



AMERICAN
UNIVERSITY OF BEIRUT

SULIMAN S. OLAYAN SCHOOL
OF BUSINESS

SULIMAN S. OLAYAN SCHOOL OF BUSINESS

PRINCIPLES FOR RESPONSIBLE
MANAGEMENT EDUCATION

SHARING INFORMATION ON PROGRESS

REPORT 2020 - 2022

PRME

an initiative of the
United Nations Global Compact

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AUB AT THE FOREFRONT OF THE SDG AGENDA

Founded in 1866, the American University of Beirut bases its educational philosophy, standards, and practices on the American liberal arts model of higher education. A teaching-centered research university, AUB has around 1,650 instructional faculty and a student body of around 9,376 students. The University encourages freedom of thought and expression and seeks to graduate men and women committed to creative and critical thinking, life-long learning, personal integrity, civic responsibility, and leadership. The University, which was granted institutional accreditation in June 2004 by the Commission on Higher Education of the Middle States Association of Colleges and

Schools in the United States and reaffirmed in 2016, includes seven faculties: Faculty of Agricultural and Food Sciences, Faculty of Arts and Sciences, Maroun Semaan Faculty of Engineering and Architecture, Faculty of Health Sciences, Faculty of Medicine, Rafic Hariri School of Nursing, and Suliman S. Olayan School of Business.

Sustainability is one of the main pillars of AUB long-term strategies and commitments. Sustainability teaching, research, and practices are embedded within the institution's culture and beliefs.



In reference to the current challenges that can be addressed through the SDGs AUB president Fadlo Khuri said:

“

There is no doubt that today, climate change is a bitter reality that is reshaping our world in many ways; and it knows no borders. This means that this global challenge requires solutions and practices that will truly create an impact on a global level, influencing and protecting generations to come. And I believe this is where universities can play an essential role, from finding ways to limit further warming to educating and helping communities around the world adapt to the changes that have already occurred.

”

Fadlo Khuri, MD

President of the American University of Beirut



DEAN'S MESSAGE

I am glad to announce that the American University of Beirut's Suliman S. Olayan School of Business continues to endorse the Ten Principles of the United Nations Global Compact (UNGC) in the areas of human rights, labor, the environment, and anti-corruption. Moreover, we reiterate our commitment to the six Principles for Responsible Management Education (PRME).

In order to demonstrate our commitment to the ten principles of the UN Global Compact and the six principles of PRME, we are submitting a combined Communication on Engagement (COE) and Sharing Information on Progress (SIP) report.

This report details the steps we've taken to implement the tenets of the UN Global Compact and PRME into our business as a whole. We will also make every effort to disseminate this data to our stakeholders through the numerous lines of communication we maintain.

We are making concerted efforts in this regard, and we want to keep looking for new ways to incorporate the UNGC and PRME principles into our academic and extracurricular programs in the years to come.

Thanks to all the students, alumni, faculty, and staff who have contributed so much time and energy to integrating the UN Global Compact and the principles of responsible management into our curricula, research, and service to the local and global communities. Their enthusiasm and initiative are what are propelling the institution toward more ethical and environmentally friendly practices in the workplace.

Yusuf Sidani, PhD

*Dean of Suliman S. Olayan
School of Business*

WHAT IS PRME?

PRME is the leading global platform for open dialogues and collaborative learning on responsible management and leadership education.

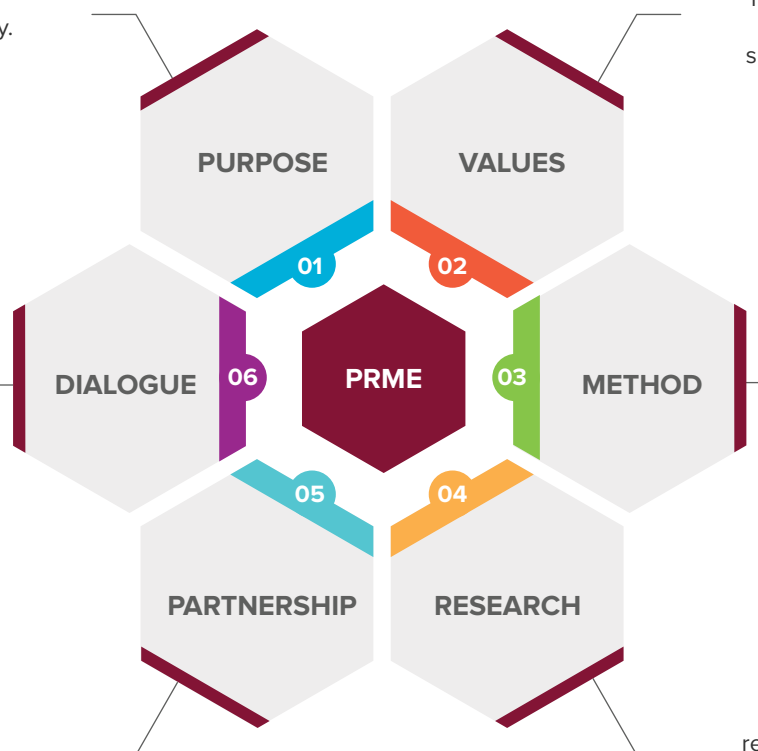
More than 800 participating institutions, like BI, have committed to work toward PRME's six principles. Launched at the 2007 UN Global Compact Leaders' Summit in Geneva, the initiative is the first organized relationship between the United Nations and business schools.

PRME's vision is to "create a global movement and drive thought leadership on responsible management education". The mission is to "transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development".

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.



United Nations Global Compact

The Ten Principles of the United Nations Global Compact

The Ten Principles of the United Nations Global Compact are derived from: the Universal Declaration of Human Rights, the International Labour Organization's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

Human Rights

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and Principle 2: make sure that they are not complicit in human rights abuses.

Labour

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4: the elimination of all forms of forced and compulsory labour;

Principle 5: the effective abolition of child labour; and

Principle 6: the elimination of discrimination in respect of employment and occupation.

Environment

Principle 7: Businesses should support a precautionary approach to environmental challenges;

Principle 8: undertake initiatives to promote greater environmental responsibility; and

Principle 9: encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

OUR COMMITMENT

As part of our commitment to advance the PRME Principles, we also commit to promote and work towards contributing to the 17 UN Sustainable Development Goals (SDGs) and The Ten Principles of the United Nations Global Compact through our teaching, research, impact, and operations.

The 17 SDGs are at the core of the 2030 Agenda for Sustainable Development, which was adopted by all

UN Member States in 2015. This agenda provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. The SDGs represent an urgent call for action by all countries – developed and developing – in a global partnership and address the three dimensions of sustainable development: the economic, social, and environmental.



SULIMAN S. OLAYAN SCHOOL OF BUSINESS IN NUMBERS

122

Years of excellence in
business education

%51

Women
enrollment

%22

International
students

850+

Students benefiting from some
sort of financial support

(Financial aid / scholarship / graduate assistantship / work-study)

25+

Hosted Conferences
and Events

1

In the MENA Region for
Research Quality and Impact

%59

of AUB campus (spans over
1,203,979 m² of Beirut) is covered
with Forest/Planted vegetation.

%80

of OSB graduates confirm job
placements within 3 months of
graduation

School's Awards and Achievements

AACSB's seventh annual member spotlight program features business education's commitment to action in diversity, equity, inclusion, and belonging. OSB efforts to elevate diversity, equity, inclusion, and belonging through CIBL for Women's project "The KIP and Lived Experience Indices" have been recognized and showcased by AACSB's Innovations that Inspire Initiative.

Alumni Achievements

OSB graduates continue to shine as leaders in the business industry and create a meaningful and lasting impact on every industry, social need, and community by using the knowledge and experience gained throughout their academic journey at OSB.

OSB alumnus Ms. Randa Sadik (BBA '84, MBA '86) was recently appointed as a Chief Executive Officer of Arab Bank.

OSB alumnus Ms. Rana Salhab has been selected by AACSB International as an influential leader for 2022.

The annual initiative recognizes notable alumni from AACSB accredited business schools whose inspiring work serves as a model for the next generation of business leaders.

Institutional and Program Rankings

OSB received the 5 Palmes of Excellence, the highest stature for a business school offered by Eduniversal. This recognition is an attestation of the esteemed position that AUB Suliman S. Olayan School of Business has earned its exceptional global influence.

The American University of Beirut was recognized by the 2022 QS employability ranking as the #1 university that produces the most employable graduates in the Middle East and Africa.

The Times Higher Education Impact Rankings ranked AUB as #1 in Lebanon and among the top 200 universities globally. The overall ranking included 1,406 universities from 106 countries/regions.

The 2022 QS World University Ranking by subject ranked the Suliman S. Olayan School of Business #1 in the Middle East & Africa for Business and Management Studies. The 2022 QS World University Rankings by Subject are based upon academic reputation, employer reputation and research impact.

The QS World University Rankings: Sustainability 2023 recognized American University of Beirut as the #1 university in the MENA region for social and environmental sustainability performance in higher education institutions.

The 2023 QS Masters Ranking ranked the MBA, MFIN, and MSBA programs at Suliman S. Olayan School of Business #1 in the Middle East & Africa.

Master's in Business Administration	#1 in Eurasia and Middle East **	#1 in the Middle East & Africa * #79 Globally
Master's in Business Analytics	#1 in Eurasia and Middle East **	#1 in the Middle East & Africa * alumni outcomes & value for money #43 Globally
Master's in Human Resources Management	#1 in Eurasia and Middle East **	
Master's in Finance		#1 in the Middle East & Africa * #78 Globally
Executive MBA	#6 in Eurasia and Middle East **	



PRINCIPLE

01

PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



The Suliman S. Olayan School of Business

The American University of Beirut, established in 1866, enjoys a lengthy, distinguished history as one of the world's foremost universities, a reputation enhanced by the Suliman S. Olayan School of Business (OSB). OSB is highly regarded within the international community with rankings consistently placing it as a MENA leader and provider of international caliber vision and opportunity.

Realizing the importance of business acumen to the development of both the public and private sectors, AUB began offering business education in the early 1900's under the auspices of the Faculty of Arts and Sciences. September 2000 saw the official establishment of AUB's 6th faculty, later renamed to the Suliman S. Olayan School of Business (OSB). The newly founded school continued the legacy of delivering excellent business education while being resilient in a region known for turmoil.

OSB has become a contemporary embodiment of the crossroads of culture, diversity, current business trends, and industry innovation and excellence. It has grown its full-time faculty from 13 to 56 in around 10 years, and is graduating more than 300 undergraduate students and 70 graduate students every year. Its standards of excellence remain second to none. OSB students typify academic rigor and discipline, and develop a lifelong passion for knowledge acquisition. They aspire to go beyond the current horizon, and have an innate drive to be global players and role models. In essence, OSB students embody the School's ethos, and its commitment to excellence and making positive societal impact.

The school currently enrolls over 1,500 of the most select students in the region within its world-class BBA, MBA/MBA Online, Executive MBA, and specialized master's degree programs in Human Resource Management, Finance, and Business Analytics. In addition to its extensive activity in providing executive education throughout the region to leading organizations, the school has long been AACSB International-accredited.

Transforming Business Education

Harnessing modern trends, OSB effectively melds current business knowledge with world class educational programs and facilities. With its continued place among the world's top five percent of business schools with AACSB accreditation, OSB further demonstrates its commitment to the pursuit of developing a culture of excellence and continuous improvement. The well-rounded makeup of the OSB faculty provides the student body and the community at large with current schools of thought, impactful insights and tools, and sought-after skill sets. Aligned with the business needs of the community, OSB undergraduate programs, specialized master's programs (including Finance, Human Resource Management, and Business Analytics), MBA program, and EMBA program are designed with a holistic approach to developing future leaders, managers, and expert practitioners in a learning environment which values discussion, embraces competition, encourages risk-taking, and enhances community contribution.

