جامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

SUSTAINABLE DEVELOPMENT GOALS

SDG 5: GENDER EQUALITY





Table of Contents

5.6.2 Does your university as a body have a policy of non-discrimination for transgender people? 3
A session about freedom of expression in Lebanon at BAU 3
5.6.2 Does your university as a body have a policy of non-discrimination for transgender people? 3
Gender and Diversity in Organizations Division 3
Beirut Arab University Equality and Diversity Policy 3
CODE OF ETHICS 5
Article Two: University Values 5
Article Seven: Tolerance and Acceptance of the Other 5
Article Nine: Academic Freedom 6
Article Eighteen: Excellence & Good Treatment 6
Article Nineteen: Equality 6
Beirut Arab University Admissions and Employment Non-Discrimination Policy – Statement 6
Beirut Arab University Admissions and Employment Non-Discrimination Policy - Equal Access 7
Non-discrimination and economic rights of non-nationals (art. 2) 7
Workgroup Diversity 8
Gender Diversity: 9
Marital Status Diversity: 9
Educational Diversity: 9
Work Experience Diversity: 9

5.6.2 Does your university as a body have a policy of non-discrimination for transgender people?

A session about freedom of expression in Lebanon at BAU

https://www.bau.edu.lb/Public-Relations/News/A-session-about-freedom-of-expression-in-Lebanon-at-BAU

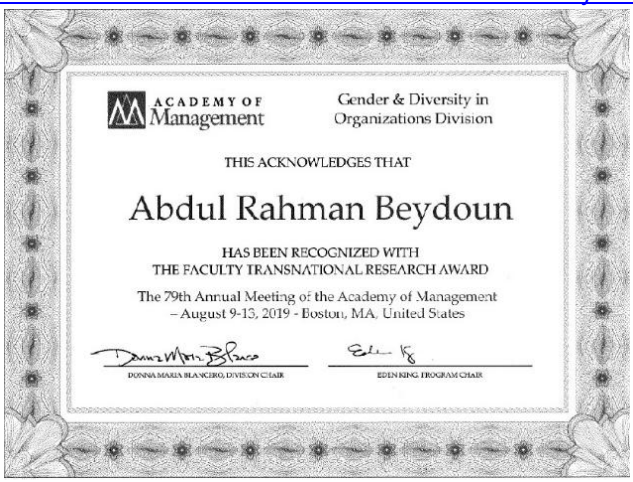
The Human Rights Center at Beirut Arab University, in cooperation with Amnesty International Lebanon, organized a session about freedom of expression in Lebanon and how the Lebanese authorities and influential individuals, including political, judicial, religious and security figures, resorted to laws of contempt, penal defamation to disturb, intimidate and silence people who criticize them or attempt to uncover their behavior or corruption.

The session, which was moderated by Ms. Reina Wehbe from Amnesty International, included an introduction about the organization, its objectives, its operation in Lebanon and the region, as well as a campaign entitled "My opinion is not a crime" to support journalists and human rights defenders and to call on the Lebanese Parliament to repeal all laws that criminalize contempt and defamation.

5.6.2 Does your university as a body have a policy of non-discrimination for transgender people?

Gender and Diversity in Organizations Division

https://www.bau.edu.lb/Business-Administration/News/Gender-and-Diversity-in-Organizations-Division



The faculty of The Business Administration at Beirut Arab University is proud to announce that Dr Abdul Rahman Beydoun, assistant Professor in the Business administration department, the winner of the prestigious award delivered by the Academy of Management, gender and diversity in organizations division at its 79th annual meeting of the academy of management held on August 9-13,2019 Boston, MA, United States.

Beirut Arab University Equality and Diversity Policy

https://www.bau.edu.lb/Policies-and-Procedures



جـامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

BEIRUT ARAB UNIVERSITY EQUALITY AND DIVERSITY POLICY

Beirut Arab University is committed to ensuring that no-one is disadvantaged as a consequence of their age, disability, ethnic or national origin, gender reassignment, family responsibilities, marital status, pregnancy, religion or political belief, sex and sexual orientation or offending background.

As part of this commitment the University will address issues of discriminatory practice towards staff, students, and external stakeholders. This commitment is reflected in the University's values which include the promotion of equality and diversity.

