

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Cork University Business School
(CUBS)

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about Cork University Business School (CUBS), including key details and basic institutional data.

Mission

To cultivate an inclusive environment where knowledge thrives through impactful research and learning. Together we develop future leaders to transform business for the advancement of a more sustainable society for all.

(Source: Cork University Business School, Strategic Vision 2026-2030-Making a Difference: From Vision to Impact)

Vision

The School's New Vision

We shape leaders for a sustainable future for all.

(Source: Cork University Business School, Strategic Vision 2026-2030-Making a Difference: From Vision to Impact)

Strategy

Cork University Business School Strategy

Cork University Business School, Strategic Vision 2026-2030-Making a Difference: From Vision to Impact sets out five strategic commitments in support of our mission and vision, developed in line with UCC's Strategic Plan *Securing our Future: 2023-2028*.

Commitment 1: Elevating research quality and impact: We will strengthen the quality and impact of our research through enhancing our focus signature areas of excellence.

Commitment 2: Curating learning experiences for student success: We will enhance our students' digital, critical thinking, ethical leadership, sustainability, and entrepreneurial skills to enable them to be responsible, digital savvy leaders and global citizens.

Commitment 3: Amplifying our global engagement and impact: We will amplify our global influence by leveraging our industry connections and practice integration to deepen engagement with our global alumni network and expand strategic international partnerships.

Commitment 4: Investing in our People, our Culture: We will create a global, vibrant, inclusive and high-performing workplace where diverse talented people choose to build their careers.

Commitment 5: Regenerating our place and footprint: We will regenerate and increase our physical and digital spaces to meet university climate action goals and enhance our flexible research, learning and working environments.

Strategy Alignment

Cork University Business School Strategy Alignment

Under **Commitment 1**, the School advances sustainable development and the common good by building interdisciplinary research capacity and strengthening research impact across its signature areas of excellence. A key focus is the development of the new Future of Work and the Economy Strategic Research Centre, which addresses major economic, organisational, and societal transformations shaping work, organisations, and regional development in the 21st century. The School also continues to enhance its research leadership in the University's signature areas of Sustainability, Food & Health, and AI & Data Analytics, alongside a renewed emphasis on transforming doctoral education and international research collaboration. Through international collaboration, research capacity building, doctoral education, and impactful research, the School contributes to addressing global societal challenges and supports evidence-based solutions for a more sustainable future.

Under **Commitment 2**, the School delivers high-quality and inclusive education through globally oriented programmes that embed ethics, responsibility, and sustainability (ERS), alongside critical thinking and digital capability, including the responsible and practical use of artificial intelligence. The School is committed to widening participation, enhancing student diversity, and providing flexible and inclusive learning experiences. This includes supporting the holistic development of students, equipping graduates with the skills, values, and resilience required to contribute responsibly to society. Under **Commitment 3**, the School amplifies its global engagement and impact by deepening its international alumni network, expanding strategic partnerships with universities and industry abroad, and enhancing its global reputation through triple crown accreditation. This global outlook ensures teaching, research, and practice remain internationally relevant and responsive to shared societal and economic challenges, extending the School's contribution to sustainable development.

Under **Commitment 4**, the School fosters a values-driven organisational culture by embedding equality, diversity, and inclusion, including progressing towards an Athena Swan Silver award, and by strengthening leadership capacity across the School. These priorities support a collaborative and inclusive environment aligned with the common good and the principles of responsible management education.

Under **Commitment 5**, the School advances sustainability through the development of its physical and digital infrastructure, supporting the University's carbon neutrality ambitions and enhancing access to flexible and technology-enabled learning. The responsible use of resources and investment in sustainable infrastructure underpin the School's contribution to long-term environmental and institutional sustainability.

Overall, the School's strategic framework demonstrates an integrated approach to advancing sustainable development, promoting the common good, and delivering high-quality education. These priorities align closely with the Principles for Responsible Management Education (PRME) and contribute to the United Nations Sustainable Development Goals, particularly SDG 4 (Quality

Education), SDG 8 (Decent Work and Economic Growth), and SDG 13 (Climate Action), with Commitment 4's focus on diversity and inclusion also supporting SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities)

Institutional History

Institutional History of Cork University Business School

Cork University Business School, part of University College Cork, builds on a long-standing institutional commitment to academic excellence, sustainability, and societal impact. Established as a modern business school, Cork University Business School was well positioned from its inception to embed responsible management education principles into its teaching, research, and engagement activities. The School's journey towards the Principles for Responsible Management Education (PRME) was supported by the University's broader sustainability agenda and international leadership in this area. This institutional context provided a strong foundation for prioritising Ethics, Responsibility, and Sustainability as a core element of the School's identity and strategic direction.

Cork University Business School formally joined PRME and the UK and Ireland Chapter in 2022, marking a significant milestone in its commitment to responsible management education. This commitment was quickly reflected in research and engagement activity. In March 2022, Dr Karen Neville secured a PRME Seed Grant for the project *"All Ireland Industry SDG Skills-based and Emerging Roles Assessment to Develop Responsible Business Leaders of the Future"*, demonstrating early leadership in advancing PRME-aligned research.

Following PRME membership, the School established a dedicated governance structure through the creation of a PRME Committee and actively engaged with the international PRME community. The School participated as an Early Adopter in the PRME SIP reporting framework review, contributing to collaborative global discussions and helping shape emerging reporting practices. The School also engaged actively in the UK and Ireland Chapter through onboarding sessions and knowledge-sharing activities, including the Student Writing Competition (2023, 2024, and 2026) and the Pedagogy Seed Funding Competition (2023 and 2025).

The School's position within the PRME community has continued to strengthen. Cork University Business School, together with the Irish Management Institute (then part of University College Cork), achieved PRME Champion status for the 2024-2025 cohort, one of 47 Signatory Members selected globally, recognising the School's commitment and contribution to advancing responsible management education. During this period, the School expanded its engagement through collaborative initiatives, including joint workshops with peer institutions such as Queen's Business School focused on sustainability and responsible management teaching.

More recently, Cork University Business School has taken on a more active leadership role within PRME through participation in global thematic initiatives. Notably, Dr Sean Tanner (Management and Marketing) serves as Co-Chair of the PRME Working Group on Behaviour Change for Sustainable Outcomes, a global initiative focused on advancing research, pedagogy, and practice related to behavioural approaches to sustainability. This working group is co-chaired by Dr Rachael Singleton (Ulster University), making it the first PRME working group founded on the island of Ireland. Dr Claire O'Neill (Management and Marketing) serves on the group's steering committee and actively contributes to initiatives that support capacity building, curriculum innovation, and collaboration with industry and policy stakeholders, positioning Cork University Business School as an active contributor to global PRME thought leadership.

Through these developments, Cork University Business School has evolved from PRME membership to active engagement and leadership within the network. The School continues to build on this trajectory, integrating Ethics, Responsibility, and Sustainability principles across teaching, research, and institutional practice, while contributing to global dialogue and innovation in responsible management education.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1,200
Faculty & Staff at the University	3755
Faculty & Staff at the Institution	204
Student Enrollment at the University	26988
Student Enrollment at the Institution	4061
Undergraduate Attendance	2909
Masters-Level Postgraduate Attendance	783
Doctoral Student Attendance	113

2025 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	134

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

 Doctor of Philosophy (Ph.D.)  Doctor of Business Administration (D.B.A.)

Undergraduate Degree Programmes

 BSc. Accounting  BSc. International Business with Languages  BSc. Finance
 BSc. Applied Economics  BSc. Food Marketing and Entrepreneurship  Bachelor of Commerce
 BSc. Business Information Systems  BA Business and Financial Economics

Masters Degree Programmes

-  MSc. Business Economics
-  MSc. Finance
-  MSc. Sustainable Development, Agri-food and Co-operatives
-  MCAC. Accounting
-  MSc. Human Resource Management
-  MSc. Marketing
-  MSc. Information Systems for Business Performance
-  MSc. in International Sustainable Business
-  MSc. Management and Marketing
-  MSc. Design and Development of Digital Business
-  MSc. Accounting and Performance Analytics
-  MSc. Business Analytics
-  MSc. Finance (Investment and Asset Management)
-  MSc. Finance (Corporate Finance)
-  MSc. Food Business and Innovation

Postgraduate Degree Programmes

-  PhD Business Information Systems
-  DBA Doctor of Business Administration

Certificates, Professional Development, or Associate Programmes

-  Higher Diploma in Human Resource Management
-  Postgraduate Certificate in Project Management
-  Executive MBA
-  PrDip. Strategy and Innovation
-  PrDip. Change and Transformation
-  PrDip. Management
-  PrDip Executive Coaching



Purpose

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



Letter of Commitment



Coláiste na hOllscoile Corcaigh.
University College Cork, Ireland.

Bóthar an Choláiste, Corcaigh,
Éire, T12 K8AF.

College Road, Cork,
Ireland, T12 K8AF.

www.ucc.ie

22nd June 2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that Cork University Business School (CUBS), University College Cork, reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share.

In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly the Sustainable Development Goals.

CUBS remains committed to advancing responsible management education and developing graduates who are equipped to address complex global challenges and contribute to a more sustainable and inclusive society.

Sincerely yours,

Professor Anthony McDonnell
Dean, Cork University Business School,
University College Cork,
Ireland.

If applicable, form completed on behalf of dean/highest executive by:

[] By checking here, I affirm I have received permission to sign on behalf of the Dean or highest-ranking official

Ollscoil na hÉireann, Corcaigh
National University of Ireland, Cork

Definition of Purpose

The purpose principle provides a values-driven vision of fostering inclusive prosperity and thriving ecosystems through responsible management education. The School's mission is complimentary. To cultivate an inclusive environment where knowledge thrives through impactful research and learning, developing future leaders to transform business for a more sustainable society for all.

Institutional Engagement

51% - 75% of faculty at Cork University Business School (CUBS) actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Cork University Business School Additional Evidence of Purpose

Additional Evidence

Cork University Business School continues to strengthen its institutional commitment to Ethics, Responsibility and Sustainability through a structured Operational Plan organised around four objectives: enhancing sustainability-related research output, improving sustainability literacy among students and staff, strengthening student employability in sustainability-related careers, and deepening engagement with local communities for societal impact. This plan is aligned with the School's Research Sub-Strategy and Teaching and Learning Sub-Strategy, ensuring that Ethics, Responsibility and Sustainability principles are embedded across the full academic and operational lifecycle rather than treated as a standalone initiative.

In research, the School is expanding its focus on interdisciplinary collaboration and increasing the visibility of sustainability-related outputs through initiatives such as Sustainable Development Goal mapping and research showcases, underpinned by a strong emphasis on research integrity and responsible research practices.

In teaching and learning, the Ethics, Responsibility and Sustainability agenda is advanced through curriculum integration, sustainability-focused modules, including a bespoke online short course, *Planet*, which introduces the science behind sustainable business challenges, and the exploration of new approaches to digital and experiential learning. Initiatives such as shared teaching resources and staff development programmes aim to support consistent and scalable integration of Ethics, Responsibility and Sustainability principles across programmes.

Student engagement and employability are supported through initiatives including an Ethics, Responsibility and Sustainability Student Champions programme and structured mentoring that connects students with alumni working in sustainability-related careers. These initiatives are designed to build the knowledge, skills, and values required for responsible leadership while directly supporting graduate outcomes.

Community and stakeholder engagement forms a core pillar of the School's strategy, with planned initiatives including structured collaboration with community organisations and the development of applied learning opportunities that strengthen the School's societal impact and civic mission.

Overall, the Operational Plan provides a clear framework for continuous improvement, transparency, and accountability in advancing responsible management education. It also enables the School to align more closely with the Principles for Responsible Management Education while contributing to broader institutional and societal sustainability goals.



Values

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



How We Define Values

At Cork University Business School, values underpin the School's commitment to responsible management education, integrating sustainability, ethical leadership, and societal impact across teaching, research, and engagement. Guided by CAIRDEAS, the School fosters inclusive, innovative, and accountable practices, preparing students to address global challenges and contribute to a sustainable future.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office

Student Voices

The following narrative demonstrates how Cork University Business School (CUBS) has influenced students' academic journey and personal growth.

Cork University Business School Students' Voices

Student Voices within Cork University Business School

The students highlighted below demonstrate the impact of responsible management education at Cork University Business School, where academic achievement is closely linked with leadership, innovation, and positive societal contribution. Their stories reflect how students translate learning into action, advancing inclusion, entrepreneurship, community engagement, and professional development.

Leaders of Tomorrow 2026

A key initiative supporting student development at the School is the Leaders of Tomorrow programme, which formally recognises student impact beyond academic performance. Open to all undergraduate and postgraduate taught students, the initiative enables participants to demonstrate leadership, innovation, and societal contribution across a range of categories aligned with responsible management education.

These categories include Global Citizen (community and charitable engagement), Learning Transformation (mentorship and coaching), Innovation and Entrepreneurship (workplace or business impact), Student's Choice (peer support), and Exceptional Journey (resilience and overcoming personal challenges).

The initiative provides a structured framework through which students reflect on and articulate their broader contributions to society, reinforcing values-driven leadership. Recognition is awarded at three levels: (i) Recognition Certificate for clear positive impact; (ii) Outstanding Achievement Award for exceptional impact; and (iii) Sustained Impact Award for continued contributions over time. The following student examples represent recipients of the Outstanding Achievement Award, illustrating the impact of this initiative in practice.

Jane Tiernan

Jane's contribution exemplifies the role of sport and community engagement in promoting inclusion and social impact. As an MSc *Information Systems for Business Performance* student, she was recognised in the Global Citizen category for her work supporting athletes with intellectual disabilities. Through coaching, fundraising, and volunteer recruitment, Jane has played a key role in promoting inclusive sport. As a Munster coach for the Ireland Games, she helps build confidence and opportunities for young athletes while contributing positively to her local community.

Sadhbh Slattery

Sadhbh demonstrates strong values-driven leadership and organisational impact. As Chairperson of the BIS Society, she led a 16-member committee supporting over 1,000 students. Under her leadership, the Society delivered a range of successful initiatives, including the most successful BIS Ball to date and the revival of the BIS Anthology. She also secured a major sponsorship partnership with EY, creating meaningful professional opportunities for students. Her work reflects a proactive and inclusive leadership style that extends beyond the University.

Jack Kelleher

Jack's entrepreneurial achievements highlight innovation and responsible business development. A BSc *Business Information Systems* student, he founded Luxselle.com, a luxury retail e-commerce business, successfully raising €100,000 in funding. The business generated €20,000 within its first six weeks and operates with a lean, AI-enabled structure. Jack's work demonstrates how students apply business and technology skills to create scalable and innovative ventures.

Alice O'Callaghan

Alice's journey reflects resilience and initiative in the face of challenges. Following a series of unexpected setbacks in 2024, she identified a gap in professional development opportunities for BSc *International Business with Languages* students. In response, she founded the UCC International Business Society, which now supports over 300 members and has gained external industry recognition. Her work has created a lasting impact on student engagement and professional development within the School.

Jacob Allen

Jacob's leadership showcases the practical application of learning through experiential opportunities. As President of the UCC Consulting Society, he led a 14-member committee and supported a community of over 1,200 students. He organised the UCC Intervarsity Case Competition and supported the delivery of the First-Year Case Competition, while also reintroducing live client consulting projects in partnership with industry. His work reflects the School's emphasis on real-world learning and industry engagement.

Rachel O'Connell

Rachel exemplifies leadership and commitment to advancing inclusion and community within student life. She has held multiple leadership roles at University College Cork, including Conference Director for the Women in Business & Leadership Society. Under her direction, the Society delivered the award-winning BIG SIS[ter] event, recognised by the Board of Irish College Societies. Her contributions demonstrate the importance of student-led initiatives in fostering inclusive and empowering environments.

The following quotes highlight how Cork University Business School Students reflect on responsible leadership and sustainability.

Student Reflections on Responsible Management Education

In addition to individual achievements, student feedback gathered through surveys provides further insight into how responsible management education shapes learning and student outlook. These reflections highlight the integration of sustainability, ethics, and societal impact across academic, leadership, and research experiences.

Meadhbh Hodnett (MSc Finance), selected for the Student Voices section in recognition of her *Equal Futures Scholarship Award*, reflects on applying ethical frameworks in finance:

"I completed a project analysing Quantitative Easing from a utilitarian perspective, looking at wealth inequality and the uneven distribution of benefits. This work helped me understand how financial decisions impact wider society, including employment and economic stability."

Hannan Nabi (MSc Finance), whose story was shortlisted for the School's Leaders of Tomorrow Exceptional Journey award, emphasises the importance of responsible leadership:

"Serving as Class Representative has taught me that responsible leadership begins with listening... Through the Student Managed Fund, I have come to see that finance is not values-neutral – every decision carries social and environmental consequences."

At doctoral level, **Zhenhuo Zhou** (PhD Economics) highlights how research contributes to sustainability:

"Researching carbon emissions trading systems has reshaped how I think about the relationship between finance and environmental policy... It has shown me how research can inform real-world climate governance decisions."

Similarly, **Dingyu Yang** (PhD Economics) demonstrates how teaching and research reinforce sustainability awareness:

"Teaching and researching sustainable finance have strengthened my understanding of responsible investment and highlighted the importance of sustainability and responsible leadership in business education."

Student Awareness

76% - 100% of students at Cork University Business School (CUBS) are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Cork University Business School (CUBS) actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Cork University Business School Values Voices

Cork University Business School Values Through the Voice of Community

Equality, Diversity and Inclusion (EDI) is embedded within the governance, research culture, and student experience of Cork University Business School as a core expression of the School's institutional values. Over the past year, the School has strengthened structural accountability for EDI through the continuation of its Athena Swan Action Plan, a gender-balanced EDI Committee with cross-departmental representation, and the integration of EDI as a standing agenda item at Board, Assembly, and departmental meetings. This ensures that inclusion is addressed systematically.

In research, the School has focused on embedding fairness and transparency in doctoral education and supervision. Doctoral enrolment has reached near gender balance, and mixed-gender supervisory teams are now the norm. Annual aggregate reporting on supervision participation, research funding patterns, and leadership representation within research centres is being introduced. These measures reinforce SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) by ensuring that opportunity structures are visible and regularly reviewed.

In teaching and learning, Universal Design for Learning (UDL) principles are being progressively embedded across programmes to support inclusive pedagogy and assessment. Work is underway to introduce a longitudinal Student Belonging Index within the Student Engagement Survey to strengthen evidence-based monitoring of inclusion and wellbeing. Progression and leadership representation remain priorities. Female representation at senior academic levels continues to increase, mentoring structures have been formalised, and inclusive recruitment protocols are embedded in practice. Core meeting hours (10am-4pm) and Dignity and Respect training have been normalised to support work-life balance and a respectful culture.

Reflecting on future priorities, Professor Frank Crowley, Vice Dean for Equality, Diversity and Inclusion until July 2026, highlighted the importance of expanding the School's focus beyond gender to strengthen intersectional data capture and reporting, including nationality diversity, widening participation pathways, and leadership representation across multiple dimensions of diversity. Under the leadership of Professor Valeria Andreoni, incoming Vice Dean for Equality, Diversity and Inclusion, this work will continue to be advanced and further developed.

Alongside EDI, the School has significantly advanced its commitment to Ethics, Responsibility, and Sustainability through the formal establishment of its Ethics, Responsibility, and Sustainability Committee and the development of a comprehensive 2026-2030 Operational Plan. This work represents a strategic shift from dispersed activities towards a more integrated and coordinated approach, reinforcing the School's position as a PRME Champion and aligning with its ambition to shape responsible and sustainable leaders.

Key initiatives include the development of a bespoke online short course, *Leading for People, Planet and Performance*, the expansion of Sustainable Development Goal curriculum mapping across programmes, and enhanced support for ethical research practices through targeted training and governance frameworks. These initiatives strengthen the visibility of Ethics, Responsibility, and Sustainability across teaching, research, and external engagement, ensuring that sustainability is embedded in both strategy and practice.

Dr Jun Gao, Co-Chair of the Ethics, Responsibility, and Sustainability Committee, reflects on this process:

"Cork University Business School is committed to fostering a culture where ethics, responsibility, and sustainability are not only embedded in strategy and curriculum, but actively lived and recognised across our community. Through initiatives such as the Ethics, Responsibility, and Sustainability Committee, student leadership programmes, and strengthened research visibility, we are creating structures that empower both staff and students to contribute meaningfully to societal and environmental impact. Looking ahead, our focus will be on scaling sustainability literacy, deepening engagement through PRME networks, and ensuring that our ambitions are supported by clear metrics, strong partnerships, and a shared sense of ownership across the School."

Celebrating Values

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

How Cork University Business School celebrates values

Celebrating Values within Cork University Business School

Cork University Business School has established a comprehensive Ethics, Responsibility and Sustainability framework, guided by its strategic vision: "*We shape leaders for a sustainable future for all.*" The School is a leader in University College Cork's efforts to embed ethics, responsibility and sustainability throughout research, teaching, and operations. This commitment extends across every aspect of the School, from the principles established in its strategy to programme delivery, research, and broader student development, reflecting a holistic approach that goes beyond traditional ethics modules to encompass the entire educational experience.

Cork University Business School participates actively in the Principles for Responsible Management Education (PRME) initiative and is committed to the collaborative development of responsible leadership principles. The School aligns its practices with the United Nations Sustainable Development Goals (SDGs), integrating these values into strategic decision-making, stakeholder engagement, and the School's long-term societal and environmental impact. This work is coordinated by an Ethics, Responsibility and Sustainability Committee, which leads the School's Ethics, Responsibility and Sustainability agenda and promotes a culture of learning, research, and continuous improvement.

The School's approach to developing ethical leadership is also reflected in student recognition through the Leaders of Tomorrow programme, which builds on University College Cork's Graduate Attributes Programme. Open to students across all undergraduate and postgraduate taught programmes, the initiative enables participants to articulate a comprehensive picture of their impact during their time at the School, formally recognising contributions beyond academic achievement. Ethics is also embedded within the curriculum, with **Business Ethics** featuring as a compulsory module in the *Bachelor of Commerce* degree programme, ensuring that all graduates receive foundational training in ethical business practice.

Research Ethics Governance at University College Cork

University College Cork maintains a robust research ethics framework through its Social Research Ethics Committee (SREC), one of three ethical approval committees at the University, alongside the animal experimentation and clinical research committees. The Social Research Ethics Committee reviews applications from University staff and postgraduate research students conducting social research involving direct or indirect interaction with human participants, including questionnaires, interviews, observations, focus groups, web surveys, and access to datasets or records concerning identifiable individuals.

The School plays a significant leadership role in research ethics governance across the University. Overall coordination of research ethics falls under the University Ethics Committee, chaired by Professor Ciara Heavin from the Department of Business Information Systems, Cork University Business School, which reports annually to Academic Council and Governing Body. In addition, Dr Claire O'Neill from Cork University Business School serves as Chair of the Social Research Ethics

Committee, providing leadership in the ethical review of social research across the institution. The School also contributes to ethical oversight through its involvement in the College of Business and Law Research and Ethics Committee, which supports the governance of postgraduate research activities.

Continue telling your story

Cork University Business School Values

Below are the values of Cork University Business School as set out in the Strategic Vision 2026-2030.

Our Values – CAIRDEAS (*Irish for 'friendship'*)

Compassion:

The School fosters an inclusive and supportive environment where empathy, wellbeing, and collegiality are prioritised across our community. We promote a culture of collaboration that enables staff and students to thrive and contribute meaningfully to society.

Agility:

The School responds proactively to a rapidly evolving global environment, embracing change, innovation, and emerging technologies. We adapt our teaching, research, and engagement to remain relevant and impactful in addressing complex societal challenges.