STRATEGIC IMPERATIVES

01

Transforming Business School Education into the Business School Experience

OSB aims to transform Business School Education into a full-fledged Business School Experience

02

Harnessing Technology, Digitization, and Online Learning

OSB intends to embrace technology and integrate it in the learning environment and experience

03

Program Development

OSB plans to advance its development as a comprehensive Business School

04

Partnerships and Internationalization

OSB looks to leverage its reputational position and multiply its impact internationally

05

Advance Research and Centers of Excellence

OSB aims to continue advancing a leading research agenda and excellence in education, research, and transfer of knowledge

06

Growing Executive Education

OSB looks to better service the growing learning needs of its business community and alumni

The School is developing a sustainability strategy to reflect the excellent efforts of the university community in this area and to strengthen our commitments to a sustainable future. At OSB, we see ourselves as leaders in the University's sustainability efforts, integrating our commitment to PRME into all strategic documents, into the School's Vision and Mission, and, importantly, into all activities of the School. This SIP report seeks to demonstrate our commitment and our achievements in the area of responsible management education.

Many of OSB's activities have been oriented towards developing positive societal impact. This is evident in the School's strategic vision, mission, and initiatives focusing on sustainability and social responsibility, our commitment to the United Nations Principles of Responsible Management Education (PRME) initiative in 2013, our institutional partnership with Responsible Research for Business and Management (RRBM) established in 2022, as well as a wide range of activities engaging with communities locally, regionally, nationally, and internationally.

OSB Commitment to PRME & the SDGs

At OSB, we believe that business schools can take collaborative action to positively impact learners, businesses, and global society. As an institution involved in the development of future leaders, we commit to advance the PRME Principles as well as the UN SDGs within OSB and beyond and regularly report on our progress to the OSB community and relevant stakeholders.

Academic Leadership Aligned with PRME

Key to delivering on our commitment to PRME, OSB Dean serves as an Academic Lead for PRME and engages in the activities of the PRME regional. This serves as evidence of strategic focus towards work that leads to positive impact within our communities and broader societal betterment.

Dr. Yusuf Sidani (PhD) serves as OSB Dean and is Professor of Leadership and Business Ethics at the Suliman S. Olayan School of Business, American University of Beirut (AUB).

Dr. Sidani's research focuses on business and employee ethics, gender and diversity in organizations, and international human resource management with special interest in the Middle East region. His research appeared in leading international peer-reviewed academic journals such as Human Resource Management Review, Leadership Quarterly, Business Ethics Quarterly, the Journal of Business Ethics, Journal of World Business, and the International Journal of Human Resource Management. Dr. Sidani was awarded the prestigious 2015 Abdul Hameed Shoman Award for Arab Researchers.

Associate Deans as Impact Champions

Dr. Lama Moussawi, the Associate Dean for Research and Faculty Development, and Dr. Victor Araman, the Associate

Dean for Programs, act as Impact champions who aim to create positive societal impact through leading strategic impactful initiatives at the School that engage students, faculty members, the business and broader community, to create a long-lasting and sustainable impact.

Funding / awards for PRME-related activities

OSB supports PRME-related work by means of funding the relevant activities and projects.

While some are specifically targeted at engaging with PRME and Ethics, Responsibility, and Sustainability (ERS) related activities, the majority has a broader scope. Aligning with the School's strategic direction is highly encouraged in using and applying for funding as all these funds encourage work that is related to ERS and delivering positive societal impact.

- Incentivizing quality and impactful research output.
- Training for Research, Knowledge Exchange and Impact.
- Discretionary funding for international conferences and public engagement.
- Maintaining the Staff Development Fund, available to all staff (academic and professional services), to support Continuous Professional Development (CPD), scholarly and impactful activities.
- Maximizing engagement within the curriculum i.e. projects, and employability related events, thus developing partnerships, and dialogue.

#OSBimpacts

Funds for faculty development, including international conference support and faculty engagement in international cases, activities, events, and competitions.

OSBimpacts initiative provides OSB faculty members with an opportunity to plan and develop an activity that would serve the mission of the School, increase its visibility within the wider context, engage students, while making an impact on the OSB community in particular and AUB community in general.

The #OSBimpacts initiative is designed to boost faculty engagement and create a vibrant dynamic environment at the School. Beyond that the #OSBimpacts makes us more relevant to our respective communities and allows us to make a difference with our various stakeholders. Activities include increase educational offerings that align with the SDG's, regionally-focused case related activities, competitions, capacity building activities, policy engagement, educational events, conferences, student centered activities, capacity development activities, applied research aiming at engaging students, civil society, private sector, multi-lateral organizations, NGOs.



EQUALITY, DIVERSITY AND INCLUSION

Equality, Diversity and Inclusion (EDI)

OSB is committed to fostering an inclusive culture which promotes gender equality, values diversity, equity, and inclusion. We strive to uphold a working, learning, and social environment in which the rights and dignity of all its faculty, staff, and students are respected. In order for OSB to remain a world-leading business school, equality and inclusion should be embedded in all its activities and we must work towards the implementation of transparent policies, practices, and procedures that allow everyone to grow, flourish, and develop a sense of belonging. OSB is part of an international consortium committed to the TARGETED-MPI project which responds directly to the Horizon H2020 call under the topic support to Higher Education and Research Organizations to implement Gender Equality Plans (GEPs). The TARGETED-MPI Project is led by our EDI champions, Drs. Fida Afiouni and Yasmeen Makarem, and hosted in the Center for Inclusive Business and Leadership (CIBL) for women, at Suliman S. Olayan School of Business, which serves as a focal point to advance women's economic participation and empowerment at all levels of business in the MENA region.

International Recognition



AACSB Global Accreditation

The Suliman S. Olayan School of Business (OSB) is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. Since 1916, AACSB is the most sought after business school accreditation in the world.



Association of chartered certified accountants

ACCA has fully accredited the Accounting program at OSB to further strengthen the finance profession in Lebanon.



European Foundation for Management Development Membership

OSB is a member of the EFMD, which is an international not-for-profit association, based in Brussels, Belgium.



Graduate Management Admission Council

OSB is a member of the Graduate Management Admission Council (GMAC), a nonprofit organization of 220 leading business schools from around the world.



Responsible Research in Business and Management

Suliman S. Olayan School of Business has joined the Responsible Research in Business and Management (RRBM) initiative as a Partner School.



Institute of Management Accountants Endorsement

The endorsement recognizes the OSB Accounting program as one that meets high educational standards.



PRME

*an initiative of the
United Nations Global Compact*

Principles for Responsible Management Education

OSB is a member of the United Nations Principles for Responsible Management Education (PRME).



CFA Institute

Chartered Financial Analyst Institute Partner

OSB is the first partner of the Chartered Financial Analyst Institute in the region.



gbsn Global Business
School Network

The Global Business School Network

OSB is the first GBSN's member in Lebanon, which is a nonprofit organization that partners with business schools to improve access to quality, locally relevant management education for the developing world.



PRINCIPLE

02

VALUES

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



SOLIM

OSB has a deeply embedded cultural disposition towards common good and societal impact. Our core values are:

RESILIENCE

With tenacity and determination, we strive for excellence and continuous development. Here at OSB, we proudly exhibit a quality frequently associated with our larger region. Giving up is simply not part of our vocabulary.

AGILITY

Moving quickly and nimbly while retaining rigor and attention to detail is necessary for success at OSB. We attempt to eliminate everything impeding our agility and ability to remain competitive.

DARING

We allow ourselves to work differently, experiment where others might caution, and explore as means to keep ourselves fresh and relevant. Daring is a mindset that allows us to be innovative, entrepreneurial, and creative in our own way.

IMPACT

Our goal at AUB is to make a difference through our research, teaching, and sharing of knowledge. That service is multifaceted and involves a large number of stakeholders relevant to our spheres of influence.

COMMITMENT TO GOOD

We are professionals committed to fulfilling our roles and responsibilities with integrity. We represent, in our roles, the highest standards, compassion, and empathy that others will learn to emulate, and we will remain steadfast at expecting this of each and every one.

ANCHORED IN OUR COMMUNITY

We view our strong ties to the Lebanese community and the broader MENA region as a distinct strength that is hard to replicate. It is the community that we are from, that we understand, and that we are committed to building from our developing position of international strength.

LEGACY

Our history is rich and inspirational, and thinking of it invigorates us daily when we recognize what people have accomplished through AUB. We draw entrepreneurial courage and resilience from an institution that has withstood a tumultuous societal challenges with great distinction.

We believe that business schools are in the position that allows them to address societal and ecological challenges such as climate change, inequality, or poverty and we aspire to play our part in these efforts locally, regionally and beyond. We have joined the growing movements for responsible business education (PRME) since 2013 and more recently the Responsible Research in Business and Management (RRBM) initiative as a Partner School, becoming the 2nd business school in the MENA region to be recognized as a partner by RRBM.



WALKING THE TALK FROM THE TOP DOWN: ALIGNING OPERATIONS WITH VALUES

**OPERATIONS
SUSTAINABILITY**

**FACILITIES
DIVERSITY, EQUITY,
AND INCLUSION**

**EFFORTS TOWARDS
EFFICIENT ENERGY
& CLIMATE CHANGE
INITIATIVES**

**HARNESSING
TECHNOLOGY
FOR THE GOALS**

Operations | Sustainability

OSB is embedded in the American University of Beirut, an institution that is known to walk the talk.

The university has been incorporating sustainability initiatives in its construction and renovation projects since 2003. On average, around 67% of FPDU projects include components related to sustainability. These components include energy efficiency measures, water efficiency measures, automation systems and controls, sustainable architectural practices, indoor environmental quality enhancement, etc. On the operational level, AUB, through the Environmental, Health, Safety and Risk Management department and the Physical Plant Department, has

introduced various sustainability initiatives related to several fields including waste management, climate change, energy efficiency, and water conservation and management. As far as research is concerned, research funding related to sustainability amounted to around 60% of the total research funding during the last years. The university also supports the activities and initiatives conducted regularly by the centers and the academic units on campus. Last year alone, OSB underwent around 853 corrective and preventative measures to enhance the sustainability in our building and operations.

Facilities | Diversity, Equity, and Inclusion

OSB has been hosting the annual ABLE summit in an effort to promote an inclusive campus environment that welcomes people of diverse abilities. The ABLE initiative aims at increasing the retention and success rates of students with disabilities and to support their readiness for life after university by developing and deploying accessibility to campus-wide IT resources. ABLE scope covers assistive technologies (A.T), learning content, services, resources, policies, inclusive IT support, collaboration platforms, IT facilities, and learning spaces.

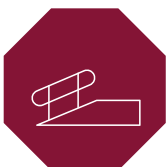
ABLE helped connect special needs students with the administration to support enrollment and fostered 3 innovative students' projects (Automated Braille Encoder, Mappable (campus accessibility navigation guide), and Accessibility Web Engine - AWE).

OSB also required the cafeteria vendor to include staff with disabilities on their teams as part of their DEI efforts.

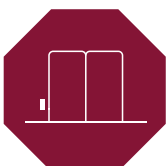
OSB is continuously upgrading/maintaining its buildings and facilities towards comprehensive access for persons with special needs.



