



Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

Peer Review Group Report

Of

DCU Business School

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Contents

1 Introduction and Context	1
1.1 Overview of the Area under Review	1
2 Approach to Self-Assessment	3
2.1 Quality Review Committee	3
2.2 The Self-Assessment Report (SAR)	3
3 Approach Taken By Peer Review Group	3
3.1 Peer Review Group Members	3
3.2 Overview of Approach Taken by Peer Review Group	4
4 Approach to Quality Assurance and Enhancement	4
5 Findings of the Peer Review Group	5
5.1 Context, Governance and Strategy	5
5.2 Programmes	7
5.3 Students	8
5.4 Faculty	10
5.5 Research and Development	11
5.6 Executive Education	12
5.7 Resources and Administration	12
5.8 Internationalisation	13
5.9 Ethics, Responsibility and Sustainability	14
5.10 Connections with Practice	14
6 SWOC Analysis and Plans for Improvement	15
6.1 SWOC Analysis for DCU Business School	15
6.2 Areas of Improvement Identified by DCU Business School	16
7 Summary of Commendations and Recommendations	16
Appendices	19

1 Introduction and Context

DCU's Quality Framework derives from the spirit of Quality Assurance and Quality Improvement enshrined in the Universities Act (1997), which is the legislative basis for quality throughout the Irish University sector, and the Qualifications and Quality Assurance (Education and Training) Act 2012. The broad approach to quality assurance and enhancement at DCU aims to promote and develop a culture of quality throughout all aspects of the University. Cyclical, external-led quality reviews of DCU academic and professional support areas are a key aspect of our quality enhancement structures.

In 2021, DCU Business School initiated a separate EQUIS accreditation process and is currently preparing for an EQUIS accreditation review visit in February 2024. EQUIS is a comprehensive quality review system for business and management schools. Its rigorous peer-review process signals the school's overall quality, viability and self-improvement commitment to students, employers and academic partners worldwide.

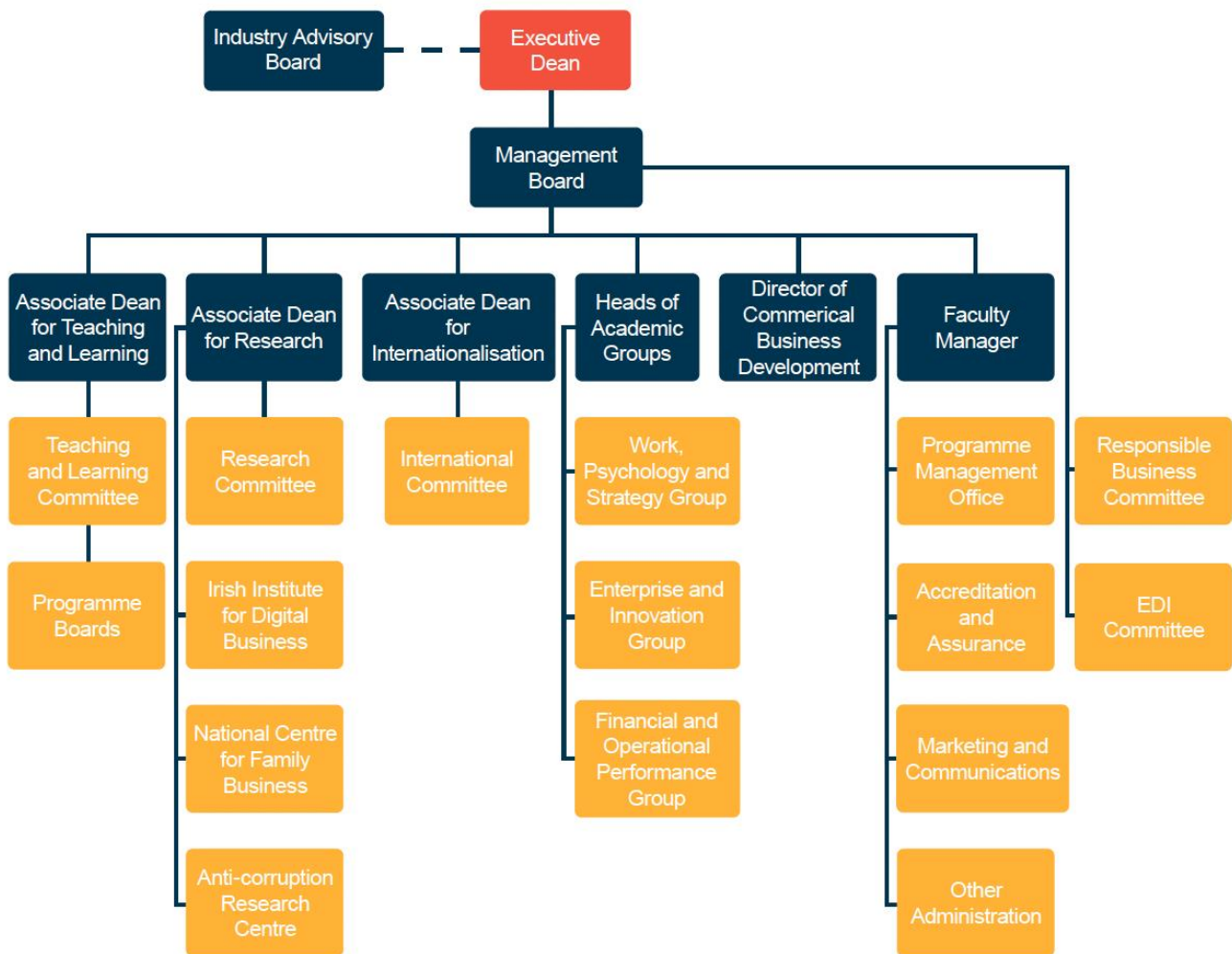
In order to facilitate the Faculty's preparations for EQUIS accreditation, it was agreed with DCU's Quality Promotion Committee that this quality review process would adopt the [assessment criteria as set out by EQUIS](#). This Report presents the findings of the quality review of DCU Business School following a visit by the Peer Review Group on 6 – 8 September 2023.

1.1 Overview of the Area under Review

DCU Business School is one of five Faculties that constitute Dublin City University. DCU Business School is led by the Executive Dean, Prof. Dominic Elliott, who, with support from and in consultation with Associate Deans and the School's Management Board, is responsible for the strategic and operational leadership of the School. DCU Business School's organisational and governance framework is set out in the figure below. The School is structured into three groups, namely (1) Work, Psychology and Strategy, (2) Enterprise and Innovation, and (3) Financial and Operational Performance. Each group has a group head (Head of School equivalent in other faculties); however, financial management is not devolved, and resources are managed at the level of the School.

The DCU Business School is located on the Glasnevin campus of DCU and has its own dedicated building. It is a three-story building, with the top floor exclusively used for the purpose of Executive Education. It is a fit-for-purpose building, catering for both undergraduate and postgraduate students. That said, the building is now close to capacity due to sustained growth in faculty and student numbers, and the age of the building is such that the maintenance and development of the building needs to be actively managed to ensure appropriate spaces for high quality teaching and learning and a pleasant working environment.

DCU Business School currently consists of 88.5 (FTE) core faculty in post at the time of compiling the report. The school is in the process of recruiting eight additional core faculty to fill vacant posts – three Full Professors and five Assistant Professors (June 2023). On the recruitment of new faculty to the current vacant posts, their core faculty cohort will increase in size to 96.5 (FTE) and their part-time faculty numbers will reduce. Additionally, DCU Business School has a total of 29 professional administrative staff members, including the Faculty Manager and the Director of Commercial Business Development. In terms of students, the school currently has 2,499 undergraduate students, 431 pre-experience masters students, 222 post-experience masters students, 45 executive MBA students and 52 doctoral (PhD) students, including 20 Full time PhD students.



