PRME

an initiative of the
United Nations Global Compact

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

Sohar University Faculty of Business

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 Statement

Subjects

- Faculty of Business
- Faculty of Business

Provide supporting context

Providing transformative business education that empowers students to become entrepreneurial leaders by fostering a dynamic learning environment and generating impactful research, contributing to sustainable growth of the community and beyond.

2. Vision

2.1 Vision Statement

Subjects

- Faculty of Business

Provide supporting context

To be a distinguished leader in business education, recognised for innovative approaches, commitment to excellence, and impactful research that fosters societal advancement

3. Strategy

3.1 Strategy

Subjects

- Faculty of Business

Provide supporting context

At the Faculty of Business, our strategy closely reflects Sohar University's six strategic thrusts. We are committed to academic excellence by designing forward-looking business programs that equip students with real-world knowledge and leadership skills. To enrich the student experience, we focus on mentorship, interactive learning, and creating an environment where every student feels supported and heard. Our faculty actively engages in research and innovation that addresses both local business needs and global sustainability challenges. Through community projects and industry partnerships, we bring the community and industry engagement thrust to life. Internationally, we contribute to the University's global profile by forming academic collaborations and encouraging cross-cultural exchange. We also uphold institutional effectiveness through continuous quality improvement and responsible governance. As a member of AACSB, and with recent steps like integrating sustainability element in courses, we are strengthening our commitment to responsible business education. These efforts reflect our readiness to join PRME and contribute meaningfully to the Sustainable Development Goals (SDGs).

4. Strategy Alignment

4.1 Strategy Alignment

Subjects

- Faculty of Business

Provide supporting context

At the Faculty of Business, we believe that business education is not only about academic excellence but also about nurturing responsible, ethical, and forward-thinking leaders. Our strategic direction is firmly rooted in Sohar University's core values of ethics, inclusivity, commitment, innovation, and sustainability, and is fully aligned with the University's six strategic thrusts. We design and deliver programs that prepare students to navigate complex business environments with empathy, creativity, and a clear sense of purpose.

A key element of this commitment is our strong collaboration with the Community Engagement and Partnerships (CEP) Department, which connects us with government, private, and international stakeholders. Through joint training, development projects, and outreach efforts, we ensure that our initiatives are grounded in real-world needs. We also contribute to the University's Community and Industry Engagement Committee, where our faculty representative

submits quarterly reports highlighting our engagements with community stakeholders, industry partners, professional bodies, education providers, alumni, and visibility efforts at both local and global levels.

Our strategy places equal emphasis on enriching the student experience. We create a supportive learning environment where mentorship, interactive teaching, and critical reflection are central. Sustainability, ethics, and innovation are not just course topics, they are themes woven into how we teach, the questions we ask, and the challenges we pose to our students. Through project-based learning, applied research, and engagement with real business problems, students gain hands-on exposure to responsible decision-making.

Research and innovation also play a central role. Our faculty lead and participate in research that addresses local economic development and global sustainability. This is matched by strong international engagement through academic partnerships, exchange opportunities, and collaborative projects that contribute to the University's global profile.

We continuously strive for institutional effectiveness through quality assurance, curriculum enhancement, and responsible governance. As proud members of AACSB and now aligning our efforts with PRME, we are deepening our commitment to a values-driven business education. Our recent steps such as integrating sustainability themes into our curriculum and enhancing faculty-industry collaborations demonstrate how we translate intent into action.

At the heart of all this is our belief that education should inspire change. Through purposeful teaching, meaningful partnerships, and community-focused projects, the Faculty of Business is preparing graduates who are not only academically capable but also socially conscious and ready to lead with integrity in an interconnected world.

5. Institutional History

5.1 Institutional History

Subjects

   • Faculty of Business

Provide supporting context

The Faculty of Business at Sohar University took its first major step toward responsible management education in 2015 by becoming a signatory to the Principles for Responsible Management Education (PRME). That decision marked the beginning of a journey that continues to shape how we teach, collaborate, and contribute to society.

