



**Department Application**  
Bronze Award

**Essex Business School**  
University of Essex  
November 2019



## ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

### Word count

Department application	
Word limit	10,500
1. Letter of endorsement	500
2. Description of the department	484
3. Self-assessment process	1,036
4. Picture of the department	2,202
5. Supporting and advancing women's careers	6,070
6. Case studies	N/A
7. Further information	120
Total	10,412

Name of institution	University of Essex
Department	Essex Business School
Focus of department	AHSSBL
Date of application	November 2019
Award Level	Bronze
Institution Athena SWAN award	Bronze (renewed November 2017)
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## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



University of Essex

**ESSEX  
BUSINESS  
SCHOOL**

Athena SWAN Manager  
Equality Challenge Unit  
First Floor, Westminster Tower  
3 Albert Embankment  
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Professor Neil Kellard  
Essex Business School  
The University of Essex  
Wivenhoe Park  
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Essex  
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Dear Dr Ruth Gilligan,

I am delighted to give my full support to the School's Athena SWAN application and to confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. The application has the full support of the School, Faculty and University, all of which are firmly committed to the Athena SWAN Charter principles.

Equality is central to research, teaching and professional practice in EBS and we strive to create an inclusive learning and working environment. Gender equality is at the heart of my work as Dean which involves supervising female PhD students to completion, supporting female colleagues' applications for bonuses, increments and promotions, and recently acting as co-chair of the 2019 Essex Finance Centre (EFic) Conference which included a dedicated track on 'Diversity and Women in Finance'.

The Athena SWAN process has raised awareness of the breadth and depth of gender research conducted across the School. We are immensely proud of this and plan to establish a new Centre for Research on Gender and Work to showcase this research, build new collaborations with business and community groups, and develop our students as gender-aware future business leaders.

The self-assessment process has also provided us with an invaluable opportunity to reflect on the current state of gender equality in our School: to understand what we are doing well and where we need to improve. Whilst an under-representation of women amongst academic staff is a common feature in business schools, we are committed to taking steps to address it. Our initial efforts have resulted in the appointment of female professors in both Accounting and Finance in 2019. While women currently hold many of our senior leadership positions, including Directors of Education, Accreditation and Research, our heads of group are predominantly men. Recognising this, we have recently appointed a female professor to lead one of our groups from January 2020.

We are also conscious that, again like many business schools, EBS has never had a female Dean. We are in the process of appointing to this post and are mobilizing our networks to identify a gender-balanced pool of suitable candidates who prioritize equality and share our commitment to the AS Charter principles.

To enable us to create and sustain a working environment that embodies the AS principles and our own commitment to equality, our Action Plan is underpinned by three strategic priorities:

- 1) **Promoting gender equality in all areas of EBS teaching, research and practice**
- 2) **Tackling gender imbalances across work groups and subject areas**
- 3) **Understanding intersections between gender and other inequalities**

In order to deliver on the above priorities, our Action Plan has been incorporated into the School's Strategic Plan. We commit to providing the resources to support this and have already created an academic post of Equality and Inclusion Co-ordinator (EIC) to provide leadership.

Should our application be successful, this award would represent an important step in recognizing our achievements thus far, and in helping us to deliver on these commitments.

Yours sincerely,



**Professor Neil Kellard**

Interim Dean,  
Essex Business School,  
University of Essex  
Email: [nkellard@essex.ac.uk](mailto:nkellard@essex.ac.uk)

## List of Acronyms

<b>Acronym</b>	<b>Description</b>
ADR	Annual Developmental Review
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP	Action Plan
AS	Athena SWAN
ASE	Academic Staff primarily with Education Responsibilities
ASER	Academic Staff with Education and Research Responsibilities
ASR	Academic Staff primarily with Research Responsibilities
BM	Benchmarks
CIPD	Chartered Institute of Personnel and Development
CMI	Chartered Management Institute
DoE	Director of Education (EBS)
DoR	Director of Research (EBS)
EC	Equality Committee
ECR	Early career researcher
EIC	Equality and Inclusion Co-ordinator
FT	Full-time
FTC	Fixed Term Contract
GTA	Graduate Teaching Assistant
CIPD	Chartered Institute of Personnel and Development
HEA	Higher Education Academy
HESA	The Higher Education Statistics Agency
HOBS	Head of Operations and Business Services
KIT	Keeping in Touch
KTP	Knowledge Transfer Partnership
L	Lecturer (Grade 9)
M&M	Management and Marketing group (2017-)
MMO	Management, Marketing and Organisation group (-2017)
MSE	Management Science and Entrepreneurship group
OD	Organisational Development
OS/HRM	Organisation Studies and Human Resource Management group (2017-)
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PS	Professional Services
PT	Part-time
RAE	Research Assessment Exercise

REC	Race Equality Charter
REF	Research Excellent Framework
REO	Research and Enterprise Office
SAT	Self-Assessment Team
SL/R	Senior Lecturer/Reader (Grade 10)
SMT	Senior Management Team (EBS)
SSLC	Student-Staff Liaison Committee
UAG	University Access Group
UoA	Unit of Assessment in RAE/REF
UoE	University of Essex
UG	Undergraduate
UN	United Nations
WAM	Workload Allocation Model

**Please note:** Throughout this application the data is presented by academic year: 2015/2016, 2016/2017, 2017/2018. When we describe data as 'current' we are using the most recent figures that were available at the time of submission (November 2019). References to surveys are to the latest questionnaires undertaken in March-June 2019 as part of this application. References to academic grades are shown in Figure 1.1, below.

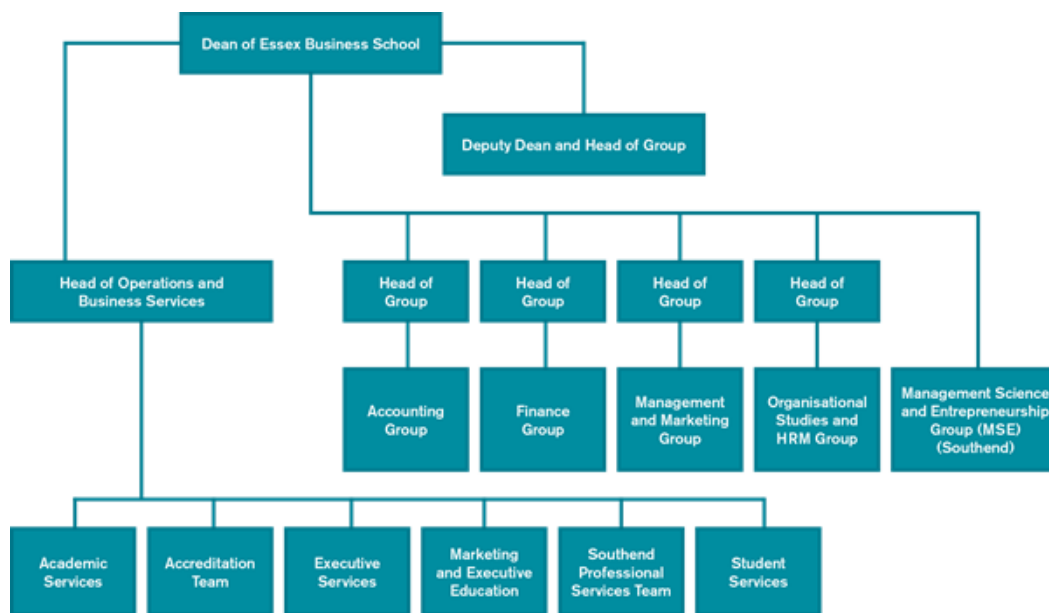
**Figure 1.1 EBS academic staff/HESA grades**

Grade	Contract Type	UCEA/Expert HR level
Grade 7 Lecturer, Research Officer	ASE, ASR	Level L
Grade 8, Lecturer, Senior Research Officer	ASE, ASR	Level K
Grade 9 Lecturer, Research Fellow	ASE, ASER, ASR	Level J
Grade 10 Senior Lecturer, Senior Research Fellow	ASE, ASER, ASR	Level I
Grade 10 Reader	ASER, ASR	Level I
Grade 11 Professor	ASE, ASER, ASR	Level 5A

## 2. DESCRIPTION OF THE DEPARTMENT

With over 2,500 staff and students across campuses in Colchester and Southend, Essex Business School (EBS) is the largest department within the University of Essex. The School is organised into five academic groups. Accounting, Finance, Marketing and Management (M&M) and Organisation Studies and Human Resource Management (OS/HRM) are all based at Colchester, and Southend hosts our Management Science and Entrepreneurship (MSE) group.<sup>1</sup> Each group has a Head of Group (HoG) who reports to the Dean, as shown in Figure 2.1 below. Professional Services staff are based at both Colchester and Southend campuses.

**Figure 2.1 Essex Business School management structure**



**Figure 2.2 Essex Business School, Colchester campus (exterior and interior)**



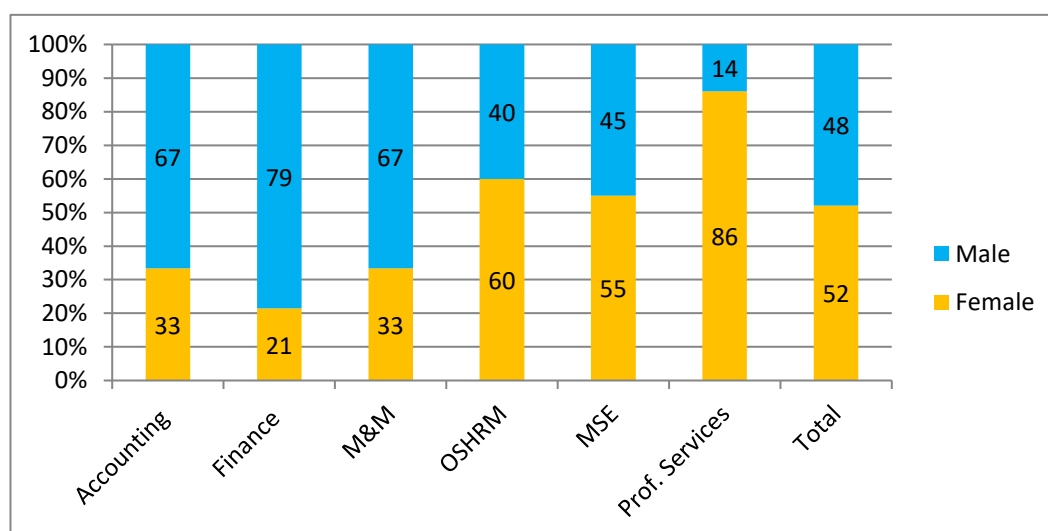
<sup>1</sup> In 2017, the Management, Marketing and Organization (MMO) group divided into two groups: Management and Marketing (M&M) and Organization Studies and HRM (OS/HRM). However, whilst staff are now split into five groups, the M&M and OS/HRM groups continue to offer Management programmes together, meaning students for the purposes of this report are organized into four groups.

Figures 2.3 and 2.4 provide details of staff numbers by gender and group. Here and throughout the application, data has been disaggregated in order to analyse differences between subject areas.

**Figure 2.3 Staff numbers by group and gender, 2018-2019**

	Female	Male	Total
Accounting	8	16	24
Finance	6	22	28
M&M	6	12	18
OS/HRM	9	6	15
MSE Group	11	9	20
Professional Services	37	6	43
<b>Total</b>	<b>77</b>	<b>71</b>	<b>148</b>

**Figure 2.4 Percentage of Staff numbers by gender, 2018-2019**



While the overall ratio of male to female staff is approximately 1:1 (48% male, 52% female), there is a cross-group over-representation of men in academic posts (62% male, 38% female). By contrast, whilst the number of men working in Professional Services has more than doubled recently (from only 6% in 2015 to 14% in 2019), a marked under-representation of men remains. Each of our three strategic priorities (see Section 1) is designed to address these disparities, which we consider in more detail in Sections 4 and 5.

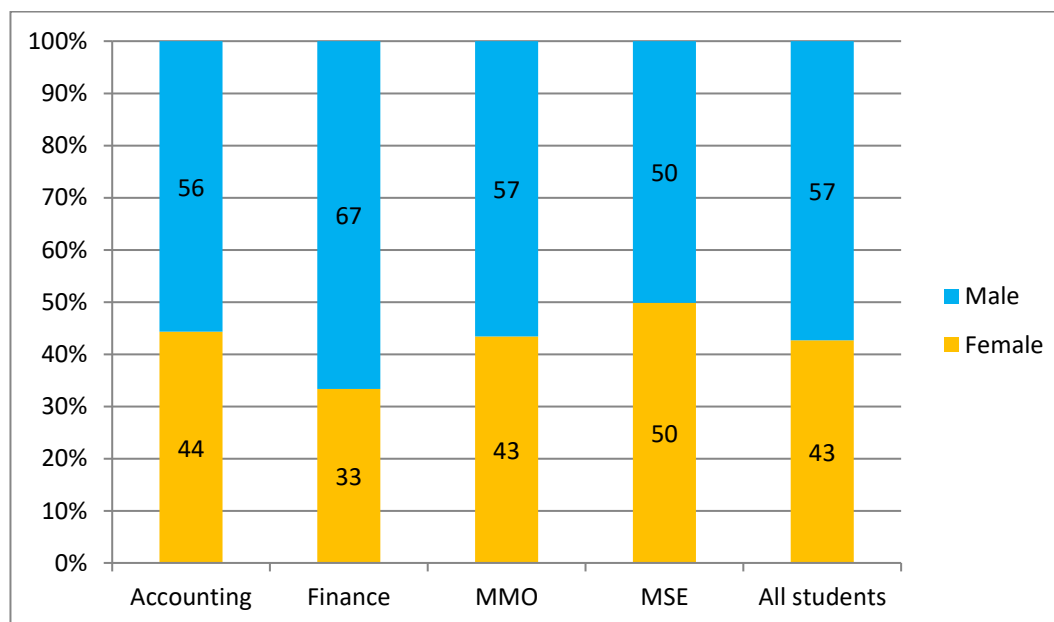
EBS has recently undergone considerable expansion. The number of newly registered students in 2018-2019 was 1,164 (849 UG and 345 PGT/PGR), an increase of 15% from 2015-2016 when student registrations were 999 (642 UG and 357 PGT/PGR). Student numbers show some gender imbalances similar to staff, with the overall number of students indicating a ratio of 3:2 male to female across subjects.



**Figure 2.5 Student numbers by group and gender, 2018-19**

	Female	Male	Total Students per Group	% of Total Students per Group
Accounting	467	587	1,054	38%
Finance	159	318	477	17%
Management	404	527	931	34%
MSE	146	147	293	11%
Total	1,176	1,579	2,755	100%

**Figure 2.6 Percentage of student numbers by gender, 2018-19**



This data shows that we need to proactively increase the proportion of female students in EBS, especially in Finance. Section 4 analyses this data in more depth, and explains related actions.

EBS produces world-class research with over 20% of our academic staff undertaking research on gender and intersectionality. The School has also recently hosted an ESRC-funded seminar series on 'Gender and Inclusion'. This level of commitment and expertise supports our teaching and professional practice. To build on this, we will establish a new Centre for Research on Gender and Work in 2020. We view this initiative as a very positive outcome of our AS self-assessment, emerging from the process of collating details of gender research across the School and subsequent discussions at AS Away Days.

**Figure 2.7 Examples of current gender research in EBS**

<b>EBS Member</b>	<b>Position</b>	<b>Research Interest</b>
Alex Nicholas	MBA, PS (Southend)	Gendered images of leadership
Alison Clarke	PhD/GTA (OS/HRM)	Women on corporate boards
Anna Sarkisyan	Lecturer (Finance)	Board heterogeneity in banking
Daniela Pianezzi	Lecturer (Accounting)	Trans communities in Pakistan
Dila Agrizzi	Lecturer (Accounting)	Women in Saudi Arabian firms
Elisabeth Kelan	Prof (OS/HRM)	Men as change agents
Huiyan Fu	Senior Lecturer (OS/HRM)	Gender and work in Japan
Louise Nash	Lecturer (Marketing)	Gender in/exclusion in the City
Melissa Tyler	Prof (OS/HRM)	Gender, sexuality and inclusion
Philip Hancock	Prof (OS/HRM)	Masculinity in service work
Sharmin Nahar	PhD/GTA (MSE)	Gender, culture and ICT
Shoaib Ahmed	Lecturer (Accounting)	Workplace bullying in fashion
Stephen Murphy	Lecturer (Marketing)	Masculinity, risk and technology

**Action 2.1 Establish EBS-based Centre for Research on Gender and Work to provide a focal point for research on gender equality.**

Our commitment to equality and inclusion is integrated into the School's structure, mission and strategic priorities. Equality is a standing agenda item on the main School committees and, in 2018, SMT endorsed the creation of an EBS Equality Committee (EC). The EC works alongside the SAT but has a broader remit, meeting termly to embed AS work into our structures and enable us to effectively implement our AS Action Plan. Achieving AS accreditation is a key strategic aim for the School and an important aspect of our Strategic Plan.

