

PRiME

an initiative of the
United Nations Global Compact



كلية الدراسات متداخلة التخصصات

College of
Interdisciplinary Studies

ZUCIS

Sharing Information on Progress 2026

Zayed University

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about Zayed University, including key details and basic institutional data.

Vision

To be ZU's engine for interdisciplinary education and a globally facing centre of excellence in policy, economics and sustainable enterprise, driving innovation for a sustainable, inclusive and knowledge-powered UAE.

Institutional History

PRME History at Zayed University

Institutional History

Founded in 1998 and proudly bearing the name of the late Founder of the Nation, Sheikh Zayed bin Sultan Al Nahyan, Zayed University has established itself as a national and regional leader in educational innovation. Today, the University operates two modern campuses in Abu Dhabi and Dubai, welcoming both national and international students.

PRME History at Zayed University

Zayed University first became a signatory to the Principles for Responsible Management Education (PRME) in 2017 through the College of Business, under the coordination of Dr Wasseem Abaza. The following year, Zayed University hosted the 8th PRME MENA Regional Forum, under the theme *Social Enterprise in Support of the UN SDGs*.

The relationship was reactivated in February 2023 through the newly established College of Interdisciplinary Studies (CIS), with Professor Jeremy Williams becoming the PRME Coordinator. Zayed University and CIS faculty have since played an active role in the development of PRME Chapter Middle East. In 2025, David May became the Chapter's Lead for Climate Change and Environment, while Dr Sandra Baroudi served as Head of Research.

Carbon Literacy has been an important focus of this collaboration. CIS faculty developed the first PRME Middle East-specific Carbon Literacy course, which was accredited by the Carbon Literacy Project in October 2024. Since then, Zayed University faculty, working with PRME Middle East colleagues, have delivered Carbon Literacy training to participants from universities across the region, helping to build climate knowledge and capacity within higher education.

Graduates & Enrollment

2025 Statistics	Number
Graduates	150

2025 Statistics	Number
Faculty & Staff at the University	1084
Faculty & Staff at the Institution	71
Student Enrollment at the University	11255
Student Enrollment at the Institution	820
Undergraduate Attendance	820
Masters-Level Postgraduate Attendance	0
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

Bachelor Programs

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



Purpose

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

Letter of Commitment

College of Interdisciplinary Studies

كلية الدراسات متداخلة التخصصات



To:
PRME Board
c/o PRME Secretariat
United Nations Global Compact Office 685 3rd Avenue, 12th Floor
New York, New York 10017

23 September 2026

Commitment to the Principles for Responsible Management Education

As a higher education institution dedicated to the preparation and development of current and future leaders, Zayed University reaffirms its strong commitment to the implementation of the Principles for Responsible Management Education. In alignment with our institutional mission and strategic capabilities, we will initially prioritize the Principles most relevant to our academic and organizational context. We further commit to providing regular and transparent updates on our progress to our stakeholders and to engaging in the exchange of effective practices with peer academic institutions that support these Principles.

We acknowledge that our institutional policies, governance structures, and operational practices must exemplify the values, ethics, and professional standards that we endeavor to instill in our students.

Moreover, we encourage academic institutions and professional associations to adopt, promote, and support these Principles in order to advance responsible management education globally.

Prof. Paul Hopkinson
Dean, College of Interdisciplinary Studies
Zayed University

Definition of Purpose

We develop students' capabilities to become future generators of sustainable value for business and society, and to work toward an inclusive, sustainable global economy. CIS understands that the purpose of management education is inseparable from societal and ecological well-being. During the reporting period, the College continued to advance an educational philosophy that positions enterprise as a means to contribute positively to communities, economies, and ecosystems, rather than as an end in itself. Across its undergraduate programmes, CIS emphasized the development of capabilities beyond technical competence. These include systems thinking, ethical reasoning, critical reflection, and the ability to work collaboratively across disciplinary and cultural boundaries. Courses and learning activities were designed to encourage students to interrogate dominant narratives of economic success and to explore alternative conceptions of value creation aligned with the Sustainable Development Goals and the UN Global Compact principles.

Institutional Engagement

26% - 50% of faculty at Zayed University actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Voices

The following narratives demonstrate how Zayed University has influenced students' academic journey and personal growth.

Yousif Al Ani's Student Voice

This is Yousif Al Ani, and I am currently majoring in Computational Systems.

Studying at CIS has helped me understand that sustainability is not only about the environment, but also about the way businesses make decisions and the impact those decisions can have on people and society. Through different courses, projects, and group work, I have learned to look at problems from more than one perspective and think about the long-term effects of different decisions.