Accessible entrances and suggested routes for users with disabilities or special needs



Ramps with handrails for pedestrians having physical disabilities

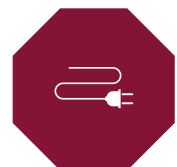


Accessible elevators, meeting ADA guidelines

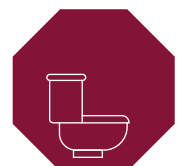
Parking slots dedicated for persons with special needs, located at the nearest space building



Charging stations for electric wheelchair installed in designated buildings



Accessible toilets for disabled people



Efforts Towards Efficient Energy and Climate Change Initiatives

- 1 AUB OSB is committed to reduce its environmental impact from energy use by adopting energy saving strategies and paying close attention to energy management. The Physical Plant Department (PPD) monitor electricity consumption from the building blocks. To help reduce energy consumptions, PPD has identified and implemented the various Energy Conservation Measures (ECM) such as:
 - Replacement of single pane windows with double pane glass for sound attenuation and energy conservation
 - Replacement of incandescent light bulbs with LED ones
 - Replacement of light fixtures with magnetic ballast to higher efficiency fixtures
 - The use of infrared occupancy sensors to turn lights ON/OFF automatically
 - The use of light sensors to dim lights when the sun is plentiful
- 2 AUB OSB procures environmentally friendly appliances to ensure an efficient use of energy resources. Energy labeling and efficiency are among the criteria considered when procuring appliances and equipment such as lighting, computer appliances, HVAC units, etc. Moreover, energy efficiency is a major criterion in any new renovation or construction project especially now that OSB is attempting to get the ARZ Building Rating System. The ARZ Building Rating System is designed to evaluate the degree to which existing commercial structures in Lebanon provide healthy and comfortable workplaces, use the proper amount of water and energy, and have a minimal negative impact on the environment. In addition, the rating system will stimulate building owners and facility managers to achieve ever-higher certification levels to attract discerning tenants and clients. ARZ BRS is an evidence-based approach to assessing how a green building is. The system includes a list of technologies, techniques, procedures, and energy consumption levels that the Lebanese Green Building Council (LGBC) expects to see in green buildings.
- 3 Over the past year or so the university managed the installation of a new system of solar panels that will generate useful energy to be used across campus. This step is part of an overall strategy leading towards a more sustainable, environmentally friendly, and energy efficient campus, that AUB has been working on and successfully implementing for around 20 years. The new 100 KW solar system was installed to generate more than 160 MWh of useful energy per year. The energy produced by this solar system saved more than 53,000 liters of diesel fuel during the first year of operation, and more than 300 tons of CO₂ equivalent emissions.
- 4 AUB OSB promotes the use of bicycles to commute to university. Bicycle parking racks are available next to all entrances to the campus. AUB Neighborhood Initiative collaborated with the Chain effect NGO to provide a bike rack around AUB to facilitate proper bike parking and encourage soft mobility (Bike parking by Chain Effect).
- 5 Vehicle access to the campus is limited and always controlled. The AUB protection office had reduced the daily vehicle trips inside the University from 44 trips/day to around 8 trips/day by restricting vehicle access to the University, coordinating and reducing the trips of several departments and by controlling 24/7 the gates of the university.
- 6 Zero Emission Vehicles are available and used by the AUB staff for their transport around the campus.
- 7 Red and Blue Recycling System: the project was initiated in 2015. Currently around 860 sets of red and blue recycling bins are available indoor and outdoor in all AUB premises. Each set is comprised of 2 bins: red for plastic, metal, and glass and blue for paper and cardboard. Around 7,200 Kg/yr or recyclables are collected from AUB campus per year. Recyclables are collected by Arcenciel, a Lebanese non-profit NGO, which supports Lebanon's most underprivileged and marginalized communities and has a specific program on Agriculture and Environment.
- 8 Electric and electronic equipment waste collection: E-waste items should not be disposed of in the normal trash due to their high concentrations of toxic chemicals and heavy metals. AUB has deployed several E-waste collection bins on campus. The collected e-waste is then recycled by a licensed Lebanese company.
- 9 AUB OSB has all the sustainability enhancing water conservation measures in its building. This includes water saving and low consumption sanitary ware such as Low flush WC's, automatic control of urinal flushing, and low flow and automatic taps.
- 10 AUB OSB fosters student activities that raise awareness about the environment, sustainability, and climate change. For example, OSB and Nature Conservation Center at AUB co-organized a full-day trip to the Shouf Biosphere Reserve for students enrolled in the social entrepreneurship course at the American University of Beirut (AUB). The students had the opportunity to learn more about a variety of subjects, including social entrepreneurship, sustainability, eco-tourism, biodiversity conservation, and climate change. On the trip, participants stopped by rural social enterprises like Cezar Projects, Farmville Barouk, and Streeh by Lamia. In order to complete their social entrepreneurship course, students must develop business ideas that solve current issues.

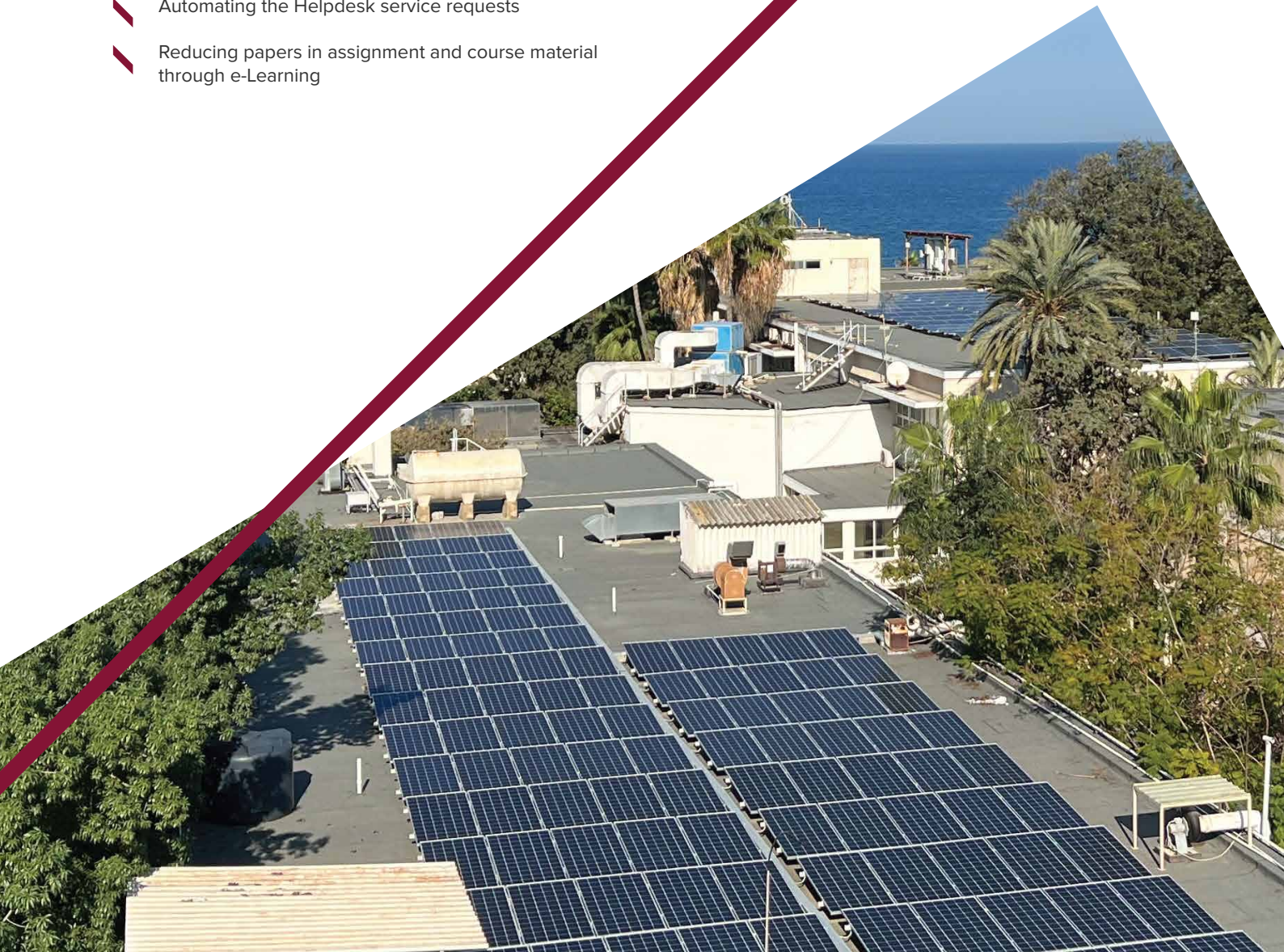


Harnessing Technology for the Goals

1. Shared printers in offices: AUB's IT department has initiated a project to reduce paper use on campus. All personal printers were removed and were replaced by shared printers in offices.

2. The IT team started several initiatives since 2017 that support going GREEN. These include:

- Deploying an Enterprise Document Management System to minimize utilization of paper-based forms, copies and processes
- Automating the manual paper-based processes through the various enterprise and administrative systems
- Deploying printer consolidation across units
Setting-up double-sided printing
- Reducing paper cups and bottles consumption and IT mugs
- Initiating the power saving group policy (GPO) for computers
- Automating the Helpdesk service requests
- Reducing papers in assignment and course material through e-Learning





PRINCIPLE

03

METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

By engaging OSB community in co-curricular and extra-curricular activities, carefully designing space throughout the school for student use, and integrating the career management services into the learning experience of undergraduate and graduate students, OSB is transforming Business School Education into a full-fledged business school experience. More than 150 students participate in annual activities that include hackathons, competitions and other projects, events, and trips.

Raising Awareness

AUB OSB collaborated with ProAble Academy to pave the Way for a Future of Disability Inclusion to introduce to students and staff at OSB a course titled "Essentials of Disability and Inclusion." This course, which is one of four online courses offered by ProAble Academy, provides an overview of inclusion, tips, and techniques to interact with persons with physical, sensory, or intellectual disabilities. Sixty students and staff participated and learned about inclusion in a gamified and interactive way. The Massive Open Online Course (MOOC) included course material, videos, case studies, role play, 3D simulations, and branching scenarios. After completing the course, each student would be able to interact with persons with disabilities (whether friends, colleagues, or clients), understand diversity and inclusion, become a pioneer in creating a welcoming inclusive environment, empower inclusive environments, and obtain a 5-year valid certificate acknowledged by the International Labor Organization (ILO) and the UN Convention on the Rights of Persons with Disabilities (UNCPRD).

Promoting Economic Inclusion in the MENA

CIBL launched a very successful "Student Internship Program", that provides students with the opportunity to engage in research, managerial work, as well as design independent impactful projects.

The CIBL internship engages students on a five-week interactive learning experience, allowing students to contribute in eleven Arab Middle East and North Africa (MENA) countries, whose purpose is aligned with CIBL's main goal: to advance inclusive workplaces and dignified work opportunities for women across the region.

CIBL delivered a free mini-certificate program comprised of four modules conducted on inclusive recruitment, retention, and promotion strategies for women in the MENA region, in Arabic, English, and French.

The modules hosted 601 employers and investors from 4 sectors (banking, healthcare, higher education, and STEM)

and 8 countries (Algeria, Bahrain, Jordan, Iraq, Lebanon, Libya, Morocco, and Tunisia).

CIBL for Women partnered with employers from the region to craft concrete action plans for responsible inclusion of women in the workplace leading policy change with a focus on inclusive workplace structures. As a result, we drafted 112 new policies and 99 strategies by partnering with Arab employers in the region, with the following distribution by sector: STEM (36), Higher Education (26), Health Care (27), Banking (23).

Executive Education

Over the past few years, Executive Education continued the design and delivery of high impact programs. The unit worked closely with its current clients and business partners to move all its offerings to a tailored online learning experience fit for executives and active managers. The customization leveraged continuous upgrades in technology to assure a highly personalized and experiential learning experience. The move to online delivery supported the team's focus on business agility, assuring a faster access of our programs by the managers without compromising the customized learning experience. This allowed the team to adapt and deliver 78 executive education days online despite all challenges. The participants expressed their high satisfaction with modules' ratings ranging between very good to excellent.

OSB Executive Education online presence expanded its coverage reach to more than 25 countries going beyond the GCC countries to China, Hong Kong, Australia, Indonesia, and New Zealand among others. OSB Executive Education also drew on AUB's multi-disciplinary centers and worked with AUBMC Continuing Medical Education and the Center for Inclusive Business and Leadership on events and mini-certification design and delivery.

In parallel, the unit has been systemizing its core business activities in support of its strategic commitment to continuous growth. The effort included assuring its human capital a well-defined career path, the institutionalization of the business development, as well as the design and delivery of its executive programs.

The year marked the launch of the Business Insights Executive Education newsletter, affirming AUB OSB positioning as the regional hub for the creation and dissemination of relevant business knowledge. The newsletter translates faculty's research to business practices in short reads of two minutes each. This complemented the series of eight Conversation with Executives and Executive events, each attracting over 100 engaged participants for knowledge sharing and live discussions.

Design2Transform

With the challenges and transformational changes in today's environment, we need a more structured and exploratory approach for addressing such challenges. The Design2Transform competition brings together AUB students to address emerging social, organizational, and economic challenges. Through this challenge, participants gain skills to uncover emerging problems, with the ability to explore and propose innovative people-centered solutions to address the identified challenge. This initiative introduces participants to the design thinking methodology and includes a defined challenge theme that participants aim to address in teams, to creatively explore and design innovative solutions.