A defining moment in this journey was our partnership with the UNESCO Doha Office through a Letter of Intent to launch the Green University–Green City project. This initiative brought together local authorities, private sector leaders, and international experts to reimagine sustainability on campus and in the wider Sohar and North Al Batinah region. It turned our commitment to the Sustainable Development Goals into visible action, with education and community impact at its core.

Throughout this journey, what has truly driven change is the people behind it. Our faculty leaders, educators, and students have embraced the values of ethics, sustainability, and social responsibility with purpose. Together, they've created a learning environment where these ideas are not confined to textbooks but are part of everyday discussions, projects, and partnerships. In line with this momentum, Sohar University recently joined the Association for the Advancement of Sustainability in Higher Education. This reflects a growing dedication to aligning with global standards and learning from the best practices around the world.

Within the Faculty of Business, we are also proud members of AACSB and are actively working to build programs that prepare students for more than just careers. One of our recent milestones is the launch of a six-week sustainability course for final-year students. Its aim is to help young professionals think more critically about their role in business and how their decisions affect people and the planet.

These steps reflect our broader commitment to Sohar University's strategic priorities. We design forward-thinking business programs, focus on applied research, and actively engage with local communities. Whether through student-centered learning, partnerships with industry, or global collaborations, our purpose remains the same: to educate ethical leaders who will help build a more inclusive and sustainable world.

For us, PRME is not just a membership. It's a mindset. It challenges us to do better, think deeper, and act with intention. As we continue to grow, we see our role not just as educators but as co-creators of a better future, one where business plays a meaningful role in social progress. And while our journey began with a signature in 2016, the real story lies in what we've done since and what we plan to do next.

6. Graduates

272

7. Degrees Offered

- Diploma in Accountancy
- Diploma in Management
- Diploma in Business and Commercial Law
- Diploma in Management Information System
- Diploma in Marketing
- Bachelor of Science (B.Sc. or B.S.)
- Master of Business Administration (M.B.A.)
- Doctor of Business Administration (D.B.A.)

8. Faculty & Staff at the Institution

45

9. Student Enrollment at the University

15158

10. Total Student Enrollment at the Institution

1241

11. Undergraduate Student Enrollment at the Institution

1230

12. Graduate Student Enrollment at the Institution

6

13. Doctoral Student Enrollment at the Institution

5

14. Undergraduate Degree Programmes

14.1 Bachelor in Marketing

Degree Type

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

Department

- Faculty of Business

Degree Programme Subject

- Marketing

14.2 Bachelor in Accountancy

Degree Type

- Bachelor

Department

- Faculty of Business

Degree Programme Subject

- Accounting

14.3 Bachelor in Management

Degree Type

- Bachelor of Arts (B.A)

Department

- Faculty of Business

Degree Programme Subject

· Management

13

14.4 Bachelor in Business & Commercial Law

Degree Type

· Bachelor of Science (B.S. or B.Sc.)

Department

· Faculty of Business

Degree Programme Subject

· Business & Commercial Law

14.5 Bachelor in Management Information System

Degree Type

· Bachelor of Science (B.S. or B.Sc.)

Department

· Faculty of Business

Degree Programme Subject

· Management Information System

15. Masters Degree Programmes

15.1 Masters Degree Programmes

Degree Type

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

Department

· Faculty of Business

Degree Programme Subject

· Management

14

16. Postgraduate Degree Programmes

16.1 Postgraduate Degree Programmes

Degree Type

· Doctor of Business Administration (D.B.A.)

Department

· Faculty of Business

Degree Programme Subject

· Business Administration

Purpose

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

17. Define Purpose

At the Faculty of Business, we see purpose not just as a statement, but as a guiding force in everything we do. We prepare students to become responsible leaders who think beyond profits and understand their role in shaping a better world. Our mission is rooted in Sohar University's core values of ethics, inclusivity, sustainability, innovation, and commitment to excellence. These values shape our curriculum, research, and engagement efforts to ensure our students are equipped to lead with integrity and purpose. Aligned with the vision of PRME, we define our purpose through a strong emphasis on responsible management education. We build our programs to connect academic learning with real-world challenges, support inclusive economic development, and encourage respect for people and the planet. Through collaborative partnerships, community initiatives, and values-driven leadership, we are committed to advancing sustainable development, nurturing thoughtful changemakers, and contributing to a world where prosperity and well-being are shared by all.