One experience that influenced me was working on projects where we had to connect business ideas with real-world problems and think about how they could be more responsible and sustainable. It made me realise that responsible management is not just something we study in class, but something that can actually be applied in real situations. Overall, my studies at CIS have helped me become more thoughtful and responsible in the way I approach both academic work and real-world challenges.

Elyazia Lootah's Student voice

Reflection:

Studying politics at the College of Interdisciplinary Studies has significantly shaped the way I understand society, governance, and the decisions that influence people's lives. Through my politics-related courses, I have learned to look beyond individual events and examine the institutions, policies, and wider social factors behind them. What I value most is that we are encouraged to question different perspectives, evaluate evidence, and connect academic concepts to real-world issues. This has strengthened my critical thinking and made me more confident in forming well-supported arguments rather than simply accepting information at face value. As a Social Innovation student, these experiences have also helped me understand how policy and governance can contribute to meaningful social change and have influenced the way I think about my future academic and professional path.

Elyazia Lootah

Program/Major: Bachelor of Science in Social Innovation

Student Awareness

26% - 50% of students at Zayed University are aware that we are a PRME Signatory Member.

Student Engagement

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

Continue telling your story

PRME Values

We incorporate global social responsibility values into our academic activities and curricula, as reflected in international initiatives such as the United Nations Global Compact. The integration of global social responsibility values into teaching, learning, and institutional practice is a core commitment of CIS. During 2026, the College continued to make these values explicit within curricula and pedagogical approaches, recognizing that values are conveyed not only through content but also through the ways learning is designed and facilitated. Courses across CIS programmes incorporated themes of ethical responsibility, social inclusion, environmental stewardship, and intergenerational equity. Faculty framed disciplinary knowledge within broader societal contexts, prompting students to consider the ethical implications of decision-making in business, policy, and organisational settings. This approach aligns with CIS's broader commitment to interdisciplinary learning to address complex sustainability challenges. At an institutional level, CIS demonstrated its commitment to PRME values through active engagement in regional and international responsible management education initiatives. Several faculty members supported the 12th PRME Middle East Chapter Regional Forum in December 2025 providing a visible expression of these values, creating a platform for dialogue on climate leadership, sustainability education, and the role of higher education in advancing responsible management practices. CIS recognizes that embedding values is an ongoing process that requires continual reflection and adjustment. During the reporting period, the College used PRME as a reference point for evaluating existing practices and for identifying areas where values could be more clearly articulated or more effectively enacted.



Teach

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



How We Define Teach

We create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. CIS prioritized pedagogical approaches that support active, reflective, and experiential learning. The College's interdisciplinary structure provides a foundation for learning designs that encourage students to engage with sustainability challenges from multiple perspectives. Across its programmes, CIS adopted learning methods that focused on student agency, collaboration, and engagement with real-world contexts. Teaching approaches in 2024 included project-based learning, case-based discussions, simulation exercises, and design-oriented activities that required students to apply conceptual knowledge to practical challenges. Pedagogical experimentation was guided by an understanding that responsible management education must be iterative and adaptive. Drawing on the PRME Impactful Five (i5) pedagogical framework, CIS emphasized learning designs that support meaningful learning, active engagement, social interaction, and iterative development. Rather than relying solely on fixed curricula or prescriptive learning outcomes, the College encouraged reflective teaching practices and ongoing refinement of learning designs

Courses that support RME

Zayed University reports 4 courses in 2025 that support responsible management education and sustainable development goals.

FYE- 150 FUNDAMENTALS OF INNOVATION AND ENTREPRENEURSHIP | FYE-150

This course offers a hands-on, skills-based approach to learning innovation, design thinking, and entrepreneurship with direct application to high-growth enterprises and organizations in the UAE and beyond. The course is composed of three modules: Module 1: Design Thinking; Module 2: Entrepreneurship; and Module 3: Growth and Leadership. Through an integrated structure of these modules, students will explore how innovation drives entrepreneurial activity and contributes to thriving economies and communities. Emphasis is placed on real world problem-solving, opportunity recognition, ethical leadership, and collaborative teamwork. Students will gain a foundational understanding of the entrepreneurial ecosystem in the UAE, explore the role of innovation clusters in healthy societies, and learn how to identify viable opportunities and scale ideas responsibly. Throughout the course, students will engage in activities that foster creativity, critical thinking, civic responsibility, and professional growth. By the end of the course, students will be able to apply entrepreneurial mindsets and tools to their own career goals, preparing them to become adaptive, innovation-driven leaders in a rapidly changing world.