Policy Statement

Beirut Arab University strives towards creating a working, learning and social atmosphere which is inclusive and harmonious.

The University will achieve this by:

- Embracing a positive attitude towards the promotion of equality on the basis of age, disability, ethnic origin, gender reassignment, marital status, pregnancy, religion or belief, sex and sexual orientation to ensure all reach their full potential.
- Further embedding equality and diversity into both academic and non-academic induction and training courses.
- Being prepared to understand that fairness and equality is not always about treating people similarly, but can sometimes mean treating people differently.
- Acknowledging and celebrating the breadth of experiences and perspectives that people from diverse backgrounds bring to the life of the University.
- Eliminating discrimination and prejudice by empowering people to treat each other with respect.

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The University's Approach

- The University believes that the most effective way to promote equality and eradicate discrimination is to mainstream the consideration of equality across its functions. In this respect, all employees, students, and visitors to the University have an individual duty to ensure that equality and diversity is actively promoted.
- Ultimate responsibility for overseeing this approach rests with the Board of Governors which delegates responsibility to the Principal and Vice Chancellor who, in turn is assisted by the Executive. To ensure there is effective leadership within the University, one of the Vice-Principal and Pro Vice-Chancellors assumes the role of having overall strategic responsibility for the promotion of equality and for the mainstreaming of equality and diversity and is supported by the Equality and Diversity Sub-Committee (EDSC).

Implementation

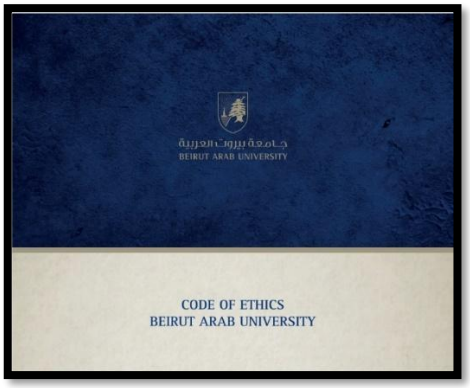
- Mainstreaming equality and diversity is the responsibility of the EDSC, comprised of membership from a wide range of the university's administrative functions and staff and students to ensure it represents staff and student experiences at the University.
- The mainstreaming of equality and diversity includes ensuring that staff are aware of their responsibilities, the University does this through mandatory new staff training and periodic refresher training, both of which are embedded in the University's values and strategy.
- The University is committed to creating and promoting a working and learning environment where everybody is treated with respect.

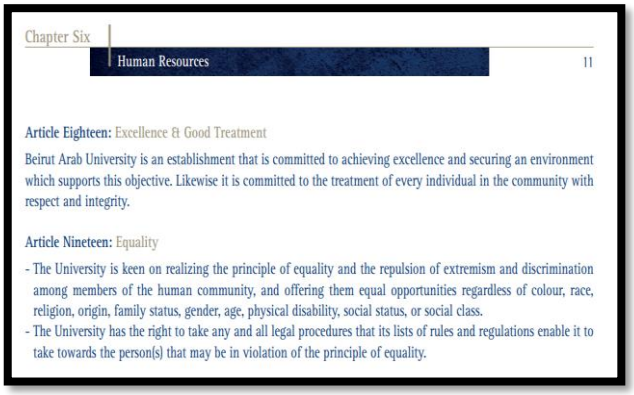
Responsibilities

- Ensure that the University has an effective Equality and Diversity Policy.
- Ensure that the University's equality and diversity policies and action plans are regularly reviewed and updated as necessary, to ensure compliance with all statutory obligations.
- Make available the necessary resources for the effective operation of all University activities.
- Ensure that responsibility for equality and diversity is properly assigned and promote active acceptance of this responsibility throughout the University.
- Work to secure a culture of active engagement with equality and diversity issues.

CODE OF ETHICS

https://www.bau.edu.lb/BAUUpload/Library/Files/Uploaded%20Files/About-The-University/Rules-and-Regulation/Code_of_Ethics.pdf




Chapter Six
Human Resources 11

Article Eighteen: Excellence & Good Treatment

Beirut Arab University is an establishment that is committed to achieving excellence and securing an environment which supports this objective. Likewise it is committed to the treatment of every individual in the community with respect and integrity.

