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Modern University for Business & science

Institutional Report

**Female Academic Role Model Empowerment, Equality and  
Sustainability at Universities in Mediterranean Region:  
towards 2030 Agenda –  
FREE**

**Erasmus+ Capacity Building in Higher Education  
598524-EPP-1-2018-1-ES-EPPKA2-CBHE-JP**

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## Executive Summary

Gender equality is a human right and a baseline for a prosperous and sustainable society. However, women and girls continue to suffer discrimination and violence in every part of the world. Thus, the aim of FREE project is to enhance the role of female academics through increasing the number of women present in decision-making bodies and in academic and management positions. FREE empowers female academics through the democratization of higher education institutions, tools and services available for the university community. In order to gain an in-depth understanding of the current situation and needs of female academics, administrative, students and decision makers in Syria, Lebanon and Jordan, this study has been conducted in these three countries. The Modern University for Business and Science (MUBS) was considered as a site of study for this Erasmus+ project activity. Therefore, a research survey was designed, followed by a data collection analysis. The results showed that MUBS performs well in terms of providing equal opportunities for both gender at the academic, administration and students levels. Also, it provides a safe learning and working environment for both students and employees respectively. However, family-life balance was an issue for most of the female employees. The majority of MUBS stakeholders emphasized on the importance of holding professional development initiatives that enhance the role of women locally, regionally and internationally where half of the participants mentioned that MUBS offers courses to address SDG and gender equality policies at minimal level; 50% said “to a minimum extent” and 45.2% said “to an average extent” while only 4.8% agreed that MUBS is offering courses related to SDG5. These results are alarming. It requires the designing of courses that focus on the targets related to the SDGs. Also, all the initiatives conducted at MUBS regarding the implementation of such courses should be highlighted and promoted. Therefore all staff members will be aware of the university’s progress towards 2030 agenda. Also, academics would like to improve the selected skills and features mostly via seminars or workshops. Coaching, personal assessment and guidance, and understanding the hidden barriers at work were considered as the most suitable ways to acquire the selected skills and features. These findings highlight some important facts regarding the commitment of faculty members towards achieving the gender equality sustainable goal where the majority shows a high interest in contributing into gender issues research and work on improving their skills to contribute to the change needed. However, more support is needed from the institution and head of faculties to spread knowledge about the strategies and ways adopted by the university to achieve goal number five in the 2030 agenda.

These findings will be the evidence-base needed to develop strategies that enhance the role of female academics, administrative, students, and decision makers through designing training packages, workshops and policies to increase the number of women at senior management levels in the project partner universities. Thus working on the different levels of the socio-ecological model to boost women ambitions and enhance their capabilities to reach higher positions.



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## **Introduction:**

While the world has attained progress towards gender equality and women's empowerment under the sustainable developmental goals; still, women and girls continue to suffer discrimination and violence in every part of the world (UN, 2019). Gender equality is not only a human right but a baseline for a prosperous and sustainable society. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large. Implementing new legal frameworks regarding female equality in the workplace and the eradication of harmful practices targeted at women is crucial to ending the gender-based discrimination prevalent in many countries around the world. Thus, 11 partners (Modern University for Business and Science, American University of Beirut, Lebanese University, Vilnius Gediminas Technical University, University of Petra, Arab International University, Princess Sumaya University of Technology, Universidad Nacional de Educación a Distancia, Carl von Ossietzky University of Oldenburg, Damascus University, Universidad de Alicante), from 6 different countries, are working together during 3 years to establish capacity building in higher education institutions in three countries in the Mediterranean region (Lebanon, Jordan and, Syria) through the empowerment of female academics in higher education. This Erasmus+ project is called Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region: towards 2030 Agenda (FREE project). It aims to enhance the role of female academics through increasing the number of women present in decision-making bodies and in academic and management positions. Also, it promotes a culture of gender egalitarianism and female leadership role model by improving management and operation skills of higher education female academics. FREE empowers female academics through the democratization of higher education institutions, tools and services available for the university community (FREE Website,2019).

The aim of this report is to gain an in-depth understanding of the current situation and needs of female academics, administrative, students and decision makers in Syria, Lebanon and Jordan. Therefore, a research survey was designed, followed by a data collection analysis. The research will develop strategies to enhance the role of female academics, administrative, students, and decision makers through designing training packages, workshops and policies to increase the number of women at senior management levels in the project partner universities. The results of the needs analysis will be applicable in all the ongoing phases of the FREE project.



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## **1. Description Of University Profile: Mubs As A Partner**

The Modern University for Business and Science (MUBS) mission is to provide a rich and innovative academic environment that provides students of diverse backgrounds with equal opportunities to learn, explore, and attain the knowledge and skills necessary to realize their career objectives and empower them to contribute positively and effectively to their community, country, and the world. The university's guiding vision is to lead the way in educational quality, academic integrity, and scientific research. MUBS is committed to creating conscientious world leaders who are exemplary in their moral, professional, and educational excellence. These values stem from a sense of responsibility towards our local and broader community, and the great potential of our youth whose creativity is fostered and empowered through creative, modern pedagogical approaches that are reflective of our innovative and dynamic identity.

Therefore, MUBS aims at providing high quality of education (SDG4) and promoting wellness in communities especially in rural areas. MUBS works on promoting wellness among its students through adopting leadership programs and empowering girls to have an effective role in their communities (SDG5). MUBS builds partnerships with many stakeholders including European and American institutions, NGOs, municipalities, and local communities (SDG17). MUBS has received many grants from the European Commission and the British council to work on projects related to youth engagement and women empowerment. Also, MUBS is a partner in the FREE project that reflects its mission in promoting gender equity and capacity building among its employees, students and faculty members.

There are four faculties at MUBS that include bachelor and master programs; School of Health Sciences, International School of Business, School of Education and Social Work, and School of Computer and Applied Sciences. There are 3576 (59% are females) university students enrolled at MUBS (MUBS Website, 2019).

## **2. Description Of Higher Education At Country Level**

The social demand for higher education in Lebanon has been growing over the past twenty-five years. The higher education system is expanding with student enrolment increasing from 115,000 in 1995 to 205,000 in 2018. This expansion was actually one of the reasons which led to tremendous growth in the private provision of higher



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education in Lebanon over the same period. During the 1996-2000 period only, 23 institutions were licensed and established to accommodate for the growing demand for higher education in Lebanon. Currently, the Lebanese higher education system has 51 licensed higher education institutions (four of these haven't started operation yet) with the oldest being the American University of Beirut established in 1866, and only one public institution, the Lebanese University (Kaissi, 2019).

The representation of women has improved in schools and universities in both public and private Lebanese education sectors. More than 53 % of females reach at least secondary education (UNDP, 2016). However, their representation in the higher administrative positions is limited to 8.5% in compared to 91.5% of males who have managerial positions (WEF,2016). Civil and religious legislations in Lebanon show a clear discrimination against women. Some examples are as follows: Despite the fact that the principle of equality was mentioned into the Lebanese Constitution of 1926, Article 9 of which declares: "All Lebanese are equal before the law. They equally enjoy civil and political rights without any distinction as to sex or religion" is not well implemented. Article 9 regarding nationality contradicts the Lebanese law. The Convention grants women equal rights with men to pass their nationality to their children, while the Lebanese law prohibits women to pass her nationality to her husband or her children. Lebanon has ratified the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW); however, articles 487 and 488 convict women who have committed disloyalty much more severely than men. The penalty for the same crime is much rigid with women who commit adultery than men. Another example is clearly appears in article 405 that allows the abuse of women by her husband without any legal consequences. Since Lebanon follows an overall religious framework, laws regarding girl's inheritance vary between Muslims and Christians, and even between different sects of the Muslim religion.

Many public policies have been ratified in Lebanon but are considered inadequate due to its gaps in addressing discrimination among women at all aspects. Although the Government of 2008 reiterated their commitment to Beijing declaration recommendations, still, no significant implementation of these recommendations has been observed. The National Strategy for Women in Lebanon (2011- 2021) is an initiative that was a result of the joint effort between The National Commission for Lebanese Women( NCLW), government ministries and feminist organizations, under the fund of UNFPA. They set a Ten-Year Strategy for Women based on international conventions to support women in all aspects of life. This strategies includes drafting of new policies and reinforcing others that have been ratified.