IAH 244 - Ethical Systems, Moral Dilemmas | IAH 244

Normative ethics is the study of ethical systems that provide answers to the question of how one ought to act in situations of moral significance. Moral dilemmas involve choices between mutually exclusive alternatives, each of which carries significant burdens. This course introduces you to theoretical frameworks that one can apply to addressing moral decisions and dilemmas, such as those involved in animal rights, climate change, torture, and euthanasia. The theoretical frameworks introduced in this course include: Consequentialism, Deontology, Contract Theory, Virtue Ethics, and Feminist Ethics. Topics include: voting, effective altruism, food ethics, healthcare, education, poverty, and disability.



Corporate Business Law & Ethics | IBS410

The course explores the intricate balance between regulatory legal requirements and the moral obligations of modern enterprise management. It emphasizes both local UAE business contexts and global environments to prepare students for real-world legal and ethical compliance.



Environmental Economy and Policy | (ISU-205)

This course introduces key economic concepts within the context of environmental problems, including market forces and failure, consumer behavior, environmental valuation, cost-benefit analysis, and international trade. The course also provides an overview of the policy-making process, enforcement and regulation, the behavior of interest groups and stakeholders, and the actions of

policymakers. Students critique the current policy responses to some of the major environmental issues of our time, including climate change, water pollution, deforestation, and the loss of biodiversity. Local and international case studies are discussed and compared.



Educator Recognition

At Zayed University, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration
- ❖ Publication or research support
- ❖ Professional development opportunities

Teaching Voices

The following statements demonstrate ways in which educators at Zayed University support sustainability and responsible management in their classrooms.

Teaching Voices: David May

This year, I was pleased to be asked to contribute to a team reworking some of the materials for the Innovation and Entrepreneurship course we teach at CIS. A key focus was to introduce more explicit reference to the UN Sustainable Development Goals (SDGs) and to frame activities around relatable, sustainability-focused issues that students could connect to their everyday lives. Through the leadership of Alliya Anderson, we were also able to incorporate the Inner Development Goals (IDGs), which offer an interesting set of values and skills that complement the SDGs but are perhaps less familiar to students.

It was particularly rewarding to work with committed and resourceful colleagues who brought their own expertise and perspectives to the process, developing materials that other faculty could then adapt and incorporate into their teaching. It has also been great to receive feedback from students who have really enjoyed some of the SDG-based and wicked problems-based lessons. These ideas are very much at the heart of what we teach at CIS, so seeing students engage with them and relate them to real-world issues has been particularly rewarding. For me, the whole experience has been a very practical example of putting responsible management and sustainability education into practice through collaborative curriculum development.

Teaching Voices: Professor Michael Bowles

Since achieving my Carbon Literacy certification in October 2024, I have been keen to share my newfound knowledge with other faculty and staff at universities across the UAE and the wider MENA region. As a former Cambridge University trainer for its 120-hour CELTA (Certificate in Teaching English to Adults as a Foreign Language), I also felt I could utilise my trainer skills to contribute to future PRME-managed Carbon Literacy courses. In November 2025, I had the opportunity and was happy to be asked to facilitate two of the six modules (M4 – Influencing Others and M6 – Taking Action) for an online CL course for the MENA region. As it was my first course, I was glad not to have to lead the more important content-based modules at the beginning, but I learnt a lot by observing the main trainer, David May, go through them. Observation really helped me see the arc of the course and how the different modules were weighted in terms of content and length. This kind of trainer cascade model could be an effective way to train new trainers in the future. In May 2026, I contributed to another online PRME CL course and (M5 – Our Professional Influence and M6 – Taking Action). This time, I felt much more confident running the sessions, managing the time, and varying the activities. I am really looking forward to working on future courses and facilitating the more content-heavy modules in order to further develop my sustainability knowledge.

Teaching Voices: Professor Mike Brock

I created the course 'ISU-205' in my first semester at Zayed University, in Fall 2023. The course was first taught to students in Spring 2024, and is currently in its sixth semester at Zayed University across both Dubai and Abu Dhabi campuses. "ISU-301" was launched in August 2026, and is a new course for students at Zayed University.