Case Competitions

The potential for experiential learning that comes with participating in international case competitions offers good employment prospects for OSB students. Students have the opportunity to participate as real-time consultants to address business difficulties faced by multinational firms across a broad range of industries as they travel and compete among 40-50 of the world's top business schools. In addition to the JMUCC Concordia case competition, students also participated in the online case competition run by BI Norwegian in Oslo, Norway, and the University of Munster International Case Competition (UMCC) in Germany this year.

Big4&After

The Big4&After event has been hosted annually since 2011 by the FAME track. The objective of this event is to demonstrate to students what the accounting profession is about and to address common misconceptions that typically drive them away from the accounting concentration. B4&After has been a unique event in the life of the School particularly that the sponsoring firms typically guarantee career opportunities, both employment and internships, to the four members of each of the winning team and the runner-up team. Big4&After has forged very strong ties and a very beautiful team dynamic between OSB faculty, the student body, and the sponsoring firms by means of the ongoing and intensive interaction and cooperation.

Investment Management Program (IMP)

The Investment Management Program (IMP) is a two-year extracurricular program that offers students the opportunity to manage real money, the first and only of its kind in the region. Its goal is to enhance the participants' practical skills and bridge the gap between theoretical knowledge and practical application through hands-on experience, thereby increasing their chances of employment upon graduation. Six students are selected each year from undergraduate and graduate students and split into three teams, each concentrating on a specific

sector based on their interests: Information Technology, Communication Services, and Materials; Energy, Industrials, Consumer Staples, and Consumer Discretionary; Health Care, Financials, and Utilities. First-year students act as equity research analysts, supervised by second-year students who have just been promoted to portfolio managers, and so on. Over the past three years, the program's impact has been reflected not only in its students' academic and professional achievements, earning awards by participating in the world's most prestigious finance conferences and competitions and securing internships and jobs in the largest investment banks and consulting firms, but also by the shift of the portfolio's strategy towards a more sustainable one. Indeed, as of the academic year 2021-2022, students at the Investment Management Program began balancing traditional value investing with SDG factors to maximize portfolio outcomes based on impact and not solely profit. They started by developing a Gender Lens Investing (GLI) toolkit, getting exposure to SDG5 on Gender Equality. Their role encompassed not only designing strategies for impact investors on how to integrate a gender lens at a portfolio level but also analyzing the level of gender sensitivity of several companies and employers in the MENA region. They then started applying the insights they reached, screening each company they currently own or are considering buying using the three following filters: at least one female on the board of directors, inclusive HR policies, and inclusive supply chain.

This opportunity has inspired them to delve deeper into the world of sustainable investing, further expanding their approach. Indeed, they started aligning with SDG3 on Good Health and Well-being through investments in companies such as Merck & Co., SDG7 on Affordable and Clean Energy through investments in companies such as Cheniere Energy, as well as SDG9 on Industry, Innovation, and Infrastructure through investments in companies such as FedEx. They even contributed to SDG12 on Responsible Consumption and Production by boycotting Nestle following its scandal involving child labor, abuse, and trafficking.

Last but not least, the students qualified to compete for the first time in this year's McGill International Portfolio Challenge on transitioning to Net-Zero, addressing SDG 13 on Climate Change. Students worked on a case involving a well-known Australian pension fund collaborating with its local government to achieve net zero greenhouse gas emissions by 2050. They developed a set of criteria and key performance indicators that fund managers can use to screen companies and gradually shift their investments toward net zero companies. They then defended a strategy that involved only minor changes in sector allocation, moving exposure toward less carbon-intense sectors, such as information technology, while maintaining a partial one in carbon-intense sectors, such as energy, with a goal to preserve high returns for its clients. And after reducing the fund's greenhouse gas emissions to as close to zero as possible, they developed private equity project plans to invest in, such as reforestation, to offset any residual amounts. This experience has also influenced how they select companies for their own portfolio, as companies that have pledged to achieve Net-Zero, such as T-Mobile, have become more attractive.



Looking forward, they are devoted to not only expanding their support but also, as illustrated through the publishing of the GLI toolkit, attracting more funding to increase the impact of their portfolio.

Recently IMP students, aka portfolio managers, managing a \$1-million fund at #OSB, explored new opportunities in Dubai. This trip enabled them to gain the skills needed to thrive in a competitive market and secure successful careers within world-class institutions worldwide. Students also highlighted the relationships with regional companies, fellow AUB alumni within finance, and Lebanese executives within MENA to promote the program further, growing its scope and ensuring its prosperity for cohorts to come.

Some of the most recent student activities and achievements:

- OSB Case competition team landing 1st place in their division in the University of Munster International Case Competition (UMCC) in Germany, the 2nd place in the online case competition that was organized by BI Norwegian in Oslo Norway, and also the 1st place in their division in JMUCC Concordia.
- OSB MFIN Student won the 1st place in the Refinitiv Portfolio Management Competition 2022 that was ran across 15 countries and 34 universities.
- OSB team won the 1st place representing the Middle East and Africa at the 2022 IMA Middle East & Africa Student Case Competition Grand Finals.



Webinar Series

Online webinar series consisting of six webinars were launched with an objective of envisaging how the country would look like under no reforms or 'cosmetic' reforms. The webinars addressed topics that answered several questions like: Will Lebanon become a 'serial defaulter', like Argentina, because policy makers 'ticked the boxes' that are required for them to secure an IMF program? Will Lebanon even secure an IMF program? Will there be real progress on the deep infrastructural bottlenecks, fiscal imbalance (including public sector size and efficiency and not just revenue mobilization), and weaknesses in governance (including public procurement) besetting Lebanon or the ruling elites continue 'kicking the can' and be content with extractive institutions?



Anti-sexual Harassment Legislation

Collaborating with the first Minister of State for Economic Empowerment of Women and our ongoing work with local civil society organizations and activists, CIBL for Women at OSB co-led the drafting of an anti-sexual harassment law which was presented to the judicial subcommittee.



When the government fell, we forged forward by working with two additional but different gender machineries, namely the National Commission for Lebanese Women and the Women and Children Parliamentary Subcommittee. It is this final effort, that led to our active participation in the drafting of the final consolidated version of the Law #205 which passed in December of 2020. This work led to additional funding by UN Women and UNDP to further engaged in direct collaborations with Lebanese employers specifically. The passing of the Law #205 into law marked a landmark legislative change, and opened the way for high impact activities such as capacity building that was foundation to the concrete co-drafting of anti-sexual harassment policies and associated implementation strategies with Lebanese employers, as well as employers engaged in the next MEPI funded program.

Program Revitalization & Development

Introducing new graduate programs and professional degrees and revitalizing all current programs to ensure their alignment with the changing realities of the business world serve OSB's intentions to advance its development as a comprehensive Business School. OSB Faculty have been engaged in developing courses that tackle ESG & sustainability, one of which was the "Governmental Analytics" course which was a huge success. This course teaches students the critical and evidence-based thinking needed to build data-driven governmental and SDG-related policies. This thinking will help them become better citizens and leaders in much needed times.

The school leadership believes in the importance of the SDG literacy as a critical skill for our graduates, hence the school is initiated the mapping of its offerings to the SDGs to assess course alignment and room for improvement.



PRINCIPLE

04

RESEARCH

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

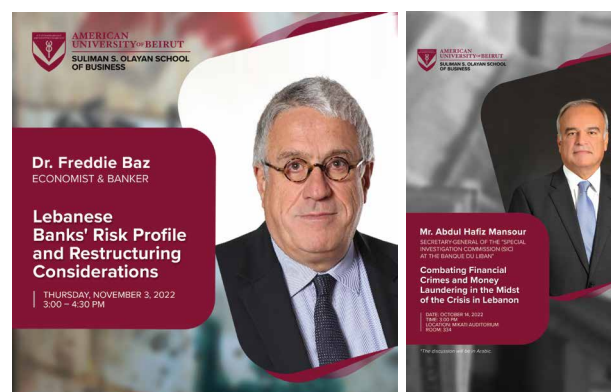


OSB is committed to fostering an intellectual community where faculty are empowered by their own research and are encouraged to engage in collegial discourse and interdisciplinary innovation. This commitment supports the University's mission "to participate in the advancement of knowledge through research" and enhances the educational experience of OSB students. Faculty and students – undergraduates, graduate students; working individually and collaboratively; with colleagues at the University and in partnerships with other institutions – are advancing our knowledge of a wide range of issues including the development of ethical investment strategies, strategies for sustainable business, peace mediation and dialogue, and societal good. The school has recently mapped its research output for the last 3 years. (Refer to Appendix B-Mapping Research to the SDGs)

Advancing a leading research agenda and excellence in education, research, and transfer of knowledge has always been a priority for OSB, and it was realized by fostering new levels of research excellence, creating research chairs and centers to forward excellence, attracting funding for projects, and increasing students' exposure to business research activities.

Research Webinars with International Renowned Scholars

In an effort to support the research momentum at the school and revitalize our knowledge exchange with the international research community, OSB organized Research Webinar Talk Series in 2019-present, hosting internationally renowned leading global scholars in various business fields from Stanford, George Washington University, IE Business School, University of Zurich, Amazon, University of Washinton, University of Bologna, University of Massachusetts Amherst, Dartmouth College, among others.



Research Centers & Initiatives

CENTER FOR INCLUSIVE BUSINESS AND LEADERSHIP FOR WOMEN CIBL: A center that partners with employers, government agencies, and civil society organizations to develop and implement gender-inclusive policies and practices at the organizational, national, and regional levels across the Arab Middle East and North Africa (MENA). For too long, the burden of overcoming structural obstacles has been on women themselves. CIBL for Women focuses on decision-makers at the organizational and national level to lead the way for systemic change. The center aims to ensure women dignified participation and representation at the organizational and national levels. It is a multi-disciplinary and inter-professional regional platform driving forward a gender-inclusive future by challenging structures and developing long-lasting policies. Over the past cycle the center has managed The SAWI project.

SAWI is a milestone project by CIBL for Women to Support and Accelerate Women's Inclusion in eight countries (Algeria, Bahrain, Jordan, Iraq, Lebanon, Libya, Morocco, and Tunisia). SAWI has partnered with employers in the sectors of healthcare, education, STEM, and banking for women's inclusion. SAWI was made possible by generous funding from the US State Department's MEPI program, and in partnership with our regional team: Apotheox, BPWA, Democracy for All, Economia HEM, LLWB, Warsha, and WEOIraq.



This project had impressive outputs such as The KIP and Lived Experience Indices, which have been recognized as winners of AACSB's 2022 Innovations That Inspire challenge:

THE KNOWLEDGE IS POWER (KIP) INDEX (2018-2021):

The SAWI project developed the first Arab MENA sector-based measure of women-inclusive human resource practices. The KIP Index tracks local employer perspectives and practices regarding the recruitment, retention, and promotion of women in six sectors and across 11 countries. The pilot index collected 2018-2019 data from over 1700 organizations employing over 194,000 employees.

The second wave of data has been collected and is currently being analyzed with 3400 employers represented, inclusive of both the pilot and this later iteration of the KIP Index. The plan is to collect data every 2 years moving forward.

THE LIVED EXPERIENCE (LE) INDEX (2018-2021):

Similar to the KIP Index, the Lived Experience Index tracks female citizen experiences of recruitment, retention, and promotion in the sectors within which they are currently employed. The pilot index collected 2018-2019 from over 550 women in six sectors and across 11 countries.

IMPACT

Some of the objectives
achieved by these projects

Partnering with employers from the region to craft concrete action plans for responsible inclusion of women in the workplace (a network of around 78 employers has been created - and ongoing) leading policy change with a focus on inclusive workplace structures.

Devising a roadmap for inclusive policies for strategic change.

Drafting 112 new policies and 99 strategies by partnering with Arab employers in the region, with the following distribution by sector: STEM (36), Higher Education (26), Health Care (27), and Banking (23).

Impacting over 195,400 employees working with SAWI employers.

Delivering a free mini-certificate program comprised of four modules.

Conducting on inclusive recruitment, retention, and promotion strategies for women in the MENA region, in Arabic, English, and French. The modules hosted 482 employers from 4 sectors (banking, healthcare, higher education, and STEM) and 8 countries (Algeria, Bahrain, Jordan, Iraq, Lebanon, Libya, Morocco, and Tunisia).