Based on the Convention on the Elimination all Forms of Discrimination Against Women (CEDAW) Lebanon is following gender mainstreaming that appears clearly in the collection and analysis of gender indicators. Lebanon is considered fairly progressive in terms of absence of restrictions on women engaging in income-generating activities in comparison with the Arab world. However, the gender Global Gender Gap index presents a worsening picture for



women in Lebanon due to the lack of political empowerment (WEF, 2016). This is due to the weakness of the State to reinforce the implementation of policies and laws, making reaching gender equity as an elusive objective (USAID, 2012; World Bank, 2015). Religious authorities are playing a key role in limiting the ratification of many policy briefs. Salameh (2013) declares that, inspired by religious discourse, the legal structure of any policy places women as secondary citizens and dealing with them as minors in decisions related to governing their own lives.

### **3. Data Collection & Strategies**

At MUBS, formative researches have been conducted as a part of this project where quantitative designs have been used to better understand gender equality aspects among its faculties and departments. Four questionnaires were designed by the project in English and translated into Arabic. The questionnaires were also tested for both validity and reliability. These questionnaires address gender equality aspects among institution decision makers, female students, admin/staff members and faculty members. The first section in each questionnaire describes the demographic aspects of the participants while the second, third and fourth sections tackle the gender equality at the individual, institutional and capacity building levels respectively.

A team formed from the V.P for International Affairs, Research project coordinator, Statistician and admin assistant and supervised by the V.P for International Affairs have collected the data within three weeks, in English via email to all the female students, staff members, faculty members and decision makers. The university decided to use the electronic survey for environmental considerations in compliance with a university policy to minimize waste. Data collection was conducted as follows; an email was sent to all the target audience by the research team and a reminder was sent to them after one week. Also, faculty members were informed about the project where they asked their students to fill in the survey. Moreover, university clubs circulated the survey among their members. In addition, the HR department helped the research team to circulate the link of the survey among staff and faculty members. The participation in this study was totally voluntary, participants choose to participate without any influence or coercion. The survey was anonymous, no one can identify the identity of any respondent. There are no risks in this study. The results of this study will benefit the participants and other university members by providing them with professional developmental training and workshops, tailored based on their needs. The results of the study will be analyzed by using SPSS, version 21 to conduct the descriptive analysis and the cross tabulation tests. Moreover, SWOT analysis was conducted to help decision makers design a strategic plan to enhance female representation at the university.

### **4. Analysis and Findings:**

The analyses of the four questionnaires conducted in this project are described below.





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#### 4.1 Descriptive Analysis for Female Students; Female students' survey:

The survey was distributed online to all female students at MUBS. However 117 students have answered it which is approximately 5.54% of MUBS total population of female students.

##### 4.1.1 Demographics:

The female students participating in this project are distributed as following among the faculties; 58 from the faculty of Business, 31 from the faculty of Education and Social Work, 13 from the faculty of Health Sciences, 10 students from the Design department and 5 from the Computer Sciences department. As for the age of the participants, 66.7% of the respondents are of age 20-25years, 17.9% are less than 20 years, and the rest are of age 26-30years and above. The majority of the participants are Lebanese (80%), the rest are holding other nationalities along with the Lebanese one. Most of the female students participating in this study are single (81%), while 12% are married and 7% are divorced. Eighty four percent of the participants are enrolled in the undergraduate programs while 16% are enrolled in the master programs.

##### 4.1.2 Individual Level

**Motivation-** According to the analysis of data, 61% of the respondents are motivated to pursue a career in academia after graduation, while 39% do not see themselves in the academia. The latter results are explained as following: 47% are not interested whereas 16 % didn't have the sense of belonging to such a place, others see better opportunities outside the academia (27%) and 10% of participants are interested to pursue their studies.

**Education-** When the participants were asked about the presence of any class in their department to support female students, 80% said yes while 20% said no. The types of classes to support female students are stated as per Fig 1.

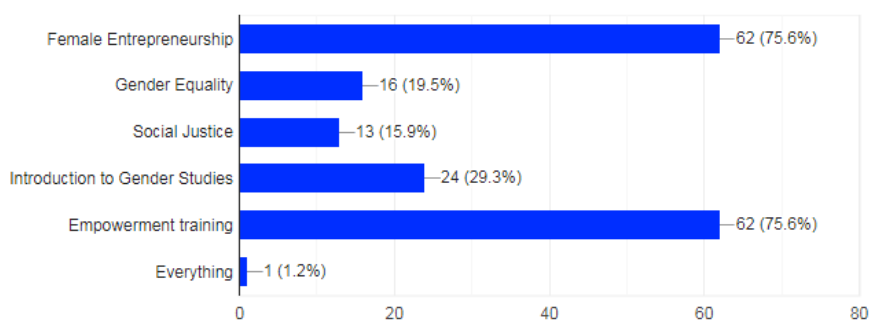
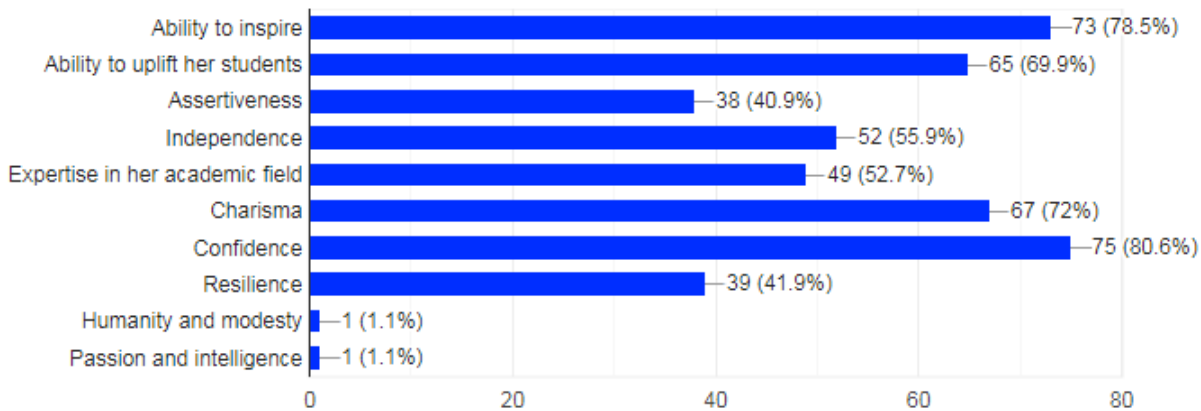


FIGURE 1: CLASSES TO SUPPORT FEMALE STUDENTS



80% of the students are interested in attending classes that focus on gender role; 68% prefers female entrepreneurship, 45% gender equality, 66% social justice, 31% introduction to gender studies, 59% empowerment studies while 20% are not interested in any of the stated courses.

**Female role model-** The results of the question related to “if the students have encountered a woman that they consider as a role model” showed impressive results where 92% said yes. The reasons beyond their answer are described in fig 2.



**FIGURE 2: WHY DOES A WOMAN AT THE UNIVERSITY INSPIRE YOU?**

According to the participants, some character traits are important for a female academic role model such as her ability to inspire which took the first rank among other choices, ability to uplift the students was the second choice, assertiveness, charisma, and confidence took the third rank while resilience took the fourth rank among the other choices.

The analysis of this section showed that the female students at MUBS are getting inspired by women working in academia and they are eager to attend classes and training to be empowered and be able to develop themselves to reach higher profile career.

### 4.1.3 Institutional level

**Sexual harassment-** The students were asked if they have experienced and/ or observed any of sexual harassment behaviors at the university; the majority mentioned that they didn’t observe or experience any kind of sexual harassment, very few have experienced sexual teasing and stalking. When those who experienced such incidents were asked if they sought any advice or support from anyone at the university, 33% reported their cases to their friends, 30% reported to their professors, 10% referred to HR and some specialists at the university and others did not refer back to anyone. When asked about the effect of cases’



reporting; 50% did not reply, 26% felt safe while reporting, 17% felt happy, 23% mentioned that the behavior was stopped, and only 5% mentioned that they felt worse when they reported their case. The reasons why some of them did not report their cases to anyone and did not seek help: most of them did not answer the question (70%), others (30%) mentioned some concerns such as fears and lack of trust that no one will help and support. The majority of participants who wished support asked for psychological 25% and emotional support 22% and few (11%) asked for legal support.

**Stereotypes-** The students asked about the most common stereotypes, prejudices, social expectations they confronted as a female student, most of the students (43%) raised the issue of female's ability to be the decision maker, questioning ability to lead a group of students (22%), other answers are distributed among ability to perform effectively and achieve superior goals or to solve problems related to course studies. When the students were asked about the people who confronted them as female students, 43% mentioned their family members, male students 30%, female students 23% and only 6% mentioned their teachers/professors. Those people affected them as follows; the majority (42%) mentioned that did not care, 28% made them questioning their decisions, 23% have their self-confidence increased, and only 5.7% mentioned that it decreased their self-confidence.