There are two aspects to ISU-205 that I think are really interesting to witness as an academic. The first is the reaction students have to the incorporation of a simulation game within their assessment profile. First, I note the pedagogical benefits here, seeing how real-time analyses and thought processes of students are conducted. Second, this format of assessment also enables students to flourish outside of a traditional (and increasingly AI-driven) assessment framework. Students apply theoretical concepts and ideas from the classroom in a unique and user-led environment, which is a really useful platform from which to assess student comprehension, interest, and analytics.

The second factor is the passion with which students both research and present work on sustainability. In the UAE, I note the interest students have in exploring how their nation can embrace the possibilities of green initiatives, as well as understanding the unique challenges that arise when trying to maximize these opportunities in the region. This was a key motivation for creating "ISU-301" in the Spring of 2026. By complementing the macro-level policies of ISU-205 to micro-level business applications, this second course channels these students' passion well, especially with their desire to

run their own sustainable business enterprises. Overall, offering this pair of courses, which bridge economic policy and sustainability, gives this generation of students a real grounding in the importance of sustainable business in today's world.

Barriers to Innovative Curriculum

In 2025, Zayed University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Overloaded faculty

Barriers to Innovative Pedagogy

In 2025, Zayed University identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Change resistance
- ❖ Overloaded faculty

Continue telling your story



Professors Leonard Chirenje and Mohammad Alalaween regularly attend and present at industry conferences in the UAE



Research

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

Research vs Research for RME/Sustainable Development

186 Peer-reviewed articles were published by Zayed University from this past calendar year. **vs** **47** Peer-reviewed articles were published by Zayed University from this past calendar year in support of RME.

Research Funding

In 2025, Zayed University was awarded funding for research that is:



National



Regional



Local

Socializing Research

In 2025, Zayed University contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms

Research Projects

In 2025, Zayed University reported 3 research projects that implemented responsible or sustainable activities.

Adaptive Circular Agrifood Clusters: Localising Circular Economy Transitions for Food Security and Climate Resilience in Africa

Period Covering: February, 2026 - N/A

Department: College of Interdisciplinary Studies, Zayed University

The project develops Adaptive Circular Agrifood Clusters as place-based implementation platforms linking circular economy, industrial ecology, cluster theory, localisation and adaptive multi-level governance. It addresses the gap between national circular-economy ambition and fragmented local

implementation by examining how farmers, processors, public authorities, universities, finance providers, technology actors and communities can coordinate resource flows, infrastructure, finance, data and skills. The proposed framework links waste valorisation, water reuse, renewable energy, nutrient recovery and local value creation with food security, climate resilience and inclusive development.

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Baroudi, S., & Abi Haidar, H. (2025). Sustainability in the United Arab Emirates secondary schools: A policy practice analysis. Sustainability, 17(7), 3129.
<https://doi.org/10.3390/su17073129>

Period Covering: February, 2025 - September, 2025

Department: Education

Abstract: The integration of sustainability in education has gained global attention as a critical component of achieving the United Nations Sustainable Development Goals (SDGs). Within the United Arab Emirates (UAE), significant efforts have been made to incorporate sustainability into national policies, reflecting the country's vision for sustainable economic, social and environmental development. Within the context of Education for Sustainable Development (ESD), this research aims to investigate the alignment between national sustainability policies and their practical implementation in secondary schools, with a focus on identifying barriers and proposing actionable recommendations to enhance the integration of sustainability into education. This study employs a qualitative case study design with content analysis of data gathered from interviews and focus groups collected from a total of 21 teachers, school leaders, heads of departments and government officials, alongside the review of 14 relevant key policy documents. Key findings include a gap between policy and implementation, lack of a unified framework, resource disparities, and several barriers and

strengths. This research concludes with recommendations to address these challenges, so that the UAE can strengthen its position as a leader in sustainability education, further aligning its national vision with global SDGs.



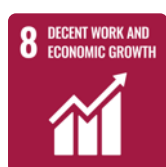
World ESG Summit 2026 - ESG in SMEs: Scaling Sustainability for Growing Businesses

Period Covering: September, 2026 - October, 2026

Department: CIS

The panel examined how SMEs can translate ESG principles into practical business strategies that strengthen efficiency, resilience, competitiveness and access to finance and markets. Discussion addressed materiality, data and measurement, supply-chain expectations, credible communication, governance, skills and the enabling roles of government, finance and larger corporations.