Integrity:

The School is committed to the highest standards of ethical conduct, transparency, and responsible leadership. We ensure that our decisions, research, and educational practices reflect accountability and trust in advancing sustainable and responsible business.

Respect:

The School values diverse perspectives and fosters an environment characterised by dignity, inclusivity, and mutual respect. We actively promote equality, cultural understanding, and inclusive participation across all aspects of our School.

Discovery:

The School advances impactful, interdisciplinary research that addresses global challenges in areas such as sustainability, the future of work, and responsible innovation. We cultivate curiosity, critical thinking, and continuous learning to generate meaningful knowledge for society.

Equity:

The School is committed to widening access and ensuring that opportunities for education, research, and leadership are accessible to all. We support diversity in our student and staff communities and strive to reduce barriers to participation and progression.

Accountability:

The School adopts an evidence-informed and impact-focused approach, taking responsibility for the outcomes of our decisions. We monitor, evaluate, and continuously improve our practices to deliver measurable value for our stakeholders and communities.

Sustainability:

Sustainability is at the core of the School's mission and operations. We are committed to advancing responsible management education, supporting sustainable business practices, and contributing to long-term environmental, social, and economic wellbeing. |



Teach

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



How We Define Teach

Cork University Business School has strategically integrated ethics, responsibility and sustainability across its entire academic ecosystem. In curriculum design dedicated learning outcomes focus on ERS and the introduction of a new programme learning outcome in all programmes for 2026/2027 creates a seamless pathway for further enhanced integration.

Courses that support RME

Cork University Business School (CUBS) reports 31 courses in 2025 that support responsible management education and sustainable development goals.

Business Forecasting | EC6011

Module Lecturer: Zhenzhuo Zhou

Module Goal

The objective of this module is to introduce students to the fundamentals of time series analysis, discuss how to make inferences on data, and train them in forecasting using time series data.

Module Content

The topics covered in this module will include visualising time series; transformations and adjustments; residual diagnostics; hypothesis testing; evaluating forecast accuracy; time series regression models; time series decomposition; exponential smoothing; ARIMA models; ARCH-GARCH Modelling; complex seasonality; vector autoregressions; advanced forecasting methods; some practical forecasting issues.

This module helps students develop practical forecasting and analytical skills that are highly relevant to careers in economics, finance, business analytics, and data-driven decision-making. Through the use of statistical software and real-world datasets, students gain experience in interpreting data, evaluating forecasting models, and communicating analytical findings effectively.



International Business and Sustainable Growth Strategies | MG6834

Module Lecturer: Dr. Tao Chen

Module Goal

The aim of this module is to equip students with a foundation in the theory and practice of international business and an insight into some of the key issues currently facing international businesses today. Students can acquire the conceptual and analytical skills required to understand the key issues driving changes in international business, understand the factors that contribute to the

success and failure of large international businesses, and develop their thinking around new and emerging markets and integrate issues of sustainability.

Module Content

Theories in International Business; The International Trade System; International Strategy, International Corporate Governance Systems; Business Networks and Global Value Chains; Geopolitics, Emerging Markets and Sustainable International Business.

Learning Outcomes

On successful completion of this module, students should be able to:

1. Define the essential elements of the globalised business environment and understand the fundamental questions in international business.
2. Evaluate the complex linkages between international corporate governance, organisational structure, strategy and sustainable innovation.
3. Discuss the ways in which global firms manage market and non-market risk.
4. Outline why some businesses fail and others succeed in international markets.
5. Make well-grounded international strategy decisions aligned with environment, social and governance pillars and sustainable development (SDG) goals.

Each week, I guide students in spending 5–10 minutes analyzing recent international news using the theoretical frameworks they have learned, which has significantly enhanced their critical thinking skills and global perspective.



Capital Markets and Asset Valuation | EC3119

Module Lecturer: Zhenzhuo Zhou

Module Goal

To examine the operation of the financial markets and the valuation of financial assets.

Module Content

Capital (money, equity, and bond) markets are analysed in terms of the principles of asset valuation. The economic reasoning driving the evolution of asset prices is examined.

Students completing this module gain the quantitative and analytical tools needed to evaluate financial assets across equity, bond, and money markets. They develop confidence in applying time-value-of-money concepts and risk analysis — skills directly transferable to careers in finance, investment, and economic policy.



Sustainable Investment Strategies | EC6079

Module Lecturer: Dingyu Yang

Module Goal

This module aims to provide students with conceptual and practical tools for analysing, evaluating and formulating green investment strategies to promote sustainable business growth.

Module Content

This module will introduce students to techniques which enable firms to choose efficiently between alternative investment opportunities and to evaluate investment risk. This module will also examine to the latest developments of theory and practice to support sustainable and responsible investment in business considering environmental, social and governance factors.



Financial Practice and Ethics | EC6075

Module Lecturer: Dr. Fergal O'Connor

Module Goal

To prepare students to have an awareness of the professional financial environment, to ensure that they can meet the professional and ethical expectations of employers and begin developing their leadership skills in a modern sustainable business environment.

Module Content

The module will help students to prepare for applying for their first roles after their studies. It will also develop their communication and presentation skills with an emphasis on reflection on the professional environment and business ethics in a modern sustainable business environment.

Through the use of Universal Design for Learning (UDL) principles, debate-based learning, and applied case studies in Financial Ethics, students have become more active participants in the learning process, demonstrating greater engagement, reflection, and confidence in discussing ethics, responsibility, and sustainability.

The impact of this work was recognised through a School's Teaching and Learning award for Ethics, Responsibility and Sustainability in Teaching, reflecting both the effectiveness of the approach and its contribution to creating a more inclusive and meaningful learning experience.



IT Project Management | IS6137

Module Lecturer: Dr. Stephen McCarthy

Module Goal

This module aims to provide students with an understanding of the role of IT projects in modern organisations and approaches to sourcing IT solutions.

Module Content

This module considers project management frameworks that can be adopted to deliver IT solutions to a business community. Topics include the Project Management Body of Knowledge (PMBOK), responsible leadership, internationalisation and outsourcing frameworks.

"Really enjoyed this module, mainly due to the way it was delivered. Stephen articulated the concepts well and tried to create a certain level of class engagement which I thought was great. He was so helpful if there was any issue, very quick to respond to emails which massively benefited the class."

"Excellent lectures with lots of real-world examples applied to the theory to make it easy to understand. The lecturer was always really approachable and cared about students' learning. 10/10."

"I thoroughly enjoyed the classes and stimulating discussion. Dr. McCarthy has always made a 100% (possibly even more) effort in order to extend help to his students in every way possible, providing a superior learning experience this semester."



Consumer Behaviour and Sustainable Consumption | MG2003

Module Lecturer: Dr. Sean Tanner

Module Goal

To introduce the principles of consumer behaviour and their relevance to sustainable consumption practices.

Module Content

Exploration of the factors that shape consumption choices, including motivation, attitudes, and the self-concept, as well as the culture in which we live and the social groups we belong to. The module also examines some of the many implications for marketers that arise from the study of consumer behaviour and aspects of the relationship between consumption, marketing and sustainability.

tudents undertaking the course are required to engage in and evidence a behaviour change intervention, wherein they identify a consumer category, measure baseline behaviours in week 1, and seek to amend these over a 3-week period. As part of this self-directed intervention, students complete reflective logs, documenting the market and individual factors impeding behaviour change. Additionally, students engage in reflective practice, to document the challenges and learnings which arising using relevant theoretical frameworks and supported with relevant personal photographic evidence captured over the intervention. Through this exercise, students are confronted with the challenges of behaviour change transitions and barriers to supporting more sustainable consumption behaviour.



Omnichannel Marketing Communications | MG6408

Module Lecturer: Dr. Sean Tanner

Module Goal

To enhance student comprehension and application of relevant theories and practices surrounding omnichannel marketing communications, specifically focusing upon how marketing communications must be embedded across the supply chain, utilising a diversified range of tools and tactics. The module also seeks to position consumer and market insights at the forefront of managerial decision-making as it relates to omnichannel marketing communications.

Module Content

This module provides students with knowledge of omnichannel marketing communications, dealing with a range of contemporary issues associated with managing the customer journey. The module content draws on case-studies that reflect the marketing challenge of transitioning consumers into buyers. In particular, the module content focusses on how consumer insights can inform value creation, which is in-turn realized through effective omnichannel marketing communications. Part of the module will also focus on how disruptive technologies impact upon marketplace dynamics.

Students undertake an 8-week long project and assessment in collaboration with An Garda Síochána Road Policing Unit on a road safety initiative running across multiple HEIs in Ireland. Students develop communication and behaviour-change strategies aimed at reducing road fatalities linked to distracted driving. The project spans two modules on the same programme; MG6408 Omnichannel Marketing Communications and MG6411 Consumer Behaviour Theory and Practice to provide communications and behavioural insight. Campaigns compete as part of a national cross-institutional showcase, where members of An Garda Síochána are presented with the concepts. Some short-listed concepts across the HEIs are featured in national road safety campaigns. This project illustrates how real-world, socially impactful assessment can be embedded meaningfully across a programme.



International Finance | EC6001

Module Lecturer: Dr. Jun Gao

Module Goal

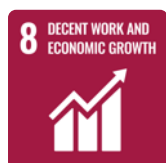
This module will extend and deepen students' understanding of key issues relating to international and sustainable finance in open economy contexts.

Module Content

This module studies arbitrage relationships in FOREX markets including CIP, UIP and PPP and looks at fundamental models of exchange rate determination. Building on open economy macroeconomic and asset-pricing models, this module is focused on how economic policy and the behaviour of financial market participants impacts international capital flows, exchange rates and global investment returns. This module also studies a new global framework for financing sustainable development.

Through my teaching of International Finance, I help students develop the analytical skills and global perspective required to understand complex economic and financial issues in an interconnected world. Students learn to critically evaluate the relationship between exchange rates, international capital flows, financial markets, and economic policy, moving beyond technical knowledge to consider the broader economic and societal implications of financial decision-making. By engaging with real-world examples and contemporary international developments, students become more confident in interpreting global economic events and forming evidence-based opinions on policy and financial market outcomes.

I also seek to foster critical thinking, collaboration, and responsible decision-making. Through group projects, presentations, and class discussions, students strengthen their ability to communicate complex ideas, work effectively with others, and evaluate alternative perspectives. Many students demonstrate increased confidence in applying theoretical concepts to practical challenges and develop a deeper appreciation of how financial and policy decisions can influence economic stability, investment outcomes, and sustainable development. Ultimately, my aim is to prepare students not only for professional careers in finance and economics, but also to become informed, responsible, and globally aware decision-makers.



Money, Credit and Banking | EC3213

Module Lecturer: Dr. Jun Gao

Module Goal

The objective of this module is to provide students with a theoretical and practical appreciation of the relationships between money, credit provision and the banking system in a modern capital market setting.

Module Content

Key topics in this module include: the concept and role of money in a modern open economy; the relationship between money supply and credit provision; the evolving nature of the international banking system; and, the interaction between the banking system and the real economy.

Through my teaching of Money, Credit and Banking, I help students develop a deeper understanding of how monetary systems, credit creation, and banking institutions shape economic outcomes and financial stability. Students learn to move beyond textbook descriptions to critically evaluate contemporary issues such as monetary policy, financial regulation, banking crises, inflation, and the role of central banks in modern economies. By engaging with both theory and real-world developments, students become more confident in interpreting economic events, analysing financial data, and assessing the broader implications of banking and credit decisions for businesses, households, and society.

I also seek to develop students' analytical, research, and communication skills. Through coursework and classroom discussion, students learn how to collect and interpret economic data, construct evidence-based arguments, and critically assess competing policy perspectives. Many students demonstrate increased confidence in applying economic theory to current financial and policy challenges and develop a greater appreciation of the responsibilities associated with financial decision-making. Ultimately, my aim is to prepare students not only for careers in economics, banking, finance, and policy, but also to become informed, responsible, and globally aware citizens capable of understanding and contributing to debates on economic and financial sustainability.



Research Methods | EC6009

Module Lecturer: Dr. Hugh Farrell

Module Goal

This module provides the necessary skills to enable students to design, conduct and present research in a chosen topic.

Module Content

In this module students prepare two research assignments, receiving feedback on each. Through this process the module lays the foundation for students' research projects, which are completed over the

Summer semester. Throughout the module students are also introduced to research ethics and general terminology and approaches underlying research - applicable to development of research skills beyond the module and programme assignments with greater relevance to the world of work.

My teaching has a direct impact on students by helping them develop the knowledge, skills, and confidence required to become independent researchers and critical thinkers. Through the Research Methods module, students learn how to formulate meaningful research questions, evaluate academic literature, identify appropriate data sources, and apply rigorous research methodologies. By engaging with these processes, students strengthen their analytical, problem-solving, and communication skills, which are essential for success in postgraduate study and in professional careers within economics, finance, and related fields.

A key aspect of my impact is the emphasis on formative feedback and continuous improvement. Students receive detailed feedback on their research proposals, enabling them to refine their ideas and strengthen their research design before progressing to larger projects. This iterative process helps students build confidence in their abilities while developing a deeper understanding of academic standards, ethical research practices, and evidence-based decision-making. Through presentations, literature reviews, and independent research activities, students become more capable of critically assessing information, defending their arguments, and communicating complex ideas effectively.

Beyond academic achievement, I aim to foster a culture of intellectual curiosity, professional responsibility, and lifelong learning. By encouraging active participation, independent inquiry, and the effective use of research tools and technologies, I help students develop transferable skills that extend beyond the classroom. As a result, students are better prepared to undertake their dissertations, contribute to research-informed practice, and adapt to the evolving demands of the modern workplace.



Ethical Issues in Business | MG6303

Module Lecturer: Prof. Lawrence Dooley

Module Goal

To introduce students to ethical issues in business; how to approach ethical issues from a theoretical perspective and consider the practical implications of business on society.

Module Content

This module will consider current ethical issues in business including the following: frameworks for the analysis of business ethical decisions; corporate governance and whistle-blowing; ethics of the market; marketing and advertising ethics; corporate social responsibility; sustainability.



Economic Reasoning for Business | EC1202

Module Lecturer: Dr. Ann Kirby

Module Goal

To develop an understanding of the methods of economic reasoning in a business context.

Module Content

Theory and applied theory of relative prices and distribution of product under different types of market structure. An examination of the economic system including the role of the firm and the role of government.



Global Food Policy | FE4002

Module Lecturer: Prof. Mary O'Shaughnessy

Module Goal

To demonstrate an understanding of development and impact of food policy in Europe, the USA and other selected countries.

Module Content

The impact of food policy and aspects of the regulatory framework on the production, consumption and distribution of food, agriculture, rural communities and the environment.



Business Ethics & Corporate Social Responsibility for International Firms

| AC6412

Module Lecturer: Dr. Oliver Browne

Module Goal

To develop students' appreciation of business ethics and the corporate social responsibilities of

international organizations with respect to stakeholders.

Module Content

Business ethics, sustainability, and corporate social responsibility for international firms.



Developing Skills for Business Leadership | MG6814

Module Lecturer: Dr. Ultan Sherman

Module Goal

This module is primarily concerned with the development of a core set of definable skills considered pivotal to successful management practice and to effective leadership. These include decision-making skills, management of financial information, interpersonal and team working skills, and others associated with developing personal effectiveness and credibility at work both now and for the future. Arising from this, the module encourages students to develop a strong sense of self-awareness in terms of their strengths and weaknesses as managers and colleagues.

Module Content

This module focuses on building communication, presentation and professional skills to ensure maximum impact in developing one's career.



Business Analytics for Business Sustainability | IS6071

Module Lecturer: Business Information Systems Teaching Team

Module Goal

The objective of this module is to allow students to gain experience in the application of business analytics techniques to achieve sustainability, including the ability to maintain activities at a certain rate or level, the minimisation of impact on climate and environment and the avoidance of the depletion of resources.

Module Content

The module explores how business analytics can lead to digital transformation, sustainable business, sustainable societies and circular economies. This topic is set against the UN Sustainable Development Goals as well as the fiscal and economic sustainability of business. A practical approach is adopted, drawing on environmental, production, financial and business data and analytic techniques designed to inform decision making to maximise sustainability.



Ethics & Sustainability Reporting | AC6412

Module Lecturer: Dr. Joe Healy

Module Goal

To develop students' appreciation of business ethics, responsible leadership, and the sustainability reporting for international organizations with respect to stakeholders.

Module Content

Business ethics, responsible leadership, and sustainability reporting for international organizations.



Sustainable Digital Business Models | IS6150

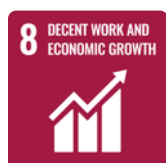
Module Lecturer: Jeremy Hayes

Module Goal

To examine the emergence of eCommerce and the role of the business model in enabling it.

Module Content

Roadmap to Organisational and Consumer eCommerce. Sustainable Business Model Analysis and Frameworks. Virtual Communities and Infomediaries. Emerging platforms and contexts for sustainable electronic business. Mobile Commerce.



Ethics and Sustainability | BU6516

Module Lecturer: Prof. Ronan Carbery

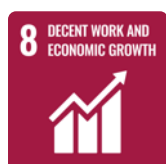
Module Goal

This module provides students with the ability to anticipate, critically analyse, and respond to the challenges that emerge from the environmental, social, ethical and political operations of contemporary business in a global environment.

Module Content

This module explores the challenges faced by business leaders operating in an environment where

stakeholders are socially conscious, ethically aware and politically astute. It will examine challenges in responding to key threats to environmental and social sustainability and will explore the evolution of contemporary developments within the corporate responsibility and sustainability agenda in business. The module will discuss ethics in relation to a selection of the following: ethical principles in business; normative ethical theories and frameworks to guide managerial action; ethics and external exchanges (e.g., consumers and the wider community); and ethics in relation to corporate responsibility and sustainability. The business case for sustainability will be examined, encouraging students to explore why sustainable practice and ethical behaviour make good business sense and how being purpose-driven can enable businesses to thrive. Opportunities and barriers to organisational and systemic change will be considered.



Introduction to Sustainable Food Marketing Channels and Supply Chains

| FE1200

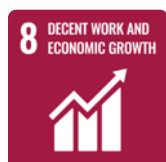
Module Lecturer: Dr. Alan Collins

Module Goal

To enable the student apply concepts to describe and explain the recent evolution of food marketing channels, food supply chains and imbedded relationships from sustainable and responsible perspectives.

Module Content

Food Marketing Channels and Supply Chains - bridging the production-consumption gap Creating Value - perceived value and utilities; Evolution of the grocery and foodservice channels; The role of Intermediaries (Central Distribution) in the food marketing channel and supply chains Delivering customer service in food marketing channels; Pathways to sustainable food business growth; The challenge of distribution for the food entrepreneur; Promoting sustainability ; Waste reduction across the food supply chain (Remove, Reduce, Reuse, Recycle; 7 wastes); Opportunism along the supply chain; Power relationships along the grocery marketing channel; Retailers as responsible leaders of sustainability;



Sustainable Rural Development | FE6303

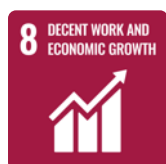
Module Lecturer: Prof. Mary O'Shaughnessy

Module Goal

To provide an understanding and knowledge of theories, and the practical application, of national and European policies and strategies of sustainable rural development.

Module Content

Theories of rural development in particular newly emerging theories of neo-endogenous rural development strategies; design, implementation and evaluation of contemporary strategies of sustainable rural development through case study analysis; focus on community based organisations, rural community based social enterprises in the implementation of local place-based development strategies, delivery of public services and market based solutions for sustainable socio-economic development; focus on the national and EU policy milieu (Agriculture, Rural and Community Led Local Development), strategies of farm diversification including Social Farming and Short Food Supply Chains.



Food Business Sustainability | FE2205

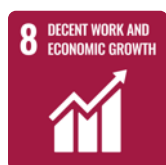
Module Lecturer: Dr. Emma Beacom

Module Goal

To introduce students to the concept of sustainability and its implications for food businesses and consumers.

Module Content

Definition of sustainability and the economic, environmental and social pillars of sustainability; the impact of the Sustainable Development Goals and policy influencers on sustainable business practice; sustainability as a component of corporate social responsibility strategies; sustainability in the supply chain and the circular economy; consideration of climate change and carbon impact during production and distribution; Fairtrade; sustainable production and packaging; food trade and traceability; food waste; food security; sustainable branding and marketing; sustainable food trends and innovations; and ethical and sustainable consumption. The Cork University Business School's Environmental Sustainability e-Module, preparing leaders for a sustainable world, will be incorporated in this module.



Sustainable Development: Environment, Economy and Society | FE3014

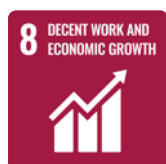
Module Lecturer: Dr. Carol Power

Module Goal

- (i) To develop an understanding of the concept of sustainable development.
- (ii) To explore alternative strategies for socially inclusive and environmentally sustainable development.
- (iii) To engage with the debate among practitioners and academics concerned with economic and social progress in both developed and developing world contexts.
- (iv) To consider the impact of development on the environment and associated challenges.

Module Content

The module explores key sustainable development challenges, including climate change, poverty, inequality and social justice. It explores the concept of sustainable development and assesses the effectiveness of a range of approaches to development. The role of government, business and civil society in addressing global challenges is considered.



Co-operative Business and Sustainable Rural Economies | FE3317

Module Lecturers: Dr. Noreen Byrne and Dr. Oliver Moore

Module Goal

To evaluate the role of co-operative businesses in the development of sustainable rural economies.

Module Content

This module will evaluate the impact of co-operative businesses as effective vehicles for rural and regional development in Ireland and overseas. Issues covered will include case studies examining the role of effectiveness of a wide range of co-operative businesses, including agricultural, credit community, producer and worker co-operatives.



Consolidated List of PhD Programmes and Related Modules 2025-2026 | N/A

In addition to the taught Master's programmes outlined above, the School offers a vibrant doctoral research environment through its PhD programmes across business, economics, accounting, finance, information systems, management, marketing, and food business. Current doctoral research themes span Sustainability & Food, Regional Development & Economic Growth, and IS Security & Ethical Business Decision-Making, reflecting the School's embedded commitment to ethics, responsibility, and sustainable development at the highest level of academic

study.

Examples of our structured doctoral and DBA programmes are provided below. Modules with sustainability and RME links are highlighted.



Consolidated List of Undergraduate Degrees with complete Module Lists 25-26

| N/A

The attached document provides a detailed overview of all modules provided by Cork University Business School. The specific sustainability and RME related modules are highlighted and have already been included in the previous sections of the Report.



Consolidated List of Master Programmes with complete Module List for 25-26

| N/A

This entry sets out all Postgraduate Master Programmes and complete module lists for 25/26. Modules with sustainability and RME links are highlighted in the attached.



Cork University Business School General Consolidated Syllabus Document

| N/A

Business and Management

Business and Management students undertake their educational journey with an emphasis on sustainable organisational practices, ethical decision-making, stakeholder management, and responsible leadership. The programmes encourage students to consider the social, environmental, and economic impacts of business decisions and to develop the skills needed to lead organisations in a responsible and sustainable manner.

Finance and Economics

Accounting, Finance and economic students undertake their studies with a particular focus on ethical and responsible finance within Cork University Business School. The programmes encourage students

to critically examine how financial systems, markets, and public policy can contribute to positive economic, social, and environmental outcomes.

Food Business and Development

Food Business and Development students are given the tools to address the food needs of a growing population while also ensuring that these needs are met in an ethical and sustainable manner.

Information Systems

Cork University Business School offers programmes which examine the nexus between human and information systems. Students in these programmes are not only taught how to utilize these information systems but how to do so in an ethical and responsible manner. This focus on ethical and responsible use has also been extended to the AI field.