**Classroom Situations-** The majority (75%) of the students did not feel discriminated because of their gender in the class. The reasons why the other 25% felt discriminated are; they felt disrespectful, not taken seriously and few students mentioned the unfairness in grading or not treated respectfully.

Based on the results and findings of this section, MUBS is considered as a safe environment for students to learn and study. The cases of sexual harassment are very sporadic and are reported to someone at the university. Also, the results of stereotyping questions reflects the situation of women in a larger scale, at the community level, where women are unable to be the decision makers and to lead in most of the situations. Despite the fact that the female students are being confronted by many individuals, most of them do not care, this reflects their high self-confidence, self-esteem and, their commitment to change and to be empowered. Therefore, more trainings are required to get the life and soft skills needed.

#### **4.1.4 FREE training areas:**

The students were asked whether they got the skills needed to be well prepared to pursue a career in academia, 83.8 % agreed while 16.2% disagreed. For those who disagreed, they felt that they need more training on the following skills; digital (31.6%), problem solving (18.4%), leadership (15.8%), technical (13.2%) and, others mentioned teaching skills, teaching methods and soft skills. Therefore, students showed interest in attending the following trainings; self-empowerment (65.8%), improving digital skills (61.5%), learn how to integrate gender perspectives into my research (42.7%), developing management and leadership skills (41%), introduction to Gender Studies (34.2%) and, learn how to network (34.2%).



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Those trainings are essential to develop a generation who will be able to lead and empower others especially in the higher education institutions. The topics mentioned above are not tackled during classes. Therefore, integrating such trainings in academia is crucial and impactful.

## **4.2 Descriptive Analysis for Decision Makers; Decision Makers Survey:**

### **4.2.1 Demographics**

All the decision makers (18 employees) in the university have answered the questionnaire. They are distributed among departments as follows; three in the International School of Business, one in the Research and Innovation Office, four in the School of Health Sciences, one in the International Affairs, one in the Faculty of Business-British Programs, four in the Education and Social work departments, three in the Computer and Applied Sciences and, one in the president office. As for the age of the decision makers participating in this project, the majority are of age 30 years-under 40 years (61.1%), whereas 27.8% of them are 40-under 50 years and 11.1% are of age 60-under70 years. Female decision makers at MUBS form 61% of the decision makers' employees while males form 39%. This reflects the vision of the university towards working on the fifth sustainable developmental goal to empower female employee in the institution and promote them to reach managerial positions. Almost, all the participants are Lebanese, only one person holds both American and Lebanese nationalities. Sixty one percent of the participants hold PhD degree while 33% hold Master degree and 6% are MD holders. The majority of the participants (55.6 %) are head of departments, 28% are deans and there is the president and the vice president. Most of the decision makers (44%) have 5 to 10 years work experience, 27.8% of them had 1 to 5 year work experience, 5.6% have 15 to 20 years and 5.6% have 20 to 30 years work experience.

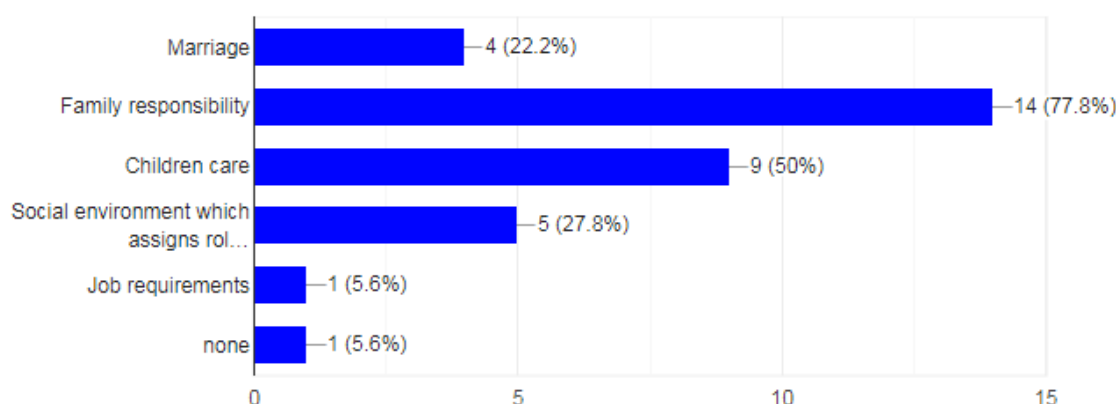
### **4.2.2 Individual level**

**Motivation-** The participants were asked about what motivated them to pursue a management career in higher education sector. Their answers were; 66.7% have an interest in research, 55.6% have an interest in the financial income, 44.4% see their job as a prestige, 50% for the job autonomy, and 50% for the intellectual challenge of management. As for what motivated them to be managers at the university, most of them (40 to 50%) mentioned financial compensation, interest in research, job prestige, self-esteem and, job autonomy. What influence the participants to enter management career in higher education (HE) sector are

mainly the financial income, then the job autonomy, interest in research is the third reason, job prestige is the fourth reason and, the intellectual challenge is the least choice. When the participants were asked if they are satisfied in their career, the same percentage (60%) were very satisfied and satisfied while 30% were neutral and 10% dissatisfied. When they were asked whether they achieved their career ambitions, 61% said yes. Regarding the factors that impair their motivation of becoming a good decision maker, 89% stated working conditions, 45% university policies, 40% job security, and 30% interpersonal relationship.

Based on the results mentioned in this section, the decision makers see their positions as a place to develop their career especially that the working conditions as well as the university policies allow the employees to develop and get empowered.

**Balancing work - family life-** Participants see the flexibility in work schedule as the main factor that allows the work-family life balance. The majority mentioned that reduction of work time, work home, on-campus special family services and financial helps as factors that enable the balance between work and family life; however few employees (10%) did not agree on these factors. As for the factors that the university provides to ensure this balance, most of the participants mentioned the flexibility in the work schedule; while the majority disagree on the presence of on-campus family services, reduction of work time, work from home, and financial help for families. When the participants were asked if they are satisfied with the current balance between their professional and personal life, most of them (40%) were neutral, 30% are satisfied and 30% are dissatisfied, only one person is strongly satisfied. The main reasons, as per participants' responses, that prevent them from reaching this balance are as in fig 3.



**FIGURE 3: REASON OF LACK OF BALANCE BETWEEN WORK AND FAMILY LIFE**

According to the factors that might help the participants to achieve a better balance in their lives, the majority (95%) mentioned time management, while 50% mentioned spousal support, 33% mentioned the flexibility of roles between couples, and 22% mentioned the reduction of social life.

The results indicate that there is a lack of balance between professional and personal life among university decisions makers which require an intervention that promote a healthier life among employees by working on strategies that allow more flexibility in the working conditions.

### 4.2.3 Institutional level

**General dimensions of gender equality-** When the decision makers were asked if the university has integrated gender equality to the university strategy, only 22% did not know about any strategy while the rest (40%) knew about the integration of SDGS in MUBS vision and 33% knew that there is a strategy to integrate Gender Equality into future strategy, and 11% knew that Gender Equality is now integrated across the institution with clear goals. The majority of the responses didn't have an answer regarding their knowledge about gender equality in the university (44.4%). While 33.3% of them disagreed that the university is using gender equality as a framework to report sustainability impacts while only 22.2% agreed. According to the responses 50% didn't have an answer regarding if the university is measuring actions for gender equality which is greater than those who responded "no" (27.8%) while only 22.2% said "yes" (22.2%). Despite the results mentioned previously, 55.6% expect that the university will take a lead in establishing Gender Equality while 44.4% disagreed. When the respondents were asked if the university will set the plan for equalities to be achieved by 2030, 16.7% said yes while 44.4% said no. While asking the participants about the most challenging aspect in integrating the Gender Equality into the university strategy, they mentioned the challenges stated in table 1.

