework, introducing students to the interdependence of economic, environmental, and social sustainability from the outset. Over the course of the module, students explore the United Nations Sustainable Development Goals, emissions targets, market structures, and the tension between the societal need for air transport and its environmental impact. Dedicated sessions examine economic and social sustainability through the lenses of equity, diversity, and inclusion, alongside applied case studies, including how the aviation sector maps its sustainability commitments against the SDGs and against corporate strategic objectives. In the past years, the module also makes a conscious effort to bring diversity in the guest speakers and also the referenced material and case studies in an effort to decolonise the curriculum. Further sessions cover ESG principles, noise and air quality, climate change, aviation policy and regulation, green airport design, airline operations, and the circular economy, giving students a comprehensive and current understanding of the field.

The distinctive feature of the module lies in its assessment design, which is built on the principle of "Students as Partners in Assessment" (SaPiA). Students are assessed through an Interactive Oral Assessment (IOA), a dialogic format in which they respond in real time to an authentic, unscripted scenario, for example, discussing a specific sustainability challenge in the role of, or in dialogue with, a head of sustainability at a conference. Because the scenario is not pre-scripted, students must think on their feet and demonstrate genuine critical understanding rather than rehearsed answers. Crucially, students are treated as co-creators of the assessment: I draft the rubric and scenario and share both with students in advance, giving them one to two weeks to propose amendments and offer feedback. A live demonstration session, in which students assess the lecturer against the rubric, further demystifies the process and builds their confidence and assessment literacy.

To support students' preparation, I have developed a suite of scaffolding resources that model the assessment experience and encourage independent, responsible learning. These include an interactive H5P video in which students watch a simulated IOA, complete with pop-up notes and my own preparatory annotations, so they can see how an effective response is constructed. Students also have access to podcasts capturing past students' experiences, an explanatory video on IOAs, and a published academic paper on the method. Notably, students are encouraged to use AI tools as part of their preparation, reflecting a forward-looking and realistic approach to the skills they will need in professional practice. Together, this innovative course design, authentic assessment strategy, and partnership-based pedagogy exemplify how our institution is preparing students not only to understand sustainability but to lead on the global challenges it presents.

Teaching Voice - A New Generation of Entrepreneurs

A New Generation of Entrepreneurs

Dr Henrique Barros (Lecturer at DCU Business School)

My teaching philosophy is grounded in the conviction that entrepreneurship is not merely a mechanism for wealth creation, but a powerful lever for addressing social and environmental challenges. New ventures do not emerge from luck or isolated genius; they are the intentional result of individuals who learn to identify unmet needs, mobilise resources, and build organisations that are accountable to multiple stakeholders, including the communities and ecosystems they affect. As an educator, my overarching goal is to cultivate a responsible entrepreneurial mindset: one that treats sustainability not as a peripheral constraint, but as a core source of innovation and competitive advantage. When I teach Entrepreneurship, I want students to understand that viable business opportunities and responsible value creation are not opposing forces, but two sides of the same coin.

To realise these goals, I centre my pedagogy on experiential, case-based learning that places students in direct contact with real-world sustainability dilemmas. The module's progression, from opportunity recognition and empathy mapping through feasibility analysis to the final Demo Day pitch, provides a natural scaffold for this approach. I ask students to use design thinking and creativity techniques not simply to invent products, but to interrogate whose problems they are solving and what long-term social and environmental footprints their solutions might leave. By treating their team projects as living case studies, students must move beyond abstract business models and grapple with questions of resource ethics, stakeholder inclusion, and circular value creation. This "learning by doing" philosophy is central to my identity as an educator because I believe entrepreneurship cannot be responsibly taught from a distance; students must feel the friction of balancing profit, planet, and people in real time in order to carry that reflex into their professional lives.

My classroom management style reflects the ethical and professional norms I expect students to adopt as future founders. I treat the learning environment as a microcosm of the responsible organisation: transparent, participatory, and bound by shared standards. I am explicit about academic integrity and the ethical use of emerging technologies, including artificial intelligence, because responsible entrepreneurship begins with intellectual honesty. Teams are granted significant autonomy to manage their own workflows, mirroring the self-directed nature of sustainable start-ups, yet I remain accessible and responsive when conflicts arise. I intervene early in team dysfunction not to impose solutions, but to coach students through the difficult conversations that responsible leadership demands. I believe this approach works because it respects students as emerging professionals while insisting that freedom within the classroom, as in business, must be matched by accountability to one's peers and to broader society.

As I advance in my career, I am committed to ensuring that entrepreneurship education evolves in step with the most urgent global challenges. The world of new venture creation is being reshaped by two forces in particular: artificial intelligence and the imperative of sustainable development. Rather than treating these as peripheral trends, I integrate them into the core fabric of the modules I teach. I encourage students to use AI as a tool for refining business ideas (stress-testing assumptions, simulating stakeholder dialogue, and identifying resource-efficient pathways) while remaining critically aware of its ethical limitations. Simultaneously, I frame sustainability as the default context for venture creation, asking students to consider how climate adaptation, circular economy principles, and inclusive design can generate not just responsible outcomes, but durable competitive advantage. By keeping the module anchored in current realities, I ensure that graduates are equipped to meet future student and societal needs: they will build ventures that are not only economically resilient, but actively contribute to the sustainable development goals their generation is tasked to deliver.

Ultimately, I teach entrepreneurship because I believe the future of business depends on leaders who can create value without compromising the systems that sustain life. My aim is to send students into the world with the understanding that no business idea is perfect, the analytical rigour to uncover its social and environmental blind spots, and the courage to iterate until they build something that is genuinely worth leaving behind.

Responsible Management Education at DCU Business School

Responsible Management Education at DCU Business School

At DCU Business School, we see responsible management education as part of how we prepare students to engage with the realities of business and society. Our approach is not limited to teaching sustainability as a separate topic. Instead, we aim to develop graduates who can think critically, work collaboratively, understand different perspectives and make informed decisions about complex challenges facing organisations and society.

This approach is closely aligned with DCU's wider Teaching and Learning philosophy, which places the student experience at the heart of education and emphasises distinctive teaching, learning and assessment. The DCU Futures philosophy further supports this through a focus on active and engaged learning, enterprise engagement, transversal skills, technology-enhanced learning and student partnership.

Our teaching therefore seeks to move beyond the traditional transfer of knowledge. Students are encouraged to participate, question, apply and reflect. Through active and collaborative approaches, real-world problems, discussion, experiential activities and authentic assessment, we create opportunities for students to connect what they learn in the classroom with the challenges they are likely to encounter in professional and societal contexts. DCU's approach to active learning similarly emphasises participation, collaboration and the application of knowledge, including engagement with real-world challenges and external stakeholders.

A central part of this philosophy is the development of capabilities that students can carry with them beyond their specific discipline. DCU's Transversal Skills framework recognises the importance of capabilities such as ways of thinking, ways of working, and the ability to navigate a rapidly changing and increasingly unscripted world. These skills are embedded, assessed and evidenced as part of the student experience. For responsible management education, this is particularly important: students need not only subject knowledge, but also the ability to question assumptions, consider consequences, work with others and respond thoughtfully to uncertainty and change.

We also see learning as a partnership between the Business School, students and the wider community. Engagement with employers, industry and other external stakeholders helps bring authentic perspectives and contemporary challenges into the learning experience. DCU's approach includes opportunities for external stakeholders to contribute to curriculum development, set real-world challenges and co-deliver learning. This connection between academic learning and practice helps students understand that management decisions have consequences for organisations, people, communities and the wider environment.

Technology is another important part of this evolving teaching approach. We use digital tools and technology-enhanced learning where they can add genuine value to learning, while also encouraging students to critically consider the opportunities, limitations and wider implications of emerging technologies. This is increasingly important as business and society respond to developments such as artificial intelligence, digital transformation and changing ways of working.

Across DCU Business School, this philosophy is reflected in a diverse range of teaching practices, learning activities and assessment approaches. The evidence presented in this section illustrates how responsible management education is being embedded through curriculum, pedagogy, student engagement, assessment and connections with practice. Collectively, these examples demonstrate our commitment to developing graduates who are not only capable business professionals, but also critical, reflective and responsible decision-makers who can contribute positively to organisations and society.

Barriers to Innovative Curriculum

In 2025, Dublin City University Business School identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Student Attendance

Barriers to Innovative Pedagogy

In 2025, Dublin City University Business School identified the following barrier to innovating, updating, or taking risks in existing pedagogy:

- ❖ Theory vs Practice (Finding Balance)

Continue telling your story

Hack4Change 2025: DCU Students Tackle Circular Economy Challenges in Hackathon

Hack4Change 2025 involved more than 800 DCU students participating in a social innovation hackathon focused on circular economy challenges. The event formed part of the LIFE module and encouraged students to develop practical sustainability solutions for real-world business and community issues. Students worked in teams across multiple sessions and also created social media campaigns to communicate their sustainability ideas to wider audiences. The initiative was supported through the DCU-Deloitte alliance.

PRME Takeaway:

The event demonstrated experiential learning and student engagement around sustainability, innovation, and responsible problem-solving.

Link:

<https://business.dcu.ie/hack4change-2025-dcu-students-tackle-circular-economy-challenges-in-hackathon-hack4change/>



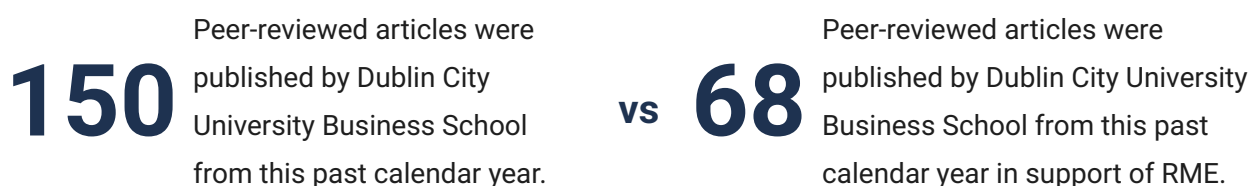
Research

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

How We Define Research

At DCU Business School, Research means producing rigorous, impactful knowledge that addresses global challenges and informs responsible management and practice. We encourage research connected to sustainability and the SDGs, societal impact and evidence-informed decision-making, while supporting interdisciplinary engagement in responsible business research.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Dublin City University Business School was awarded funding for research that is:



International



National



Regional



Local

Socializing Research

In 2025, Dublin City University Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ National media
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2025, Dublin City University Business School reported 10 research projects that implemented responsible or sustainable activities.

European Commission–funded MSCA project Azero2050 examines airline operational practices, transition mechanisms, and strategic pathways required to achieve climate neutrality

Period Covering: September, 2025 - August, 2026

Department: Management Group

The MSCA Azero project is implemented by MSCA Postdoc Fellow [Luis MARTÍN-DOMINGO](#) supervised by Prof. [Marina EFTHYMIU](#), expert in Sustainable Aviation at [Dublin City University \(DCU\)](#) and Associate Professor [Miguel MÚJICA-MOTA](#) expert in simulation models and techniques at [Amsterdam University of Applied Sciences \(AUAS\)](#).

Project Summary

The decarbonisation of the aviation industry requires strict regulation to align with the EU Green Deal, which aims to make the EU the world's first climate-neutral region by 2050. EU regulations continuously evolve and impact the key performance indicators (KPIs) used to measure progress towards this ambitious objective. Supported by the Marie Skłodowska-Curie Actions (MSCA) programme, the AZERO project assesses airline reduction commitments to achieve net-zero carbon by 2050. It uses an interdisciplinary approach to map greenhouse gas (GHG) KPIs, evaluate actions taken, and simulate traffic scenarios to estimate feasibility using the System Dynamics method for the timeframes of 2030, 2040, and 2050. This advanced simulation method uses real airline emission data and environmental, social and governance (ESG) report commitments.



REWIR: Negotiating return to work in the age of demographic change through industrial relations

Period Covering: October, 2021 - October, 2026

Department: HR Management Group

The project “**Negotiating return to work in the age of demographic change through industrial relations (REWIR)**”, brings together research on industrial relations and social dialogue with expertise in occupational health, return to work policies and the fundamental goals of the Europe 2020 strategy.