The School has three research centres, namely the Irish Institute of Digital Business (IIDB), the National Centre for Family Business (NCFB) and the Anti-Corruption Research Centre (shared with FHSS). Within the School there are several discipline areas of strength that align with the group structure within the School as follows:

Work Psychology and Strategy (WPS)	Enterprise and Innovation (EI)	Financial and Operational Performance (FOP)
<ul style="list-style-type: none"> • HRM and Organisational Psychology (14) • Strategy and International Business (7) • Aviation Management (3.5) 	<ul style="list-style-type: none"> • Technology, Digital Business and Analytics (9) • Entrepreneurship and Innovation (8) • Economics (8) • Marketing (8) 	<ul style="list-style-type: none"> • Accounting (12) • Finance (10) • Operations Management (5) • Business and Society (4)

The School has a general business programme, the Bachelor of Business Studies, and two related programmes with an international dimension, the Bachelor of Business Studies (International), which features an international work placement, and the BA Global Business, which is a dual degree programme. The other undergraduate programmes reflect the research strengths of the School, with programmes offered including the BSc Aviation Management, BSc Digital Business and Innovation, BSc Marketing Innovation and Technology, and the BA Accounting and Finance. This alignment is also evidenced in the Masters programmes offered by the School. In addition to a conversion masters in general management for students who completed a non-specialist bachelor's degree, the School also offers a strategic management pathway for those who completed a bachelor business degree. It also offers a general management programme in PNU in Saudi Arabia (MSc Business Administration). It also offers a series of specialist MSc programmes for those with a specialist bachelor's degree and/or pursuing a specialist career (Accounting, Digital Marketing, Finance, Global Management, Human

Resource Management, International Accounting and Business, Insights and Innovation, and Operations Management) that also align with its research strengths.

2 Approach to Self-Assessment

2.1 Quality Review Committee

The self-assessment phase of the Quality Review was carried out by an internal quality review and international assessment steering group that was led by Prof. Barbara Flood and Prof. Colm O’Gorman. Senior Management and Group Heads fed into the process of undertaking the internal Quality Review in alignment with the EQUIS Mock Review during the compilation of the SAR.

2.2 The Self-Assessment Report (SAR)

The SAR followed the format of the EQUIS SAR, and therefore took a different format than the usual SAR. Accordingly, it was divided into ten sections, corresponding to the sections of the EQUIS accreditation documentation. The PRG found that the SAR was well prepared and professionally presented. A significant amount of robust data and critical analysis of this information has been incorporated in an accessible and easily interpretable format.

The PRG agreed that the personality of the School was not sufficiently reflected in the written SAR and lacked sufficient self-reflection. This resulted in a SAR that did not take full cognisance of the many strengths of the School. Unlike traditional DCU SARs, where the recommendations and subsequent actions of the quality improvement plan of the previous quality review are typically considered, the document presented here did not contain a contemplative, critical self-assessment. Although this is not a requirement of the EQUIS process, it was the view of the PRG that the School would benefit significantly from completing such a process.

A strategic analysis of the School is critical from both an EQUIS perspective and in terms of ongoing quality enhancement. Some deficits in strategic analysis were evident in the SAR. Two areas in particular would have benefited from a critical analysis - (1) evaluation of the lack of integration of connection with practice, which is a strength of the school in any case, and (2) the development of a comprehensive internationalisation strategy, across all the domains of the School. The PRG was also surprised at the lack of consideration and integration of sustainability throughout the document. This comprehensive strategic analysis would also facilitate a critical evaluation of the strategic relationship between the School and the University.

In the QQI Framework for Quality Assurance, the fundamental questions to be considered by the PRG are articulated as “*What are you trying to do?*”, “*How are you trying to do it?*”, “*How do you know it works?*” and “*How do you change in order to improve?*”, with special emphasis on the final two questions: “*How do you know it works?*” and, especially, “*How do you change in order to improve?*”. In considering the extent to which the School explored in the SAR that final question, it was the view of the PRG that there were some gaps, particularly in terms of articulating areas for improvement within the remit of the School, and potential changes in that context.

The SAR was reviewed by the PRG on a section-by-section basis. Their considerations, primarily from an EQUIS perspective, but also incorporating QQI Quality Assurance considerations, are presented in this report.

3 Approach Taken By Peer Review Group

3.1 Peer Review Group Members

Membership of the Peer Review Group (PRG) for the Quality Review was:

- Prof. Vincent Mangematin, Dean & Chief Academic Officer, Kedge Business School, France (Chair)
- Prof. Metka Tekavčič, Dean of the Faculty of Economics, University of Ljubljana
- Prof. Ansgar Richter, Dean of Rotterdam School of Management
- Ms Orlaith Onoh, Dublin City University (BA in Economics, Politics and Law)", Student Representative
- Prof. Blanaid White, Dean of Strategic Learning Innovation, Dublin City University
- Dr Martin Brown, Head of School of Policy and Practice, DCU Institute of Education, Dublin City University

3.2 Overview of Approach Taken by Peer Review Group

The PRG were supplied with the report electronically in advance of the site visit and submitted initial impressions of the report document. The PRG met with the Director of Quality Promotion on the 5th of September. This meeting outlined the format of the visit, along with an overview of the aims and objectives of the review process. After this meeting the PRG met privately, and Professor Vincent Mangematin was identified to chair the PRG. Following a general discussion of the SAR, the Initial Impressions document was discussed, with a number of themes emerging as areas for consideration over the course of the Quality Review. (See Appendix 1 for details of the main meetings, parallel sessions and an overview of attendees.)

A professional note taker (Mark Collins) was engaged by the QPO to take notes during the Quality Review. For parallel sessions the note taker attended one session and the panel members in the other session took their own notes. Reflecting on the work achieved, the PRG considered that the overall review process undertaken by DCU Business School was thorough and that the PRG had full access to all appropriate stakeholders: Academic staff, some students, Programme Chairs, Heads of Unit, Directors of research Centres, various committee members, Professional Support Staff, research students, some external stakeholders, central services staff, the President and Senior Management Group.

Overall, engagement with the PRG was positive, and participants gave frank and honest comments and feedback in response to questions posed and discussions emerging. Building on the work that had already underpinned the SAR, engagement with Faculty and QPO staff throughout the review was professional and accommodating; where additional evidence beyond that included in the SAR was required, it was requested of and fulfilled as far as was possible by Faculty via QPO staff.

4 Approach to Quality Assurance and Enhancement

The last Peer review occurred in 2015 and served as a dual purpose which was: (1) to meet statutory requirements in accordance with Section 35 of the Universities Act (1997) and the 2012 Qualifications and Quality Assurance Act; (2) prepare for Association to Advance Collegiate Schools of Business (AACSB) accreditation. A number of other effective quality review processes that DCUBS engages in are also used to inform practice.

- Periodic Programme Review (PPR) is the process by which each academic programme is reviewed on a five-year rolling basis. The PPR requires the Programme Board (comprising the faculty teaching team, relevant administrative and service unit staff and student representatives) to produce a report analysing developments and performance of the programme.
- Annual Programme Review (APR) is an annual monitoring of each programme. The APR process provides an opportunity for the Programme Board to review the most recent year, identifying both positive and negative issues and any related actions. The APR is reviewed by the School's Teaching and Learning Committee, and a summary report is prepared for the Faculty

Management Board (emphasis on faculty level actions required) and for the DCU Education Committee (emphasis on University level actions required).

By and large however, it is evident that the School places a significant QA weighting on external accreditations and certifications at School and programme level. Within this, the school is to be commended for the following achievements to name but a few: AACSB – Reaccreditation 2021; AMBA – Reaccreditation 2019; Small Business Charter – Reaccreditation 2022.

Despite these undoubted achievements, there is still work to be done in moving forward to realise the aspirations of the school that are in line with the strategic direction of DCU to be a leading European innovative university (For example, DCU Futures, ECIU, increased flexibility in offerings). With the hopeful acquisition of the “triple crown” of external accreditation, moving forward there is an opportunity for the School to develop its strategic plans more closely in line with that of the university.

The EQUIS accreditation format is focused strongly on strategy and mission, and accordingly the PRG visit considered in depth the School’s approach to the development of their strategic plan and it’s constituent components. This is undoubtedly of huge value to the School. In this approach, however, there was a lesser focus than is usual on the effectiveness of the processes within the School, and between the School and the University. While there is strong alignment between the objectives of the external accreditation processes and the quality assurance process of the QQI framework, gaps are increasingly evident when these processes are carried out simultaneously. Accordingly, it is recommended going forward that the next DCUBS quality review exclusively is concerned with the QQI process, so that the School benefits from the self-reflection of the QQI process, in line with other faculties.

5 Findings of the Peer Review Group

5.1 Context, Governance and Strategy

DCU Business School (DCUBS) is one of the faculties of Dublin City University, and as such an integral part of a public institution. DCUBS has been AMBA accredited since 2004 and achieved AACSB accreditation in 2016. DCUBS has a rounded strategy of pedagogy, research and integration with the industry with a primary focus on distinctive and industry-engaged learning opportunities that develop work-ready, highly employable graduates for the global marketplace. Since its foundation in 1980, DCU Business School has quickly become a well-established institution with a solid reputation in Ireland, and a growing recognition internationally. Guided by a mission to educate leaders and professionals for the global marketplace, the School's commitment extends to teaching, research, and collaboration with industry to promote individual and societal development.