18. Institutional Engagement

76% - 100%

Values

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

19. RME Lead

- Centralized sustainability office
- Disciplinary efforts within business school
- Individual leader
- 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

20. Define Values

At the Faculty of Business, our values shape how we teach, lead, and connect. We emphasize integrity, inclusion, and sustainability, helping students grow into professionals who think critically, act responsibly, and create real impact in their communities and beyond.

21. Student Awareness

76% - 100%

22. Student Voices

22.1 Student Voices

Subjects

- Faculty of Business

Provide supporting context

At the Faculty of Business, Responsible Management Education (RME) is not just a principle we teach, but a lived experience woven into every stage of the student journey. Through close collaboration with faculty, students regularly co-author research publications, gaining valuable insight into research ethics, critical inquiry, and socially meaningful scholarship. Involvement in faculty-led focus group discussions gives both current students and alumni the opportunity to engage with real-world questions, deepen their understanding of community perspectives, and develop reflective thinking and inclusive decision-making skills. Peer mentoring further builds their confidence, empathy, and leadership potential, creating a culture of support and shared growth.

Students also participate in industrial visits that help them connect classroom concepts to practical business settings. Many serve as research assistants on faculty-led consultancy projects, engaging directly with industry professionals to explore real challenges and understand how responsible strategies unfold in practice. These hands-on experiences allow students to explore themes of sustainability, equity, and ethical business conduct in action. As they reflect on their growth, many students share how these opportunities shaped their values and strengthened their sense of purpose. It is through these experiences that they begin to see themselves not just as learners, but as future professionals ready to lead with insight, integrity, and a commitment to creating positive impact.

23. Student Engagement

76% - 100%

Teach

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

24. Define Teach

At the Faculty of Business, teaching is a purposeful journey. We integrate ethics, sustainability, and social responsibility into every course, helping students link knowledge with real-world impact. Through hands-on learning and meaningful engagement, we shape graduates who lead with integrity and create lasting change.

25. Courses

25.1 Human Resource Management

Course code

BUMG2201

Department

• Faculty of Business

The duration of my course is:

• 14 weeks

My course session format is:

• 4 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:

- Workforce Planning, Recruitment Training, Performance Management, and Employee Engagement.

My course implements the following pedagogies:

- Active Learning
- Case Method

Course Description

This course provides an introduction to the theory and practice of Human Resource Management (HRM. It offers students a broad understanding of HRM's scope, covering key areas such as workforce planning, recruitment training, performance management, and employee engagement. Through an exploration of HRM principles, students will develop an appreciation for its critical role in organizational success.

Tell us about the impact you're making on your students

To prepare students to understand the importance and key terminologies of Human Resource Management (HRM) and its various functions within an organization. To provide students with knowledge of HRM theories, processes, and strategies to enhance employee performance, relations, health, and well-being.

Relevant SDGs addressed through the course

25.2 Economics for Managers

Course code

MBA113

Department

- Faculty of Business

The duration of my course is:

- 5 weeks

My course session format is:

- 2 four-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:

- Economic Development and Growth Strategies

My course implements the following pedagogies:

- Case Method
- Blended Learning
- Problem-Based Learning (PBL)

Course Description

Economics for Managers course provides economics knowledge and skills that are necessary to handle complex decisions facing modern business managers. It emphasizes the economic perspective of real-world business by which future business managers can solve business related problems. Topics in this course include tools, methods and theories of microeconomics; consumer and producer behavior; market structure and its influence on competition; economic growth and business cycles; monetary and fiscal policy; international trading and financial system.