Social environment	Finding the right candidates
Other priorities	Follow up and support
The planning process	Support and follow up
We don't speak gender equality though most employees are females, we don't think there is a problem with gender equality but in equality in general!	Importance of the topic
Degrees earned by different genders	-----
Institutional policies and commitment to gender issues	Lack of human resources
In my university and my faculty the majority of employees are females, so it has not been challenging	Awareness issues

**TABLE 1: CHALLENGES AS REPORTED BY PARTICIPANTS REGARDING INTEGRATING GENDER EQUALITY INTO THE UNIVERSITY STRATEGY**



**Administration, mission and strategic planning-** The majority of the responses agreed that gender equality reflected in university mission is to the minimum extent. Whereas, some of the responses were not sure if gender equality is reflected in a good extent in the university mission. On the other hand, if gender equality reflected in university strategic planning, the majority responded that gender equality is reflected to little extent. Responses regarding the commitment of the university to engage in certain practices ranges from gender issue coordination (22%), orientation programs (17%), gender equality task force (11%) to other options such as seminars. The visibility of gender equality commitment at the university appears, according to the responses, mainly through guest speakers (67%) and conferences (61%). As for the greatest strengths of the university in terms of gender equality are according to the participants, in university resources and training programs (50%), curriculum and courses (61%), and human resources (22%). As for the weaknesses, the majority (67%) mentioned the university strategic plan and human resources (44%) while 22% mentioned the gap in research in the scope of gender Issues. The factors that lead to resistance in implementing gender equality strategy at the university are stated as follows:

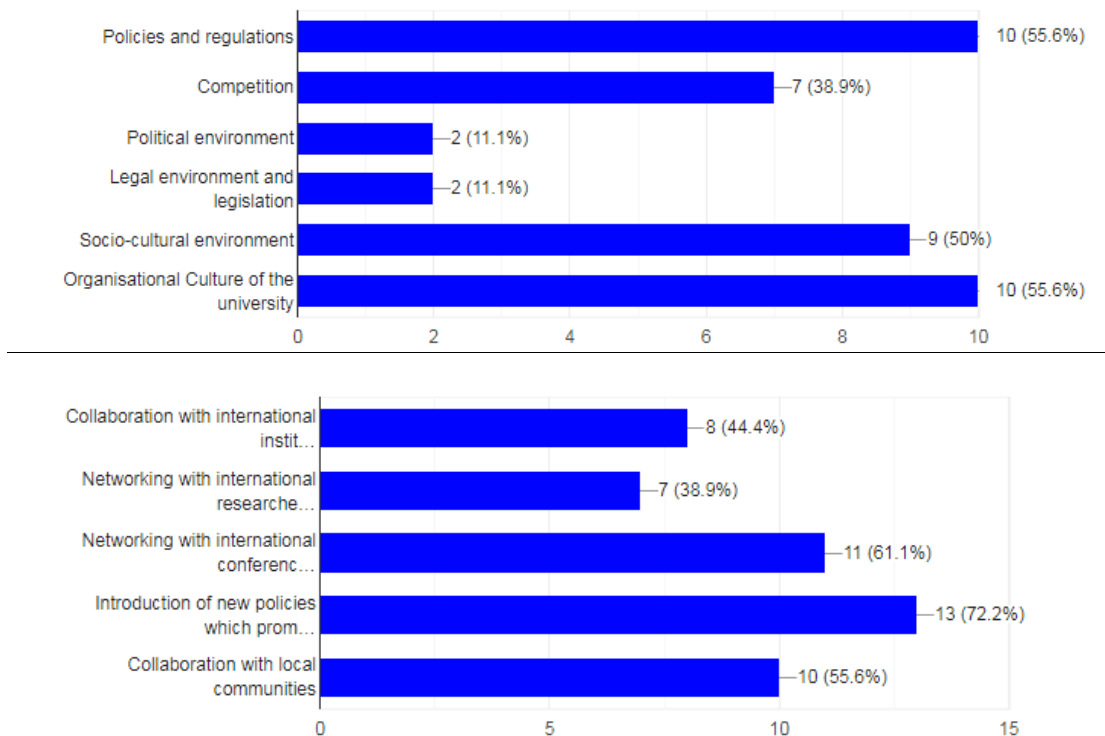


FIGURE 4 FACTORS LEADING TO RESISTANCE IN IMPLEMENTING GENDER ISSUES IN THE UNIVERISTY STRATEGY





#### 4.2.4 FREE training areas

**Personality Traits and Characteristics-** The participants were asked about the personal, social and work related characteristics, the answers were as follows:

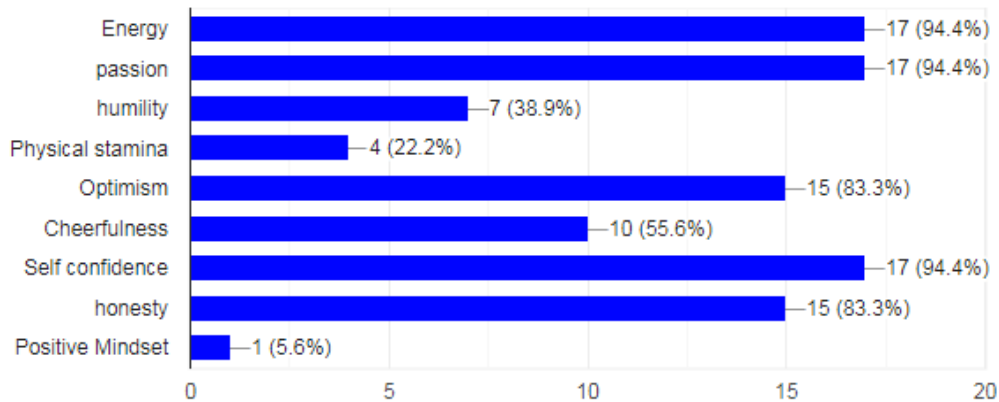


FIGURE 5 PERSONALITY TRAITS AND CHARACTERISTICS THAT ARE CONSIDERED AS THE MOST IMPORTANT

As for the social characteristics needed for the participants' management career, the majority 94% mentioned the communication skills and 83% mentioned the sociability, ability to work in a team and 67% mentioned the ability to network and to be extroversion. As for the work related characteristics, all of the participants need the critical thinking skills, and 83% have the desire to excel, also 77% require dependability and openness to experience and half of them asked for conscientious. As for the personal characteristics, 56% asked for optimism, 44% asked for energy and others require self-confidence, cheerfulness, and passion.

**Leadership Behaviors-** The leadership behaviors that were considered important according to the participants are charismatic leadership behavior which was chosen as the most important leadership type, followed by democratic, participative, directive, and supportive. While the Autocratic leadership behavior was ranked as the least important type.

The results showed that most of the decision makers at the university are seeking professional development at different levels; social, behavioral and academic aspects. Thus, designing an intervention tailoring their needs will lead to better work satisfaction; thus, more productivity and better quality of life.

### 4.3 Descriptive Analysis for Administrative Staff; Administrative Survey:

#### 4.3.1 Demographics

This survey has been distributed among staff members at the university where 41 employees (representing 51.25% of the total population), have answered it. Those employees are working in different departments; accounting department, administrative assistants, admission offices, business office, students affairs, library, human resources, social media and public relation departments. Among all the staff, 47.6% of the respondents are less than 30 years which is the highest among all, 40.5% are 30-40years while 9.5% of the respondents are of age 40-50 years. Among those participants 60% are female while 40% are males. All of the staff employees are Lebanese. The majority of the participants are single 64% while 29% are married, and 7% are divorced. Most of the staff members participating in this study hold a master degree (52.4%) while 49% hold a bachelor degree. As for their positions, the majority are administrative staff members (76%), others are head of departments (14%), head of staff (5%), and Chief audit (5%). The work experience of the participants in the university varies, 42.9% of the participants had 1-5years work experience while 31% of them had 5-10years work experience, greater than those who had 20-30years work experience (14.3%). This means that MUBS encourage early and mid-career youth to be part of the organization. The university is willing to provide young employees with the skills needed to be engaged in the labor market.

#### 4.3.2 Individual level

**Motivation-** The majority of the participants are motivated to work at the university because of the stability (71%), self-esteem (31%), and 21% because of the financial income or autonomy. Very few mentioned the integration into the enterprise or the position fits their career as reasons. When the participants were asked whether the university supplies the necessary conditions to achieve their career objectives, 88% said yes while only 12% disagreed. The majority of the responders (83%) are interested in progressing onto other positions in their institution where most of them would like to be head of department or director while few prefer to be faculty members. Ninety percent showed that they are satisfied with the work at MUBS University while 10% disagreed. The reasons of employees' satisfaction are listed below:

*“The job's details and goals are interesting and meet with my future plans*

*Achieving my goals and developing myself*

*I got used to the environment and system*

*empowering, communication with staff, challenging, self-development, progression*

*Challenging - communication - opportunities- appreciation*

*Stability and ability to improve*

*I Love working in an educational environment*



*I love my workplace team work and stable environment*

*It gives me opportunities to grow and improve myself in many fields and push me to draw a specific career path.*

*By achieving a professional work rewarded in every year*

*Stable sector*

*stability*

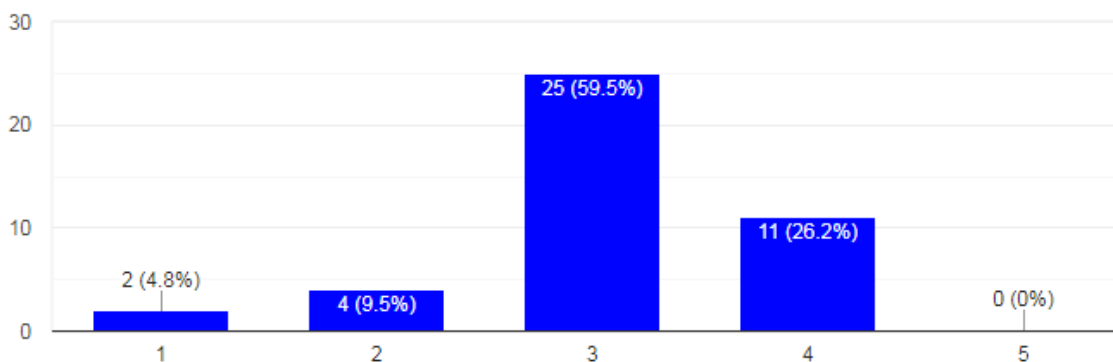
*Flexibility and location*

*Salary and schedule*

*Support to Grow and put forward and implement new ideas”*

The majority of the staff (67%) are satisfied with the salary they earn at MUBS while 33% are not. The reasons below the dissatisfactions are more work and tasks than the salary range, salary should be given based on the appraisal of each employee, better salaries in other companies, the country's economic and social status is deteriorating, etc.