Delivering the first MENA region free mini-certificate program on Gender-lens Investing comprised of three modules conducted, in Arabic, English, and French. The modules hosted 601 employers and investors from 4 sectors (banking, healthcare, higher education, and STEM) and 8 countries (Algeria, Bahrain, Jordan, Iraq, Lebanon, Libya, Morocco, and Tunisia).

Certifying 25 investors and decision-makers and mobilizing them for gender-lens investing

Developing GLI resources that will help investors and employers develop and apply gender lens investing initiatives in their organizations.





Darwazah Center for Innovation Management & Entrepreneurship (DC) Hackathon

Darwazah Center for Innovation Management & Entrepreneurship (DC) at the Olayan School of Business (OSB) at the American University of Beirut (AUB) organized a 48-hour hackathon in partnership with i-Park and Beirut Digital District in order to engage the Lebanese youth in building ventures to aid the economy of Lebanon enabled by blockchain and cryptocurrency. The hackathon event culminated in four winning startup ideas that are ready to build their minimum viable products including a crypto “scratch card” to make it easier to use Bitcoin for those without digital wallets.

Rami F. Makhzoumi Corporate Governance Initiative (RMCGI)

Established in 2011, the Rami F. Makhzoumi Corporate Governance Initiative (RMCGI) continues to be instrumental in advocating and raising awareness on excellence in corporate governance practices in the Middle East and North Africa (MENA).

The Suliman S. Olayan School of Business (OSB) at the American University of Beirut understands that organizations have embraced historical changes by being agile while responding to unforeseen circumstances such as geopolitical crises and the pandemic witnessed during the past two years.

As a result of the changing landscape and expanding awareness on global diversity, climate change, and creating value while being socially responsible, the Rami F. Makhzoumi Corporate Governance Initiative at OSB has evolved its framework and purpose to include Environmental, Social and Governance (ESG) criteria as a path in managing risks and opportunities noting that the ‘G’ (Governance) is a core component of the acronym (ESG) laying the foundation from which the two distinct topics, ‘E’ (Environmental) and ‘S’ (Social), respectively flow.

The initiative’s vision and purpose are to advance responsible leadership across the MENA region for governance excellence and corporate sustainability taking the holistic view that a sound and sustainable corporate governance is the combined responsibility of the board of directors, executive directors, business owners and managers where all need to consider having a sustainable strategy incorporating the Social and Environmental expectations in an integrated way. ESG informed executives will provide their organization with positive longevity and drive the future growth of business and society by engaging in policy and practice, all the while allowing their companies to comply with the UN SDG principles. RMCGI will carry this through educational initiatives such as panel discussions, seminars, research, curricula, and executive certificate programs. (Examples of relevant focused topics include but are not limited to: How can boards practice ESG Governance to add societal and business value? How can boards unpack the ESG factors and determine how it applies to their organization? The board’s role in financial oversight and ESG stewardship.)

Analytics Lab-Lab42

OSB has invested in establishing Lab42, which is expected to be launched in Fall 2022 as a platform to initiate dialogue and exchange ideas between academia and industry, foster collaborations on research, and develop applied projects that bring together industry leaders, our world-class faculty, and our top business analytics students. The Lab strives to enhance the analytics curriculum at OSB through developing innovative coursework, providing unique research opportunities, and offering executive education opportunities to engage all members of the OSB learning community as well as professionals working in the ever-growing field of business analytics.

FREE Project

FREE Project is an ERASMUS+ KA2 Action on Capacity Building in the field of higher education. It deals with female academic role model empowerment, equality, and sustainability at universities in Mediterranean region: towards 2030 agenda. The project 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, promote a culture of gender egalitarianism and female leadership role model by improving management and operation skills of higher education female academics, and empower female academics through the democratization of higher education institutions, tools, and services available for the university community. The free project is now open to all Lebanese community offering free courses on digital skills, female empowerment in higher education, gender equality in higher education, soft skills, and sustainability in higher education.

The Researcher

Following the success of the first season of The Researcher, a second season continued to feature research from AUB/OSB. The second season of The Researcher was more engaging with an updated format, based on gamification theory and using gamification principles. A segment was added to engage students whose field falls within the guest's research area through a competition. The Researcher Season3- with LBCI is currently in progress.

OSB Gender Equality Plan Action group formed to develop the OSB's new Gender Equality Plan

Our school is committed to fostering an inclusive culture which promotes equality, values diversity, and maintains a working, learning, and social environment in which the rights and dignity of all its faculty, staff, and students is

respected. We recognize that the broad range of experiences that a diverse faculty, staff, and student body brings strengthens our research, enhances our teaching, and serves our community.

To that end, OSB is part of an international consortium committed to the TARGETED-MPI project, which responds directly to the Horizon H2020-SwafS-2019-2018-09 call under the topic support to Higher Education and Research Organizations to implement Gender Equality Plans (GEPs). TARGETED-MPI focuses specifically on institutional changes through the development and effective implementation of Gender Equality Plans (GEPs) in Business and Management (B&M) schools to drive more inclusive, sustainable, and transparent academic cultures.

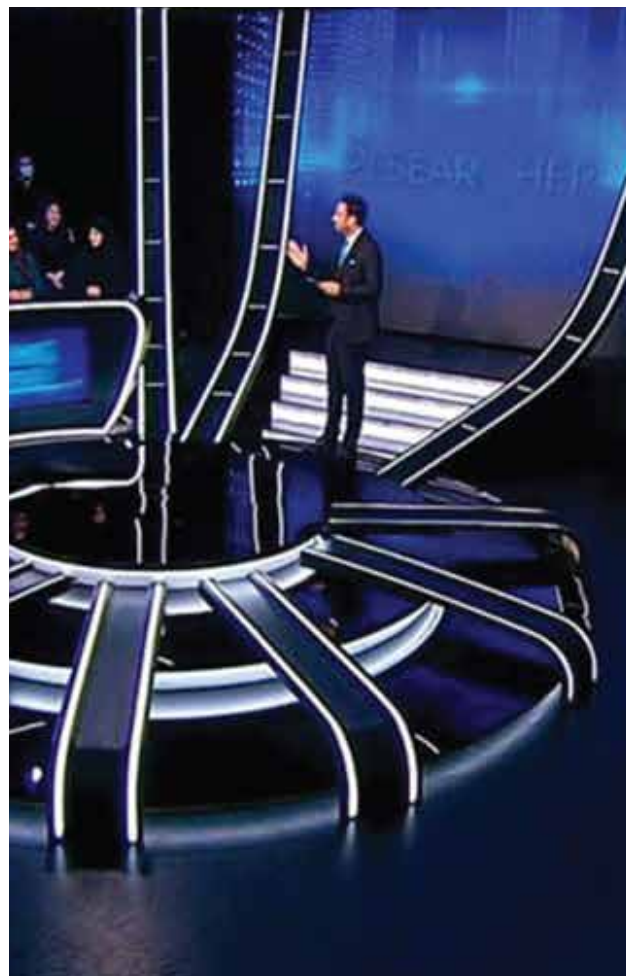
The Gender Equality Project at OSB aims to:

Identify equity, diversity, and inclusion as a priority to be integrated within strategic planning activities.

Develop and implement a gender equality policy

Publish on the website OSB's commitment to gender equality

Appoint an oversight body, such as the gender equality observatory, to ensure the development and application of gender inclusive practices



Research Excellence & Faculty Achievements

The Suliman S. Olayan School of Business is the second business school in the MENA area to be acknowledged as a partner by the Responsible Research in Business and Management (RRBM) project. The global network of business & management scholars is committed to rigorous & relevant research in supporting business & organizations by impacting society. 4 to 5 MOUs are in the pipeline with accredited and established business schools are currently under review with the purpose of improving internationalization, engagement, and impact. Additionally, OSB faculty members continued to receive prestigious research awards.

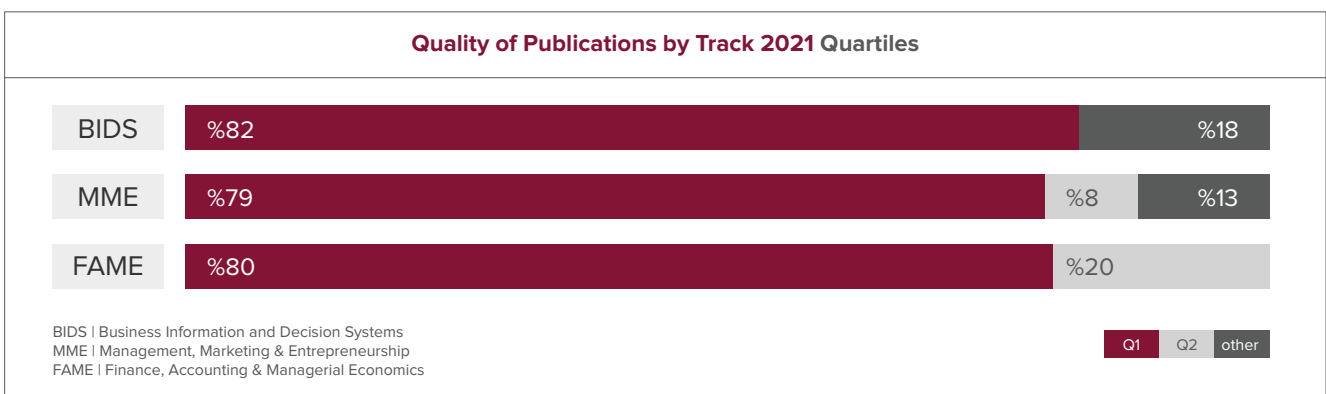
Research Impact Metrics Where we stand in last calendar year

OSB tracks quality and impact of research across the three tracks: Finance, Accounting and Managerial Economics (FAME), Management, Marketing, and Entrepreneurship (MME), and Business Information and Decision Systems (BIDS) using several impact indicators. Impact indicators measure the impact that a journal has had on scientific literature. This impact is measured by analyzing the citations received by the articles published within that journal. Impact indicators measure the importance of a publication within a specific subject area. They make it possible to create comparisons between, and rankings of journals in addition to measuring the relevance of each title in the subject area that it is associated with.

SJR Quartiles

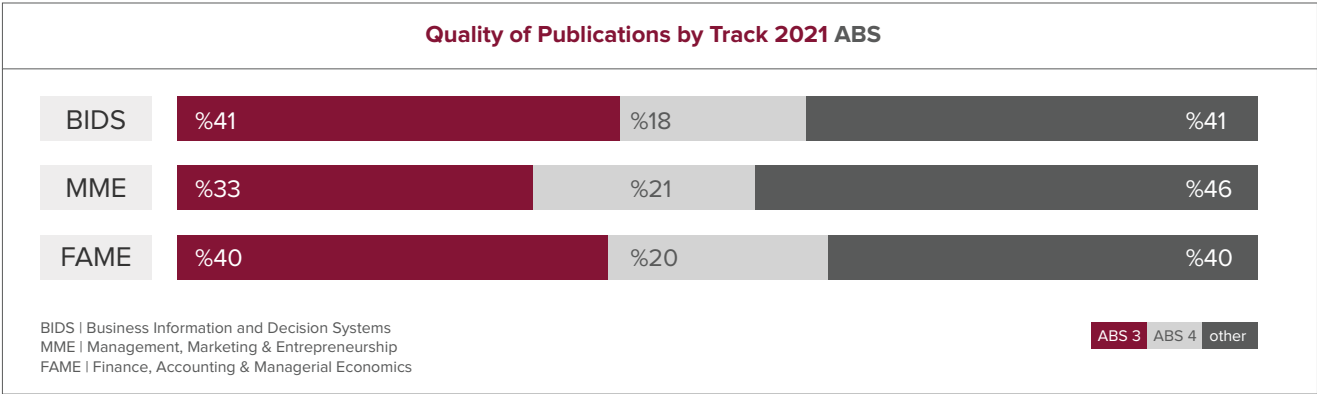
Rankings of journals in each subject category are divided into quartiles, these quartiles rank the journals from highest to lowest based on their impact factor or impact index. There are four quartiles: Q1, Q2, Q3, and Q4. Each subject category of journals is divided into four quartiles: Q1, Q2, Q3, and Q4. Q1 is occupied by the top 25% of journals in the list; Q2 is occupied by journals in the 25 to 50% group; Q3 is occupied by journals in the 50 to 75% group and Q4 is occupied by journals in the 75 to 100% group.