More specifically, REWIR aims to study the role that industrial relations play in extending the involvement of EU citizens in the labour market through work retention and integration after exposure to chronic conditions, at the EU- level, the national-level and the company-level, against a background of demographic and technological change.

By analysing how different industrial relations and social dialogue traditions and practices can help shape return to work policies, embrace the interests of post-illness workers and further the extension of working lives, REWIR sets out to:

- Strengthen **expertise on the role of social partners in designing and implementing return to work policies** at the European and national levels through social dialogue initiatives.
- Analyse the **implementation of particular targets of Europe 2020**, such as the agenda in promoting a healthier Europe and active and healthy ageing through negotiated arrangements between employers and employee representatives across diverse industrial relations systems in EU member states.
- Enhance **knowledge on information, consultation and co-determination** of employee representatives (trade unions and/or other representatives such as works councils or shop stewards) at company level in issues that are relevant to an increasing part of the work force and enable work retention of people exposed to chronic diseases. Their successful return to work is conditioned by support received by the state and employers as well as a decent interest representation.
- Extend the knowledge on **preventing risk of marginalisation, discrimination and the threat of poverty** for workers that suffer(ed) from long-term illness; and enabling their return to work and interest representation at the labour market. This aim highlights the relevance of industrial relations for the Commission’s flagship initiative **European platform against poverty and social exclusion**.
- Rethink how industrial relations play a role in the (re)definition of key concepts including ‘intergenerational fairness’, ‘longer labour market involvement’, ‘presence at work’, ‘job performance’, ‘fulfilment of contractual obligations’ and ‘fitness for work’ (some of which are priorities of Europe 2020) by raising awareness on the transformation in the world of work flowing from organisational, demographic and technological changes that considerably affect such concepts.

By exploring these research questions and objectives, REWIR will:

- Enhance the collection and use of comparative information on social partners’ involvement in the design and implementation of return to work policies across various industrial relations systems in the EU.

- Gain further understanding of how social dialogue can contribute to tackling relevant social issues, such as ageing population, intergenerational fairness, demographic change, equal working rights and labour market access of workers with chronic conditions.
- Collect and disseminate best practices of company-level intervention for return to work support through interaction between the employer and employee representatives.



IncreMe(n)tal (2024-2026)

Period Covering: July, 2024 - August, 2026

Department: DCUBS

IncreMe(n)tal (2024–2026)

IncreMe(n)tal was an **industry-driven, European Commission-funded project** involving **14 partner organisations across seven countries**, with each country represented by a trade union partner. In Ireland, **SIPTU** served as the national union partner.

The project designed and delivered training for **metalworkers' representatives** to help them:

- Understand and identify emerging psychosocial risks in the workplace.
- Address mental health challenges through stronger social dialogue.
- Promote healthier, safer, and more sustainable working environments.

The programme aimed to embed **mental health and wellbeing** into everyday workplace practice, equipping worker representatives with the knowledge and skills to support positive organisational change and improve employee wellbeing.

SOCIETAL IMPACT

Training

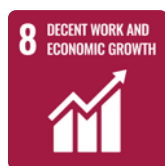
More than +100 trainees (union representatives/shop stewards) completed IncreMe(n)tal's training (three full days in Ireland, one hybrid in Turkey), increasing awareness of psychosocial risks to support them in being effective mental health advocates. Evaluation reports available.

Post training action plans and strategies include mental health first aid interventions, action planning tools and organising strategies and template clauses—practical tools that representatives can use in their roles.

Guidelines

An online interactive guide which empowers shop stewards across the EU to understand psychosocial risks, the legal frameworks across EU countries and best practice examples of frameworks and bargaining clauses across the EU.

This is available in the EU language of participating countries and Turkish.



SMART-RURAL

Period Covering: October, 2025 - October, 2029

Department: DCU Institute for Business and Society

Rural communities across Europe face unprecedented challenges in the 21st century, including depopulation, economic stagnation, climate change impacts, and digital divides. These challenges undermine the resilience and sustainability of rural areas, which are essential for Europe's cultural heritage, food security, and ecological health. The SMART-RURAL Action addresses these critical issues by proposing an innovative, integrated approach that combines traditional knowledge systems with modern technological solutions to enhance rural resilience and promote sustainable development.

This Action seeks to establish a pan-European network of researchers, practitioners, policymakers, and rural community representatives to co-develop and implement strategies that build rural resilience through the synergy of traditional wisdom and digital innovation. SMART-RURAL will work across four key areas: traditional knowledge systems and rural resilience, technological innovation for rural development, integrated resilience assessment and monitoring, and knowledge dissemination and capacity building. It places special emphasis on inclusiveness, youth engagement, and context-sensitive adaptation.

The Action will identify best practices, assess existing gaps, and develop a holistic framework for evaluating and strengthening resilience in rural communities. Through participatory research and real-world pilot projects, SMART-RURAL will co-create and test solutions tailored to specific rural contexts. It will also foster cross-border learning and interdisciplinary collaboration to translate findings into policy, practice, and education.

By empowering rural communities and bridging historical practices with emerging innovations, SMART-RURAL contributes to the European Green Deal, Smart Villages, and broader COST priorities – enhancing Europe's capacity to respond to scientific, technological, and societal challenges in a cohesive and inclusive manner.



Autonomous Retail Intelligence Evolution (ARIE): Advancing Responsible AI-Driven Retail Innovation

Period Covering: June, 2026 - March, 2028

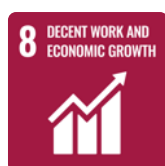
Department: Enterprise and Innovation Group

The Autonomous Retail Intelligence Evolution (ARIE) project is a collaborative research initiative led by DCU Business School in partnership with The Kilkenny Group, Lero – the Research Ireland Centre for Software, and Research Ireland. Led by [Professor Pierangelo Rosati](#) and [Professor Theo Lynn](#), the project aims to design, test and implement artificial intelligence (AI) and agentic AI solutions that enhance key retail operations, including inventory optimisation, customer personalisation and demand forecasting.

A central objective of the project is to ensure that advances in autonomous AI are accompanied by robust governance, ethical principles, transparency and meaningful human oversight. By combining academic research with industry expertise, ARIE seeks to develop practical AI solutions that improve organisational performance while promoting responsible and trustworthy AI adoption within multi-channel retail environments. The project exemplifies DCU Business School's commitment to interdisciplinary research, responsible innovation and industry engagement that delivers both business and societal value.

Link:

<https://business.dcu.ie/dcu-business-school-launches-arie-project-to-advance-ai-driven-retail-innovation/>



Sustainable Business Model Innovation through Ecosystem Embeddedness

Period Covering: January, 2024 - February, 2026

Department: Enterprise and Innovation Group

This study examines a counterintuitive tension: firms deeply embedded within business ecosystems are not necessarily better positioned to develop Sustainable Business Model Innovations (SBMIs), since deep embeddedness can generate inertia that locks firms into established routines. The research investigates whether this "paradox of embeddedness" can be managed through ecosystem orchestration, the deliberate role a central leader firm plays in aligning participants and structuring collaboration.

Drawing on survey data from 302 Brazilian manufacturing firms, the study used structural equation modelling to examine whether three orchestration mechanisms (absorptive capacity, innovation appropriability, and network stability) moderate the relationship between ecosystem embeddedness and SBMI.

Findings show embeddedness alone has a significant negative relationship with SBMI, confirming that excessive integration can suppress sustainable innovation. However, both absorptive capacity and innovation appropriability significantly counteract this negative effect. Network stability showed no significant moderating effect, challenging a common assumption and suggesting stable, long-term partnerships may reinforce redundant knowledge flows rather than introduce novel inputs.

Brazil was selected as the research context given its leading position in Latin America on the Global Innovation Index and Sustainable Development Report rankings. Practically, the findings suggest that orchestrators and policymakers should prioritise mechanisms that inject new knowledge and protect innovation investments, rather than assuming closer, more stable ties are inherently beneficial.

This research directly supports SDG 9 (Industry, Innovation and Infrastructure) and SDG 12 (Responsible Consumption and Production).



Corruption, Gender, and Sustainable Development (COGS)

Period Covering: January, 2021 - December, 2025

Department: Enterprise and Innovation Group

The Corruption, Gender, and Sustainability (COGS) project (2021–2025) was based at DCU Business School and the DCU Anti-Corruption Research Centre, in partnership with Université Norbert Zongo, Burkina Faso. The project addressed gaps in corruption research, particularly its interaction with gender inequality, humanitarian vulnerability, and climate action. Work was organised across four strands: sexual corruption and female entrepreneurship; stereotypes and biases; corruption and access to public services; and corruption and sustainable development.

COGS was funded by Research Ireland and Irish Aid under the COALESCE Better World Awards scheme, with additional support from Research Ireland's Ukrainian Researchers Scheme, extending the project's reach to researchers displaced by war.

Over the past year, the project produced peer-reviewed research published in *Governance*, *Kyklos*, *Public Choice*, *Applied Economics Letters*, and *Cogent Social Sciences*, addressing police corruption, sextortion, health outcomes, and the environmental cost of the Ukraine war. Five policy briefs were produced, translated into French and Ukrainian, alongside op-eds and public commentary pieces reaching wider audiences.

Beyond academic outputs, the project delivered stakeholder meetings and entrepreneurship training for women in Burkina Faso, and developed COGS101, a free eleven-lecture public course on corruption hosted on DCU ARC's YouTube channel, extending research impact to public audiences.

The project centres on responsible governance and inclusive development, directly advancing SDG 5 (Gender Equality) and SDG 16 (Peace, Justice and Strong Institutions), while reflecting PRME's commitment to research addressing persistent obstacles to sustainable and equitable development.



Online Harassment, Digital Harms and Responsible Digital Entrepreneurship

Period Covering: January, 2022 - June, 2026

Department: Enterprise and Innovation Group

This research project examines a less visible side of digital entrepreneurship, which is typically framed as an unambiguous good, opening new pathways for under-resourced founders to launch, scale, and innovate. The project investigates online harassment, digital abuse, platform dependency, and other unintended harms emerging as entrepreneurial ecosystems become increasingly digital.

The research shows that digital technologies generate genuinely new forms of vulnerability, precarity, and power asymmetry, even as they reshape access to resources and value creation. These effects are not separable: the platforms that democratise entrepreneurial opportunity are, for some founders, the same channels through which harassment and dependency arrive. By highlighting these tensions, the project contributes to a more critical understanding of how entrepreneurial opportunities and risks are actually distributed, rather than assuming digital transformation benefits all founders equally.

The main output this year is a journal article introducing a Special Issue aimed at advancing scholarly attention on responsibility, power, and inclusion in digital contexts. Two related book chapters were also produced, addressing online harassment and gendered discourses in entrepreneurial spaces.

Beyond academia, the research is gaining traction among entrepreneurship support organisations and policymakers working toward safer, more inclusive digital environments.

The project directly advances SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), and SDG 10 (Reduced Inequalities), reflecting DCU Business School's commitment to research addressing inequality and responsible innovation in evolving economic contexts.



How Family SMEs Balance and Leverage Social Capital While Reconciling the Paradoxes of Internationalization

Period Covering: June, 2022 - June, 2026

Department: Enterprise and Innovation Group

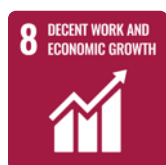
This research examines a key tension in family SMEs: expanding internationally without losing the local roots and community commitments that define their identity. Family firms often draw legitimacy and social licence to operate from deep local embeddedness, yet growth demands relationships that extend well beyond that base.

The project explores this through social capital theory, distinguishing bonding social capital (local relationships and trust) from bridging social capital (international networks and market reach), asking how family SMEs balance both rather than sacrificing one for the other.

Run through the DCU Centre for Family Business in partnership with Durham University Business School, the project speaks directly to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production), since this balance determines whether internationalisation happens responsibly, without abandoning fair labour practices and local commitments in pursuit of global opportunity.

The research has been accepted for peer-reviewed publication in *Entrepreneurship & Regional Development*, based on comparative study of how family enterprises actually navigate this terrain in practice.

The project offers family business leaders, export advisors, and policymakers practical strategies for reconciling local stewardship with global expansion, and a framework for leveraging international networks without eroding the local trust built over generations.