Tell us about the impact you're making on your students

To expose students to various microeconomics tools, methods and theories that can be used to solve a variety of business-related problems. To develop students understanding of how consumer and producer behavior influences the functioning of markets. To familiarize students with the basic tenants of market structure and the influence of competition on real-world firms. To equip students' knowledge with key macroeconomic issues such as economic growth, and business cycles with a strong emphasis on policy

Relevant SDGs addressed through the course
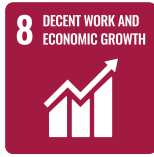
25.3 Principles of Management

Course code

BUMG1110

Department

• Faculty of Business

The duration of my course is:

• 14 weeks

My course session format is:

• 4 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:

• Planning, Organizing, Leading, Staffing and Controlling

**My course implements the following pedagogies:**

- Active Learning

Course Description

Introduction to management principles, concepts, and techniques, management process and functions, including: 1) Planning and decision-making, organising, staffing, leadership, motivation, communication, and control. 2) Nature and importance of business and its objectives, development of a fundamental understanding of some essential functions in business such as production and operations, marketing, finance, and human resource management.

Tell us about the impact you're making on your students

To define the roles of a manager, functions, and skills. To describe the processes of management within organisations. To introduce other essential business functions.

Relevant SDGs addressed through the course
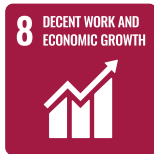
25.4 Public Relations

Course code

BUMG4201

Department

- Faculty of Business

The duration of my course is:

- 14 weeks

My course session format is:

- 4 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
- Tailored to diverse learning styles and accessibility needs
- Supported by research-based teaching methodologies
- Structured to encourage critical thinking and decision-making
- Scaffolded to support learning progression throughout the course
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Incorporating feedback loops for continuous improvement

My course touches on the following concepts:

- Public Relations and Crisis Communication

My course implements the following pedagogies:

- Active Learning
- Case Method
- Project-Based Learning (PjBL)

Course Description

The nature of public relation, its goals, responsibilities and organization. Mechanism of public relations and how to collect data methods of revaluating executing, and controlling a suitable way of communication and its programs

Tell us about the impact you're making on your students

Equip students with the ability to craft and implement effective public relations strategies that align with organizational goals, including media relations, crisis management, and stakeholder communication. Enable students to conduct in-depth research and critical analysis of public relations case studies, applying relevant theories and frameworks to real-world PR challenges and scenarios. Instill a strong understanding of ethical considerations in public relations, emphasizing responsible communication, transparency, and accountability in both traditional and digital media contexts.

Relevant SDGs addressed through the course

25.5 Accounting for Extractive Industries

Course code

BUAC2201

Department

· Faculty of Business

The duration of my course is:

· 14 weeks

My course session format is:

· 4 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:

· Accounting Ethics and Professional Responsibility

My course implements the following pedagogies:

· Active Learning
· Problem-Based Learning (PBL)

Course Description

This course provides a comprehensive exploration of accounting principles and practices specifically tailored to the oil and gas industry. Aligned with International Accounting Standards, the curriculum delves into the key stages of the oil and gas lifecycle: acquisition, exploration, development, and production

Tell us about the impact you're making on your students

Identify students with the relevant accounting standards that unpin extractive industries. Prepare students for accounting journals in the extractive industries. Allow students to analysis extractive projects.

Relevant SDGs addressed through the course

25.6 Business Intelligence

Course code

BUIS3104

Department

  • Faculty of Business

The duration of my course is:

  • 14 weeks

My course session format is:

  • 4 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

My course touches on the following concepts:

• Business Analytics for Decision-Making

My course implements the following pedagogies:

• Active Learning

Course Description

This course delivers an introduction to Business Intelligence (BI) as a part of and functionality of Information Systems. It explores how business problems can be solved effectively through use of data warehouses, data mining and how to gain new insights into organizational operations and help improve enterprise decision making. It also includes discussion on the differences between types of reporting and analytics, enterprise data warehousing, data management systems, decision support systems, knowledge management systems, and big data. This course emphasizes the principles and best practices for how to use data to support fact-based decision making within the enterprise.

