

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Sohar University Faculty of
Business

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 Sohar University Faculty of Business, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	281
Faculty & Staff at the University	646
Faculty & Staff at the Institution	45
Student Enrollment at the University	15692
Student Enrollment at the Institution	1245
Undergraduate Attendance	1213
Masters-Level Postgraduate Attendance	14
Doctoral Student Attendance	18

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

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

Additional

 Diploma in Accountancy  Diploma in Management  Diploma in Business and Commercial Law
 Diploma in Management Information System  Diploma in Marketing



Purpose

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



Definition of Purpose

At the Faculty of Business, Sohar University, we aim to develop responsible, ethical, and future-ready graduates who understand that business decisions affect people, organizations, society, and the environment. Responsible management education therefore guides how we connect business knowledge with the wider economic, social, and environmental challenges our graduates will encounter. Our purpose is grounded in Sohar University's values of ethics, inclusivity, sustainability, innovation, and commitment to excellence, and is reflected across teaching, research, student development, and engagement with industry and the wider community. We seek to create learning experiences that encourage students to think critically, make responsible decisions, and consider both organizational performance and societal well-being. Aligned with PRME, the Sustainable Development Goals, and Oman Vision 2040, our purpose extends beyond preparing students for employment. We aim to develop graduates who can contribute responsibly to sustainable economic development, inclusive prosperity, and the well-being of the communities and organizations they serve.

Institutional Engagement

76% - 100% of faculty at Sohar University Faculty of Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

From Purpose to Societal Impact

Since our previous SIP, the Faculty of Business has continued to translate its Purpose into practice across teaching, student development, research, industry engagement, and community activities. This progression is increasingly visible through experiential and application-oriented learning, stronger engagement with external stakeholders, and opportunities for students to connect business education with ethical, social, environmental, and economic challenges.

A significant milestone was the Faculty's participation in the **PRME Middle East Chapter 12th Regional Forum and Student Poster Competition 2025** in Dubai. Five undergraduate students achieved first place with their project, "**LEI: Living Ethics Initiative.**" The initiative explored practical ways to strengthen ethical decision-making and responsible behavior within the university environment. The Faculty's institutional reporting records the first prize at the regional PRME forum, while its teaching and learning reporting identifies the activity as student engagement with responsible management themes aligned with the PRME Principles.

The Faculty also expanded opportunities for students to engage directly with sustainability and societal challenges. These included **Engineering the Global Goals: Student Dialogue on SDGs**, involving 300 participants, and student-led community engagement focused on sustainability and waste recycling. Across the wider teaching and learning portfolio, experiential learning, simulations, industry exposure, professional engagement, research-based learning and community activities increasingly connected academic learning with practice. The Faculty's Semester 2 reporting recorded 42 such teaching and learning activities and identified strong momentum in practice-based learning and external engagement.

Another important development was the Faculty's participation in **Responsible Management Education Week 2026 in Cairo**, including the PRME Global Forum and the AACSB Societal Impact Workshop. The engagement provided opportunities to learn from international approaches to responsible management education and to consider more systematically how societal impact can be connected with curriculum, research, strategy, student activities, partnerships, and stakeholder engagement. The Faculty's CIEC reporting formally records participation in these PRME and AACSB activities during RME Week. During the visit, the Faculty also shared its approach to positive societal impact and its AACSB Standard 9 work with the Dean of the AUC Onsi Sawiris School of Business, creating an opportunity for professional dialogue and exchange.

These developments reflect an important progression in our PRME journey. Purpose is increasingly moving beyond a statement of intent toward a more connected approach linking student learning, responsible decision-making, sustainability, external engagement, and societal impact. At the same time, our internal reporting has helped us identify where we need to make further progress, particularly in strengthening the mapping of activities to learning outcomes, graduate attributes, SDGs, student feedback, and assessable evidence. This reflection is informing the Faculty's next phase and its continuing effort to understand not only **what we do**, but also **what difference our activities make**.