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Publications Related to RME and/or Sustainability

Sustainable Purpose- and Passionpreneurship: New-Age Lifestyle or a Necessity for Sustainable Development?

| [DOI](#)

Authors: Veronika Pereseina

Date of publication: September, 2025

Department: Entrepreneurship | Sustainability | College of Interdisciplinary Studies

Abstract

Entrepreneurship has proven to be a dynamic force for societal change in urgent global transformation toward sustainability. While governments and established institutions often move slowly, a new wave of entrepreneurs—guided by passion, purpose, and a holistic worldview—are actively shaping alternative paths to sustainable development. This study investigates how entrepreneurs integrate personal purpose, well-being, and a holistic approach into their businesses and lifestyles. Drawing on observations and interviews with selected entrepreneurs, the research employs thematic analysis to explore their motivations, decision-

making processes, and the role of environments in shaping their ventures. The findings highlight a distinctive approach of conscious entrepreneurs: a shift from profit maximisation to values-based operations, educational marketing to foster authentic client engagement, and a regenerative leadership style that prioritises balance, relational intelligence, and co-creation. Unlike digital nomads or traditional influencers, these entrepreneurs represent a grounded, intentional lifestyle rooted in inner development and collective transformations. The results of this study contribute to a growing body of interdisciplinary literature on sustainability and entrepreneurship by offering an expanded understanding of purpose and passion in sustainable/conscious entrepreneurship and proposing an updated business model canvas for such entrepreneurs.

Keywords:

[purpose-](#)

[and passionpreneurship; sustainability; indigenous wisdom; holistic perspective; consciousness; transformation;](#)



Baroudi, S., & ElSayary, A. (2024). Driving transformation in higher education: Exploring the process and impact of educational innovations for sustainability through interdisciplinary studies. Higher Education Quarterly, 78(4), e12529. <https://doi.org/10.1111/hequ.12529>

| [DOI](#)

Authors: Sandra Baroudi, Zayed University | Areej ElSayary, Zayed University

Date of publication: September, 2024

Department: Education

In recent years, there has been a growing focus on innovation research, particularly in the manufacturing and information technology sectors in the US and Europe. However, the disruptions caused by the recent pandemic called for more innovations, especially in the education industry.

Innovation is viewed as an outcome of a set of various drivers. This study explored faculty perspectives on the drivers of innovation that can transform the curriculum into an interdisciplinary model to promote sustainability in education. Additionally, it examined the relationship between these drivers and the outcome of innovation, particularly at the process level. An explanatory sequential mixed-method approach was employed to collect quantitative and qualitative data from a purposeful sample of 60 faculty members at one federal higher education institution in the United Arab Emirates. Findings indicated that while there is a correlation between the drivers and process of innovation and sustainability in education, other factors played a more significant role in facilitating this transformation. Empowering faculty members and involving them in the process of transformation, connecting them with the institutional vision and mission for innovation, fostering a clear understanding of the value of the transformation, providing faculty with continuous professional learning and development opportunities to promote the use of innovative pedagogical methods, are among the key factors.



Elsayary, A., & Baroudi, S. (2023). Educational sustainability for transforming education: A new approach of active learning in an interdisciplinary program in higher education. In M. D. Lytras (Ed.), Active and transformative learning in STEAM disciplines: From curriculum design to social impact (pp. 25–39). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83753-618-420231002>

Authors: Sandra Baroudi, Zayed University | Areej ElSayary, Zayed University

Date of publication: October, 2023

Department: Education

Educational sustainability has acknowledged the value of transformation, which offers an opportunity of researching and rethinking how appropriate and successful educational practices in an active learning environment could help prepare students for jobs that do not yet exist. So, to meet the job market needs, it became essential to focus on designing more context-specific programs where interdisciplinary courses are provided. The interdisciplinary courses are based on integrating different disciplines where there is a blur between the borders of the disciplines to shift the focus from structured courses to cooperation with external entities. In addition, the interdisciplinary programs allow students to choose modules from across subjects and encourage cooperation with staff from different departments. Thus, the purpose of this chapter is to present a framework of how transformation in education requires key drivers such as transformational visions, faculty

commitments, students' engagement, resources (i.e. curriculum), and external relations to develop the values and competencies that the future professionals will need in the attempt to make decisions aiming at reaching a more sustainable world.



Green assets are not so green: assessing environmental outcomes using machine learning and local projections | [DOI](#)

Authors: Anastasia Spyridou, | Efstathios Polyzos | Aristeidis Samitas

Date of publication: December, 2025

Department: International Business | Business Analytics | Economics | Finance

The paper examines whether green financial assets, including renewable-energy and carbon-offset firms, sustainable investing ETFs and green cryptocurrencies, generate measurable improvements in environmental outcomes. Using machine learning and local projections, we find limited evidence that the adoption of these assets improves climate indicators, highlighting important implications for ESG strategies, greenwashing concerns and the need for substantive climate action.