**Balancing work - family life-** Respondents believe that flexibility is what reflects work-life balance (40 %) which is greater than all other options suggested such as reduction of working time schedule, on-campus family services or teleworking. On the other hand, the majority of the respondents don't believe that work at home achieves such balance (24%). The participants answered the questions related to the services provided by MUBS to balance work with family life as follows, 38% mentioned that they do not receive any reduction in working time schedule or nay on-campus services while 25% mentioned that flexibility at work is present at MUBS. The graph below shows staff satisfaction regarding their current balance between professional and personal life (1 strongly agree and 5 strongly disagree), where most of the participants are neutral regarding their current balance.



**FIGURE 6: STAFF SATISFACTION - LIFE AND WORK BALANCE**

**Working conditions-** According to the respondents, 90 % work more than 40 hrs per week while 10% work for 30 to 39 hours according to their contracts, the majority have more than 40 hrs to achieve the tasks set on their work contract per week (47.6%).



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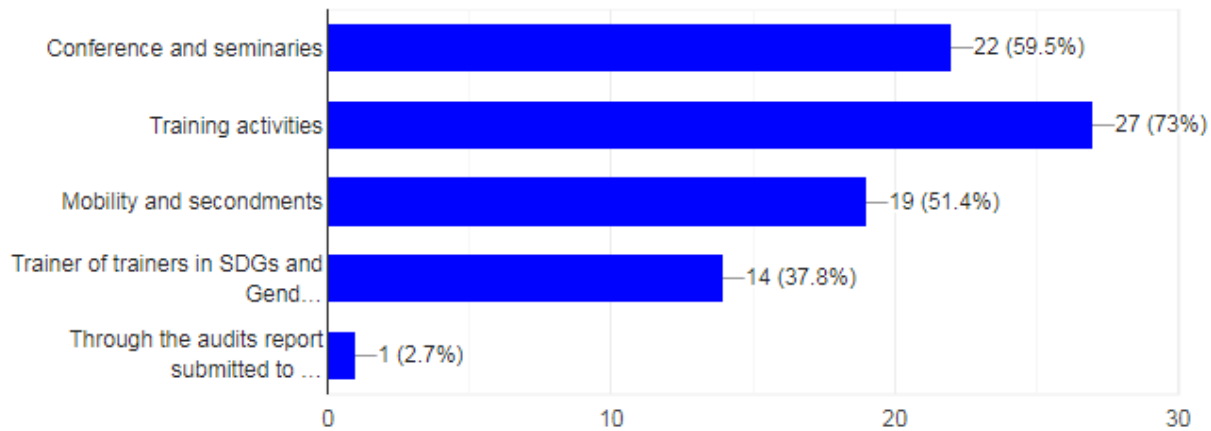


However; 33.3% of them have 31-40 hrs which is greater than those who have 21-30hrs/week (11.9%) and who have less than 20hrs/week (7.1%). The majority of the respondents (59.5%) tend to work weekends/evenings in addition to their normal work hours. This percentage is slightly greater than those who answered no (40.5%). Also, 54.8% of the respondents don't have additional work to attend when they arrive home which is greater than those who have additional work (45.2%).

**Mobility and Leaves-** The majority of the staff members (57.1%) responded that they never travel for work purposes. However; 33.3% of them travel 1 or 2 times/year, the others travel more than 3times/year. Moreover, 57 % took family related leave while working at MUBS, while 43% did not take any family related leave. As for the reasons behind these leaves, the majority of them mentioned the parental care. On the other hand, those who took twice family leave, their greatest cause were due to maternity/paternity care where 93.3% experienced difficulties when they returned to work after leaves. The reasons leading to these difficulties are not explicitly mentioned in the results. Respondents showed that they mainly received support from MUBS during and after family leaves by allowing them to be flexible in their work, however, they receive low support in terms of on-campus special family services.

### 4.3.3 Institutional level

**General Dimension of Gender Equality-**38% of the participants do not know whether the university has integrated gender equality into its strategic plan regarding the administrative staff while 31% know that MUBS is working towards the SDGS agenda, and 23.8% know the strategies implementing at the university regarding gender equality. Twenty nine percent of the staff know that the university is using gender indicators to measure gender equality while the majority don't know (45%). The majority of the participants (45%) do not believe that the university has multidisciplinary and interdisciplinary structures, while 24% said yes. A high percentage (81%) of the respondents agree to work with the university towards implementing sustainable development goals and gender equality policies into MUBS, which is greater than those who do not know (16.7%) and those who disagree. While 88.1% are interested in being part of the implementation of sustainable development goals and gender equality policies at MUBS, 12% are not interested. The reasons why the participants showed interest are as follows (fig 6)



**FIGURE 7: REASONS LEADING STAFF MEMBERS TO BE INTERESTED IN IMPLEMENTING SDGs AT MUBS**

*Administration, mission and strategic planning-* Figure7 shows that the majority of the responses agreed that gender equality reflected in university mission is to an average extent (14%) which is higher than 1.2% of the responses to little extent gender equality reflected the university mission. On the other hand, in gender equality reflected in university strategic planning, the majority responded that gender equality is to an average extent, greater than the other responses. Moreover; the average extent of gender equity in the university mission is similar to the strategic planning.

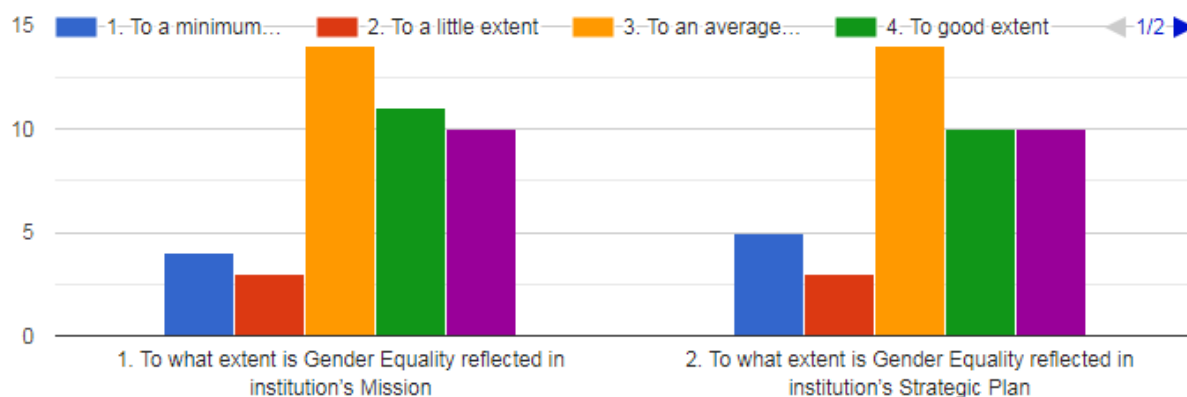


FIGURE 8: GENDER EQUALITY IN MUBS STRATEGIC PLAN AND MISSION

As the higher education institutions committed to sustainability create certain positions and committees, as well as engage in certain practices, which reinforce this commitment. The staff participants mentioned the following as gender equality practices adopted by MUBS; 69% mentioned the socially responsible practices and 31% mentioned gender equality task force, while others mentioned orientation programs on gender equality. The majority of the respondents (60%) stated that guest speakers are among the actions adopted by the university to implement gender equality and 17% mentioned conferences. Very few mentioned “nothing or no idea”.