Article Nineteen: Equality

- The University is keen on realizing the principle of equality and the repulsion of extremism and discrimination among members of the human community, and offering them equal opportunities regardless of colour, race, religion, origin, family status, gender, age, physical disability, social status, or social class.
- The University has the right to take any and all legal procedures that its lists of rules and regulations enable it to take towards the person(s) that may be in violation of the principle of equality.

Article Two: University Values

The University's basic values are academic distinction, honesty and integrity in teaching and scientific research, autonomy, freedom in conducting research, respect for individuality and safety, **social justice, equality amongst individuals**, scientific integrity, good conduct, setting good role-models, and honorable representation of the University.

It is the responsibility of the persons active within the context of the University to uphold these values through:

- Committing to integrity of behavior which is translatable into professional excellence and ethical behavior.
- Adhering to responsible and decisive attitudes in their actions.
- **Adhering to the practice of tolerance in their human relations**.
- Openness towards new ideas that intrinsically bear elevated objectives.
- Enhancing benevolent and parental relations between staff members and the students.

Article Seven: Tolerance and Acceptance of the Other

Academic staff, researchers, non-academic staff and students should show tolerance and acceptance of the Other.

Article Nine: Academic Freedom

Academic freedom is an inherent right of the Academic staff as well as students. They have an obligation to preserve it and ensure its continuity. This freedom is practiced through teaching as well as research and creative activities, and within the boundaries publically acceptable moral values and in accordance with the University standards in particular.

Article Eighteen: Excellence & Good Treatment

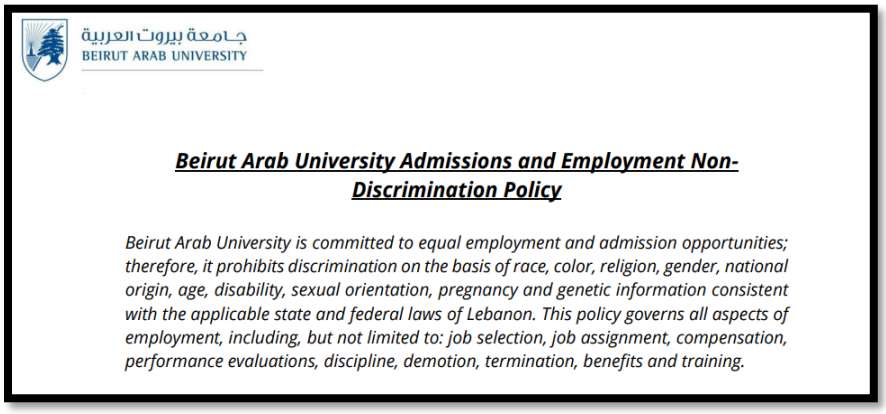
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Beirut Arab University Admissions and Employment Non-Discrimination Policy – Statement

https://www.bau.edu.lb/Policies-and-Procedures


جـامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

Beirut Arab University Admissions and Employment Non-Discrimination Policy

Beirut Arab University is committed to equal employment and admission opportunities; therefore, it prohibits discrimination on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, pregnancy and genetic information consistent with the applicable state and federal laws of Lebanon. This policy governs all aspects of employment, including, but not limited to: job selection, job assignment, compensation, performance evaluations, discipline, demotion, termination, benefits and training.

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This policy also governs the admission of students and all campus programs, services and activities. BAU does not discriminate on the basis of gender in admission to or employment in its education programs or activities. If at any time an employee feels that he/she has been subjected to or has observed discrimination, the employee must report such conduct to one of the College's Title IX Coordinators so that an investigation can be initiated and appropriate action be taken. The confidentiality of all such inquiries and reports will be respected to the fullest extent possible.

- Students can raise concerns and make reports without fear of reprisal. Students will not be retaliated against in any manner for reporting perceived discrimination pursuant to this policy. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including dismissal of the student or employee from the university.
- Employees can raise concerns and make reports without fear of reprisal. Employees will not be retaliated against in any manner for reporting perceived discrimination pursuant to this policy.

Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including dismissal of the student or employee from the University.

Beirut Arab University Admissions and Employment Non-Discrimination Policy - Equal Access

BAU is committed to the policy that all persons shall have equal access to its programs, facilities and employment. The College supports an environment that fosters respect and values all people. It promotes diversity with fair and impartial treatment of all students and employees in all terms and conditions of admissions and employment.