The most prestigious journals within a subject area are those occupying the first quartile, Q1. The importance of the other journals declines as we move down through the quartiles. The chart below reflects a breakdown of the percentage of publications that were in Q1 and Q2 by track.



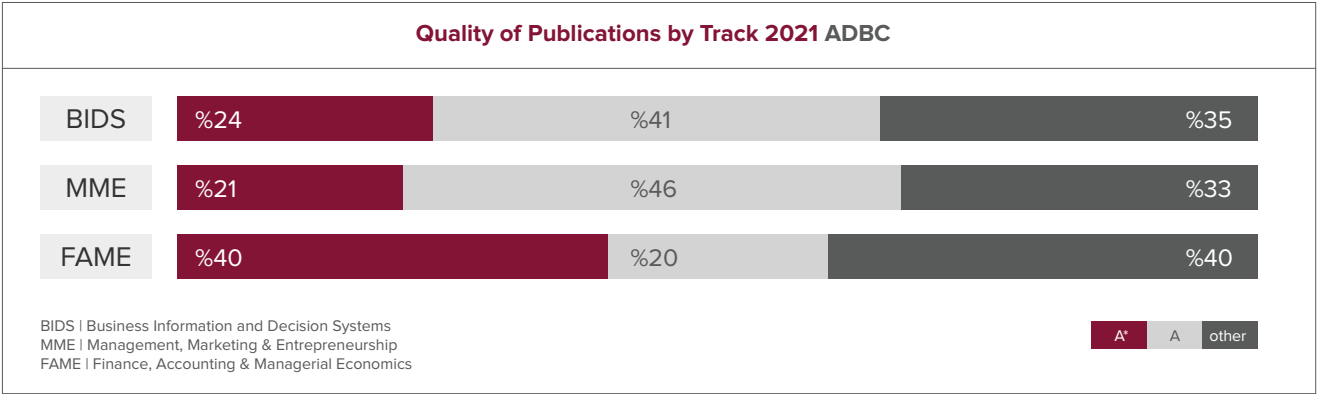
The Chartered Association of Business Schools (ABS) journal ranking

The Chartered Association of Business Schools (ABS) journal rankings go from 4* (highest) to 1 (lowest). Researchers in many institutions are strongly encouraged to publish only in journals ranked 3 and above. The chart below reflects a breakdown of the percentage of publications that were published in journals ranked 3 or 4.



The Australian Business Deans Council (ABDC) Journals ranking

The Australian Business Deans Council (ABDC) Journals rankings go from A* (highest) to C (lowest). The chart below reflects a breakdown of the percentage of publications that were published in journals ranked A*, A, and B. The chart below reflects a breakdown of the percentage of publications that were published in journals ranked A*, A, and B.



Journals by Track | BIDS

Journal	Quartile	ABS	ADBC	FT50
European Journal of Operational Research	Q1	4	A*	
Computers and Industrial Engineering	Q1	2	A	
Annals of Operations Research	Q1	3	A	
Gender, Work & Organization	Q1	3		
European Journal of Operational Research	Q1	4	A*	
Journal of Intelligent Systems	Q4	1	NL	
Etr&D- Educational Technology Research and Development	Q1	NL	NL	
Management Science	Q1	4*	A*	
Ieee Transactions on Learning Technologies	Q1	3	A*	
Long Range Planning	Q1	3	A	
Operations Research	Q1	4*	A*	yes
International Journal of Production Research	Q1	3	A*	
QUESTA	Q4		A	
IEEE Transactions on Learning Technologies	Q1	NL	NL	
Journal of Business Research	Q1	3	A	
Omega	Q1	3	A	
European Journal of Operational Research	Q1	4	A*	
International Journal of Production Economics	Q1	3	A	
Plos one	Q1	NA	NA	

Journals by Track | FAME

Journal	Quartile	ABS	ADBC	FT50
International Review of Financial Analysis	Q1	3	A	
Abacus	Q2	3	A*	
Journal Of Business Research	Q1	3	A	
Research Policy	Q1	4*	A*	yes
International Journal of Accounting, Auditing and Taxation	Q2	2	A	
CASE		1	NL	
Journal of Financial Stability	Q1	3	A	
Sustainability	Q1	NL	NL	
Executive Magazine	Q1	NL	NL	

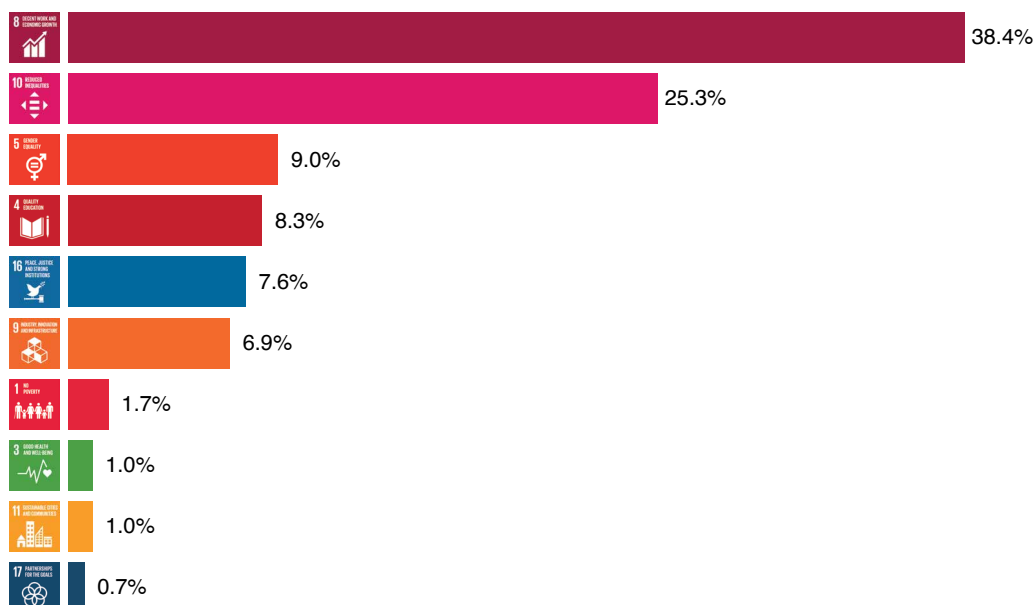
Journals by Track | MME

Journal	Quartile	ABS	ADBC	FT50
Qualitative Market Research	Q2	2	B	
Academy of Management	Q1	1	A*	
Group & Organization Management	Q1	3	A	
Business & Society	Q2	3	A	
Business-in-Conflict Research Group		NL	NL	
Gender, Work and Organization	Q1	3	A	
Methods and Assessment in Culture and Psychology (Eds Bender M, & Adams, B)	Q1	NL	A*	
Corporate Governance: An International Review; Under review after third R&R	Q1	3	C	

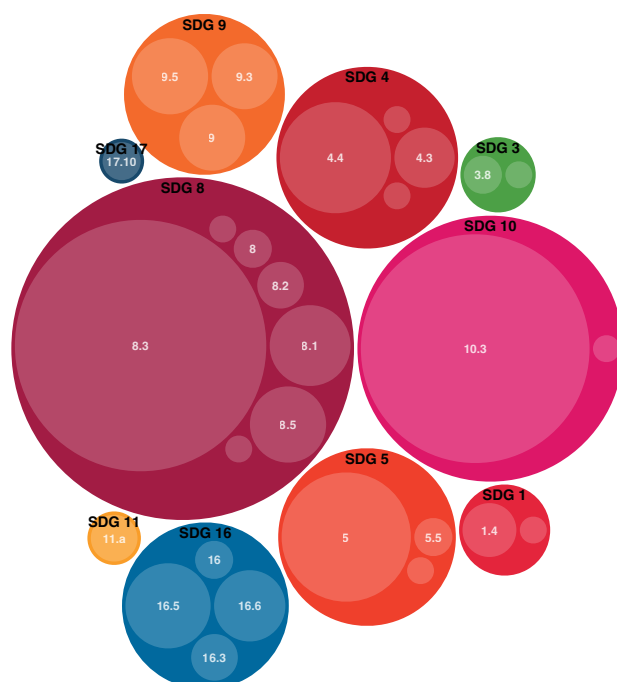
Corporate Governance: An International Review (CGIR)	Q1	3	A
Psychology & Marketing	Q1	3	A
International Association for Business & Society	Q3	NL	NL
Business & Society	Q1	3	A
Journal of World Business	Q1	4	A*
Journal Of Leadership & Organizational Studies	Q1	1	NL
Corporate Social Responsibility and Environmental Management	Q1	1	C
British Medical Journal Quality and Safety (BMJ Quality and Safety)	Q1	NL	NL
Journal of Nursing Management	Q1	NL	NL
Journal Of Strategy and Management	Q2	1	C
International Journal of Human Resource Management	Q1	3	A
Technological Forecasting and Social Change	Q1	3	A
Gender, Work and Organization	Q1	3	A
Case Research Journal	Q4	1	A
Entrepreneurship and Regional Development	Q1	3	A
Journal of Marketing Management	Q1	2	A
Human Resource Management Journal	Q1	4*	A
British Journal of Management	Q1	4	A
Journal of health organization and management	Q2	1	A
Harvard Business Review (HBR.ORG)	Q1	3	A
Academy of Management	Q1	4*	A*
Ivey Publishing		NL	A
Business & Society	Q1	3	A
Journal of World Business	Q1	4	A*

SDG Report-OSB 2022 Publications

This SDG mapping of the publications by the Suliman S. Olayan School of Business faculty members has been made with the JRC SDG Mapper. The charts below reflect the alignment of the publications of the Suliman S. Olayan School of Business Faculty with the Sustainable Development Goals and Targets.



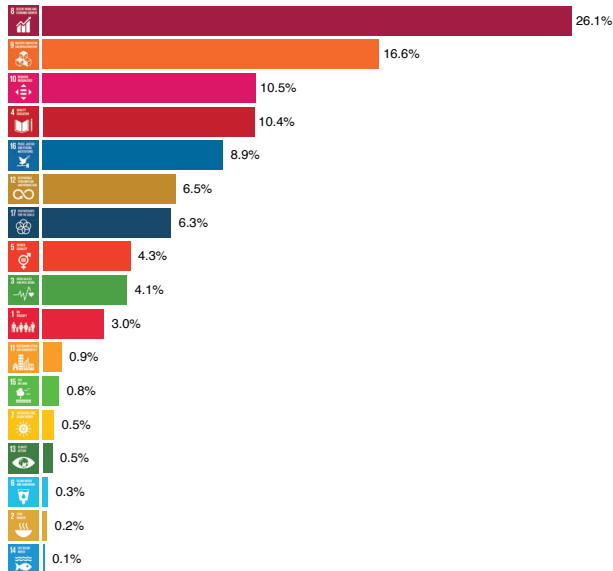
Relevant SDGs



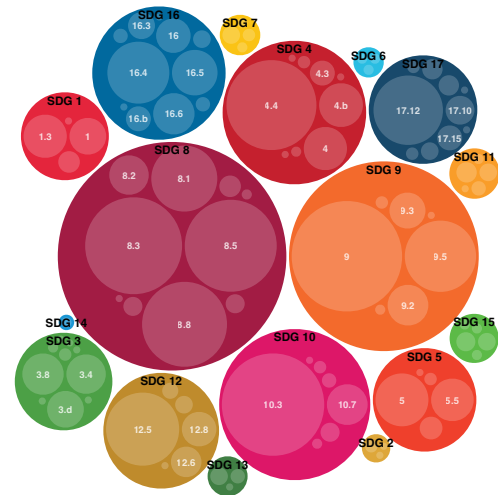
SDGs Targets

SDG Report-OSB 2021 Publications

This SDG mapping of the publications by the Suliman S. Olayan School of Business faculty members has been made with the JRC SDG Mapper. The charts below reflect the alignment of the publications of the Suliman S. Olayan School of Business Faculty with the Sustainable Development Goals and Targets.



