

PRiME

an initiative of the
United Nations Global Compact

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

Phoenicia University

September 2025

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 Mission

Subjects

- Human Resources
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management
- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Renewable Energy Management
- Social Entrepreneurship

Provide supporting context

The University is committed to preparing PU students to become job-ready graduates and professionals, capable of competing at national, regional, and international levels.

2. Vision

2.1 Vision

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship

- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Phoenicia University aims to be recognized as one of the student-centered higher education institutions in Lebanon and the region, highly regarded for its commitment to excellence in learning and teaching.

3. Strategy

3.1 Strategy

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Goal 1: Strengthening A Holistic Perspective: Academic, Liberal Education

To align with PU's commitment to "A Holistic Perspective" in education, the emphasis is placed on enhancing academic, liberal education.

A holistic perspective in academic, liberal education encourages students to explore diverse fields of knowledge, make connections between different subjects, and appreciate the broader implications of their learning. It often involves exposure to a variety of disciplines, including the sciences, humanities, social sciences, and the arts, aiming to provide students with a broad intellectual foundation.

This approach aims to give students a well-rounded education that goes beyond just specific knowledge. It combines academic and liberal education to develop various skills like critical thinking and communication. It focuses on good teaching, a supportive learning environment, and modern teaching methods to prepare students for a changing world. The main goal is to produce graduates who can think critically, solve problems creatively, and contribute positively to society.

To achieve this goal, we will employ the following strategies:

Strategies

- **Highlighting the excellence of staff and faculty members**, the proficiency, dedication, and expertise of both academic and staff members directly impact the overall effectiveness of an educational system. By allocating resources to actively recruit and retain the most qualified faculty and staff, institutions can attract high-caliber candidates through competitive salaries and benefits. Additionally, fostering a positive work environment, providing continuous training, and recognizing outstanding performance contribute to retaining a skilled and dedicated workforce. Prioritizing recruitment and retention efforts enhances an institution's prosperity and efficacy, cultivating a capable and committed team.
- **Expanding and diversifying the curriculum** constitutes a strategic endeavor encompassing the expansion of available courses and educational opportunities within an institution. This approach seeks to elevate the overall standard of education by affording students a more extensive and diverse learning experience. This initiative supports the holistic perspective by encouraging interdisciplinary thinking, cultivating critical skills, and fostering a deeper understanding of the world. In doing so, it contributes to the overarching aim of preparing graduates who are adaptable, critical thinkers, capable of making meaningful contributions to society in a complex and interconnected world.

- **Enhancing student centered services and support units** is crucial for enhancing the overall educational journey and fostering holistic student growth. Each support unit has a unique function, providing resources, assistance, and opportunities for students to excel academically and personally. This pivotal endeavor aims to enhance the overall support and experience for students throughout their academic pursuits. The outlined student-centered services in the table below play essential roles in ensuring students receive the necessary resources and guidance for academic success, personal growth, and career readiness.
- **Securing and improving the learning and living spaces on campus** involves a comprehensive approach to ensure the safety, comfort, and well-being of students, faculty, and staff. This initiative encompasses various aspects, such as upgrading residential halls, creating modern common areas, and integrating innovative technologies for academic purposes. The goal is to foster academic growth and overall well-being, including the development of recreational spaces, sustainable features, and improved amenities for a positive community atmosphere. Ultimately, the aim at PU is to provide students with an optimal and enriching environment that supports both academic and personal needs within the campus setting.

Goal 2: Innovation and Research

In the context of PU, fostering an innovative research culture is integral to the University's commitment to academic excellence and societal impact. PU recognizes the close intertwining of innovation—creating and applying novel ideas—with research, serving as the foundation for generating new knowledge across diverse disciplines.

The synergy between innovation and research forms a dynamic cycle of continuous improvement at PU. Emphasizing rigorous research as a catalyst for innovative ideas, the University propels advancements in academic domains and broader areas like science, technology, social sciences, and humanities. To nurture this relationship, PU prioritizes creating an environment supporting curiosity-driven exploration, providing resources for researchers, and encouraging interdisciplinary collaboration.

To attain this objective, we will implement the following methods:

Strategies

- **Encouraging a Creative Culture:** Fostering an environment that values and encourages creativity. This includes promoting open communication, idea-sharing, and a willingness to explore new and unconventional approaches.
- **Establishing and Enhancing the Center for Research and Advancement:** In addition to the initial establishment, the ongoing enhancement of the Center for Research and Advancement encompasses continuous improvement and development. This involves

refining operational processes, expanding research capabilities, staying abreast of advancements in the field, and optimizing the overall efficiency and effectiveness of the center.

- **Launching New Graduate Program(s)** that align with the specific needs and relevance of the region involves a strategic and responsive approach to higher education. This initiative goes beyond the conventional creation of academic offerings, aiming to address the unique challenges, demands, and opportunities prevalent in the local or regional environment.
- **Advancing with Technology:** By continually enhancing technological capabilities and implementing a suitable structure, PU aims to provide stakeholders with modern tools essential for education, research, and service. In line with the evolving landscape of information and communications technology, universities, including PU, must adapt to enhance administrative efficiency, manage finances, process admissions, and operate various units. Universities also have unique needs like specialized laboratories and advanced learning systems to support research and educational goals.

Goal 3: Community and Global Engagement

Commitment to Community and Global Engagement reflects a dedication to actively participate, contribute, and connect with local communities and the broader global landscape. This principle involves diverse interactions that extend beyond institutional or organizational boundaries, emphasizing a collective sense of responsibility and collaboration.

At the community level, engagement encompasses initiatives focused on understanding, supporting, and positively impacting the local environment. Such involvement may entail community service, partnerships with local organizations, and projects addressing specific community needs. The goal is to cultivate meaningful relationships, foster mutual understanding, and create tangible positive changes in the lives of those in the immediate vicinity.

On a global scale, engagement broadens involvement to the international arena. It entails establishing connections, collaborations, and partnerships with entities worldwide. This global perspective underscores interconnectedness and shared responsibility for addressing challenges like climate change, poverty, and healthcare disparities. Global engagement often involves international research collaborations, educational exchange programs, and initiatives contributing to the global community.

In academic institutions and organizations, community and global engagement form integral components of a comprehensive approach to social responsibility. This approach transcends conventional boundaries, encouraging a mindset that considers the impact and interconnected nature of actions both locally and globally. Through active engagement with communities and the world, institutions aim to instill social consciousness, cultural awareness, and a commitment to making positive contributions to society on a broader scale.

The following strategies will be employed to accomplish this goal.