Tell us about the impact you're making on your students

Introduce students to the field of Business Intelligence (BI) Describe use of data warehouses, data mining, OLAP and big data Apply BI tool for creating dashboard to support managers in making effective decisions Explore application and impact of business intelligence into organizational operations and effectiveness

Relevant SDGs addressed through the course

25.7 Business System Analysis and Design

Course code

BUIS2102

Department

• Faculty of Business

The duration of my course is:

- 14 weeks

My course session format is:

- Theory 3 one-hour session & Practical 2 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:

- Business Analytics for Decision-Making

My course implements the following pedagogies:

- Active Learning
- Experiential Learning

Course Description

Business Systems Analysis and Design is an introductory course to Systems Analysis and Design which aims to make students aware of the concepts of Object-oriented (OO) analysis and design as the principal industry-proven method for developing reliable, modular, testable programs and systems. This course provides introductions in the latest OO requirements gathering, analysis, design, and testing methods. Intensive hands-on exercises offer a working knowledge that turns concepts into practice.

Tell us about the impact you're making on your students

To explore the SDLC phases and activities involved in systems analysis and design. To apply process modelling techniques using Data Flow Diagrams. To introduce students to system modelling with Unified Modelling Language. To apply system design techniques in interface design

Relevant SDGs addressed through the course

25.8 Corporate Finance

Course code

MBA111

Department

· Faculty of Business

The duration of my course is:

· 5 weeks

My course session format is:

· 2 four-hour sessions

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:

　　　　　• Modern Financial Theory

My course implements the following pedagogies:

　　　　　• Active Learning

　　　　　• Problem-Based Learning (PBL)

　　　　　• Case Method

Course Description

This course aims to provide the framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. The course emphasizes understanding, analyzing, and integrating financial information as an aid to making financial decisions. The course discusses the impact of efficient capital structure, capital budgeting, and working capital policies for designing an optimal cost of capital, derivative decision, taxation, and dividend policies by pursuing potential cash flows and other business considerations. It also examines the role of financial institutions and their institutional integration in the corporate business environment for prudent financial decision making

Tell us about the impact you're making on your students

Familiarize students with the skills and intellectual framework for addressing a variety of financial challenges. Acquaint students with financial practices, techniques, and strategies that are used in the corporate finance. Develop students' knowledge on the types and characteristics of finance related problems and to increase student's ability to handle those problems through reliable financial methods. Explain to students about critically evaluate and mitigate different financial risks associated to domestic and international trade business including financial derivatives, currency swaps, futures and options. Develop students' understanding about financial planning and monitoring skills in different business functions, so that they will be able to apply the appropriate management strategy to solve business challenges in their organization.

Relevant SDGs addressed through the course

25.9 Entrepreneurship

Course code

UNIR2001

Department

- Faculty of Business

The duration of my course is:

- 14 weeks

My course session format is:

- 2 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:

- Entrepreneurship and New Venture Creation

My course implements the following pedagogies:

- Active Learning

Course Description

This course is an introductory course in entrepreneurship and innovation. The course aims to expose undergraduate students of various academic backgrounds to business venturing and entrepreneurial activity. The course focuses on boosting the concept of entrepreneurship which leads the small businesses. Students will apply themselves through developing their own business ideas and assessing them using knowledge and skills acquired during the course.

Tell us about the impact you're making on your students

Develop a mindset of appreciation of business venturing, the entrepreneurial process, and associated risks and rewards. Understand the impact of entrepreneurship and innovation on the local and global economies. Develop a clear and structured understanding of a business plan. Understand the support systems available to new business ventures in Oman.

Relevant SDGs addressed through the course
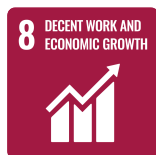
25.10 Financial Management

Course code

BUAC2102

Department

• Faculty of Business

The duration of my course is:

• 14 weeks

My course session format is:

• 2 four-hour sessions

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:

• Financial Decision-Making in Business

My course implements the following pedagogies:

• Active Learning

Course Description

Background to corporate financial decision-making and behavior of capital markets. Financial mathematics with emphasis on discounting techniques, capital budgeting, investment appraisal. Short-term asset management, costs of funds.

Tell us about the impact you're making on your students

Student will be enabled to analyze the financial statements, mainly the income statement and balance sheet using ratio analysis. Student will be enabled to calculate time value of money and how to use it for decision-making. Student will be enabled to calculate risk and rates of return on investment in financial assets. Student will be enabled to evaluate investment projects based on capital budgeting techniques.