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) A description of the self-assessment team

The SAT consists of staff and students across different subject areas, campuses and levels, with a wide range of different circumstances, backgrounds, interests and expertise (see Figure 3.1).

**Figure 3.1 EBS Athena SWAN SAT membership**

Member	Position	Background	AS Role
<b>Melissa Tyler</b> (she)	Professor (OS/HRM)  EBS Equality and Inclusion Co-ordinator	<div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div> Chair of EBS EC, research on gender and work	AS lead – overall responsibility for SAT, application and AP
<b>Sue Hearsum</b> (she)	EBS Accreditation Officer	EBS EC member, co-organiser of Working Parents/ Carers Forum, EBS PGT student (MSc HRM) part time, EC member	Administrative lead, data collection and analysis. Focus groups and AS away days co-ordinator, external liaison
<b>Mohammed Alam</b> (he)	University Employee Engagement Officer (HR)	EBS PGT student (MSc HRM) part time, Employee Engagement	Data collection and analysis (all sections)
<b>Teresa Alvarez</b> (she)	EBS Student Services Administrator	UAG member, member of EBS EC, Co-organiser of Working Parents/Carers Forum	Data collection and analysis (Staff Culture Survey), Action Plan
<b>Alison Clarke</b> (she)	EBS PhD student/ Graduate Teaching Assistant	Under-representation of women on boards research, member of EBS EC, co-organiser International Women's Day events	Data analysis and Action Plan
<b>Claudia Girardone</b> (she)	Professor (Finance)  EBS Director of Research	SMT member, EFIC Director, working parent, EBS EC member, equality champion 'Women in Finance'	Data analysis and Action Plan

<b>Sophie Hales</b> (she)	Lecturer (OS/HRM)	PhD on intersections of age, gender and social class, EBS EC member, co-mentoring scheme co-ordinator	Data collection and Action Plan
<b>Elisabeth Kelan</b> (she)	Professor (OS/HRM)	Deputy HoG/member of SMT, Gender and work research, delivers Women's Leadership programmes, EBS EC member, external liaison	Data collection, analysis and Action Plan staff focus groups co-ordinator, Peer College reviewer
<b>Neil Kellard</b> (he)	Professor (Finance)  EBS Interim Dean	SMT Chair, ██████████ ██████████ research on gender issues relating to UK academia, corporate boards and sustainability	AS resourcing, data analysis and Action Plan
<b>Mark Lee</b> (he)	EBS Process Assurance Officer	██████████ student engagement, FCIPD, MBA	AS data analysis and presentation (all sections)
<b>Louise Nash</b> (she)	Lecturer (M&M)	Director of Recruitment, former EBS PT PhD student and Marketing Director, ██████████ PhD on gendered culture in the City of London, EC member	Data analysis and Action Plan
<b>Alex Nicholas</b> (he)	Academic Officer and Deputy Manager (EBS Southend)	Unison steward, former PT EBS MBA student - dissertation research on gendered images of leadership, member of EC	AS data analysis and Action Plan
<b>James Norman</b> (he)	EBS Head of Operations and Business Services	Member of SMT, ██████████ ██████████ member of EC	AS Professional Services lead, data analysis and Action Plan
<b>Kate Seymour</b> (she)	ESB Accreditation Manager	██████████ ██████████ PhD in Political Philosophy	AS data analysis and narrative, Action Plan
<b>Lorcan Whitehead</b> (he)	EBS Learning and Teaching Advisor	Student support team leader, PhD in Philosophy, ██████████ ██████████ member of EBS EC	AS data analysis and Action Plan

The SAT includes 5 members of the School's SMT, 12 FT staff members (5 men, 7 women) and 3 PT staff (1 man, 2 women). To enable us to benefit from good practice, the SAT also includes a member of staff from OD/HR. Members are at different career stages, and include 2 probationary and 4 established academic staff. 6 staff members are involved with recruitment and promotion and/or management responsibilities, and 6 staff have experience of the recruitment, probation and promotion process within the past three years. 9 members are balancing caring responsibilities with work, 3 have taken parental leave whilst working at EBS, and 4 have flexible working arrangements in place. At least 4 members of the panel identify as LGBT+.

The SAT currently has 9 women (60%) and 6 men (40%) – see Figure 3.1. The gender balance has improved since the self-assessment process began in 2015 when there were 12 women (80%) and 3 men (20%) but we aim to achieve a full gender balance.

**Action 3.1 Achieve full gender balance on the School's SAT.**

The SAT includes 1 PGR student and 2 PGT students (1 man, 1 woman). There is not currently a UG student on the SAT and we will address this as part of our AP. However, student views were included through focus groups and surveys.

**Action 3.2 Appoint and maintain at least one UG, PGT and PGR member of the SAT.**

There is only one BAME member of staff on the SAT which is not representative of the School as a whole. Since our BAME staff and students are therefore under-represented in the SAT, our AP seeks to address this.

**Action 3.3 Ensure that additional BAME staff/students join the SAT.**

**(ii) An account of the self-assessment process**

EBS submitted an unsuccessful application for a Bronze level award in November 2017. The constructive developmental feedback received in May 2018 fed into our preparation for a new application.

The self-assessment process was led by the AS Lead and the SAT. We identified areas where we were commended (e.g. the composition and organization of our SAT), built on these (e.g. by establishing an Equality Committee), and focused on key areas for improvement, notably our data analysis by subject group and identification of strategic priorities.

**Figure 3.2 EBS AS self-assessment process, May 2018-November 2019**

Events	Date	Purpose
Review of feedback from November 2017 application (received May 2018)	May 2018-July 2018	Identify areas to build on/develop and issues to address, SAT team planning meetings
HESA and University of Essex secondary data analysis	August 2018-May 2019	Insight into broad patterns suggesting areas of gender balance and imbalance

Staff and Student Culture Surveys	March 2019-June 2019	Raise awareness of AS work, facilitate School-wide consultation
Focus groups (4) with two for students, one for academic staff and one for PS staff	May 2019	In-depth focus on specific issues emerging from secondary and survey data, identification of related actions
AS SAT Away Day	June 2019	In-depth discussion, analysis and action planning
AS SAT Review Day	October 2019	Review and revision of draft
EBS SMT review Faculty Executive Dean	November 2019	Review/approval of Action Plan
Institutional peer college and external reviewer feedback	November 2019	Peer review by other Bronze- and Silver award holders to provide feedback and share good practice

To support our SAT, the School has access to a wider Peer College network, comprising of experienced AS colleagues from across the University who share best practice and provide feedback. EBS is also a member of a group of business schools, co-ordinated by colleagues at Warwick Business School that facilitates the sharing of best practice.

During the self-assessment process we organised two surveys: the Student Culture Survey and the Staff Culture Survey. Participation in our 2019 Staff Survey (118 of 148 staff, or 80%) was a considerable improvement on 2017 (50 of 152 staff, or 33%), with a better overall response and gender balance (see Figure 3.3).

Participation in the 2017 Student Survey was disappointing (40 of 2671, or 1.5%). By improving the timing of the survey and raising awareness of the School's commitment to gender equality and AS work, we succeeded in doubling participation in 2019. However, we recognise that even then only 92 of 2755 students, or 3.3%, took part. We will keep working to improve the participation rate by drawing upon tried and tested methods used for other student surveys (e.g. NSS), which will include increased peer-to-peer communication through our Gender Equality Champions (see Action 3.8), enhanced social media publicity, and lecture shout-outs.

**Action 3.4 Improve participation rates for Student Culture Survey through enhanced peer-to-peer promotion, especially utilising student Gender Equality Champions.**

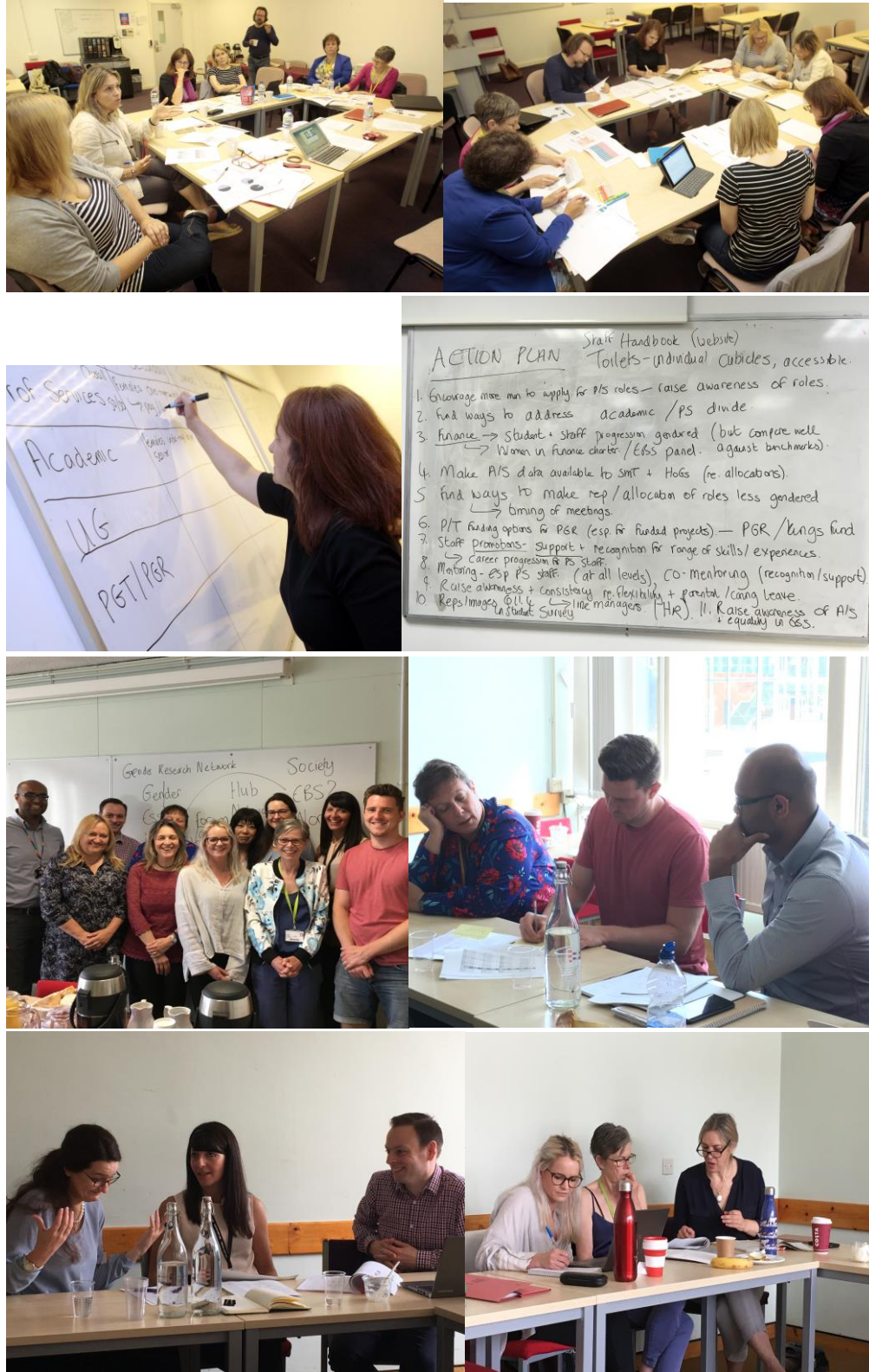
**Figure 3.3 Staff and Student Survey participation by gender**

	Staff Culture Survey		Student Culture Survey	
	2017	2019	2017	2019
<b>Women</b>	31 (62%)	62 (53%)	26 (65%)	57 (59%)
<b>Men</b>	19 (38%)	56 (47%)	14 (35%)	35 (37%)
<b>Non-binary</b>	0	0	0	0
<b>Prefer not to say</b>	0	0	0	4 (4%)
<b>Total (% of total EBS staff/students)</b>	50 (33%)	118 (80%)	40 (1.5%)	92 (3.3%)



To supplement survey data, focus groups were held with 16 students, 12 members of professional services and 8 academic staff. This data is discussed in more detail in section 5. Survey and focus group data was analysed at an AS Away Day on 18<sup>th</sup> June 2019 which worked well to establish clear links between data, analysis and action planning.

**Figure 3.4 EBS AS Away Days June 2017 and 2019**



The University's Peer College, Faculty Manager and members of HR, as well as the EBS SMT all reviewed the draft application and Action Plan. We are very grateful to [REDACTED] for providing feedback.

### **(iii) Plans for the future of the self-assessment team**

The SAT, in connection with the termly EC, will continue to meet regularly to ensure full implementation of our AP and to work towards the next stage of AS accreditation. The EC will also prioritise the integration of AS work with other accreditation activities such as CIPD, REC and Stonewall. Progress will be reviewed annually by the EC, and working groups will be established to progress actions as required.

**Action 3.5 AS Action Plan progress to be reviewed annually by the EC and reported to SMT and the School.**

**Action 3.6 EIC to work with external organisations (inc. accrediting bodies) to better understand and address issues relating to intersectional differences and inequalities.**

Staff members of the EC and SAT will continue to act as Gender Equality Champions within EBS as well as advocating the AS self-assessment process to other departments and supporting other AS leads. Student members of the SAT will also act as Gender Equality Champions and help promote awareness of gender-related issues amongst their peers and encourage participation in the Student Culture Surveys.

**Action 3.7 Staff EC and SAT members to act as Gender Equality Champions for staff and students, drawing on and disseminating good practice.**

**Action 3.8 Student members of the SAT to act as Gender Equality Champions and help promote awareness of gender-related issues amongst their peers, and encourage participation in the Student Culture Surveys.**

Our Staff Culture Survey indicated that 30% of participants do not currently feel well informed about institutional policies in relation to gender. As such we have already implemented an action to publish a termly 'Equality@EBS' newsletter on the Equality and Inclusion Section of the EBS departmental website. We will continue to distribute institutional AS communications when appropriate.

**Action 3.9 'Equality@EBS' termly newsletter to be published on EBS departmental website.**

A number of regular, open-invite School events actively promote equality. Two conferences have already been jointly organized with Anglia Ruskin University. The first, held in March 2017, focused on the future of feminism in business schools, and a second, in March 2018, examined the impact of class, gender and regional stereotypes on working life (see Figure 3.5). Going forward, annual conferences will be organised, and in 2020 this will coincide with the launch of our Centre for Research on Gender and Work under the provisional theme of 'Beyond the Binary' (see Action 2.1).

**Action 3.10 EBS Equality Conference to be held annually.**



The EC organises a termly Equality Café, which provides an informal setting for staff and students to discuss gender issues and apply these to their research. It arranges an annual AS Away Day which in June 2020 will focus on the implementation of our Action Plan. We will also continue to hold an annual International Women's Day event, building on the success of IWD 2019, where staff and students discussed gender 'beyond boundaries' (see Figure 3.6).