Strategies

- **Global Engagement:** For PU, Global Engagement signifies active involvement, collaboration, and interaction on a global scale, emphasizing connections, partnerships, and a shared commitment to addressing challenges and opportunities that transcend geographical and cultural limits, reflecting the University's commitment to a comprehensive, interconnected approach to addressing global issues.
- **Community Engagement** is a comprehensive and dynamic approach that fosters a sense of collective responsibility, social unity, and sincere dedication to the overall welfare and success of the community. It recognizes the community as an integral collaborator in decision-making and initiative execution, reflecting the University's commitment to shaping resilient and flourishing local environments through collaborative efforts.
- **Internationalization:** Essentially, for PU, internationalization signifies a dedication to equipping individuals and the institution itself to excel in a globally connected environment. This commitment involves embracing diversity, promoting collaboration on a global scale, and tackling worldwide challenges through the exchange of knowledge and mutual understanding. It entails an ongoing journey of adaptation, learning, and active involvement with the intricacies of an ever-evolving global landscape.
- **Health Engagement and Environmental Connectivity:** The idea behind "Health Engagement and Environmental Connectivity" revolves around visualizing a mutually beneficial connection among individual and community health and the environment. This concept emphasizes the significance of proactive participation, heightened awareness, and cooperative endeavors to establish a harmonious equilibrium that promotes well-being for both individuals and the planet.

Goal 4: Diversity, Equity and Inclusion

PU is dedicated to the concept of inclusive excellence, recognizing that intentional engagement with a variety of people, perspectives, and knowledge is vital for realizing our vision of excellence and a transformative impact. This commitment aligns with our mission, reflects core values, and fulfills overarching goals. We understand that the diversity contributed by our community, including faculty, staff, students, and alumni, enhances our teaching, strengthens research and practice, and serves both local and global communities. As part of this commitment, the University will endeavor to honor the diverse identities, backgrounds, and perspectives of its community members, fostering an educational and working environment that is not only equitable and inclusive but also welcoming to all.

The following approaches will be utilized to achieve this objective:

Strategies

- **Affordability:** At PU, our dedication to affordability in education underscores a deliberate endeavor to render tuition costs and related expenses reasonable and within reach for a diverse array of students. This commitment is founded on the principle that financial limitations should not impede access to a high-quality education. The pursuit of affordable tuition at PU involves deploying a range of strategies to alleviate the financial strain on students and their families, ensuring that educational opportunities are accessible to individuals from various backgrounds.
- **Embracing Diversity and Acknowledging Differences:** PU promotes diversity by fostering an inclusive environment that values individuals' diverse backgrounds and perspectives. PU acknowledges and appreciates differences, aiming to create a welcoming atmosphere where every member feels respected and valued. This commitment to diversity enhances innovation, creativity, and understanding within the University community. Additionally, PU ensures inclusivity by addressing systemic barriers and providing fair opportunities for all individuals to thrive and contribute to the University's collective richness.
- **Respect and Freedom of Thoughts and Expression:** At PU, the essence of "Respect and Freedom of Thoughts and Expression" lies in upholding foundational principles that acknowledge and value the diverse viewpoints, opinions, and expressions of individuals within our academic community. This commitment is firmly rooted in the belief that every member of the PU community is entitled to freely articulate their thoughts, ideas, and beliefs without the concern of censorship or any form of reprisal. Within the PU community, we promote open dialogue, constructive debate, and critical thinking, considering them crucial components of a vibrant intellectual environment. We celebrate the cultural and intellectual pluralism that characterizes our University, acknowledging that diverse perspectives contribute to the dynamism of our academic pursuits. PU is committed to creating a safe and inclusive space where individuals feel empowered to express themselves without fear of discrimination or harassment.

4. Strategy Alignment

4.1 Strategy Alignment

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

1. Advancing Sustainable Development

PU recognizes that sustainability is integral to the future of education, research, and community well-being. Our strategies actively support sustainable development by:

- **Integrating environmental consciousness** through initiatives such as *Health Engagement and Environmental Connectivity*, which promotes the interdependence of environmental well-being and human health.
- **Creating sustainable learning and living environments**, including the modernization of campus infrastructure, energy-efficient buildings, and the incorporation of sustainable technologies to reduce the University's ecological footprint.
- **Launching regionally relevant graduate programs** that address local and global sustainability challenges, contributing to the creation of solutions that are socially, economically, and environmentally sustainable.

2. Serving the Common Good

PU is committed to fostering a sense of shared responsibility through:

- **Community Engagement Initiatives** that build strong, collaborative relationships with local organizations and civic entities to address pressing social issues.
- **Global Engagement and Internationalization**, which promote cross-cultural dialogue, shared knowledge, and cooperative efforts to address global challenges such as poverty, healthcare inequity, and climate change.
- **Inclusive education policies** that support equitable access and affordability, ensuring that students from all backgrounds have the opportunity to thrive and contribute meaningfully to society.

3. Ensuring Quality Education

PU's strategic goal of *Strengthening a Holistic Perspective* ensures that quality education remains a cornerstone of institutional development. This is achieved through:

- **Curriculum expansion and interdisciplinary learning**, empowering students to think critically, solve complex problems, and engage thoughtfully across disciplines.
- **Faculty excellence and professional development**, ensuring that instruction is innovative, research-driven, and reflective of global academic standards.
- **Student-centered services and learning environments** that nurture academic, personal, and professional growth, and are inclusive, safe, and supportive of diverse learning needs.

5. Institutional History

5.1 Institutional History

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Human Resources

- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Phoenicia University is a non-profit, private, and nonsectarian officially licensed institution of higher education, established in 2012 by the Lebanese Welfare Association for Handicapped (LWAH). PU is committed to providing academic excellence to a diverse student body and is currently deemed as one of the fastest growing higher education institutions in Lebanon. The University's campus, sprawling over 110,000 square meters, is located in the District of Zahrani, in the Southern Governorate of Lebanon, only a 40-minute drive from Beirut International Airport.

The University comprises six colleges: Architecture and Design, Arts and Sciences, Business, Engineering, Law and Political Science, and Public Health, offering a total of 13 programs. PU's dedication towards educational equality and equity is underpinned by its moral obligation to make quality education accessible to all. PU provides an outstanding level of education that values innovation in learning and teaching, preparing new generations of students to become job-ready graduates and leaders in their chosen fields.

- At PU, our mission is deeply rooted in our vision to be recognized as a premier institution of higher learning, renowned for academic excellence, innovation, and societal impact both locally and globally. We aim to provide a transformative educational experience that empowers students to achieve their full potential, become ethical leaders, and make meaningful contributions to society. This mission is guided by a set of core values that serve as the foundation of our institutional ethos:
- Justice, Equity, Diversity, and Inclusion (JEDI): Upholding principles of fairness, equality, and diversity in all facets of academic, research, and administrative endeavors;
- Transforming Students' Lives: Empowering students through transformative educational experiences that prepare them for success in a rapidly evolving global landscape;
- Promoting Service-Learning and Learning in the Workplace and Community (LiWC): Engaging students in meaningful service-learning opportunities that foster civic engagement and social responsibility;
- Promoting Women's Participation: Advocating for gender equality and actively promoting the inclusion and advancement of women in all areas of academic and professional life;
- Inspiring Youth Leadership: Nurturing the leadership potential of students and empowering them to become proactive agents of positive change;
- Developing Sustainable Partnerships: Cultivating strategic partnerships with industry stakeholders and NGOs to foster innovation and drive sustainable development; and

- Investing in Sustainable Practices: Integrating sustainable and environmentally responsible practices into all aspects of the University's activities, operations, and projects.