Relevant SDGs addressed through the course
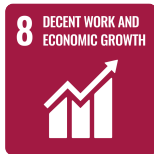
25.11 Marketing Management

Course code

BUMK2211

Department

• Faculty of Business

The duration of my course is:

• 14 weeks

My course session format is:

• 4 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:

- Marketing Ethics and Consumer Rights

My course implements the following pedagogies:

- Active Learning
- Experiential Learning

Course Description

The course is structured around the steps involved in the analytical and decision-making processes involved in formulating, implementing, and controlling a marketing management program for a given product entry. This course provides students with a broad, complete, and realistic view of marketing management roles, as well as its relationships within today's organizations.

Tell us about the impact you're making on your students

To prepare students with the analytical and decision-making skills involved in formulating, implementing, and controlling a marketing management program. To provide students with a broad, complete, and realistic view of marketing management roles as well as its relationships within today's organizations.

Relevant SDGs addressed through the course

25.12 People Leadership

Course code

DDBA6203

Department

• Faculty of Business

The duration of my course is:

• 4 weeks

My course session format is:

• 2 five-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:

• Human-Centered Leadership in Organizations

My course implements the following pedagogies:

• Case Method
• Blended Learning
• Project-Based Learning (PjBL)
• Inquiry-Based Learning
• Experiential Learning

Course Description

Organizations need competent leadership groups to drive business agenda to meet the 3P (profit, people and planet) indicators. This course is designed to equip aspiring and progressive executives with the key leadership principles and competencies to achieve sustainable business growth while at the same time understanding and emphasizing their people's needs. To achieve this aim, the course applies methodologies of leadership education that incorporate global case studies, external speakers, seminars/workshops, personalized coaching/mentoring opportunities, and experiential learning assignments that allow participants to fast-track their leadership development. The course is a highly structured yet deeply personalized learning experience that aims to unleash a full-scale leadership development of individuals to create and renew competitive advantage for their organizations along the business and societal objectives. The course shall enhance the performance of current leaders or increase leadership readiness of future ones.

Tell us about the impact you're making on your students

To evaluate personal leadership style and its influence on organizational and societal outcomes. To design systematic approaches to people leadership aligned with sustainable business goals. To integrate leadership competencies using experiential and evidence-based learning strategies.

Relevant SDGs addressed through the course

26. Educator Recognition

- Publication or research support
- Institutional recognition events
- Faculty promotion and tenure consideration

27. Teaching Voices

27.1 Teaching Voices

Subjects

- Faculty of Business

Provide supporting context

At the Faculty of Business, courses are designed to help students grow not just in knowledge, but in values and perspective. Teaching goes beyond lectures and textbooks. Students are encouraged to explore real-world challenges, ask deeper questions, and connect what they learn to their own lives and communities. From group discussions to research projects, they learn to think critically, act ethically, and consider the wider impact of their choices. Faculty members often bring their own research into the classroom to make learning more relevant and grounded. Whether it's through case studies, reflective activities, or community engagement, students are constantly supported in developing a sense of purpose. The goal is to prepare graduates who are confident in their skills, thoughtful in their decisions, and ready to contribute meaningfully to a more sustainable and inclusive world.

28. Fostering Innovation

To a great extent

29. Experiential Learning

To a great extent

30. Learning Mindset

To a great extent

31. 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.

32. Define Research

At the Faculty of Business, research is a purposeful pursuit of knowledge that drives positive change. Our faculty regularly publishes in peer-reviewed journals, contributing to responsible management and sustainable development through research that bridges academic insight with real-world impact.

33. 2024 Publications

199

34. 2024 Publications on Sustainable Development and/or RME

199

35. Research Funding

- Institution Specific
- National
- International

36. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

37. Additional Evidence

37.1 Coffee Talks

42

Subjects

  • Faculty of Business

Provide supporting context

At the Faculty of Business, research is not just about academic output, it is about contributing responsibly to knowledge that serves people, communities, and the planet. One of our most meaningful internal practices is the "Coffee Talks" initiative, where faculty members regularly share their ongoing or published research with colleagues in an open, engaging environment. These sessions encourage cross-disciplinary learning, ethical reflection, and thoughtful conversations on how research can be applied to real-world problems and sustainable development.