**Action 3.11 Continue to hold a termly Equality Café to facilitate exchange of ideas and integration of AS work and AP into staff and student experience.**

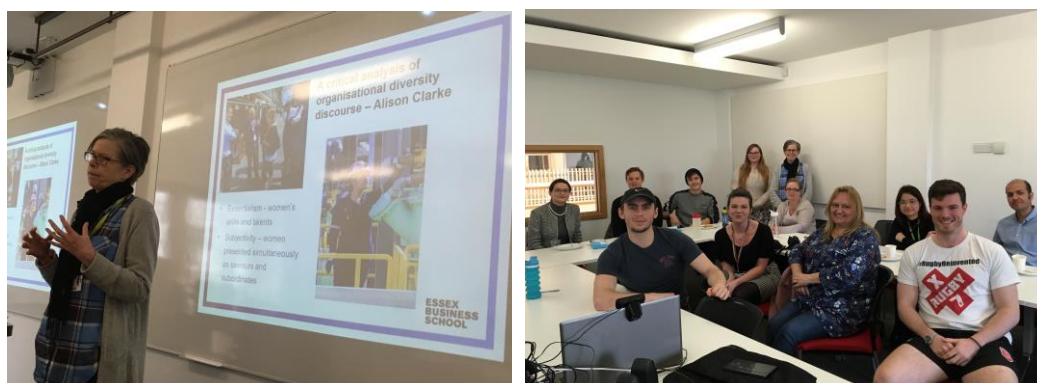
**Action 3.12 Hold annual AS Away Day to support accreditation progression.**

**Action 3.13 Continue to actively participate in International Women's Day events to raise the profile of gender equality issues.**

**Figure 3.5 EC conferences (co-organised with Anglia Ruskin University), 2017 and 2018**



**Figure 3.6 PGR Gender Equality champion and EC/SAT member Alison Clarke, speaking at International Women's Day (IWD), March 2019**



## 4. A PICTURE OF THE DEPARTMENT

### 4.1. Student data

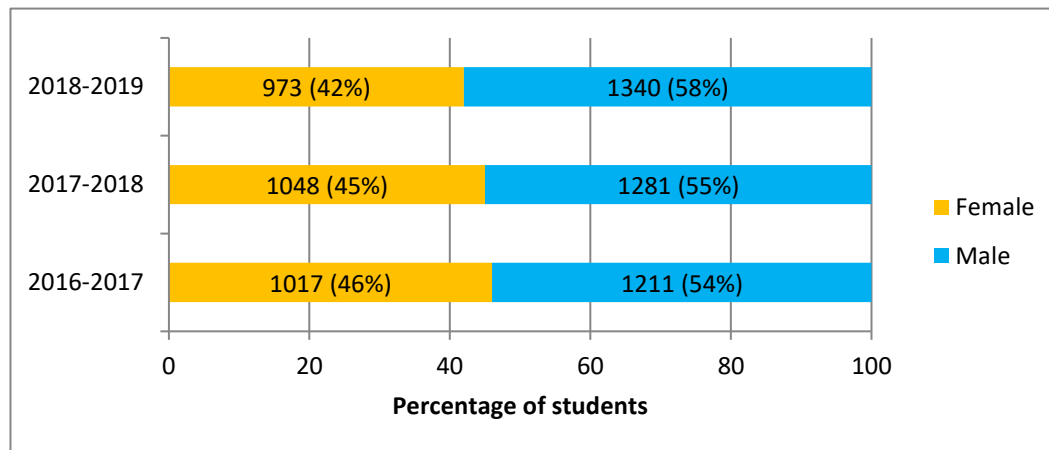
(i) Numbers of men and women on access or foundation courses – N/A

(ii) Numbers of undergraduate students by gender

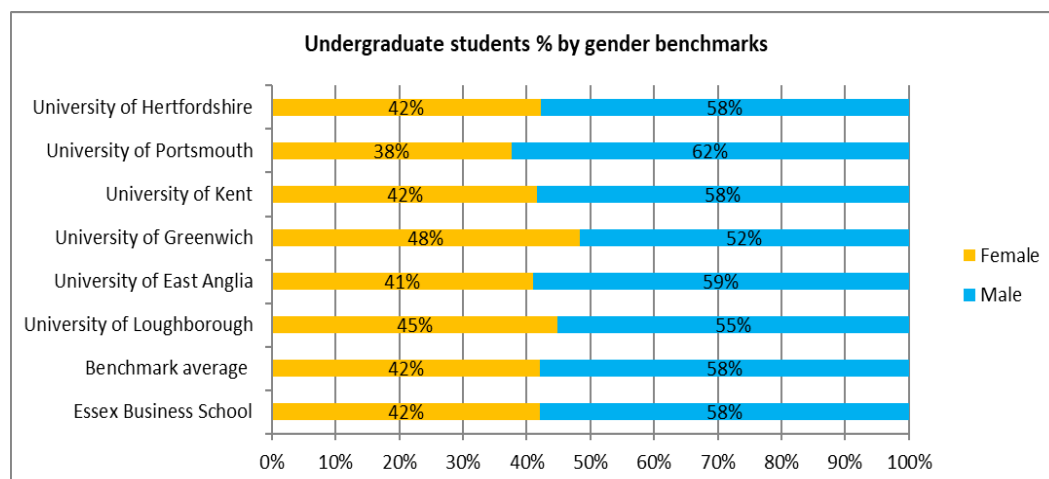
#### Undergraduate Student Numbers

Our UG student data shows relative overall gender balance over the past three years (see Figure 4.1). Our 2018-19 figure of 42% female UG students is identical to the average of our BM departments.<sup>2</sup> The proportion of male UG students is increasing slightly which we will continue to monitor.

**Figure 4.1 Total EBS undergraduates by gender, 2016-2019**



**Figure 4.2 Benchmark undergraduates by gender, 2014-2017**

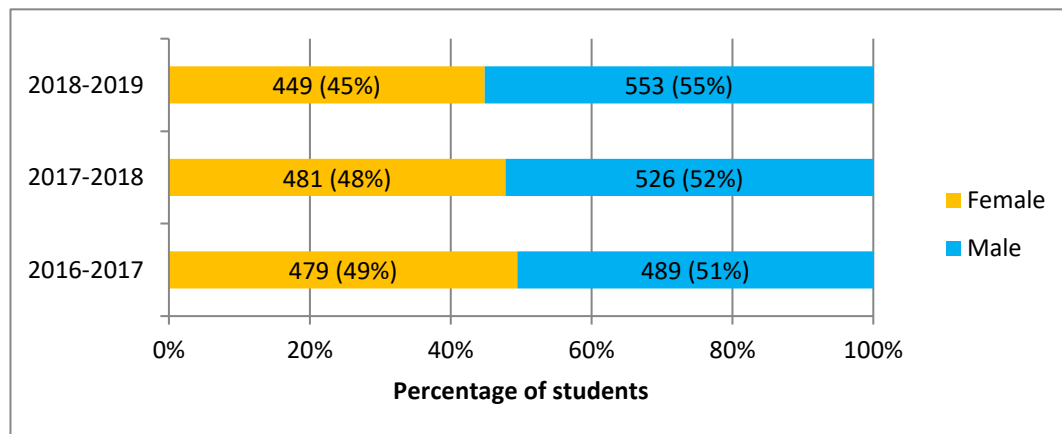


<sup>2</sup> These were selected on the basis of their similarity to EBS in terms of REF position, first year UG student entry numbers and grades, and staff numbers. Data on the benchmark group (BM) was sourced from HESA using the 'Business and Administrative Studies' JACS code. All benchmark tables show aggregate figures (excluding EBS) for 2016-2019.

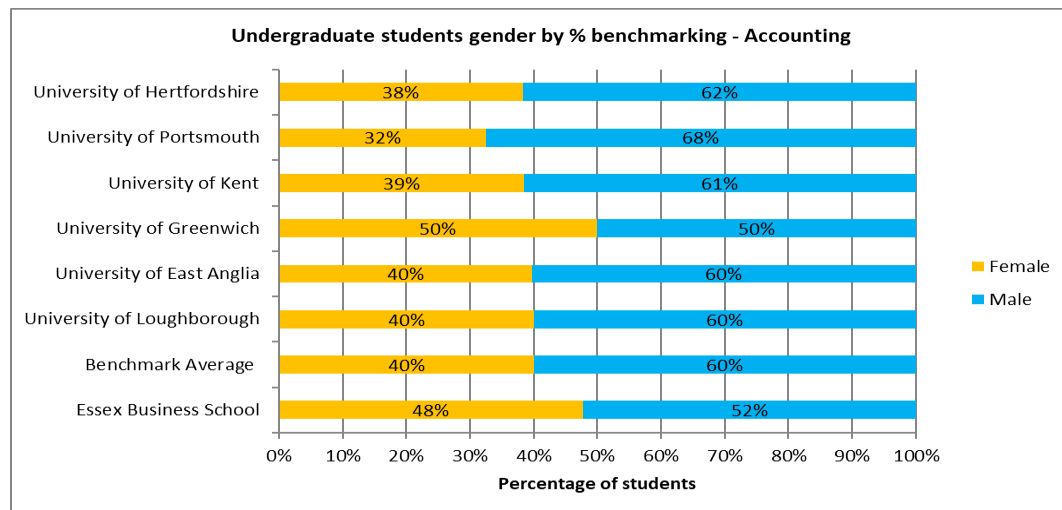
But this overall figure conceals considerable variations between subject areas. In Accounting there are minimal gender imbalances and in M&M there are minor gender imbalances, and we compare favourably to our BM departments (see Figures 4.3-4.7). MSE is almost fully balanced in all three years (see Figure 4.6). There is a slight, although not yet worrying, increase in male students over the three-year period which we will monitor.

**Action 4.1 Monitor gender balance of UG Accounting and Management programmes to ensure relative parity remains.**

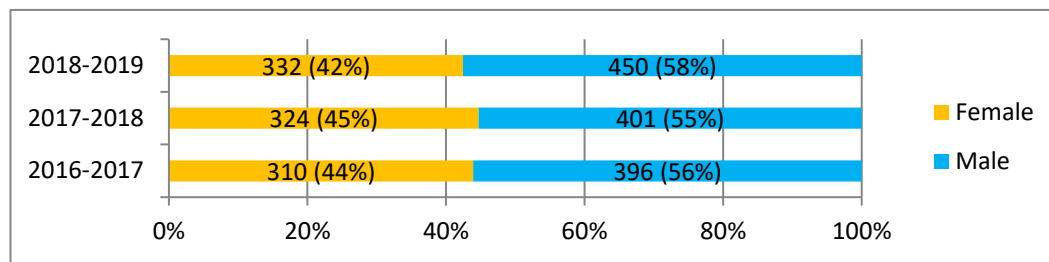
**Figure 4.3 EBS Accounting undergraduates by gender, 2016-2019**



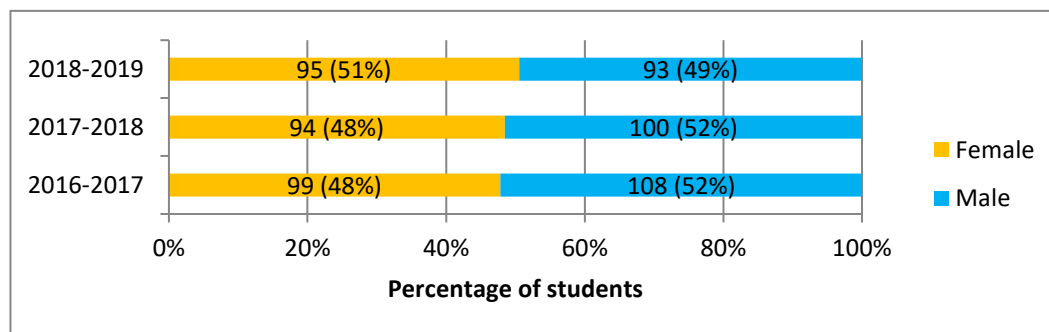
**Figure 4.4 Benchmark Accounting undergraduates by gender, 2018**



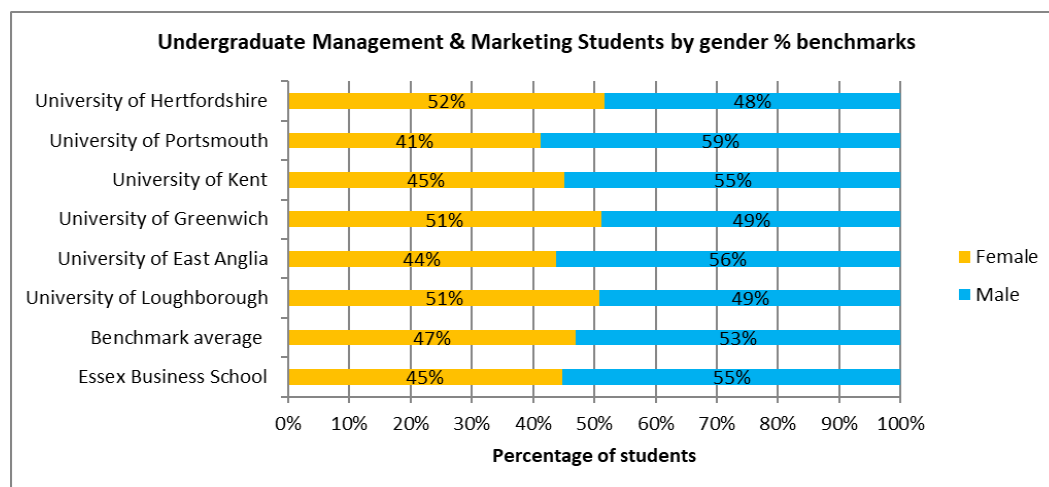
**Figure 4.5 EBS Management & Marketing undergraduates by gender, 2016-2019**



**Figure 4.6 EBS MSE undergraduates by gender, 2016-2019**

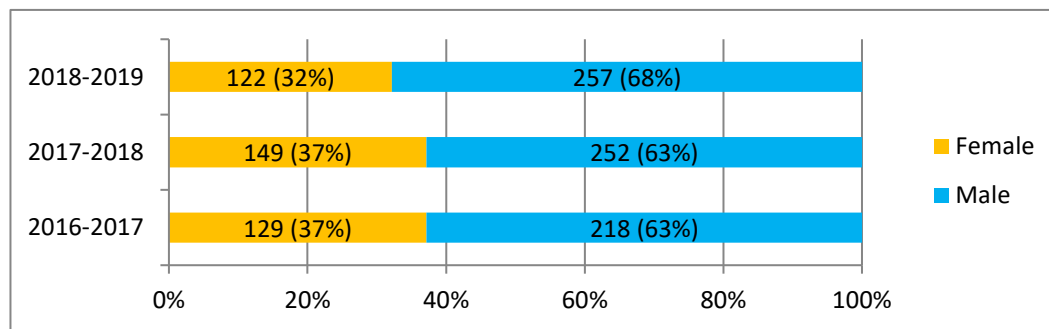


**Figure 4.7 Benchmark Management & Marketing UG students by gender, 2018**

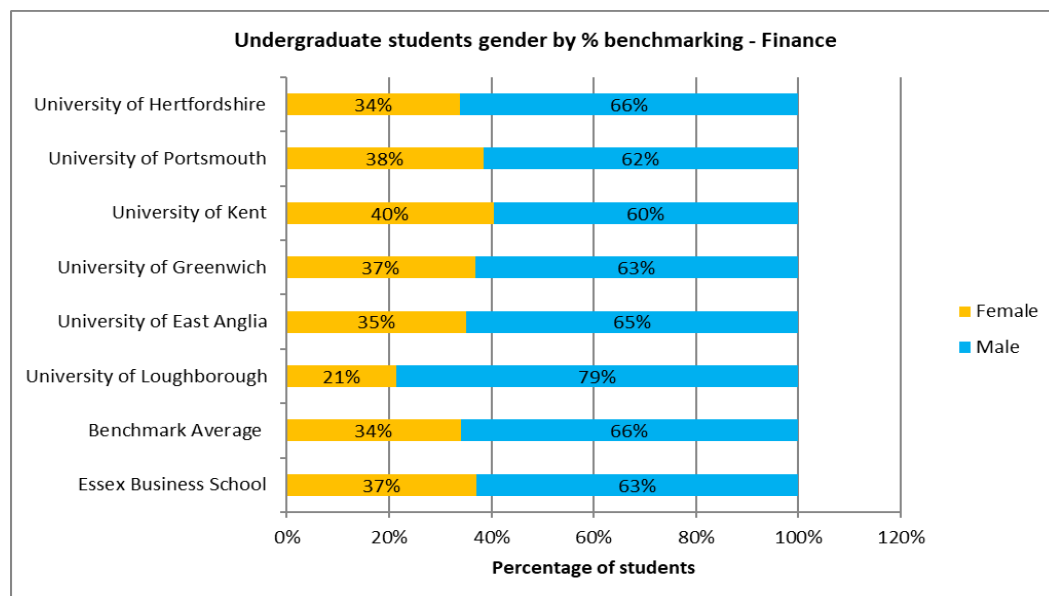


However, our data indicates that UG Finance students in EBS are disproportionately male, with a small increase from 63% in 2016-7 to 68% in 2018-19. This is an adverse trend which we need to monitor and seek to reverse. It is, however, comparable to our BM departments (see Figure 4.13) and we recognise that there are wider social factors which will make it more challenging for us to address.