Global/Int. Business Students

Global challenges are addressed throughout Cork University Business School educational programmes. The importance of global leadership and responsibility is a central theme through international business programmes.

Human Resource Management

The human resource management programmes within Cork University Business School focus on the importance of positive corporate culture and human resource management. This includes the value of psychological and well-being for workers and embedding responsible leadership within organizations. How human resource management can help embed diversity, equality and inclusion is also tackled within these programmes.

Marketing Students

Marketing students are provided with the skills needed to meet the demands of organizations while also ensuring that ethical and sustainable practices are incorporated into their everyday work. The programmes emphasise responsible consumption, ethical marketing, stakeholder engagement, and sustainable value creation.



Agri-Food Co-operatives and Sustainability | FE3024

Lecturer: Dr. Noreen Byrne, Prof. Olive McCarthy and Dr. Bridget Carroll

Module Goal

To evaluate the role of agricultural and food co-operatives in the development of sustainability in agri-

food systems and rural economies.

Module Content

This module will evaluate the role and impact of agri-food cooperatives as effective vehicles for the development of sustainability in agri-food systems and rural economies.



Sustainable Food Business | FE6512

Lecturer: Dr. Edward Lahiff

Module Goal

To provide students with an in-depth understanding of the concept of sustainability and its application to food systems of various kinds.

Module Content

Introduction to the concept of sustainability and how it can be applied to food systems in developing and developed countries; economic sustainability of food systems; social sustainability of food systems; environmental sustainability of food systems; threats to sustainability and possible responses.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Cork University Business School (CUBS).

Univeristy College Cork and Recognition of Teaching Excellence

Granter: President of University College Cork

Grantee: Staff from Cork University Business School

Award Description:

President's Awards for Excellence in Teaching

Staff from Cork University Business School continue to be recognised at both University and School level for excellence in teaching, including the integration of sustainability, responsibility, and ethics into pedagogy.

At institutional level, the University College Cork President's Awards for Excellence in Teaching recognise outstanding contributions to teaching, innovative pedagogical practices, and impact on student learning. In December 2025, staff from the School received Established Career Awards, including Dr Stephen Treacy (Department of Business Information Systems). In addition, Dr Páidí O'Reilly (Department of Business Information Systems) was recognised as part of a collaborative team award with the Centre for the Integration of Research, Teaching and Learning (CIRTL). These awards highlight excellence in evidence-based teaching, curriculum design, and innovation in learning and assessment.



Cork University Business School Teaching Excellence Awards for Business Education

Granter: Cork University Business School

Grantee: Cork University Business School Teaching Staff

Award Description:

Cork University Business School Teaching Excellence Awards for Business Education 2026

At school level, the (2025–2026) celebrate staff who demonstrate sustained impact on student learning and go beyond traditional teaching expectations. The awards emphasise innovation, student engagement, inclusivity, and the integration of Ethics, Responsibility, and Sustainability into teaching.

Award recipients include:

Dr Wendy Rowan – Innovation in Teaching & Assessment: Dr Wendy Rowan designed an innovative three-part workshop series for second-year BIS students as part of the Professional Development for IS module (IS2217), aimed at preparing students for placement. Using creative approaches such as Lego Serious Play, team-based learning, gamification, and scenario-based exercises, the workshops supported students in reflecting on strengths, developing CVs, and building interview skills. This culminated in a large-scale mock interview initiative involving both academic staff and industry partners, providing students with practical, real-world experience and significantly enhancing their readiness for competitive placement environments.

Dr Clíodhna MacKenzie – Student Engagement: Dr Clíodhna MacKenzie was recognised for her exceptional contribution to student engagement through intellectually rigorous and highly engaging teaching. Her approach encourages students to critically apply theoretical concepts to real organisational and societal challenges, fostering deep learning and reflective practice. Beyond the classroom, Dr MacKenzie has demonstrated a significant impact through mentorship, supporting students in their academic and professional development. Her supervision and guidance have enabled students to progress to advanced research pathways and achieve competitive funding opportunities. Dr MacKenzie's commitment to fairness, critical thinking, and student development exemplifies best practice in teaching and learning, creating an inclusive and inspiring educational environment that

shapes both academic outcomes and future career trajectories.

Dr Linda Murphy – Integrating Inclusive Methods into Teaching & Assessment: Dr Linda Murphy was recognised for her leadership in advancing inclusive teaching and assessment through the Inclusive Assessment Project at University College Cork. Her work promotes equitable and accessible learning environments by embedding inclusive design principles into assessment practices. This initiative supports diverse student needs, enhances fairness, and improves student outcomes. Through evidence-based approaches and cross-institutional collaboration, Dr Murphy has contributed significantly to strengthening inclusive pedagogy at Cork University Business School, aligning teaching practices with the principles of equity, diversity, and responsible management education.

Dr Fergal O'Connor – Ethics, Responsibility & Sustainability in Teaching: Dr Fergal O'Connor was recognised for his innovative integration of ethics, responsibility, and inclusivity within the teaching of Financial Ethics. Drawing on Universal Design for Learning (UDL) principles, he redesigned core module content into a structured, debate-based format that encourages critical engagement with ethical theories. By incorporating real-world financial case studies, student-led debates, and multimodal learning approaches, this design enables students to critically evaluate complex ethical dilemmas and connect theory to practice. The inclusive and participatory approach promotes engagement from diverse learners while fostering deeper reflection on the societal implications of financial decision-making. Dr O'Connor's work exemplifies how inclusive pedagogy can enhance ethical awareness, critical thinking, and responsible leadership within business education.

Dr Stephen Brosnan – Internationalisation in Teaching: Dr Stephen Brosnan was recognised for his leadership in advancing internationalisation within teaching and learning through his role in the BSc International Business with Languages programme. He has strengthened the year abroad experience by embedding structured academic support, improved communication processes, and enhanced guidance on module selection and performance in diverse international contexts. Through initiatives such as student-led module evaluation and the development of new international partnerships, Dr Brosnan has improved student preparedness and decision-making when studying abroad. He has also led the development of a new reflective year abroad project, deepening the integration of international academic and cultural learning within the programme. His work has resulted in increased student engagement, improved academic outcomes, and a more inclusive and impactful international learning experience, aligning closely with the principles of global citizenship and responsible management education.

These annual awards demonstrate School commitment to recognising and promoting teaching practices that align with PRME principles, including responsible leadership, sustainability, inclusion, and global citizenship. Through both institutional and school-level recognition, the School continues to foster a culture of teaching excellence that supports transformative learning and societal impact.

Educator Recognition

At Cork University Business School (CUBS), we recognize educators for quality of teaching in the following ways:

- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Performance-based teaching fellowships
- ❖ Faculty promotion and tenure consideration
- ❖ Annual teaching excellence awards
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statement demonstrates ways in which educators at Cork University Business School (CUBS) support sustainability and responsible management in their classrooms.

Cork University Business School Teaching Voices for Teaching

Teaching and Learning Voices within Cork University Business School

Cork University Business School continues to advance responsible management education through innovative, experiential, and inclusive teaching practices across programmes. Ethics, Responsibility, and Sustainability are embedded as core learning outcomes across undergraduate and postgraduate programmes, with dedicated modules in areas such as ethics, sustainable business, and responsible leadership. A programme-level outcome requiring students to *apply ethical and sustainability principles to contemporary business challenges* ensures that all graduates develop the knowledge, skills, and values required for responsible leadership in a complex global environment.

Innovative Teaching Practice: Teaching and Learning Showcase

Recent Teaching and Learning Showcase presentations provide further evidence of innovation in pedagogy across the School, demonstrating how faculty embed critical thinking, experiential learning, and sustainability within programme design.

The School actively promotes innovative teaching practices through its annual Teaching and Learning Showcase, where faculty share approaches that enhance student engagement and learning outcomes.

One example, *“Less is More: The Use of Cross-Module Projects to Enhance Critical Thinking Skills”* (Dr. Sean Tanner and Prof. Mary McCarthy), illustrates a cross-module teaching approach where students work on a shared project across multiple modules. In this case, marketing students collaborated with *An Garda Síochána Road Policing Unit* to develop communication and behavioural change strategies

aimed at reducing road fatalities. Delivered across modules in Omnichannel Marketing Communications and Consumer Behaviour, this approach enabled students to engage with real-world challenges, develop teamwork skills, and respond to targeted feedback, while fostering deeper critical thinking and applied learning.

A second example focuses on **sustainable behaviour change in practice** (Daniel McGrath and Dr. Sean Tanner), where students reflect on their own consumption habits and lifestyle choices. Through applied and reflective learning, students connect theoretical concepts to everyday decision-making, reinforcing sustainability awareness, personal responsibility, and behavioural change.

In finance education, *The Art of the Deal* (Dr. Stephen O'Callaghan) demonstrates the use of negotiation simulations to create immersive, real-world learning experiences. In this approach, postgraduate finance students are divided into stakeholder groups—including banks, bondholders, shareholders, and credit funds—and engage in structured negotiations reflecting real market conditions. Supported by digital platforms and reflective assessment, this model enables students to develop leadership, collaboration, and decision-making skills while applying technical knowledge in dynamic environments.

In addition, **Work-Integrated Learning (WIL)** initiatives at the School, led by the WIL Working Group (Clodagh Kerr, Luis Gomez de Membrillera, and Stephanie Larkin), strengthen the connection between academic study and professional practice. Drawing on student survey data, these initiatives highlight how engagement with real-world workplaces enhances employability, expands professional networks, and supports students in preparing for future careers in a rapidly evolving business environment.

Collectively, these examples demonstrate how the School integrates innovative, experiential, and practice-based teaching approaches to support the development of responsible, globally aware graduates, in line with the principles of responsible management education.

Experiential and Industry-Engaged Learning

Dr. Oliver Browne (AC1114, AC2200)

The *Be the Consultant* model transforms assessment into a client-based experience where students solve real-world accounting problems. Continuous, applied tasks supported by digital learning tools and structured feedback foster engagement, practical skill development, and professional readiness.

Dr. Eimear McGeown (AC4404)

Dr. McGeown integrates industry engagement through guest speakers and applied, project-based assessment. Students develop full business plans informed by real-world insights from practitioners, strengthening their ability to connect academic theory with entrepreneurial and business practice.

Student Engagement and Applied Learning

Dr. Hugh Farrell (BSc Finance, MSc Finance, BA Business & Financial Economics)

Dr. Farrell incorporates active learning and real-world case analysis into theory-heavy modules such as Portfolio Analysis and Corporate Strategy. By integrating contemporary research and applied case studies, he supports students in linking theory to practice while enhancing engagement and critical thinking.

Dr. Lee-Ann Burke (BA Economics)

Dr. Burke has developed an innovative student–alumni engagement model through the BA Economics LinkedIn network, connecting current students with graduates across diverse sectors. This initiative enhances employability awareness, builds confidence, and supports informed career decision-making through exposure to real-world pathways.

Inclusive and Student - Centred Learning

Dr. Ultan Sherman (MG6508 Organisational Behaviour)

Dr. Sherman emphasises inclusive pedagogy through highly interactive and responsive teaching approaches. His use of collaborative discussion, multimodal resources, and personalised support creates psychologically safe learning environments, enabling diverse learners to actively engage and succeed.

Dr. Mari O'Connor (Economics modules)

Dr. O'Connor promotes inclusive learning by encouraging student engagement beyond the classroom, particularly through active use of office hours and structured support. Her approach helps students build confidence, develop independent learning skills, and engage more proactively with academic support structures.

Internationalisation and Global Learning

Dr. Huanhuan Xiong & Dr. Páidi O'Reilly (DBA Programme – BU7001, BU7003)

Their teaching embeds internationalisation within curriculum design through context-based, cross-cultural problem-solving. Delivered across Cork and Shanghai, students apply academic knowledge within their own professional environments, fostering reflective, globally aware decision-making.

Dr. Oliver Browne & Professor Michelle Carr (UCC–University of Zagreb Collaboration)

This international teaching initiative brings together students from multiple countries to engage in sustainability-focused case studies in management accounting. Through cross-cultural collaboration, students develop intercultural competencies, global awareness, and the ability to address sustainability challenges in an international context.

Barriers to Innovative Curriculum

In 2025, Cork University Business School (CUBS) identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Classroom infrastructure limitations
- ❖ Digital Divide

Barriers to Innovative Pedagogy

In 2025, Cork University Business School (CUBS) identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Time constraints

Continue telling your story

Cork University Business School Additional Evidence of Teaching Excellence and Innovation

Cork University Business School demonstrates a strong, institution-wide commitment to innovation in teaching and learning through the integration of Ethics, Responsibility, and Sustainability, technology-enhanced learning, and experiential pedagogical approaches. This commitment is reflected not only in individual teaching practices but also in curriculum design, programme development, and alignment with institutional and global frameworks.

1.Embedding Ethics, Responsibility, and Sustainability across the Curriculum

Ethics, Responsibility, and Sustainability principles are systematically embedded across undergraduate and postgraduate programmes at the School. All undergraduate programmes include compulsory Ethics, Responsibility, and Sustainability-linked components, while approximately **96% of postgraduate programmes** incorporate core modules aligned with ethical, responsible, and sustainable business practices.

This is further reinforced by a School-wide Programme Learning Outcome (PLO):

"Apply ethical and sustainability principles to address contemporary business issues."

The PLO was developed through an extensive consultation process involving staff and students across the School, including collaborative discussions and School-wide agreement on its final wording. From 2026/27 onwards, all programmes across the School will align with this shared learning outcome, ensuring a consistent commitment to ethics, responsibility, and sustainability

across the student experience. By embedding the PLO across all programmes, the School aims to ensure that responsible management education is an integrated and enduring feature of teaching and learning, rather than a standalone or isolated initiative.

This ensures that all graduates develop a consistent and applied understanding of sustainability, ethics, and responsibility within business contexts.

[Ethics, Responsibility and Sustainability | Cork University Business School | University College Cork](#)

2.Connected Curriculum and Graduate Development- The School aligns its teaching approach with UCC's Connected Curriculum, which integrates:

- Research-based teaching
- Employability
- Sustainability
- Inter- and trans-disciplinarity
- Global engagement
- Civic and community engagement

3. SDGS Mapping Programme and Connected Curriculum

All programmes and modules have been mapped to the UN Sustainable Development Goals (SDGs), ensuring that sustainability and societal impact are embedded across learning outcomes.

The Graduate Attributes and Values Compass further supports students' holistic development, enabling them to develop transferable skills, ethical awareness, and the capacity to apply knowledge in diverse professional and societal contexts.

4.Innovation in Sustainability Education: Planet Module

As part of its contribution to sustainability education, the School introduced the *Planet - Preparing Leaders for a Sustainable World* module, available to all University College Cork students and staff.

This interdisciplinary module enables participants to understand key environmental challenges and sustainability drivers. Furthermore, students explore practical responses to sustainability challenges and evaluate the impact of economic activity on ecosystems and society.

Students are encouraged to critically reflect on sustainability as both a strategic risk and an opportunity for business, reinforcing the relevance of Ethics, Responsibility, and Sustainability principles beyond disciplinary boundaries.

5.Innovative Teaching Methods

A. Lego Serious Play in Practice: As part of recent teaching innovation, LEGO Serious Play (LSP) has been further embedded in modules such as Professional Development for Information Systems (IS2217). In this context, students use LSP to reflect on personal strengths, career goals, and placement readiness, combining reflective practice with experiential learning. The School has also invested in staff development through LSP facilitator training, supporting wider adoption of experiential and participatory teaching approaches across the School.

Beyond individual modules, LSP workshops have been used in teaching and learning events across the School to support collaborative problem-solving and creative thinking. These sessions encourage students to translate abstract sustainability and organisational concepts into tangible models, fostering deeper engagement and reflection. The approach also aligns with emerging thinking within the PRME community on experiential, values-based learning and responsible management education.

B. Technology-Enhanced Learning: Faculty integrate cutting-edge digital tools including AI applications (ChatGPT, DALL-E for campaign development), industry-standard analytics platforms (Brandwatch, Google Analytics, Meta Analytics), immersive technologies with 360° projection capabilities for public speaking simulations, and interactive engagement tools (Mentimeter, Miro, Google Jamboards, Vevox). Business simulations using AI-enhanced platforms create professional-grade learning experiences, whilst podcasting suites in ASSERT Buildings enable authentic media production skills development.

C. Experiential and Practice-Based Learning: Students engage with real-world challenges through extensive industry partnerships including Bord Bia Origin Green (17+ companies), Cork Food Hub community engagement, and live consulting projects during international study trips. Field-based learning includes on-site case studies at businesses like Fota Wildlife Park. Simulation-based learning incorporates industry-validated business simulations (MEDDIC sales methodology), real-world teamwork dynamics addressing information asymmetry and ethical decision-making, and SDG-focused entrepreneurship games balancing economic, social, and environmental factors.

D. Play-Based and Gamified Learning: The School employs gamification approaches across multiple disciplines to transform complex business concepts into engaging learning experiences whilst maintaining academic rigour. Faculty have been trained in Lego Serious Play (LSP) and use this methodology where students build models of farming communities facing sustainability dilemmas, developing systems thinking through hands-on collaboration. Cooperative board games enable participants to experience democratic governance challenges, whilst interactive games teach economic concepts through healthcare, trading, and environmental scenarios. Staff within the Department of Management and Marketing implement a PRME i5-based teaching intervention supported by the PRME UK and Ireland Chapter Pedagogy Seed Funding. The “Teach, Play, Learning Repeat” initiative ran across multiple modules, featuring bespoke Monopoly boards, UCC Granary Theatre workshops exploring workplace dynamics, role-play simulations with media interviews and crisis management training, and treasure hunt challenges promoting best practice discovery in real environments. These play-based learning approaches prepare graduates for dynamic business environments through experiential learning that mirrors real-world complexity.

E. Active Learning Pedagogies: Cork University Business School places a strong emphasis on experiential and applied learning. Students engage with real-world challenges through employer-led projects, industry collaborations, work placements, and research-based assignments. For example,

students in the BSc Applied Economics programme work on live organisational challenges and present their findings and recommendations directly to external stakeholders. Similarly, MSc Business Analytics students undertake industry-based projects where companies define business problems, provide mentoring support, and collaborate with students to develop data-driven solutions, including projects linked to sustainability and responsible business practice. These approaches combine problem-based learning, critical reflection, collaboration, and practical application, helping students develop the skills required to address complex societal and organisational challenges.

F. Global and Sustainability Integration: Current global developments are integrated into classroom discussions through the application of theoretical frameworks. Guest speaker programmes bring industry professionals and international experts into the classroom, providing students with real-world perspectives on sustainability and responsible business practice. For example, Ciara Hayes, Group Sustainability Manager at Glanbia, delivered a guest lecture to students on the FE4205 Consumer Behaviour in Food Markets module. Sustainability is also embedded within the module assessment, with 40% of the continuous assessment focused on sustainability-related themes. SDG hackathons and sustainability-focused workshops facilitate cross-module integration, while experiential campus-based learning includes walking tours that enable students to observe the Sustainable Development Goals in practice.

International engagement also provides students and staff with opportunities to engage directly with global sustainability challenges. In August 2026, Dr Chris Moran and Dr Mara van Twuijver will undertake an academic visit to Gedu College of Business Studies at the Royal University of Bhutan and participate in the Global Conscious Food Systems Summit, hosted by the United Nations Development Programme and the Royal Government of Bhutan. The summit brings together policymakers, researchers, businesses, academic institutions, and civil society organisations to explore food systems transformation, sustainability, and equitable development. This engagement strengthens the School's contribution to international knowledge exchange, supports the development of global partnerships, and creates opportunities for future collaboration in sustainability-focused research and education. Cork University Business School PhD researcher Kimsor Oeng will also participate in the summit.

Experiential international learning is also embedded within student development opportunities. Through the BSc International Development programme, students undertake field-based placements that provide direct exposure to global social, cultural, and sustainability challenges. In 2025, students completed ethnographic placements with Fading Cultures Magazine in India and Indonesia, working alongside local communities to examine issues including cultural preservation, globalisation, modernisation, and social change. These immersive experiences develop intercultural competence, research capability, global citizenship, and professional skills, while enabling students to apply

classroom learning in real-world contexts. Together, these initiatives demonstrate how the School integrates global engagement, sustainability, and experiential learning to prepare students to contribute responsibly to society and address complex international challenges.

G. Technology-Enabled Assessment: Analytics-based assessment requires students to use professional tools (Google Analytics, Meta Analytics) to assess and optimise strategies as part of marking criteria. Learning analytics are integrated as dedicated learning outcomes and rubric components, whilst case study simulations and competitive learning scenarios provide authentic evaluation contexts.

The School is also advancing innovative approaches to artificial intelligence in teaching and learning. Professor Joseph Feller (Business Information Systems) has collaborated with Anthropic and Ringling College of Art and Design on the development of open educational resources focused on AI Fluency and its integration into higher education. Supported by the Higher Education Authority through the National Forum for the Enhancement of Teaching and Learning, this work is based on the AI Fluency Framework, which promotes the competencies of Delegation, Description, Discernment, and Diligence to support effective, ethical, and responsible human-AI collaboration. The framework has informed undergraduate and postgraduate curricula, assessment design, staff development initiatives, and community outreach activities at University College Cork.

Through the integration of analytics, simulations, and artificial intelligence-enabled learning, the School supports the development of future-ready graduates who can critically evaluate emerging technologies, apply professional judgement, and engage responsibly with data and AI in organisational and societal contexts. This approach aligns closely with the principles of responsible management education and the School's commitment to preparing students for a rapidly evolving digital environment.

H. Blended Intensive Programmes (BIPs) and International Learning: Cork University Business School continues to support international and experiential learning through participation in Erasmus+ Blended Intensive Programmes (BIPs). These programmes combine short-term physical mobility with virtual collaboration, enabling students to engage with peers and academics from partner institutions across Europe while addressing shared societal and business challenges. Through interdisciplinary and cross-cultural learning experiences, students develop global citizenship, intercultural competence, collaborative problem-solving skills, and a deeper understanding of sustainability and responsible management issues. By integrating international engagement with challenge-based learning, BIPs support the School's commitment to responsible management education and the development of globally minded graduates.

6. Teaching and Learning Showcase Event

Beyond the School, colleagues from Cork University Business School actively contribute to the University-wide Learning and Teaching Showcase, where innovative teaching practices are shared with a broader audience of academic and professional staff across University College Cork. The 2025 Showcase explored themes including teaching innovation, employability, responsible use of generative artificial intelligence, community-engaged learning, and the future of higher education. Through presentations, posters, panel discussions, and knowledge-sharing activities, staff from the School contribute to the dissemination of good practice and the continuous enhancement of teaching and learning across the University.



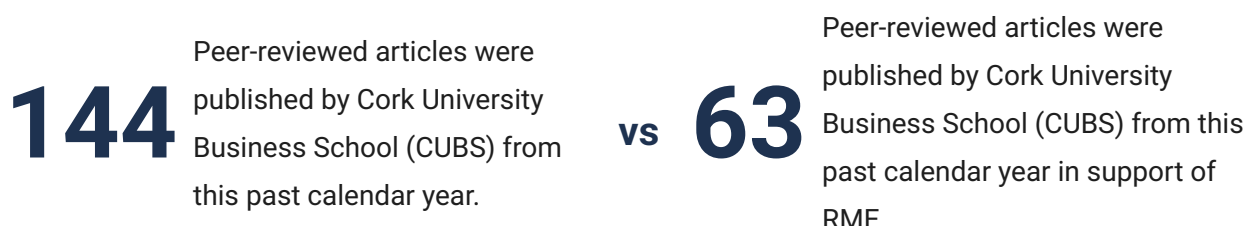
Research

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

How We Define Research

Research at Cork University Business School is the systematic investigation of people, organisations, and institutions through curiosity-driven discovery, producing evidence-informed insights that address real-world business challenges and contribute to sustainable development, ultimately transforming business practices for the advancement of a more sustainable society for all.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Cork University Business School (CUBS) was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Cork University Business School (CUBS) contributed research findings to:

- ❖ International media
- ❖ Community organizations
- ❖ Local media
- ❖ Open-access platforms
- ❖ International and National Open-access platforms
- ❖ Research collaborations

Research Projects

In 2025, Cork University Business School (CUBS) reported 17 research projects that implemented responsible or sustainable activities.