We are also proud that four of our faculty members have been included in Stanford University's prestigious Top 2 Percent Scientists list, which recognizes researchers whose work is globally impactful. Their achievements inspire a wider culture of excellence and responsibility in research. Through such initiatives, we aim to cultivate a community of scholars who are not only research-active but also deeply committed to advancing responsible management education in meaningful and inclusive ways.

Partner

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

38. Partners, Accreditation Bodies, Associations, etc.

• AACSB (Association to Advance Collegiate Schools of Business)
• AASHE (Association for the Advancement of Sustainability in Higher Education)
• Times Higher Education (THE)
• Ministries of Education, Higher Education, or similar national bodies
• Quacquarelli Symonds (QS)

39. Define Partner

At the Faculty of Business, partnership is about building relationships that go beyond formal agreements. We engage with global and national partners to co-create value, enhance learning, and shape meaningful change. These collaborations strengthen our academic quality, sustainability focus, and international presence, allowing us to deliver a more relevant and responsible business education.

40. Student Partners

• UNESCO Student Initiatives

Practice

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

41. Define Practice

At the Faculty of Business, we bring our values to life by practicing what we teach. Responsible management is reflected in how we operate, make decisions, and engage with one another. From governance to daily interactions, we aim to create a culture of accountability, fairness, and care.

42. RME Practices

- Buildings/real estate
- Campus operations guides
- Curriculum guidelines
- Carbon reduction or offset commitments
- 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
- Professional training opportunities
- Responsible procurement policies
- Sustainability strategy or strategic plan (school or university level)
- Travel guides
- Zero-waste guides

43. Practice Voices

43.1 Practice Voices

Subjects

- Recognizing Campus-Wide Efforts Toward Responsible Education
- Recognizing Campus-Wide Efforts Toward Responsible Education

Provide supporting context

At the Faculty of Business, we understand that responsible management education is not limited to lectures or research. It lives in the everyday actions and contributions of the people who keep our university moving. Throughout the year, we organize a wide range of events and

initiatives that bring together internal stakeholders from across the campus. From the operations team to facilities staff and student support offices, everyone plays a role in shaping a learning environment rooted in responsibility and care.

These colleagues help make possible sustainability drives, student exhibitions, academic conferences, and wellness programs that leave a lasting impression on our students. Their work may often happen behind the scenes, but the impact is deeply felt. By inviting them to share their stories, we celebrate how shared purpose and daily practices come together to create a campus culture that supports the Practice Principle and nurtures responsible, engaged graduates.

Share

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

44. Define Share

At the Faculty of Business, sharing is part of how we grow. We create spaces where everyone learns from one another, whether it is through collaborative teaching, student showcases, faculty peer sessions, or reflection on both successes and missteps. It helps us stay grounded in our values and move forward together with purpose.

45. 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
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

46. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Faculty and staff
- Research and academic networks
- Prospective and current students
- Media and public relations channels
- Government and policy makers
- Chamber of commerce and local communities

47. Additional Evidence

47.1 Showcasing Student Innovation: A Celebration of Creativity and Purpose

Upload or select an image

Caption

Future in the Making

47.2 Showcasing Student Innovation: A Celebration of Creativity and Purpose

Upload or select an image

Caption

Future in the Making

47.3 Showcasing Student Innovation: A Celebration of Creativity and Purpose

Upload or select an image

Caption

Future in the Making

47.4 Showcasing Student Innovation: A Celebration of Creativity and Purpose

Upload or select an image

Caption

Future in the Making

47.5 Showcasing Student Innovation: A Celebration of Creativity and Purpose

Upload or select an image

Caption

Future in the Making

47.6 Showcasing Student Innovation: A Celebration of Creativity and Purpose

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Caption

Future in the Making

Sohar University Faculty of Business

Address

P.O Box 44 Al Jameah Street?, Sohar, Al Batinah, 311

Oman

Website

https://www.su.edu.om/en/study/faculties/business