6. Graduates

1000

7. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Business Administration (B.B.A.)
- Bachelor of Engineering (B.Eng.)
- Master of Business Administration (M.B.A.)

8. Faculty & Staff at the Institution

200

9. Total Student Enrollment at the Institution

2500

10. Undergraduate Student Enrollment at the Institution

2500

11. Graduate Student Enrollment at the Institution

50

12. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

25

13. Masters Degree Programmes

13.1 MBA

Degree Type

- Master of Business Administration (M.B.A.)

Department

- Business Administration

Degree Programme Subject

- Business Administration and AI



Purpose

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

14. Letter of Commitment

14.1 Letter of Commitment

Upload or select a document

Official Letter of Commitment

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Values

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



15. RME Lead

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

16. Student Voices

16.1 Student Voicers

Subjects

- Business Administration

Provide supporting context

Integrating Ethics and Sustainability into Academic Projects

Through Phoenicia University's RME initiatives, students in business programs have incorporated sustainability and ethical considerations into their capstone projects and research. One notable example involves students developing a business plan for a social enterprise that addresses local environmental challenges, demonstrating their ability to apply responsible management concepts to real-world problems. This experience has enhanced their critical thinking and deepened their commitment to creating value beyond profit.

Personal Growth through Community Engagement

Participation in community outreach programs linked to RME has fostered significant personal growth among students. Engaging with local NGOs, students have gained firsthand insight into social inequalities and the role of ethical leadership in addressing these issues. This exposure has inspired many to pursue careers with a focus on social responsibility and has developed their empathy, communication skills, and sense of civic duty.

Leadership Development and Responsible Decision-Making

Students report that courses emphasizing responsible leadership and corporate governance have reshaped their understanding of what it means to lead effectively. By analyzing case studies involving corporate accountability and stakeholder engagement, students have enhanced their ability to make decisions that balance economic success with social and environmental stewardship, preparing them to become conscientious leaders.

Interdisciplinary Learning and Global Awareness

RME's integration into the curriculum encourages interdisciplinary collaboration, enabling students from diverse academic backgrounds to work together on projects addressing global challenges such as climate change, poverty, and inequality. These experiences have broadened their worldview, improved their teamwork skills, and strengthened their commitment to contributing positively to global sustainable development goals.

Career Aspirations Aligned with Responsible Management

Many students attribute their career goals to the influence of RME principles. Exposure to topics such as corporate social responsibility, environmental management, and ethical marketing has inspired students to seek employment opportunities in organizations committed to sustainability and ethical practices. This alignment reflects RME's success in shaping not only academic learning but also long-term professional trajectories.

17. Celebrating Values

17.1 Celebrating Values at Phoenicia University

Subjects

- Business Administration

Provide supporting context

Phoenicia University actively celebrates its core values by fostering a campus culture grounded in ethics, respect for cultural heritage, and inclusivity. The institution embraces a holistic approach that integrates traditional knowledge systems, spiritual awareness, and ethical responsibility into academic and community life.

Our commitment to ethics is reflected through mandatory workshops and seminars on academic integrity, responsible research practices, and social responsibility. These initiatives reinforce the importance of honesty, fairness, and accountability in all endeavors.

Phoenicia University also honors cultural heritage by organizing regular cultural festivals, exhibitions, and lectures that showcase Lebanon's rich traditions and diverse identities. These events provide opportunities for students, faculty, and staff to engage with and appreciate the historical and spiritual dimensions of our society.

Incorporating traditional knowledge systems into the curriculum is another key way we celebrate our values. This approach encourages students to recognize the value of indigenous wisdom alongside contemporary academic knowledge, promoting a deeper understanding of sustainable development and social cohesion.

Through these efforts, Phoenicia University nurtures an environment where ethical principles, spirituality, and cultural heritage are not only respected but actively woven into the fabric of university life.

18. Values Voices

18.1 Values Voices

Subjects

- Business Administration

Provide supporting context

Phoenicia University recognizes that our institutional values are best understood and lived through the voices of our diverse community. To enrich this report and deepen our collective commitment to these values, we invite contributions from faculty, staff, students, alumni, and partners who embody and promote our core principles.

We encourage members of our values-oriented community to share their narratives and reflections on how Phoenicia University's commitments—to ethics, inclusivity, cultural heritage, and social responsibility—shape their academic, professional, and personal journeys. These stories offer powerful insights into how our values are translated into meaningful actions and experiences across campus and beyond.

By amplifying these voices, we aim to foster greater awareness, inspire shared learning, and strengthen the bonds that connect us as a community dedicated to responsible and values-driven education.



Teach

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



19. Courses

19.1 Strategic Management

Course code

MNGT 401

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership

- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This capstone course integrates various business functions and disciplines, offering students a platform to reflect on and synthesize their knowledge and experiences gained throughout the business program. Using a holistic perspective, students delve into strategy formulation, evaluation, and implementation within the dynamic business landscape. The course's project

serves as a comprehensive application and evaluation of students' progress over their academic years. Topics covered include strategic planning and strategic thinking, phases and levels of strategic planning, environmental scanning, tools for strategy implementation and control, key success factors, key performance indicators, and strategies for gaining and sustaining competitive advantage. The case method of instruction is actively employed. Prerequisites: MKTG 301, FINA 301 and MNGT 301.

Relevant SDGs addressed through the course



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Updated BBA Degree Plan

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19.2 Human Resource Management

Course code

MNGT 402

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement

- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy

- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course covers the various aspects of human resource management and functions and roles of the human resource manager. Students are exposed to the evolution in human resources management as we know it today. Topics covered include: importance of HRM and its relation to corporate strategy, the basic HR tasks including recruiting, selecting, staffing and developing and motivating employees. Additionally, the importance of developing and maintaining fair and equitable compensation and benefit programs are examined. Designing and implementing effective HRM policies and procedures and promoting a performance management and measurement culture are also discussed. Prerequisite: MNGT 201.

Relevant SDGs addressed through the course



Upload your syllabus

Updated BBA Degree Plan

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19.3 Principles of Marketing

Course code

MKTG 301

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
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- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights

- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration


My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

In this course, students are introduced to the basic concepts and tools of marketing. It provides an overview of the marketing functions and roles that are crucial to strategic planning. The course covers a wide range of marketing activities such as market segmentation, market positioning, market and marketing research, market analysis, consumer behavior and marketing mix design and development. In addition, current developments in marketing are discussed to acquaint students with the challenges of marketing activities. Concurrent Prerequisite: ENGL 201.