With a diverse student body of 3,250 (2,499 undergraduates, 699 students in pre-and post-experience postgraduate programmes, and 52 in doctoral programmes), the School prepares students for the evolving world of work. Supported by a team of 88.5 FTE core faculty, 29 professional staff, and a number of teaching assistants, post-doctoral fellows, and research assistants, the institution provides high-quality education and high-impact research. This educational approach emphasises industry engagement and internationalisation.

Over the past five years, the School has achieved major milestones, including maintaining important international accreditations such as AACSB, AMBA, and the Small Business Charter. The School has also excelled in various rankings, achieving 94th place in the FT Top European Business School Ranking and 95th place in the FT Master in Management Ranking. DCU Business School positions itself within the Irish competitive environment. In contrast, the international strategy of the School deserves further elaboration. The analysis of the international opportunities, especially after Brexit, an informed analysis of its international positioning as well as a clear understanding of the drivers that help to recruit international students are necessary to define a relevant strategy.

The self-assessment report identifies 17 priorities. During the discussion with the Top Management Team of the DCU Business School, three main priorities emerged:

1. Development of new programmes. The School is quite responsive and is able to adapt its programme portfolio in order to accommodate industry demands and attract students. However, it has to be borne in mind that opening new programmes is more easily done than closing extant programmes, creating the danger of a sprawling programme portfolio that needs to be serviced. Therefore, a careful review of the programme portfolio and of the alignment with the School's expertise is necessary before opening new programmes.
2. The national market remains limited, and it is highly regulated. The recruitment of international students is a way to increase the School's degree of freedom, in order to develop its size and influence. The new intake in January for the MSc in Finance demonstrates the adaptability of DCU for addressing new markets (e.g., India). However, a systematic analysis, by programme of the targeted students, targeted countries and modalities to address international markets (with reasonable student recruitment costs) remains to be done. More broadly, to address this objective, it seems necessary to define a comprehensive international strategy and to articulate this within the context of the University strategy (ECIU especially).
3. Resourcing the strategy. Two bottlenecks have been identified, faculty time and space. Regarding space, the University faces considerable constraints. Regarding faculty time, the School is limited in terms of the number of faculty it is allowed to recruit, while at the same time it needs to 'service' a very considerable range of activities and objectives (e.g., a portfolio of 25 degree programmes, executive education and industry engagement objectives, research and funding ambitions, and so on). A clear strategy and a more succinct formulation of objectives would help the School to allocate its resources to its activities in a better way.

From a broader perspective, strategic priorities are strong mechanisms to allocate resources to projects and to allow faculty members to better anticipate the expectations of the School. From our discussions, the number of priorities can be reduced and the selected priorities would benefit from a more explicit articulation of clear, preferably quantitatively measurable objectives laid out along a realistic timeline. Resources ought to be allocated according to DCUBS priorities. KPIs are also useful tools to track the degree of strategy implementation.

The engagement of DCUBS with industry appears clearly as part of its DNA. The involvement with the Irish eco-system is a strong asset of the School. Corporate connections should be clearly integrated into the School's set of strategic objectives.

The recruitment of students is based on different drivers, at the national and international levels, and at the Bachelor and Master levels. Whereas the national situation provides for a steady, natural flow of Irish students to the School at the undergraduate level, the School needs to organise the commercialisation of its programmes at the Master and at the International levels (Bachelor and Master). This will involve a sharper definition of the value proposition that supports the School in attracting national and, in particular, international students.

The DCU governance system includes the DCU Governing Authority (with a majority of external members) which provides governance oversight, and DCU's executive team led by the President, the Deputy President and the VPs.

DCU Business School is fully integrated into the governance system of the University. The Executive Dean is a member of DCU Executive, and the members of the School's Senior Management Group are part of the different University-level committees (Teaching and Learning, Research, etc.).

DCUBS's mission is fully aligned with DCU's mission to transform lives and society. DCUBS benefits from a fair degree of autonomy in designing its own strategy, in making the appropriate appointments within the roster of faculty members allocated to it, and in defining the faculty workload model.

Several administrative functions are managed at the level of the University. These include global budgeting, real estate, IT, legal and human resources management, as well as student registry, career

services and alumni relations. Other functions, such as marketing and communications, are split between the University and the School. In some instances, members of individual functions are devolved to (and work from the premises of) the School.

Being part of the University allows DCU Business School to run interdisciplinary programmes as well as research. The ability to connect with industry from different perspectives and to adopt a problem-solving approach are part of the DCU mission and strengths. Collaboration amongst the different schools is clearly encouraged. From the point of view of the PRG, the School could outline more clearly how it leverages its embeddedness in the University, and the interdisciplinary and collaborative opportunities deriving from it. For example, the current version of the self-assessment report says little about the School's involvement in (and its contribution to) cross-faculty programmes.

In sum, from a governance perspective, the School will benefit from a clearer articulation of its role within the University, the benefits that it derives from being part of a larger parent institution, and the degree of freedom that it seeks to have within it. The School makes a very considerable financial, reputational and contribution to the University (e.g., in terms of the industry recognition that it enjoys), and it should clearly articulate its strategic objectives, development needs and associated resource requirements.

5.2 Programmes

DCU Business School offers 25 programmes: 7 bachelors, 10 pre-experience masters, 5 post-experience masters, Executive MBA and a doctoral programme. The School's programme offerings are consistent with its mission and faculty expertise, which has led to recognition in prestigious rankings such as FT Rankings MSc in Management (Business/Strategy) and QS World Rankings for programmes such as, Executive MBA, MSc in Digital Marketing, MSc in Finance, and MSc in Management (Business/Strategy).

In addition, the School's programmes hold prestigious professional accreditations in areas such as accounting, taxation and HR from organisations such as Chartered Accountants Ireland, Irish Tax Institute, ACCA, CIMA, CIPD, PSI and Society for Human Resource Management. Graduates of these programmes are highly sought after in industry and have a remarkable 96% employment rate and a track record of leadership success.

The institution prides itself on attracting highly qualified students, as evidenced by their CAO entry points and the calibre of master's students with 2.1 or 1st class honours and/or leadership experience. The commitment to diversity is evident in the fact that 18% of bachelor's students come from non-traditional backgrounds.

With a 20% international student population, the School has a significant global impact. Approximately 500 undergraduate students annually benefit from internships (INTRA) that bridge the gap between education and industry. These achievements underpin DCU Business School's position as a pioneer in business education and underscore its central role in training future leaders. However, the percentage of international students significantly differs among the programmes.

In their strengths, the School demonstrates a strong alignment between their programme portfolio and the School's mission - strategy, and expertise, ensuring that students acquire both academic knowledge and practical competencies needed for success in the evolving job market. They have a number of curricular innovations and employ a wide range of teaching and assessment methods. In addition, its robust quality assurance process covers several aspects, including new program development, ongoing programme review, compliance with academic standards by external reviewers, and collection of student feedback and professional evaluations. Furthermore, faculty are responsive to student and stakeholder needs, actively contribute to curriculum development, and are open to new programme ideas. From a student perspective it is clear that the School aims to engage a wide variety of students in its programmes through the use of its industry-focused lens. Collaboration with significant industry leaders is at the crux of the School's programme design model and development. This can be demonstrated by the internship element that is embedded in the majority of undergraduate degrees, as well as the implementation of various modes of assessment such as case studies, group work and capstone projects. Faculty members

regularly engage in a broad cross-section of assessment types allowing students to think critically and showcase their skills outside of the traditional learning environment.

However, the organisation faces several challenges. Despite significant investments in their master's programmes, they want to increase enrolment to make the best use of their teaching resources, particularly faculty time. Achieving this growth may be difficult due to competition in the national and international markets, although their strategic initiatives, such as updating curricula and attracting international students, are considered realistic and feasible. In their quest to increase international student enrolment in both bachelor's and master's programmes, they also face an external challenge beyond their control: a shortage of accommodations in Dublin that could affect the city's attractiveness and its feasibility for some international students.

At the undergraduate level, two international programmes are part of the IPBS partnership or one year with the exchange partner. The issue of quality and coordination in the partnerships is relevant to ensure the quality of delivery - it would be useful to discuss and explore this further.

Their undergraduate Bachelor of Business Studies has a weak internationalisation component (25 students in international studies in 22/23). This programme will be a selected programme for EQUIS accreditation in February 2024. It is the largest programme within the portfolio which has 180 or 240 ECTS (more than 850 students). The size of the programme requires special attention in enabling the same degree of quality and assessment criteria for all enrolled students. The faculty involved in the delivery of the programme is extremely dedicated to its mission and continuously look for innovations and cross-modules cooperation in the programme delivery.