Information framing and willingness to pay for climate policy: evidence from a cross-national survey experiment | [DOI](#)

Authors: K Peren Arin, Zayed University | Jose M Ortiz, Zayed University | , Nagham Sayou Zayed University

Date of publication: May, 2025

Department: Economics

We investigate the impact of various climate message framings on environmental willingness to pay (WTP) across two countries, the USA and the Netherlands, chosen for their differing economic, cultural and environmental contexts.



Investment horizons and ESG decoupling: Distinct roles of long-term and short-term institutional investors

| [DOI](#)

Authors: Authors: Yasser Eliwa ,Zayed University | Mohamed E. Elmaghrabi ,Al Ain University

Date of publication: February, 2026

Department: Economics | Finance

The study finds that long-term institutional investors are associated with a smaller gap between companies' ESG disclosures and their actual practices, while short-term investors show no significant effect. It highlights the role of patient investment in strengthening corporate accountability



Public country-by-country reporting, tax avoidance and the cost of equity capital: pan-European evidence

| [DOI](#)

Authors: Ahmed Aboud, | Yasser Eliwa, | Jia Liu | Ahmed Saleh

Date of publication: September, 2026

Department: Business Administration | Accounting | Finance

The purpose of this paper is to investigate the role of tax avoidance in multinational corporations' management decisions to voluntarily disclose country-by-country (CbC) information in annual reports and examine investors' perceptions of these disclosures.



Aligning Pay With Purpose: ESG-Linked Compensation and ESG Decoupling

| [DOI](#)

Authors: Yasser Eliwa | Ahmed Saleh | Ahmed Hassan Ahmed

Date of publication: October, 2026

Department: Business Administration | International Business | Finance

This study investigates the relationship between ESG-linked executive compensation and ESG decoupling and examines the moderating role of CSR committees in this association. Using a global dataset of 36,055 firm-year observations across 40 countries and 32 industries from 2005 to 2023, we find that ESG-linked executive compensation is associated with a significant reduction in ESG decoupling, thereby strengthening the alignment between ESG disclosure and actual practices. The presence of a CSR committee further enhances this effect, with the interaction between ESG-linked compensation and CSR committees leading to a more pronounced reduction in decoupling. Robustness tests using propensity score matching, instrumental variable 2SLS estimation and contextual analyses confirm the validity of our findings. Additional evidence distinguishes between greenwashing and brownwashing, showing that ESG-linked pay mitigates overstatement of disclosure (greenwashing) but may incentivise understatement of disclosure (brownwashing). These results highlight the importance of adopting integrated governance mechanisms to mitigate symbolic compliance and enhance the credibility of ESG disclosure. The study offers important implications for corporate governance and sustainability, emphasising the need for policymakers and firms to strengthen the alignment of ESG incentives with accountability.



Breaking barriers: the role of female executives in mitigating ESG controversies

| [DOI](#)

Authors: Yasser Eliwa | Tariq Elrazaz

Date of publication: November, 2026

Department: Business Analytics

Using evidence from 44 countries, the article finds that firms with more female executives experience fewer and less severe ESG controversies. The association is stronger where national governance is more effective, linking gender diversity in leadership with responsible corporate conduct



Abu Elsamen, A. A., Fotiadis, A., Alalwan, A. A., & Huan, T. C. (2025). Enhancing pro-environmental behavior in tourism: Integrating attitudinal factors and Norm Activation Theory. *Tourism Management*, 109, 105155. (Scopus, 99%)

Authors: Abu Elsamen, A. A., | Fotiadis, A., | Alalwan, A. A.,

Date of publication: August, 2026

Department: Business Administration

This research utilizes the Norm Activation Theory to explore tourists' pro-environmental behavior. The study has two parts: the first qualitatively explores constructs predicting visitors' pro-environmental behavior, while the second quantitatively measures pro-environmental behaviors and individual attitudes through a survey. Since augmented reality (AR) is transforming sustainable tourism by offering interactive educational experiences, during EXPO 2020 in Dubai, 1506 participants who engaged with AR were surveyed electronically from October 2021 to May 2022. Partial least squares structural equation modeling (PLS-SEM) was used to test hypotheses. The results suggest that tourists' environmental values and sensitivity enhance their responsibility aspirations, with awareness of tourism's negative environment and mitigation knowledge moderating the effects of responsibility aspirations on personal norms and pro-environmental behavior, respectively, while personal norms mediate the relationship between responsibility aspirations and pro-environmental behavior. These insights are valuable for tourism stakeholders, policymakers, and organizations aiming to promote environmental sustainability in the industry.