Relevant SDGs addressed through the course**Upload your syllabus**

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19.4 Financial Accounting I

Course code

ACCT 201

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business

- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

In this course, students are introduced to the basic concepts and tools underlying financial accounting systems. Topics covered include: revenue recognition, inventory, accounts receivables, accounts payables, long-term assets, present value of money and long-term

liabilities. The course also covers the construction of the basic financial accounting statements—the income statement, balance sheet and cash-flow statement—as well as their analysis and interpretation.

Relevant SDGs addressed through the course



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19.5 Economics

Course code

ECON 201

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course

- Supported by research-based teaching methodologies
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
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- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom

- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course covers the basic theory and concepts of business and managerial economics. In this course, students learn how managers can make economic decisions under certainty, uncertainty and risk. Topics covered include: introduction to micro and macro-economics, marginal analysis, demand and supply concepts, forecasting techniques, time series analysis, cost and estimation, production and estimation, pricing and output determination and game theory.

Relevant SDGs addressed through the course



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19.6 Corporate Finance

Course code

FINA 301

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
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- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics

- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course provides an introduction to the basic concepts and tools of corporate finance. Topics covered include: capital structure, cost of capital, time value of money, capital budgeting under uncertainty and risk, credit and risk analysis, cash flow models, security market efficiency, optimal capital structure and dividend policy decisions. Prerequisite: ACCT 201.

Relevant SDGs addressed through the course**Upload your syllabus**

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INFO 401

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Incorporating feedback loops for continuous improvement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation

- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Constructivist Pedagogy
- Critical Pedagogy
- Competency-Based Education (CBE)
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course introduces students to the basic concepts and developments in information systems with an emphasis on information technology. Topics covered include: foundation of information systems, computer technology, functional information systems, e-commerce, business intelligence and business database systems. Prerequisite: CMPS 202 or equivalent.

Relevant SDGs addressed through the course



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DSAI 401

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering

- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
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- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Inquiry-Based Learning
- Flipped Classroom
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course provides a practical and multidisciplinary exploration of Artificial Intelligence (AI) and its transformative applications across sectors, including marketing, operations, finance, human resources, customer service, public health and social media. Throughout the course, students will learn fundamental AI concepts such as machine learning, deep learning, and natural language processing, while understanding the distinction between narrow and general AI. The course integrates real-world use cases that demonstrate AI's impact across sectors, such as research, content generation and personalization, decision-making, process automation, customer engagement, financial forecasting, predictive health analytics, disease surveillance, sentiment analysis, social media analytics, and audience targeting. Students will learn how to employ user-friendly, non-coding platforms to explore AI-driven tools and solutions relevant to their respective disciplines. The course also delves into the ethical considerations, governance frameworks, emerging trends and the societal implications of AI. The course concludes with a capstone project where students collaborate to design AI-driven solutions to field-specific challenges, demonstrating the practical application of AI concepts and tools.

Relevant SDGs addressed through the course



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19.9 Introduction to Data Science

Course code

INFO 404

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Developed with input from industry or real-world business scenarios
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
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- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics

- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

Introduction to Data Science integrates computing, statistics and visualization and communication into the one course. The course is particularly helpful in building hands-on experience with data manipulation and analysis to finally presenting impressive results. Such results are core to enhance decision-making activities, transforming the workplace into a data driven mini-society. Students from Marketing and Entrepreneurship concentration area can take this course as well. Prerequisites: CMPS 202 or equivalent and STAT 201.

Relevant SDGs addressed through the course**Upload your syllabus**

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19.10 International Business

Course code

BUSS 402

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
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- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Case Method
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course covers the challenges businesses face in a culturally diverse work force, with emphasis on the complexities of managing in countries with different religions, customs, traditions and value systems. In this course, students develop a wide range of intercultural and international skills and knowledge (IAISK). Students learn how to manage, lead, motivate and communicate with customers and employees with different perceptions and attitudes towards work, products, services, gender issues, family issues and language barriers. Topics covered

include: cultural characteristics and diversity of people, managing in a global environment, challenges facing expatriates, options for doing business abroad and managing international and multinational corporations. Prerequisites: MNGT 201 and MKTG 301.

Relevant SDGs addressed through the course



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19.11 Business Ethics

Course code

BUSS 403

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Developed with input from industry or real-world business scenarios
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course

- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
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- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom

- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course covers ethical issues and challenges facing managers in organizations. The course exposes students to different ethical dilemmas they might face in the workplace and support them in finding effective and efficient resolutions to those dilemmas, as they employ their critical thinking capabilities. Topics covered include: overview of business ethics, corruption and fraud, corporate social responsibility, ethical values and norms and ethics in different cultures. In this course, students analyze real business cases, exploring key issues related to ethics. Prerequisite: MNGT 201.

Relevant SDGs addressed through the course



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19.12 Business Law

Course code

BUSS 404

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
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- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics

- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Transformative Learning
- Student-Centered Learning
- Project-Based Learning (PjBL)
- Problem-Based Learning (PBL)
- Learner-Centered Pedagogy
- Inquiry-Based Learning
- Flipped Classroom
- Experiential Learning
- Critical Pedagogy
- Constructivist Pedagogy
- Competency-Based Education (CBE)
- Collaborative Learning
- Case Method
- Blended Learning
- Active Learning

Course Description

In this course students are exposed to both Lebanese and American legal aspects of business formation and business activities. Topics covered include: the legal environment of business, law and legal institutions, legal requirements for starting and operating a business, areas of law relevant to business operations, nature and role of legal contracts in business, company and employee obligations, bankruptcy and legal liabilities. Prerequisite: MNGT 201.

Relevant SDGs addressed through the course**Upload your syllabus**

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19.13 Entrepreneurship

Course code

ENTP 401

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
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- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

In this course, students start developing their citizenship in entrepreneurial thinking. This course examines the steps needed to start, manage and lead a small business. The main objective of this course is to provide instructions and guidance for launching and growing a small business. Topics covered include: launching a new venture, small business environment,

decision-making skills for entrepreneurs, phases of a small business life cycle, challenges facing small business owners and small business operations. Social entrepreneurship is also addressed. Prerequisite: MNGT 201.

Relevant SDGs addressed through the course



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19.14 Principles of Management and Organizational Behavior

Course code

MNGT 201

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course

- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Critical Pedagogy
- Experiential Learning
- Flipped Classroom

- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This is an introductory course that covers the management process with particular emphasis on the skills and knowledge needed to successfully manage an organization in an effective and efficient way. This course introduces the basic functions of management, including the planning, organizing, leading and controlling functions. Topics covered include: history and schools of management thoughts, managerial functions and roles, ethics and corporate social responsibility, operational and strategic planning, organizational behavior, dealing with change, operations management, human resource management, motivation, leadership and managerial communication. Concurrent Prerequisite: ENGL 201.