A theme that seems to resurface in terms of programme and module development is cross-faculty collaboration. It is clear that students within the Business School would benefit greatly if the School was to properly leverage its existing relationships with other faculties (such as the Faculty of Humanities and Social Sciences; and the Faculty Engineering and Computing) within the University structure to deliver unique and bespoke modules. This is perhaps an area that the School could look into in future discussions around the development of programme structures and modules.

In general, the portfolio looks healthy. At the first level, advertised vacancies are easily filled and the quality is good. The international component is concentrated in one particular programme, but there are also programmes that are well connected to industry (accounting, aviation). There are no exchange programmes at the second level, which is typical of the Anglo-Saxon model, but there is a solid representation of mixed students. Still, the number of programmes in comparison with the number of students requires an in-depth discussion also from the programmes' break-even point perspective.

5.3 Students

From the discussion with students it is obvious that they like the School and highly appreciate the efforts of teachers and support services. They feel that the DCU environment is inclusive and enables easy integration of students coming from different social environments. They evaluate this as an important distinction from other competitors in Ireland.

In their programmes and target audiences the School addresses a wide range of students for its bachelor's, pre-experience master's, post-experience master's, and doctoral programmes. The undergraduate programmes target Irish high school graduates, non-traditional learners, and international students seeking a solid academic foundation and career-oriented skills. Features such as internships and international opportunities make these programmes attractive. Graduates of these undergraduate programmes are well prepared for professional life, whether in Ireland or internationally. The Master's programmes are attractive to Bachelor's graduates who want to start their careers with advanced knowledge and skills in both general management and specialised areas. These students are expected to excel in graduate employment opportunities. Post-experience master's degree programmes are designed for working professionals seeking career advancement and focus on deepening specialised knowledge and leadership skills. Graduates are able to assume leadership roles or reorient their careers.

The doctoral programme is designed for individuals interested in in-depth research and equips them with expertise and research skills that open doors to academic and research careers.

In its bachelor's degree programmes, the School typically admits students directly after their secondary school, with an average age of 19. While gender diversity was 50% in the 2019/20 academic year, it dropped to 42% in the 2022/23 academic year due to the male-dominated BSc in Digital Business and Innovation programme. Efforts are being made to address this gender imbalance. The number of international students remains constant at around 10%. Pre-experience Master's programmes attract students who have completed their Bachelor's degree, with an average age of 25. These programmes have good gender diversity, with over 50% female students in each of the four years of study and a high proportion of international students, 63% in 2022/23. Post experience Master's programmes and the MBA programme are aimed at experienced professionals, with first-year students generally in their mid-thirties to early forties. Efforts to increase female participation in the MBA have resulted in progress, with female enrolment in the cohort reaching 45% in the 2022/23 academic year. There are fewer international students in the post-experience programmes, reflecting the target student profile of working professionals and the delivery mode, which involves weekly campus-based lectures. . In the PhD programme, the profile of students varies due to the small size of the programme, with full-time PhD students generally younger and more international, while part-time students tend to be experienced professionals in Ireland. The faculty actively supports widening participation through alternative access programmes for disadvantaged students, such as HEAR, DARE, older students, and continuing education programmes (FETEC). These initiatives represent the School's commitment to Equality, Diversity and Inclusion (EDI) and account for 18% of Year 1 enrolments in the 2022/23 academic year, with special support and scholarships available for students entering through these routes.

Regarding the sentiment and feedback from the students in respect to these creative elements of the programme structure and assessments, members of the staff recognise that students appreciate and understand the importance of being connected to the world of practice and resonate with non-traditional forms of assessment. There are various sessions and modules within the school dedicated to ensuring that students feel fully prepared and competent to enter the industry both during their time in the school and after they graduate. This is demonstrated by the School's engagement with DCU Career Consultants whereby business students can access career advice and support through the university's central career services. Discussions with students enrolled in the Schools' undergraduate degrees point to the conclusion that the faculty does everything in their power (through their connection with significant industry leaders) to ensure that students are work-ready and well equipped to enter into employment pre and post-graduation. Additionally, the sentiment within the postgraduate cohort appears to be that overall, the school and the programme offerings are dynamic and distinct to other universities. However, the MBA students noted that in some aspects the structure of the programme felt a bit outdated in the sense that there were no modules concerning the current climate such as sustainability and e-commerce.

Student feedback is usually relayed to the staff through various informal and formal methods. Students at the Business School engage in student-staff forums where their opinions on modules, quality of teaching and assessment is heard by the faculty members and senior staff of the school. Furthermore, there are student representatives who are able to informally relay feedback to programme chairs and lectures if there are any issues that arise concerning the quality of lecturing. The school is generally well receptive to hearing and adapting to student recommendations as well as addressing any significant issues that may arise during the academic year. It was highlighted by students, however, that they are only invited to attend a short portion of the programme boards. In this window, they have the opportunity to raise concerns, but they then have to leave. Students identified this as a practice that felt out of sync with normal practice in the sector, and that it reduced their opportunity for feedback about solutions to their concerns. This practice also would appear to be at odds with normative practice across other faculties in DCU.

Overall, 20% of students are international, which is relatively low and tied to some programmes that are not their largest programmes. Part of this is also PNU programme in Saudi Arabia. Three quarters of students go on exchange programmes to schools that have at least one of the three accreditations AMBA, AACSB, EFMD or are relatively high in university rankings). It would be worthwhile to address

the composition of the partner school portfolio and discuss the way partner schools are managed and the way activities can be internationalised further.

5.4 Faculty

As of 2022/23, DCU Business School has a core faculty of 88.5 FTE (full-time equivalent). These core faculty are augmented by 59 non-core faculty (part-time, teaching faculty) seven post-doctoral researchers, 9 research assistants, and 12 teaching assistants. Of the core faculty, 89% hold doctoral degrees, and a further 7% are actively pursuing doctoral studies. According to the SAR, 93% of the faculty are actively engaged in research. Irish nationals account for 72% of the faculty, and 28% are foreign nationals. About half of the faculty have earned their PhDs outside of the Republic of Ireland. Of particular note, 45% of the core faculty are women, and females hold an equal proportion of senior positions, demonstrating the School's commitment to gender balance. In terms of faculty sufficiency and qualifications, the PRG believes the School meets the requirements, although there is a clear (and widely understood) need to grow the size of the faculty further.

Faculty members are allocated to three academic subject groups (Work Psychology and Strategy [WPS], Enterprise and Innovation [EI], and Financial and Operational Performance [FOP]), although they are free to cooperate with colleagues from across different groups (e.g., in research). The three groups cover a very wide range of disciplines (e.g., the EI group covers Economics, Marketing, Technology Management, Digital Business and Analytics, in addition to Enterprise and Innovation in the more specific sense). Each group is led by a group head, who is appointed in accordance with the University's Head of School appointment process. Group heads are members of the School's Management Board. The primary responsibility of the Group heads relates to people management (e.g., in the context of recruitment, performance appraisals, and in particular in workload allocation) and participating in the strategic management of the School via Management Board. In contrast, academic groups (respectively their heads) do not have financial / budgetary responsibilities.

Given their size and diversity, the PRG found it somewhat difficult to understand the coherence of the academic groups, and the interview participants seemed somewhat undecided whether this particular group set-up was optimal. On the positive side, it was mentioned that the relatively limited number of groups makes coordination between group heads relatively easy.

Faculty recruitment is driven primarily by teaching needs, rather than the objective to build research strengths in particular areas. Recruitment follows well-defined processes. In terms of selection decisions, teaching appears to be given somewhat greater weight than is the case in other schools (e.g., applicants are expected to give a teaching presentation). The peer review team had doubts about whether this approach would enable the School to fulfil its research ambitions.

The School has a workload allocation model in place that recognises three different tracks; in the more research-oriented track, 45% of individuals' time is allocated to research and the same amount of time to teaching, whereas in the more teaching-oriented track, 70% of the time is allocated to teaching, and 20% to research and scholarship. The workload model is widely understood, and individual faculty members have the ability to see how individual pieces of work are accounted for in their individual workload models in a transparent fashion. At the same time, the workload model does allow for flexibility, enabling group heads (in communication with the individuals concerned) to assign new or "unusual" tasks (e.g., special projects, teaching and related activities in non-degree programmes) to faculty members. This is particularly important considering that weaknesses in marketing and related activities were repeatedly identified by colleagues in executive education, so that many responsibilities in relation to generating client interest etc. tend to fall on faculty members themselves.