Actioning Sustainable Futures within the Artisan Food Sector

Period Covering: June, 2025 - March, 2026

Department: Management and Marketing

Project Leads: Dr. Teea Palo, University of Edinburgh Business School, Dr. Annmaria Ryan, Kemmy Business School, University of Limerick, Dr. Helen McGrath, Dr. Conor Drummond, Dr. Sean Tanner and Dr. Dave Alton

This project fostered cross-border collaboration between Scottish and Irish artisan food and drink SMEs to improve sustainability practices through environmental and social responsibility. The initiative addressed shared challenges facing SMEs whilst strengthening cross-border cooperation and economic ties, exploring how businesses support UN Sustainable Development Goals (SDGs). The research was grounded in understanding that sustainability involves both organisational change and the shaping of systems, networks, and markets. Within the artisan food and drink sector, firms operate within complex interconnected business networks where changes like food waste reduction, eliminating single-use plastics, or shortening supply chains require multi-firm collaboration. Network theory demonstrates that businesses rely on networks to share resources, knowledge, and coordinate activities to address challenges such as SDG alignment. However, whilst collective efforts within networks can support innovation and sustainability, firms face significant tensions reconciling sustainability goals with profitability. A systems-level view underscores the need for businesses to adopt holistic approaches when implementing sustainable practices, as interdependencies between businesses mean firm decisions can have ripple effects impacting the broader network. Entrepreneurship theory provides a complementary perspective, focusing on SME capacity to drive sustainability innovations. Entrepreneurs in resource-constrained SMEs face unique challenges embedding sustainability in their businesses, navigating tensions between pursuing sustainability goals and ensuring short-term profitability. For many artisan food and drink entrepreneurs, sustainability is driven by personal motivations but hampered by economic and structural barriers. In both business-to-business and business-to-consumer contexts, relationships are central to successfully implementing sustainable practices. B2B collaborations enable firms to pool resources and expertise, facilitating more sustainable supply chain operations, whilst B2C relationships help shape consumer demand for sustainable products, incentivising firms to prioritise sustainability goals. However, as firms within networks attempt to align with the SDGs, tensions often arise due to diverging goals, resource constraints, and varying levels of commitment. The project achieved four key research objectives with clear policy and practice impacts.

First, it assessed SDG awareness among businesses, evaluating current engagement with sustainability frameworks to help firms align with global standards.

Second, it identified tensions in implementing SDG-linked business 1 Ireland Scotland Bilateral Grant 2024 Ireland Scotland Bilateral Grant processes, informing policymakers, enterprise boards, and business leaders about existing gaps and obstacles to provide targeted support.

Third, the research explored solutions for resource-constrained entrepreneurs navigating sustainability journeys, addressing how to prioritise strategies and configure businesses to meet conflicting goals like carbon reduction versus ethical supply chains.

Finally, it developed future perspectives through interdisciplinary knowledge, drawing on entrepreneurship, marketing, supply chain management, production, and organisational studies whilst employing future research and design methods to imagine alternative, desirable futures collectively and find pathways forward to lock in sustainable futures.

Through stakeholder collaboration and co-design, the project contributed to Ireland-Scotland Bilateral Network goals, enhancing economic and environmental sustainability across borders whilst providing evidence-based insights for supporting entrepreneurial sustainability journeys.



Liquidity Risk in Equity Mutual Funds: Evidence from Fund Flows, Holdings, and Stock-Level Liquidity

Period Covering: April, 2026 - April, 2027

Department: Economics

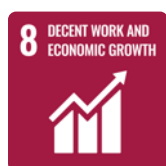
Project Leads: Dr. Jun Gao, Dr. Fergal O'Connor, Dr. Tao Chen, Dingyu Yang and Zhenzhou Zhou

This project examines liquidity risk in open-end equity mutual funds and its implications for investors, financial markets, and economic stability. While the research is grounded in financial economics, it addresses broader questions of ethics, responsibility, sustainability, and responsible leadership within the financial system. Open-end investment funds play a critical role in allocating household savings, pension assets, and institutional capital. Understanding how liquidity mismatch between investor redemption rights and the liquidity of underlying assets can generate financial vulnerabilities is therefore important not only for investment performance but also for the stability and resilience of financial markets.

From an ethics and responsibility perspective, the project contributes to a better understanding of how fund managers, investors, and regulators can identify and manage liquidity-related risks. The research examines whether investment funds holding less liquid assets expose investors to hidden vulnerabilities during periods of market stress and whether fund trading behaviour can create unintended consequences for other market participants. By improving the measurement and transparency of liquidity risk, the project supports more informed decision-making, investor protection, and responsible management practices within the asset management industry.

The project also has important implications for sustainability. Sustainable financial systems require confidence, resilience, and the capacity to continue allocating capital efficiently during periods of uncertainty. Financial instability can have significant economic and social consequences, affecting employment, business investment, retirement savings, and long-term economic development. By investigating the mechanisms through which liquidity stress can spread across investment funds and financial markets, the project contributes to understanding how financial systems can remain robust and sustainable over time.

This aligns with broader objectives of promoting resilient economic institutions and supporting sustainable growth. Finally, the project relates to responsible leadership through its emphasis on evidence-based policy and governance. The findings are intended to inform regulators, policymakers, and industry practitioners seeking to strengthen risk management frameworks and enhance market resilience. By generating rigorous empirical evidence on the consequences of liquidity mismatch and market spillovers, the research supports responsible leadership in financial markets and contributes to the development of policies that balance investor interests, market efficiency, and long-term financial stability. Ultimately, the project seeks to promote a more transparent, accountable, and resilient financial system that serves the interests of investors and society as a whole.



Creating healthy and supportive food environments - investigating the type, location and density of food outlets on the island of Ireland.

Period Covering: August, 2025 - August, 2026

Department: Management and Marketing

Project Lead: Dr. Emma Beacom

Over the last several decades, the global food environment has become increasingly obesogenic (Popkin et al 2012). The obesogenic environment is characterised by a global food system that produces more processed, affordable and effectively marketed food than ever before, interacting with local environmental factors to determine obesity prevalence (Swinburn et al 2011). Food

environments are defined as the collective physical, economic, policy and socio-cultural surroundings, opportunities and conditions that influence people's food and beverage choices and nutritional status (Swinburn et al 2013). Unhealthy food environments lead to unhealthy diets and excess energy intake which have consequences in levels of morbidity and mortality (Harrington et al 2020). Recent research by Safefood (2022) has shown a high level of public support for policies that shape food environments including restrictions on developing fast-food outlets near schools.

Food retail environments are increasingly considered influential in determining dietary behaviours and health outcomes. Ratings for Ireland in the recent Food-EPI report (Policies for Tackling Obesity and Creating Healthier Food Environments in Ireland) indicated that there was low implementation of policies for community food environments (e.g. availability and accessibility of food outlets) or consumer food environment (e.g. in-store availability and promotion of foods). The retail food environment has important implications for dietary intake and health, and dramatic changes in the retail food environment have been observed over the past few decades and years (Harrington et al 2020a, Harrington et al 2020b).



Global Trends in Alcohol-Free Drinks: A Cross-National Study of Substitution vs Supplementation Across 72 Countries

Period Covering: December, 2025 - December, 2026

Department: Economics

Project Lead within Cork University Business School: Dr. Fergal O'Connor

Problematic drinking continues to be a major public health issue, contributing to millions of deaths globally and costing the UK billions each year (WHO, 2014, 2019). In response, no and low alcohol (NoLo) drinks have gained popularity as a potentially healthier alternative, with growing interest from both consumers (Mintel, 2023; Wilson et al., 2025; Portman Group, 2025) and policymakers (European Parliament, 2021; WHO, 2023; Department of Health and Social Care, 2023; UK Government, 2025). Our research explores how NoLo products can be used to support more mindful drinking habits without harming pubs or the wider drinks industry.

The project commenced with a [small-scale piece of qualitative research](#) funded by the Institute of Alcohol Studies to explore how NoLo drinks are marketed and used by consumers. This was followed by a [systematic review](#) of existing research, which identified key gaps in our understanding, especially around how visible and accessible NoLo options are in pubs and bars. We have built on this with a

global macro-level analysis of alcohol-free (AF) beer sales in 72 countries to understand broader substitution patterns and a **Q-methodology study**, helping us identify different types of NoLo drinkers and the barriers they face, especially the lack of promotion and trust in NoLo products.

Additionally we partnered with three pubs for a **nine-month intervention**, using posters, product placement, and better tap visibility to examine the impact on NoLo sales. The results showed that stocking Alcohol Free(AF) beer did not reduce revenue and even helped staff feel more positive about their workplace and health.

Building on this, we [co-developed a NoLo guide for publicans](#) with City of York Council to help publicans understand how and why to offer NoLo options. This included the development of free point-of-sale (POS) materials, designed in collaboration with the design student [Sam Armstrong](#) from York St John University Design Centre and tested in both real pubs and a simulated pub environment ("pub lab") to measure effectiveness.

Together, these studies help us understand how consumers use NoLo products and where they experience barriers in availability and accessibility, whilst showing that NoLo drinks can support public health goals without financial downsides for pubs. Our work provides practical guidance for venues and contributes valuable evidence to inform local and national alcohol policies, especially as the UK's new 10-Year Health Plan places more focus on NoLo strategies (UK Government, 2025).



Addressing the economic and human cost of hospital acquired and nurse-sensitive adverse events in older patients through optimal use of routine discharge data and measurement of Msed nursing care

Period Covering: January, 2022 - January, 2026

Department: Economics

Project Lead with Cork University Business School: Dr. Aileen Murphy

Older patients make up the largest proportion of acute hospital inpatient populations across all countries. Common hospital acquired adverse events in this group contribute to higher healthcare costs, lower quality care, and less satisfactory patient experiences overall. Pneumonia, delirium, urinary tract infections and pressure injuries are four commonly acquired complications which occur in older patients, known collectively as 'Failure to Maintain (F2M)' events. These are nurse-sensitive patient outcomes, predominantly affected by the quality of nursing care provided. When essential nursing care is Msed or incomplete, the risk of developing one of these adverse events increases.

Despite the prevalence of these preventable events, they are neither well documented nor reported, and therefore can be overlooked by those concerned with measuring patient outcomes, thus limiting the potential for improved outcomes.

In this study we will determine how these nurse sensitive outcomes are currently represented in routinely available national discharge (HIPE) data in Ireland and verify rates through a chart review in one hospital. Through the development of this key set of nurse sensitive indicators, ongoing and sustainable measurement of these outcomes can occur after the lifetime of the project. The cost of these events to the Irish health service will be calculated. Through surveys we will further examine the human costs of Msed care to both patients and care givers, and propose ways that ongoing measurements can enhance patient safety and quality of care. This project offers a smart, scalable and sustainable solution to a contemporary healthcare challenge, and enables opportunities for benchmarking of important and costly nurse sensitive events along with a practical quality improvement initiative in acute hospitals in Ireland.



Advancing public and patient involvement and engagement (PPIE) in Health Economic research

Period Covering: January, 2025 - January, 2025

Department: Economics

Project Lead: Dr. Ann Kirby

Health economics-based research is beginning to benefit from public patient involvement and engagement (PPIE) but has been limited due to challenges, including maintaining contributor involvement and selecting suitable tasks. PPIE activities can positively impact research outcomes, embedding the voice of the public in research and ensuring outcomes are useful, relevant and may positively impact society at both local and national levels. The planned event will explore the benefits of co-creating health economics research with individuals living with disabilities, their families and community partners. The lead applicant and their research team have recent experience co-designing a dedicated health economic survey to elicit preferences for community-based health care services. This experience will be leveraged upon in the event.

The event will combine a qualitative workshop, employing a World Café approach, and panel discussion with experts in health economics, PPI research activities, healthcare policy and PPI representatives. The World Café approach promotes productive discussions on critical questions through face-to-face discussions, wherein participants draw on their own experiences.

The workshop will strengthen networks, facilitate knowledge exchange, and encourage collaboration between health economists, PPIE representatives and researchers. The workshop aims to generate recommendations for embedding PPIE in health economics, to improve the impact and relevance of future research outputs. Thus, outputs from future research can better inform public policy on community-based care for individuals living with disabilities.

The target audience for this workshop includes service users (i.e. individuals living with disabilities) and their families, community-based health and social care organisations, and representatives from the national health service, given the research's potential to make a real and positive impact across society improving social wellbeing and service provision sustainability. The following research outputs generated from this workshop will be disseminated online: (i) an accessible short video, (ii) an accessible lay summary and (iii) a peer reviewed publication.



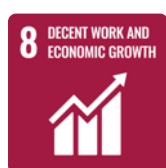
The Impact of Algorithmic HRM on Working Relationships, Employee Experience, and Retention

Period Covering: July, 2025 - June, 2027

Department: Management and Marketing

Project Lead: Dr. Jame Duggan

The Impact of Algorithmic HRM on Working Relationships, Employee Experience, and Retention.



GATES - Global AI Governance, Trust, and Ethics for Sustainable Health

Period Covering: March, 2026 - September, 2027

Department: Business Information Systems

Project Leads: Dr. Huanhuan Xiong and Dr. Mark Ledwige, School of Medicine University College Dublin

Artificial intelligence (AI) is revolutionising healthcare by potentially improving diagnosis, treatment, and patient outcomes. However, the use of AI in healthcare comes with significant risks, such as potential harm to patients, unfair decision-making, and data privacy concerns. To address these challenges, this research focuses on developing a comprehensive framework to guide healthcare organisations in using AI safely and responsibly.

The EU AI Act sets strict rules for high-risk AI applications, including those used in healthcare. Meanwhile the HSE's Digital Health Framework for Ireland 2024-2030 sets out a roadmap to digitally transform health services in Ireland and improve access for patients, including AI technologies ethically in healthcare services.

While several existing national and international policies provide general principles and rules for ensuring safety and fairness in AI use, many healthcare organisations struggle to understand how to meet them in practice.

This research aims to fill that gap by creating a robust framework to help healthcare organisations comply with regulations and use AI ethically and effectively. This framework will support healthcare providers in implementing AI systems that are safe for patients, protect their data, and promote trust.

Two use cases will help evaluate this framework, enabling healthcare organisations to assess AI governance strategies in a controlled environment before implementing them in real-world situations. The successful projects commenced in March 2026 and mark the final group supported under the 2025 COALESCE programme. Each project is led by an Arts, Humanities and Social Sciences researcher, working in close collaboration with a Science, Technology, Engineering and Maths researcher, bringing novel interdisciplinary approaches to solving complex societal challenges.

The programme was developed to support excellent research addressing national, European and global challenges, and aims to strengthen the connection between robust research evidence and public policy, creating lasting links between the research system and policy makers.



Financing the Green Transition: Assessing the Role and Scalability of Irish Social Enterprises in Climate Action

Period Covering: December, 2025 - September, 2026

Department: Finance and Accounting

Project Lead: Dr. Conor Neville

Financing the Green Transition: Assessing the Role and Scalability of Irish Social Enterprises in Climate Action.



CONFUCIUS

Period Covering: May, 2026 - April, 2029

Department: Economics

Project Lead: Dr. Ann Kirby and Dr. Aileen Murphy with International Partner Institutions

Primary membranous nephropathy (MN) is a leading cause of nephrotic syndrome in adults resulting from an abnormal immune response in which autoantibodies attack the renal filtration barrier.

Rituximab (RTX), an anti-CD20 antibody that depletes the immune cells responsible for producing these autoantibodies, is increasingly used as a first-line treatment, achieving remission in many patients. However, in around 4 out of 10 patients the treatment does not work, exposing individuals to side effects without any real benefit. Currently, we do not know why some patients fail to respond. The mechanisms underlying RTX resistance remain unclear and no tools are available to predict treatment response.

The CONFUCIUS project aims to establish a personalised medicine framework for MN through a multi-omics approach. Genetic variants, serum and kidney proteomic profiles, and serum metabolomic profiles will be analysed in a well-characterized retrospective patient cohort to identify biomarkers capable of predicting whether a patient will respond to rituximab, thereby enabling more accurate treatment selection. Immune cells will also be examined at single-cell resolution to determine cellular features associated with resistance.

Findings will be validated in an independent cohort. The project will also assess whether obinutuzumab, a next-generation anti-CD20 antibody, can provide clinical benefit in RTX-nonresponsive patients. If obinutuzumab also fails, the multi-omics strategy will be reapplied to clarify the underlying mechanisms and identify new potential therapeutic targets. Finally, the economic and social impact of a treatment strategy guided by pharmacogenomics and multi-omics technologies will be evaluated to determine its cost-effectiveness and potential to improve patient care.

[CONFUCIUS - European Partnership for Personalised Medicine - EP PerMed](#)



CommPAL - AI to support the delivery of palliative care in the community

Period Covering: August, 2019 - August, 2026

Department: Business Information Systems

Project Lead: Prof. Ciara Heavin

This project is due to spin out from the university as KareNua. The CommPAL project demonstrates a strong commitment to ethics, responsibility, sustainability, and responsible leadership through its co-designed, transparent, and practice-oriented approach to community palliative care. Ethically, CommPAL is grounded in fairness, transparency, and accountability. The co-design process involving 33 diverse stakeholders ensures that multiple perspectives shape the system, reducing the risk of bias and promoting inclusive decision-making. The use of explainable AI models and the inclusion of an auditable decision trail further support ethical practice, enabling clinicians and service leaders to clearly understand and justify prioritisation decisions. This transparency is particularly important in palliative care, where decisions directly impact vulnerable patients. Responsibility is evident in the project's focus on supporting clinicians while maintaining high standards of care. By using routine service data responsibly and aligning outputs with policy requirements, CommPAL ensures that decision-making remains evidence-based and accountable. The system supports fair triage and balanced workloads, helping to reduce staff burden while maintaining quality and equity in patient care. Importantly, clinicians remain central to decision-making, with the tool acting as a support rather than a replacement.

Sustainability is reflected in both the operational efficiencies and long-term value of the platform. By optimising travel routes and improving workload distribution, CommPAL contributes to more efficient use of time and resources, with potential environmental benefits through reduced travel. Its scalability across different sites (Ireland and Australia) highlights its adaptability and potential for broader implementation, supporting sustainable service delivery in resource-constrained healthcare systems.

Responsible leadership is embedded through the project's collaborative governance and alignment with service policy. Leaders are supported with clear, auditable insights into service capacity and demand, enabling informed and equitable decision-making. Overall, CommPAL exemplifies how responsible innovation can enhance care delivery while maintaining strong ethical and leadership standards.



Coopetition Dynamics in Agri-Data Sharing

Period Covering: October, 2026 - December, 2030

Department: Management and Marketing

Project Leads: Dr. Sean Tanner and Dr. Helen McGrath

This project aims to support the social and market adoption of a system of systems digital decision-making support tool within the Irish Dairy sector. The system of systems will support sustainable production of Irish dairy, however, when considering adoption there is a need to balance collaboration and protection imperatives, to address the behavioural and organisational factors influencing firms' willingness to share data under coopetition conditions. The findings will inform practical communication and engagement strategies to build trust and transparency, support farmer buy-in and long-term participation and enable responsible, value-aligned data sharing. Additionally, the research will provide deep understanding of stakeholder concerns and identify coopetition capabilities and development needs at actor and network levels.



Professional Service Firms' Perceptions of the Evolution of the European Corporate Sustainability Reporting Directive (CSRD)

Period Covering: November, 2024 - September, 2026

Department: Management and Marketing

Project Leads: Dr. Peter Cleary, Dr. Sandra Brosnan, Dr. Claire O'Sullivan-Rochford & Dr. Louise Gorman

This project examines the perceptions of professional service firms to the evolution of the European Corporate Sustainability Reporting Directive (CSRD).



Social Economy Initiatives Supporting Ageing in Place

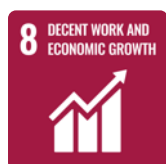
Period Covering: January, 2025 - January, 2026

Department: Centre for Co-operative Studies

Project Leads: Dr. Carol Power and Dr. Caroline Crowley

As Ireland's population ages, there is a growing need for services that support older people to age in the community and enjoy optimal quality of life. The social economy, including voluntary, community, charitable organisations and social enterprises, provides supports ranging from help with daily life tasks, to household maintenance, housing adaptation, and social supports that maintain integration and participation of older people in the community. Developing in-depth case studies of service initiatives, this research explores how the social economy can support 'ageing in place' (i.e. in the community). It considers policy and practice implications to improve the outcomes of 'ageing in place' initiatives.

This project is conducted in partnership with Age Action.



Protein-I-2 – 'Advancing Ireland's Sustainable Protein Transition'

Period Covering: January, 2026 - December, 2030

Department: Food Business and Development

Project Leads: Dr. Seamus O'Reilly, Dr. Aylin Sahin and Dr. Emma Beacom

Working from crop production through to human health and paying particular attention to the development of the rural (bio)-economy.

Protein-I will develop strategies to maximise sustainable plant protein production in a traceable/transparent fashion, assess the impact of existing value chains and develop new value chains for the rural economy at different scales and promote uptake of such strategies.



RADIUS: Regional Analytics for Digital Inclusion and Urban Sustainability

Period Covering: April, 2026 - February, 2028

Department: Economics

Project Leads: Dr. Marie Ryan and Professor Ashish Kumar Jha Trinity College Dublin

How can cities improve the well-being of their communities in an increasingly digital world? The RADIUS project tackles this challenge by developing a new digital tool to help Irish city councils measure and enhance both economic well-being and digital inclusion in their communities. At present, information about economic well-being (such as employment and income) and digital inclusion (such as internet access and digital skills) typically sits in separate systems, making it hard to see how the two interact. RADIUS will create a digital platform that brings these strands together, making it easier for city councils to make informed decisions about the policies and services that shape community life. This tool will help councils not only see current conditions but anticipate where targeted action will have the greatest impact, aligning local decisions with Ireland's Well-Being Framework, the OECD well-being approach and the UN Sustainable Development Goals on decent work and sustainable cities.



Exploring Cork's Agri-Food Social Entrepreneurial Ecosystem

Period Covering: January, 2025 - May, 2026

Department: Department of Food Business and Development

Project Leads: Dr. Mara van Twuijver, Dr. Gemma Hogan, Professor Mary O'Shaughnessy

This report presents the results of a ten-month mapping exercise of the social entrepreneurial ecosystem in Cork's agri-food sector, conducted by University College Cork and funded through Research Ireland and the Department of

Rural and Community Development and the Gaeltacht. The study combined desk research, focus groups, semi structured interviews, case studies, and a multi-stakeholder event. The findings show that Cork's agri-food social entrepreneurial ecosystem can be characterised as nascent but promising. A small and diverse group of social enterprises and community initiatives is active across food production, redistribution, retail, and education. These initiatives demonstrate high levels of community engagement, volunteerism, and innovation, and are supported by a range of local and national support organisations. At the same time, the ecosystem is constrained by fragmented support structures, limited access to appropriate infrastructure, complex regulatory environments, and low levels of public awareness of social entrepreneurship and food system dynamics.