Relevant SDGs addressed through the course



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19.15 Operations and Supply Chain Management

Course code

MNGT 301

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Corporate Governance and Board Leadership
- Crisis Management and Business Continuity Planning
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Financial Decision-Making in Business
- Human-Centered Leadership in Organizations
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics

- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Active Learning
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- Critical Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course links operations and supply chain decisions to strategic planning to secure sustainable competitive advantage in a global economy. Topics covered include: production and operations management concepts and tools, operations strategy, operations design, planning and control, process design, product and service design, capacity and material planning, location planning, inventory management, quality management, designing and managing supply chains and drivers of supply chain management. Both manufacturing and service operations are covered. Prerequisite: MNGT 201.

Relevant SDGs addressed through the course**Upload your syllabus**

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20. Teaching Awards

20.1 Teaching Excellence Award

Award Granter

Phoenicia University

Award Grantee

President's Office

Description of Award

The Teaching Excellence Award recognizes and honors faculty members who demonstrate outstanding commitment, innovation, and effectiveness in teaching. This prestigious award celebrates educators who inspire and engage students, foster a positive and inclusive learning environment, and contribute significantly to the academic and personal growth of their students. Recipients of the Teaching Excellence Award exemplify excellence in pedagogy through the use of innovative teaching methods, incorporation of research-based instructional strategies, and continuous efforts to enhance student learning outcomes. The award highlights the vital role of high-quality teaching in advancing the university's mission to provide exceptional education and cultivate future leaders. Selection for this award is based on a comprehensive evaluation of teaching performance, including student feedback, peer reviews, curriculum development, and contributions to academic service. The Teaching Excellence Award serves to acknowledge and encourage a culture of teaching innovation and excellence across the institution.

21. Teaching Voices

21.1 Teaching Voices

Subjects

- Business Administration

Provide supporting context

Phoenicia University recognizes the vital role of its educators in advancing responsible and sustainable education. To showcase innovative teaching practices that align with sustainable development and responsible management principles, we invite faculty members, as well as staff from our teaching and learning offices, to share their experiences.

We encourage educators to contribute narratives detailing their innovative approaches, course designs, and pedagogical strategies that prepare students to address pressing global challenges. These stories will highlight how our institution integrates sustainability, ethics, and social responsibility into the learning experience, fostering critical thinking and active citizenship.

By sharing these exemplary teaching practices, Phoenicia University aims to inspire continuous improvement and collective learning across disciplines, reinforcing our commitment to educating leaders for a sustainable and equitable future.

22. Fostering Innovation

To a great extent

23. Experiential Learning

To a great extent

24. Learning Mindset

To a great extent

25. Method of Teaching and Learning

In person



Research

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

26. 2024 Publications

16

27. 2024 Publications on Sustainable Development and/or RME

10

28. Research Funding

- Local

29. Socializing Research

- Community organizations
- Industry and business networks
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

30. Research Projects

30.1 Example Research Project

Who is involved in the project

- Undergraduate students
- Faculty

Department

- Business Administration

This research project covers:



Period covering

December, 2024 - December, 2025

Describe the research project**“Integrating Artificial Intelligence for Ethical and Sustainable Human Resource Management Practices”****Overview:**

This research explores how Artificial Intelligence (AI) technologies can be responsibly integrated into Human Resource Management (HRM) to enhance decision-making processes while promoting ethical standards and sustainable workforce practices. The study investigates AI applications in recruitment, employee performance evaluation, and talent management with a focus on fairness, transparency, and reducing bias.

Responsible and Sustainable Activities:

- Developing AI-driven tools that minimize unconscious bias in hiring and promotion decisions to support diversity and inclusion in the workplace.
- Analyzing the impact of AI on employee well-being, ensuring technologies promote work-life balance and mental health.
- Establishing guidelines for ethical AI use in HR, aligning with data privacy laws and employee rights.
- Collaborating with industry partners to pilot sustainable AI practices that optimize human potential without replacing essential human judgment.

Impact:

The project aims to contribute to responsible business practices by leveraging AI to create more equitable, transparent, and sustainable HR systems, aligning with SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation, and Infrastructure).

31. Research Awards

31.1 Research Excellence Award

Award Granter

Phoenicia University

Award Grantee

President's Office

Description of Award

The Research Excellence Award recognizes outstanding achievements and contributions in research by faculty members and researchers. This prestigious award honors individuals who demonstrate exceptional innovation, rigor, and impact in their scholarly work, advancing knowledge within their disciplines and contributing to the university's mission of academic excellence. Recipients of the Research Excellence Award exemplify excellence through high-quality publications, successful research projects, effective collaboration, and meaningful societal impact. The award highlights the significance of research that drives innovation, informs policy, and addresses critical challenges at local, national, and global levels. Selection criteria include the originality and significance of research, consistency in scholarly productivity, interdisciplinary collaboration, and contributions to mentoring and developing emerging researchers. The award encourages a culture of research excellence and inspires faculty to pursue groundbreaking work that elevates the university's reputation and societal contributions.



Partner

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

32. Partners, Accreditation Bodies, Associations, etc.

- United Nations Global Compact non-business signatory
- Ministries of Education, Higher Education, or similar national bodies
- Quacquarelli Symonds (QS)
- Local institutions and associations
- IAU (International Association of Universities)

33. Student Partners

- UNESCO Student Initiatives

34. Partnerships

34.1 Partnerships

Period this affiliation covers

December, 2024 - December, 2026

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Access to Learning Resources
- Corporate and Government Partnerships
- Curriculum Development
- Entrepreneurship and Innovation Ecosystems
- Faculty and Scholar Exchange
- Global Recognition and Clout
- Internships and Career Development
- Interdisciplinary Collaboration
- Lifelong Learning and Executive Education
- Media and News Outlets
- Publishing and Journals
- Public Policy and Advocacy
- Rankings and Ratings
- Research Collaborations
- Scholarships and Funding Opportunities

- Student Mobility and Study Abroad
- Sustainability and Social Impact
- Technology and Digital Transformation
- Thought Leadership and Knowledge Sharing
- Climate
- Social

Describe your work with this organization

- Phoenicia University Achieves Institutional Accreditation from ACQUIN Without Conditions

Phoenicia University proudly received unconditional institutional accreditation from ACQUIN, a prestigious German accreditation agency known for its rigorous standards in ensuring the quality of higher education. It is also a member of the European Association for Quality Assurance in Higher Education (ENQA). This accreditation covers a wide range of areas including university strategy, governance, education, quality assurance, research, and international openness. It reflects Phoenicia University's commitment to high standards in faculty structure, the quality of education, including curriculum development, student services, and institutional management.