**Figure 4.8 EBS Finance undergraduates by gender, 2016-2019**



**Figure 4.9 Benchmark Finance undergraduates by gender, 2016-2019**



To address the male dominance amongst UG Finance students, we have put a number of measures in place:

- We actively highlight the work of our female Finance students and academics. For example, we included a brainstorming session on ‘Supporting Women’s Careers in Finance’ at a recent global econometrics conference at EBS, where a recently appointed Finance professor, Ekaterini Panopoulou, was a keynote speaker.
- We hosted a ‘Women in Finance’ conference as part of the ESRC’s Festival of Social Sciences, as well as a ‘Women and Diversity’ stream at the annual EFic conference in July 2019, co-organized by EBS ‘Women in Finance’ champion, Prof. Claudia Girardone (see Figure 4.10).
- We always ensure that all marketing materials including visuals are balanced in terms of gender and other protected characteristics (see Figure 4.11 below for examples). We will continue to make this a priority and innovate where possible.

We will build on these actions to try and help address the slightly worsening gender imbalance for our UG Finance courses. Specifically, we will utilise our expanded pool of

Gender Equality Champions to highlight the work of our female Finance role models, increase the visibility of this work on our departmental Equality and Inclusion webpages, and work with the central Outreach Team to help share positive stories in Schools and Colleges and increase the level of applications from female UG students.

**Action 4.2** Closely monitor the gender balance of UG Finance courses and help to improve it by promoting the work of our female Finance role models using Gender Equality Champions, increased publicity on our departmental website, and working collaboratively with the Outreach Team.

**Action 4.3** Ensure all student recruitment and marketing materials continue to convey the School's strong commitment to gender equality, and are equally encouraging to students of all genders.

**Figure 4.10** Championing 'Women in Finance' in EBS

"At EBS we are committed to a supportive, equitable and inclusive research environment. We encourage constructive and passionate debates while respecting each other's research styles, disciplines, intellectual perspectives and approaches".

*Prof. Claudia Girardone is the EBS Research Director, author of one of the leading textbooks in Banking and a 'Women in Finance' champion.*



**Figure 4.11** Examples of images from EBS recruitment materials





### Undergraduate Programme Applications, Offers, and Acceptance Rates

Data on applications, offers and acceptances in Accounting, M&M and MSE show that the gender proportions do not alter throughout the student recruitment process, with the ratios of men and women staying fairly constant at each key stage. This shows, in these subject areas, there is no evidence of a gendered drop-off throughout the application process (see Figures 4.12 - 4.16 below).

**Figure 4.12 Overall UG Applicant, Offer and Firm Accepts, 2016-19**

All UG programs	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	39%	61%	40%	60%	38%	62%
2017-2018	41%	59%	41%	59%	42%	58%
2018-2019	42%	58%	42%	58%	41%	59%

**Figure 4.13 UG Accounting Applicant, Offer and Firm Accepts, 2016-19**

Accounting UG	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	42%	58%	41%	59%	42%	58%
2017-2018	42%	58%	42%	58%	43%	57%
2018-2019	43%	57%	41%	59%	42%	58%

**Figure 4.14 UG M&M Applicant, Offer and Firm Accepts, 2016-19**

M&M UG	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	40%	60%	40%	60%	41%	59%
2017-2018	42%	58%	43%	57%	42%	58%
2018-2019	42%	58%	43%	57%	41%	59%

**Figure 4.15 UG MSE Applicant, Offer and Firm Accepts, 2016-19**

MSE UG	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	38%	62%	41%	59%	29%	71%
2017-2018	44%	56%	47%	53%	57%	33%
2018-2019	48%	52%	52%	48%	51%	49%

However, in Finance, the proportion of offers made to female students in particular has dropped from 32% in 2016 to 23% in 2018 (see Figure 4.16 below). This represents a bigger decrease than the applicant numbers over the same period. We will interrogate applicant behaviour data in more depth, with a particular focus on decliner behaviour. This will enable us to gain greater insight as to whether these figures relate to societal trends or if there are additional actions that we can take at a School level to improve this measure.

**Figure 4.16 UG Finance Applicant, Offer and Firm Accepts, 2016-19**

Finance UG	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	33%	67%	32%	68%	28%	72%
2017-2018	29%	71%	27%	73%	25%	75%
2018-2019	28%	72%	23%	77%	23%	77%

**Action 4.4 Interrogate internal data to investigate whether decline in offers made to female UG Finance students is due to our own actions or to sector trends, and take further action as appropriate.**

#### Undergraduate Degree Attainment by Gender

We are working hard to address a number of attainment gaps, and are currently in the middle of a major School-level Education Review of undergraduate provision, with one of the four work streams dedicated to student attainment. Across all programmes the key finding in the data is that male students consistently dominate the lowest grades, especially thirds. This is true overall and across all groups as shown in Figures 4.17-4.20 below. Our AS work has fed into our Education Review and we aim to identify appropriate actions to address the impact of any relevant intersectional inequalities on student attainment.



**Action 4.5 School to undertake a detailed review of assessment to ensure that no gender bias exists.**

**Action 4.6 School to undertake a comprehensive curriculum review, to include measures to diversify and decolonise the curriculum.**

**Action 4.7 School to enhance support for students undertaking summer reassessment to improve progression and attainment.**

**Figure 4.17 Degree attainment (all subjects), 2017-18**

	Degree Level Attained							
	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>	
	Female % (n.)	Male	Female	Male	Female	Male	Female	Male
2016	47% (34)	53% (38)	41% (77)	59% (112)	38% (50)	62% (80)	35% (16)	65% (13)
2017	57% (68)	43% (51)	52% (114)	48% (106)	35% (61)	65% (111)	45% (15)	55% (18)
2018	53% (38)	47% (34)	50% (97)	50% (96)	36% (53)	64% (96)	21% (6)	79% (22)

**Figure 4.18 Degree attainment in Accounting by gender compared to benchmark institutions, 2017-18**

	Accounting Undergraduate Degree Level Attained, 2017-2018							
	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>	
	Female	Male	Female	Male	Female	Male	Female	Male
EBS	63%	37%	54%	46%	39%	61%	27%	73%
Loughborough University	55%	45%	32%	68%	n/d	n/d	n/d	n/d
University of East Anglia	44%	56%	51%	49%	36%	64%	n/d	0
University of Greenwich	55%	45%	45%	55%	n/d	n/d	0	0
University of Kent	58%	42%	45%	55%	38%	62%	n/d	n/d
University of Portsmouth	28%	72%	40%	60%	41%	59%	n/d	n/d
University of Hertfordshire	51%	49%	41%	59%	45%	55%	n/d	n/d

**Figure 4.19 Degree attainment in Finance by gender compared to benchmark institutions, 2017-18**

	Finance Undergraduate Degree Level Attained, 2017-2018							
	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>	
	Female	Male	Female	Male	Female	Male	Female	Male
EBS	38%	62%	36%	64%	37%	63%	12%	88%
Loughborough University	n/d	n/d	n/d	n/d	0	0	n/d	n/d
University of East Anglia	37%	63%	n/d	n/d	n/d	n/d	0	0
University of Greenwich	45%	55%	41%	59%	n/d	n/d	0	n/d
University of Kent	34%	66%	n/d	n/d	n/d	n/d	0	n/d
University of Portsmouth	n/d	n/d	43%	57%	54%	46%	0	n/d
University of Hertfordshire	40%	60%	35%	65%	26%	74%	0	n/d

**Figure 4.20 Degree attainment in Finance by gender compared to benchmark institutions, 2017-18**

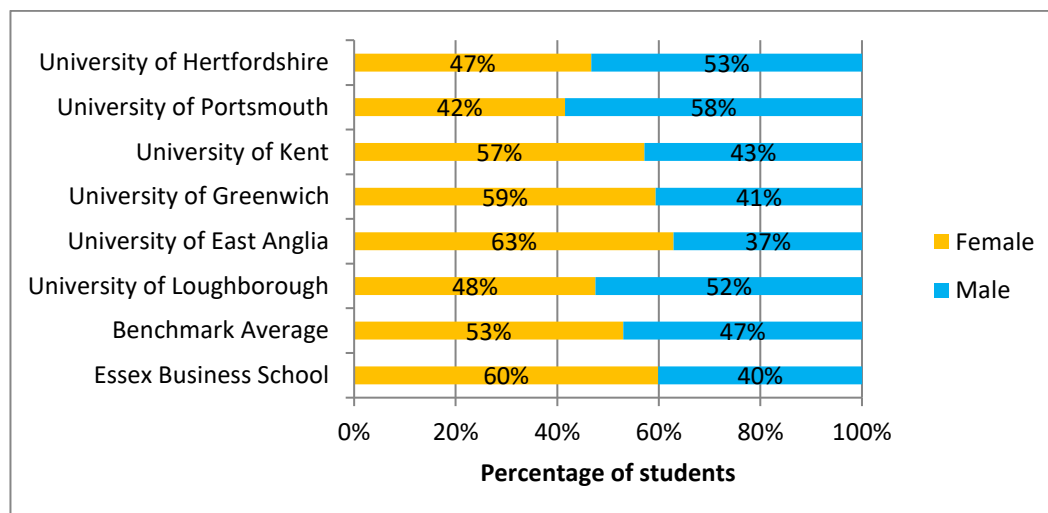
	Management/MSE Undergraduate Degree Level Attained, 2017-2018							
	1 <sup>st</sup>		2:1		2:2		3 <sup>rd</sup>	
	Female %	Male	Female	Male	Female	Male	Female	Male
EBS	64%	36%	52%	48%	31%	69%	22%	78%
Loughborough University	72%	28%	45%	55%	n/d	n/d	0	n/d
University of East Anglia	58%	42%	40%	60%	n/d	n/d	0	0
University of Greenwich	67%	33%	49%	51%	36%	64%	n/d	0
University of Kent	44%	56%	52%	48%	32%	68%	n/d	n/d
University of Portsmouth	78%	22%	40%	60%	26%	74%	n/d	n/d
University of Hertfordshire	73%	27%	56%	44%	30%	70%	n/d	n/d

### (iii) Numbers of men and women on postgraduate taught degrees

#### Postgraduate Taught Student Numbers

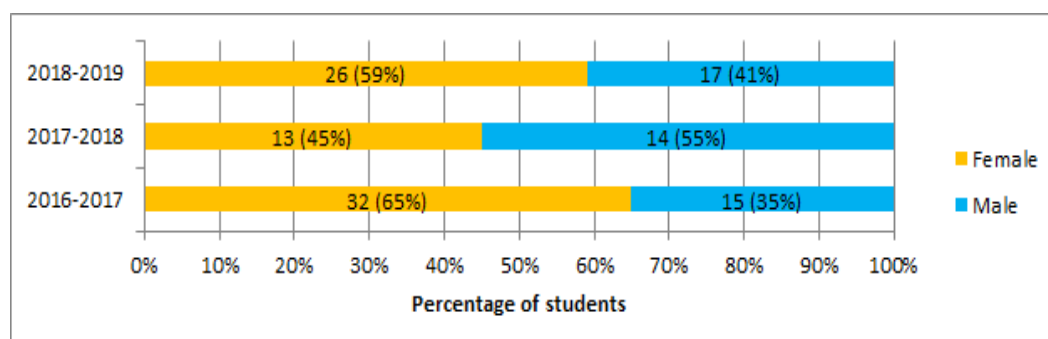
Comparison with our BM departments 2016-2019 shows that EBS compares favourably with other departments at PGT level in relation to the number of female students (60% female compared to a BM average of 53%), with only UEA having a higher percentage.

**Figure 4.21 Benchmark overall PGT student numbers by gender, 2016-2019**



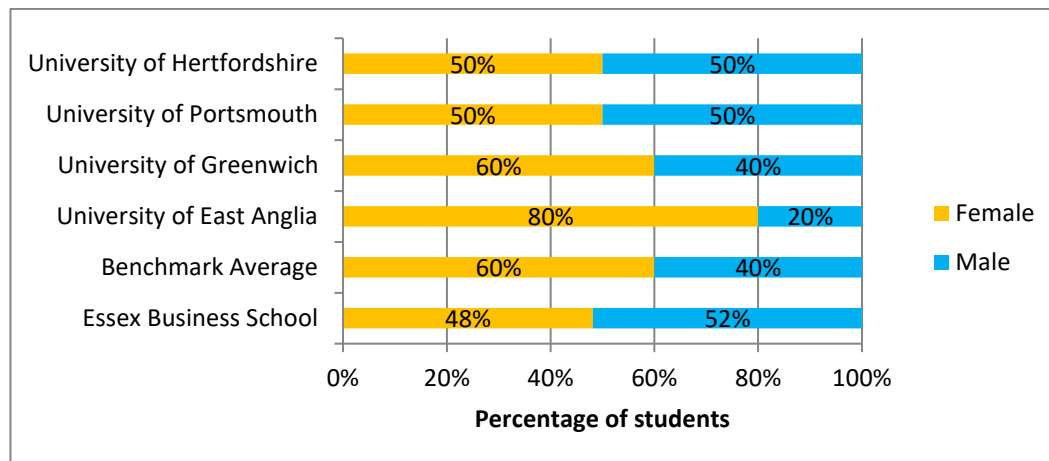
We have broken these figures down by group to see if there are any variations at group level.<sup>3</sup> We perform very well with Accounting, Marketing and MSE all being either gender balanced or indeed with a higher proportion of female students (see Figures 4.22, 4.24 and 4.25). In 2016-17 the proportion of female students dropped to 45% in Accounting, but numbers were exceptionally low. Comparison with BM departments also suggests this was an exceptional year (see Figure 4.23). We also compare well against our BM departments for Marketing (see Figure 4.26). There has been a slight decrease in the proportion of full-time female students on Marketing and MSE in 2018-19 but due to the historical female dominance of these programmes, this is actually leading to a more balanced cohort (see Figures 4.24-4.25).

**Figure 4.22 EBS Accounting PGT students by gender, 2016-2019**

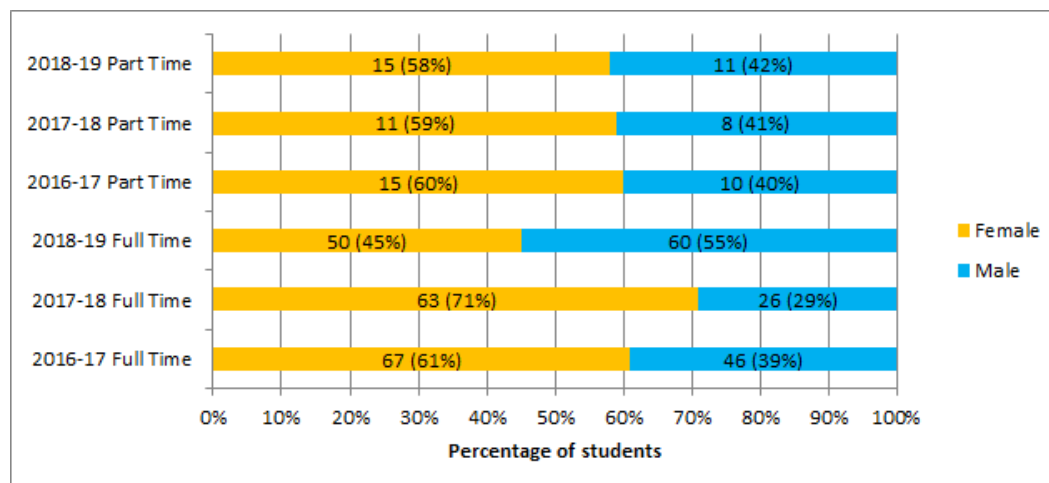


<sup>3</sup> Note unless stated these refer to full time students. The numbers of part time students on most courses is too small (less than 5) to be statistically relevant.