The analysis highlights three key roles played by social enterprises within Cork's agri-food system: addressing social needs and promoting inclusion; driving innovation and supporting sustainable practices; and the emerging potential to provide enabling infrastructure and shared resources.

Drawing on these findings, the report proposes four strategic pathways to strengthen the ecosystem: (1) strengthening local networks, (2) signposting and enhancing entrepreneurial supports, (3) informing action and raising awareness, and (4) expanding space and capacity for experimentation.



Research Awards

In 2025, Cork University Business School (CUBS) was awarded 3 research awards for responsibility- and/or sustainability-related research.

UCC Research & Innovation Award Winners 2025

Granter: University College Cork

Grantee: Researchers within Cork University Business School

Award Description:

UCC Research & Innovation Award Winners 2025

Dr Oliver Browne – Research Communicator of the Year Award

Dr Browne was recognised for outstanding achievement in communicating research to wider audiences. His work enhances the accessibility and impact of research by translating complex findings into meaningful insights for stakeholders, supporting responsible knowledge dissemination and engagement with societal challenges.

Professor Thia Hennessy (with Dr Marie Merlo, Professor Seamus O'Mahony, and Dr Cathal Buckley) – Vice President for Research and Innovation Award for Interdisciplinary Research

This award acknowledges collaborative research that addresses complex challenges through interdisciplinary approaches. The team's work reflects strong alignment with sustainability and responsible research principles, demonstrating how cross-disciplinary collaboration can generate impactful solutions to real-world issues.

Andrew Brosnan – PhD Student of the Year Award

Andrew Brosnan was recognised for excellence in doctoral research, demonstrating high-quality scholarship and contribution to the advancement of knowledge. This award highlights School's commitment to developing future researchers engaged in impactful and responsible research.

College of Business and Law Awards

Granter: College of Business and Law

Grantee: Cork University Business School Researchers

Award Description:

College of Business and Law Awards

These awards were not based solely on sustainability, responsibility, and/or ethics, but on an overall assessment of their research contributions during the 2024/25 academic year. Although they might have focused on any of the three. The 2025/26 research awards will take place in December 2026.

Early Career Researcher of the Year: Dr Seán Tanner

Early Career Researcher of the Year: Dr Orlagh Reynolds

Advanced Researcher of the Year: Prof Stewart Smyth



Cork University Business School Excellence in Research Publication Prize Award

Granter: Cork University Business School

Grantee: Cork University Business School Researchers

Award Description:

Excellence in Research Publication Prize Award

The School also recognises outstanding research contributions through its Excellence in Research Publication Prize Award, which celebrates high-quality publications that demonstrate academic excellence, innovation, and impact.

This award highlights the School's commitment to fostering a strong research culture and encouraging outputs that contribute to advancing knowledge, including work addressing sustainability challenges, ethical considerations, and responsible business practices. The award ceremony provides an opportunity to acknowledge and showcase research excellence across the School, reinforcing the importance of impactful and societally relevant scholarship.

Research Presentations Related to RME and/or Sustainability

In 2025, Cork University Business School (CUBS) gave 19 research presentations related to RME and/or sustainability.

Extreme Spillovers and Connectedness in China's Carbon Markets: Quantile VAR and Quantile Granger Causality

Authors: Zhenzhuo Zhou | Jun Gao | Fergal O'Connor | Hugh Farrell

Date of publication: May, 2026

Presented at: The Irish Academy of Finance

Department: Economics

This paper examines extreme spillovers and connectedness across China's carbon markets using Quantile Vector Autoregression (QVAR) and Quantile Granger Causality (QGC) on a dense grid of 19 quantiles ($\tau = 0.05-0.95$). Using daily price data from six regional pilot markets and the National Carbon Market (CEA) over two phases (December 2016–July 2021 and July 2021–April 2025), the study reveals a robust U-shaped Total Connectedness Index: spillovers are high at both tails but low at median conditions – a pattern invisible to conventional mean-based or 3-quantile approaches. After the CEA launch, median-quantile connectedness rose approximately fourfold. Contrary to prevailing assumptions, the CEA functions as a net receiver of regional price signals overall yet selectively transmits downside risk during market downturns – characterised as a "selective alarm system." Leadership in risk transmission shifted from Beijing and Hubei to Guangdong and Shanghai. Significant pairwise causal relationships increased by 101% from Phase I to Phase II, with mid-term spillovers increasingly dominating. The findings carry direct policy implications for regulatory coordination ahead of planned ETS expansion into steel, cement, and aluminium sectors.



The Role of Sustainability Uncertainty in the Cross-section of US Stock Returns.

Authors: Dingyu Yang | Fergal O'Connor | Jun Gao

Date of publication: June, 2026

Presented at: National or international academy of management | National or international issue or theme-specific conference

Department: Economics

This paper examines whether sustainability uncertainty is priced in the cross-section of US stock returns. Using the newly introduced ESG-based Sustainability Uncertainty Index (ESGUI), we estimate firm-level exposure to aggregate sustainability uncertainty and form uncertainty-sorted portfolios. To identify whether any pricing effect is associated with firms' directional ESGUI exposure or with

exposure magnitude, we apply identical beta-sorted portfolio tests and Fama-MacBeth regressions to ESGUI beta and to ESGUI exposure magnitude, measured as the absolute value of ESGUI beta. The results show that ESGUI beta generates weak and insignificant abnormal returns with monthly alphas ranging from -0.08% to -0.06%, while ESGUI exposure magnitude is strongly priced with significant monthly alphas of 1.31% to 1.58%. Evidence across the ESGUI- beta distribution shows a U-shaped return pattern, with both negative and positive ESGUI-beta tails delivering higher returns than firms with moderate exposure. These findings indicate that US equity market prices the magnitude of firms' exposure to sustainability uncertainty rather than the level of aggregate sustainability uncertainty itself, revealing a nonlinear ESGUI exposure- magnitude channel consistent with ESGUI capturing both adverse sustainability-risk exposure and opportunity-related sustainability-uncertainty exposure.



Collaborative Pathways to SDG Integration: A Workshop-Based Study of Entrepreneurial Firms

Authors: Teea Palo | Helen McGrath | Anne Marie Ryan | Sean Tanner | Conor Drummond | Dave Alton

Date of publication: July, 2026

Presented at: National or international discipline-specific conference

Department: Management and Marketing

This paper examines how entrepreneurial firms align with Sustainable Development Goals (SDGs) from a relationship perspective. Through workshops in Ireland and Scotland, researchers studied factors enabling and constraining small businesses' sustainability efforts. While literature often presents sustainability as beneficial for business performance, the findings suggest it is not always a "win/win" scenario and involves multiple tensions. Small firms particularly rely on business networks to overcome resource limitations when implementing sustainability initiatives.



The Consequences of an Unsustainable Sustainability Reporting Regime

Authors: Peter Cleary | Sandra Brosnan | Claire O'Sullivan Rochford | Louise Gorman

Date of publication: June, 2025

Presented at: National or international discipline-specific conference

Department: Accounting and Finance

As part of the European green deal, all large and listed companies (except micro-enterprises) operating in the EU are required to report under the Non-Financial Reporting Directive (NFRD) and disclose information on what they see as the risks and opportunities arising from social and environmental issues. Furthermore, as a result of the establishment of the International Sustainability Standards Board (ISSB) (and subsequent publication of IFRS S1 and IFRS 2); many more companies have been catapulted into this momentous shift in sustainability and non-financial reporting. The benefits of increased and legally enforceable sustainability reporting standards are considerable for financial markets, civil society, public organisations, consumers and other stakeholders when evaluating the sustainability performance of companies and its impact on the triple bottom line – people, planet and profit.

While the benefits of increased sustainability reporting globally are apparent, there are notable issues of concern for many companies. It is anticipated that there will be implications for areas such as information systems, human resources, etc. along with issues about how to collect and report on relevant sustainability data. Given the quick turnaround, many companies will have to grapple with the lack of data currently available within their information systems to meet their future reporting requirements.

Accountants have previously been involved in ESG reporting within their financial reporting role and arguably are best placed to transition to the role of sustainability reporting. However, it is acknowledged that the skillsets and competencies required to focus on the triple bottom line will need to evolve/adopt as traditionally accountants would have focused more on the quantitative historical financial information and the bottom line when reporting in FS, whereas the newer reporting requirements (e.g. GRIs, IFRS S1 and S2) are more forward looking and include considerable amounts of non-financial information and narratives. In particular, the Big 4 accounting firms need to have expertise in this area and synergies with emerging technologies/digitalization/AI, etc. could be ground-breaking in this area. It is reasonable to presume that many of the companies who must comply with the new EU Green taxonomy would be the larger PAPs. Thus, from an auditing sustainability reporting and assurance perspective these professional firms will be at the forefront of this sustainability change. Consequently, within this context/perspective; the focus of this research seeks to explore the experience of PAPs to the introduction of such reporting.



Exploring the value of Learning Analytics to enhance student learning and to enable more effective module management in large-class teaching environments.

Authors: Michael Murphy

Date of publication: June, 2026

Presented at: National or international issue or theme-specific conference

Department: Management and Marketing

The increasing use of digital Learning Management Systems provides educators, students and management in higher education with very significant amounts of data. However, the effective use of this data, in the form of Learning Analytics, is still very limited in many institutions. In particular, the potential to use LA to support module delivery in large-class environments has not been significantly researched. This study examines the LA available on the Canvas LMS for a class of over 300 students, delivered fully online, to test the effectiveness, accuracy and usability of this data. There is a very strong correlation identified between the student engagement reflected in the Canvas analytics data and individual student performance, in the form of their final grade. However, the analytics are more limited in terms of supporting self-regulated learning and identifying more nuanced student behaviour online. This study provides recommendations on how the LA data provided might be improved to enhance effectiveness for large-class teaching environments. This research also reveals other interesting patterns of learner behaviour that could assist educators with large classes, such as attention spans online and consistency of engagement throughout a module. The findings support the provision of lecture recordings online, as a revision tool, to enhance learning outcomes and engagement.



Professional service firms' perceptions of the evolution of the European Corporate Sustainability Reporting Directive (CSRD).

Authors: Peter Cleary | Sandra Brosnan | Claire O'Sullivan Rochford | Louise Gorman

Date of publication: June, 2026

Presented at: National or international issue or theme-specific conference

Department: Accounting and Finance

This study examines the uptake of sustainability reporting and assurance over the evolution of the European Corporate Sustainability Reporting Directive (CSRD) from the perspective of professional services firms. Using data gathered from semi-structured interviews with sustainability assurance providers and advisors, the study explores the disruption caused by the recent legislative sustainability reporting and assurance requirements. The meta-logic of 'the audit trail' is employed to position sustainability reporting and assurance as undergoing a formative process characterised by pull and push factors. Preliminary evidence thus far suggests that resistance to mandatory sustainability reporting, characterised by costs and 'reductionist effects' outweighs the realisable benefits or 'performance facticity'. The study provides evidence of the decoupling of mandatory sustainability reporting and assurance through 'accounting means' from 'regulatory ends'. Such decoupling may represent just one stage in the formation of longer-term accepted practice contingent upon access to financial, time, and human resources. Practical and policy implications include the importance of a phased and proportionate implementation of future reporting requirements and the continued provision of education and skills development for reporters and assurance providers alike.



Responsible AI in philanthropy: Determinants of adoption across technology, organization and environment

Authors: Stephen Treacy | Fan Wang | Hoperodney Demesi, | Kemeng Wang | Poornima Bhosle | Sean Twiss | Ciara Heavin

Date of publication: April, 2026

Presented at: National or international discipline-specific conference

Department: Business Information Systems

Artificial Intelligence (AI) presents opportunities for philanthropy, but adoption remains constrained by ethical sensitivities, resource limitations, and mission-driven commitments. Existing frameworks such as TAM, UTAUT, and HOT-Fit lack the specificity required to capture the ethical, governance, and legitimacy challenges of this sector. This study adapts the Technology–Organisation–Environment (TOE) framework, enriched by the Context–Input–Process–Product (CIPP) model, to examine responsible AI adoption in philanthropic organisations. Drawing on fourteen semi-structured interviews with philanthropy leaders and AI practitioners, the findings reveal how technological barriers such as poor data quality and interoperability intersect with organisational challenges of cultural readiness, leadership, and ethical oversight, and environmental pressures of regulation, donor expectations, and reputational risk. The adapted TOE+CIPP framework highlights that trust,

accountability, and mission alignment are as decisive as technical readiness. The study contributes theoretical extensions to IS adoption research and practical insights for mission-driven, resource-constrained sectors navigating responsible AI adoption.



A Cross-Regulatory Framework for Data and Technology Management: Addressing Data Protection Regulations and Ethical Considerations

Authors: Fangzhou Yu | Fergal Carton | Huanhuan Xiong

Date of publication: August, 2026

Presented at: National or international discipline-specific conference

Department: Business Information Systems

The rapid evolution of Big Data and Artificial Intelligence has driven innovation and societal progress but

also introduces complex ethical and regulatory challenges, particularly concerning data privacy, transparency, and accountability. This paper highlights the need to align technological advancements with

legal and ethical frameworks, specifically GDPR and the EU AI Act. Building on Labadie and Legner's (2023) Capability Model for EU-GDPR, this study refines a Cross-Regulatory Framework to help organizations integrate regulatory requirements into operational principles. The framework enables the

design of privacy-preserving technologies while ensuring compliance through regulatory alignment, ethical

guidelines, and technical best practices. By synthesizing existing literature and innovative approaches, this

study provides a model to ensure ethical and regulatory compliance. Practitioners can leverage this framework to assess data governance and implement systematic compliance strategies for data protection

and technique regulations.



Understanding the Gender Gap in Financial Literacy: Evidence from Ireland

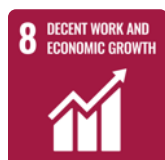
Authors: Marie Ryan | Olive McCarthy

Date of publication: June, 2026

Presented at: National or international issue or theme-specific conference

Department: Food Business and Development

Research examines the financial literacy gap through a gender lense within Ireland.



Giving or Greening?

Authors: Tao Chen

Date of publication: February, 2026

Presented at: National or international discipline-specific conference

Department: Economics

Firms increasingly face competing demands from different stakeholder groups, yet little is known about how these demands interact and generate strategic trade-offs. Drawing on stakeholder theory and upper echelons theory, we investigate whether an overemphasis on philanthropic initiatives can detract from investments in green innovation, and how this relationship is moderated by the attributes of military executives. Based on 2873 firm-year observations from 930 Chinese listed firms from 2006 to 2017, we find that philanthropic overinvestment crowds out green innovation. However, this substitution effect is mitigated when firms are led by ex-military executives, who possess stronger stakeholder orientation and resource mobilization capabilities. Furthermore, we show that compensation growth amplifies the positive moderating role of military experience. This study contributes to the literature by providing practical insights into the impact of ex-military executive appointments on firms' green innovation strategies. We also highlight that firms must strategically manage the trade-offs within their corporate social responsibility portfolio, recognizing that executive decisions on competing initiatives are significantly influenced by managers' characteristics such as prior military experience and incentive structures.



Beyond Borders: Exploring Gender Inequalities and Career Trajectories of Brazilian and Irish Women in Multinational Contexts

Authors: Gabriela Lobianco

Date of publication: June, 2026

Presented at: National or international issue or theme-specific conference

Department: Economics | Management and Marketing

The below is the Research Problem explored by the author

- Flexible and hybrid work are often framed as inclusive and progressive ([Williams et al., 2013](#); [Chung, H. and van der Lippe, T. 2020](#); [Chung, 2022](#)).
- Yet flexibility can also reproduce inequality and intensify labour demands ([Chung, H. and van der Lippe, T. 2020](#); [Chung, 2022](#)).
- These dynamics may operate differently for migrant women across labour markets ([Amelina & Lutz, 2019](#)).
- Irish research rarely examines flexibility, migration and gender together in the multinational IT sector.



Framing sustainable innovations through Management Control Systems

Authors: Manuel Garcia-Nieto

Date of publication: June, 2026

Presented at: National or international issue or theme-specific conference

Department: Food Business and Development

1.Motivation for the Study

Sustainable innovations are essential to overcome society's current challenges (Adams, 2015), yet sustainability remains a contested concept.

- Multiple stakeholders define sustainability through multiple and often contradictory priorities (Maughan and O'Dochartaigh, 2025) → Organisations struggle to develop effective innovations (Pigford et al. 2018).

- Management controls are implemented to navigate external complexity (Davila et al., 2024) and drive employee behaviour towards organisational objectives (Merchant and Van de Stede, 2007)



Talent Over Ties: How Female Leadership Challenges the Influence of Political Connections

Authors: Tao Chen | Park Hyeyoun | Zibang Chen

Date of publication: June, 2025

Department: Economics

This study investigates the interplay between female executives, political connections, and local government leadership in shaping firms' long-term strategic priorities, specifically the acquisition of talented employees. Grounded in social identity theory, the research explores how female executives navigate the short-term pressures associated with political connections, which often conflict with their long-term focus on sustainability and talent development. A key contribution of this study is the examination of the moderating role of female mayors, whose leadership can either alleviate or exacerbate these pressures. By offering theoretical insights into gender dynamics in leadership, non-market strategies, and political connections, this research provides a nuanced understanding of the intersection between corporate and political spheres. It extends the existing literature on gendered decision-making, highlighting the complexities faced by female leaders in politically connected firms operating in multifaceted organizational environments.



Less is More: The Use of Cross Module Projects to Enhance Critical Thinking Skills

Authors: Dr. Sean Tanner | Prof. Mary McCarthy

Date of publication: June, 2026

Presented at: Cork University Business School Internal Showcase for Teaching and Learning

Department: Management and Marketing

Project Overview/Summary

- Marketing practices requires students to develop and employ a **diverse range of skills**, which may feel siloed across modules.
- Integrated assessment practice across modules offers a means to both promote **integrate of key marketing concepts rather than siloed thinking**.
- In this curriculum intervention **cross-module assessment** was designed through integrating MG6408 Omnichannel Marketing Communications and MG6411 Consumer Behaviour Theory. In collaboration with An Garda Síochána Road Policing Unit, students developed **communication and behaviour-change strategies** aimed at reducing road fatalities.
- This project illustrates how **real-world**, socially impactful assessment can be **embedded across a programme**.



The Art of the Deal: Using negotiation simulations to develop leadership, decision-making and collaboration in MSc Finance students

Authors: Dr. Steve O'Callaghan

Date of publication: June, 2026

Presented at: Cork University Business School Internal Teaching and Learning Showcase

Department: Accounting and Finance

Project Overview/Summary

Postgraduate finance students often master technical skills but have limited opportunities to *apply* their knowledge collaboratively or demonstrate professional judgement.

To address this, I designed the **Solaris Renewables Simulation**, a live, multi-stakeholder restructuring exercise in the MSc Corporate Finance and MSc Investment & Asset Management programmes.

Students negotiate a debt restructuring of a distressed renewable-energy firm under evolving market conditions, applying financial theory in real time while developing teamwork, communication, and leadership skills.

The assessment aligns with UCC's Graduate Attributes and the CUBS mission to "*shape leaders for a sustainable future for all.*"



Work Integrated Learning (WIL) @ University College Cork

Authors: Clodagh Kerr | Stephanie Larkin | Luis Gomez De Membrillera

Date of publication: June, 2026

Presented at: Cork University Business School Internal Showcase for Teaching and Learning

Department: Cork University Business School and University College Cork Placement Programmes

A Challenge-Based Learning Artificial Intelligence (AI) Simulation was integrated into two marketing classes (one undergraduate and one postgraduate). A custom marketing challenge involving students developing a marketing strategy for launching a product in an international market was developed and ran using the simulation. Students worked in groups on the challenge in class throughout the semester. The simulation was used to help students make decisions related to their marketing strategy, assisted by an AI-assistant function integrated into the simulation. Students then compiled their strategy in a report or presentation which was graded as an assignment.



Student reflections on use of a Challenge-Based Learning AI Simulation

Authors: Dr. Emma Beacom | Dr. Sean Tanner | Dr. Helen McGrath

Date of publication: June, 2026

Presented at: Cork University Business School Teaching and Learning Internal Showcase

Department: Food Business and Development and Management and Marketing

Study Context

A Challenge-Based Learning Artificial Intelligence (AI) Simulation was integrated into two marketing classes (one

undergraduate and one postgraduate). A custom marketing challenge involving students developing a marketing strategy for launching a product in an international market was developed and ran using the simulation. Students worked in groups on the challenge in class throughout the semester. The simulation was used to help students make decisions related to their marketing strategy, assisted by an AI-assistant function integrated into the simulation. Students then compiled their strategy in a report or presentation which was graded as an assignment.



Further Examples of Cork University Business School Research Presentations

Authors: Pauline Gieseler | Ariel Dora Stern | Danielly de Paula | Marie Ryan | Sarah Thelen | Zhengnan Yin | Brian Turner | Rachel Singleton | Sean Tanner | Helen McGrath | Marc Duffy

Date of publication: June, 2026

Department: Economics | Management and Marketing | Business Information Systems

The attached presentations address complex issues in the field of information systems and healthcare and how Artificial Intelligence can be utilized in a teaching and learning environment.



Communication, Trust and Acceptance: How Citizen-Consumers Make Sense of Novel Sustainability-Enhancing Dairy Technologies

Authors: Niamh Creedon | Sean Tanner | Mary McCarthy

Date of publication: July, 2026

Presented at: National or international discipline-specific conference

Department: Management and Marketing

New agri-food technologies are presented as a potential solution to critical food security, safety and sustainability challenges (Siegrist & Hartmann, 2020). Food engenders a combination of hedonic, functional, social and deeply rooted cultural meanings (Monterrosa et al., 2020), intersecting with gender roles (Gough, 2007; Peeters et al., 2023), health, heritage and personal moral beliefs (Badran et al., 2025). Consequently, acceptance of novel food technologies is not assured, as sustainability-enhancing technologies often face public concern, not due to technical limitations, but because they do not align with public values or expectations of responsible innovation (McCrea et al., 2024). The term citizen-consumer captures the dual role individuals play, assessing novel food technologies as both consumers concerned with considerations such as price, taste and wellbeing, and as citizens concerned with societal and environmental implications (Johnston, 2007). Recent examples, such as citizen consumer concerns regarding the feed additive Bovaer (Manning et al., 2025) underscore the importance of this dual perspective, with sustainability innovations evaluated through both market choices and broader societal values (Berglund & Matti, 2006). Equally, food innovations have been rejected. However, empirical insights into citizen-consumers sensemaking of and response to emerging agri-food technologies remain limited, particularly within the dairy sector. The aim of this research is to examine how an individual's 'citizen' and 'consumer' identities mediate the interpretation of, and response to, information about emerging agri-food technologies, and to critically examine the trade-off s and tensions that emerge due to the technologies' inherent characteristics. To achieve these aims, a mixed-methods design is employed across two phases. Phase one uses deliberative discourses which allows for real-time observation of how individuals question, negotiate, and reshape their understanding of novel technologies as information is introduced (Greehy et al., 2013) through iterative discussions between Vistamilk scientists and citizen-consumers.