Technological Trajectories under Crisis Conditions

Period Covering: September, 2024 - July, 2026

Department: Enterprise and Innovation Group

This study asks which technologies keep their place in the innovation system once a health crisis's acute phase passes, and whether that can be predicted early enough to matter for policy.

Using 8,417 deduplicated patent families for COVID-19 diagnostic and therapeutic technologies (2020–2024), the research builds knowledge networks from patent classification codes, comparing RT-PCR diagnostics, SARS-CoV-2 antivirals, mRNA vaccine platforms, and CRISPR-based diagnostics across the acute (2020–2022) and post-pandemic (2023–2024) phases.

The core finding: crisis-period prominence is not a reliable guide to long-term staying power. RT-PCR had the strongest crisis-period performance yet declined sharply afterwards. What distinguished the technologies that consolidated their position was structural connectivity to fields outside their own domain (mRNA into oncology and gene therapy; CRISPR into instrumentation and telecommunications), not dominance within it.

The project speaks to SDG 3 (Good Health and Well-Being) and SDG 9 (Industry, Innovation and Infrastructure), addressing how innovation systems can sustain technological capacity built during a health crisis.

For policymakers and R&D funders, who commit resources during a crisis without knowing what will matter afterwards, cross-domain connectivity offers a measurable early signal to guide funding decisions and a case for building such connections as a standing capability rather than improvising them mid-crisis.



Research Awards

In 2025, Dublin City University Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.

The GSJ Best Paper Prize 2026 - Pamela Sharkey Scott

Granter: Wiley and the Strategic Management Society

Grantee: Dónal O'Brien, Pamela Sharkey Scott, Ulf Andersson, Tina Ambos, and Na Fu

Award Description:

In 2017, five years after the Global Strategy Journal was launched, an annual best paper award was established by co-sponsors Wiley and the Strategic Management Society to honor substantial work published in the GSJ. As with the Dan and Mary Lou Schendel Best Paper Prize, the award is for a paper published five or more years prior to the recognition. This delay allows time for the impact of papers to be assessed in terms of citations and influence of the paper on teaching, research, and/or practice. Once eligible, a paper remains eligible until selected as the best paper. Continued eligibility allows recognition to be made for those insights and findings that sometimes occur before their time and only become widely recognized as significant after other work is published.

The GSJ Best Paper Prize 2026 Recipient: O'Brien, D., Sharkey Scott, P., Andersson, U., Ambos, T., and Fu, N. (2019). The microfoundations of subsidiary initiatives: How subsidiary manager activities unlock entrepreneurship. *Global Strategy Journal*, 9(1), 66-91.

The article by Dónal O'Brien, Pamela Sharkey Scott, Ulf Andersson, Tina Ambos and Na Fu, "The Microfoundations of Subsidiary Initiatives: How Subsidiary Manager Activities Unlock Entrepreneurship" (2019), receives the GSJ Best Paper Award. Drawing on microfoundations and middle-management theory, the article opens the black box between subsidiary entrepreneurial orientation and initiative realization, showing that this link is not automatic but depends on what subsidiary managers do. Using multilevel mediation analysis, the study shows that subsidiary managers mobilize subsidiary entrepreneurial orientation through two distinct pathways: "downward", by facilitating subsidiary adaptability, and "horizontally" by enabling embeddedness in the local environment. By locating agency within the subsidiary manager rather than at the organizational level alone, O'Brien and colleagues offer a granular account of how entrepreneurship translates into realized initiatives, advancing microfoundational thinking and setting a benchmark for research on subsidiary management in global strategy, and offering a distinctive manager-level mechanism for international entrepreneurship within multinational enterprises.

Pamela Sharkey Scott is a Professor of Strategy and International Business at DCU Business School, Dublin City University. Pamela Sharkey Scott is a leading international scholar of subsidiaries of multinational enterprises. Her research concerns how subsidiaries and their leaders can contribute to their parent organization. Pamela's research is published in the world's premier journals in her discipline, including *Global Strategy Journal*, *Journal of World Business*, *Journal of Management Studies* and *Journal of International Business Studies*. Her work, has been nominated and awarded by leading international bodies including the Strategic Management Society. She serves on the editorial board of *Global Strategy Journal*. Combined with her previous corporate career, Pamela has a rich practical experience and a deep understanding of the behavioural, financial and strategic underpinnings of management and leadership within multinational enterprises. Pamela is a committed academic leader who contributes at the highest level to her staff, PhD Scholars and students, School, University, Research and Enterprise Community. She works with national institutions as an expert witness in major proceedings, and as a member of international institutional boards.

Top 2% of scientists in the world for research impact

Granter: Stanford University

Grantee: Professor Maura McAdam

Award Description:

Professor Maura McAdam have been ranked amongst the top 2% of scientists in the world for research impact, (by Stanford University and published in Elsevier BV, which ranks scientists across the world, based on a composite citation index from the Scopus database).



Honorary Fellowship of the Emergency Management Institute Ireland - EMII

Granter: Emergency Management Institute Ireland

Grantee: Professor Caroline McMullan

Award Description:

In line with PRME Principle 4: Research, the recognition of Professor Caroline McMullan by the Emergency Management Institute Ireland reflects the School's commitment to producing impactful research that informs public policy, professional practice and societal resilience.

At this year's EMII AGM in DCU Business School, the Board and Members were delighted to confer the Honorary Fellowship of the Emergency Management Institute Ireland (EMII) -its highest distinction- on Professor Caroline McMullan, Director of Education, Research & Government Liaison, in recognition of her exceptional contribution to the development and advancement of emergency management in Ireland.

A founding member of EMII, Professor McMullan has played a pivotal role in shaping the profession through her leadership in education, research and public policy, including the development of Ireland's National Risk Assessment methodology and the establishment of the MSc in Emergency Management at Dublin City University.

The School was especially honoured that the President of DCU, Professor Dáire Keogh, joined the event to congratulate Professor McMullan and reflect on her outstanding work and impact.

Professor McMullan's commitment, leadership and scholarship have enriched EMII since its inception. This well-deserved recognition acknowledges her significant contribution to advancing emergency management research, strengthening professional practice, and building a more resilient Ireland.

Dr Eric Clinton Ranked 12th in Family Business Research Globally

Granter: Family Business Research Index

Grantee: Dr Eric Clinton

Award Description:

Dr Eric Clinton, Director of the Centre for Family Business at Dublin City University, has been recognised as one of the top-performing family business scholars worldwide.

According to the newly released 2026 Family Business Research Index, Dr. Clinton is ranked 12th out of 4,906 researchers globally for the 2023–2025 period.

This prestigious global index jointly powered by the WIFU Foundation and CeFEO (Jönköping International Business School), analysed over 2,200 peer-reviewed articles using a rigorous, journal-quality weighted framework.

This outstanding placement puts Dr. Clinton's impactful research securely within the top 0.2% of the discipline globally. This outstanding achievement is a testament to Dr Clinton's unwavering dedication, and commitment to advancing the field of family business research on the world stage.

Research Presentations Related to RME and/or Sustainability

In 2025, Dublin City University Business School gave 1 research presentation related to RME and/or sustainability.

Selection of Conference Contributions Related to PRME and the UN Sustainable Development Goals from June 2025 to June 2026

Authors: DCU Business School

Date of publication: June, 2026

Department: DCUBS

Faculty continued to disseminate research through a wide range of national and international academic conferences, with a significant proportion of conference contributions addressing themes aligned with the Principles for Responsible Management Education (PRME) and the United Nations Sustainable Development Goals (SDGs). These contributions demonstrate the School's commitment to advancing responsible management knowledge through research, scholarly engagement, and knowledge exchange.

The topics represented span responsible management education, ethics, governance, transparency, anti-corruption, diversity and inclusion, sustainable innovation, healthcare, artificial intelligence, taxation, nonprofit accountability, and sustainable infrastructure.

The conference outputs most frequently align with SDGs relating to **Quality Education (SDG 4)**, **Good Health and Well-being (SDG 3)**, **Gender Equality (SDG 5)**, **Decent Work and Economic Growth (SDG 8)**, **Industry, Innovation and Infrastructure (SDG 9)**, **Reduced Inequalities (SDG 10)**, **Sustainable Cities and Communities (SDG 11)**, **Responsible Consumption and Production (SDG 12)**, **Climate Action (SDG 13)**, **Peace, Justice and Strong Institutions (SDG 16)**, and **Partnerships for the Goals (SDG 17)**.



Publications Related to RME and/or Sustainability

DCU Business School 2025 Research Publications Supporting PRME and the UN Sustainable Development Goals

Authors: DCU Business School Faculty

Date of publication: December, 2025

Department: Business Administration | Accounting | Business Analytics | Economics |
Entrepreneurship | Finance | Human Resource Management | International Business |
Management | Marketing

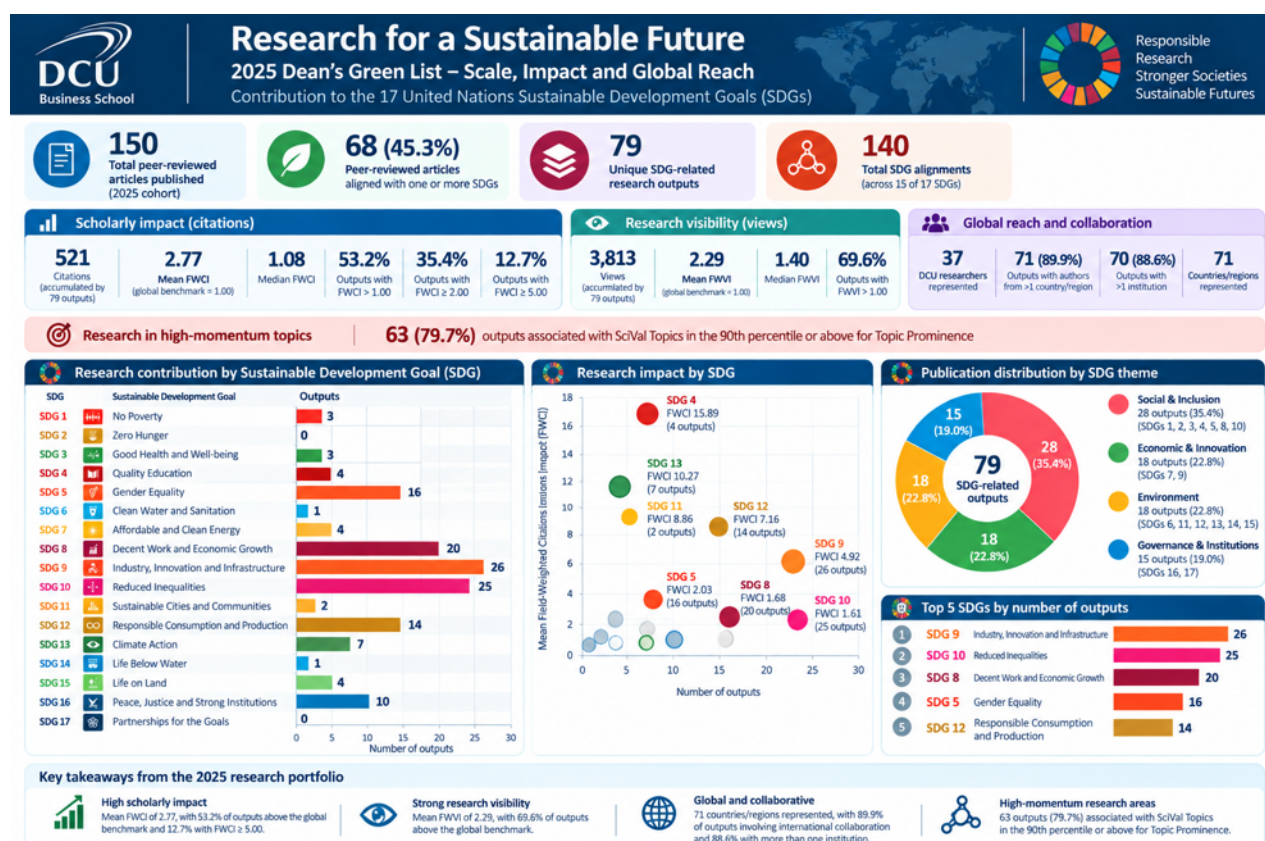
DCU Business School uses Elsevier's Sustainable Development Goals (SDG) mapping within SciVal to identify and monitor research outputs contributing to the United Nations Sustainable Development Goals and to assess the reach and impact of this research.