- Phoenicia University Earns the Premiere Status Institutional Accreditation from ASIC

Phoenicia University holds International Accreditation from ASIC (Accreditation Service for International Schools, Colleges, and Universities) with Premier Status for its commendable Areas of Operation.

ASIC Accreditation is a leading, globally recognized quality standard in international education. Institutions undergo an impartial and independent external assessment process to confirm their provision meets rigorous internationally accepted standards, covering the whole spectrum of its administration, governance, and educational offering. Achieving ASIC Accreditation demonstrates to students and stakeholders that an institution is a high-quality education provider that delivers safe and rewarding educational experiences and is committed to continuous improvement throughout its operation.

About ASIC: One of the largest international accreditation agencies operating in 70+ countries, ASIC is recognized in the UK by UKVI - UK Visas and Immigration (part of the Home Office of the UK Government), is ISO 9001:2015 (Quality Management Systems) Accredited and is a Full Member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), a member of the BQF (British Quality Foundation), a member of the International Schools Association (ISA), and an institutional member of EDEN (European Distance and E-Learning Network).

- PU Engineering Programs Achieves Accreditation from the Federation of Arab Engineers

Phoenicia University's engineering programs are accredited by the Federation of Arab Engineers, following a comprehensive evaluation of their academic excellence and quality standards at the Arab regional level.

The Federation of Arab Engineers (FAE), established in 1963, is a professional, non-governmental organization uniting engineers across 18 Arab countries. It works to advance the Arab nation's development goals, support professional growth, promote expertise exchange, and strengthen international ties. The FAE operates through various councils and specialized committees in fields like water resources, energy, and technology.

- Phoenicia University Membership in the International Association of Universities (IAU)

Phoenicia University is granted membership in The International Association of Universities (IAU), a prestigious non-governmental organization dedicated to higher education. With over 600 member institutions and organizations spanning across 130 countries, IAU is an official partner of UNESCO.

- Phoenicia University Membership in the Association of Arab Universities (AARU)

Phoenicia University is granted membership in the in the Association of Arab Universities (AARU). Established in 1964 by a resolution from the Arab League, AARU, comprising 280 Arab Universities, is a non-governmental organization with an independent legal recognition. AARU's mission is to assist and coordinate the endeavors of the Arab Universities in fostering capable graduates dedicated to serving their communities, preserving their unified culture and civilization, and contributing to the development of natural resources.

- Phoenicia University Membership in the Mediterranean Universities Union (UNIMED)

Phoenicia University is granted membership in The Mediterranean Universities Union (UNIMED), which comprises over 140 universities across the Mediterranean region. This esteemed organization is dedicated to promoting academic collaboration, cultural exchange, and research excellence among its members.

UNIMED maintains strong dialogue with academic experts and institutional partners through its thematic sub-networks and various initiatives. This collaboration enriches the educational landscape and contributes to addressing pressing regional challenges.

- Phoenicia University Membership in the Global University Network for Innovation (GUNi)

Phoenicia University is granted membership in the Global University Network for Innovation (GUNi). Established in 1999 by UNESCO and the United Nations University (UNU), and operating under the auspices of the Catalan Association of Public Universities (ACUP), GUNi is dedicated to enhancing the societal role of higher education on a global scale. GUNi focuses on public service, relevance, and social responsibility in shaping the visions, missions, and policies of higher education institutions worldwide. With a diverse membership of 209 institutions across 78 countries, including UNESCO Chairs in Higher Education, esteemed universities, research centers, and networks, GUNi fosters innovation and drives positive societal impacts through higher education.

- Phoenicia University Membership in the International Association of Law Schools (IALS)

The College of Law and Political Science at Phoenicia University is granted membership in the International Association of Law Schools (IALS).

IALS is a private, non-political, non-profit organization dedicated to advancing legal education globally. Established through a series of international meetings starting in 2000 and officially incorporated in 2005, IALS serves as a collaborative network for over 250 law schools and departments from more than 60 countries, representing over 12,000 law faculty members. The organization aims to enhance legal education worldwide by fostering collaboration and sharing resources among its members. Its main administrative office is located at Cornell Law School.

- Phoenicia University Membership in The Council of International Schools (CIS)

Phoenicia University is granted membership in The Council of International Schools (CIS). CIS is a global non-profit membership organization committed to high-quality education. Its community includes more than 1,545 schools and universities representing 124 countries. Its members share a commitment to fostering international education and ethical practices. CIS member universities adhere to a Code of Ethics, upholding the highest standards of professional conduct in recruiting and admitting students.

- Phoenicia University Membership in the College Board

Phoenicia University is granted membership in the College Board, a prestigious American non-profit organization founded in 1899. Dedicated to promoting excellence and equity in education, the College Board focuses on connecting students with opportunities for college success.

By joining this global network of over 6,000 members, Phoenicia University has become part of a dynamic community dedicated to equipping students with the skills and opportunities needed for academic and professional achievement.

- PU Officially Granted Candidacy Status by the IACBE

Phoenicia University is granted Candidacy Status by the International Accreditation Council for Business Education (IACBE), following the successful completion of the candidacy review process.

IACBE is a globally recognized, U.S.-based accrediting body, recognized by the Council for Higher Education Accreditation (CHEA), and dedicated to advancing academic quality in business education through mission-driven, outcomes-based accreditation. Serving over 230 member institutions, the IACBE fosters professional development, the exchange of best practices, and networking opportunities, supporting institutions in delivering high-quality business education that prepares students for the global marketplace.

Candidacy Status affirms that Phoenicia University has met IACBE's rigorous standards, including the development of a comprehensive outcomes assessment plan and alignment with the Council's business program criteria. With this milestone, PU's business programs have officially entered the process of full accreditation review by the IACBE Board of Commissioners.

35. Partner Voices

35.1 Partner Universities

Subjects

- Business Administration

Provide supporting context

At Phoenicia University, we recognize that meaningful progress in responsible management education requires collaboration beyond our institutional boundaries. Our commitment to the **Partner Principle** is reflected in the active engagement we maintain with a diverse network of stakeholders, including industry leaders, NGOs, public institutions, and international organizations.

Through these partnerships, we co-create opportunities for our students and faculty to engage with real-world challenges, apply classroom knowledge to practical settings, and contribute to sustainable and ethical business practices. For example, our collaboration with local businesses has led to student consulting projects focused on sustainable supply chains, while our joint research initiatives with NGOs have explored inclusive employment strategies and social entrepreneurship models in Lebanon and the broader MENA region.