Continue telling your story

Sustainable Purpose- and Passionpreneurship: New-Age Lifestyle or a Necessity for Sustainable Development?

| [DOI](#)

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Abstract

Entrepreneurship has proven to be a dynamic force for societal change in urgent global transformation toward sustainability. While governments and established institutions often move slowly, a new wave of entrepreneurs—guided by passion, purpose, and a holistic worldview—are actively shaping alternative paths to sustainable development. This study investigates how entrepreneurs integrate personal purpose, well-being, and a holistic approach into their businesses and lifestyles. Drawing on observations and interviews with selected entrepreneurs, the research employs thematic analysis to explore their motivations, decision-

making processes, and the role of environments in shaping their ventures. The findings highlight a distinctive approach of conscious entrepreneurs: a shift from profit maximisation to values-based operations, educational marketing to foster authentic client engagement, and a regenerative leadership style that prioritises balance, relational intelligence, and co-creation. Unlike digital nomads or traditional influencers, these entrepreneurs represent a grounded, intentional lifestyle rooted in inner development and collective transformations. The results of this study contribute to a growing body of interdisciplinary literature on sustainability and entrepreneurship by offering an expanded understanding of purpose and passion in sustainable/conscious entrepreneurship and proposing an updated business model canvas for such entrepreneurs.

Keywords:

[purpose-](#)

[and passionpreneurship](#); [sustainability](#); [indigenous wisdom](#); [holistic perspective](#); [consciousness](#); [transformation](#);





Partner

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

Institutional Partnerships

- ❖ University Climate Network
- ❖ Carbon Literacy Project
- ❖ Business Schools for Climate Leadership (BS4CL)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Aim2Flourish
- ❖ United Nations organs other than the UN Global Compact

Student Organization Partnerships

- ❖ PRME Students
- ❖ None

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TASS Advisory Board

TASS Middle East Advisory Board

Zayed University faculty member David May serves as a member of the TASS Middle East Advisory Board, contributing to the organisation's work to strengthen sustainability education and practice across schools in the Middle East.

As an Advisory Board member, he contributes to regular board meetings and discussions on the organisation's strategic direction, with a particular focus on strengthening links between schools and universities and expanding opportunities for sustainability education across the region.

His involvement also includes advising schools on sustainability strategy and practice, supporting institutions in identifying practical ways to embed sustainability into their activities and educational approaches. Through the partnership, he is also working to introduce Carbon Literacy training to schools and educators, extending climate education and capacity-building beyond the higher education sector.

Partnerships at ZU

Zayed University's partnerships with industry and government organizations support experiential learning through **FYE 105 – Workplace Readiness**, **ZU24** and **ZU Solves**, connecting students with professional practice and real-world challenges. Across the 2025–26 academic year, these three programs reached more than 3,100 students and engaged more than 90 industry partners. These collaborations provide opportunities to explore industry specific areas while developing professional skills.

ZU24: Cultural heritage awareness with DCT Abu Dhabi

In collaboration with the Department of Culture and Tourism, Abu Dhabi, 67 students from the College of Communication and Media Sciences, working across 15 teams, undertook a 24-hour challenge to create original campaigns promoting Al Ain's UNESCO World Heritage Sites to university students.

Every team completed the challenge, and cash prizes were awarded to the leading teams.

The initiative connected students' communication and creative skills with the public objective of raising cultural heritage awareness among young people. Students explored how to communicate the significance of these sites to their peers, bringing cultural appreciation into an applied learning experience.

ZU Solves: Semester-long industry challenges

ZU Solves is a semester-long experiential learning program in which student teams respond to challenges set by external partners. Students progress through research, ideation, solution development and final presentations, supported by partner mentoring and feedback. This sustained engagement allows them to investigate a problem, consider stakeholder needs and refine their proposals over the semester.

The 2025–26 pilot involved 20 students from the Colleges of Technological Innovation, Interdisciplinary Studies, and Arts and Creative Enterprises, working with **Accenture and Richemont** over 16 weeks.

Accenture's challenge, *Where Cybersecurity Meets Customer Trust with Responsible AI*, asked students to explore how a digital platform could balance customer experience with security, privacy, compliance and resilience. Students considered cybersecurity by design, its role in building customer trust, and business resilience strategies incorporating responsible AI. The challenge placed responsible decision-making within a practical business context, requiring consideration of customer and information protection alongside innovation and growth.