Responsibility for faculty promotion is mixed between the School and the University, with the University operating an institution-wide promotion process with a limited number of promotion 'slots' (eight per year, allocated between the five faculties), and the School having the opportunity to "top this up" with several additional 'targeted promotions' (e.g., in the context of retention cases). Junior and mid-career faculty members had some concerns about the fairness in promotion processes, which seem to be rooted in the fact that only a limited number of promotions can be made per year (regardless of whether these

promotions take place through the regular university-wide promotion process or through the targeted promotion process). The ceiling on the total number of promotions effectively induces competition between candidates for the limited number of slots, creating the possibility that promotion decisions are made on the basis of relative considerations, rather than the 'readiness' of candidates for promotion in absolute terms. At the same time, junior and mid-career faculty members also commented positively on the level of mentoring and support they had received within the School e.g., from group heads and other senior colleagues. Senior faculty members reported overwhelmingly positive experiences of the promotion process, and spoke of clear and transparent promotion criteria and their confidence in the academic promotions framework, even when they had been unsuccessful in promotion applications.

A major challenge that the School faces relates to the constraints in recruiting additional faculty above the general allocation, and relatedly, the (strict) limitations in paying faculty members above national salary scales. This means, for example, that faculty members typically do not earn any extra compensation from executive education. This can lead to unwelcome situations where the School may compete for capacity with its own faculty members who may charge their clients directly for services, circumventing the institution. The challenges in attracting, retaining and appropriately rewarding faculty members are magnified further by the high costs of living and accommodation shortages in the Dublin region. Of course, the regulatory constraints are outside the School's discretion, but the PRG recommends the School to purposefully look for opportunities to expand its degrees of freedom in this respect. Institutions such as UCD and Trinity appear to have greater latitude in this regard. Also, in terms of the number of positions, the School should present and negotiate a compelling "strategic ask" with the University, that clearly outlines the returns to / benefits of a greater faculty allocation for the School and the University as a whole.

5.5 Research and Development

DCU Business School was founded as an institution aimed at the needs of industry. Despite this more applied focus, it has developed a strong portfolio of more 'fundamental' research. From 2018 to 2022, the number of publications in peer-reviewed journals (PRJs) has almost tripled (from 52 to 139), and these publications include 55 papers in ABS 4 and ABS 4* journals (including a few in very prestigious journals such as Academy of Management Journal, Organization Science and Journal of Management). The School's objective is to grow this PRJ output further by 30% over the next 2-3 years, and it has mechanisms (e.g., funding for conference visits, a sabbatical scheme, etc.) in place to support this objective. Output indicators suggest that DCU Business School now sits in a comparable bracket with other EQUIS-accredited business schools in Ireland, such as University College Dublin and Trinity College Dublin. The School operates a PhD programme, and it aims to grow the current number of PhD students (53) to about 80 through a combination of increased programme marketing / student recruitment, and the provision of more funded PhD positions (currently, the majority of PhD students are part-time students who are working outside academia).

Given the internationalisation of the faculty, the fact that many faculty members publish together with other colleagues elsewhere, and the large proportion of international doctoral students, the School's overall research profile is quite international. Of note is also the inward Fulbright Scheme, through which several U.S. scholars have visited DCU Business School for a three-months period over the last few years. Several of these researchers have become adjunct faculty members at DCU Business School.

In summary, the School's research strategy is thus to expand the size of its research portfolio and resulting output. The strategy is less specific with respect to the areas in which it aims to grow particular depth and expertise. Research is being produced, and doctoral supervision takes place, across all academic subject groups. There are two cross-cutting units – the longer-established Irish Institute for Digital Business (IIDB) and the more recent National Centre for Family Business – in which the School aims to earn a particular recognition, plus a smaller one in the area of anti-corruption research, but essentially, the School likes to see itself as research-oriented across all academic disciplines. The PRG recommends the School to sharpen its research strategy, more clearly outlining the distinct areas of expertise for which it wants to be known, the investments it intends to make in these focus areas, the linkages to other activities (e.g., its programme portfolio, executive education and industry engagement),

and to other areas of expertise across the University. An International Academic Advisory Board could be helpful to the School in this respect.

The SAR identifies two research centres within the School, namely the Irish Institute for Digital Business (IIDB) and the more recent National Centre for Family Business. Their organisational structure chart also identifies a third centre, an Anti-corruption Research Centre (ARC), and it is explained in the SAR that a member of the School, Dr. Rob Gillanders, is a Co-Director of the Centre with a colleague from the Faculty of Humanities and Social Sciences. However, the same level of detailed consideration of that centre is not included in the SAR. Additionally, during the visit, it emerged during the industry advisory board meeting that the School is also involved in another cross-faculty centre, the DCU Centre for Climate and Society. It is unclear why a consideration of this centre is not included in the SAR.

The School also has a portfolio of more applied forms of research, and some faculty members have been successful in publishing in practitioner-oriented journals such as Harvard Business Review, Sloan Management Review and others. Interestingly, there is hardly any production of case studies, ostensibly because these outputs do not carry weight as 'research' in the sense of ABS-rated journals. The School should consider whether this is an output category to which it wants to attach weight in other ways. There are also various research cooperation with companies and public sector organisations, in particular in the area of digital technologies (e.g., the digital towns project, collaborative projects with ECIU partners, and others). Linking these activities to the School's overall strategy in general and its research strategy in particular could be improved. The School should also define the objectives (e.g., the 'target market') for the graduates of its PhD programmes more clearly, and put in place policies and practices to support these objectives.

5.6 Executive Education

Their executive education activities have a particular focus on areas of expertise like SME growth, leadership, family business and internationalisation. Notably, the School's programmes are aimed at enhancing management capabilities in SMEs, conducted in collaboration with Enterprise Ireland and Invest NI, witnesses the strong presence of DCUBS within national ecosystems. Executive Education operates within the highly competitive executive education market in Ireland, as well as the need to periodically compete for contract renewals due to the tendering process.

Executive education initiatives offer faculty valuable opportunities to engage in research and remain updated with practical knowledge. Executive education is an opportunity to strengthen contacts in industry and to invite practitioners to give guest lectures. Faculty compensation for its involvement into executive education activities, which is non-standard teaching, responses to call for tenders and pedagogical engineering, necessitates adaptations within the School's academic workload model as DCU does not benefit from what are understood to be UCD's or TCD's permissions to pay extra hours. Additionally, weaknesses in the marketing of executive education offerings were identified by colleagues, who identified this as a critical issue with regards to student enrollment on these programmes.

Executive education at DCU remains national even if the executive education portfolio mirrors adequately DCU expertise. It constitutes a growing mechanism of connection with practice.

5.7 Resources and Administration

DCU Business School has a dedicated team of 29 professional administrative staff members who play a critical role in the School's various functions. Oversight of the professional and administrative teams is in the hands of Faculty Manager Jonathan Begg and Director of Commercial Business Development Eoghan Stack. The structure of the professional team was redefined in 2018 as part of a strategic review. This team includes the Programme Management Office, which is responsible for student and programme inquiries, scheduling, outcomes processing, and international partnerships; the Office of Management Services, which supports academic group leaders; the Office of Marketing and Communications, which coordinates marketing initiatives; the Office of Finance, which manages budgets; the Office of Research Support, which supports research activities; the Office of Accreditation and Quality Assurance, which

manages accreditations and quality assurance; and the Centre for Executive and International Education, which oversees business and executive courses and PNU programme management. The exact staffing profile of each office within the team was not provided within the SAR, but the feedback from colleagues throughout the visit spoke of a professional, cohesive and efficient unit. Additionally, colleagues spoke of effective relationships with central services that were conducive to smooth operation and operational management of the School and the University.

There is a transparent organisational structure with Associate Deans for T&L, research and internationalisation. Each of these Associate Deans chair a faculty level committee to operationalise their respective remits, and are members of the Faculty Management Board. All resourcing is managed via the Faculty Management Board, which includes the Executive Dean, Faculty Manager, Director of Commercial Business Development, Associate Deans and Group Heads, and two elected senior academic members. Given the importance of research within the school, and that the Executive Dean may designate additional members in line with Faculty-specific requirements, the School is encouraged to consider the addition of research representatives to the Board. Notwithstanding that the organisational structure of the School consists of three academic groupings, both human and financial resourcing are the remit of FMB and not the individual groups. Additionally, the organisational structure of the School has not been considered in light of planned strategic developments.

The revenue generated by all faculties in DCU from tuition fees (undergraduate and postgraduate) and the government grant is pooled, and is distributed through a resource allocation model back to faculties and to central University units to provide a range of student and faculty support systems (for example Estates, Information Systems Services, Library, Student Support and Development, Marketing and External Affairs). The revenue generated by DCU Business School's international delivery in PNU and executive education activities is primarily retained in the School with a profit-sharing arrangement agreed with the University on a contract by contract basis. The revenue earned from research grants is ring-fenced for use on the specific project funded and the overhead element of each research contract is shared between the School and University. Other external funding is typically linked to a specific activity and so the resources are spent on that activity alone (e.g. Digicel funding for VR lab).