According to the respondents, some risk factors might play a role in resisting the implementation of Gender Equality at MUBS such as budgets, policies, culture and work stress. While many mentioned that there are no risk factors prohibiting the implementation of such strategies.

**Institution's Infrastructure-** When the participants were asked about their perception about Higher Education in their institution's infrastructure, they agreed that there is a flexibility work timing policy for families and proper transport facilities while they disagreed on the presence of on campus facilities for families.

**Institution's Human Resources Practices-** Respondents mentioned the following facts that the HR Department at MUBS offers training and development programs for all workers, provides equal Opportunities for promotion for both men and women, depend on equal recruitment & selection policy, performance appraisal is independent of gender. Also This university has Gender Equality at workplace and it is a women friendly workplace where all the employees have Equal vacations and a Fair reward and recognition policy for employees is applied.

**Organizational climate-** The majority of the participants agreed on all the statements; the office layout and design is comfortable, all workers feel safe and comfortable in their workplace, the work culture is good, and there is a proper care of health and safety of all workers at the institution. Very few disagreed on the statements that the office layout is comfortable.



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**Female empowerment at institution-** Almost all the staff members participating in this project agreed on the statements that women are included in decision making process at MUBS and that women are given leadership roles while not all of the participants agreed that there are fair rewards and recognition policy.

**Sexual Harassment, Sexism and stereotypes-** Participants were asked if in their current working environment have experienced or observed any kind of sexual harassments; almost all of the participants didn't experience or observe any of the following sexual harassments: Sexual/sexist teasing, jokes, remarks or questions, pressure for dating, sexual/sexist letters, phone calls, emails, leaning over, cornering, pinching, touching, unwanted physical, pressure for sexual favors, stalking and/or physical/sexual assault.

For those who experienced or/and observed one of these behaviors were asked if they sought support/advice, the majority reported their cases to the HR department (40%) while 30% referred to colleagues and 30% referred to the head of department while 20% reported their cases to an expert. As for the effect of the reporting, 54% did not answer this question, while 20 to 30% mentioned that they felt safe and happy to report. The reasons why some participants preferred not to report their cases ranges from felt ashamed (33%) and 22% were afraid or they did feel comfortable or they did not feel that it is important to report the case. The support wished by the staff members are university support to track the issue (60%) while 33% asked for legal support and 25% asked for psychological support. In addition, the majority of the answers showed that they didn't receive mobbing from managers, colleague or students. On the other hand, an observed mobbing among all was observed but in low number. Some stereotyping and prejudgment confrontation were faced by some staff members where 26.55 % of them receive questions about their ability to make decisions while 23.5% were questioned about their ability to perform effectively and achieve goals and to solve problems which is lower than those questioned about their ability to lead. This confrontation came mainly from managers (29.4%) and female colleagues (23.5%), very few (14.7%) mentioned male colleagues, HR and students and 5% mentioned family members.

The findings showed that MUBS is promoting gender equality among its employees through its curriculum, courses and events ( seminars, conferences, workshops, etc), however, it needs to work on highlighting these initiatives and programs among all its faculty and staff members and to engage them in the designing, planning and implementation of such programs.





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#### **4.3.4 FREE Training Areas**

This section is not as clear as in the other three questionnaires. A specific section should address FREE trainings to get specific insights from the respondents regarding their professional development needs at the administrative level.

On the other hand, half of the participants mentioned that MUBS offers courses to address SDG and gender equality policies at minimal level; 50% said “to a minimum extent” and 45.2% said “to an average extent” while only 4.8% agreed that MUBS is offering courses related to SDG5. These results are alarming. It requires the designing of courses that focus on the targets related to the SDGs. Also, all the initiatives conducted at MUBS regarding the implementation of such courses should be highlighted and promoted. Therefore all staff members will be aware of the university’s progress towards 2030 agenda.

#### **4.4 Descriptive Analysis for Academics; Academics Questionnaire:**

The survey was distributed online to all academics at MUBS. However 47 academics (representing 39.16% of the total population) have answered it.

##### **4.4.1 Demographics:**

Academics participating in this project are distributed as following among the faculties: 22 from the faculty of business, 7 from the Computer Science department, 6 academics from School of Health Sciences, 8 from the Faculty of Education and Social Work, and 2 from the faculty of Art and Sciences, 1 from Elective Courses and 1 from English Department. The respondents were mainly female of 69% and male of 31%. As for the age of the participants, 62% of the respondents are of age 30-40years, 21% are less than 30 years, and the rest are of age 40-50years and above. The participants are 100% of Lebanese Nationality. As for the marital status; Most of the participants in this study are single (41%), while 40% are married and 17% are divorced. 70.7% of the participants have master’s degree while 27.6% have PhD. Most of the Academic staff (67.2%) are fulltime staff while 32.8% are part-time staff where their academic level varies; the majority are lecturers (83%), 11% are Assistant Professors and the rest are Professors (2%), Coordinators and Lecturers (2%) and Instructors (2%). With respect to the work experience of the academic participants at MUBS, most of them have 1-5years experience, 34% of them have 5-10years work experience, 19% have experienced their work for less than 1 year and 4% are experienced for 10-15years.

#### 4.4.2

##### **Individual level**

**Motivation-** According to the analysis of data, 26 of the Academic respondents were motivated to enter academia due to intellectual challenge, while 20 respondents were motivated to gain social prestige. Others were motivated due to the salary.

**Satisfaction-** the participants were asked about their satisfaction in their career; only 6 of the academic respondents were very satisfied, 24 of them were somehow satisfied and the rest were close to dissatisfaction. Most of the participants (62%) felt that they achieved their career ambitions while 38% of them didn't feel so. Those results were explained as the following: most of the participants feel that they lack the right experience and skills needed, the second reason was the difficulty in managing both family and career, others are prioritizing their families which is hindering their achievements', other responses came in the frame of working environment.

#### 4.4.3 Institutional Level

**Work-life Balance-** According to the results, four respondents were satisfied with the balance between their professional and life and 21 of them were nearly dissatisfied. The results were further analyzed, participants were asked about the cause of this dissatisfaction; the main cause was family issues were 62.9% of them explained that they have family responsibilities, 31.4% have children care, 17.1% have traditional roles. Other results were related to career issues. Leading on that, participants were asked about ways that would help them achieve better work-life balance, the responses came as follows: 65.8% wanted supportive institutional policies, 47.4% suggested that they need to have time management. Other responses came in the manner of flexibility and work load.

**Family Related Leaves-** 68% of the respondents didn't take family related leaves while 32% of them took while working at MUBS. The majority of them took maternity leave, 9 of them took leaves for other caring responsibilities, others for parental leaves and for adoption needs which had the lowest response among all. Those who took family related leaves, none of them faced any difficulties in returning to work. Moreover; participants were asked about the support they received from MUBS during and after their family related leave, 52.6% of them had clear information about their rights and responsibilities during or prior to break, 21% had options of flexible working after break, 15.8% had provision for continuation of research, publication and/or funding applications during break and 15.8% had Reduced teaching or service responsibilities after the break.

#### 4.4.4 Professional Level

**Curriculum-** Academics were asked about the extent to which their department offers courses which address topics related to Gender Issues. The results showed that 13% of the courses are addressing gender issues to the minimum extent, 56.9% were not sure to what extent their courses are related to gender issues and only 3.4% deliver gender equality courses.



**Research-** Academics were asked if they are aware of any student research or scholarly activities related to Gender Issues, only 15% of them answered yes while 85% of them answered no. those who said yes listed some of those activities:

Students Activities
Women empowerment
Women in the HR position
Women Talk V/s Men Talk
Say Yes for equal Salaries
Women and the Domestic Sphere
marriage and divorce
Projects related to installations and presentations seeking awareness towards gender inequality

Furthermore, they were also asked if they are doing any research in Gender Issues, 89% responded with a “no” and 11% with a “yes” where the scope of their research were about, mainly mental health, women rights and within the scope of FREE project.

#### 4.4.5 Group/interpersonal Level

**Networks-**Academics were asked if their department/center at the university is concerned with gender equality. The responses came with 85% “no” and 15% “yes”. When asked about their awareness of groups/organizations in their city concerned with gender equality/gender related issues 66% answered “yes” while 30% answered with a “no”.

**Mentor and superior support-** Participants were asked if the university is providing them with the right mentoring support they need, the responses came as follows; 85% “yes” while 15% “no”. Those who answered with a “no”, most of them wanted opportunity to network as a kind of support, others wanted professional training and some wanted coaching. Moreover; the results of the question related to: if the university is providing academics with the right superior support needed, showed an impressive results where 91% agreed however still 9% disagreed where they suggested to have Line Manager Support and Management Training



***Institutional level in equalities and empowerment-*** the participants were asked if they think that imposing a gender quota (specific based on merit) will be a good policy in academia, 83% said no while 17% said yes. Justifying their disagreement, the majority said that positions must be given because of abilities and not gender (24), others viewed it as unfair and unhelpful.