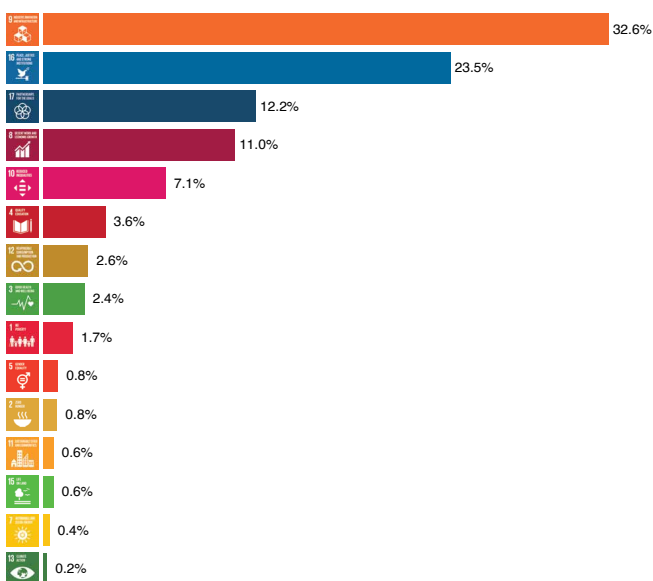
Relevant SDGs



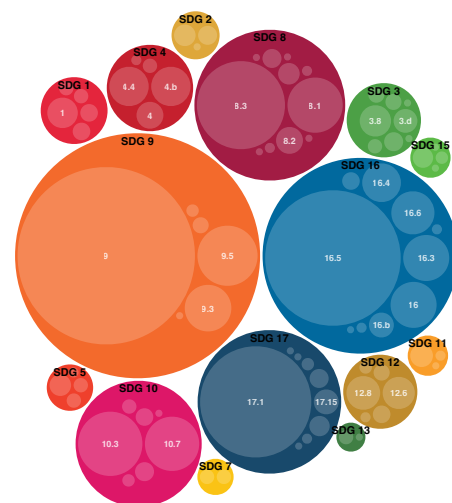
SDGs Targets

SDG Report-OSB 2020 Publications

This SDG mapping of the publications by the Suliman S. Olayan School of Business faculty members has been made with the JRC SDG Mapper. The charts below reflect the alignment of the publications of the Suliman S. Olayan School of Business Faculty with the Sustainable Development Goals and Targets.



Relevant SDGs



SDGs Targets



PRINCIPLE

05

PARTNERSHIP

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

At OSB, we believe that partnership is vital in order to advance both the Principles of PRME and the UN Sustainable Development Goals. Therefore, we are committed to strengthening existing relationships and fostering new ones in order to increase dialogue and encourage collaboration around tackling pressing global economic, social, and environmental challenges

Middle East Advisory Board (MEAB)

We maintain communication with our International Middle East Advisory Board (MEAB) in order to receive direct guidance from leading members of the business community who advise on the strategic management of the school.

In addition, MEAB also supports the school in increasing its societal and economic impact through education and research. Through education, the Board provides an employer perspective on future graduate skills, facilitates access to work-based learning opportunities for students, and provides direct input into degree programs. Through research, the Board identifies issues of concern to business and public sector organizations, and assists in the production and dissemination of research results including engagement with communities of practice.

MEAB presents us with an invaluable opportunity to interact directly with business leaders from around the world and learn firsthand about the social and environmental challenges they are facing with a view to working together to find innovative solutions.



Bader N. Al-Kharafi
Vice-Chairman and CEO, Zain
Group | MENA



Raja V. Assili
Chief Executive Officer, Qatari
Investors Group QSC



Elissar Farah Antonios
Chief Executive Officer of Citi
Bank | UAE



Karim Baalbaki
Managing Director, BCI Holding
S.A. | Lebanon



Charbel Fakhoury
Vice President, Enterprise
Services – Global Pursuit
Organization Microsoft Gulf FZ
LLC | Middle East & Africa



Tarek Daouk
CEO, Dentsu Aegis Network |
MENA



Daniel A. Szpiro
Dean MARIST School of Professional Programs | USA



Rana Ghandour Salhab
Member of the Middle East Board of Directors and Executive Committee at Deloitte | Middle East



Dipak C. Jain
Former Dean | U.S.

Academic Partners

OSB remained committed to creating the best international student experience by providing various opportunities in the form of student exchange (22% of students are international), study abroad, and residencies through the nurturing of various collaborations and partnerships with more than 50 top universities and organizations around the world. These efforts add value to student experience by broadening their perspective, making them more adaptable to different people and cultures, and changing their outlook to the future and to the world.

EMBA International Residencies

EMBA students of cohorts 22 and 23 attended international residency sessions at IESE Business school & Trinity Business School, respectively. This one week-long program intended to enhance participants' knowledge and understanding of the volatile world, with a focus on disruption, particularly digitalization. Based on sound research and academic credibility, practical examples in each module were presented in the residency session to illustrate various means of overcoming the inherent threats and the boundless opportunities in business.



Global Business Institute

As part of the international student experience at AUB OSB, a group of students joined the Global Business Institute program in the United States. This five-week intensive and immersive summer program at the Kelley School of Business at Indiana University, Bloomington helped our students build entrepreneurial knowledge and skills that they can employ to address issues in their home country, thereby encouraging innovation in their localities and generating jobs while improving economic conditions, with an eye for sustainable solutions.

Students also had the opportunity to visit the HQ of AHEAD in Chicago to get exposed to the different aspects of business and technology.



MBA Trip to Toulouse

The MBA Trip to Toulouse Business School was a great experience for MBA students who got to discover European businesses with the collaboration of TBS Education in France. OSB MBA students attended the Building business beyond borders course that exposed them to academic, leadership, and cultural experiences beyond their borders.

Targeted MPI

Transparent & Resilient Gender Equality Through Integrated Monitoring Planning and Implementation (TARGETED-MPI) focuses on institutional changes through the development and effective implementation of Gender Equality Plans in business and management schools to drive more inclusive, sustainable, and transparent academic cultures. We understand gender equality as concerning fair treatment, equality of opportunity, equal access to resources, and equal rights and protection regardless of one's gender, which should not be limited by stereotypes, gender roles or prejudice.

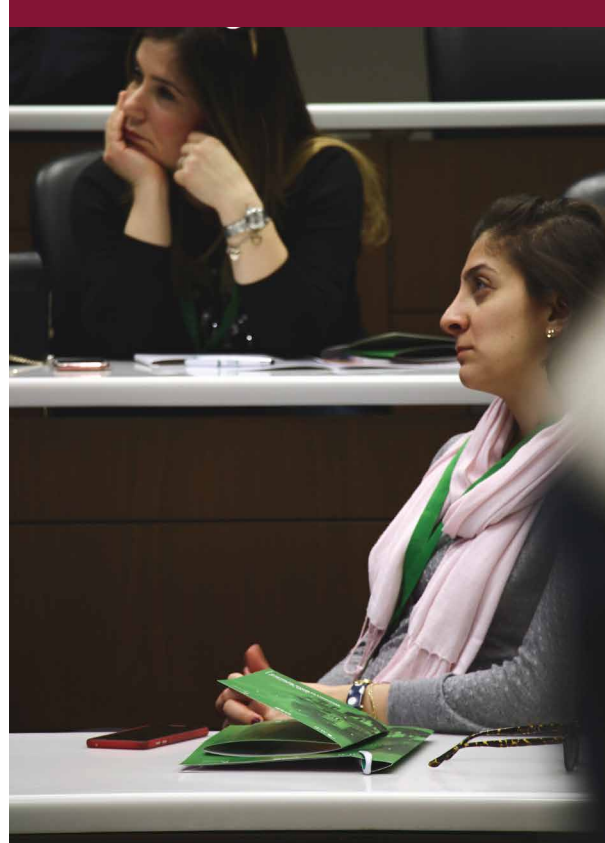
TARGETED-MPI brings together academic research excellence and impact, leadership in engagement with a wide range of stakeholders, and expertise.



The Women in Data Science Conference (WiDs)

WiDs at AUB is an event organized by OSB to coincide with the annual Global Women in Data Science (WiDS) Conference held at Stanford University and an estimated 150+ locations worldwide. All genders are invited to attend WiDs regional events, which features outstanding women doing outstanding work. AUB is also a regional WiDS hub, providing livestream and other support for WiDS events throughout the Arab MENA region. WiDS AUB is the largest regional event for the past two years, bringing in Arab and international female leaders in Data science to Beirut.

The WiDs conference aims to inspire and educate data scientists, regardless of gender, and support Arab women in the field. This one-day technical conference provides an opportunity to hear about the latest data science research in different fields, learn how leading-edge companies are leveraging data science for success, and connect with potential mentors, collaborators, and others in the field. The event is directed towards business practitioners, researchers, and students.



WHY **WOMEN** IN DATA SCIENCE at AUB?

WiDS AUB creates a platform for data scientists in the Arab Middle East to:

Promote
a higher
representation
of women in
data science

Connect regional
researchers and
practitioners to
pioneering global data
sciencenetworks

Expose the latest
data science research
and practices globally
and particularly in
the Arab Middle East

Exchange ideas
and encourage
mentorship and
interdisciplinary
collaboration



Partnering for Impact & Quality Education

- I OSB is the first GBSN member in Lebanon. The Global Business School Network is a nonprofit organization that partners with business schools, industry, and foundations, and aid agencies to improve access to quality and locally relevant management education for the developing world. OSB shares the vision of GBSN in advancing management education that delivers international best practice with local relevance.
- I OSB is a member of the United Nations Principles for Responsible Management Education (PRME). The mission of the PRME initiative is to achieve the sustainable development goals through implementation of the principles for responsible management education.
- I OSB is the first partner of the Chartered Financial Analyst Institute in the region. CFA partnership offers OSB undergraduate and graduate students access to the Level I Curriculum of CFA, news briefs via e-mail, and student scholarships.
- I OSB is a member of the Graduate Management Admission Council (GMAC), a nonprofit organization of 220 leading business schools from around the world that are committed to advancing the quality of graduate management education, providing fair and ethical treatment of candidates and students, and serving the graduate management education community.
- I OSB is a member of the European Foundation for Management Development (EFMD), which is an international not-for-profit association based in Brussels, Belgium.
- I Being Europe's largest network association in the field of management development, it has over 890 member organizations from academia, business, public service, and consultancy in 88 countries (as of September 2017). EFMD provides a forum for networking in management development.
- I EFMD operates the EFMD Quality Improvement System (EQUIS), which is one of the leading international systems of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. It is comparable to its American equivalent Association to Advance Collegiate Schools of Business and provides a forum for information, research, networking, and debate on innovation and best practice in management development.
- I CIBL for Women at OSB partnered with regional Country Partners (CPs): we sub-awarded regional businesses, research institutes, nonprofit associations, and business schools from across the Middle East and North Africa region (Lebanon, Algeria, Morocco, Tunisia, Jordan, Iraq, Bahrain, Libya, Kuwait) with whom we strategize and develop participatory methods of operating across 8 countries. With these CPs, we engage in context-driven research to develop locally driven evidence-based employer strategies that aim to promote inclusive organizational policies; we worked with our CP's to close the gender-disaggregated data deficit in the region and together we developed inclusive employer policies and strategies; we developed and delivered capacity building programs aiming at training executives and decision makers on inclusive strategies for recruitment, retention, and promotion for women in the workplace; we also developed executive training modules on gender lens investing, targeting investors and decision makers to adopt inclusive-lens when developing investing strategies.



PRINCIPLE

06

DIALOGUE

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



The Case Hub

The Case Hub at the Suliman S. Olayan School of Business, American University of Beirut aims to bring together academic and practical knowledge about the case method. This enables action-oriented learning in all areas of management education and the promotion of the case method teaching approach in the Arab MENA. It allows for case-writing capacity building and creates a community of case writers. The Case Hub offers a variety of services to stakeholders (students, faculty, professors, case writers, and corporate partners) in learning, teaching, writing, and sponsoring cases.

Center for Inclusive Business and Leadership for Women (CIBL) (also aligns with principle 5 Research):

is a center that partners with employers, government agencies, and civil society organizations to develop and implement gender-inclusive policies. For too long, the burden of overcoming structural obstacles has been on women themselves. CIBL for Women focuses on decision-makers at the organizational and national level to lead the way for systemic change. The center aims to ensure women's dignified participation and representation at the organizational and national levels.