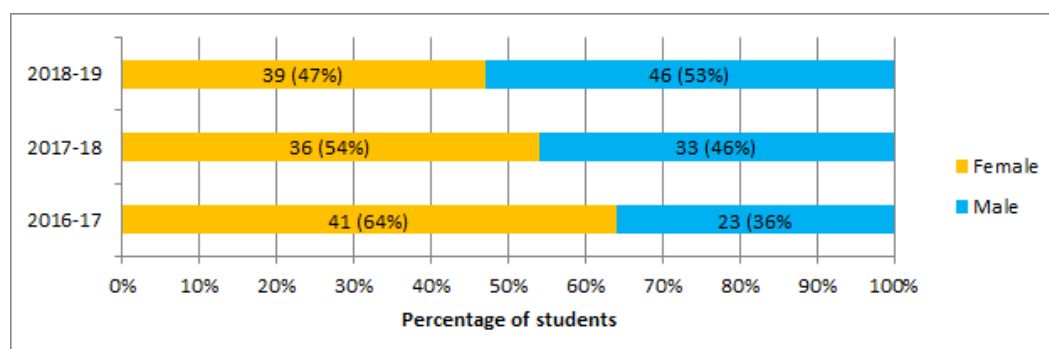
**Figure 4.23 Benchmark Accounting PGT students by gender, 2016-2019**



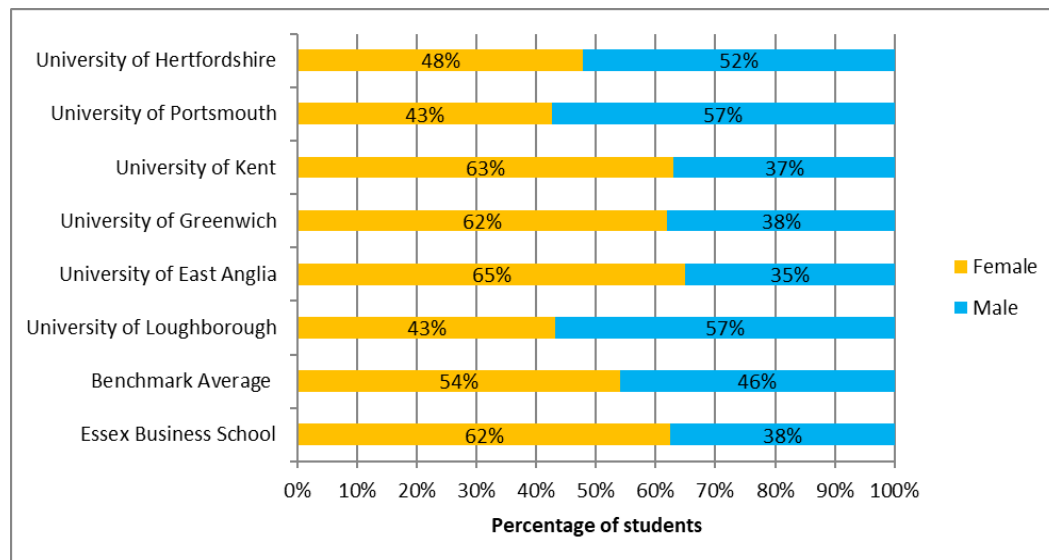
**Figure 4.24 Management PGT students by gender, 2016-2019**



**Figure 4.25 MSE PGT students by gender, 2016-2019**

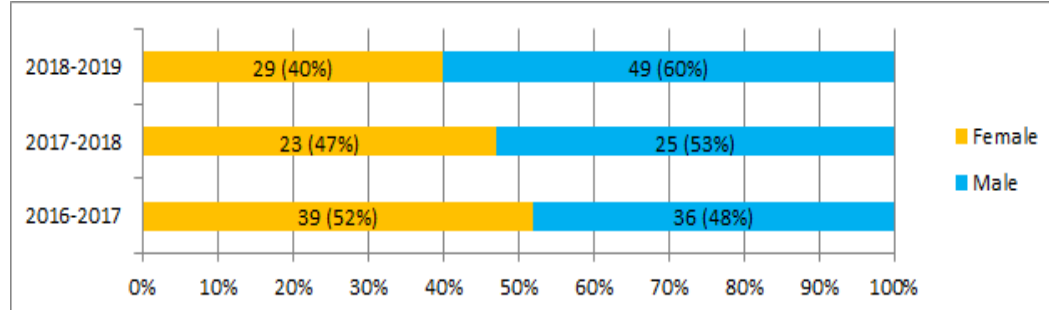


**Figure 4.26 Benchmark Management PGT students by gender, 2016-2019**

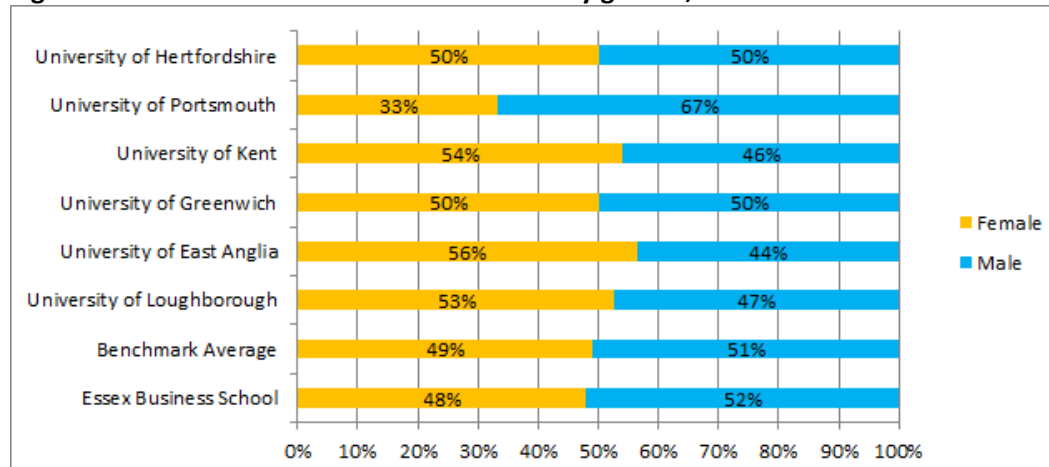


In previous years, there has been a good gender balance on MSc Finance programmes. However, in 2018-19, there was a sudden increase in male students who now constitute 60% of the cohort (see Figure 4.27). Comparison with BM departments shows that, on average, EBS is equivalent to other departments but was more imbalanced in 2018-19 specifically (see Figure 4.28). This is not yet evidence of an overall trend but we will monitor it carefully going forwards, particularly given the current imbalance at UG level.

**Figure 4.27 EBS Finance PGT students by gender, 2016-2019**



**Figure 4.28 Benchmark Finance PGT students by gender, 2016-2019**



Overall, then, there is evidence of a good gender balance across our PGT programmes, although we do need to continue to monitor these numbers, particularly in Finance.

**Action 4.8 Continue to monitor the gender balance on PGT Programmes, particularly in Finance.**

#### Postgraduate Programme Applications, Offers, and Acceptance Rates:

Overall, data indicates that there are no significant drop offs between applications, offers and firm accepts according to gender (see Figure 4.29) and Figures 4.30-4.33 show this is also true at group level.

**Figure 4.29 PGT applications, offers and firm accepts (all subjects), 2016-2019**

All PGT programs	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	55%	45%	56%	44%	61%	39%
2017-2018	55%	45%	59%	41%	62%	38%
2018-2019	51%	49%	53%	47%	53%	47%

**Figure 4.30 Accounting PGT applications, offers and firm accepts, 2016-2019**

Accounting PGT	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	63%	37%	64%	36%	68%	32%
2017-2018	64%	36%	67%	33%	65%	35%
2018-2019	60%	40%	63%	37%	60%	40%

**Figure 4.31 Finance PGT applications, offers and firm accepts, 2016-2019**

Finance PGT	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	42%	58%	46%	54%	52%	48%
2017-2018	45%	55%	52%	48%	61%	39%
2018-2019	40%	60%	41%	58%	48%	52%

**Figure 4.32 Management PGT applications, offers and firm accepts, 2016-2019**

M&M PGT	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	62%	38%	67%	43%	63%	37%
2017-2018	60%	40%	64%	36%	68%	32%
2018-2019	57%	43%	60%	40%	55%	45%

**Figure 4.33 MSE PGT applications, offers and firm accepts, 2016-2019**

MSE PGT	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	53%	47%	56%	44%	60%	40%
2017-2018	52%	48%	52%	48%	53%	47%
2018-2019	47%	53%	48%	52%	50%	50%

Interestingly, the data also shows the proportion of applications from females is considerably higher at PGT level than at UG in all groups (except MSE where there is relative parity, although the numbers involved are too small to draw firm conclusions from this). These gender ratios also translate to registered student numbers where there is slight male dominance at UG level and slight female dominance at PGT level (see Figures 4.1 and 4.21).

We will therefore investigate this trend further by running focus groups with our female PGT students to gain insight as to why they chose to study at EBS and seek to apply any lessons learnt to other levels of study.

**Action 4.9 Run focus groups with female PGT students across all subject groups to ascertain their reasons for choosing EBS, to identify any gender-related issues and seek to apply any lessons learnt across other levels of study.**

#### Postgraduate Taught Degree Completion by Gender

As can be seen in Figure 4.34, the vast majority of our PGT students complete their degrees. Of those who fail, transfer or withdraw, there is no evidence of any gender imbalance and there is no trend that one gender is becoming more or less likely to fail or complete.

**Figure 4.34 PGT Completion Rates, 2016-2019**

		Female	Male	Total
2018-19	Successful	127	91	218
	Failed	█	█	█
	Withdrew	10	5	15
2017-18	Successful	162	116	278
	Failed	█	█	█
	Withdrew	4	1	5
	Transferred	0	1	1
2016-17	Successful	153	110	263
	Failed	█	█	█
	Withdrew	2	7	9
	Transferred	1	0	1

**(iv) Numbers of men and women on postgraduate research degrees**

Postgraduate Research Student Numbers<sup>4</sup>

Comparative data shows EBS to be slightly behind the BM average on the gender breakdown of PGR students: 58% of our PGR students are male, compared to 50% in BM departments.<sup>5</sup> The relatively low numbers mean the statistics need to be viewed with caution.

<sup>4</sup> Again, all numbers are for FT unless indicated due to small numbers of PT students (5 or lower).

<sup>5</sup> Due to the HESA policy that any number below 5 is not included, data for PGR students at other institutions is limited so an aggregate BM figure (2016-2019) is used here.



**Figure 4.35 Overall PGR Student Numbers, 2016-19**

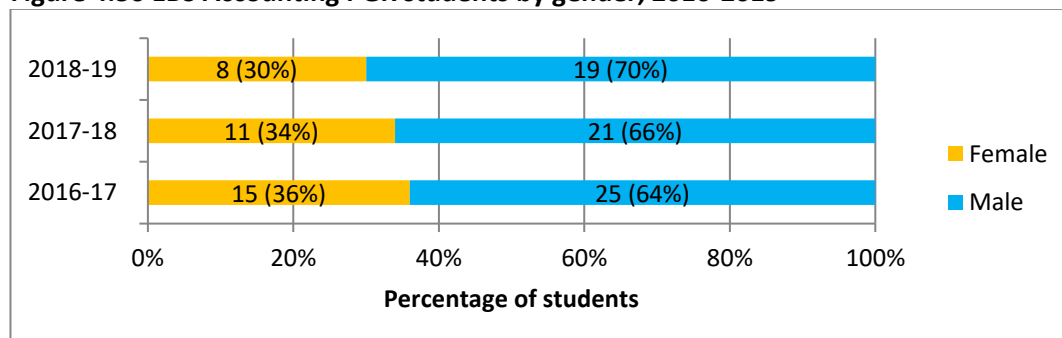
All PGR programs	Full-time		Part-time	
	Female	Male	Female	Male
2016-2017	41 (41%)	59 (59%)	3 (33%)	6 (67%)
2017-2018	36 (40%)	52 (60%)	4 (50%)	4 (50%)
2018-2019	35 (42%)	47 (58%)	4 (44%)	5 (56%)

Analysis of these figures by subject area allows us to understand this in more detail. Management and MSE are both extremely gender balanced (see Figures 4.36 and 4.37). Meanwhile, although males still dominate in Finance, it is now increasingly gender balanced, with the proportion of female students increasing from 33% in 2016 to 41% in 2018 (see Figure 4.35).

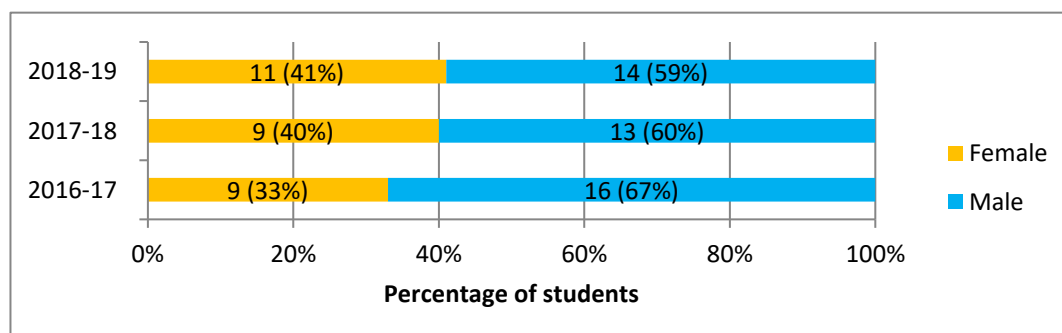
The area of greatest imbalance is Accounting, where the proportion of female Accounting students has decreased from 36% in 2016 to 30% in 2018 (see Figure 4.34). We will therefore run a focus group with both female PGT and PGR Accounting students to ascertain the reasons for students continuing to further study, the factors which would encourage promising female students to do so, and any potential barriers.

**Action 4.10 Run a focus group with female PGT and PGR Accounting students to ascertain the reasons for students continuing to further study, the factors which would encourage promising female students to do so, as well as any potential barriers.**

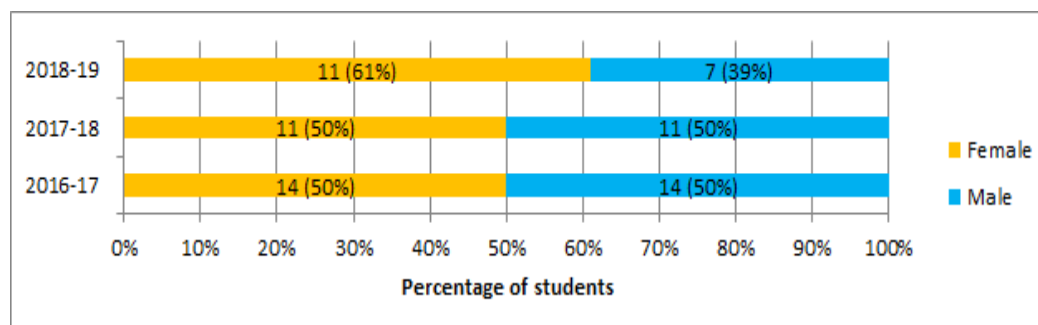
**Figure 4.36 EBS Accounting PGR students by gender, 2016-2019**



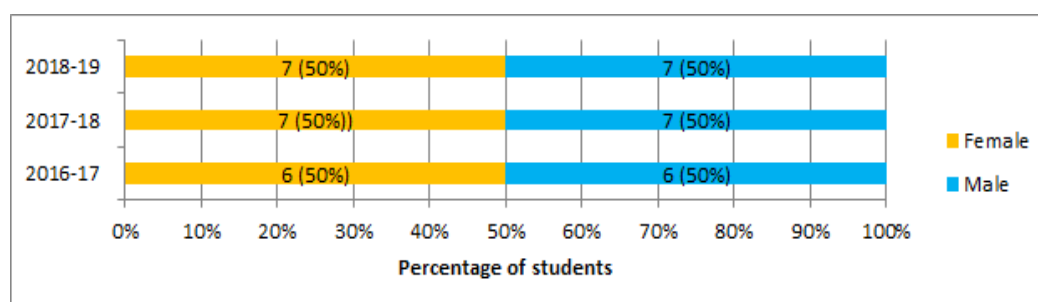
**Figure 4.37 EBS Finance PGR students by gender, 2016-2019**



**Figure 4.38 EBS Management PGR students by gender, 2016-2019**



**Figure 4.39 EBS MSE PGR students by gender, 2016-2019**



#### Postgraduate Research Applications, Offers, and Acceptance Rates

An ongoing University-level review of the PhD application process is working to streamline the process for applicants and help improve the offer and conversion rates. Our Dean and PhD Director are feeding into this process and will continue to liaise with the EC to ensure that gender-related issues are included to better support female students transitioning into PhD-level study.