***HR practices-*** According to the participants perception about the HR practices at MUBS, the majority strongly agree that performance appraisal is independent of gender as they also agreed that common policy and recruitment is equal, the university is a women friendly work place and that MUBS gives leadership for women; those perceptions took the first rank among other choices, MUBS is a gender equality place, a place that gives equal opportunities and rewards for both genders was the second choice, being involved in decision-making and having training programs took the forth rank among the other choices.

The analysis of this section showed that the female academics at MUBS are somehow empowered and the environment at the university is helping them to develop them-selves to reach higher profile career. However, more effort and research should be conducted to include gender equality in the curriculum and spread awareness among all faculty members regarding the importance of the issue.

***(IN-)EQUALITIES - SEXUAL HARASSMENT, SEXISM, STEREOTYPES-*** The academics were asked if they have experienced and/ or observed any of sexual harassment behaviors at the university, the majority mentioned that they didn't observe or experience any kind of sexual harassment at the university, very few have only observed, only experienced and were stalked. When those who experienced such incidents were asked if they seek any advice or support from anyone at the university, we got the following answers, the majority referred to their colleagues the rest referred to the direct manager. When asked about the effect of reporting the cases, the majority mentioned that they felt worse when they reported their case, the other majority mentioned that the behavior stopped, some of the academics felt no difference however the lowest range goes for those who felt glad after reporting and felt that the behavior decreased. The reasons why some of them did not report their cases to anyone and did not seek help, the responses came with similar levels where they thought nothing would change, it was not a big deal and others thought it was funny and no bad intentions made. On the other hand, participants were also asked about the kind of support they wished they had, most of them wanted the university to take clear actions others wanted psychological support.

***Bullying-*** when participants were asked if they have experienced or observed bullying, the majority mentioned that they didn't observe or experience any kind of bullying at the university from students, managers or colleagues, very few reported that observed only and the rate was the highest among colleagues, managers came in the second rank and students in the third one.

***Stereotypes-*** the academics were asked about the most common stereotypes, prejudices, social expectations they confronted with their career academia, most of the academic answers were that they are being questioned about their ability to perform effectively and achieve high goals and the ability to lead, other answers are distributed among ability to make decisions, solve problems and dealing with students which is challenging to younger instructors. When the academics were asked about the



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people who confronted them, the majority mentioned their HR staff and Managers, others mentioned their family members, male colleagues, female colleagues and the rest mentioned society.

**FEMALE ACADEMIC ROLE MODEL AND EMPOWERMENT-** The results of the question related to if they encountered a woman that they consider as a role model showed the following results where 79.3% said yes and 20.7% said no. They considered that there are some character traits that are essential for a female academic role model such as confidence which took the first rank among other choices, ability to inspire and have charisma which was the second choice, assertiveness, ability to uplift students and independence took the third rank and, resilience took the fourth rank among the other choices.

The analysis of what is needed to do in order to inspire young female students to pursue a career in Academia came as follows; the ability to inspire came in the first rank, charisma and the ability to uplift students came in the second rank, resilience came in the last rank.

Impressive results were shown when female academics were asked if they are empowered; 92.7% said yes.

#### **4.4.6 FREE training areas**

**Digital Skills-**The academics were asked about the crucial skills needed for a career in academia, the majority mentioned online research and presentation program (70.7%), (34.5%) text processing programs and 22.4% for programming. Therefore, academics showed interest in improving presentation programs and online research that were in the 1<sup>st</sup> rank.

**Management and leadership skills-** According to academics, communication skills is the most crucial management and leadership skill for a career in academia (56.9%), 53.4% decision making, 55.2% managing skills, 51.7% motivating co-worker, 50% time managing, 48.3% problem solving, 46.6% team work, 41.4% for creativity and innovation. When asked about the management and leadership skills they would like to improve, 43.1% mentioned managing responsibilities, 41.4% managing negotiation and 32.8% digital transformation. Other skills came with moderate to low response. When asked about the leadership behaviors they consider important, supportive leadership behavior which emphasizes being friendly and approachable to the followers and directive leadership behavior which emphasizes structure, setting clear standards of performance and rules and regulations to followers came in the 1<sup>st</sup> rank.

**Personality traits-** The personality traits, characteristics and behavior academics consider to be crucial for a career in academia are; honesty and integrity, self-confidence and passion which came in the 1<sup>st</sup> rank, optimism, cheerfulness and energy in the second rank and humility and physical stamina in the 3<sup>rd</sup> rank. When asked about which personal characteristic that the academic would like to improve, self-confidence, honesty and integrity and optimism were the major concerns to improve.



**Social characteristic section-** The personality traits, characteristics and behavior academics considered to be crucial for a career in academia are; ability to work in a team, communication and persuasiveness came in the 1<sup>st</sup> rank, ability to network and sociability came in the 2<sup>nd</sup> and extroversion and ability to cooperate came in the 3<sup>rd</sup> rank. When asked about the social characteristics that need to be improved, ability to work in a team, sociability and communication came in the 1<sup>st</sup> rank.

**Work related characteristics-** The personality traits, characteristics and behavior academics considered to be crucial for a career in academia are; critical and structured thinking, openness to experience and desire to excel are in the 1<sup>st</sup> rank, in the 2<sup>nd</sup> rank came emotional stability, conscientiousness and ambition, in the 3<sup>rd</sup> one came dependability and agreeability. When participants were asked about the work related characteristics that needs to be improved, emotional stability, critical and structured thinking and desire to excel came in the 1<sup>st</sup> rank.

**Empowerment and challenging mind set-** When asked about which trainings on challenging mind sets and empowerment would academics be interested in, the answers came as follows; self-empowerment, then how to turn the university into a gender aware and welcoming space, then learn how to raise awareness for gender issues, and learn how to network, came in the last place.

**Training types-** Academics would like to improve the selected skills and features mostly via seminar or workshops and semi-attendance. Coaching, personal assessment and guidance, and understanding the hidden barriers at work were considered as the most suitable ways to acquire the selected skills and features.

The findings of this section highlight some important facts regarding the commitment of faculty members towards achieving the gender equality sustainable goal where the majority shows a high interest in contributing into gender issues research and work on improving their skills to contribute to the change needed. However, more support is needed from the institution and head of faculties to spread knowledge about the strategies and ways adopted by the university to achieve goal number five in the 2030 agenda.

Gender			Marital Status				Total
			Divorced	Married	Prefer not to answer	Single	
Female	Ambition Achieved	No	2	6		7	15
		Yes	5	6		6	17
	Total		7	12		13	32
Male	Ambition Achieved	No	0	2	0	3	5
		Yes	1	5	1	3	10
	Total		1	7	1	6	15
Total	Ambition Achieved	No	2	8	0	10	20
		Yes	6	11	1	9	27
	Total		8	19	1	19	47

Table 2- Employees ambition stratified by gender and marital status



Gender			Marital Status				Total
			Divorced	Married	Prefer not to answer	Single	
Female	Satisfaction Level	Dissatisfied	0	1		1	2
		Neutral	2	3		4	9
		Satisfied	2	7		7	16
		Very Satisfied	3	1		1	5
	Total		7	12		13	32
Male	Satisfaction Level	Dissatisfied	0	4	0	1	5
		Neutral	0	1	1	3	5
		Satisfied	1	1	0	2	4
		Very Satisfied	0	1	0	0	1
	Total		1	7	1	6	15
Total	Satisfaction Level	Dissatisfied	0	5	0	2	7
		Neutral	2	4	1	7	14
		Satisfied	3	8	0	9	20
		Very Satisfied	3	2	0	1	6
	Total		8	19	1	19	47

Table 3- Employees satisfaction stratified by gender and marital status

The ambition achieved stratified by gender shows a higher score among males (70%) than among females (50%) while the satisfaction among females is very high. Therefore, working on female employees' vision to move with their goals forward is a must. Enhancing their leadership skills will allow them to reach higher positions and boost their ambitions.

## 5. Discussion:

Cross tabulation was used to analyze the representation of females stratified by position and level of education among decision makers, administrative employees, and academics (tables 2, 3, and 4). The results show a higher representation of female at MUBS in the decision making positions as well as in the administrative work and in academia along with higher educational degree. This reflects the commitment of MUBS towards achieving gender equality and recruiting human resources based on the qualifications and dedication regardless of their gender.