This analysis relates specifically to research outputs published during the 2025 calendar year. Using Elsevier's 2025 Sustainable Development Goals Mapping, 79 unique DCU Business School research outputs were identified as contributing to one or more SDGs. As individual publications can contribute to multiple Goals, these outputs generated 140 SDG alignments across 15 of the 17 Sustainable Development Goals.

Within the School's wider peer-reviewed research output, 68 of 150 peer-reviewed articles published in 2025 – 45.3% – were identified as supporting one or more SDGs, generating 123 SDG alignments among peer-reviewed articles alone.

Elsevier's 2025 SDG Mapping was published in April 2025. Elsevier states that the 2025 mapping uses the established SDG search queries and machine-learning approach used in its 2023 mapping, with minor technical modifications to the operation of the search process.

2025 Research Portfolio: Scale, Impact and Reach



The 2025 SDG-related publication portfolio demonstrates not only the scale of DCU Business School's responsible-management and sustainability research, but also its scholarly impact, research visibility and international reach.

Indicator	2025 publication cohort
Total peer-reviewed articles published by DCU Business School	150
Peer-reviewed articles aligned with one or more SDGs	68 (45.3%)
Unique SDG-related research outputs across the wider publication portfolio	79

Indicator	2025 publication cohort
Total SDG alignments	140
Sustainable Development Goals represented	15 of 17
Citations accumulated by the 79 SDG-related outputs*	521
Views accumulated by the 79 SDG-related outputs*	3,813
Mean publication-level Field-Weighted Citation Impact (FWCI)*	2.77
Median publication-level FWCI*	1.08
Outputs with FWCI above 1.00	42 (53.2%)
Outputs with FWCI of 2.00 or higher	28 (35.4%)
Outputs with FWCI of 5.00 or higher	10 (12.7%)
Mean publication-level Field-Weighted View Impact (FWVI)*	2.29
Median publication-level FWVI*	1.40
Outputs with FWVI above 1.00	55 (69.6%)
DCU Business School researchers represented	37
Outputs with author affiliations from more than one country/region	71 (89.9%)
Outputs involving more than one institution	70 (88.6%)
Countries/regions represented across author affiliations	71
Outputs associated with SciVal Topics in the 90th percentile or above for Topic Prominence	63 (79.7%)

*Citation, view, FWCI and FWVI figures reflect the values recorded in the SciVal data extract used for this analysis and will continue to evolve as publications accumulate further citations and views. Field-Weighted Citation Impact provides a discipline-, publication type- and publication year-normalised measure of citation performance. In SciVal, an FWCI of 1.00 represents the global average for comparable publications, while a value above 1.00 indicates citation performance above that benchmark.

The 2025 SDG-related portfolio had a mean publication-level FWCI of 2.77, compared with the global benchmark of 1.00. Importantly, this impact was not confined only to a small number of publications: the median publication-level FWCI was 1.08, while 53.2% of outputs had an FWCI above 1.00, 35.4% achieved an FWCI of at least 2.00, and 12.7% achieved an FWCI of at least 5.00.

Research visibility was also strong. Field-Weighted View Impact compares viewing activity with comparable publications of the same year, publication type and discipline, with 1.00 again representing the world benchmark. The School's SDG-related outputs recorded a mean publication-level FWVI of 2.29 and a median of 1.40. Nearly 70% of the portfolio – 55 of 79 outputs – recorded an FWVI above the global benchmark of 1.00.

The publication portfolio also demonstrates the international character of DCU Business School research. The 79 outputs included contributions from 37 DCU Business School researchers. 71 publications (89.9%) included author affiliations from more than one country or region, while 70 publications (88.6%) involved more than one institution. Collectively, author affiliations across the portfolio represented 71 countries and regions.

Research Contribution by Sustainable Development Goal

The distribution of outputs illustrates the breadth of the School's research contribution. The greatest volume of activity was associated with SDG 9 – Industry, Innovation and Infrastructure, SDG 10 – Reduced Inequalities, SDG 8 – Decent Work and Economic Growth, SDG 5 – Gender Equality, and SDG 12 – Responsible Consumption and Production.

Sustainable Development Goal	Outputs	Citations*	Mean FWCI*	Mean FWVI*
SDG 1 – No Poverty	3	0	0.00	1.39
SDG 2 – Zero Hunger	0	0	—	—
SDG 3 – Good Health and Well-being	3	5	1.68	1.03
SDG 4 – Quality Education	4	277	15.89	6.23
SDG 5 – Gender Equality	16	43	2.03	1.99
SDG 6 – Clean Water and Sanitation	1	0	0.00	1.78
SDG 7 – Affordable and Clean Energy	4	7	1.17	1.30
SDG 8 – Decent Work and Economic Growth	20	50	1.68	1.74

Sustainable Development Goal	Outputs	Citations*	Mean FWCI*	Mean FWVI*
SDG 9 – Industry, Innovation and Infrastructure	26	387	4.92	2.83
SDG 10 – Reduced Inequalities	25	64	1.61	2.07
SDG 11 – Sustainable Cities and Communities	2	5	8.86	3.89
SDG 12 – Responsible Consumption and Production	14	350	7.16	3.92
SDG 13 – Climate Action	7	291	10.27	5.93
SDG 14 – Life Below Water	1	0	0.00	0.19
SDG 15 – Life on Land	4	11	1.60	1.53
SDG 16 – Peace, Justice and Strong Institutions	10	14	1.61	1.20
SDG 17 – Partnerships for the Goals	0	0	—	—

*Because a publication may be aligned with more than one SDG, publication and citation figures in this table should not be added together across SDGs. A single publication, and its associated citations and views, may contribute to several Goals. FWCI and FWVI figures shown by SDG are the mean publication-level values for outputs assigned to that Goal.

Areas of Particular Research Strength and Impact

Research outputs were particularly strong within SDG 9 – Industry, Innovation and Infrastructure, which represented the largest area of activity with 26 publications. These publications had accumulated 387 citations, with a mean publication-level FWCI of 4.92 and FWVI of 2.83.

Research addressing SDG 10 – Reduced Inequalities was also extensive, with 25 publications, 64 citations, a mean FWCI of 1.61 and mean FWVI of 2.07. This reflects a substantial strand of research concerned with inequality, inclusion and the distributional consequences of organisational, economic and societal systems.

SDG 8 – Decent Work and Economic Growth was represented by 20 publications, with a mean FWCI of 1.68 and FWVI of 1.74, while SDG 5 – Gender Equality was represented by 16 publications, with a mean FWCI of 2.03 and FWVI of 1.99. Together, these areas illustrate a significant body of research addressing work, employment, inclusion, gender and responsible organisational practice.

Research contributing to SDG 12 – Responsible Consumption and Production combined substantial activity with particularly strong scholarly impact. Its 14 publications had accumulated 350 citations, with a mean FWCI of 7.16 and mean FWVI of 3.92.

Research relating to SDG 13 – Climate Action comprised a smaller portfolio of seven publications but demonstrated particularly strong citation and viewing performance. These outputs had accumulated 291 citations, with a mean FWCI of 10.27 and mean FWVI of 5.93, demonstrating the reach of the School's research addressing climate-related challenges.

Selected Examples of High-Impact Research

The portfolio contains several individual publications that have already achieved substantial scholarly reach despite belonging to the 2025 publication cohort.

For example, *Past, present, and future of sustainable finance: insights from big data analytics through machine learning of scholarly research*, aligned with SDGs 4, 9, 12 and 13, had accumulated 270 citations and 1,000 views at the time of extraction, with an FWCI of 58.77 and FWVI of 18.95.

Research on *Evaluating circular economy and smart technology adoption barriers in the Indian textile and apparel industries* had accumulated 25 citations and 199 views, with an FWCI of 8.09 and FWVI of 4.62, contributing to SDGs 9 and 12.

Linking Climate Risk to Credit Risk: Evidence from Sectorial Analysis, contributing to SDGs 9 and 13, had accumulated 12 citations and 223 views, with an FWCI of 7.05 and particularly strong viewing impact, reflected in an FWVI of 13.67.

These examples demonstrate that the School's contribution extends beyond publication volume to research attracting substantial scholarly attention and engagement.

Research Positioned in High-Momentum Topics

The SciVal data also show that 63 of the 79 SDG-related outputs (79.7%) were associated with research Topics ranked in the 90th percentile or above for Topic Prominence.

SciVal describes Topic Prominence as an indicator of the momentum or visibility of a research Topic, calculated using citation activity, viewing activity and journal CiteScore. Elsevier explicitly distinguishes Prominence from the importance or quality of an individual research topic or publication.

Accordingly, this indicator provides additional evidence that a substantial proportion of DCU Business School's SDG-related research is being undertaken within research areas experiencing high levels of current scholarly attention and momentum.

PRME

Taken together, the 2025 publication portfolio provides substantial evidence of DCU Business School's contribution to the PRME Research principle.

The School's research addresses a wide range of environmental, social, economic and governance challenges, including responsible innovation, decent work, inequality, gender equality, sustainable production, climate action and strong institutions. The evidence demonstrates that this contribution is not confined to a single discipline or small specialist group but is distributed across the School's research community.

The combination of 79 SDG-related outputs, 140 SDG alignments, 521 citations, 3,813 views, strong field-weighted citation and viewing performance, participation by 37 DCU Business School researchers, and extensive international collaboration demonstrates both the breadth and reach of the School's research contribution to responsible management and sustainable development.

Reporting Period and Future Reporting

This analysis is based on the 2025 publication cohort. Citation, view, FWCI, FWVI and other impact indicators represent the position recorded in SciVal at the time the data were extracted and should therefore be understood as a snapshot of the developing impact of recently published research.

Research outputs published during 2026 will be incorporated into the next DCU Business School PRME Sharing Information on Progress report, planned for publication in summer 2027. This annual approach will support consistent monitoring of the scale, focus, visibility and impact of the School's responsible-management and sustainability research over time.



Research Voices

The following statements demonstrate ways in which researchers at Dublin City University Business School bring sustainability and responsible management into their research.

DCU Institute for Business and Society - Launched



In

line with PRME Principle 1: Purpose, DCU Business School advances its mission to create sustainable value for business and society by investing in research that addresses complex societal challenges and informs responsible management practice. The launch of the DCU Institute for Business and Society demonstrates this commitment by bringing together multidisciplinary expertise to generate impactful research that shapes policy, business practice, and societal outcomes.

Dublin City University Business School launched the DCU Institute for Business and Society, a multidisciplinary research institute focused on innovative, sustainable and trustworthy practices in business and society. Bringing together leading experts, the Institute addresses critical societal and business challenges through high-impact, engaged research.

Speaking at the launch, Professor Dáire Keogh, President of Dublin City University, said:

"The launch of the Institute marks an important milestone in DCU Business School's research output and impact. With its focused remit, the Institute will explore and address a range of pressing issues affecting both our society and the business world. By gathering a multidisciplinary team, the initiative also allows for new collaborations that will deliver additional impact."

The Institute's mission is to positively impact business and society through high-quality, impactful and engaged research on innovative, sustainable and trustworthy practices.

Institute Director, Professor Colm O'Gorman, highlighted its role in shaping policy and practice:

"From trust in technology to the future of work and online harms in sport, our research will drive meaningful change."

The Institute brings together four core research groups:

- trustLAB (Professor Lisa van der Werff), one of Europe's largest trust research groups, examining trust in AI, cloud computing and digital privacy.
- OBAIR – Decent and Sustainable Work (Dr Margaret Heffernan), researching job security, remote work and the impact of technology on work and wellbeing.
- Centre for Family Business (Dr Eric Clinton), exploring family business sustainability and entrepreneurship across generations.
- International Network for Online Harms in Sport (Dr Gary Sinclair), investigating digital abuse in sport in collaboration with organisations including the FIA, GAA and Sky Sports.