Non-discrimination and economic rights of non-nationals (art. 2)

https://www.refworld.org/pdfid/57d7f8804.pdf

22. Lebanon acceded to the Convention on the Elimination of All Forms of Discrimination against Women on 21 April 1997, with a reservation concerning article 9, paragraph 2, thereof under which women should be granted equal rights with men with respect to the nationality of their children. This remains a controversial issue on which governmental authorities and civil society organizations have failed to reach agreement, although some progress has been made in regard to the residence facilities offered to foreign spouses of Lebanese women and their children (for further details, reference can be made to section II of this report).

23. Lebanon also made a reservation to article 16, paragraph 1, of the Convention, under which States Parties are required to take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations, in view of Lebanon's personal status laws concerning confessional communities (for further details, reference can be made to section II of this report).

24. Lebanon made a further reservation to article 29, paragraph 1, which specifies procedures for the settlement of disputes between States Parties concerning the interpretation or application of the Convention.

25. On 5 October 2005, Lebanon acceded to the United Nations Convention against Transnational Organized Crime, which was adopted by the United Nations on 15 November 2000, and also to the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, and the Protocol against the Smuggling of Migrants by Land, Sea and Air.

26. Lebanon also acceded to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment on 5 October 2000 and to the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography on 8 November 2004. It signed the Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto on 4 June 2007 and, on 6 February 2007, signed the International Convention for the Protection of All Persons from Enforced Disappearance.

27. Within the framework of the International Labour Organization (ILO) conventions concerning human rights, Lebanon acceded to the Minimum Age Convention, 1973 (No. 138) on 10 March 2003. On 11 September 2001, it also acceded to the Worst Forms of Child Labour Convention, 1999 (No. 182), and adopted the Worst Forms of Child Labour Recommendation, 1999 (No. 190).

28. The Lebanese authorities are continuing the policy that they have adopted in regard to foreign workers, which is based on non-discrimination on grounds of race, colour, sex, nationality, religion, political opinion or national or social origin. Lebanese laws apply to Lebanese nationals and foreigners alike, with equal rights except in regard to the right to acquire ownership of property, which is limited in the case of foreigners, and some occupations the exercise of which is restricted to Lebanese nationals. Although foreigners are employed in the private sector, their employment in the public sector is extremely limited due

to the availability of the requisite Lebanese human resources and the fact that Lebanese applicants for posts in the public sector are required to pass special examinations which foreign applicants are not eligible to sit.

II. Equal right to the enjoyment of fundamental human rights (arts. 3, 4 and 5)

29. The principal measures that the Lebanese authorities have taken to achieve the purposes of the International Covenant on Economic, Social and Cultural Rights, and particularly the right of self-determination and the right to equality, during the period covered by this report include the promulgation of a number of enactments, including:

- Act No. 686 of 16 March 1998, concerning compulsory and free primary education.
- Act No. 220 of 29 May 2000, concerning the rights of persons with disabilities.
- Act No. 422 of 6 June 2002, concerning juveniles in conflict with the law or at risk.
- Act No. 164 of 24 August 2011, concerning the punishment of human trafficking offences; • Act No. 216 of 30 March 2012, defining each year of a custodial sentence as a term of 9 months' imprisonment.
- Act No. 293 of 7 May 2014, concerning the protection of women and other household members against domestic violence.

30. Lebanese society is characterized by its religious diversity insofar as its various regions are inhabited by 18 officially recognized confessional communities the political, social and cultural rights of which are diligently protected by the State. Recent years have witnessed numerous developments in regard to the right of self-determination and the right to equality. By way of example, civil society associations have endeavored to secure the exemption of Lebanese nationals from the provisions of the personal status laws regulating the confessional communities to which they belong and a number of citizens have submitted applications for deletion of the names of their communities from their personal identity documents. On 21 October 2008, the Minister of Interior and Municipalities decided that these applications should be accepted and, on 6 February 2009, he issued a further decision affirming that the human rights to which every citizen was entitled included the right to demand that his or her confessional affiliation be omitted or deleted from civil registry records.