This will uncover the extent to which 'citizen' or 'consumer' belief systems respectively shape evaluations and understanding, and how these citizen/consumer orientations evolve with new information. This phase is complemented by biometric measures, such as eye-tracking and facial expression analysis, which help uncover subconscious reactions, such as emotions, that are often inaccessible through self-reporting methods alone (Cabanillas et al., 2025). Phase two builds on these insights through a choice experiment, where participants evaluate alternative dairy product concepts featuring different sustainability-related message framings. This allows for the examination of preferences and trade-off s associated with sustainability communications (Hanley et al., 1998). Choice experiments quantify which attributes matter most to citizen-consumers, how values are prioritised, and how information affects acceptance (Ryan et al., 2001). Together, the two phases offer both qualitative and quantitative insights on how citizen-consumers evaluate and make sense of sustainability enhancing dairy technologies. Findings are expected to identify the main factors influencing citizen-consumer trust in and acceptance of agri-food technologies. The study will provide practical guidance for scientists and policymakers on effective engagement with citizen consumers

regarding agri-food technologies' social acceptability and perceived trustworthiness. Additionally, it will highlight how specific communication strategies shape citizen-consumer responses, to refine pathways for responsible introduction of innovation in the dairy sector.



Publications Related to RME and/or Sustainability

Sustainable Healthy Diet Transitions: An Examination of Media Discourse Concerning Beef in the United Kingdom From 2018 to 2022 | [DOI](#)

Authors: Sean Tanner | Mary McCarthy | David Giles

Date of publication: April, 2026

Department: Management and Marketing

The role of diet in individual and planetary health is increasingly scrutinised as consumers are encouraged to make food choices that balance health and sustainability, particularly with beef. While prior research has considered reduction from the perspective of alternate product acceptance, the social context of beef is less understood. Media plays a crucial role in shaping narratives concerning beef's future in agri-food systems, influencing consumer behaviour and environmental outcomes. Employing content and thematic analysis, this study examines how beef has been framed in the context of sustainable healthy diets, analysing 223 UK-based news articles published from 2018 to 2022. Findings reveal significant tensions between the environmental sustainability of beef compared to reduced-meat and meat-free diets. While environmental concerns dominate, narratives around social and economic sustainability are emerging, addressing consumer affordability and wellbeing in rural communities. This study highlights the complex trade-offs between health and sustainability dimensions, offering insights into beef's contentious role in sustainable diets and emergent tensions for consumers navigating this space.



Corporate military activities and key frontiers in international business research | [DOI](#)

Authors: Chen Tao

Date of publication: November, 2025

Department: Management and Marketing

This perspective paper examines the role of Corporate Military Activities (CMA) within the field of international business, an area that has growing importance amidst escalating global geopolitical tensions. We posit that CMA is a special, acquisition-oriented subtype of Corporate Political Activities (CPA), distinct from the well-known influence-oriented tactics of CPA or constructive-oriented tactics of corporate social responsibility. CMA encompasses actions by multinational enterprises (MNEs) explicitly directed at military-industrial ecosystem to secure military-derived strategic resources for competitive advantage in global contexts. This paper identifies and discusses four key benefits of CMA for MNEs, namely the acquisition and strategic use of security assets, the leadership acquired from military in MNEs, the diffusion of military-driven technological innovations, and business expansion. We also outline the drawbacks of CMA for the MNEs and provide a structured research agenda for further inquiry, contributing to a deeper understanding of how firms can effectively integrate CMA into their strategies in a rapidly changing global environment.



Ireland's carbon emission trends and degrowth opportunities: Based on modified Tapio - LMDI model

Authors: Tianning Zhao | Valeria Andreoni | Hannah Daly | John Eakins

Date of publication: February, 2026

Department: Economics

This study examines the complex interplay between economic growth and carbon emissions in Ireland from 1995 to 2023 at the national level, using the modified Tapio decoupling model and the Logarithmic Mean Divisia Index (LMDI) decomposition method from a degrowth perspective. It provides both a theoretical foundation and possible strategies for balancing Ireland's climate commitments with economic stability. The findings reveal distinct phase characteristics in Ireland's decoupling state, with the core tension arising from the dynamic interplay between technological effect (energy structure optimization, energy efficiency improvements, and material efficiency gains) and scale effects (per capita GNI* growth and population expansion). Furthermore, this study proposes the possible opportunity for degrowth at the national level, offering theoretical insights for small open economies seeking to reconcile carbon neutrality with economic growth.



Algorithmic management and worker agency: The platform perspective on algo activism

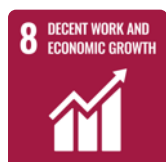
| [DOI](#)

Authors: Prakriti Dasgupta | Ronan Carbery | Anthony McDonnell | Stefan Jooss

Date of publication: May, 2026

Department: Management and Marketing

Do platform workers inadvertently strengthen the algorithmic management (AM) systems they seek to resist? Drawing on 37 interviews with digital labor platform managers, this paper provides an organizational perspective on workers' "algoactivism" in food and grocery delivery. We reveal that platforms are not passive targets and their reactions to algoactivist acts unfold through a dynamic cycle of sensemaking across three stages: noticing, framing, and acting. We identify key determinants at each stage, explaining why platforms react differently to worker acts. Unlike traditional organizations with formal conflict management procedures, we suggest that platforms operate as adaptive socio-technical systems, continually recalibrating managerial mechanisms through experimentation. We find that workers exploit gaps that platforms subsequently close, rendering them unwitting contributors to their own control. Explaining workers' algoactivism and its role in shaping AM practices, we situate sensemaking within the duality of AM, highlighting how its interpretive flexibility creates tensions between intended design and actual use. We refine this conceptualization, asserting that the recursivity of AM is not open-ended, as interpretive flexibility may shrink with platforms continually adapting to algoactivist acts. While mutual shaping persists, recursive dynamics may compress worker agency, exposing the limits of algoactivism and challenging assumptions about its emancipatory potential.



Childhood Disadvantage and Loneliness Among Young People. Evidence from 27 EU Countries

| [DOI](#)

Authors: Edel Walsh

Date of publication: May, 2026

Department: Economics

Loneliness has emerged as a significant public health concern across Europe, yet evidence on its developmental determinants among young people remains limited. Drawing on attachment theory and life-course perspectives, this study examines whether childhood health, social, and family disadvantage are associated with frequent loneliness in young people aged 16–29, and whether these associations differ by gender. Using data from the 2022 EU Loneliness Survey, multilevel logistic regression models were estimated across 27 European countries. Poor peer integration during school years is most strongly and consistently associated with frequent loneliness across both genders, as are low parental closeness and exposure to family drinking. Gender-stratified analyses further reveal that these relational disadvantages show stronger associations among young females, while health-related household adversity, including family chronic illness and mental illness, shows stronger associations among young males. These associations remain robust across sensitivity analyses, including alternative model specifications and loneliness measures. The findings extend prior work on childhood disadvantage to the domain of social well-being, identifying peer and family relational contexts in childhood as significant correlates of loneliness in young people.



Unpacking human–AI collaboration: conceptualisations and emerging research streams

Authors: Yu Wang | Ciara Heavin | Danielly de Paula

Date of publication: April, 2026

Department: Business Information Systems

Despite the growing adoption of AI across organisations, fragmented knowledge of key concepts and measurement approaches constrains systematic evaluation and cumulative progress. This review aims to harmonise the conceptual vocabulary of HAIC, map how conceptual framings align with evaluation emphases, and surface an stream structure from co-occurrence patterns, thereby supporting more comparable HAIC assessment designs. We reviewed 149 peer-reviewed studies (2018–2025) from AISel, ACM, and IEEE using a concept-centric approach. We identified 16 recurring themes for coding and mapping, 10 of which we further defined by synthesising consistent definitional passages to specify boundary conditions that distinguish collaboration from tool use and automation. To identify concept–evaluation link patterns, we computed a co-occurrence matrix and a Jaccard-normalised overlap indicator. Our findings reveal four preliminary streams that organise these linkages. Overall, the study proposes a harmonised cross-disciplinary vocabulary and an empirically grounded mapping that strengthens inter pretability and comparability in HAIC assessment.



Protecting and empowering consumers to advance their financial well-being

Authors: Marie Ryan

Date of publication: April, 2026

Department: Economics

Retail financial services markets offer consumers a wide range of choices and benefits, although they also involve risks which can lead to consumer detriment. For this reason, protecting and empowering consumers of financial products and services are core policy areas and functions of financial policymakers and regulators around the world. In this respect, the concept of financial well-being has emerged nationally and internationally as a policy objective, reflecting growing awareness about the importance of focussing on outcomes for consumers as they make financial decisions and interact with the financial system. Building on the G20 Policy Note on Financial Well-being (OECD, 2024[1]), this paper focusses on the role of financial consumer protection and financial literacy/education in advancing financial well-being, in line with the relevant international standards, that is the G20/OECD High-Level Principles on Financial Consumer Protection (OECD, 2022[2]) and the OECD Recommendation on Financial Literacy (OECD, 2020[3]), and considering that financial well-being is one aspect of overall individual well-being. In addition to the roles of financial consumer protection and financial literacy/education policies, the paper notes that financial well-being depends on a wide range of individual, household, community and societal factors, as well as broader policy frameworks, including macroeconomic and social policies. The paper recognises the role of financial inclusion in advancing financial well-being, noting that its connection with financial well-being has been examined in other research. In exploring how financial consumer protection and financial literacy/education can advance financial wellbeing, the paper refers to the four elements of the working definition of financial well-being set out in the G20 Policy Note on Financial Well-being, keeping in mind that a comprehensive and effective financial consumer protection framework supports all dimensions of financial well-being, whether directly or indirectly.



The Squeezed Middle in Digital Financial Services: Ireland's Warning for European Consumer Protection Policy

Authors: Marie Ryan | Huanhuan Xiong | Fergal Carton | J.B. McCarthy

Date of publication: March, 2026

Department: Economics | Business Information Systems

This paper examines how digital financial services affect consumer welfare across income distributions using Ireland as a critical case study for European consumer protection policy. We identify a "squeezed middle" phenomenon where households between the 20th and 70th income percentiles experience persistent financial strain despite technology access. Young adults remain in negative financial well-being through the 70th income percentile despite 96.2% technology access, suggesting structural barriers that technology cannot address. Immigration status creates the largest technology gap at 40.7%, yet technology fails to explain welfare disparities between immigrants and natives. These findings challenge the European Union's €150 billion digital infrastructure investment introduced on automatic consumer benefits. Three mechanisms explain this failure: capability mismatch where technology exceeds user capabilities; economic constraints override where structural barriers overwhelm technology benefits; and satisfaction illusion where technology increases perceived control without improving outcomes. As Europe's most digitalised economy, Ireland provides an early warning for other member states.



LIBRA: A simulation-based gender equality training programme for student leaders in higher education

| [DOI](#)

Authors: Michelle Kirrane Scott | Siobhan Lucey | Mide Power | Siobhan M. Lucey | Claire Condron

Date of publication: April, 2026

Department: Economics

Background

Training is required to build the capacity of future leaders to dismantle disadvantage, influence change and strengthen diversity and inclusion across higher education institutions. The LIBRA pilot project uses a novel simulation-based approach to equip student leaders with skills to address biases and promote gender equality.

Methods

Kern's Curriculum Framework was utilised to systematically design a simulation-based gender equality training programme for students, employing a six-step approach that included problem identification, a comprehensive needs assessment using a mixed methods approach, and development of educational objectives and strategies. The LIBRA programme was piloted by 19 student leaders across two sites. The programme was evaluated by assessing participants' pre- and post-event confidence to deploy skills and techniques which foster gender equity in post-secondary settings. Participant feedback was also collated via an online questionnaire.

Results

Students' confidence in their ability to communicate, be actively aware and challenge gender equality matters increased post-intervention. They found the programme engaging, interesting, accessible, and relevant. Students felt comfortable participating in the training and found that the feedback provided to them was useful. The majority of students strongly agreed that simulation is a valuable approach to support the acquisition of gender equality competencies.

Conclusions

Within the LIBRA pilot project, a simulation-based approach to tackling gender inequality was positively received by student leader participants. The LIBRA programme can be adapted for use in local contexts to create a co-operative simulated learning experience for participants. Further research is required to evaluate the impact and value of such training programmes within the context of wider Equality, Diversity and Inclusion (EDI) initiatives.



Determinants of employer-provided training in construction firms: evidence from transition economies

| [DOI](#)

Authors: Chloe Delaney | Marie Ryan | Eleanor Doyle

Date of publication: December, 2026

Department: Economics

Purpose: This paper aims to investigate the determinants of employee training provision in construction across Central and Eastern Europe and Central Asia.

Design/methodology/approach: Using Business Environment and Enterprise Performance Survey (BEEPS) 2019 data, the study analyses 1,372 construction firms (1,098 after listwise deletion) across 28 countries. A probit model with average marginal effects examines how managerial experience, perceived workforce education adequacy, innovation activity, firm size and locality size influence training provision. Institutional grouping controls and extensive robustness checks are reported. Findings: Training provision is predominantly reactive, driven by perceived skill deficiencies rather than

strategic planning. Perceived workforce education inadequacy is jointly significant as a determinant of training (Wald test $p = 0.011$), though the graduated intensity pattern observed in point estimates is not statistically distinguishable from a simple binary effect. Manager experience, perceived education inadequacy, firm size, innovation activity and smaller locality size significantly increase training likelihood.

Practical implications: Policy should address skill deficiencies through vocational partnerships and place-based strategies rather than relying solely on financial subsidies. If the association between managerial experience and training reflects a causal pathway, management development programmes can indirectly benefit workforce training. Training initiatives should target smaller localities, where firms demonstrate greater receptivity.

Originality/value: The findings challenge the assumption that training decisions in construction follow the strategic optimisation logic of human capital theory, revealing a reactive pattern shaped by bounded rationality. The study provides sector-specific evidence from 28 transition economies. The finding that firms in smaller localities are more likely to provide employee training contributes new evidence on place-based workforce development.



Algorithmic Precarity and the Transformation of Human Resource Development Theory: A Commentary and Future Research Agenda

| [DOI](#)

Authors: Ronan Carbery | Maral Khanjani

Date of publication: November, 2025

Department: Management and Marketing

This commentary offers a theoretical critique of Human Resource Development (HRD) orthodoxy in the context of the growth in platform capitalism and algorithmic management. We introduce algorithmic precarity as a central theoretical concept that captures qualitatively distinct forms of worker vulnerability emerging from platform-mediated work, vulnerabilities that traditional HRD theory does not adequately address. Addressing these issues requires transforming HRD's foundational assumptions by shifting from individual to collective approaches, whilst repositioning the field from facilitating worker adaptation to enabling democratic technological governance. Drawing on labour process theory, political economy, and critical management studies, we demonstrate fundamental contradictions in HRD's theoretical foundations when confronted with algorithmically mediated work arrangements. We propose three interconnected theoretical reconceptualisations: from individual employability to collective algorithmic consciousness, from organisational learning to democratic technological governance, and from human capital to data sovereignty and worker agency. This multi-

paradigmatic framework offers new theoretical insights for advancing HRD by repositioning the field from a mechanism of labour control toward a force for democratic technological participation. We conclude by outlining research opportunities that address the paradigmatic transformation required for HRD theory in digitally mediated work.



Exploring female entrepreneurship experience of Ireland's business ecosystem: implications for business support

| [DOI](#)

Authors: Anna Marie Turley | Marie Ryan | Eleanor Doyle

Date of publication: February, 2025

Department: Economics

Purpose: This paper investigates the motivations and challenges of women entrepreneurs in Ireland, assessing the role of policies and Enterprise Ireland (EI) support for women-led companies and high potential start-ups (HPSUs). It employs the gendered theory of entrepreneurship and opportunity recognition theory to analyse the enablers and obstacles to women's entrepreneurship, particularly in the context of EI's support, aiming to suggest improvements. **Design/methodology/approach:** Grounded in a feminist epistemology and employing a mixed-methods approach, a targeted survey explores motivations, barriers and supports the needs of female entrepreneurs in Ireland, offering a comprehensive gender perspective evaluation for policy enhancement. **Findings:** Findings note a shift in Irish women's entrepreneurship motivations and outlines major hurdles like limited funding and work-life balance issues. It recommends policy enhancements in data collection, website usability, financial guidance and childcare support. **Practical implications:** This paper aims to highlight the impact of gender-specific factors on entrepreneurship, the study highlights the importance of ongoing data collection and gender comparative analyses. It advocates for women mentoring networks and improved financial support to build a more inclusive entrepreneurial environment in Ireland, with potential global implications.

Originality/value: This study is unique for its in-depth exploration into Irish female entrepreneurship challenges, this study proposes actionable strategies with local and global relevance. Advocating for caregiving support integration and women's increased involvement in tech, it offers a blueprint for fostering female entrepreneurship. It contributes to global discussions on creating supportive, equitable entrepreneurial ecosystems, serving as a valuable resource for advancing gender inclusivity and equity in entrepreneurship worldwide. It identifies scope for integration of a feminist epistemology in policy development.



Flexible working in freelance self-employment during COVID-19: gender differences and comparisons with wage-and-salaried employees

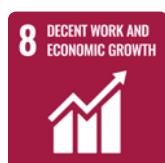
| [DOI](#)

Authors: Lauren Bari

Date of publication: November, 2025

Department: Management and Marketing

Solo self-employment or freelance work offers greater flexibility and autonomy over the timing and conditions of work than wage-and-salaried employment. This flexibility is known to be gendered as women take up greater shares of part-time self-employment than their male counterparts. This form of employment facilitates working from home for caring and family reasons. In 2020, COVID-19 and subsequent containment measures drastically accelerated moves towards flexible working, particularly remote and hybrid working, in the waged sector. Labour Force Survey data from Ireland show that flexible working factors are less strongly associated with self-employment for women after 2020, reflecting narrowing of gaps between self-employed and wage-and-salaried workers during this period. While some levelling is evident, gender gaps in flexible working among the solo self-employed remain robust to broader changes. The results point to the continued relevance of, and desire for more flexible and autonomous working conditions among the working mother demographic and that these factors may be a motivator into self-employment or freelance work.



How do you want your steak? Attitudes of European consumers towards 3D printed meat

| [DOI](#)

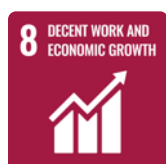
Authors: Petra Chaloupkova | Tersia Kokoskova | Francisco Ceacero | Claire Durand | Stephen Onakuse | Ladislav Kokoska

Date of publication: July, 2025

Department: Management and Marketing

Recent advances in 3D printing technology have provided a new opportunity for meat product manufacturing, promising customizable, healthy, and environmentally friendly products. However, the successful launch of 3D printed meat should be accompanied by a detailed assessment of

consumers' perception and acceptance of the products. The current study examined European consumer attitudes towards the consumption of 3D printed meat, particularly steak-like tissue derived from cultivated meat cells. The research involved 571 consumers across France, the Czech Republic, and Ireland. The questionnaire was divided into four categories: conventional meat consumption habits, factors affecting meat consumption, knowledge about 3D printed products, and willingness to try 3D printed food and meat. Path analysis was used to explore the effects of various factors on meat consumption habits and interest in 3D printed meat. The findings indicated that willingness to try 3D printed meat (steak) was significantly lower than for other 3D printed foods such as confectionery or pasta. Interest in 3D printed meat was primarily influenced by taste, economic value, environmental impact, religious reasons, and conventional meat consumption habits. The successful uptake of 3D printed meat would thus likely rely on it meeting its promise to have lower environmental impact, accompanied by a well-designed communication strategy that highlights this. From the perspective of producers, it will be crucial to focus on the final taste of the 3D printed steak, with the ultimate price of the meat also being a significant consideration.



Nurturing the sustainable and circular economy: an integrated ecosystems model

| [DOI](#)

Authors: J.J. Ferreira | C.I. Fernandes | P.M. Veiga | L. Dooley

Date of publication: November, 2025

Department: Management and Marketing

This research investigates factors contributing to the transition towards green innovations. The study employed a four-study research design to achieve a holistic understanding across the multiple levels of the ecosystem. Firstly, a systematic literature review is conducted to develop a conceptual model for identifying variables to nurture transition (study 1) across the ecosystem layers. Secondly, micro-level analysis examines the strategic orientations (market and product) that impact companies' green innovations (study 2). Thirdly, meso-level analysis identifies the moderating effect of industry type on the relationship between strategic orientations and green innovations (study 3), and the final study evaluates the impact of environmental assets on economic growth and the mediating role of Industry 4.0 on this relationship (study 4). The development and testing of the multi-level model contribute to this emerging field, reflecting the integrated nature of ecosystems and identifying advantageous strategies for nurturing ecosystem transition towards increased sustainable and circular economies. Our results highlight the evidence on the relationship between environmental asset management and economic growth. This shows the importance of technology transfer in this context cannot be underestimated. This multi-level model, developed through systematising the different theories of this

field of study, contributes not only by illuminating the inter-relationship across these multiple levels of the ecosystem but also by providing quantitative analysis of the key macro, meso, and micro variables that will nurture transition to ecosystem circularity.



The role of FDI-focused business and technology parks in promoting local employment growth

| [DOI](#)

Authors: John Paul Clifford | Frank Crowley | Justin Doran | Declan Jordan

Date of publication: December, 2025

Department: Economics

This paper examines whether the establishment of foreign direct investment (FDI) focused business and technology parks (BTPs) enhances local employment and examines whether this policy strategy is conditioned by BTP heterogeneity. Using detailed Irish panel data (1986-2016) and a propensity score matching with difference-in-difference (PSM-DiD) method, the analysis shows that electoral divisions in close proximity to BTPs experience 0.7% higher annual employment growth rates. This effect is stronger in urban areas and in electoral divisions with higher initial unemployment. The degree of sectoral concentration matters, where BTPs with a higher proportion of pharmaceutical and information and communication technology firms are associated with higher employment growth.



Understanding smallholder dairy productivity and poverty reduction in Eritrea: An A-WEAI approach

| [DOI](#)

Authors: Stephen Onakuse | Lilian Treasure | Okbasilassie Msghina | Kahsay Negash

Date of publication: March, 2025

Department: Management and Marketing

Improving the poverty status of smallholder dairy farmers in Eritrea necessitates an increase in dairy production efficiency. This study investigated the influence of empowerment programs on smallholder dairy production, specifically those aimed at fostering the development of knowledge and skills for both male-and female-headed households. The Abbreviated Women Empowerment in Agriculture Index (A-WEAI) and an instrumental variable estimator (IVE) were used to analyze data collected from

379 households in three Eritrean communities. The findings show that male household heads are more empowered than their female counterparts. Analysis at the Zoba (regional) level showed disempowerments for all households in Anseba (65.42%), followed by Debub (57.02%) and Maekel (33.11%). Empowerment had a positive effect on labor productivity among male- and female-headed households, resulting in increases of 11.50% and 18.49%, respectively, and on poverty reduction, with empowerment increases of 10.57% and 9.91%, respectively. In addition, the level of education, the farmers' age, and the price of milk had a negative effect on labor productivity among male and female dairy farmers. Dairy experience, labor cost, and membership in a cooperative had a positive effect on the labor productivity of male farmers. Herd size (with a positive coefficient), type of dairy production practice, and perception of government policies on dairy farming (with negative coefficients) were essential factors that affected labor productivity among male and female dairy farmers in Eritrea. Land rent, frequency of extension visits, milk unit price, dairy experience, and number of lactating cows affected asset accumulation among Eritrean dairy farmers. We recommend context-specific innovative empowerment strategies to boost productivity and market access and reduce poverty, particularly for female farmers. Gender disparities in Eritrean dairy farming show that women face greater disempowerment. Involving more women in these strategies can reduce the gender gap, promote gender equality, and support sustainable development in Eritrea.