Beyond these core research groups, the Institute's Special Interest Groups focus on areas including ESG, FinLAB, Sustainable Aviation, AI and Responsible Innovation, Risk and Crisis Management, Contemporary Accounting and Governance, and Business and Public Policy.

Through collaborations with leading international business schools, industry organisations, government departments, state bodies and private sector partners, the Institute's research informs policy, enhances business practice and contributes to positive social change.

Research Voice-DCU Research Institute for Business and Society

Research Voice from Professor Colm O'Gorman, director of DCU Research Institute for Business and Society

DCU Institute for Business & Society explores the evolving role of innovative, sustainable and trustworthy practices in business and society. Core Research Groups: [trustLAB](#), [OBAIR - Decent and Sustainable Work](#), [CFB Family Business](#), and the Institute's Special Interest Groups provide focused expertise in critical areas of sustainability and innovation: [ESG](#), [FinLAB](#), [Sustainable Aviation Hub](#), [AI and Responsible Innovation](#), [Risk & Crisis Management](#), [Contemporary Accounting and Governance](#), as well as [Business and Public Policy](#).

The Institute is a thought leader in **Trust, Integrity and Digital Safety**. Our research and practice in this area we bring together expertise on the constructive societal forces of trust and integrity as well as the destructive societal forces of online hate. This includes:

- **Exploring multidisciplinary trust processes** that support positive relationships across a variety of organisational levels and contexts, led by trustLAB. Established in 2021, trustLAB includes 14 Business School faculty, with strong connections with the international trust community including the President (Prof. van der Werff) and Impact

Hub Lead (Dr Schafheitle) of the First International Network on Trust (FINT), an international network of about 800 scholars studying trust within and between organisations.

- **Online harms in sport.** The International Network for Online Harms in Sport, led by Dr Gary Sinclair, includes researchers and stakeholders from sport, industry and civil society. It has attracted academic and industry funding from institutions including UK Research and Innovation, Arts and Humanities Research Council and the Irish Research Council (e.g. Tackling Online Hate in Football, 2021-2025) the Fédération Internationale de l'Automobile (e.g. United Against Online Abuse).

Exemplars of research that have had a positive societal impact: Trust, Integrity and Digital Safety

The Trust Development Pathways project	The Trust Development Pathways project is an ongoing project supporting trust development across a range of contexts. To-date practitioner training workshops have been delivered to over 250 practitioners including employees of the Mater Hospital Group, Leaving Certificate students at Belvedere College and the Human Resources Department at DCU. The project has also resulted in a podcast series for the Mater Hospital Group employees and a blog post for the Irish Business and Employers Confederation (IBEC).
TRUE Europe	TRUE Europe This EU Commission funded project (2023-2025) investigates how trust between employers and employee representatives is built and how it shapes collective bargaining in eight countries and three sectors (metal, transport, and banking). The project developed strategies to improve social dialogue and collective bargaining ensuring fair working conditions and helping organisations adapt sustainably over time. External partners included: Linnaeus University (Sweden), Central European Labour Studies Institute (CELSI - Slovakia), Bucharest University of Economic Studies, Romania, Lithuanian Centre for Social Sciences (LCSS), University of Belgrade, Serbia.

The FIA funded United Against Online Abuse (UAOA) coalition	This project aims to frame, trace and combat online hate across all sport. Findings inform international policy aligned with UN Human Rights Council Resolution 54/25 and were cited in the 2025 UN High Commissioner for Human Rights report. Webinars: 8 public webinars: Online Abuse in Sport Webinar Series Media: Regular international media coverage (e.g., BBC World Service, RTE). Education: A public FutureLearn course has enrolled 289 learners
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The DCU Institute for Business & Society has leadership in research in **Enterprise Resilience and SME Futures**. It has established national and international collaborations focused on entrepreneurship practices within family-owned SMEs (STEP Family Business Global Consortium) and enterprise resilience in rural contexts (leadership in two EU COST Actions: Building resilient rural communities through synergy of traditional knowledge and technological innovation (SMART-RURAL), and A European forum for revitalisation of marginalised mountain areas (MARGISTAR). The School engages with Irish SMEs through applied research supporting innovation and digitalisation (Enterprise Ireland Innovation Vouchers). The School's thought leadership in supporting SMEs has been recognized through the award of the Small Business Charter, by the UK's Chartered Association of Business Schools (CABS). This award recognizes the School's success, and ongoing commitment to developing expertise in (i) supporting small businesses, (ii) student entrepreneurship, and (iii) engagement in the local economy and entrepreneurship ecosystem.

Exemplars of research that have had a positive societal impact: Enterprise Resilience and SME Futures

	Surviving a Crisis as a Family Business'	The CFB Family Business research group and Allied Irish Bank (AIB) Project on Surviving a Crisis as a Family Business' aimed to provide the tools necessary for job retention in Family Business' during global shocks. It was a collaborative project between DCU CFB, University of Ulster, University of Central Florida and the Northern Ireland Family Business Forum. Publications include a paper in Family Business Review on "resilience behaviours and temporal orientation in family firms" . The results of the project were disseminated through the DCU CFB outreach programs and in a report, Surviving a Crisis as a Family Business. The frameworks for internal communication and multi-generational consensus helped prevent layoffs at Dooley's Hotel and the Barry Group during the COVID-19 pandemic and the subsequent inflationary crisis.
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Trust in Family Businesses	Trust in Family Businesses Project looks at the role of trust in leadership within family businesses. It examines how trust between CEOs and senior managers, particularly between family and non-family executives, influences whether managers feel comfortable speaking up with ideas, concerns and suggestions.	
Digital Towns	The Digital Town Blueprint is a benchmarking and diagnostic framework that assesses connectivity, digital infrastructure, SME digital adoption, public services and tourism readiness for over 56 towns. https://assets.gov.ie/static/documents/town-centre-first.pdf Stakeholders, including SMEs, local authorities and community groups, gain shared insights into strengths and development gaps in their town and work together to develop a shared understanding and vision for its future, which typically translates into concrete development plans and actionable initiatives aimed at achieving that vision	

MARGISTAR - EU COST Action.	A European forum for revitalisation of marginalised mountain areas. DCU hosted over 50 European academics to a networking meeting, including visits with stakeholders. This allowed for knowledge synthesis, exchange, and co-creation that brings together scientists, stakeholders, and policymakers to collaboratively reflect on the challenges for sustainability in mountainous regions while moving progressively towards real-world solutions. A participatory Vision Workshop was developed in collaboration with European partners. It has been deployed in a number of Irish towns and in four other European countries. This workshop supports participatory regeneration planning in rural towns.	
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The Institute conducts leading-edge research into **sustainable and responsible business** frameworks, targeting urgent issues such as equitable employment, decarbonization, and supply chain security.

Sustainable business practices is a cross-cutting theme of the DCU Institute for Business & Society focused on two UN Sustainable Development Goals: SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation & Infrastructure). Across these strands of research there is a strong focus on bridging research and industry practice. The School has extensive academic and industry partnerships that underpin this research, including collaborations with industry bodies (Irish Aviation Authority, Dublin Airport Authority, Met Eireann), government bodies (Fingal County Council; Environmental Protection Agency; Government Task Force on Emergency Planning), international

bodies (e.g. NATO) and research centres (DCU Institute for Climate & Society; China ESG Research Institute, the Rutgers Institute for Corporate Social Innovation). Specific research strands in this area include:

- - **Sustainable work practices** (OBAIR research group). This group focuses on the delivery of decent and sustainable work and quality jobs along with social protection and respect for rights at work to achieve sustainable, inclusive economic growth. It has attracted funding from the EU Commission, Industry (Deloitte. Skillnet) and Government (Department of Enterprise, Trade & Employment).
 - **Sustainable aviation** (Sustainable Aviation Hub). This group works with a large network of industry, regulators, and public institutions to develop practical pathways towards aviation decarbonisation.
 - **Sustainable finance** (finLAB). This group investigates how to accelerate the low-carbon transition.
 - **Sustainability-related risks** (Risk & Crisis Management). This group focuses on understanding and mitigating societal and sustainability-related risks, including climate change impacts and collaborates with Government bodies to inform policy (Department of Defence).
 - **ESG practices** (Environment, Social and Governance (ESG)). This group examines the integration of ESG factors and their impact beyond the firm's bottom line.
 - **Sustainable supply chains**. This group uses analytical and simulation modelling to improve decision-making and performance, supporting transparent and sustainable value creation. It has received funding under Horizon 2020.

Exemplars of research that have had a positive societal impact: Sustainable and Responsible Business Practices

FUTUREPROOF-IE	The FUTUREPROOF-IE project is funded by the Office of Emergency Planning in the Department of Defence and the EU and will strengthen Ireland's National Risk Assessment process by embedding structured horizon scanning and emerging risk management into national emergency planning. The project delivered a policy-oriented, operational model that has been piloted and integrated into Ireland's national risk governance framework 2023/24. The project and its impact are widely cited including in a press release by the Department of Defence and by the European Commission in advance of a visit to Ireland by the EU Commissioner for Crisis management Janez Lenarčič on the occasion of the presentation of the results together with the Tánaiste Micheál Martin. It was also heavily cited in published media outlets as indicated in Positive Societal Impact Table (in Digital Base Room).
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IncreMe(n)tal	IncreMe(n)tal (2024-2026) is an industry driven, seven country EU Commission funded project and collaboration of 14 partners in which every country had a union partner (in Ireland, SIPTU). The project designed and delivered training to metalworkers' representatives to help them understand and address emerging psychosocial risks and strengthen social dialogue around mental health, supporting healthier, safer, and more sustainable workplaces where mental health wellbeing are built into everyday practice. More than +100 trainees (union representatives/ shop stewards) completed IncreMe(n)tal's training (three full days in Ireland, one hybrid in Turkey), increasing awareness of psychosocial risks to support them in being effective mental health advocates. Evaluation reports available. An online interactive guide which empowers shop stewards across the EU to understand psychosocial risks, the legal frameworks across EU countries and best practice examples of frameworks and bargaining clauses across the EU. This is available in the EU language of participating countries and Turkish. adapt.it/incremental/interactive-guide/
<i>Azero2050</i>	European Commission–funded MSCA project Azero2050 examines airline operational practices, transition mechanisms, and strategic pathways required to achieve climate neutrality
GENRE	The GENRE project examined how gender shapes participation in technology-driven entrepreneurial ecosystems across Ireland, Norway, Sweden, and Israel.

Research Barriers

In 2025, Dublin City University Business School identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Data Access

Continue telling your story

Book Launch: “Permission Granted” by Professor Maura McAdam Inspires a New Narrative for Women in Entrepreneurship

A packed audience gathered at Hodges Figgis this week for the launch of *Permission Granted*, the new book by Professor Maura McAdam, a leading voice in entrepreneurship research at Dublin City University Business School.

Blending decades of academic insight with lived experience and the voices of women founders, McAdam’s book offers both a challenge and a call to action: stop waiting for validation and start taking the next step.

“Resilience is a daily habit”

At the heart of the discussion was a reframing of failure—not as something to fear, but as a forward-moving process. Drawing on interviews with women entrepreneurs, McAdam described a consistent pattern: “feeling forward.”

Rather than viewing setbacks as regression, she argued, successful founders treat them as a shift in starting point. “It’s not a backward motion,” she explained. “It’s beginning again from a different place.” This mindset is central to what she terms “courage capital”—the accumulated learning that comes from experimentation, reflection, and what she calls “smart mistakes.” Crucially, resilience is not innate. “It’s a daily habit,” she said, built through reflection, reframing, and strong support systems.

Permission over perfection

The book’s title, McAdam revealed, came to her before the content. *Permission Granted* speaks to a common barrier, particularly for women: the belief that readiness requires perfection or external approval.

“You don’t need to have all your ducks in a row,” she told the audience. “You just take the next right step.”

She challenged the tendency to over-plan and seek validation—whether for promotions, speaking opportunities, or entrepreneurial ventures. “You already have permission,” she said. “You always had it.”

From academic theory to “data with soul”

Known for her extensive research career, McAdam described the challenge of shifting from academic writing to a more accessible style. The result, she said, is “data with soul”—research grounded in real stories.

Her work amplifies diverse voices, emphasising that women's experiences in entrepreneurship are not uniform. By focusing on qualitative insights, she aims to capture nuance often lost in statistics alone.