Values

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



How We Define Values

At the Faculty of Business, Sohar University, Values represent the principles that guide how we teach, learn, conduct research, make decisions, and engage with society. We place integrity, accountability, inclusivity, sustainability, ethical responsibility, and respect at the center of responsible management education, recognizing that business decisions should consider their consequences for people, organizations, society, and the environment. We do not treat these values as concepts to be taught alone. We seek to embed them in the student learning experience through ethical reasoning, responsible decision-making, academic and research integrity, inclusive learning, sustainability awareness, and responsible use of emerging technologies. In doing so, students are encouraged to question not only whether a business decision is effective, but also whether it is responsible, fair, transparent, and mindful of its wider impact. Our understanding of Values also extends to how the Faculty works with its students, staff, industry, community, and other stakeholders. By connecting values with learning and practice, we aim to develop graduates who demonstrate professional competence alongside integrity, responsibility, and awareness of their role in contributing to sustainable and inclusive development.

Who Champions Responsible Management Education at Our Institution

- ❖ 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

Student Voices

The following narrative demonstrates how Sohar University Faculty of Business has influenced students' academic journey and personal growth.

Students Engaging with Responsible Management and Sustainability

Student engagement with responsible management education during this SIP cycle has increasingly moved beyond classroom discussion toward opportunities to apply ethical, social, and sustainability perspectives to practical challenges.

One example is the **Living Ethics Initiative (LEI)**, developed by five undergraduate students for the PRME Middle East Chapter Student Poster Competition 2025. The students proposed practical ways to encourage ethical decision-making and strengthen an ethical campus culture, incorporating themes of integrity, sustainability, inclusion, accountability, ethical leadership, and stakeholder engagement. Although the students did not attend the regional forum in Dubai in person, they submitted their poster to the competition, and two faculty members represented them at the event. The students expressed great happiness and pride when they learned their submission had won **first place**. The Faculty formally recorded the achievement in its community and industry engagement reporting.

Student engagement with responsible management also showed up in other learning experiences. A large-scale Engineering the Global Goals: Student Dialogue on SDGs engaged 300 participants in reflection on sustainability and global citizenship, while student-led community engagement on sustainability and waste recycling provided opportunities to translate environmental responsibility into community action.

Together, these experiences provide students with opportunities to engage with responsible management not only as an academic concept, but as a perspective through which they can consider their own decisions, responsibilities, and future professional roles.

Student Awareness

76% - 100% of students at Sohar University Faculty of Business are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Sohar University Faculty of Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

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Living Ethics Initiative: First Place at the PRME Middle East Student Poster Competition 2025



LEI -Living Ethics Initiative

Maryam Said Albadi, Fada Mahmood Alabri, Aryam Ghadeer, Shama Juma, Fatma Hamdan Al Mammari
Undergraduate Students, Faculty of Business, Sohar University, OMAN



1. Global Challenges Facing Organizations

- Many organizations struggle with unethical decision-making because ethical behavior is not formed early.
- Business education often teaches ethics theoretically but does not cultivate it as a lived habit.

2. PRME Mapping

Purpose: Empower students to act responsibly and ethically in real environments.
Values: Promote integrity, sustainability, inclusion, and accountability.
Teach: Student-led clubs, campus-wide charter, ethical hackathons.
Research: Students develop and evaluate ethical practices on campus.
Partner: Collaboration with industry, NGOs, PRME network.
Practice & Share: Cross-campus conversations on ethics, ESG, and governance

Beneficiaries

- Students (ethical mindset)
- Universities (reputation & alignment with SDGs)
- Future employers
- Society at large



3. Intervention:

Creating an Ethical Campus Culture- A campus becomes a micro-model of responsible society through:

A. University Code of Responsible Business Practice

A charter defining ethical behavior, transparency, respect, sustainability, and governance—applied in classrooms, clubs, events, and digital tools.

B. Student-Led Sustainability & Governance Clubs

Clubs working on:

- Social entrepreneurship
- Anti-corruption awareness
- ESG & SDG action
- Ethical financial literacy projects
- Responsible tech & AI ethics

C. Ethical Leadership Awards & SDG Innovation Hackathons

Recognizing students who demonstrate:

- Integrity
- Social impact
- Sustainable innovation
- Ethical decision-making

4. Evidence & Analytics

Comparable cases show that student-led ethics programs result in:

- 20–40% reduction in academic misconduct
- Higher ESG awareness among graduates
- Stronger employability for ethical leadership roles
- Increased community engagement and sustainability outcomes




5. Impact Metrics (KPIs & Timeline)

Impact Area	KPI	Timeline
Ethical engagement	Number of students in ethics & sustainability clubs	Per semester
Responsible culture	Adoption rate of the Ethical Campus Code	6–12 months
Innovation	Number of ethical/SDG solutions from hackathons	Annual
Stakeholder partnerships	Number of NGOs/corporate ethical partners	Annual
Student transformation	Pre/post ethical reasoning assessment scores	Each semester

6. Feasibility Case

- Low-cost model: Student-driven with minimal budget
- Easily institutionalized: Can be embedded into existing clubs and annual university events.
- Aligned with PRME & SDG 4: Ensures strong support from administration and accreditation frameworks.
- Scalable: Can expand to faculties beyond business.