5.8 Internationalisation

In preparation for the EQUIS assessment, the School's Management Board conducted a thorough self-assessment of the School's international dimensions, guided by the EQUIS model for internationalisation. This process has provided the School with greater clarity in terms of the status of its internationalisation efforts. In terms of governance, internationalisation is overseen by an Associate Dean, who is a member of the School's Management Board.

From the perspective of the PRG, the School has clear strengths, yet also some weaknesses, in terms of its internationalisation. To begin with the former, almost 30% of the School's faculty are non-Irish nationals, and about half of them have earned their doctoral qualifications from abroad. A significant proportion of the faculty's research outputs are produced together with foreign faculty members, and the School's research publications enjoy increasing visibility in leading international journals (although further ground is to be gained in this area). The degree of internationalisation in terms of the student population varies by type and level of the programmes. It is most pronounced in the area of pre-experience Masters, where over 70% of the students are non-Irish. Interestingly, these programmes do not appear to be 'dominated' by one or a few 'source' countries, but they are characterised by a good mix of students from across different geographies. In contrast, the proportion of international students is low (<10%) in the School's post-experience MSc programmes and the EMBA. The School's executive education activities take place predominantly in the national context. In terms of the undergraduate programmes, the proportion of international students is high (>50%) in the BA in Global Business, but it is much smaller (approximately 5%) in programmes such as the Bachelor in Business Studies, or the BA in Accounting and Finance. However, the School offers good exchange opportunities with about 45 partner schools worldwide, many of which are of good (though not always of excellent) reputation. The balance between the number of incoming and outgoing exchange students is good. The School should grow and improve its portfolio of partner schools further.

The School has also been offering some of its Master programmes at Princess Nourah Bint Abdulrahman University (PNU), an all-women university in Saudi-Arabia (initially this provision was at the undergraduate level; now it has transitioned to the postgraduate level; in addition, there are DCU doctoral students on the campus in Riyadh who effectively pursue their degree on a distance-learning basis). In conversations with the peer review team, faculty members said that this programme enabled the School to live out its mission to 'transform lives'. However, the rationale for and the role of this partnership in the context of the School's internationalisation strategy was not clearly spelled out in its documents. Furthermore, there is a need to articulate the School's intended strategic positioning in the international context (including its key competitors and benchmark schools), its target markets for student recruitment and other activities, and the criteria for its choice of partners, in a much more convincing way. The PRG also noticed that the School's industry advisory board was largely composed of Irish nationals. The School should consider creating an international academic advisory board to advise it on more academic matters, such as programme design and delivery, research, faculty affairs, and related matters.

5.9 Ethics, Responsibility and Sustainability

In terms of strengths, the School demonstrates a consistent commitment to ethics, responsibility, and sustainability (ERS) that aligns with DCU's values and mission. Its mission, strategy, organisational structures, and activities reflect the School's identity as a responsible global citizen. In addition, the School boasts a comprehensive Responsible Business Strategy with a set of related strategic measures and Key Performance Indicators (KPIs), as well as a detailed Athena Swan Action Plan. The School's curricula, including the Graduate Competency Framework, recognize sustainability and ethics as foundational competencies that they carefully teach their students as part of their educational programmes. In addition, the department plays a central role in producing a wide range of research that directly addresses the Sustainable Development Goals of the UN and actively shapes both national and international dialog. Its proactive engagement also extends to engaging local and national communities through educational outreach and contributions of individual faculty members to community organisations. Faculty also maintain robust external partnerships and conduct research activities in collaboration with industry, all aimed at addressing sustainability challenges.

However, the School faces ongoing challenges, especially in light of the urgent climate crisis and the changing geopolitical landscape. It is an ongoing challenge to balance the need to embed responsible business principles into the curriculum with an emphasis on the positive contribution of market systems and private organisations to economic and social development. Over the past five years, particularly during the COVID -19 pandemic, the School has struggled with a significant ERS challenge as both the School and external organisations focused their energies and attention on immediate, mission-critical challenges. As a result, some ERS projects involving government and industry partners experienced delays, underscoring the need for adaptability and resilience in pursuing its ERS initiatives amid unforeseen disruptions.

They are a member of the PRME, as a campus they are the first in Ireland. However, the documents do not reveal clearly the situation related to the field in research and classrooms. Their activities oriented towards sustainability goals should be clearly defined and documented.

5.10 Connections with Practice

In terms of its strengths, the School has a clear and explicit focus on engaging with different sectors of industry, including global companies, local SMEs, professional bodies, government agencies, policy makers, the public sector and social enterprises. This engagement with industry is evident in both teaching and research. Industry plays a central role in shaping the School's curriculum by actively participating in its design, delivery and assessment. Numerous companies, both nationally and internationally, work with the School to provide internships, earning a long-standing reputation for training graduates who are well prepared for the world of work. The faculty also encourages industry's contribution to the co-creation of new knowledge through joint research projects, financial support for research projects and active participation in the dissemination of relevant knowledge. Faculty members and research centres contribute by publishing research results, organising events, participating in digital

dissemination activities and collaborating directly with external organisations. The engagement with practices is part of DCU DNA and constitutes a real strength of the school.

Nevertheless, the University faces some challenges in its ongoing engagement with industry. As industry engagement is a cross-cutting theme that cuts across all of the University's activities, maintaining shared leadership remains critical and requires coordinated efforts from associate deans, group leaders and research centre directors. In addition, it is critical to the continued success of the faculty in this area that faculty members have the time and support necessary to maintain these relationships with industry within the existing workload and compensation structures of the faculty.

6 SWOC Analysis and Plans for Improvement

6.1 SWOC Analysis for DCU Business School

As a result of the Peer Review Group's analysis of the self-assessment report, the SWOC that was provided to the PRG by the School during their visit, and findings from the peer review visit, we propose the following to be an accurate reflection of the Areas capabilities and opportunities, and identified weakness and threats to future success.

Strengths	Weaknesses
<ul style="list-style-type: none"> ● A well-developed national reputation and emerging international reputation, both within academia and industry. ● A strong suite of degree programmes that meets the needs of industry, connects students with practice, and prepares students for the evolving world of work. ● The high calibre of our current student population, at undergraduate, pre-experience and post-experience masters level, and at MBA and doctoral level. ● Appropriately qualified, experienced and enthusiastic faculty and staff that have the capability to drive the achievement of strategic goals. ● Meets the sufficiency criteria in terms of faculty to deliver their programmes. ● Deep engagement with industry which informs their strategic thinking and provides a myriad of inputs to DCUBS activities. ● DCUBS is part of a University that shares their values and ambition. ● A streamlined professional support and administrative unit, that brings congruence to the School. ● High quality care for students' pastoral and academic needs. 	<ul style="list-style-type: none"> ● Limited elaboration of the strategic definition, which reduces their capacity to better identify their priorities, leading to: <ul style="list-style-type: none"> - Lack of coherence evident in the planning strategy for internationalisation. - Lack of evidence of strategic plans to develop critical mass in specific research domains. - A lack of synergies in the relationship between the Centre for Executive & International Education and the School. - Limited coherence in strategy to expand executive education at a national and in particular international level. ● Limited evidence in the SAR of innovative teaching and learning strategies at programme level, with the exception of critical thinking, in comparison to the discussions during the visit. Weak integration of sustainability in the SAR. ● Over assessment in some modules, overlap of timetabling of assessments, and lack of congruence across programme level assessments. ● Lack of evidence of ongoing deep engagement with significant DCU initiatives.
Opportunities	Challenges
<ul style="list-style-type: none"> ● To deepen engagements with other faculties in DCU, and university strategic initiatives. 	<ul style="list-style-type: none"> ● The competition for MSc students locally and internationally is likely to intensify and our competitor universities will be seeking to enhance their performance also.