Breaking the stereotype

The event also addressed persistent biases in how entrepreneurship is perceived. McAdam noted that when students are asked to name entrepreneurs, the same figures often emerge: white, male, US-based tech founders.

This narrow image, she argued, continues to shape who feels they belong in entrepreneurship. "If you can't see it, you can't be it," she said, calling for greater visibility of diverse founders and broader definitions of entrepreneurial success.

A broader vision of entrepreneurship

Beyond start-ups and venture capital, McAdam advocates for a more inclusive understanding of entrepreneurship as a mindset—one rooted in curiosity, creativity, and problem-solving.

"Entrepreneurship is not just about creating a business," she said. "It's about how you approach challenges in all areas of life."

A roadmap rooted in real lives

The book, described at the launch as both practical and deeply personal, draws on years of research, case studies, and lived experiences. It also marks a departure for McAdam, who for the first time shares elements of her own journey, including early academic setbacks that shaped her resilience. The result is a guide that resonates beyond academia—offering what attendees described as a "roadmap" for navigating uncertainty, building confidence through action, and embracing imperfection.

A timely message

As conversations around gender equity in entrepreneurship continue, *Permission Granted* arrives as both critique and catalyst. With women-led ventures still receiving a small fraction of global investment, McAdam's message is clear: structural barriers remain—but so does untapped potential. Her closing message to the audience was simple but powerful: Don't wait to be chosen. Choose yourself.

Global Standards and Local Ambitions Across Green Taxonomies: Climate Change Mitigation from the EU to South Africa

This research seminar at DCU Business School explored how South Africa's green finance taxonomy aligns with the EU taxonomy in attracting sustainable investment. The seminar examined sustainable finance, climate mitigation policy, and the role of global standards in shaping environmental investment practices. The event formed part of the DCU Business School Research Seminar Series and encouraged discussion around sustainability policy and international finance.

PRME Takeaway:

The seminar highlighted the role of research and international collaboration in supporting sustainable finance and climate-related policy discussions.

Link:

<https://www.dcu.ie/business-and-society/dcu-events/2025/oct/global-standards-and-local-ambitions-across-green>



Partner

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

How We Define Partner

At DCU Business School, Partner means engaging with business, government, civil society and academia to advance responsible management education and practice. We build partnerships that connect students and faculty with external expertise, real-world challenges and collaborative opportunities that create value for learners, organisations and society.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ 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
- ❖ EQUIS
- ❖ SBC
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ Enactus

Partnerships

The following provides more details on 8 key partnerships at Dublin City University Business School.

Drogheda Institute for further education - Graduate Certificate in Management (Operations & Supply Chain)

DCU Business School partnered with Drogheda Institute of Further Education (DIFE) to develop and deliver the Graduate Certificate in Management (Operations & Supply Chain) under the Springboard+ initiative. The partnership combines DCU Business School's academic expertise with DIFE's regional education infrastructure to provide flexible, hybrid postgraduate education for working professionals. Designed in response to national skills shortages, the programme equips learners with advanced capabilities in operations, logistics, leadership, procurement and sustainable supply chain management. The collaboration demonstrates a shared commitment to lifelong learning, widening participation, workforce upskilling and regional innovation, while strengthening Ireland's supply chain capability and supporting sustainable economic growth.

Link - <https://business.dcu.ie/dcu-business-school-announces-new-supply-chain-springboard-course-in-partnership-with-drogheda-institute-of-further-education/>

Drogheda Institute of Further Education (DIFE) - Graduate Certificate in Strategic Public Procurement

Building on the successful collaboration between DCU Business School and DIFE, the partners launched the Graduate Certificate in Strategic Public Procurement, a Level 9 programme designed to meet the evolving needs of procurement professionals working across government departments, local authorities, healthcare, defence, state agencies and other publicly funded organisations. The programme equips participants with strategic expertise in procurement governance, supplier and contract management, financial appraisal, stakeholder engagement and sustainable procurement, supporting better public value creation, organisational resilience and responsible resource management. The partnership reflects a shared commitment to delivering industry-responsive education that contributes to public sector transformation and sustainable development.

Link: <https://business.dcu.ie/dcu-business-school-launches-graduate-certificate-in-strategic-public-procurement/>

Deloitte: DCU – Deloitte Strategic Alliance (2025)

DCU Business School and Deloitte Ireland established a five-year strategic alliance supported by a €1 million investment to enhance educational innovation and student development. Building on a long-standing relationship between the two organisations, the partnership integrates industry expertise into teaching through challenge-based learning, annual hackathons, academic prizes, the Deloitte Best Managed Companies Programme, and enhanced engagement with business leaders. It also expands opportunities for underrepresented students through additional funding for the Access to the Workplace Programme and PhD Access initiatives. By combining academic excellence with real-world business challenges, the partnership strengthens graduate employability, promotes responsible leadership, and prepares students to address complex societal and organisational challenges. It reflects a shared commitment to innovation, inclusion, and sustainable impact in higher education.

Link: https://www.dcu.ie/commsteam/news/2025/jan/dcu-and-deloitte-unveil-eu1-million-euro-alliance-boost-educational?utm_source=chatgpt.com

Emergency Management Institute of Ireland

Ireland's response to Storm Éowyn was not only a test of emergency protocols but also a demonstration of responsible leadership under conditions of uncertainty. A recent briefing at DCU Business School, hosted in partnership with the Emergency Management Institute of Ireland, brought together experts from public safety, infrastructure, academia, and government to reflect on lessons emerging from the country's most severe weather event in decades.

The discussion highlighted the importance of coordinated governance, communication, and protection of vulnerable communities during systemic crises. Operational challenges included record-breaking winds, widespread power outages, and the mobilisation of national and regional emergency response teams. Community Support Centres played an important role in providing essential services such as heat, meals, power, and connectivity during prolonged disruptions.

The event also exposed weaknesses in information sharing, infrastructure resilience, and support systems for vulnerable populations. The article reinforces the PRME perspective that resilience is not only a technical issue, but also a governance and leadership challenge requiring transparency, collaboration, and long-term planning.

Storm Éowyn demonstrates that climate-related crises require responsible and coordinated leadership that prioritises public trust, inclusion, and societal resilience.

Link - <https://business.dcu.ie/risk-crisis-management-sig-the-emii-host-a-review-of-the-storm-eowyn-response-at-dcu-business-school/?>

Enterprise Ireland

The SME Alumni Symposium hosted by DCU Business School and Enterprise Ireland highlights the importance of collaboration between academia, industry, and enterprise stakeholders in supporting innovation and sustainable business development. The event created opportunities for knowledge sharing, networking, and discussion around challenges facing SMEs in a changing economic environment.

The symposium reflects responsible management principles by encouraging industry engagement, entrepreneurial learning, and collaborative problem-solving. Events such as this strengthen connections between graduates, educators, and business leaders while supporting innovation-driven economic growth.

The symposium demonstrates the value of partnership and engagement in developing responsible business leadership and supporting sustainable enterprise growth.

Link: <https://business.dcu.ie/dcu-business-school-enterprise-ireland-host-sme-alumni-symposium/>

Dublin City Council

The ENFUSE initiative

ENFUSE is a multi-university civic-industry initiative, co-led by Dublin City Council and Local Enterprise Office Dublin City, in collaboration with Dublin universities. It matches local small and medium-sized enterprises (SMEs), micro-enterprises, and social enterprises with teams of Master's students, who develop and present bespoke business plans that the enterprises can then implement.

Running over one academic semester, the collaboration allows under-resourced enterprises to tap into skills they would not otherwise be able to access, or that would be too costly to acquire on their own. The pool of participating SMEs ranges from single-entrepreneur firms to social enterprises to volunteer-run organisations.

DCU Business School partners with DCC and encourages students from the Creativity & Design Thinking module (BAA1034) to take part in ENFUSE. BAA1034 is delivered to students on the MSc in Operations and Supply Chain Management and the MSc in Global Management (Digital Disruption). Students get the opportunity to work on a real-life business challenge, applying their design thinking and creativity skills to support an SME. Some students are subsequently recruited for a summer job in which they begin implementing the business proposal they developed.

Therefore, DCU Business Schools engagement with ENFUSE meets PRME's ask for students to interact with business managers on real challenges. Moreover, ENFUSE is also a live, applied learning environment where students deploy classroom knowledge to real client problems (in line with PRME Principle 3's call to "create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership"). Because roughly half the participating enterprises each year are social enterprises, and the programme is explicitly aligned with the Dublin Regional Enterprise Plan and the Dublin Regional Skills Forum Plan, it also speaks to PRME Principle 1's aim of developing students as "future generators of sustainable value for business and society".

<https://www.localenterprise.ie/dublincity/enterprise-development/enfuse/>

daa

DCU, through its researchers and staff (including DCU Business School), is collaborating with daa (Dublin Airport Authority) and Fingal County Council on sustainability in aviation. The partnership focuses on developing practical, impactful solutions to make aviation more sustainable and reduce its environmental impact in the Fingal region. Specifically, DCU researchers are working with daa on projects around:

- Improving public transport connectivity to Dublin Airport from the Fingal area.
- Exploring and supporting the use of decarbonised energy sources.

The partnership is designed to leverage the collective expertise of all three organisations to create research projects with societal, economic, and environmental benefits

Emergency Management Institute Ireland (EMII)

DCU Business School partnered with the Emergency Management Institute Ireland (EMII) through the Risk & Crisis Management Special Interest Group (SIG) to host a practitioner-focused event reviewing Ireland's response to Storm Éowyn. The collaboration brought together senior representatives from government departments, emergency services, local authorities, critical infrastructure providers, industry, and academia to share lessons learned, discuss emerging challenges, and strengthen evidence-informed approaches to crisis management and resilience. This partnership demonstrates DCU Business School's commitment to fostering meaningful engagement between academia and practice to address complex societal challenges and support more resilient communities.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Dublin City University Business School support sustainability and responsible management education.

Deloitte Ireland: Advancing Responsible Leadership Through Strategic Partnership

Deloitte Ireland has enjoyed a long-standing relationship with DCU Business School, built on a shared commitment to educational excellence, innovation, and developing future business leaders. In 2025, this relationship was strengthened through a five-year strategic partnership supported by a €1 million investment. Together, Deloitte and DCU Business School are creating meaningful opportunities for students through challenge-based learning, Hack4Change, academic prizes, the Best Managed Companies programme, and initiatives that widen participation in higher education.

The partnership reflects a shared vision of preparing graduates who are not only technically capable but also socially responsible, innovative, and equipped to address complex business and societal challenges. By combining academic excellence with industry expertise, the collaboration creates lasting value for students, industry, and society while supporting the principles of responsible management education.

Partner Statement:

"Deloitte is proud to continue our collaboration with Dublin City University. Our shared commitment to education, innovation, and societal impact makes this initiative a natural fit. We look forward to seeing the positive outcomes of our joint efforts over the duration of our relationship."

— Harry Goddard, CEO, Deloitte Ireland

"We are thrilled to partner with Dublin City University in this strategic initiative. Education has the power to develop the leaders of the future and nurture talent that will drive the Irish economy forward. This alliance underscores our commitment to investing in the potential of students, fostering innovation, and supporting academic excellence. Together, we will create opportunities that empower students to excel and make meaningful contributions to the business world and beyond."

– Sinead Gogan, People & Purpose Partner, Deloitte Ireland

Link:

<https://www.deloitte.com/ie/en/about/press-room/dcu-deloitte-educational-innovation-alliance.html>

QTEM Network: Welcoming Ireland's First QTEM Member

The QTEM Network welcomed DCU Business School as the first Irish university to join its international alliance of leading business schools and corporate partners. The partnership reflects a shared commitment to academic excellence, internationalisation, quantitative capability, and responsible leadership. Through the network, DCU students gain access to global mobility opportunities, international collaboration, and industry engagement, preparing graduates to address increasingly complex global challenges with analytical rigour and ethical leadership.

Joining the QTEM Network also strengthens DCU Business School's international partnerships and demonstrates its commitment to providing globally connected, high-quality business education aligned with responsible management principles.