Workgroup Diversity

https://digitalcommons.bau.edu.lb/schbjournal/vol2/iss1/4/

"Workforce diversity", was considered as a coin surfaced in the 1990s (Quinetta, 2019). There has been a growing urge to understand workforce diversity better, in a more profound manner than what is observed at the surface level (Jain and Verma, 1996). Allowing managers to understand the main obstacles facing diversifies workgroups. In the 1990s, emerge of globalization enforced a novel trend for working team diversity. Workgroups in this research are production-oriented, which is linked to the manufacturing or to the service industry. Diversity is all about differences and nuances. Even though many organizations are now providing what is known as "diversity training" for employees, however, it is mainly not a skill that employees get training on. (DuPont, 1999), diversity basically stands for "differences". In this research particularly, it means "differences within employees." The way an organization uses diversity defines whether it is an asset or a liability. Diversity can be accurately defined as a worldwide singularity that can be used with a set of differences, similarities or challenges amidst any collective mixture (Anita and Swamy, 2018). In addition, diversity is considered a group's attribute. It habitually it is concerned with demographic differences among the members of a group (McGrath, Berdahl, and Arrow, 1995). It should be noted that diversity within a workgroup is not only tied to perceived characteristics, since it also encompasses invisible attributes such as various educational background, experience, learning style, creativity, and problem-solving aptitude (Nafukho et al., 2011). This research considers four main types of diversity, which widely used in the literature to examine the universal concept of diversity in different context, as follow:

Gender Diversity:

When discussing gender diversity in terms of a work environment, it means that employees from both sexes are hired at alike, receiving equal rewards for the same work, in addition to equal work promotion opportunities. Recently, both women and men work alongside in different careers. Mainly, there are no jobs that are more "female" or others that are more related to "male" roles. Accordingly, both are requested on a daily basis to interact with each other in a fair and equal way. This causes unrest and discomfort for some individuals, which lead to conflict within a certain workgroup. In Lebanon, women are perceived as non-aggressive, non-competitive, passive, and dependent; and are raised upon such values. They learn to sacrifice for the sake of relationships. While Males might learn how to play an early life role; they are predictable to be controlling, independent, and competitive. Individuals often expect others to react and respond in the same manner, considering different behavior as wrong behavior (Kauser and Tlaiss, 2011). Gender communication raises an opportunity for rectifying wrong ideas. Also, effective communication among a diverse workforce requires neglecting gender differences and offering equal opportunities for different individuals (DuPont, 1999).

Marital Status Diversity:

An employee is adjusted by his legal status, his family state, and his commitment towards his family responsibilities (Deshpande, 2013). Marital status is thought as to whether or not the worker is married, unmarried, widowed, single, live-in relation, separated or unmarried. This has a bearing on the worker's work-life balance and social satisfactoriness within the geographic point and his performance. During this analysis, in this research, the classes of marital status are married, separated, and single.

Educational Diversity:

The educational qualifications mean certification the employees have acquired from his school, institute, college, and university, not only does the education qualify the employee to acquire jobs and positions in the hierarchy in the organization, but also it emphasizes the competency required by them to perform assigned job responsibilities (Deshpande, 2013). Workgroups have become the main structural units of most existing firms (Valls, et al., 2016). The idea that group members have varied perspectives, ideas, proficiencies, level of education, and information, supports this trend. When an organization faces problems, it is diverse workgroups that are better prepared and equipped to deal with these complex problems (West, 2001). Members of work teams in certain business sectors have been taught common key contents. Members with various educational levels are required due to distinct, complicated teams' jobs. Academic skills can be acquired by people according to availability, capability, and experience. Moreover, educational background impacts the employee's perception of workforce diversity. Hence the educational background of the employee is a secondary dimension, depending upon the type of education acquired and skill acquired can make the person capable of doing the designated jobs (Deshpande, 2013).

Work Experience Diversity:

Work experience is the extent of experience in a certain job (McDaniel et al., 1988). It's argued that relative individual differences in work experience and not complete ones yield individual differences in work knowledge, and work performance. Meanwhile, Avolio and colleagues (1990) pointed out that work experience can be considered as performance foreteller than age differences. Experience gives maturity to the employees and makes them aware of the work processes and the organizational expectations (Deshpande, 2013). Skilled workers are commonly viewed as reliable, faithful, and devoted. They are also seen as entities that have a robust work ethic and performance record. This is owing to long work experience in related fields.