<ul style="list-style-type: none"> ● To deepen and expand engagements with industry in core areas of research strengths. ● To intensify engagement with our national and international alumni community to assist with the delivery of strategic goals, and support a more coherent development of alumni relations. ● To develop new and/or renew existing offerings to meet emerging industry and societal needs. ● To better integrate research centre expertise into wider School activities. ● To better leverage the activity of colleagues engaged in cross-institutional research centres, e.g. the DCU Centre for Climate & Society. ● To develop more systematic approaches for career development for junior faculty and succession planning for the School. ● To better attract more full-time research students. ● To consider the development of a professional doctoral programme, e.g. a DBA. 	<ul style="list-style-type: none"> ● The potential impact of generative AI both in terms of our approaches to teaching, learning and assessment, and from a discipline specific perspective. ● Their high student-staff ratio (SSR) impacts on their ability to intensify development of the student learning experience, compared with international standards. ● Due to national sectoral constraints, the School faces limited scope for recruitment of additional faculty to reduce their SSR (or additional staff to enhance service support). ● The School's financial resources and flexibility are impacted by the regulatory requirements of the sector in Ireland, the central resource allocation model within DCU, and the lack of diversification of income sources. ● Lack of systemisation of data captures in e.g. areas such as alumni career trajectories and competitive benchmarking, to support strategic decision making.
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6.2 Areas of Improvement Identified by DCU Business School

Please use this section to respond to the areas for improvement identified by the Area under review in the SAR. Does the PRG agree with the areas identified within the self- assessment report? Are there particular gaps? How do the areas for improvement identified align with the findings of the Peer Review Group

This section should aim to be no longer than 1 page in length.

7 Summary of Commendations and Recommendations

Please use support material provided in the handbook when making commendations and recommendations

No	Commendation/ Recommendation	P	Level	
Context, Governance and Strategy				
1	Commendation			Impressive results in recent years in terms of Programme Development and Student Satisfaction and Content Renewal. The strong involvement in the local, regional and national industry ecosystem. Internal culture of solidarity, support and commitment to the students and the school. High quality graduates who are ready for the world of work.
2	Recommendation	P1	A	Provide a systematic strategic analysis of your national and international environment as well as your own strengths and weaknesses. Identify relevant KPIs to track strategy implementation
3	Recommendation	P2	A	The SAR should be more explicit as it relates the mutual benefit between the school and university
4	Recommendation	P2	A	Align more strongly with the University in order to leverage major strategic initiatives and opportunities
5	Recommendation	P2	A	Analyse not only the Irish environment, but also the international one.
Programmes				
	Commendation			Full suite of Programmes that meet the needs of industry Post experience programmes are noticeably valued by students
	Recommendation	P1	A	Align the suite of programmes with the expertise of the School
	Recommendation	P2	A	To have a more streamlined approach for the timetabling of assessments
Students				
	Commendation			A significant duty of care by staff for the academic and social wellbeing of students
	Recommendation	P1	A	Grow student numbers in programmes that are critically small in size
	Recommendation	P2	A	Increase student internationalisation across programmes
Faculty				

	Commendation			Collegial supportive culture and dedication to the School
	Recommendation	P1	A	Define or clarify distinct areas of expertise
	Recommendation	P2	A	Clearly defined mentoring system for junior staff members
Research and Development				
	Commendation			Impressive progress in terms of research output
	Recommendation	P1	A	Define a strategy towards research impact in addition to research outputs
	Recommendation	P2	A	Grow number of full-time doctoral students
Executive Education				
	Commendation			High quality expertise
	Recommendation	P1	A	To have a process for providing opportunities for faculty that have an interest in Executive Education
Resources and Administration				
	Commendation			The School is well managed
	Recommendation	P1	A	To increase the degree of freedom through the development of additional resources (through internationalisation, Executive education, and/or other means)
	Recommendation	P2	A/U	Increase awareness of the strengths and weaknesses of central services, for example, brand management, IT
Internationalisation				
	Commendation			The School is acutely aware of the challenges for Internationalisation
	Recommendation	P1	A	Articulate the internationalisation strategy, in alignment with DCU
	Recommendation	P2	A/U	To develop a holistic strategy for internationalisation which includes, undergraduate, post graduate, industry elements of internationalisation. There is a need to enhance the strategy for internationalisation such as partnership alliances
Ethics, Responsibility and Sustainability				
	Commendation			Inclusiveness of practice of the school with faculty, staff, students and the EDI programme
	Recommendation	P1	A	Include sustainability more strongly into research and programme redesign
Connections with Practice				
	Commendation			Strong recognition of the school among corporate partners
	Recommendation	P1	A	Build stronger international corporate relationships

Appendices

APPENDIX A: Peer Review Group Timetable

Date/Time	Meetings	Room No	Attendees
Tuesday, 5th of September, 2023			
17.30 – 18.00	<i>Briefing session with the Director of Quality Promotion, Selection of Chairperson</i>	Crowne Plaza Hotel	Review Team Dr. Rachel Keegan
18.00 -19:00	<i>PRG private discussion time:</i> <ul style="list-style-type: none"> - <i>Consideration of initial impressions based on the submitted report</i> - <i>Discuss theses and areas for exploration over the duration of the visit</i> - <i>Assign tasks and responsibilities among members</i> 	Crowne Plaza Hotel	Review Team
19:30 -21.30	Dinner	Crowne Plaza Hotel	Review Team
Wednesday, 6th of September, 2023			
09:00-10:30	<i>Initial meeting with the School's Executive Committee – see item 5.2</i>	Q317	Prof. Dominic Elliott - Executive Dean Prof. Edel Conway - Associate Dean for Research Dr Siobhain McGovern - Associate Dean for Teaching and Learning Dr Gary Sinclair - Associate Dean for Internationalisation Prof. P.J. Byrne - Head of Financial and Operational Performance (FOP) Group Prof. Pamela Sharkey Scott - Head of Work Psychology and Strategy (WPS) group Prof. Regina Connolly - Head of Enterprise and Innovation (EI) Group Jonathan Begg - Faculty Manager Eoghan Stack - Director of Commercial Business Development Prof. Brian Harney - Management Board - Elected Member Prof. Barbara Flood - Management Board - Elected Member Prof. Caroline McMullan - Chair of Responsible Business Committee Dr. Rachel Keegan, QPO Director
10:30-10:45	Break		

10:45-11:35	External Governance - representatives of the School's Governing Body, including for example members of the University leadership or Board of Trustees.	Q317	Prof. Daire Keogh, President Dr. Declan Raftery, Chief Operations Officer Mr. John Kilcoyne, Director of Finance Mr. Gareth Yore, Director, Human Resources Ms. Laura Mahoney, Executive Director of Engagement Prof. John Doyle, Vice President for Research and Innovation Ms Céline Crawford, Director of Communications & Marketing
11:45-13:00	<i>The Overall Programme Portfolio</i> Associate Dean(s) responsible for overall portfolio and Programme Directors	Q317	Dr Siobhain McGovern - Associate Dean for Teaching and Learning Dr Gary Sinclair - Associate Dean for Internationalisation Dominika Mohun - Assistant Faculty Manager Dr Orla Feeney - AF Programme Chair Prof. Brian Harney - DBI Programme Chair Dr Paul Davis - MSSM and MSBM Programme Chair Dr Marty Reilly - MSGM Programme Chair Prof. Yseult Freeney - MPO/MSOB Programme Chair Prof. Caroline McMullan - MSEM and MCBA (PNU) Programme Chair Dr John McMackin - MBA Programme Chair
13:00-14:00	Lunch – Peer Review Team alone for discussions		
14:00-14.50	<i>Executive Education</i> - Director of Executive Education programmes and support staff	Q317	Eoghan Stack - Director of Commercial Business Development Prof. Finian Buckley - Academic Programme Development Dr Eric Clinton - Family Business Continuity Programme Dr Melrona Kirrane - Let's Lead Programme Dr John McMackin - Associate Professor of HRM Dr Peter Robbins - Associate Professor of Innovation & Entrepreneurship Maurice McCrumm - Finance and HR in CEIE Anne Marie Morisson - Programme Support Nuala Lonergan - Programme Support
15:00-16:00	Faculty Management - Dean, Deputy Dean or Associate Dean of Faculty, Department or Subject Area Heads	Q317	Prof. P.J. Byrne - Head of Financial and Operational Performance (FOP) Group Prof. Pamela Sharkey Scott - Head of Work Psychology and Strategy (WPS) group