**Action 4.11 EBS to actively participate in the central review of PhD applications to ensure that gender-related issues are addressed.**

Figure 4.40 shows PGR recruitment during the self-assessment period. It is notable that in 2018-19 there was a big drop off in female students from the application to the firm accept stage, with the proportion of women dropping from 42% of applications to 27% of firm accepts. This could have been an anomaly as it did not appear in previous years. The numbers involved are small and are therefore liable to greater levels of fluctuation. However, this is a significant decrease and requires further investigation.

**Action 4.12 Interrogate internal data to investigate the decline from applications to firm accepts for female PGR students, and take further action as appropriate.**

**Figure 4.40 PGR applications, offers and firm accepts (all subjects), 2016-2019**

All PGR programs	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	33%	67%	34%	66%	31%	69%
2017-2018	37%	63%	43%	57%	37%	63%
2018-2019	42%	58%	37%	63%	27%	73%

We have also broken down these statistics at group level (see Figures 4.41-4.44) but these figures are so small they should be viewed with some caution.

**Figure 4.41 Accounting PGR applications, offers and firm accepts, 2016-2019**

Accounting PGR	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	26%	74%	12%	88%	20%	80%
2017-2018	32%	68%	43%	57%	0%	100%
2018-2019	49%	60%	47%	53%	40%	60%

**Figure 4.42 Finance PGR applications, offers and firm accepts, 2016-2019**

Finance PGR	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	33%	67%	29%	71%	36%	64%
2017-2018	30%	70%	50%	50%	50%	50%
2018-2019	39%	71%	38%	62%	40%	60%

**Figure 4.43 Management PGR applications, offers and firm accepts, 2016-2019**

M&M PGR	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	38%	62%	63%	37%	50%	50%
2017-2018	51%	49%	60%	40%	71%	29%
2018-2019	41%	59%	22%	78%	29%	71%

**Figure 4.44 MSE PGR applications, offers and firm accepts, 2016-2019**

MSE PGR	Applicants		Offers		Firm Accepts	
	Female	Male	Female	Male	Female	Male
2016-2017	34%	66%	32%	68%	20%	80%
2017-2018	36%	64%	21%	79%	29%	71%
2018-2019	38%	62%	43%	57%	0%	100%

#### PGR Completion Rates by Gender

As at PGT level, Figure 4.45 below suggests there is no obvious gender aspect to our PGR completion rates. Both male and female students fail, withdraw and transfer and there is no overall trend whereby one gender is less likely to complete than the other. However, these numbers are small and it is hard to draw firm conclusions.

**Figure 4.45 PGR Completion Rates, 2016-2019**

		Female	Male	Total
2018-19	Successful	11	8	19
	Failed	█	█	█
	Withdrew	0	2	2
	Transferred	2	1	3
2017-18	Successful	7	12	19
	Failed	█	█	█
	Withdrew	2	3	5
2016-17	Successful	6	12	18
	Failed	█	█	█
	Withdrew	0	1	1

As a follow-on piece of work to our successful PGT/PGR Periodic Review in 2019, we have developed an action plan to improve our PGR completion rates as we had observed a

drop during 2017-18. This includes actions that relate to both staff and supervisors, and seeking additional sources of scholarships and funding for prospective and registered students. We will be closely monitoring the impact of these actions, and remain mindful of any potential gender implications whilst implementing the School's Action Plan.

The School also runs programme-specific 'InSite Workshops', which is a specific package of training for doctoral students to help them successfully complete their studies. These compulsory sessions include support for particular methodological approaches, careers guidance, and have now been enhanced with sessions on "Working to Completion" (see Action 4.14).

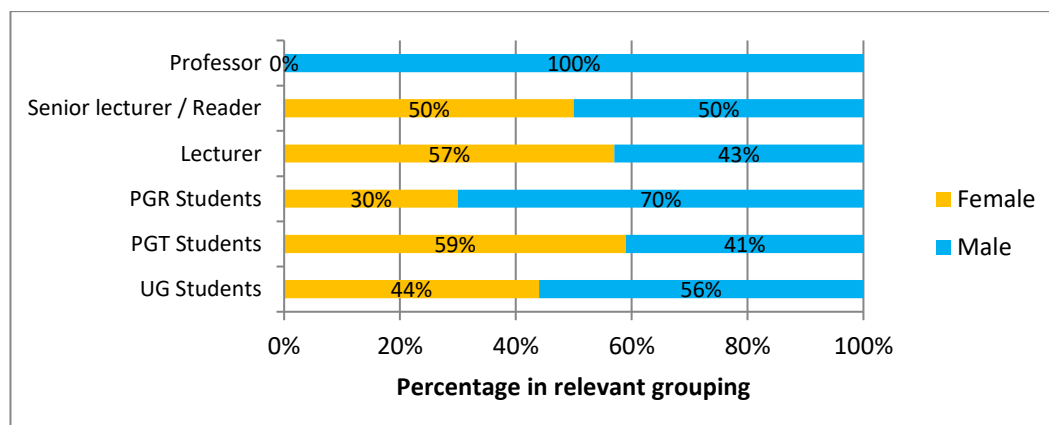
**Action 4.13 Implement the School-level action plan to monitor and improve the PhD completion rate which was produced following our 2019 Periodic Review, being mindful of any gender implications.**

**Action 4.14 Introduce specific "Working to Completion" sessions as part of the InSite Workshops series.**

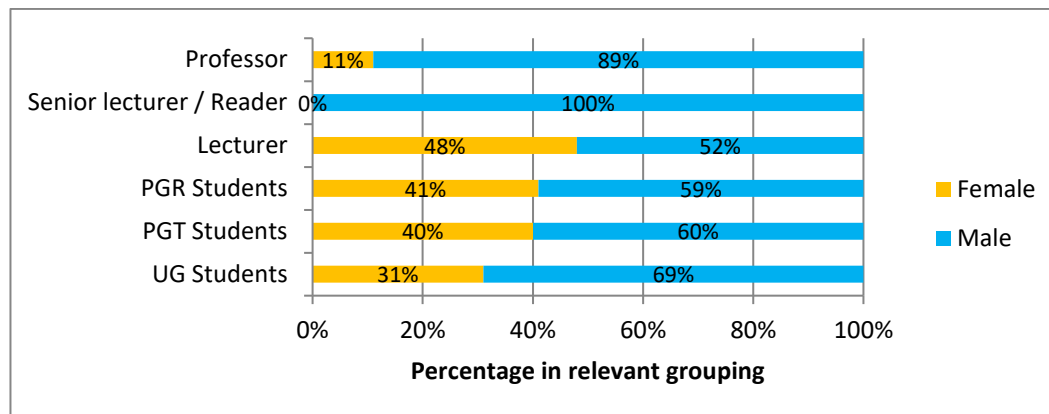
#### (v) Progression pipeline between undergraduate and postgraduate student levels

Data on our overall progression pipeline, showing the proportion of females at all levels from UG to Professor by subject, is shown below (see Figures 4.46-4.50). Looking at the UG to PGR pipeline, we can see generally good levels of progression between levels, with the proportion of women increasing in most subject areas. The only exception is Accounting and the actions above are designed to address this (see Actions 4.9 and 4.10). There is, however, evidence to suggest that there is a 'leaky pipeline' through to staff level, which is examined in more detail in the next section.

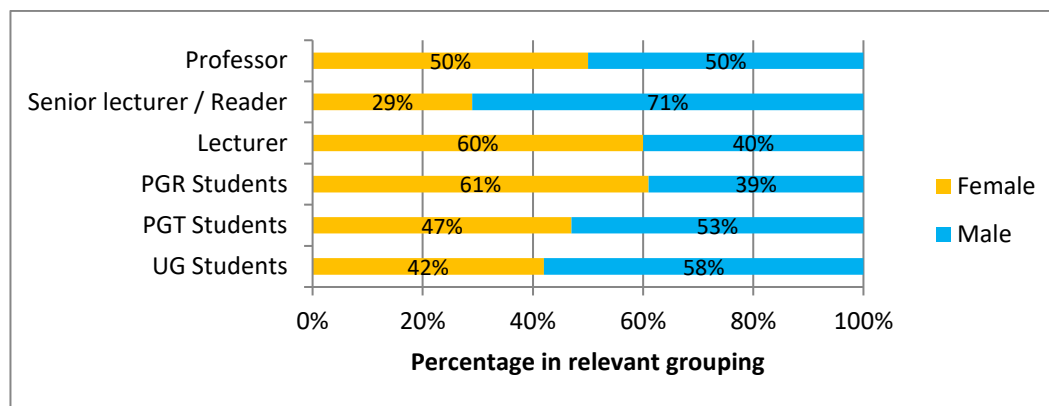
**Figure 4.46 Accounting gender split % academics and students, 2019**



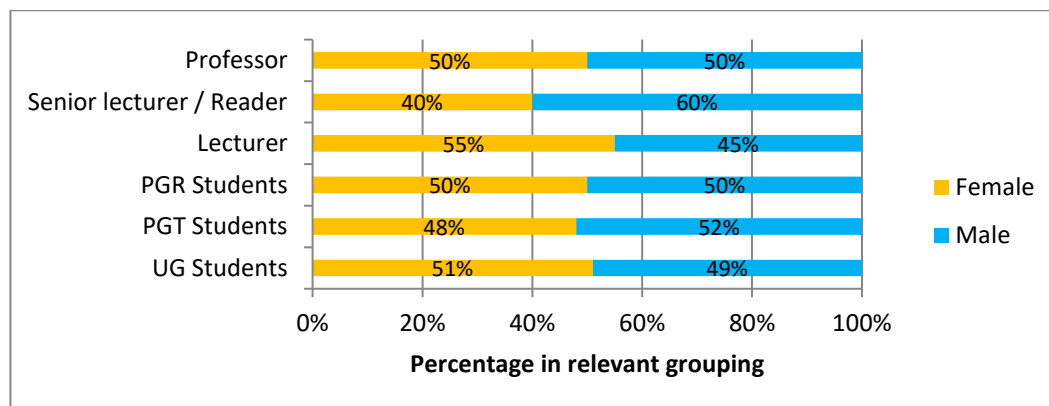
**Figure 4.47 Finance gender split % academics and students, 2019**



**Figure 4.48 Management<sup>6</sup> gender split % academics and students, 2019**



**Figure 4.49 MSE gender split % academics and students, 2019**



## 4.2. Academic and research staff data

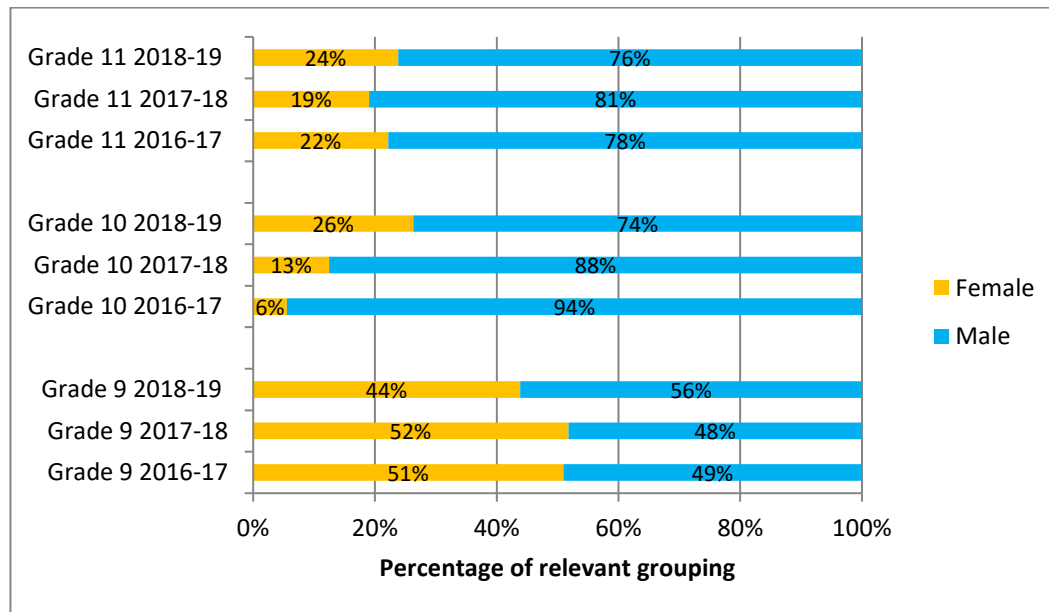
### (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

In Section 2 we saw men are over-represented amongst academic staff (see Figure 2.3 above) and closer analysis of staff data shows that, although there is a balance at Lecturer

<sup>6</sup> Includes M&M and OS/HRM staff groups

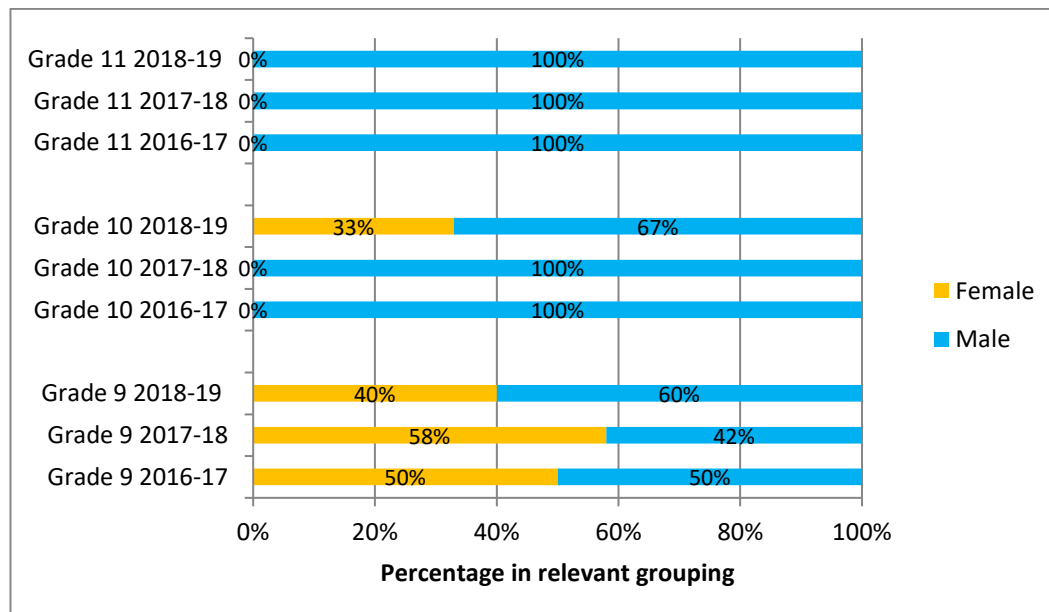
level, men are disproportionately represented at higher grades (see Figure 4.50). This is consistent with the pipeline data examined in Figures 4.46-4.49.