We invite our valued partners to contribute their narratives to this report—sharing how our collaboration has supported shared goals in advancing sustainability, ethics, and responsible leadership. These voices not only reflect our collective impact but also reinforce the importance of trust, shared vision, and mutual learning in building a more equitable and sustainable future. By including partner perspectives, we aim to highlight the power of cross-sector collaboration in shaping the next generation of responsible business leaders.



Practice

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



36. RME Practices

- Accreditation body recommendation documents
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Local staff/student/faculty transportation
- Ministry of education recommendation documents
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Zero-waste guides
- Water

37. RME Policies

37.1 Letter of Commitment

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Official Letter of Commitment

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38. Practice Voices

38.1 Practice Voices

Subjects

- Business Administration

Provide supporting context

At Phoenicia University, we believe that responsible management is not only taught—it is practiced daily across our campus operations. In alignment with the **Practice Principle** of PRME, we are committed to embedding sustainability, accountability, and ethical values into our institutional governance and day-to-day practices.

We invite internal stakeholders—facilities managers, energy services teams, administrative staff, and all operational units—to share narratives that illustrate how responsible and sustainable practices are implemented across campus.

Whether it's efforts to reduce the university's carbon footprint through energy-efficient infrastructure, the introduction of sustainable procurement policies, waste reduction initiatives, or inclusive hiring and workplace equity practices, these stories reflect how Phoenicia University lives its values from within.

These narratives will serve as powerful examples of how sustainability and responsibility are woven into the fabric of our institution—not just in what we teach, but in how we function. By highlighting the often-unseen contributions of staff and administrators, we aim to demonstrate that responsible management is a shared commitment upheld across all levels of the university.



Share

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



39. Transparent Engagement

- 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

40. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Faculty and staff
- Media and public relations channels
- Prospective and current students
- Research and academic networks

41. Sharing Voices

41.1 Strategy Alignment

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership

- Finance
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

1. Advancing Sustainable Development

PU recognizes that sustainability is integral to the future of education, research, and community well-being. Our strategies actively support sustainable development by:

- **Integrating environmental consciousness** through initiatives such as *Health Engagement and Environmental Connectivity*, which promotes the interdependence of environmental well-being and human health.
- **Creating sustainable learning and living environments**, including the modernization of campus infrastructure, energy-efficient buildings, and the incorporation of sustainable technologies to reduce the University's ecological footprint.
- **Launching regionally relevant graduate programs** that address local and global sustainability challenges, contributing to the creation of solutions that are socially, economically, and environmentally sustainable.

2. Serving the Common Good

PU is committed to fostering a sense of shared responsibility through:

- **Community Engagement Initiatives** that build strong, collaborative relationships with local organizations and civic entities to address pressing social issues.
- **Global Engagement and Internationalization**, which promote cross-cultural dialogue, shared knowledge, and cooperative efforts to address global challenges such as poverty, healthcare inequity, and climate change.
- **Inclusive education policies** that support equitable access and affordability, ensuring that students from all backgrounds have the opportunity to thrive and contribute meaningfully to society.

3. Ensuring Quality Education

PU's strategic goal of *Strengthening a Holistic Perspective* ensures that quality education remains a cornerstone of institutional development. This is achieved through:

- **Curriculum expansion and interdisciplinary learning**, empowering students to think critically, solve complex problems, and engage thoughtfully across disciplines.
- **Faculty excellence and professional development**, ensuring that instruction is innovative, research-driven, and reflective of global academic standards.

- **Student-centered services and learning environments** that nurture academic, personal, and professional growth, and are inclusive, safe, and supportive of diverse learning needs.

41.2 Mission

Subjects

- Human Resources
- Responsible Management Education
- Sustainable Development
- Sustainable Supply Chain Management
- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Renewable Energy Management
- Social Entrepreneurship

Provide supporting context

The University is committed to preparing PU students to become job-ready graduates and professionals, capable of competing at national, regional, and international levels.

41.3 Vision

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship

- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Phoenicia University aims to be recognized as one of the student-centered higher education institutions in Lebanon and the region, highly regarded for its commitment to excellence in learning and teaching.

41.4 Strategy

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Goal 1: Strengthening A Holistic Perspective: Academic, Liberal Education

To align with PU's commitment to "A Holistic Perspective" in education, the emphasis is placed on enhancing academic, liberal education.

A holistic perspective in academic, liberal education encourages students to explore diverse fields of knowledge, make connections between different subjects, and appreciate the broader implications of their learning. It often involves exposure to a variety of disciplines, including the sciences, humanities, social sciences, and the arts, aiming to provide students with a broad intellectual foundation.

This approach aims to give students a well-rounded education that goes beyond just specific knowledge. It combines academic and liberal education to develop various skills like critical thinking and communication. It focuses on good teaching, a supportive learning environment, and modern teaching methods to prepare students for a changing world. The main goal is to produce graduates who can think critically, solve problems creatively, and contribute positively to society.

To achieve this goal, we will employ the following strategies:

Strategies

- **Highlighting the excellence of staff and faculty members**, the proficiency, dedication, and expertise of both academic and staff members directly impact the overall effectiveness of an educational system. By allocating resources to actively recruit and retain the most qualified faculty and staff, institutions can attract high-caliber candidates through competitive salaries and benefits. Additionally, fostering a positive work environment, providing continuous training, and recognizing outstanding performance contribute to retaining a skilled and dedicated workforce. Prioritizing recruitment and retention efforts enhances an institution's prosperity and efficacy, cultivating a capable and committed team.
- **Expanding and diversifying the curriculum** constitutes a strategic endeavor encompassing the expansion of available courses and educational opportunities within an institution. This approach seeks to elevate the overall standard of education by affording students a more extensive and diverse learning experience. This initiative supports the holistic perspective by encouraging interdisciplinary thinking, cultivating critical skills, and fostering a deeper understanding of the world. In doing so, it contributes to the overarching aim of preparing graduates who are adaptable, critical thinkers, capable of making meaningful contributions to society in a complex and interconnected world.
- **Enhancing student centered services and support units** is crucial for enhancing the overall educational journey and fostering holistic student growth. Each support unit has a unique function, providing resources, assistance, and opportunities for students to excel academically and personally. This pivotal endeavor aims to enhance the overall support and experience for students throughout their academic pursuits. The outlined student-

centered services in the table below play essential roles in ensuring students receive the necessary resources and guidance for academic success, personal growth, and career readiness.

- **Securing and improving the learning and living spaces on campus** involves a comprehensive approach to ensure the safety, comfort, and well-being of students, faculty, and staff. This initiative encompasses various aspects, such as upgrading residential halls, creating modern common areas, and integrating innovative technologies for academic purposes. The goal is to foster academic growth and overall well-being, including the development of recreational spaces, sustainable features, and improved amenities for a positive community atmosphere. Ultimately, the aim at PU is to provide students with an optimal and enriching environment that supports both academic and personal needs within the campus setting.