Richemont's challenge, *Designing a University Booth for Richemont*, asked students to develop an engaging university presence communicating the heritage, craftsmanship and values of its 17 Maisons to Generation Z. Students applied research, creative design and communication skills to a real organizational brief, contributing their perspectives on how employers can connect with future talent.

The pilot also connected project participation with professional opportunities: 12 students were interviewed by Accenture, and four secured paid placements.

ZU Solves: Current semester's challenges

This semester, ZU Solves is running semester-long challenges with **Dubai Municipality, Siemens Energy and e&**, extending student engagement into environmental sustainability, public wellbeing, cybersecurity and AI applications.

- **Dubai Municipality: Creating Smarter Solutions for Health, Safety and Sustainability.** Students are developing proposals addressing public health, environmental sustainability, community safety and smarter government services. Depending on the selected focus, outputs may include

digital tools, awareness campaigns, smart technologies, prototypes or research-backed recommendations. The challenge connects student innovation with sustainable urban development and community needs.

- **Siemens Energy: Simulating Cyber Attacks to Raise User Awareness.** Students are examining cybersecurity vulnerabilities in the oil and gas industry through controlled social engineering simulations. Expected outputs include simulated scenarios, a vulnerability assessment and practical recommendations to strengthen employee awareness and organizational resilience. The challenge links technical learning with the responsibility to protect people, information and operations.
- **e&: AI-powered Central Market Intelligence Platform.** Students are exploring how AI can centralize fragmented information, automate analysis and support business decisions. The brief explicitly requires attention to data privacy, security and compliance with terms governing public data collection, making responsible data use part of the solution's design.
- **e&: Optimal Customer Engagement Timing.** Students are tasked with developing an AI model using behavioural, transactional and contextual data to predict suitable times to contact customers. Expected outputs include a model, a prototype or dashboard, and an explanation of methodology and findings. Alongside its commercial objectives, the challenge provides scope to examine customer privacy and responsible use of behavioural data.

Building on these programs, Zayed University plans to extend experiential learning opportunities across more colleges and disciplines. These partnerships bring external expertise and authentic challenges into student learning. In particular, projects addressing cultural heritage, sustainable urban development, cybersecurity and responsible AI help students consider how professional decisions affect customers, communities and wider society.



Practice

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

How We Define Practice

We adopt responsible and accountable management principles in our own governance and operations. Responsible management education requires alignment between what is taught and how the institution operates. CIS therefore understands institutional practice not as peripheral to teaching, but as integral to the credibility of its educational mission. During the reporting period, the College sought to ensure that governance practices, curriculum development processes, and partnership decisions reflect principles of accountability, transparency, and social responsibility. As a PRME signatory unit, CIS has incorporated responsible management considerations into programme design, external engagement, and event convening decisions.

Institutional Policies and Practices

- ❖ Climate action plan
- ❖ Professional training opportunities
- ❖ Greenhouse gas emissions
- ❖ Environmental stewardship policies



Share

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



How We Define Share

CIS understands sharing not as dissemination for visibility, but as a contribution to collective learning within the responsible management education community. During the reporting period, the College engaged in regional and international exchange through participation in PRME networks and by hosting the 11th PRME Middle East Chapter Regional Forum. The Forum created a structured space for educators, institutional leaders, and students to reflect on challenges, exchange practices, and consider emerging directions in sustainability education and climate leadership. In doing so, CIS contributed to the mutual learning processes that underpin the PRME community. Faculty members also contributed to scholarly and professional conversations through conference participation, pedagogical dialogue, and engagement in sustainability-focused networks. These activities reflect an understanding that responsible management education evolves through shared inquiry and reflection rather than through isolated institutional effort. This SIP report itself forms part of that commitment to transparency and shared learning. By documenting initiatives undertaken, acknowledging areas for continued development, and situating its work within the broader PRME framework, CIS seeks to contribute constructively to the ongoing evolution of responsible management education.

Engagement Opportunities

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

- ❖ Open faculty and student meetings and town halls
- ❖ Annual reports
- ❖ Boards and advisory committees
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Community events and consultation forums
- ❖ Partnerships with local organizations

Communication Audiences

Zayed University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Prospective and current students

Communication Barriers

Zayed University faces the following barriers in transparent communications:



**Audience
reach**



**Data privacy
regulations**



Media visibility



**Ownership
issues**



**Transparency
hesitation**



SIGNATORY

Zayed University



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