The tension between open innovation and appropriability in marine renewable energy SMEs: Examining the role of the Chief Executive Officer

| [DOI](#)

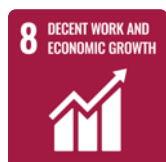
Authors: Gillian Barrett | Frank Crowley | Lise Noonan

Date of publication: September, 2025

Department: Economics

Marine renewable energy small and medium-sized enterprises (SMEs) are vital in addressing climate change through radical innovation in a complex, high cost, and high-risk sector. Open innovation (OI) is a strategic approach for SMEs to acquire external knowledge, important for creating their radical devices. However, OI strategies may result in R&D leakage, requiring SMEs to consider the balance between appropriation and OI. Founders/CEOs play a critical role in managing this tension, yet little is

known about how they manage the OI–appropriation nexus. This study examines whether appropriability enables or hinders OI and how the founder/CEO's background influences the relationship. Using an explanatory, sequential mixed-methods design, a positive relationship between appropriation and OI is identified. The founders/CEOs' education, passion, and practical experience have a strong influence on OI adoption. This study advances the OI–appropriation literature, shining a light on the neglected but important human-side context of SME innovation management.



Enhancing Sustainability: The Impact of Research and Development Expenditure on Future Environmental Innovation in European Firms

| [DOI](#)

Authors: Vincent O'Connell | Naser M. AbuGhazaleh | Oliver Browne | Mike Farrell | Michelle Gleeson | Eimear McGeown

Date of publication: June, 2025

Department: Accounting and Finance

Sustainability is key to our collective future, and environmental innovation is essential in integrating sustainability within organizations. Relatedly, theoretical insights from the resource-based view of the firm suggest that Research and Development (R&D) focused on environmental innovation is a key enabler of the development of unique knowledge-based assets. In this study, we integrate these insights to develop a hypothesis which predicts that current-period R&D expenditure is a significant driver of future environmental innovation. We test this prediction using a database comprising firms from eight European countries over the period 2003–2020. Our empirical findings, utilizing a random-effects estimation model employing controls for heterogeneity across firms, time, and countries, offers strong empirical support for this hypothesis and are strongly robust to alternative estimation methodologies. Furthermore, building on the absorptive capacity literature, we hypothesize and demonstrate that firm age positively moderates this relationship, indicating that experienced firms leverage R&D more effectively for future environmental innovation. Conversely, we hypothesize and demonstrate that relative R&D investment (measured using the R&D expenditure to capital expenditure ratio) negatively moderates the R&D–environmental-innovation relationship, highlighting the risk of R&D overinvestment in this domain. Our findings offer unique insights for C-level executives, policymakers, and researchers, demonstrating that while R&D is a key driver of future environmental innovation, its effectiveness is enhanced by firm experience, but can also be diminished by excessive R&D investment.



Undertaking the first health impact assessment on a city development plan in Ireland: a case study

| [DOI](#)

Authors: Monica O'Mullane | Tara Kenny | Kirsty Nash | Marie Ryan | Jeanette Fitzsimons | Bernadette Connolly | Liz Green | Joanna Purdy | Ben Cave | Ben Harris-Roxas

Date of publication: November, 2025

Department: Economics

Health impact assessment (HIA), as a way to embed Health in All Policies, has been endorsed in Irish public health strategies since 2001. However, practice has varied. Given the demonstrated effectiveness of HIA in improving health considerations in projects, programmes and policies, and the relationship between the built environment and public health, an HIA on the Cork City Development Plan (2022–2028) was undertaken, with a focus on the 15-minute policy objective in the Core Strategy. Using the HIA staged approach as outlined in the Institute of Public Health Ireland guidance, combined with additional practice-based guidance, the HIA examined the policy objective through the lens of six determinants of health, namely housing, neighbourhood design, access to public spaces, models of travel, walkability, and accessible workplaces across three population groups, including older people, young people, and people living on low-income. Likely and significant health impacts were found associated with the policy objective implementation. Eleven recommendations were created, based on the health impact analysis, to promote population health and healthy equity for city inhabitants. The article shares reflections and lessons learned when undertaking an HIA in an uncharted policy context, using new HIA guidance with team members that are new to HIA practice.



A multiscale integrated analysis of six developing countries with established tourism economies: the case of Cuba, Dominican Republic, Jamaica, Malaysia, Jordan, and Tunisia

| [DOI](#)

Authors: Valeria Andreoni | Julia Jeyacheya

Date of publication: June, 2026

Department: Economics

This paper investigates the socio-economic and the energy changes that have taken place in six developing countries characterized by established tourism economies. By considering the years 2000 and 2021, the MuSIASEM approach is used to analyse the energy allocation and use that have taken place in Cuba, Dominican Republic, Jamaica, Jordan, Malaysia, and Tunisia. Results show that for all the countries the percentage variation of GDP has been higher than the energy consumption increase, denoting efficiency improvements across all the sectors, with exception of the service compartment of Tunisia and Jamaica. Tunisia has also been the only country to increase the exosomatic metabolic rate of the household and the paid sectors, denoting an energy consumption rise per unit of human time. All the areas have increased the percentage contribution of the service sector to employment and GDP generation. Given the extensive role that tourism activities are playing in these countries, further analysis should be devoted to investigating alternative development approaches and the related sustainability goals.



Leveraging sustainability tensions: A framework for understanding multi-level dynamics in small entrepreneurial firms

| [DOI](#)

Authors: Helen McGrath | Sean Tanner | Teea Palo | David Alton | Conor Drummond | Annmarie Ryan

Date of publication: July, 2026

Department: Management and Marketing

Sustainability creates tensions for small entrepreneurial firms yet understanding of how these firms navigate such tensions within business networks remains limited. Drawing from an Industrial Marketing and Purchasing (IMP) perspective, this paper explores how small entrepreneurial firms experience and navigate sustainability tensions. Using in-depth interviews with 32 craft food and drink enterprises across Ireland and Scotland, we develop a conceptual framework revealing how sustainability and network paradoxes become knotted in resource-constrained entrepreneurial contexts. Our findings identify four novel relational sustainability tensions: Values vs. Commerciality, Legitimacy vs. Authenticity, Competition vs. Collaboration, and Fidelity to Craft vs. Scaled Production. Rather than viewing these tensions solely as constraints, we demonstrate that they can be actively leveraged, functioning simultaneously as catalysts for innovation, collaboration, and competitive advantage. Three network-level mechanisms enable this leveraging: circular innovation emerging from environmental constraints, sustainability certification as strategic asset, and collaborative sustainability networks. We extend paradox theory by revealing leverage as a third response beyond resolution and acceptance, advance IMP scholarship by demonstrating how sustainability tensions catalyse novel network configurations and contribute to sustainability entrepreneurship by showing

how resource constraints become sources of competitive advantage. Implications for entrepreneurial practice and policy are discussed. We propose a research agenda for examining how leveraging capabilities develop over time and across contexts.



Training Investments and Innovation Gains in Knowledge Intensive Businesses: The Role of Firm Level Human Capital and Knowledge Sharing Climate

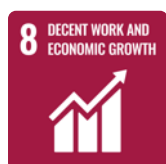
[DOI](#)

Authors: Maura Sheehan | Thomas Garavan | Michael Morley

Date of publication: July, 2025

Department: Management and Marketing

Training investments are important in securing innovation gains. However, research on this relationship in knowledge intensive businesses is nascent. In particular, questions remain concerning what value different types of training hold for different types of innovation, and what mechanisms underpin these relationships. Drawing on human capital resources theory and collective learning theory, we develop and test a model explicating how specific and general training investments, through firm level human capital, lead to incremental and radical innovation. Additionally, we propose and investigate the supposition that the predicted positive relationships between training investments, firm level human capital, and innovation will be stronger when knowledge sharing climate is high. We test our model with two-wave, multi-respondent panel data gathered from 816 knowledge intensive businesses in France, Finland, Sweden, and the UK. We find that specific training is positively related to incremental innovation but not radical innovation, whereas general training is positively related to both types of innovation. With respect to firm level human capital, we find that it mediates these relationships and they are stronger when knowledge sharing climate is high. Furthermore, our analysis reveals that knowledge sharing climate moderates both the relationship between the two types of training investments examined and firm level human capital, and the indirect relationship via firm level human capital to incremental and radical innovation. We discuss the implications for theory, research, and practice.



Connecting academia and industry: Change management in curriculum Co-design

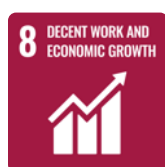
[DOI](#)

Authors: Lauren Bari

Date of publication: June, 2025

Department: Management and Marketing

Collaboration between academia and industry is essential for addressing skills gaps, fostering innovation, and enhancing graduate employability. This study examines the transition from an academic push to an industry pull model in curriculum co-design within the Irish higher education sector. A change management framework was applied to analyse this transition, providing a structured approach to understanding stakeholder engagement, resistance, and coalition building. Using a qualitative case study of the iEd Hub, a project under Ireland's Human Capital Initiative (HCI), we explored the experiences of academic and industry stakeholders through in-depth interviews. Findings reveal that while both groups recognised the value of industry-led curriculum development, differences in urgency, motivation, and institutional culture created challenges. Industry partners prioritised job-ready graduates, while academics were more cautious about maintaining academic integrity. The application of change management principles highlighted the importance of structured coalition building, stakeholder alignment, and ongoing communication strategies to navigate these tensions effectively. By framing university-industry collaboration as a change process, this study demonstrates how change management models can guide and optimise these initiatives. The findings underscore the need for proactive leadership, continuous stakeholder engagement, and structured communication channels to ensure long-term sustainability.



Drivers of water use change: A multiscale integrated analysis for 13 European countries

[DOI](#)

Authors: Valeria Andreoni

Date of publication: August, 2025

Department: Economics

In this paper, the water metabolism of 13 European countries and the main drivers of water use are analysed for the time period 2010–2020. By combining the MuSIASEM approach and an index decomposition technique, the water changes of countries is investigated through sectoral disaggregation, human time allocation and GDP generation. Compared to existing studies, the

proposed methodology allows the integration of information across levels and domains and is suitable to analyse the water use in relation to the socio-economic characteristics of countries. The results of this study, show that the EU integration strategies and the policy initiatives aiming to improve the water management of the Member States have contributed to the water efficiency increase. However, consumer responsibility and demand related strategies are also needed, as GDP change was the main driver of water use. The proposed methodology is suitable to be replicated across different geographical areas, as it compares the water use in relation to the specific characteristics of countries. Given the rising challenges imposed by climatic changes further analyses are needed to investigate how efficiency and demand-related policies can be used to support the transition from a crisis to a risk management strategy.



Research Voices

The following statement demonstrates a way in which researchers at Cork University Business School (CUBS) bring sustainability and responsible management into their research.

Cork University Business School Research Voices

The Diverse Research Voices of Cork University Business School

Prof Mary McCarthy, Vice Dean Research & Innovation

The Business School is a key partner in the VistaMilk Research Ireland Centre, contributing to its strategic direction, research excellence, and real-world impact. Professor Mary McCarthy serves on the Centre's Executive, supporting the delivery of responsible, high-impact research aligned with societal and sectoral needs. VistaMilk is a nationally funded collaboration bringing together leading agri-food and ICT research institutions with industry partners to transform pasture-based dairy systems through integrated scientific and digital innovation. Its research spans the full dairy value chain, combining expertise in biological sciences, data analytics, and emerging technologies to enhance sustainability, productivity, and global competitiveness. Within this context, the School makes a distinct contribution through leadership and targeted research. The Business School leads several projects designed to maximise the impact and uptake of VistaMilk outputs among farmers, industry, policymakers, and consumers. Central to this is the School's research team, Professor Mary McCarthy, Professor Thia Hennessy, Dr. Seán Tanner, Dr. Séamus O'Reilly, Dr. Helen McGrath, and Professor Lawrence Dooley, whose work focuses on the social, economic, and behavioural factors shaping

innovation adoption. Through engaged research, the School bridges the science-user interface, ensuring research is translated into practical, usable solutions that support a sustainable and trusted dairy sector.

Professor Justin Doran – Interim Director of the Future of Work and the Economy

Professor Justin Doran's research explores the drivers of productivity, innovation, employment, and sustainable economic development. His work examines how technological change, digital transformation, and innovation influence firms, workers, and regional economies, contributing to evidence-based policymaking on the future of work and economic resilience. Through collaborations with national and international researchers, his research provides insights into how businesses and policymakers can support inclusive growth, competitiveness, and sustainable economic transitions. His work aligns closely with the Sustainable Development Goals, particularly those relating to decent work and economic growth (SDG 8), industry, innovation and infrastructure (SDG 9), and reduced inequalities (SDG 10).

Professor Thomas Garavan – Professor of Leadership Practice

Professor Thomas Garavan is an internationally recognised scholar in the fields of human resource development and leadership. His research has made a significant contribution to understanding leadership development, talent management, organisational learning, and workforce development, shaping both academic scholarship and management practice. In 2024, he was recognised among the top 2% of scientists globally in a prestigious ranking compiled by Stanford University and Elsevier, reflecting the global impact of his research and scholarly influence. He was also recognised as Researcher of the Year at the University highlighting his sustained contribution to research excellence. Through his work, Professor Garavan advances understanding of responsible leadership, people development, and organisational capability, supporting the development of more sustainable and effective workplaces.

Professor Thomas Lawton – Professor of Strategy and International Business

Professor Thomas Lawton is Editor-in-Chief of *Long Range Planning* (AJG 4/ABDC A*), one of the leading journals in the field of strategic management. Through this role, he has played a significant part in shaping contemporary debates on strategy, corporate purpose, digital transformation, and sustainable business model innovation. Under his editorial leadership, the journal has strengthened its international profile, enhanced editorial diversity, and further established itself as a platform for forward-looking research addressing complex global challenges.

Professor Lawton has spearheaded a number of influential special issues exploring themes such as corporate purpose, diversification in the digital age, platform multinationals, and sustainable business model innovation. His editorial work helps to identify emerging research agendas and encourages scholarship that connects academic rigour with practical relevance for business leaders and

policymakers. Through his leadership of a globally recognised journal and service on several international editorial boards, he contributes to advancing responsible management research and promoting innovative approaches to sustainable value creation.

Circular Economy Research at Cork University Business School

Dr. Bernadette Power's research with colleagues (Dr. Gordon Sirr, Dr. John Eakins, Prof. Geraldine Ryan, Dr. Nouman Saleem and Ms. Mwewa Kapotwe) addresses Ireland's lag in transitioning to a circular economy (CE), investigating why businesses and consumers show low engagement with circular business models, particularly in areas such as takeback schemes, repair services, remanufacturing and refurbishment, leasing and renting, and the use of secondary raw materials. Funded by the Environmental Protection Agency (EPA), their work identifies ways to address the financial, market, regulatory, technological, supply chain and knowledge barriers facing Irish businesses and consumers, generating evidence-based policy recommendations to support the scaling of Ireland's circular economy and inform actions in the Whole of Government Circular Economy Strategy.

The [Trans2CirEcon](#) project (2022–2024) delivered a comprehensive, sector-by-sector assessment of Irish SME engagement in circular business models, examining barriers and opportunities from the perspective of SMEs, their suppliers and their customers. Outputs to date include [Research Report 499](#), sector-specific infographics for Manufacturing, Construction, and Retail & Wholesale SMEs, an accompanying [explainer video](#) and four academic papers currently under review.

Building on this, their current [Scaling4JustCETransition](#) project (2025–2029), run in collaboration with the [Rediscovery Centre](#), uses a mixed-methods approach – literature reviews, workshops, focus groups, interviews, case studies, surveys and choice experiments – to identify pathways for scaling circular business and collaborative consumption models, examining the infrastructural, financial and policy enablers required, the role of social enterprises and start-ups, and the socio-economic and cultural conditions underpinning a just and inclusive CE transition across Ireland.

Together, this body of work directly informs national CE policy, unlocks commercial and societal opportunities for SMEs, social enterprises, and start-ups, and supports a just transition benefitting all regions and social groups in Ireland, exemplifying the School's contribution to responsible management education and societal impact

Advancing Regional Sustainability Through the Bioeconomy

Cork University Business School is also contributing to Ireland's transition to a low-carbon and circular economy through the REGARD (Regional Strategies for Collaborative Anaerobic Digestion and Biorefinery Development in Ireland) project. Led by Professor Valeria Andreoni and funded through the Sustainable Energy Authority of Ireland National Energy Research, Development and Demonstration Programme (€709,932), the project brings together an interdisciplinary team from Cork University

Business School and the MaREI Research Centre to explore how regionally tailored anaerobic digestion and biorefinery systems can support economic development, environmental sustainability, and rural resilience.

The project examines how collaborative ownership and partnership models can enable farmers, businesses, and local communities to share both the risks and benefits associated with renewable energy infrastructure. By adopting a place-based and multi-actor approach, the project recognises that Ireland's varied agricultural, environmental, and socio-economic conditions require locally tailored solutions rather than a one-size-fits-all approach.

The Cork University Business School team includes Professor Valeria Andreoni, Dr Bernadette Power, Dr Tracy Bradfield, Dr John Eakins, Professor Olive McCarthy, and Dr Eimear McGeown, working alongside colleagues from the MaREI Research Centre. Through stakeholder engagement, data analysis, scenario modelling, and the development of innovative co-ownership models, the project aims to generate evidence-based recommendations for policy and practice that support both national decarbonisation targets and sustainable regional development.

Reflecting the School's commitment to responsible and impactful research, REGARD demonstrates how interdisciplinary collaboration can contribute to addressing climate change while simultaneously supporting community participation, regional innovation, and a just transition towards a more sustainable economy.

Zhenzhuo Zhou – PhD Researcher, Economics

My doctoral research focuses on global carbon emissions trading systems (ETS), a key policy instrument for addressing climate change and supporting the transition to carbon neutrality. Through this work, I engage directly with issues of environmental responsibility, sustainable finance, and climate governance. Working with real market data across multiple jurisdictions has shaped how I understand the relationship between finance and environmental policy. I increasingly see econometrics not just as a technical tool, but as a means of informing climate governance and evidence-based decision-making.

I have actively contributed to academic and policy-oriented discussions through presenting at conferences such as the INFINITI Conference (2025), the Irish Academy of Finance Annual Conferences (2025 and 2026), and the School's Postgraduate Research Symposium. Presenting my work at the UCC College of Business and Law SDG Research Showcase (2025) also allowed me to communicate complex research to a broader, non-specialist audience, strengthening my understanding of its societal relevance.

As a Visiting Scholar at Jinan University, China (2025–2026), I gained insight into the institutional and policy context of carbon markets, which deepened my understanding of the real-world implications of my research and strengthened international collaboration.

Alongside research, my teaching experience has contributed significantly to my development. Explaining concepts such as sustainable investment and market risk has reinforced the importance of clarity and relevance, shaping how I approach both teaching and research

Overall, Cork University Business School provides a strong research environment that encourages engagement with global sustainability challenges. The supervision and academic support I have received have enabled me to connect financial research with broader questions of environmental responsibility and sustainable development.

Research Barriers

In 2025, Cork University Business School (CUBS) identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Skills and expertise gaps
- ❖ Time constraints

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Cork University Business School and Research
Dissemination 2026

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Cork University Business School Research Centres and Impactful Themes

The School's research centres contribute significantly to addressing sustainability and societal challenges:

- Centre for Co-operative Studies focuses on research into co-operatives, social enterprises, and community-based economic models, supporting local and global development through collaborative and inclusive approaches.
- Centre for Resilience and Business Continuity takes a multidisciplinary approach to resilience and crisis management. Notably, the FP7-funded S-HELP project (€3.5 million) developed decision-support tools for disaster response coordination across Europe.

- Centre for Sustainable Livelihoods examines issues affecting livelihoods and sustainable development. Projects such as Sustainable Production and Consumption (SPAC) explore behavioural and social drivers of sustainability, informing policy and public engagement.
- Spatial and Regional Economics Research Centre focuses on regional development, innovation, and firm growth. Research includes work on workplace wellbeing and mental health in Irish firms, contributing to policy and organisational practice.

Cork University Business School and the Integration of Ethics, Responsibility and Sustainability in Research

Integration of Ethics, Responsibility, and Sustainability in Research

Ethics, Responsibility, and Sustainability are embedded within research activities across the School. Faculty and researchers engage with themes such as climate change, social inclusion, sustainable production, responsible innovation, and sustainable economic development.

Research outputs contribute to policy development, industry practice, and public discourse, ensuring that the School's research remains relevant, impactful, and aligned with the United Nations Sustainable Development Goals (SDGs).

Cork University Business School and Research Ethics and Integrity

Research Ethics and Integrity

Cork University Business School and University College Cork are committed to the highest standards of research integrity and ethical conduct. As part of the National Forum on Research Integrity, all research activities are guided by a robust Code of Research Conduct, which applies to both staff and students.

This framework promotes ethical research practice, accountability, transparency, and responsible conduct across all research activities. By embedding these principles, the School ensures that research excellence is underpinned by integrity, trust, and societal responsibility.



Partner

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

How We Define Partner

For the School's collaboration is a key value as set out in the current Strategic Report with both alumni and industry. This collaboration will be rooted in promoting and developing sustainable business and community practices.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)

Student Organization Partnerships

- ❖ Enactus
- ❖ PRME Students

Partnerships

The following provides more details on 3 key partnerships at Cork University Business School (CUBS).

Cork University Business School and International Partnerships

International Partnerships

Strategic partnerships form a crucial component of the School's international strategy, with the Internationalisation and External Engagement Committee responsible for identifying potential strategic partners, strengthening international research collaborations, and evaluating new and existing University partnerships. These partnerships focus particularly on postgraduate and doctoral education, creating multi-layered relationships that advance both teaching and research excellence.

The School also leverages its international alumni network to strengthen global connections, working closely with the University College Cork Alumni and Development Office to cultivate a strong network of alumni, friends, and donors who support the mission and vision of the School.

Cork University Business School and Partnership with Industry and Student Placements

Partnerships with Industry and Student Placement

Providing students with developmental opportunities through engagement with industry experts and organisations involved in sustainable transitions is a well-established feature of both undergraduate and postgraduate programmes. Work-integrated learning and student placements help build

confidence in the practical application of programme learning with leading international employers. This experience is of considerable importance in graduate recruitment processes and contributes to strong graduate employment outcomes, with employment rates exceeding 93%. Employers also benefit from early access to talent, with many students' securing employment offers from their placement organisations prior to graduation.

Cork University Business School and Industry Collaboration and Insights

Industry insight for Programmes

The School has established a Programme External Advisory Board (PEAB) to strengthen external engagement with industry across all programmes. The Board comprises 13 external professionals with leadership experience spanning business, civil society, and policy sectors. This consolidated structure provides valuable external input into programme development, quality assurance, and innovation, while further strengthening connections between the School and industry.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Cork University Business School (CUBS) support sustainability and responsible management education.

Cork University Business School and Partner Voices

1. Dr Sheng Zhu – Director, Investment Risk, Principal Asset Management Ireland; Adjunct Senior Lecturer, Cork University Business School

As part of my engagement with **Cork University Business School**, I have had the opportunity to contribute to teaching and learning through the delivery of guest lectures and applied sessions focusing on ESG, investment risk, and ethical decision-making in financial markets.

Through these sessions, I aim to bridge the gap between academic theory and professional practice by bringing real-world perspectives into the classroom. Drawing on my experience in the asset management industry, I work with students to explore how sustainability considerations, regulatory developments, and ethical challenges are shaping contemporary investment practices.

A key focus of my engagement with the School has been to support students in developing a practical understanding of ESG integration within financial decision-making. This includes examining how environmental and social risks are assessed in investment portfolios, as well as the role of governance and ethical frameworks in ensuring responsible outcomes.

I have also been particularly impressed by the level of student engagement with these topics. Students demonstrate strong awareness of sustainability issues and a willingness to critically engage with the complexities of balancing financial performance with broader societal responsibilities. The interactive nature of these sessions allows for meaningful discussion and reflection, which are essential for developing responsible future professionals.