Business-in-Conflict Areas Research Group (BICAR)

The Business-in-Conflict Research Group (BICAR) hosts over 80 members and 30 affiliate researchers from academia, the humanitarian sector, and the private sector, representing a body of expertise concerning the role of business in conflict zones.

Business growth in conflict settings aids in rebuilding societies torn by war, providing goods, services, and sustainable livelihoods, and fostering peace through economic and social development. Focusing on small businesses within these settings ensures that profits and employment opportunities go to those most vulnerable, offering an indigenous solution to reduce poverty and promote peace in conflict-affected regions.

The Association to Advance Collegiate Schools of Business (AACSB) in the "2020 Innovations that Inspire" initiative recognized the Business in Conflict Areas Research Group (BICAR) initiative at OSB for its work on poverty reduction, peacebuilding, and humanitarian efforts. OSB's BICAR group focuses on how local entrepreneurs, often in vulnerable situations and working in the informal sector, can help reduce poverty, create jobs, and foster peace in conflict zones.

Webinar Series on Lebanese Economy

An online webinar series were launched with an objective of envisaging economic reform for a sustainable future.



Khaddit Beirut Initiative

The Beirut explosion on August 4, 2020 was a huge wake-up call that we had been living amid a ticking time bomb for seven years. The epitome of negligence and corruption led to an attack that took the lives of 200 people, wounded 6,000, and rendered 300,000 people homeless. Economic losses were estimated at 3 billion USD, whereas 1,500 small-and medium -sized enterprises (SMEs) were partially or totally damaged, risking the jobs of thousands of employees.

The nature, timing, and extent of the bombing and its implications are unparalleled in human history. We had no guidebook or roadmap to adopt or import. We had to rebuild our community ourselves.

Khaddit Beirut is a national grassroots initiative launched the day after the explosion by a group of activists and experts who came together to develop a community-led, evidence-based, and locally driven roadmap for recovery. Khaddit Beirut connects experts to grassroots movements and citizens in order to develop an achievable roadmap in four areas: health, environment, education, and support to SMEs.

Given the importance of SMEs in the development of local economies, as well as the need to create employment opportunities and provide sustainable income for a large part of the population, the SMEs Impact Initiative within Khaddit Beirut aims to develop a short-term and medium-term plan to support SME recovery in the affected areas and to send a positive message of hope.

Hosted at the Suliman S. Olayan School of Business (OSB), the SME Impact Initiative consists of professors at OSB, professors from other faculties, SME owners, experts, students, and volunteers. Following the blast, an impact assessment of over 120 SMEs was completed and used to inform our work with SME owners, support organizations, and community leaders to set priorities for reviving the area. From a short-term standpoint, the objective was to reopen as many SMEs as soon as possible. The goal is to do things better than previously, whereby we rebuild in a sustainable and more inclusive way while also ensuring an equal level of support to women and men business owners. For the long term, the objective is to develop standards and policies for inclusive, green, and innovative revival of the streets of Beirut.

In the first two months following the blast, we established a key strategic partnership with Backbone Initiative and worked together to create our intervention framework, build a cohesive and multidisciplinary team of academics, experts, and volunteers, establish trust and open dialogue with the SME owners, and coordinate efforts with support organizations.

Concretely, we have achieved the following impacts:

Developed an intervention framework.

Established the Khaddit Beirut SME Impact Initiative team which is composed of professors, experts, business owners, students, and volunteers.



Assessed more than 120 SMEs employing 1,600 employees.

Begun rebuilding three SMEs and finalized the support needs for 30 others.

Established partnerships and open dialogue with 10 NGOs and initiatives supporting SMEs.

Documented the process and related history.

Developed standards and policies for inclusive, green, and innovative revival of the streets of Beirut.



PUTTING OUR EXPERTISE TO WORK WITH AND FOR THE COMMUNITY

Faculty Engaging and Partnering for the Principles



Dr. Yusuf Sidani
Dean & Professor



Dr. Fida Afiouni
Associate Provost &
Associate Professor



Dr. Yasmeen Makarem
MHRM Coordinator &
Assistant Professor



Dr. Alain Daou
Convener and
Associate Professor



Dr. Bassam Farah
Associate Professor



Dr. Jay Joseph
Assistant Professor



Dr. Amine Abi Aad
Assistant Professor



Dr. Rida Elias
Assistant Professor



Dr. Nathalie Saade
Assistant Professor



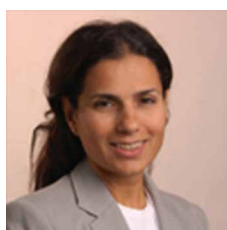
Dr. Mona Itani
Assistant Professor



Mr. Hagop Panossian
Senior Lecturer



Mrs. Leila Khauli
Senior Lecturer



Dr. Hanin Abdallah
Senior Lecturer



Mr. Riad Dimechkie
Senior Lecturer



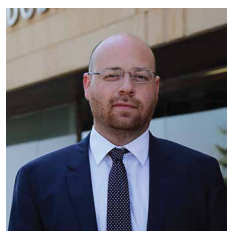
Mr. Michael Kfour
Instructor



Dr. Charlotte Karam



Dr. Lina Daouk



Dr. Ibrahim Jamali
Associate Professor &
FAME Track Convener



Mrs. Lina Tannir
Senior Lecturer &
MBA Director



Dr. Mohamad Mazboudi
Associate Professor



Dr. Wassim Dbouk
Associate Professor



Dr. Ahmad Ismail
Associate Professor



Dr. Assem Safieddine
Professor



Dr. Said Elfakhani
Professor



Dr. Mohamad Faour
Assistant Professor



Dr. Henry Azzam
Senior Lecturer



Dr. Abdel Jalil Ghanem
Senior Lecturer



Mrs. Rania Uwaydah
Senior Lecturer



Mrs. Sana El Hajj
Lecturer



Mrs. Bassima Hout
Lecturer



Dr. Lama Moussawi
Associate Dean for Research
and Faculty Development
& Associate Professor



Dr. Victor Araman
Professor & Associate
Dean for Programs



Dr. Wissam Sammour
Assistant Professor of Practice,
MSBA Coordinator



Dr. Krzysztof Fleszar
Professor and
BIDS Track Convener



Dr. Imad Bou Hamad
Associate Professor



Dr. Fouad Zabli
Associate Professor



Dr. Walid Nasr
Associate Professor



Dr. Bijan Azad
Professor



Dr. Ibrahim Osman
Professor



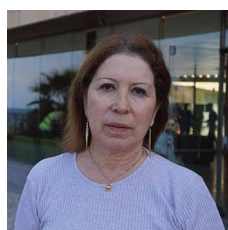
Dr. Randa Salamoun
Assistant Professor



Dr. Wael Khreich
Assistant Professor



Dr. Harry Halpin
Executive in Residence



Mrs. Rita Geutcherian
Lecturer



Mr. Elie Majdalani
Lecturer

PROFESSIONAL CREATIVITY AND INNOVATION



PROGRESS & NEW OBJECTIVES

New Objectives and
Key Performance Indicators (KPIs)

THE SCHOOL HAS EMBARKED ON FURTHER INCLUSION OF RESPONSIBLE MANAGEMENT ACROSS THE VARIOUS INITIATIVES IT IS INVOLVED IN BY:

- | | | |
|---|------|-------------|
| Adding more responsible management components within our executive education offerings. | %75 | <div></div> |
| Extending concrete aspects of responsible management in our various degree programs, including our graduate and the EMBA. | %75 | <div></div> |
| Making better connections with policymakers in terms of legislation and public policies that align with our vision for responsible management, leveraging our experiences in that regard. | %90 | <div></div> |
| Broadening coordination, with various university units, to ensure proper alignment of common goals related to responsible management takes place across the whole university. | %100 | <div></div> |
| Working on special initiatives, including those that are student-based, that tackle the unique responsible management challenges facing companies, including those related to COVID19. | %100 | <div></div> |

OSB will continue to increase its sustainability work and further coordinate various units for holistic impact.

The business school will:

- Draft a sustainability strategy for the school.
- Enhance sustainability work through increased communication among different units.

PURPOSE: KEY PERFORMANCE INDICATORS

- Annual collection of data related to integration of PRME/ERS across educational, research, and societal engagement activities.
- Periodical reports on progress presented to OSB Leadership.

OSB will continue to develop the capabilities of students to be future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy.

The school will:

- Make existing sustainability content and activities at the School more explicit for stakeholders.
- Incorporate mainstream sustainability content that follows PRME principles and supports SDG attainment across more activities at OSB, especially courses and events.

VALUES: KEY PERFORMANCE INDICATORS for 2022-2024

- We will formally review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organizational practices.
- The outcomes of this review will be detailed in our 2024 SIP Report.

OSB will further the development of educational frameworks, collaboration, processes, and environments to enable responsible leadership.

It will:

- Develop additional courses with sustainability content
- Develop a Sustainability Guide that informs students about OSB's commitment to sustainability.
- Offer trainings on sustainability for staff, faculty, and students.

METHOD: KEY PERFORMANCE INDICATORS for 2022-2024

- Annual collection, collation, and analysis of data related to the coverage of Ethics, Responsibility, and Sustainability at the course level.
- Integration of Ethics, Responsibility, and Sustainability to be evaluated when introducing any new module, activity or program.
- Brief guidance document to be prepared to assist staff with this process.
- Regular engagement with the PRME community in order to share best practice in relation to responsible management education

Osib will continue its engagement in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations and civil society actors in the creation of sustainable social, environmental, and economic value.

It will:

- Increase number of research projects on sustainability topics carried out in collaboration with external partners.
- Produce policy briefs based upon academic publications in order to reach appropriate partners with research findings in applicable formats.

RESEARCH: KEY PERFORMANCE INDICATORS for 2022-2024

- Annual monitoring of research output related to Ethics, Responsibility, and Sustainability across OSB.
- Promotion of Ethics, Responsibility, and Sustainability related research through the School website, social media channels, press releases, etc.
- Engagement with the PRME & RRBM community in order to share best practice in relation to responsible management research.

OSB will increase interaction and collaboration in responsibility and sustainability with business, students, faculty, civil society, and other schools in partnerships and through dialogue.

It will:

- Strengthen the sustainability and SDG profile in the program marketing activities.
- Improve the quality of integration of sustainability into the processes and content of all relevant events.
- Deepen collaboration with other renowned institutions in sustainability topics.

DIALOGUE & PARTNERSHIPS: KEY PERFORMANCE INDICATORS 2022-2024

- Increase the number of publications related to ethics, responsibility, and sustainability per annum.
- Host events relating to or aligned with UN SDGs in the coming two years.



RESEARCH PUBLICATIONS ADDRESSING THE SDGS | 2020-2022

Aljukhadar, M., Poirier, A. B., & Senecal, S. (2020). Imagery makes social media captivating! Aesthetic value in a consumer-as-value-maximizer framework. *Journal of Research in Interactive Marketing*.

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Anouze, A. L., & Bou-Hamad, I. (2021). Inefficiency source tracking: evidence from data envelopment analysis and random forests. *Annals of Operations Research*, 306(1), 273-293.

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Bou-Hamad, I., & Jamali, I. (2020). Forecasting financial time-series using data mining models: A simulation study. *Research in International Business and Finance*, 51, 101072.

Bou-Hamad, I. (2020). The impact of social media usage and lifestyle habits on academic achievement: Insights from a developing country context. *Children and Youth Services Review*, 118, 105425.

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Dbouk, W., Moussawi-Haidar, L., & Jaber, M. Y. (2020). The effect of economic uncertainty on inventory and working capital for manufacturing firms. *International Journal of Production Economics*, 230, 107888.

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Farah, B., Elias, R., De Clercy, C., & Rowe, G. (2020). Leadership succession in different types of organizations: What business and political successions may learn from each other. *The Leadership Quarterly*, 31(1), 101289.

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Farah, B., Elias, R., Chakravarty, D., & Beamish, P. (2021). Host country corporate income tax rate and foreign subsidiary survival. *Journal of World Business*, 56(2), 101186.

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