**Figure 4.50 All academics on ASER contracts by grade and gender, 2016-2019**



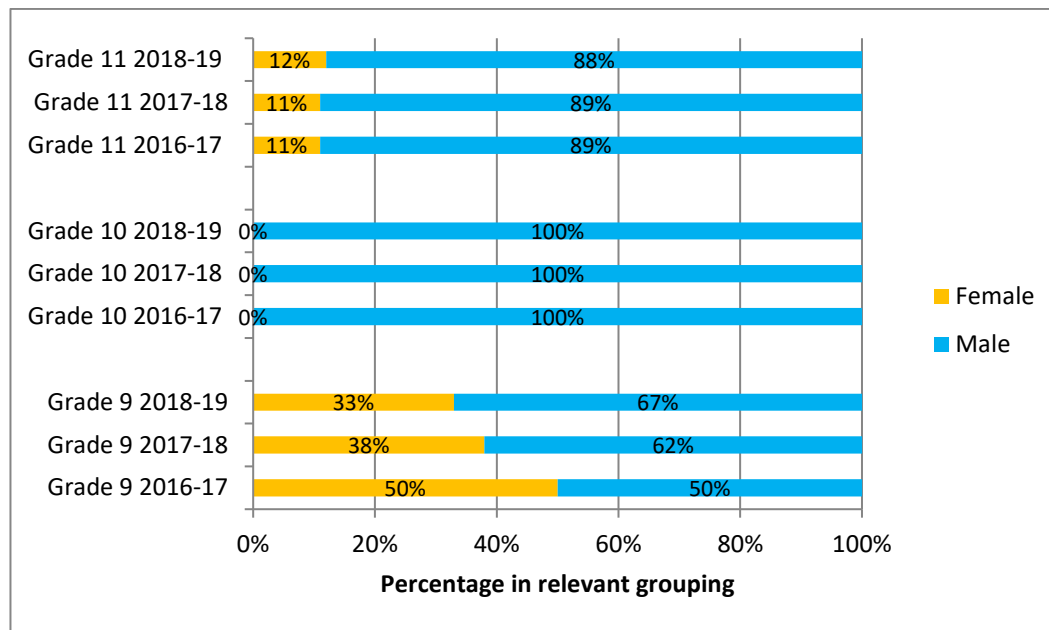
There is also considerable variation by academic subject area and these are broken down in Figures 4.51-4.54 below.<sup>7</sup> Women are consistently under-represented amongst ASER staff at higher grades (SL/R and Professor) in Accounting, Finance and MSE. The only exception to this trend is in Management and Marketing. Recent senior appointments in OS/HRM mean that women are much better represented in this group, occupying 67% of Grade 11 posts in 2018. Our actions in section 5 to progress women's careers will work to combat this.

**Figure 4.51 Accounting academics on ASER contracts by grade and gender, 2016-19**

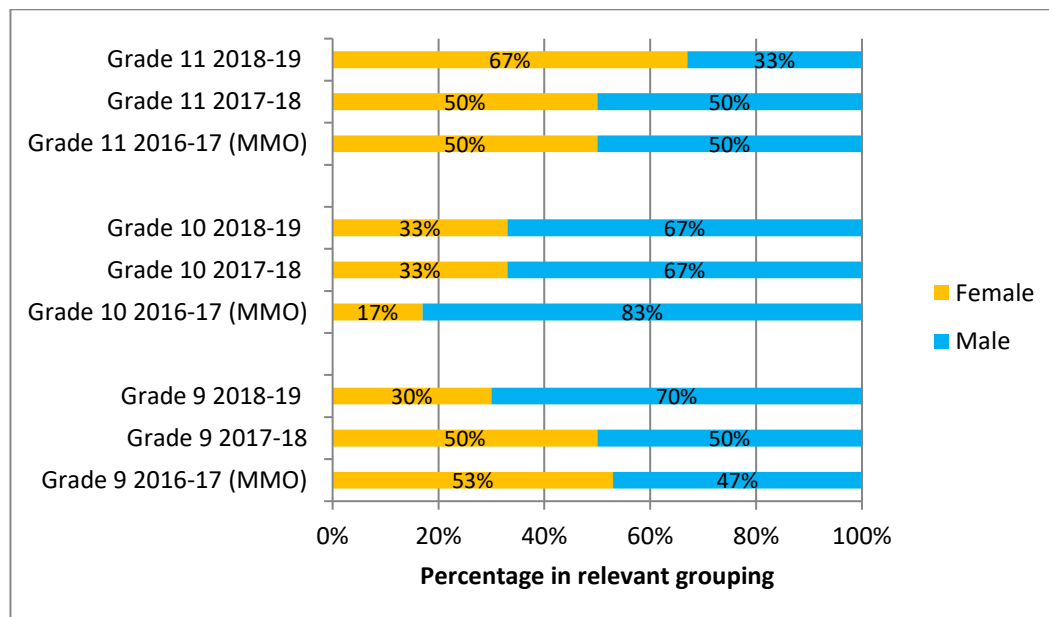


<sup>7</sup> Note grade definitions are provided in table 1.1.

**Figure 4.52 Finance academics on ASER contracts by grade and gender, 2016-19**

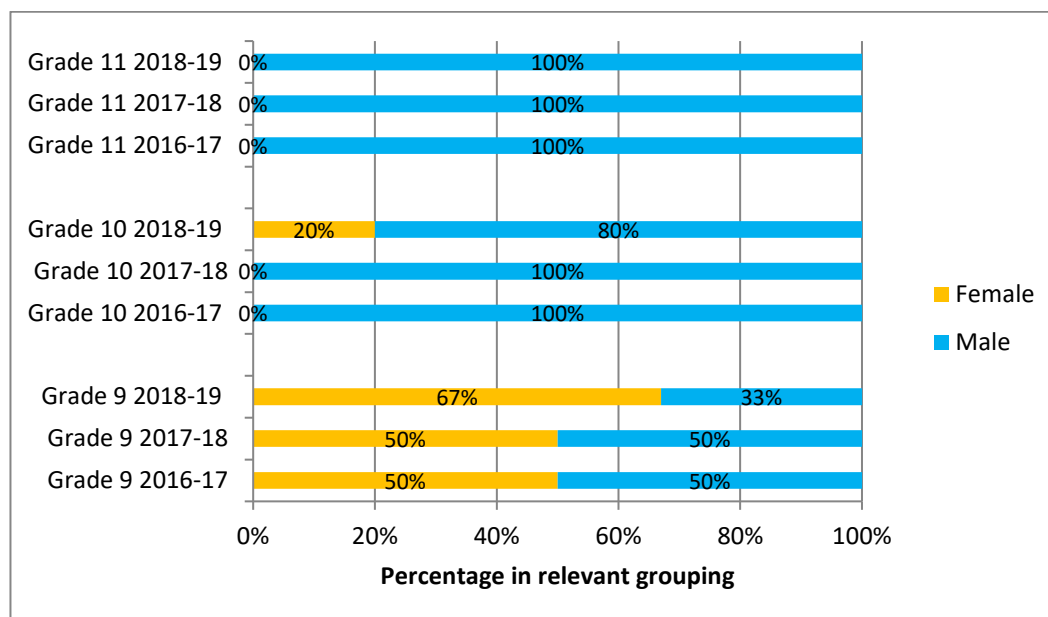


**Figure 4.53 M&M and OS/HRM academics on ASER contracts by grade and gender, 2016-19**





**Figure 4.54 MSE academics on ASER contracts by grade and gender, 2016-19**



The vast majority of EBS academics are on ASER contracts, and the University now only appoints ASE staff in exceptional circumstances. The number of academic staff who remain on ASE contracts is minimal with only 1 ASE member of staff in Accounting, 1 in Finance, 2 in M&M and 3 in MSE. Of these, 4 are women and 3 are men. These numbers are likely to reduce further.

#### **(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender**

The majority of academic staff (97.8% on average over the past three years) are employed on permanent contracts and the actual numbers of fixed-term staff are very low at only 7 over three years. 6 of the 7 (85.7%) are male.

**Figure 4.55 Number/percentage of academic staff by contract status and gender, 2016-2019**

Year	Total number and % of staff on permanent contracts	Total number and % of staff on fixed-term contracts	Breakdown of staff on fixed-term contracts by gender	
			Female	Male
2016-17	100%	0%	0	0
2017-18	100%	0%	0	0
2018-19	100%	0%	0	0

It is the School's policy to avoid using fixed-term contracts as far as possible, and are only used to cover gaps between filling posts permanently or extended period of staff absence. Fixed-term contract staff are provided support during the period of

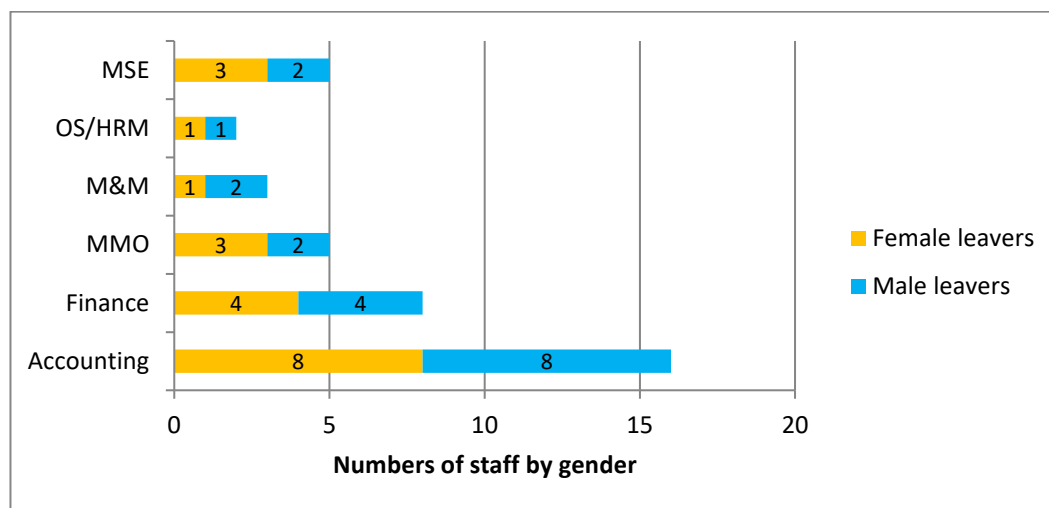
employment by the relevant HoG and a mentor, both of whom provide developmental support and guidance towards the end of the contracted period. When possible, fixed-term staff are encouraged to apply for permanent posts. We will continue to provide dedicated support for colleagues on fixed-term contracts and enhance our provision in this area where possible.

**Action 4.15 Continue to provide dedicated support and mentoring for staff on fixed-term contracts to support their career development.**

### (iii) Academic leavers by grade and gender and full/part-time status<sup>8</sup>

A total of 39 academic staff have left EBS during the three self-assessment years. No significant gender differences are indicated in our data on academic leavers over the past three years.

**Figure 4.56 Academic staff leaving by gender by academic group, 2016-2019**



However, the reasons staff leave are not well documented. Although the University sends leavers an Employee Experience Questionnaire, line managers are not routinely provided feedback from these mechanisms. Discussion at our EC shows awareness of these processes is limited. Going forward HoGs will encourage staff leavers to complete the leavers questionnaire and arrange exit interview if they wish. The EIC will also work with HR to facilitate a better flow of leaver information so that analysis can be undertaken and any common trends addressed.

**Action 4.16 HoGs to encourage staff leaving the organisation to complete the leavers questionnaire and arrange an exit interview if they wish.**

**Action 4.17 EIC to work with HR to facilitate a better flow of data and information so that we can analyse our leaver information in greater depth, and review if there are any common trends as to why particular genders leave the organisation.**

<sup>8</sup> Please note: all academic leavers over the last three years were full time.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

### 5.1 Key career transition points: academic staff

#### (i) Recruitment

**Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates.**

The University's HR department organizes recruitment centrally to ensure gender equity in line with the institution's AS award. All selection committees have at least one man and woman, and have undertaken a 'Recruitment and Selection' Moodle course and Equality and Diversity training.

In addition, the School requires that staff involved in shortlisting and interviewing have completed Unconscious Bias training; line managers are provided with data on staff who have completed these courses. At present, 43.7% of all EBS staff have completed the Unconscious Bias training, and we aim to improve this further.

#### **Action 5.1 Encourage all EBS staff to complete Unconscious Bias training.**

In Figure 5.1 below we present the number of applications, shortlisted candidates and hired candidates by gender for each group during the period 2016-19.

**Figure 5.1 Total Applications, Shortlisting and Hired Numbers by group and gender, 2016-19**

	Female	Male	Unspecified	Totals
Accounting applied	84	231	13	328
Accounting shortlisted	14	30	1	45
Accounting hired	7	13	0	20
Finance applied	58	162	10	230
Finance shortlisted	6	24	1	31
Finance hired	2	8	1	11
Marketing <sup>9</sup> applied	91	162	15	268
Marketing shortlisted	19	33	0	52
Marketing hired	8	9	0	17

<sup>9</sup> Note this includes MMO before 2017 and a combination of M&M and OS/HRM after 2017.

<b>MSE applied</b>	51	92	6	149
<b>MSE shortlisted</b>	9	23	0	32
<b>MSE hired</b>	4	3	0	7

Across all areas we receive fewer applications from women than men. Overall, we have also recruited fewer female staff, except in MSE where we have recruited 4 women and 3 men. However, across all areas except Finance, female candidates are more likely to be shortlisted or hired than men relative to the number of applications received. The only exception is Finance where, from 58 applications we only hired 2 women whilst from 162 applications we hired 8 men.

**Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.**

Although women continue to be under-represented in senior academic posts, and over-represented amongst PS staff, the School has already put in place several measures to tackle the imbalances identified in our data. Examples include:

- Using academic networks (e.g. *Gender, Work and Organization*, British Academy of Management Gender in Management group, Women in Finance group), to advertise academic posts.
- Showcasing the School's commitment to equality, the work of female academics, and academic research on gender in recruitment materials.
- Job adverts are checked for any gendered phrasing or imagery.
- The Faculty Executive Dean does not accept an all-male shortlist without a full explanation from the HoG.

Job packs emphasize the School's strong commitment to equality and to enabling staff to combine work and home life effectively. Furthermore, it signposts potential applicants to staff networks including: Essex Womens' Network, Parent's Network, Access Forum, and the Essex LGBT Alliance. School resources will be added to this as an action point.

**Action 5.2 Update Job Packs to include details of the School's Equality and Inclusion webpages to complement University resources.**

We will continue to review our online presence to showcase the work of female academics and research on gender. This builds on Actions 2.1, 3.7 and 3.8. We will also ensure that promotional materials in the EBS buildings highlight the contributions of women and men, especially in under-represented subjects and work groups.

At the same time, we will proactively encourage applications from suitable candidates in currently under-represented groups to tackle imbalances. We already include positive action statements where appropriate and will continue to actively utilise our networks to encourage applicants.

**Action 5.3 Review online presence to showcase work of men and women, and research on gender across EBS.**

**Action 5.4 Ensure promotional materials in EBS buildings highlight the contributions of men and women especially in subject areas and work groups in which gender imbalances persist.**

**Action 5.5 Pro-actively encourage applications and appointments of suitable candidates from currently under-represented groups.**

## **(ii) Induction**

**Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.**

Newly appointed staff are provided with a range of pre-arrival information on the University's 'Starting at Essex' webpages, including:

- The availability of childcare facilities, the salary sacrifice scheme for childcare, and details of induction events
- Policies on maternity/paternity, health and wellbeing, and probation
- The School's commitment to equality and guidance on accessing relevant resources (e.g. the School Working Parents and Carers Forum).

This information is reiterated during an induction meeting on the first day of employment with the relevant HoG and/or mentor. An explanation of the School's Equality and Inclusion statement, our work with AS and other accrediting bodies (e.g. Stonewall), and information on how to access relevant resources is a central part of induction for new staff. Our staff focus groups and reviewer feedback indicated that these practices are viewed positively, and compare favourably to staff experiences elsewhere.

It is obligatory for all new staff to complete an induction process to pass their probation period. To ensure consistency, central guidance is available for both managers and staff in the form of an induction Moodle Resource, entitled 'Welcome to Essex'. This was developed in response to the University's Institutional Action Plan in 2012 and all EBS staff appointed during the past three years have completed this induction.

New Lecturer-level appointments include a three-year probation period. Probationary staff work with a supervisor who provides support and guidance regarding research, teaching and administration. To pass their probation, they must become Fellows of the Higher Education Academy (HEA) by completing a training programme called CADENZA. EBS also has an early career co-mentoring scheme in place, and is in the early stages of introducing a mentoring scheme for GTAs to support career progression.

**Action 5.6 Introduce a mentoring scheme for GTAs to support career progression.**

Our staff focus groups highlighted the importance of mentoring to academic career development, particularly in subject areas in which women are under-represented. One participant said it was necessary to "ensure that the ECRs coming into the Accounting and Finance groups have a good path to get through to senior roles".