My collaboration with the School reflects the importance of partnerships between academia and industry in advancing responsible management education. By combining academic knowledge with practical insights from industry, we can better equip students with the skills and perspectives needed to navigate an increasingly complex and sustainability-focused business environment.

2. Dr Lisa S. Ponti – Vice President, Educational Outreach, Global Association of Risk Professionals (GARP) The collaboration between **Cork University Business School** and the Global Association of Risk Professionals (GARP) reflects a shared commitment to advancing responsible and sustainable finance education. Through this partnership, the School integrates globally recognised professional standards in risk management and sustainability into its MSc Finance programmes.

Students benefit from opportunities to engage with industry-relevant certifications, including access to Financial Risk Manager (FRM) scholarships and emerging ESG-related professional credentials. These resources support the development of technical expertise alongside an understanding of ethical, responsible, and sustainability considerations in financial decision-making.

The partnership also creates opportunities for knowledge exchange through guest lectures and engagement with industry professionals, enabling students to gain insights into real-world applications of risk management, regulatory developments, and ESG integration.

This collaboration highlights the value of engagement between academic institutions and professional bodies in preparing graduates to navigate evolving global challenges in finance, while promoting responsible leadership and sustainable business practices.

3. Mr Donnacha Loughrey – Chief Executive Officer, Principal Global Investors (Ireland); Adjunct Professor, Cork University Business School

Mr Donnacha Loughrey's appointment as Adjunct Professor reflects **Cork University Business School's** commitment to strengthening collaboration with senior leaders from industry and enhancing the connection between academic learning and professional practice.

As Chief Executive Officer of Principal Global Investors (Ireland), Mr Loughrey leads the Irish operations of a global investment management organisation. Prior to joining Principal, he founded and successfully developed Crossroads Capital Management, an independent investment fund

management company, and previously held senior roles with KBC Fund Management and Goldman Sachs. His extensive experience spans asset management, investment strategy, risk management, governance, and financial services leadership.

Through this partnership, the School benefits from access to valuable industry insights and expertise that help inform programme development and strengthen engagement with the financial services sector. The collaboration also supports opportunities for knowledge exchange and contributes to the School's focus on graduate employability, responsible leadership, and industry engagement.

By working with experienced industry leaders such as Mr Loughrey, the School continues to build meaningful partnerships that support responsible management education and prepare students to address the challenges and opportunities of an increasingly complex global business environment.

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Other Examples of How Cork University Business School engages with Partners

Other Examples of Cork University Business School Partnerships and Engagement (2026)

Cork University Business School continues to strengthen its engagement with industry, policymakers, and the wider community through a range of collaborative initiatives and public-facing activities. These activities demonstrate the School's commitment to knowledge sharing, partnership, and impact across sectors.

Cork University Business School-GPA Partnership: Supporting Student-Athletes and Inclusive Education

The School continues to expand its partnerships to support inclusive and socially responsible education. In 2026, Cork University Business School partnered with the Gaelic Players Association (GPA) to launch postgraduate scholarships for inter-county players. This initiative reflects a shared commitment to supporting student-athletes in balancing academic and sporting excellence, while also preparing for career transitions beyond elite sport.

The scholarships provide GPA members with the opportunity to pursue taught master's programmes at the School, supporting their professional development and long-term career resilience. By recognising the unique challenges faced by inter-county players, this partnership promotes greater access to higher education and helps facilitate smoother transitions into the workforce following sporting careers.

This collaboration aligns closely with the School's commitment to responsible management education by fostering lifelong learning, inclusivity, and equal opportunity. It also strengthens the School's engagement with the wider community, building on longstanding connections with the GAA network. Overall, the partnership reinforces the School's role in enabling diverse learner pathways and advancing meaningful societal impact through education.

Cork University Business School and GPA Launch Postgraduate Scholarships for Inter-County Players | University College Cork

[Cork University Business School and GPA Launch Postgraduate Scholarships for Inter-County Players | University College Cork](#)

AI Fluency Collaboration: Global Open Education for Responsible AI

The School further contributes to global knowledge sharing and responsible innovation through collaboration on the AI Fluency Framework, developed in partnership with Anthropic and Ringling College of Art and Design. This initiative, led by Professor Joseph Feller (Business Information Systems), focuses on developing the skills required for effective, ethical, and responsible interaction with artificial intelligence.

The framework identifies four core competencies, Delegation, Description, Discernment, and Diligence, which support safe, ethical, and effective human-AI collaboration. It has already been integrated into teaching, staff development, and public engagement activities, reflecting a strong alignment with the principles of responsible management education.

The resulting course is being released as an Open Educational Resource (OER), making it freely accessible to learners and educators globally. By combining expertise across education, artificial intelligence, and industry, this collaboration supports the development of future-ready skills while promoting ethical and responsible AI adoption.

This initiative highlights how the School contributes to global dialogue on responsible technology, extending its impact beyond traditional education through open, collaborative, and interdisciplinary approaches.

IFAMA 2026 World Conference: Global Collaboration for Sustainable Food Systems

The School further demonstrated its global engagement by hosting the IFAMA 2026 World Conference, bringing together international stakeholders to address challenges in agri-food systems, including climate change, food security, and sustainability transitions.

The conference provided a platform for collaboration between academia, industry, and policymakers, facilitating knowledge exchange and the development of strategies to respond to evolving global challenges.

This initiative highlights the School's role in contributing to international dialogue and advancing sustainable and responsible practices in the agri-food sector.

Academy of Marketing Conference 2025

In 2025, Cork University Business School hosted the 57th Academy of Marketing Conference, which brought together more than 300 marketing academics and practitioners from over 30 countries at University College Cork. The conference was co-chaired by Dr Dave Alton, Dr Sean Tanner, and Professor Mary McCarthy.

Ireland has historically been referred to as the Land of Saints and Scholars. Against a backdrop of growing societal challenges and increasing consumer demand for responsible, ethical, and sustainable business practices, the conference theme, "Saints and Scholars", encouraged research that addressed both the societal challenges facing marketers and the role of researchers in navigating these complex issues.

International conferences such as the Academy of Marketing Conference play an important role in advancing the University's and the wider academic community's commitment to the United Nations Sustainable Development Goals by facilitating collaboration, knowledge exchange, and the dissemination of research with societal impact.

Circular Supply Chain Hackathon: Industry Collaboration for Sustainable Innovation

The School supported the Circular Supply Chain Hackathon, bringing together students, academics, and industry partners to explore innovative solutions to sustainability challenges within supply chains. The initiative provided participants with an opportunity to apply circular economy principles to real-world business problems while working collaboratively across disciplines and sectors.

The hackathon promoted responsible innovation, systems thinking, and stakeholder engagement, while strengthening links between the School and industry partners committed to sustainability transitions. It also provided students with valuable experiential learning opportunities and exposure to sustainability-focused careers and business practices.

[Circular Supply Chain Hackathon | University College Cork](#)

Industry Engagement: MSc Food Business & Innovation

The School further demonstrates its commitment to industry engagement and applied learning through the MSc Food Business & Innovation programme, which provides students with opportunities to gain practical experience through industry placements and collaborative projects.

Students engage directly with companies to address real-world challenges in areas such as product development, innovation, and sustainability. These experiences enable students to apply academic knowledge in professional settings while developing industry-relevant skills and insights.

This initiative strengthens links between the School and industry partners while supporting students in building career pathways aligned with sustainable and responsible business practices. It also highlights the School's emphasis on experiential learning and employer engagement as key components of responsible management education.

[Beyond the Classroom: MSc Food Business & Innovation | University College Cork](#)

MSc Sustainable Development, Agri-food and Co-operatives: Scholarships offered by industry partners

Industry Scholarships

Ornua is an Irish business which brings together different Co-operatives so that their products can be sold at scale in international markets. Ornua recognizes the importance of education and innovative learning for the generation of agri-business students. To this end they have partnered with the School and will award a Scholarship of € 16,000 for a student to undertake the MSc Sustainable Development, Agri-Food and Co-operatives. The application includes a personal statement and a second phase interview with a Programme Co-Director and Ornua representative.

[Ornua Scholarship: MSc Sustainable Development, Agri-Food and Co-operatives | University College Cork](#)

Another example of the School's engagement with industry partners is the FDC Scholarship in which two students can receive a €12,500 each to undertake the MSc Sustainable Development, Agri-Food and Co-operatives programme. Furthermore, as part of this Scholarship the successful applicants must complete their placement within the FDC Group. The application process for this scholarship focuses on how the applicant may tackle an issue facing Rural Ireland. An interview process is then undertaken.

[The FDC Group Scholarships MSc Sustainable Development, Agri-Food and Co-operatives | University College Cork](#)

Carbery Group also offers a student scholarship and work placement opportunity for those seeking to enrol in the MSc Sustainable Development, Agri-Food and Co-operatives programme. This includes €10,630 towards fees and a further stipend of €2,500. The application process encompasses an interview with a Programme Co-Director and a representative from Carbery Group.

[Carbery Group Scholarship | University College Cork](#)

National Scholarships

The School also has developed a strong partnership with State bodies including the Department of Rural and Community Development and the Gaeltacht. This Department provides a fee bursary of €110,000 for two students to undertake the MSc Sustainable Development, Agri-Food and Co-operatives. This bursary is part of a wider Higher Education of Ireland initiative to promote postgraduate research that can generate positive and sustainable outcomes for Rural Ireland. The students will identify research questions which advances the Departments or other nominated Department in achieving the objectives of the Our Rural Future policy. Students must submit a personal statement of 500 words which includes setting out their knowledge of rural development policy and practice.

[Government of Ireland - HEI Our Rural Future - Rural Development Master Bursary | University College Cork](#)



Practice

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

How We Define Practice

We will continue to work hard to support and foster inclusivity, diversity and equality, appreciating the value they have to staff, students, colleagues, our partners and widespread community.

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ AI use guide
- ❖ Campus operations guides
- ❖ Buildings/real estate
- ❖ Accreditation body recommendation documents
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Environmental stewardship policies
- ❖ Greenhouse gas emissions
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Ethical leadership or good governance policies
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

Cork University Business School RME Policies 2026 View document  Download document 

Practice Awards

In 2025, Cork University Business School (CUBS) received 3 awards for responsible and/or sustainable practices.

Cork University Business School and Leaders of Tomorrow Awards

Granter: Cork

Grantee: Individuals within Cork University Business School that show a commitment to sustainability and responsible leadership

Award Description:

The School further embeds sustainability, responsibility, and ethical leadership through its Leaders of Tomorrow Awards programme, now in its fifth year, which recognises outstanding student contributions across areas such as global citizenship, innovation, and learning transformation.

While the awards are internally administered, many submissions strongly reflect values aligned with ethical and sustainable practice. This year's entries highlight initiatives focused on social inclusion and equity, including support for people with disabilities, Special Olympics coaching, and student-led programmes fostering belonging and wellbeing. Other submissions demonstrate global responsibility and community impact, such as international development placements, cross-cultural engagement, and youth empowerment initiatives.

A strong emphasis is also evident on sustainable and responsible leadership, with projects promoting mental health awareness, inclusive student representation, and improved governance within student organisations. Additionally, several entries reflect innovation for societal benefit, including efforts to improve access to education, enhance digital inclusion, and promote the responsible use of emerging technologies such as artificial intelligence.

Collectively, the programme provides a platform to recognise and celebrate students who actively contribute to building more inclusive, ethical, and socially responsible communities, both within the School and beyond.

Cork University Business School and Award Winning Master Programme

Granter: The Education Awards

Grantee: MSc Information Systems for Business Performance

Award Description:

The MSc Information Systems for Business Performance programme was awarded Best Master's Programme at the Education Awards 2026. This national recognition reflects the programme's strong focus on academic excellence, innovation in teaching and learning, and alignment with industry and

societal needs.

The award acknowledges the sustained efforts of faculty and programme teams in delivering a high-quality, impactful postgraduate experience, supported by continuous enhancement and alignment with international accreditation standards, including EQUIS.

The programme integrates key themes of responsible digital transformation, the ethical use of information systems, and sustainability in business practice, ensuring that graduates are equipped to navigate complex organisational and societal challenges. Through its curriculum and teaching approach, the programme supports the development of graduates who can apply digital and analytical expertise responsibly within ethical and sustainability frameworks.

In addition to this success, the MSc in Sustainable Development, Agri-Food and Co-operatives was also a finalist in the Best Master's Programme category at the 2026 awards.

Cork University Business School and Pieta House

Granter: Pieta House

Grantee: Cork University Business School

Award Description:

Cork University Business School continues to demonstrate a strong commitment to sustainability, responsibility, and ethical practice through initiatives such as the Mind Your Mind Campaign, which aligns with the nationally recognised framework of Pieta's Amber Flag Programme. The Amber Flag, awarded to the School in 2025, recognises organisations that actively create inclusive, supportive environments and promote positive mental health awareness.

As part of the 2025/26 academic year campaign and in recognition of World Mental Health Day (10 October), the School hosted a series of wellbeing events in collaboration with multiple student societies, including UCC Women in Business & Leadership and UCC Global Justice. The campaign included a wellbeing walk, a Compliment Wall initiative, and fundraising activities, all designed to reduce stigma, encourage open conversations, and foster a sense of belonging.

Complementary events such as Celebrating Our Culture Day, which showcased the diversity of more than 60 nationalities, and Creativity Sessions, where students and staff contributed to a community mural for display at the School's International Women's Day event, further reinforced inclusive and ethical community-building practices. Collectively, these initiatives highlight the School's ongoing efforts to meet and exemplify the values underpinning the Amber Flag recognition.

Practice Voices

The following statement from stakeholders at Cork University Business School (CUBS) demonstrates our commitment to sustainable and responsible practices.

Cork University Business School and Sustainable and Responsible Practices

UCC Building and Estates plays a key role in monitoring the University's carbon emissions, waste streams and building designs. Below is an example of the sustainability results achieved by UCC Building and Estates as reported in the Sustainability Tracking and Assessment Rating System.

Buildings

Points Earned 3.54 Points Available 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit Points Building Design and Construction: 1.82 / 3.00

Building Operations and Maintenance: 1.72 / 5.00

Building Design and Construction Score: 1.82 / 3.00

Responsible Party: Tim Cronin Capital Projects Officer Buildings & Estates

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs);

OR

Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/ programs.

Building Operations and Maintenance Score: 1.72/5.00

Responsible Party: Pat Mehigan Energy Manager Buildings and Estates

Criteria Institution's buildings are operated and maintained in accordance with a sustainable management policy/ program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M). Sustainable operations and maintenance policies/programs and rating systems may be:

Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs);

OR

Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted. Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

[Green Campus Climate Action | University College Cork](#)

[University College Cork - National University of Ireland, Cork STARS Report](#)

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Cork University Business School and Sustainable Practices

Cork University Business School, as part of University College Cork, continues to demonstrate leadership in sustainability, transparency, and responsible institutional practice through strong alignment between strategy, operations, and global sustainability commitments.

Institutional Leadership in Sustainability and Climate Action

University College Cork has reinforced its institutional commitment to sustainability through its Net Zero Campus Commitment (2026), which sets out an ambition to transform the campus into a living laboratory for climate action. This initiative reflects a holistic approach, integrating education, research, innovation, and operations to support a just transition and contribute to global decarbonisation efforts.

This commitment is further supported by the University's Sustainability and Climate Action Plan (2023-2028), which provides a structured framework for embedding sustainability across all areas of University activity, including teaching, research, campus operations, and community engagement. As part of this broader institutional context, the School contributes to advancing sustainability through its programmes, research initiatives, and engagement with industry and society.

The University's leadership in sustainability is also reflected in international recognition, including placing second globally in the UI GreenMetric World University Rankings (2025). In June 2026, University College Cork became the first and only university in Europe to achieve a Platinum rating under the Sustainability Tracking, Assessment and Rating System (STARS), one of the world's most prestigious sustainability assessment frameworks. These achievements highlight the University's performance across areas including infrastructure, energy efficiency, waste management, water use, transportation, and education, demonstrating a sustained commitment to environmental responsibility and sustainable development.

[UCC signs Commitment Letter for Net Zero | University College Cork](#)

[Sustainability and Climate Action Plan 2023 - 2028 | University College Cork](#)

[UCC ranked second in the world in global environmental ranking](#)

[UCC becomes first University in Europe to achieve prestigious STARS sustainability rating](#)

Sustainable Practices and Behavioural Change Initiatives

The School contributes to institutional sustainability not only through curriculum and research, but also through active engagement in initiatives that promote behavioural change and responsible practices.

One example is **University College Cork's Digital Clean-Up Week (2026)**, which expanded from a one-day initiative into a week-long programme aimed at reducing the environmental impact of digital activity. The initiative highlights the often-overlooked carbon footprint associated with digital storage, email usage, and data management, while encouraging staff and students to adopt more sustainable digital behaviours.

The programme included a range of workshops and activities, from practical sessions focused on achieving *Inbox Zero* to discussions on sustainable digital practices and wellbeing. Delivered through collaboration between Information Technology Services, sustainability teams, academic departments, and student groups, the initiative demonstrates a whole-of-University approach to sustainability and responsible resource use.

In addition, **University College Cork Green Week (2026)** further reinforces the University's commitment to sustainability through a week-long programme of events focused on climate action, environmental awareness, and community engagement. Activities include workshops, talks, and

interactive sessions designed to promote sustainable behaviours and foster a culture of environmental responsibility among staff and students. Green Week provides an important platform for raising awareness, encouraging participation, and embedding sustainability into everyday campus life.

Together, these initiatives demonstrate how the University supports sustainability through practical actions and behavioural change, complementing the School's commitment to responsible management education and the development of environmentally conscious graduates.

[2026 Digital Clean Up Week | University College Cork](#)

[Green Week 2026 - Schedule Of Events | University College Cork](#)



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

The School is committed to sharing knowledge, research, and best practice with students, staff, alumni, industry partners, policymakers, and the wider community. Guided by its values of Integrity, Accountability, and Discovery, the school promotes transparency, collaboration, and open engagement to maximise the societal impact of its teaching, research, and partnerships.

Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Cork University Business School (CUBS) communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Government and policy makers
- ❖ Faculty and staff
- ❖ Chamber of commerce and local communities
- ❖ Business and industry partners
- ❖ Boards and advisory committees
- ❖ Alumni and donors
- ❖ Non-governmental organizations (NGOs)
- ❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at Cork University Business School (CUBS) demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Cork University Business Schools and Sharing Knowledge

Cork University Business School and Sharing Knowledge and Learning

The following examples from internal stakeholders at Cork University Business School demonstrate the School's commitment to sharing knowledge and learning from sustainability and responsible management practices. These initiatives highlight how the School fosters dialogue, collaboration, and the exchange of ideas across academic, professional, and wider community contexts.

Cork University Business School Communications and Engagement Initiatives

Cork University Business School actively promotes the sharing of knowledge, dialogue, and best practice in responsible management education through a range of communication and engagement initiatives involving staff, students, alumni, and external stakeholders. One example is the School's International Women's Day 2026 programme, which provided a platform for discussion, learning, and collaboration around themes of inclusion, leadership, and equity. The event brought together academic staff, industry leaders, and students through a series of activities, including a mentorship showcase and panel discussion.

The mentorship session explored the role of mentoring, including reverse mentoring, in supporting learning, professional development, and inclusive organisational cultures. Contributions from academic staff and external speakers highlighted how mentoring can empower under-represented groups and create more equitable opportunities within higher education and beyond.

The International Women's Day panel further extended this dialogue by bringing together leaders from academia, industry, and policy to discuss how leadership, resilience, and collaboration are shaping economic and societal futures. These events facilitated open dialogue and knowledge exchange, reinforcing the School's commitment to inclusive and responsible leadership.

[Cork University Business School Celebrates International Women's Day 2026 | University College Cork](#)

Leadership Dialogue and Industry Engagement

The School also supports knowledge sharing through initiatives such as the Leadership Conversation Series, which connects students and staff with senior leaders from industry. These events provide opportunities for participants to engage directly with experienced professionals, gaining insights into leadership, innovation, and responsible business practice.

Recent speakers have included leaders from sectors such as healthcare innovation and aviation, who shared perspectives on strategic decision-making, ethical leadership, and the challenges of operating in complex global environments. These sessions encourage critical reflection and dialogue, supporting students in understanding the real-world application of responsible management principles.

[Leadership Conversation Series | University College Cork](#)

Institutional Commitment to Ethics, Responsibility and Sustainability Communication

The School further demonstrates its commitment to sharing knowledge and promoting responsible management education through its dedicated Ethics, Responsibility and Sustainability platform, which provides visibility for sustainability-related initiatives, research, and educational activities across the School.

The platform supports transparency by making information on sustainability initiatives, teaching innovations, research activities, and stakeholder engagement accessible to students, staff, alumni, and external stakeholders. It also facilitates internal collaboration, encourages the sharing of good practice, and helps embed Ethics, Responsibility and Sustainability principles across programmes and institutional activities.

This approach strengthens awareness, supports accountability, and reinforces the School's commitment to advancing responsible management education through open communication and knowledge exchange.

[Ethics, Responsibility and Sustainability | Cork University Business School | University College Cork](#)

Communication Barriers

Cork University Business School (CUBS) faces the following barriers in transparent communications:



**Messaging
clarity**

Continue telling your story

Cork University Business School and Sharing Additional Evidence

How Cork University Business School continues its sharing journey

Cork University Business School actively shares its research, expertise, and institutional practices with a broad range of stakeholders, contributing to public discourse and the wider dissemination of knowledge on sustainability, responsibility, and ethical practice.

One important avenue for this engagement is through **national media and public platforms**, where the School academics regularly contribute evidence-based insights on key societal and policy issues. These contributions appear across outlets such as the *Irish Independent*, *Irish Examiner*, *Newstalk*, *The Higher Education Authority*, and sectoral platforms including the *Irish League of Credit Unions' Money Matters* podcast. For example, recent engagements have addressed topics such as financial inclusion, housing and emissions, and AI literacy in higher education:

<https://www.independent.ie/irish-news/you-couldnt-do-5-pints-if-you-had-the-card-why-cash-is-still-king-for-some/a/151657657.html>

<https://dailyfeed.ie/news/professor-warns-governments-one-off-housing-plans-could-spike-emissions/>

<https://hea.ie/2026/04/01/hea-launches-online-learning-resources-to-support-ai-literacy-in-higher-education/>

Through these contributions, the School's researchers help inform public debate and policy discussions, supporting the translation of academic knowledge into societal impact.

In addition, the School shares its research and practices through a wide range of **academic and public engagement activities**, including conferences, workshops, seminars, and research showcases. These events provide platforms for collaboration, interdisciplinary exchange, and engagement with industry, policymakers, and the wider community. Many of these activities are publicly accessible via the UCC Research Discovery Portal. Examples include:

- International Food and Agribusiness Management Association Conference
- Irish Accounting and Finance Association Conference
- Valuation and Accounting Workshop
- Irish Macro History Workshop
- Sustainable Food Stories: Told and Untold
- RSAI-BIS 52nd Annual Conference (2026)

These engagements demonstrate the School's commitment to transparency, knowledge sharing, and collaboration. By actively disseminating research through both academic and public-facing channels, the School contributes to advancing responsible management education and supporting informed decision-making in society.

<https://research.ucc.ie/en/activities/international-food-and-agribusiness-management-association-confer/>

<https://research.ucc.ie/en/activities/irish-accounting-and-finance-association/>

<https://research.ucc.ie/en/activities/valuation-and-accounting-workshop/>

<https://research.ucc.ie/en/activities/irish-macro-history-workshop/>

<https://research.ucc.ie/en/activities/sustainable-food-stories-told-and-untold/>

<https://research.ucc.ie/en/activities/rsai-bis-52nd-annual-conference-2026/>

SIGNATORY

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