Partner Statement:

"We are delighted to welcome DCU Business School to the QTEM network as our first Irish member. DCU's strong commitment to academic excellence, international collaboration and quantitative education makes it an excellent addition to our global community."

(Adapted from the QTEM Network announcement welcoming DCU Business School.)

Link: <https://business.dcu.ie/dcu-becomes-first-irish-university-to-join-the-qtem-network/>

Uisce Éireann: Driving Innovation Through Challenge-Based Learning

Uisce Éireann partnered with DCU Business School's BSc in Digital Business & Innovation programme to provide students with real customer experience challenges. Working alongside Uisce Éireann mentors, students collaborated with peers from European universities to develop innovative, customer-centred solutions grounded in research and stakeholder engagement. The partnership demonstrates how challenge-based learning enables students to address authentic organisational problems while creating practical value for industry partners.

Partner Statement:

"It was an absolute pleasure to be part of this initiative. All the students were amazing and I was really impressed with their enthusiasm, professionalism and their innovative solutions. We will definitely be implementing some of their brilliant ideas!! I would definitely recommend any organisation to get involved in this initiative with DCU Business School."

– Leona Berry, Customer Experience Manager, Uisce Éireann

Link:

<https://www.linkedin.com/posts/dbi-challengebasedlearning-customerexperience-ugcPost-7260683581478387713-tQYh/>

KPMG Ireland: Investing in Future Talent Through Partnership

KPMG's long-standing relationship with DCU Business School has evolved into a five-year strategic partnership focused on curriculum development, work placements, research collaboration, scholarships, guest lectures and talent development. The partnership reflects a shared commitment to developing graduates equipped with the knowledge, skills and values required to succeed in today's business environment.

Partner Statement:

"At KPMG we believe in the importance of investing in education for our people, our business and our communities. We're proud of our ongoing relationship with DCU and we look forward to this new partnership with DCU Business School which will help students develop fulfilling and exciting careers whilst contributing to the pool of talented graduates so fundamental to Ireland's success."

– Seamus Hand, Managing Partner, KPMG Ireland

Link:

<https://kpmg.com/ie/en/insights/sponsorship/dcu-education.html?>

Centre for Effective Services: Experiencing the Value of Student Expertise

The Centre for Effective Services (CES) values partnerships that connect academic learning with real organisational challenges. Through the ENFUSE programme, we had the opportunity to collaborate with MSc Finance students from DCU Business School, who brought fresh perspectives, analytical rigour and professional expertise to our organisation. Working with the student team enabled us to benefit from evidence-based financial insights while providing students with meaningful experience of addressing challenges faced by a non-profit organisation.

The collaboration demonstrated the quality of DCU Business School's experiential learning approach and the readiness of its students to contribute effectively in professional settings. We were particularly impressed by the students' commitment, professionalism and ability to apply their

academic knowledge to create practical value for our organisation. Partnerships of this nature strengthen connections between higher education and the non-profit sector, enabling mutual learning and creating positive outcomes for both organisations and students.

Partner Statement:

"We were delighted to work with Dublin City University MSc Finance students in the ENFUSE programme to apply their learning and insights to help CES grow our potential. We have been very impressed by the students' dedication, professionalism, and depth of analysis, and their financial expertise brought valuable external insights to our project work. We are grateful for the opportunity and we hope the students found the experience as useful and enjoyable as we have. We wish all the students every success in their future careers."



Link:

[https://www.linkedin.com/posts/centre-for-effective-services_enfuse-activity-7462529764990504960-PrVI?
utm_source=share&utm_medium=member_desktop&rcm=ACoAABAgEYoBEqrYZe-0hNnkWfYl4Nn8Yh7sD5c](https://www.linkedin.com/posts/centre-for-effective-services_enfuse-activity-7462529764990504960-PrVI?utm_source=share&utm_medium=member_desktop&rcm=ACoAABAgEYoBEqrYZe-0hNnkWfYl4Nn8Yh7sD5c)

.IE: Research-Informed Student Consultancy Delivering Practical Impact

As part of DCU Business School's Applied Consultancy Project, a student consultancy team collaborated with .IE to develop a comprehensive Theory of Constraints (TOC)-based improvement toolkit designed to support process enhancement. Working closely with the client, the students combined academic research with practical analysis to develop an evidence-based solution grounded in stakeholder interviews, process mapping, mystery shopping and implementation planning. From the partner's perspective, the project demonstrated the value of collaborating with DCU Business School, producing recommendations that were practical, research-informed and capable of delivering measurable organisational improvements. The positive feedback received from .IE highlights the quality of the students' work, the relevance of the School's experiential learning approach, and the mutual value created through university–industry collaboration.

Partner Statement (provided through email):

"I circulated the slides and the full kit report, and the feedback has been overwhelmingly positive.

From our perspective, the strongest aspects of the process are:

- The toolkit is based on real research, including registrar interviews, existing processes, and mystery shopping, so the recommendations feel practical and well supported.
- The process follows a clear flow, taking you from the problem to the findings, to the solution, and finally how it can be measured and rolled out – that makes it easy to understand.
- The toolkit is practical and realistic. It focuses on improvements that registrars can put into practice rather than expecting everything to change overnight.
- We like that the monitoring supports the toolkit. It's there to help measure progress and encourage improvement, rather than simply checking compliance.
- The 12-month rollout plan is sensible and gives both .IE and registrars enough time to introduce the changes without making it feel like too much all at once.

Well done to the team. If you need anything else from us, please let me know, and I look forward to seeing the final submission."

- Andrew Connolly, .IE

Dublin Lean Network and DCU Business School: Connecting Academia and Practice

The Dublin Lean Network greatly values its developing relationship with Dublin City University (DCU). As a network focused on promoting Lean thinking, continuous improvement and organisational excellence across the Dublin region, we believe that a strong connection between industry, practitioners and academia is extremely important.

Academic representation on our Steering Committee is an important aspect of the relationship. We have been delighted to have PJ Byrne, and this year Raymond Treacy, from DCU as members of the Dublin Lean Network Steering Committee. Having an academic perspective represented within the group brings an important additional dimension to the network and helps us maintain a strong connection between academic thinking and the practical application of Lean and continuous improvement.

Over the past number of years, our Chair has had the opportunity to deliver guest lectures at DCU, including sessions with final-year students and business students. These provide an opportunity to share practical examples of how Lean and continuous improvement are being applied, and to expose students to the experiences and challenges faced by organisations.

DCU also supported the Dublin Lean Network in conducting a Lean Understanding Survey of our membership to better understand attitudes towards, and experiences of, Lean and continuous improvement. This research collaboration involved PJ Byrne, Raymond Treacy and Vishwas Dohale from DCU Business School. This was a valuable collaboration between academia and the practitioner community, and we would welcome opportunities to undertake similar research in the future.

The partnership provides an important bridge between academic research and practical Lean application. The Dublin Lean Network brings together practitioners from a wide range of organisations and sectors, creating opportunities for DCU academics and students to engage with real-world continuous improvement activity. Through Dublin Lean Network events and activities, the relationship also creates opportunities for practitioners, academics and students to learn from one another, build professional connections and share emerging thinking and good practice.

Looking ahead, we see significant potential to further strengthen the relationship between the Dublin Lean Network and DCU. As a Dublin-based network, we believe it is particularly valuable to have a strong relationship with a university in the region that shares our interest in continuous improvement and organisational excellence. In the future, we would like to explore greater links with relevant DCU programmes, further guest lectures and industry engagement, collaborative research and surveys, and potentially opportunities for students to work on assignments or projects connected with real organisational challenges.

DCU has shown a genuine interest in engaging with the Dublin Lean Network, and we very much value that relationship. We look forward to developing the partnership further and creating additional opportunities for knowledge sharing and collaboration between students, academics and the wider Lean practitioner community in Dublin.

- Steve Halpin

Chairperson, Dublin Lean Network

Promoting Lean thinking, knowledge-sharing and networking in Dublin

Continue telling your story

Applied Consultancy Projects: Bridging Academic Learning and Organisational Impact

Applied Consultancy Project Launch Day on 3 February

DCU Business School continues to strengthen responsible management education through its Applied Consultancy Project, a flagship experiential learning initiative that connects master's students with organisations from the private, public and social enterprise sectors to address real business challenges. Working in multidisciplinary teams under academic supervision, students engage directly with client organisations to analyse strategic, operational and growth-oriented issues, delivering evidence-based recommendations tailored to each organisation's needs. The initiative reflects the School's commitment to integrating research, critical thinking and professional practice, while enabling organisations to benefit from fresh perspectives and innovative solutions. By embedding authentic consultancy experiences within the curriculum, DCU Business School develops graduates who are prepared to lead responsibly, collaborate across sectors and create meaningful impact for organisations and society. The programme also provides organisations with an opportunity to engage with emerging talent and explore future collaboration with the School, reinforcing DCU Business School's role as a trusted partner for innovation, knowledge exchange and responsible business practice.

Link:

<https://business.dcu.ie/dcu-business-school-gears-up-for-applied-consultancy-project-launch-day-on-3-february/>



Practice

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

How We Define Practice

At DCU Business School, Practice means applying responsible and accountable management principles within our own governance and operations. We seek to align institutional decision-making, policies and practices with our stated values and sustainability commitments, ensuring responsibility is reflected not only in teaching and research, but in how the School operates.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ 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

Practice Awards

In 2025, Dublin City University Business School received 6 awards for responsible and/or sustainable practices.

Women in Aviation

Granter: Aviation Industry Awards 2025

Grantee: Professor Marina Efthymiou

Award Description:

Professor Marina Efthymiou was recognised for her contributions to advancing aviation policy, environmental responsibility, and inclusive leadership across academia and industry.

Judges highlighted Efthymiou's exceptional influence across multiple spheres, noting her work with the OECD, European institutions, and collaborations with aviation stakeholders worldwide.

"Marina Efthymiou stood out to the judges for her exceptional global influence and leadership across the aviation industry," the judges said.

"Her work spans academia, industry, and international policy, shaping progress through roles within the OECD and European institutions. A trailblazer and mentor, she continues to elevate women in aviation and redefines what impactful leadership looks like on a global stage," they added.

Her recognition reflects the progression seen across the Aviation Industry Awards, where entrants are increasingly distinguished by structured leadership, operational excellence, and forward-looking strategies. Efthymiou's success exemplifies the rising standards in the sector and the impact of leadership that combines research, practice, and policy.

As the industry moves towards 2026, her achievement underscores the momentum building across Ireland's aviation sector, with entrants expected to demonstrate greater sophistication, innovation, and influence.

Athena Swan Bronze Renewal Award

Granter: The Athena SWAN Charter

Grantee: DCU Business School

Award Description:

The Athena Swan charter launched in the Republic of Ireland in early 2015. The extension of the charter to Ireland was made possible through funding from the Higher Education Authority (HEA), which covers applications to the charter from 21 higher education institutions. Engagement with the charter is a key pillar of Ireland's national strategy for gender equality with progress linked to institutional eligibility for funding from Ireland's major research agencies. All of Ireland's universities and institutes of technology and several colleges participate in Athena Swan Ireland.

The Athena Swan Ireland charter has recently undergone a re-development in line with the findings of a national consultation and offers a framework for progressing equality in higher education and research that is unique to Ireland. The objective of the Athena Swan Ireland 2021 charter framework is to support higher education institutions, academic departments, and professional units in impactful and sustainable gender equality work and to build capacity for evidence-based equality work across the equality grounds enshrined in Irish legislation.

DCU Business School Students Win Solvay Business Games 2026.

Granter: Solvay Business Games, organised by the Solvay Brussels School of Economics and Management (Belgium) in collaboration with McKinsey & Company.

Grantee: Oscar Bourke and Sam Hannigan, MINT Programme students, DCU Business School.

Award Description:

DCU Business School students Oscar Bourke and Sam Hannigan won both the McKinsey Pitch Challenge and the Solvay Business Games, competing against more than 300 participants from across Europe. Their achievement demonstrates excellence in business problem-solving, innovation, teamwork, and strategic thinking, while enhancing the international reputation of DCU Business School through success in one of Europe's leading student business competitions.