Living Ethics Initiative Poster



Teach

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

How We Define Teach

At the Faculty of Business, Sohar University, teaching means creating learning experiences that connect business knowledge with responsible decision-making, professional practice, and societal challenges. We integrate ethics, sustainability, social responsibility, innovation, and responsible technology use through student-centered, experiential, research-informed, and application-oriented learning. Teaching extends beyond knowledge delivery by enabling students to apply concepts in real contexts, reflect on the wider impact of business decisions, and develop relevant graduate attributes. Through continuous reflection and improvement, we prepare graduates to think critically, act responsibly, and contribute meaningfully to organizations and society.

Educator Recognition

At Sohar University Faculty of Business, we recognize educators for quality of teaching in the following ways:

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



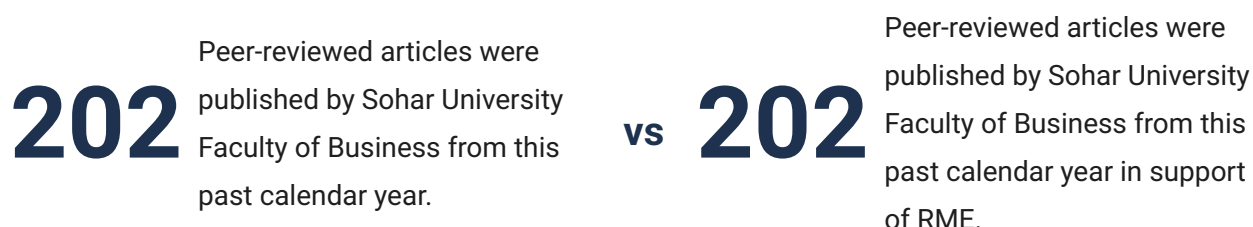
Research

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

How We Define Research

At the Faculty of Business, Sohar University, Research means generating and applying knowledge that addresses meaningful business, societal, and sustainability challenges. We encourage research that connects academic inquiry with responsible management, supports evidence-based decision-making, and contributes to sustainable development and priorities relevant to Oman. Research extends beyond publication through collaboration with industry, government, communities, and academic partners, while also informing student learning through the Research Teaching Nexus. Through ethical, relevant, and impact-oriented research, we aim to contribute knowledge that benefits organizations, communities, policy, and society more broadly.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Sohar University Faculty of Business was awarded funding for research that is:



**Institution
Specific**



National



International

Socializing Research

In 2025, Sohar University Faculty of Business contributed research findings to:

- ❖ 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



Partner

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

How We Define Partner

At the Faculty of Business, Partner means building purposeful relationships with industry, government, academia, professional bodies, and communities to advance responsible management education. We collaborate to connect knowledge with real challenges, create mutual learning opportunities, strengthen student and research engagement, and contribute to sustainable societal and economic development.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Institute for Small Business and Entrepreneurship (ISBE), UK

Student Organization Partnerships

- ❖ UNESCO Student Initiatives
- ❖ PRME Students



Practice

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

How We Define Practice

At the Faculty of Business, Practice means translating responsible management principles into how we operate, make decisions, and continuously improve. We seek to embed ethics, accountability, sustainability, inclusion, and responsibility within governance, quality processes, resource use, stakeholder engagement, and everyday institutional practices, ensuring consistency between what we teach and how we operate.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ 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



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

At the Faculty of Business, Share means openly exchanging our experiences, evidence, achievements, and lessons learned in responsible management education. We create opportunities for students, faculty, partners, and communities to learn from one another and share progress and challenges, supporting transparency, collective learning, collaboration, and continuous improvement.

Engagement Opportunities

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

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

Communication Audiences

Sohar University Faculty of Business communicates its policies and progress on sustainable development and responsibility with:

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

SIGNATORY

Sohar University Faculty of Business



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