Goal 2: Innovation and Research

In the context of PU, fostering an innovative research culture is integral to the University's commitment to academic excellence and societal impact. PU recognizes the close intertwining of innovation—creating and applying novel ideas—with research, serving as the foundation for generating new knowledge across diverse disciplines.

The synergy between innovation and research forms a dynamic cycle of continuous improvement at PU. Emphasizing rigorous research as a catalyst for innovative ideas, the University propels advancements in academic domains and broader areas like science, technology, social sciences, and humanities. To nurture this relationship, PU prioritizes creating an environment supporting curiosity-driven exploration, providing resources for researchers, and encouraging interdisciplinary collaboration.

To attain this objective, we will implement the following methods:

Strategies

- **Encouraging a Creative Culture:** Fostering an environment that values and encourages creativity. This includes promoting open communication, idea-sharing, and a willingness to explore new and unconventional approaches.
- **Establishing and Enhancing the Center for Research and Advancement:** In addition to the initial establishment, the ongoing enhancement of the Center for Research and Advancement encompasses continuous improvement and development. This involves refining operational processes, expanding research capabilities, staying abreast of advancements in the field, and optimizing the overall efficiency and effectiveness of the center.

- **Launching New Graduate Program(s)** that align with the specific needs and relevance of the region involves a strategic and responsive approach to higher education. This initiative goes beyond the conventional creation of academic offerings, aiming to address the unique challenges, demands, and opportunities prevalent in the local or regional environment.
- **Advancing with Technology:** By continually enhancing technological capabilities and implementing a suitable structure, PU aims to provide stakeholders with modern tools essential for education, research, and service. In line with the evolving landscape of information and communications technology, universities, including PU, must adapt to enhance administrative efficiency, manage finances, process admissions, and operate various units. Universities also have unique needs like specialized laboratories and advanced learning systems to support research and educational goals.

Goal 3: Community and Global Engagement

Commitment to Community and Global Engagement reflects a dedication to actively participate, contribute, and connect with local communities and the broader global landscape. This principle involves diverse interactions that extend beyond institutional or organizational boundaries, emphasizing a collective sense of responsibility and collaboration.

At the community level, engagement encompasses initiatives focused on understanding, supporting, and positively impacting the local environment. Such involvement may entail community service, partnerships with local organizations, and projects addressing specific community needs. The goal is to cultivate meaningful relationships, foster mutual understanding, and create tangible positive changes in the lives of those in the immediate vicinity.

On a global scale, engagement broadens involvement to the international arena. It entails establishing connections, collaborations, and partnerships with entities worldwide. This global perspective underscores interconnectedness and shared responsibility for addressing challenges like climate change, poverty, and healthcare disparities. Global engagement often involves international research collaborations, educational exchange programs, and initiatives contributing to the global community.

In academic institutions and organizations, community and global engagement form integral components of a comprehensive approach to social responsibility. This approach transcends conventional boundaries, encouraging a mindset that considers the impact and interconnected nature of actions both locally and globally. Through active engagement with communities and the world, institutions aim to instill social consciousness, cultural awareness, and a commitment to making positive contributions to society on a broader scale.

The following strategies will be employed to accomplish this goal.

Strategies

- **Global Engagement:** For PU, Global Engagement signifies active involvement, collaboration, and interaction on a global scale, emphasizing connections, partnerships, and a shared commitment to addressing challenges and opportunities that transcend geographical and cultural limits, reflecting the University's commitment to a comprehensive, interconnected approach to addressing global issues.
- **Community Engagement** is a comprehensive and dynamic approach that fosters a sense of collective responsibility, social unity, and sincere dedication to the overall welfare and success of the community. It recognizes the community as an integral collaborator in decision-making and initiative execution, reflecting the University's commitment to shaping resilient and flourishing local environments through collaborative efforts.
- **Internationalization:** Essentially, for PU, internationalization signifies a dedication to equipping individuals and the institution itself to excel in a globally connected environment. This commitment involves embracing diversity, promoting collaboration on a global scale, and tackling worldwide challenges through the exchange of knowledge and mutual understanding. It entails an ongoing journey of adaptation, learning, and active involvement with the intricacies of an ever-evolving global landscape.
- **Health Engagement and Environmental Connectivity:** The idea behind "Health Engagement and Environmental Connectivity" revolves around visualizing a mutually beneficial connection among individual and community health and the environment. This concept emphasizes the significance of proactive participation, heightened awareness, and cooperative endeavors to establish a harmonious equilibrium that promotes well-being for both individuals and the planet.

Goal 4: Diversity, Equity and Inclusion

PU is dedicated to the concept of inclusive excellence, recognizing that intentional engagement with a variety of people, perspectives, and knowledge is vital for realizing our vision of excellence and a transformative impact. This commitment aligns with our mission, reflects core values, and fulfills overarching goals. We understand that the diversity contributed by our community, including faculty, staff, students, and alumni, enhances our teaching, strengthens research and practice, and serves both local and global communities. As part of this commitment, the University will endeavor to honor the diverse identities, backgrounds, and perspectives of its community members, fostering an educational and working environment that is not only equitable and inclusive but also welcoming to all.

The following approaches will be utilized to achieve this objective:

Strategies

- **Affordability:** At PU, our dedication to affordability in education underscores a deliberate endeavor to render tuition costs and related expenses reasonable and within reach for a diverse array of students. This commitment is founded on the principle that financial

limitations should not impede access to a high-quality education. The pursuit of affordable tuition at PU involves deploying a range of strategies to alleviate the financial strain on students and their families, ensuring that educational opportunities are accessible to individuals from various backgrounds.

- **Embracing Diversity and Acknowledging Differences:** PU promotes diversity by fostering an inclusive environment that values individuals' diverse backgrounds and perspectives. PU acknowledges and appreciates differences, aiming to create a welcoming atmosphere where every member feels respected and valued. This commitment to diversity enhances innovation, creativity, and understanding within the University community. Additionally, PU ensures inclusivity by addressing systemic barriers and providing fair opportunities for all individuals to thrive and contribute to the University's collective richness.
- **Respect and Freedom of Thoughts and Expression:** At PU, the essence of "Respect and Freedom of Thoughts and Expression" lies in upholding foundational principles that acknowledge and value the diverse viewpoints, opinions, and expressions of individuals within our academic community. This commitment is firmly rooted in the belief that every member of the PU community is entitled to freely articulate their thoughts, ideas, and beliefs without the concern of censorship or any form of reprisal. Within the PU community, we promote open dialogue, constructive debate, and critical thinking, considering them crucial components of a vibrant intellectual environment. We celebrate the cultural and intellectual pluralism that characterizes our University, acknowledging that diverse perspectives contribute to the dynamism of our academic pursuits. PU is committed to creating a safe and inclusive space where individuals feel empowered to express themselves without fear of discrimination or harassment.

SIGNATORY

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