Triple Success at the UN Global SDG Public Policy Innovation Challenge

Granter: UN Global SDG Public Policy Innovation Challenge

Grantee: Lucas Spicer, Simon Madden, Simon Standa and Wojciech Karatysz, students from DCU Business School

Award Description:

A team of four DCU Business School students represented Ireland at the 2026 UN Global SDG Public Policy Innovation Challenge in Beijing after being selected from more than 4,000 participants representing over 400 institutions across 100 countries. Their policy proposal explored how the Irish language could move beyond being learned to being used more widely in everyday life. The team secured Second Place globally, won the Best Research Award, and one team member received the Best Individual Award, demonstrating excellence in evidence-based policy innovation aligned with the UN Sustainable Development Goals.



Hack4Change 2025: DCU Students Tackle Circular Economy Challenges in Hackathon

Granter: Deloitte Ireland (Prize Sponsor) in partnership with DCU Business School

Grantee: Outstanding DCU student teams

Award Description:

As part of Hack4Change 2025, more than 800 first-year students worked in multidisciplinary teams to develop innovative solutions to circular economy challenges. Supported by over 50 mentors, industry experts and sustainability organisations, students applied design thinking and challenge-based learning to address real-world sustainability issues. At the end of each session, standout teams were recognised with vouchers and goodie bags sponsored by Deloitte for the quality, creativity and impact of their solutions. The initiative formed part of the LIFE module and exemplified experiential learning, sustainability, industry engagement and responsible innovation.

President's Award for Engagement 2026 – Student Special Merit

Granter: Dublin City University – Office of the President

Grantee: Swetha Shankar Ganesh Moorthi, MSc Finance, DCU Business School

Award Description:

Recognised for outstanding contribution to civic and industry engagement through participation in the ENFUSE 2025 Finals with Dublin City Council, the Irish Student Consulting Group, the China Global Finance & Leadership Programme, the DCU Age-Friendly University Digital Clinic, and service as an ECIU Ambassador. The award celebrates exceptional student leadership and engagement with communities beyond the university.

Practice Voices

The following statements from stakeholders at Dublin City University Business School demonstrate our commitment to sustainable and responsible practices.

Research-Led Societal Impact

DCU Business School actively contributes to public policy and societal dialogue by encouraging academics to engage with contemporary sustainability challenges. The School's research calling for greater transparency on data centre water use demonstrates its commitment to evidence-informed decision-making and responsible engagement with issues of environmental sustainability, helping inform public discussion and policy development.

Link:

<https://business.dcu.ie/dcu-academic-calls-for-greater-transparency-on-data-centre-water-use/>

Embedding Sustainability Education - the wider DCU context as outlined by Barry Peak, Education for Sustainable Development Officer at DCU

DCU's most recent strategy document, 2023 - 2028, included sustainability as one of its key drivers. A key part of this commitment was the appointment of an Education for Sustainable Development Officer in January 2024. Since this time a number of initiatives have been introduced to support staff in this area and enable them to integrate ESD into their curricula and practice.

The three areas of focus have been curriculum development, professional development and creating a culture of sustainability. Specific initiatives have included:

- The development of an [ESD hub](#), which brings together all the resources available for staff and students.
- The development of a course on DCU's online learning tool, Loop, for all staff to engage with in their own time.
- The development of a digital badge 'Introduction to Education for Sustainability' in collaboration with the National Forum for Teaching and Learning, for staff wanting to deepen their commitment to ESD.
- The development of resources and workshops for staff interested in integrating ESD into their curricula. These can be delivered at faculty, school or module level.

- The development of resources and workshops for staff interested in pedagogies and classroom approaches which complement good ESD.
- The creation of an 'ideas exchange' group - an informal community of practice that allows staff to share good practice..
- Many ad-hoc and bespoke events, conferences, symposiums and workshops responding to the needs of staff

From DCU Dragons' Den to the national airwaves: CeolConnect attracts media attention

A business idea developed by three DCU Business School students as part of their New Enterprise Development module is gaining national attention as it seeks to transform the way live music is booked across Ireland.

CeolConnect was founded by DCU Business Studies graduates Eoghan Matthews, Hugh Prendergast and Sam Owens. The digital platform connects musicians directly with pubs, hotels, restaurants and other venues, bringing bookings, scheduling, communication and payments together in one system. The founders developed CeolConnect during their final year at DCU Business School before presenting the concept at the DCU Dragons' Den in April. The annual event challenges students to apply their learning by developing commercially viable solutions to real-world problems and pitching them to experienced industry professionals.

The idea for CeolConnect emerged from Eoghan's own experience as a working musician. Live music bookings are often managed through a fragmented combination of telephone calls, messages, spreadsheets and informal arrangements. This can make it difficult for venues to identify available performers, manage recurring bookings or find replacements when cancellations occur.

CeolConnect has been designed to simplify this process. Musicians can use the platform to create professional profiles, showcase their experience, manage their availability and access new performance opportunities. Venues can discover verified musicians, organise their live entertainment calendars, manage bookings and process payments through one central platform.

The platform launched on 23 July 2026, with close to 500 musicians and more than 150 venues having registered ahead of its launch. CeolConnect is initially focusing on the Irish market, with its first targeted launch taking place in Carrick-on-Shannon before expanding to other towns and cities.



Fostering Responsible Leadership Through Research Dialogue

DCU Business School promotes a culture of continuous learning and responsible leadership by creating opportunities for staff, researchers and students to engage in critical dialogue on emerging management challenges. The OBAIR Research Seminar on Leadership Development brought together academic expertise to explore innovative perspectives on leadership, encouraging interdisciplinary collaboration, knowledge sharing and reflective practice. Such initiatives strengthen the School's research culture while ensuring that responsible leadership remains embedded within academic practice and professional development.

Link:

<https://business.dcu.ie/obair-research-seminar-explores-new-approaches-to-leadership-development/>

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Centre for Effective Services: Supporting Experiential Learning Through the ENFUSE Programme

At DCU Business School, responsible management education extends beyond the classroom by enabling students to work alongside organisations to address authentic societal and organisational challenges. Through the ENFUSE programme, MSc Finance students collaborated with [The Centre for Effective Services](#) (CES), applying their financial expertise, analytical capability and professional judgement to support an organisational project with real-world relevance.

The project team — Kalpana Tripathi, Jayashree C. N., Liam Horton, Pablo Diaz-Berbel Morcillo, Vrinda Bansal, Nishant Verma, and Sabarish Balakrishnan — worked closely with CES to provide evidence-based insights and recommendations. Their work demonstrated how academic knowledge can be translated into practical value for external organisations while fostering professional skills, responsible leadership and collaborative problem-solving.

The impact of this engagement was publicly recognised by the Centre for Effective Services, which commended the students' professionalism, dedication, depth of analysis and financial expertise. Such independent recognition demonstrates how DCU Business School's experiential learning approach not only enhances student learning and employability but also creates tangible value for partner organisations and society. By embedding authentic, challenge-based learning opportunities within its programmes, the School continues to strengthen knowledge exchange, responsible management education and long-term engagement with organisations across the public, private and non-profit sectors.

Link:

https://www.linkedin.com/posts/centre-for-effective-services_enfuse-activity-7462529764990504960-PrVI?utm_source=share&utm_medium=member_desktop&rcm=ACoAABAgEYoBEqrYZe-0hNnkwFyl4Nn8Yh7sD5c



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

At DCU Business School, Share means communicating our successes, challenges and learning to support collective improvement in responsible management education. We share ideas, evidence, experiences and stakeholder voices, while using feedback and engagement insights to refine our approaches and strengthen organisational learning. The feedback from our stakeholders is a critical component in the process of continuous review and redevelopment of our teaching modules and research programmes.

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:

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

Sharing Voices

The following statements from stakeholders at Dublin City University Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Sharing Successes, Learning from Experience and Improving Together

Sharing Successes, Learning from Experience and Improving Together

Ciara Feeney and Sarah Coleman

(Marketing & Communications Officer | DCU Business School)

DCU Business School actively shares its achievements, impact stories and lessons learned with a broad range of internal and external stakeholders. Our approach is designed not simply to communicate activity, but to demonstrate the contribution the School makes to students, graduates, industry, society and the wider university community. Through an integrated mix of digital communications, media relations, events, stakeholder engagement and internal communications, we ensure that the School's impact is visible, accessible and relevant to different audiences.

The School's website provides a central platform for sharing news, research impact, student and alumni achievements, industry engagement and developments across our programmes. This is complemented by an active presence across LinkedIn, Instagram and other social channels, where stories are adapted to reach prospective and current students, alumni, employers, research partners and the wider business community. Regular newsletters provide further opportunities to showcase alumni achievements, research insights, programme developments, scholarships, events and opportunities to reconnect with the School.

A strong emphasis is placed on telling impact stories through the experiences of our community. Student achievements, alumni career journeys, industry collaborations and research addressing real-world challenges allow the School to illustrate impact in a meaningful and relatable way. Initiatives such as student consulting projects, work placements, industry challenges, hackathons and entrepreneurship activities provide opportunities to demonstrate how learning extends beyond the classroom. Alumni stories similarly help to show the longer-term impact of a DCU Business School education and provide current and prospective students with visible examples of potential career pathways.

Research impact is shared through news articles, thought leadership, media engagement, events and the activities of the Institute for Business and Society and its associated research groups. Academic expertise is regularly connected to contemporary business and societal issues, helping to translate research findings for wider audiences and strengthening engagement with policymakers, industry and the public.

The School also recognises that effective communication requires listening as well as broadcasting. Feedback from students, programme teams, industry partners, alumni and external stakeholders informs how activities are developed and communicated. Engagement data from websites, social media, CRM campaigns, events and recruitment activity is reviewed to understand which messages resonate, where additional information is required and how communications can be improved.

Importantly, lessons learned are shared across teams. Insights from recruitment campaigns, events, student engagement initiatives, CRM activity and industry partnerships are used to refine future approaches. Successful initiatives are identified and replicated where appropriate, while areas of lower engagement provide valuable evidence for changing messaging, channels or delivery.

Sharing voice is therefore an ongoing cycle of listening, communicating, evaluating and improving. By combining evidence of achievement with authentic stories from students, alumni, academics and partners, DCU Business School ensures that its impact is not only recorded but understood and shared. This strengthens our community, supports organisational learning and reinforces the School's reputation as an engaged, innovative and internationally connected business school.

Connecting People, Practice and Purpose Through Accreditation and Assurance

Connecting People, Practice and Purpose Through Accreditation and Assurance

- Victor Lima

Accreditation and Assurance Coordinator, DCU Business School, Dublin, Ireland

Accreditation, reporting, and quality assurance processes are often mischaracterized as mere bureaucratic overhead, but within DCU Business School, they serve a far more vital function: acting as the connective tissue for collective institutional growth. Rather than operating as isolated administrative exercises, frameworks like AACSB, EQUIS, PRME, international rankings, and Assurance of Learning (AoL) provide a shared language and structured stage where academic and professional staff converge to reflect on what they do, why it matters, and how to do it better.

The true power of these initiatives lies in their ability to break down departmental silos. For example, our Assurance of Learning (AoL) system requires that faculty across disciplines align on pedagogical goals, examine student performance data together, and openly discuss where learning gaps exist. This, in conjunction with other internal quality processes, transforms curriculum design from a solitary endeavor into a collaborative diagnostic process. Similarly, engaging with the Principles for Responsible Management Education (PRME) pushes colleagues to co-create initiatives that embed ethics, sustainability, and social impact into teaching and research. An important initiative for the School is our societal impact focus area, "Promoting the creation, development, and growth of resilient SMEs in Ireland, aligned with Sustainable Development Goal 9 (Industry, Innovation and Infrastructure)". This has been a powerful catalyst for cross-discipline teaching, research and engagement within our focus area, but more broadly it has reinforced the culture of collaboration among all school stakeholders.

The accreditation exercises also create a structured venue for transparency, sharing good practice and narrative-building. With each accreditation cycle, the school must come together to reflect on the recent past and its future ambitions. Our story can only be accurately expressed if all staff share the work they are doing, their achievements, etc. The reports and auxiliary information generated from

these exercises serve as an invaluable knowledge-sharing initiative, open up discussion for further improvement, and ultimately reinforce our alignment with the school's mission, vision, values and strategy.



SIGNATORY

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