Decision Makers							
MANAGEMENT POSITION				EDUCATION LEVEL			Total
				M.D	Master	PhD	
Dean	GENDER	Female	Count			2	2
			% of Total			40.0%	40.0%
	Male	Count			3	3	
		% of Total			60.0%	60.0%	
	Total		Count			5	5
			% of Total			100.0%	100.0%
Head of Department	GENDER	Female	Count	0	6	3	9
			% of Total	0.0%	60.0%	30.0%	90.0%
	Male	Count	1	0	0	1	
		% of Total	10.0%	0.0%	0.0%	10.0%	
	Total		Count	1	6	3	10
			% of Total	10.0%	60.0%	30.0%	100.0%
President	GENDER	Male	Count			1	1
			% of Total			100.0%	100.0%
	Total		Count			1	1
			% of Total			100.0%	100.0%
Vice President	GENDER	Male	Count			2	2
			% of Total			100.0%	100.0%
	Total		Count			2	2
			% of Total			100.0%	100.0%
Total	GENDER	Female	Count	0	6	5	11
			% of Total	0.0%	33.3%	27.8%	61.1%
	Male	Count	1	0	6	7	
		% of Total	5.6%	0.0%	33.3%	38.9%	
	Total		Count	1	6	11	18
			% of Total	5.6%	33.3%	61.1%	100.0%

Table 4: The representation of female as decision makers stratified by the level of education and position.



Administrative Data								
POSITION				EDUCATION LEVEL				Total
				Bachelor's Degr	license technique	Master's Degree	PhD	
Administrative staff member	GENDER	Female	Count	6	0	10		16
			% of Total	18.8%	0.0%	31.3%		50.0%
	Male	Count	8	1	7		16	
		% of Total	25.0%	3.1%	21.9%		50.0%	
	Total	Count	14	1	17		32	
		% of Total	43.8%	3.1%	53.1%		100.0%	
Auditing	GENDER	Female	Count	1				1
			% of Total	100.0%				100.0%
	Total	Count	1				1	
		% of Total	100.0%				100.0%	
Head of section /department	GENDER	Female	Count	1		3	1	5
			% of Total	16.7%		50.0%	16.7%	83.3%
	Male	Count	1		0	0	1	
		% of Total	16.7%		0.0%	0.0%	16.7%	
	Total	Count	2		3	1	6	
		% of Total	33.3%		50.0%	16.7%	100.0%	
Head of staff	GENDER	Female	Count	1		1		2
			% of Total	50.0%		50.0%		100.0%
	Total	Count	1		1		2	
		% of Total	50.0%		50.0%		100.0%	
MUBS Application Unit	GENDER	Female	Count			1		1
			% of Total			100.0%		100.0%
			Total					



	Total		Count			1		1
			% of Total			100.0%		100.0%
Total	GENDER	Female	Count	9	0	15	1	25
			% of Total	21.4%	0.0%	35.7%	2.4%	59.5%
	Male	Count	9	1	7	0	17	
		% of Total	21.4%	2.4%	16.7%	0.0%	40.5%	
	Total		Count	18	1	22	1	42
			% of Total	42.9%	2.4%	52.4%	2.4%	100.0%

Table 5: The representation of female in the administrative work stratified by the level of education and position

Academics Data							
ACADEMIC LEVEL				EDUCATION LEVEL			Total
				Master	md	PhD	
Assistant Professor	GENDER	Female	Count		0	2	2
			% of Total		0.0%	50.0%	50.0%
	Male	Count		1	1	2	
		% of Total		25.0%	25.0%	50.0%	
	Total		Count		1	3	4
			% of Total		25.0%	75.0%	100.0%
Associate Professor	GENDER	Female	Count	1			1
			% of Total	100.0%			100.0%
	Total		Count	1			1
			% of Total	100.0%			100.0%
Coordinator and Lecturer	GENDER	Female	Count	1			1
			% of Total	100.0%			100.0%
	Total		Count	1			1
			% of Total	100.0%			100.0%
Instructor	GENDER	Female	Count	1			1
			% of Total	100.0%			100.0%



			% of Total	100.0%			100.0%
	Total		Count	1			1
			% of Total	100.0%			100.0%
Lecturer	GENDER	Female	Count	23		3	26
			% of Total	59.0%		7.7%	66.7%
		Male	Count	11		2	13
			% of Total	28.2%		5.1%	33.3%
	Total		Count	34		5	39
			% of Total	87.2%		12.8%	100.0%
Professor	GENDER	Female	Count			1	1
			% of Total			100.0%	100.0%
	Total		Count			1	1
			% of Total			100.0%	100.0%
Total	GENDER	Female	Count	26	0	6	32
			% of Total	55.3%	0.0%	12.8%	68.1%
		Male	Count	11	1	3	15
			% of Total	23.4%	2.1%	6.4%	31.9%
	Total		Count	37	1	9	47
			% of Total	78.7%	2.1%	19.1%	100.0%

Table 6: Female representation in academics at MUBS stratified by the level of education and position.



## 6. SWOT analysis – Decision Makers

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Female presence in the Decision Makers is even more than Males</li> <li>• MUBS respects gender equality regarding position allocations</li> <li>• MUBS attracts educated women</li> <li>• MUBS has a women friendly workplace</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Awareness sessions and announcements should be spread among faculties, staff members, and students regarding all the plans and strategies set by MUBS upper management reading the implementation of any SD goal.</li> <li>• Male supremacy is still available in some high position hiring strategies</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• MUBS will be able to reach more educated women</li> <li>• MUBS can create women development courses and classes tackling gender issues.</li> <li>• MUBS can be a pioneer in Gender Equality within educational institutions in the Middle East.</li> <li>• Virtual Exchange Courses tackling gender issues can be conducted with MUBS international partners to break stereotype and increase women exposure to new cultures and opportunities</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Conservative families and husbands might refuse sending their daughters/wives to work or study at the university.</li> <li>• Gender Equality topic is not spread enough in some rural parts of Lebanon which is decreasing the number of qualified women to hold important positions.</li> <li>• Lebanese Economic situation is unstable, which will cause financial shortage to students, leading to a decrease in grad and post-grad studies.</li> <li>• Some minority Sub-cultures in Lebanon may be against any women educating program.</li> </ul>



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## 7. Limitations

As in any research project, there are some limitations that should be taken into consideration. For instance, the data collection was held in the summer semester where the majority of the students, staff and faculty members are abroad or on vacation. Therefore, the response rate might have been higher if data were collected in the fall or spring semesters.

Also, conducting focus groups with all the stakeholders to get more insights and perceptions about the implications of Gender Equality at the university might be needed.

The response rate could have been higher if a mix of online and paper-based surveys was used. As mentioned before, MUBS decided to use the online format only in compliance with a university policy to minimize waste.

## Conclusion

The results of this study highlight the endeavors invested by MUBS to achieve gender equality sustainable goal at the students, academic, administration, and decision makers' levels. At the student level, female students at MUBS are inspired by women working in academia and they are eager to attend classes and training to be empowered and be able to develop skills to reach high profile careers. MUBS provides them with a safe learning environment where only few have faced sexual harassment and felt safe to report their cases to the university. At the decision makers' level, participants consider the flexibility in work schedule as an important factor that allows the work-family life balance despite the lack of on-campus family services. Most of them are motivated in their workplace and almost all of them knew about MUBS strategic plan to achieve goal five in the UN agenda 2030. As for the training requested, all the decision makers requested professional development related to their ability to network and be extroverts; critical thinking skills and almost all of them require dependability and openness to experience. At the staff members' level, although the majority of the administrative employees are motivated at work, they consider their salary insufficient comparing to their workload; however, they see flexibility in work as an asset which allows them to balance their professional and personal life. Few of them have a knowledge about MUBS strategic plan regarding gender equality which requires more effort to highlight the initiatives conducted by MUBS to achieve its mission. Finally, at the academic level, faculty members showed dissatisfaction in terms of work-life balance due to families' responsibilities and few of them are integrating Gender Equality topics in their courses and curriculum. Bullying and sexual harassment are rarely observed or experienced by faculty members. The majority show a high interest in contributing into gender issues research and work on improving their skills to contribute to the change needed. However, more support is needed from the institution and head of faculties to spread knowledge about the strategies



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and ways adopted by the university. This will enhance the sense of urgency among faculty members in regards to the implementation of MUBS strategic plan towards achieving gender equity at the individual and institutional levels.

These findings require designing and implementation of an intervention, based on the socio-ecological model, which responds to students, employees and staff members' needs. Trainings and workshops highlighting the gender equality initiatives implemented at MUBS along with professional development, social and work related skills trainings are required to empower all the stakeholders, women in specific. Moreover, this kind of interventions will motivate individuals and increase their self-esteem and independency to reach their ambitions and goals, thus boosting their productivity.





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