			<p>Prof. Regina Connolly - Head of Enterprise and Innovation (EI) Group</p> <p>Prof. Colm O'Gorman - Full Professor of Entrepreneurship</p> <p>Prof. Edgar Morgenroth - Full Professor of Economics</p> <p>Prof. Liam Gallagher - Full Professor of Finance</p>
16:00-16:15	Break		
16:15-17:15	<p>Research – Associate Dean / Director for Research, members of the Research Committee - This meeting may include members of the School's research committee, or research centre leads and individuals with leadership responsibility for research such as a Deputy or Associate Dean.</p>	Q317	<p>Prof. Edel Conway - Associate Dean for Research</p> <p>Dr Lisa Van der Werff - Co-Director of IIDB and Director of Doctoral Studies</p> <p>Dr Eric Clinton - Director of the National Centre for Family Business</p> <p>Dr Aideen O'Dochartaigh - Research Committee Member</p> <p>Dr Aurora Trif - Research Committee Member</p> <p>Dr Sandeep Keshava Rao - Research Committee Member</p> <p>Dr Silvia Rocchetta - Research Committee Member</p> <p>Prof. Maura McAdam - Professor of Entrepreneurship</p> <p>Prof. Teresa Hogan - Professor of Entrepreneurial Finance</p>
19.00 -21.00	Working Dinner in the Crowne Plaza Hotel		
Thursday, 7th of September, 2023			
09:00-10:30	<p>Selected Programme – BBS Programme Director(s) and Administrators responsible for the programme</p>	Q317	<p>Dr Siobhain McGovern - Associate Dean for Teaching and Learning</p> <p>Joanne Lynch - BBS Programme Chair</p> <p>Nichola O'Sullivan - BBS Programme Manager</p> <p>Dr Brid Murphy - Associate Professor of Accounting</p> <p>Dr Catherine Faherty - Assistant Professor in Enterprise</p> <p>Claire Kearney - Assistant Professor in Finance</p> <p>Dr Declan Curran - Associate Professor of Economics</p> <p>Gerry Conyngham - Assistant Professor of Statistics and Analytics</p> <p>Dr Marta Rocchi - Assistant Professor of Governance & Business Ethics</p> <p>Prof. Yseult Freaney - Professor of Organisational Psychology</p> <p>Dr Yuhui Gao - Associate Professor of Marketing</p>
10:30-10:45	Break		
10:45-12:05	Review of Programme Materials - Reading time for the PR Team	Q317	

12:15-13:15	<p><i>*Students: 2 groups in parallel (-2 groups of 10-15 students)- from different programmes, to be scheduled in related programme groups.</i></p>	Q317 & Q306	<p>Group 1, Q317 Kate McConnell - Bachelor of Business Studies Klara Tamchynova - BSc in Digital Business and Innovation Sarah-Anne Dowling - BA in Accounting and Finance Waad Hassan - BSc in Aviation Management Ganesh Ram Ramesh - MSc in Finance Hai Anh Nguyen - MSc in International Accounting & Business Olivia Coady - MSc in Accounting</p> <p>Group 2, Q306 Phillie Hallissey - MSc in Emergency Management David Flood- MSc in Work & Organisational Psychology (Student Report) Shane Kelly - Executive MBA Stephen Fealey - Executive MBA Jack Campbell - PhD Tam Nguyen - PhD (Student Report)</p>
13:15-14:15	Light Lunch – Peer Review Team alone for discussions		
14:15-15:05	<p><i>*Faculty: 2 groups in parallel – Randomly selected faculty members. These should be different from the senior staff already met.</i></p>	Q317 & Q306	<p>Group 1, Q317 Prof. Claire Gubbins - Professor of HRM Prof. Janine Bosak - Professor in Organisational Psychology Dr John Connolly - Professor of Marketing Dr Malcolm Brady - Associate Professor of Management Prof Michael Dowling - Full Professor of Finance Prof. Patrick Flood - Full Professor of Organisational Behaviour</p> <p>Group 2, Q306 Dr Fabiola Schneider - Assistant Professor in Finance Dr James Byrne - Assistant Professor in Operations Management Dr Jamid Ul Islam - Assistant Professor of Digital Business Dr Julie Bertz - Assistant Professor of Accounting Dr Kate Hynes - Assistant Professor of Economics Dr Margaret Heffernan - Associate Professor of HRM Dr Marina Efthymiou - Associate Professor in Aviation Management Dr Vincent Tawiah - Assistant Professor of Accounting</p>

			Dr Xuchang Zheng - Assistant Professor of Organisational Behaviour
15:15-16:00	<p><i>Financial Management and Control - Managers responsible for budgeting, investments, funding, risk management</i></p> <p>Support services: 2 groups in parallel</p>	Q317 & Q306 & Q305	<p>Financial Management and Control, Q317 Prof. Dominic Elliott - Executive Dean Jonathan Begg - Faculty Manager Prof. Barbara Flood - Management Board Member Muriel Keegan - Financial and Administrative Officer John Kilcoyne - DCU Director of Finance</p> <p>Support Services - Group 1, Q306 Dominika Mohun - Assistant Faculty Manager Sarah Coleman - Marketing, Communications & Alumni Ciara Feeney - Marketing, Communications & Alumni Margaret Brock - International Programmes Management Victor Lima - Accreditation and Assurance Ruth Finnegan - Research Support</p> <p>Support Services - Group 2, Q305 Yvonne Mcloughlin - Head of DCU Careers Service Jennifer Kwan - DCU Careers Consultant for Business Students Fiona Deane - DCU INTRA Office Brendan Tighe - DCU Senior International Mobility Manager Dr Claire Bohan - DCU Dean of Students, Student Support & Development Cathy Mcloughlin - Head of DCU Access Service Ross Munnely - Director of DCU Alumni Relations Deirdre Wynter - Head of DCU Marketing Martina Crehan - Head of DCU Teaching Enhancement Unit Gerard McEvoy - Head of DCU Estates Justin Doyle - Deputy Director of DCU Information Systems Services</p>
16:00-16:15	Break		
16:15-17:05	<i>Private Writing time for Review Panel (Optional 30-minute meeting with Executive Dean)</i>	Q317	

17:15-18:15	<p><i>*Connections with Practice and Alumni: 2 groups in parallel</i></p> <p>Group 1: Connections with Practice – Representatives of key partners and clients from the world of practice, advisory boards, etc.</p> <p>Group 2: Alumni - Representatives of the Alumni network</p>	Q317 & Q306	<p>Group 1, Q317</p> <p>Dermot Daly - IAB Member - Partner, EY</p> <p>Matt Foley - IAB Member - Partner, Deloitte</p> <p>Robert Mulhall - IAB Member - Vision Consulting</p> <p>Ryan Shanks - IAB Member - Director of The Dock, Accenture</p> <p>Trayc Keevans - IAB Member - Director, FDI - Global, Morgan McKinley</p> <p>Clare Power - Chief of Staff, Enterprise Ireland</p> <p>David Curtin - CEO at .IE</p> <p>Fiona Gaskin - Partner, PwC</p> <p>Joe O'Mara - Partner and Head of Aviation Finance, KPMG</p> <p>Karen Connaughton - Industry Talent Manager, Board Bia</p> <p>Group 2, Q306</p> <p>Christine Farrell - Bachelor of Business Studies in 2019</p> <p>Katie Walsh - BSc in Aviation Management in 2015</p> <p>Aisling McEvoy O'Connor - MSc in Management (Strategy) in 2016</p> <p>Clíodhna Durand - MSc in Accounting in 2020</p> <p>Orlaith Flynn - MSc in Accounting in 2020</p> <p>Grainne O'Shea - MSc in Emergency Management in 2020</p> <p>Jospeh Roche - MSc in Management (Insights & Innovation) in 2022</p> <p>Luke O'Shaughnessy - MSc in Accounting 2020</p> <p>Rohit Dutta - MSc in International Accounting & Business in 2021</p> <p>Sian Kelly - MSc in Work & Organisational Psychology in 2019</p>
19:30 -21.30	Working Dinner	Crowne Plaza Hotel	
Friday, 8th of September, 2023			
08:00-11.00	Peer Review Team meets separately Some of this time may be used for additional meetings at the request of the Peer Review Team	Q317	
11.00-11.30	Briefing meeting with Barbara Flood and Colm O’Gorman in representation of the Executive Dean	Q317	Barbara Flood Colm O’Gorman
11:30-12:00	Exit Presentation	Q317	Prof. Edel Conway - Associate Dean for Research Dr Siobhain McGovern - Associate Dean for Teaching and Learning Dr Gary Sinclair - Associate Dean for Internationalisation

			<p>Prof. P.J. Byrne - Head of Financial and Operational Performance (FOP) Group</p> <p>Prof. Pamela Sharkey Scott - Head of Work Psychology and Strategy (WPS) group</p> <p>Prof. Regina Connolly - Head of Enterprise and Innovation (EI) Group</p> <p>Jonathan Begg - Faculty Manager</p> <p>Eoghan Stack - Director of Commercial Business Development</p> <p>Prof. Brian Harney - Management Board - Elected Member</p> <p>Prof. Barbara Flood - Management Board - Elected Member</p> <p>Prof. Caroline McMullan - Chair of Responsible Business Committee</p> <p>Prof. Colm O’Gorman – Full Professor of Entrepreneurship</p>
12:00	Depart		