Whilst we have recently made a number of enhancements to our induction processes, an important action for us to is to evaluate the effectiveness of current induction procedures and implement any actions needed to address gender imbalances.

**Action 5.7 Run a focus group with newly appointed members of staff (including GTAs) to evaluate the effectiveness of current induction processes, identify any gender related issues, and take further action as appropriate.**

### **(iii) Promotion**

**Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status.**

Academic staff can apply for promotion on an annual basis. Clear criteria for promotion are widely available for each grade and contract type.

There is also a pro-active system to identify academic staff for promotion. The Dean and HoGs review all academic staff for their promotion potential during each promotion round, taking into account periods of leave, career breaks and caring responsibilities. The Dean, HoGs, mentors and probationary supervisors actively encourage eligible staff to apply for promotion, ensuring that potential applicants understand and are working towards the relevant criteria. Probationary staff who are performing well are encouraged to apply for early permanency and swift promotion (see Figure 5.6).

**Figure 5.2 An example of support for completion of probation and promotion**

“Since joining EBS as a Lecturer in 2014 I was supported by colleagues throughout the permanency and promotion process and am now a Senior Lecturer. I have shared my experience and application with junior colleagues as best practice examples. As Programme Director for MSc Human Resource Management I support colleagues in professional development and in maintaining our accreditation with the Chartered Institute of Personnel Development (CIPD)”.

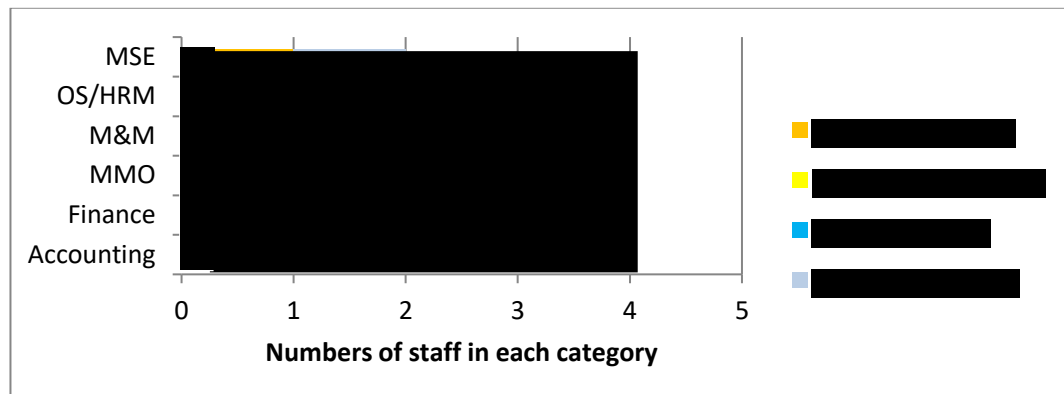


*Dr Danielle Tucker, Senior Lecturer in OS/HRM*

HoGs and mentors help staff prepare applications, provide developmental feedback and hold review meetings to maximise chances of success. All candidates – successful and unsuccessful – are offered feedback to help develop further and are given the opportunities to gain the necessary skills and experience through enhanced conference funding, teaching relief, leadership opportunities and/or accelerated research leave.

Our analysis has not identified any evidence of gender inequalities in applications for promotion, or being successfully promoted (see Figure 5.3). This suggests the processes in place are relatively successful. However, we will continue to monitor this as part of our on-going AS work particularly given the gender imbalances across higher grades.

**Figure 5.3 Promotion for academic staff across all groups**



**Action 5.8 Continue to monitor promotion data in the School, checking carefully for any gender trends.**

Despite the above, our Staff Culture Survey indicates that the promotion process is not as well understood as we would like, with 27% of staff (15% women, 12% men) disagreeing/strongly disagreeing with the statement: 'I understand the promotion process and criteria in my department'. Therefore, to encourage more applications from female staff, the EC will organize an annual promotions workshop which will include sharing anonymised examples of successful promotion applications. A further session to support successful bonus and increment applications will also run for all staff.

**Action 5.9 Hold an annual promotions workshop for academic staff to provide additional guidance and support on the application process.**

**Action 5.10 Hold an annual workshop to support successful bonus and increment applications for all eligible EBS staff.**

#### **(iv) Departmental submissions to the Research Excellence Framework (REF)**

**Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.**

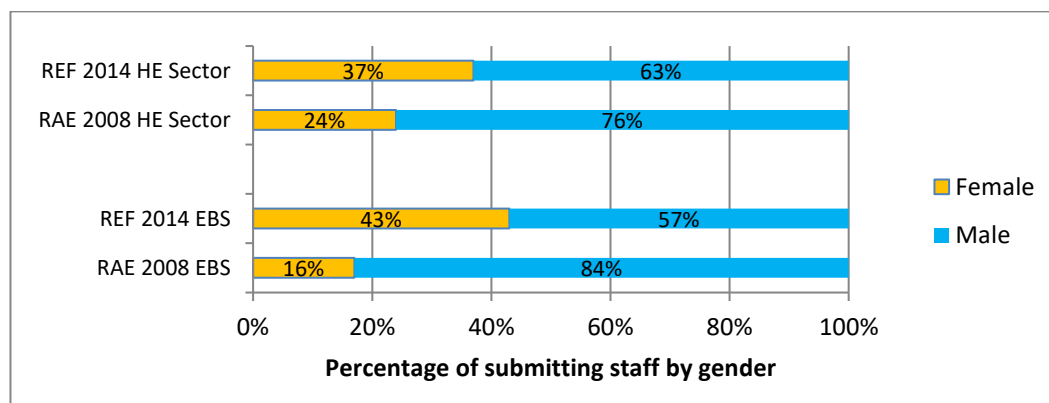
EBS is a research-intensive School. 85% of eligible women and 76% of eligible men entered REF 2014. The percentage of eligible women submitting rose from 50% to 85% between RAE 2008 and REF 2014. We are proud to be on track for this figure to be 100% for both women and men in REF 2021.

**Figure 5.4 Summary of submissions to RAE 2008 and REF 2014 by gender**

	Eligible for submission		Submitted (as % of those eligible)		Not submitted (as % of those eligible)	
	Female	Male	Female	Male	Female	Male
<u>REF 2014:</u> UoA 19: Business and Management Studies	26	38	22 (85%)	29 (76%)	4 (15%)	9 (24%)
<u>RAE 2008:</u> UoA 35: Accounting and Finance	10	34	5 (50%)	26 (76%)	5 (50%)	8 (24%)

In RAE 2008, women made up 17% of the School's submission - lower than the HE average of 24%. However, by REF 2014 women made up 43% of the EBS submission - higher than the sector average of 37% (see Figure 5.5).

**Figure 5.5 Comparison of EBS and Sector RAE/REF submissions by gender**



Although we expect the proportion of women that will be submitted to REF 2021 to be higher still, at present female colleagues have produced only two of our nine selected impact case studies. It is therefore very important that we consider how we can better support female academics to be able to submit impact case studies in future REF cycles, and will work with our Academy of Impact on this.

**Action 5.11 Work with the EBS Academy of Impact to identify support mechanisms to facilitate greater numbers of impact case studies from female academics.**

### 5.3 Career development: academic staff

#### (i) Training

**Describe the training available to academic staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training.**



Staff are encouraged to participate in a wide range of Professional Development enabling staff to develop skills in research, management and administration, supervision and teaching, as well as career development. Details of all professional development opportunities are widely available to staff through the University's central HR Organiser service. In addition, training sessions are highlighted by line managers.

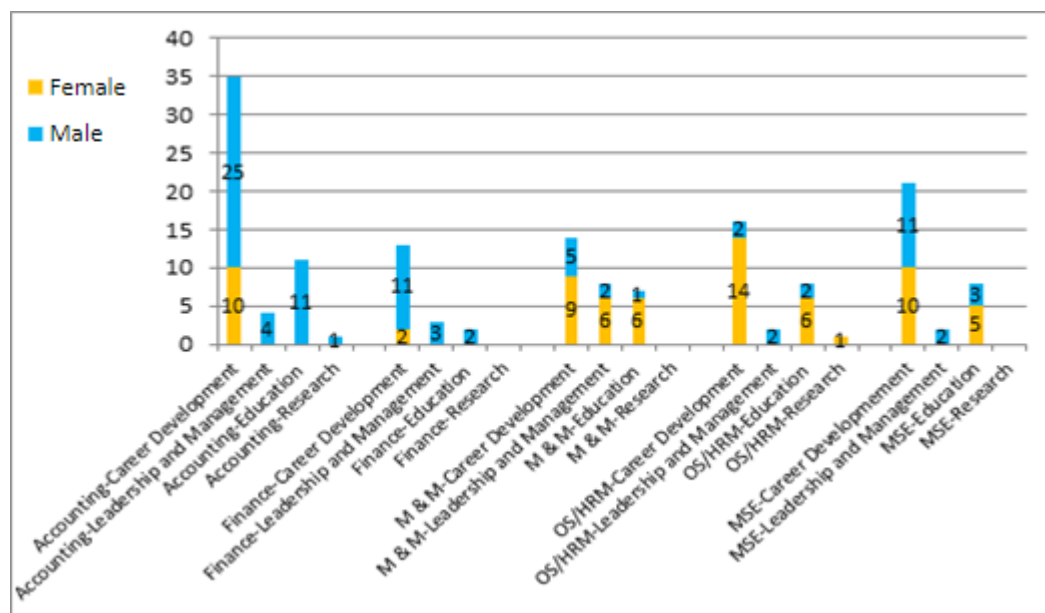
All new staff complete the University's essential training as part of their probation period which includes Equality, Diversity, Inclusion Essentials and Unconscious Bias Awareness (see Action 5.1 above). People in line-management positions are also expected to complete the following training: Coaching Essentials for Managers, Managing Diversity Essentials, Managing Health & Safety Essentials and Recruitment & Selection Essentials.

Staff training needs are planned and reviewed during probationary meetings or Annual Development Reviews (ADRs). If a training need is identified that cannot be met internally, staff are supported (through the School's Staff Development budget) in undertaking external training or professional development.

The School works with several professional and accrediting bodies and regularly facilitates staff involvement in training events. For example, in June 2017 the School hosted a CIPD event on 'Understanding Equality', hosting colleagues from CIPD, Essex Police and Transpire – a regional organization providing guidance on trans-awareness and support. Renewal of relevant professional memberships (e.g. CMI, CIPD) is also supported through the School. 85% of participants in the Staff Culture Survey agreed/strongly agreed that the School 'encourages staff to raise external profiles through conferences and/or professional events'.

Figure 5.6 below details a breakdown of numbers of academic staff participating in training events by group in 2016-19. There are no obvious gender imbalances overall although males are more likely to participate in training in Accounting and Finance. To a large extent, however, this reflects the larger numbers of male staff in these groups.

**Figure 5.6 Learning events by gender and topic in each academic group, 2016-2019**



Both Academic and Professional Services staff are nominated by the Dean to attend the University's 'Future Leaders' programme, and 6 men and 3 women from EBS have undertaken this training since 2016. Senior staff can also, by invitation from the Vice-Chancellor, undertake the Strategic Leaders training programme, and 4 male staff members and 2 female staff have undertaken this. The Leadership Foundation of Higher Education accredit both programmes. We will closely monitor the gender balance of EBS staff on these programmes to ensure that female staff are not disadvantaged.

**Action 5.12 School to monitor gender balance of EBS participants on Future Leaders and Strategic Leaders programmes.**

**How is its effectiveness monitored and developed in response to levels of uptake and evaluation?**

Our Staff Culture Survey and focus group data suggests that a significant proportion of staff (35%) do not feel 'actively encouraged to take up career development opportunities'. The School now has access to all of its training data so HoGs can review participation and encourage completion. This is not currently monitored by gender at School level, so in future, we will monitor this data any gender differences.

**Action 5.13 HoGs to monitor up-take of training and development opportunities, to identify and address any gender imbalances.**

For in-house training sessions such as those mentioned in Actions 5.9 and 5.10, feedback forms are used to evaluate the success of the session and adjustments made where needed. An example of this would be the recent enhancements made to our new staff induction procedures which have been streamlined to provide very practical information on where to get support in the School and University.

**(ii) Appraisal/development review**

**Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.**

Our annual appraisal system works as follows: The Faculty Executive Dean appraises the Dean, the Dean appraises HoGs, HoGs appraise professorial members of academic staff and the HoG and senior staff divide all other academic staff in their group and normally appraise 2-3 members of staff each. It is usual, and preferred, for probationary supervisors and mentors to appraise staff they are already assigned to, to ensure continuity of developmental support. Postdoctoral research staff are appraised by their line manager.

All staff are offered an appraisal, including those on fixed-term contracts of more than one term and staff on research leave (who can postpone until the following term, if preferred).

The Dean/HoG provides constructive feedback on achievements and activities undertaken. This provides an important mechanism for female staff to assist applications for promotion, increments and/or bonuses or other forms of career development.

However, while 64% of participants agreed/strongly agreed that the department provides 'useful mentoring opportunities' and 57% agreed/strongly agreed that the department provides 'useful networking opportunities', some 47% disagreed/strongly disagreed that the department provides 'helpful on-going performance development reviews'. Linked to this is the fact that we do not have reliable School-level data the number of appraisals completed, including the relevant gender split. It is very important for us to address these issues.

**Action 5.14 Line managers to fully implement annual staff appraisal and developmental reviews, offering to all staff and encouraging participation.**

**Action 5.15 School to work with HR colleagues to obtain consistent data on appraisal uptake, including by gender.**

### **(iii) Support given to academic staff for career progression**

**Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.**

All newly appointed members of academic staff (at Lecturer and post-doc level) are assigned a probationary supervisor. To support professional development and training for probationary staff, the HoG/Dean ensures that the probationer:

- Is given a lighter than average workload (0.7 in year one, 0.8 in year two and 0.9 in year three in the WAM)
- Meets at least once a term with their Probation Supervisor
- Is aware of the requirement to become a Fellow of the Higher Education Academy (FHEA).

Postdoctoral researchers have access to all School and University career progression support mechanisms and resources, and are supported by their supervisors. Funds are made available to postdoctoral researchers to attend conferences and other staff development events.

All staff with caring responsibilities have access to the Career Development Fund for Carers. This scheme was introduced in 2016 through the University's AS work, in recognition of the extent to which it is often more challenging for staff with caring responsibilities to attend conferences and other networking events. Applicants can make one claim per year, up to £150, to help with additional caring costs incurred. Only one (male) member of EBS staff has applied to this scheme to date, so raising awareness and encouraging staff to apply is included as an action point.

**Action 5.16 Raise awareness of the University's Career Development Fund for Carers.**

ECRs are provided with considerable support by the School and Research and Enterprise Office (REO), which offers guidance on all aspects of grant writing, ethics, intellectual property, research impact and the REF. The Faculty Communications Manager also offers tailored support to ECRs/post-docs to help with impact and engagement activities and media training (see Figure 5.7).

**Figure 5.7 Supporting ECRs in impact and engagement activities**

“This meeting was so helpful. A week later I was invited to contribute to a Women and Equalities Committee parliamentary review on tackling harm and inequalities in sex work, drawing on insights from my research. I was also given guidance on writing for *The Conversation* and ongoing support with promoting my research on social media”.

*After completing her ESRC-funded PhD in EBS, Dr Sophie Hales, applied successfully for a Lecturer post in the OS/HRM group.*



A range of staff development opportunities are available to PS colleagues, and EBS is proud of the way academic and PS staff development is integrated. Academic colleagues regularly contribute to annual PS development conferences, with at least one talk per year focusing on gender equality issues. For example, in May 2019, Dr Danielle Tucker presented findings from her research on masculinity and organizational change.

Staff who undertake a part-time degree at Essex usually have fees waived, and EBS proactively supports further study. Some recent examples are shown below.

**Figure 5.8 Support for PS staff development**

“EBS offered me so much support and encouragement, both professional and personal, in order to complete my studies and to take on a new role as an academic.”

*Dr Louise Nash is a Lecturer in Marketing (M&M group). Louise worked as EBS Head of Marketing whilst undertaking a part-time PhD, having previously worked in the City. After successfully completing her PhD on the gendered culture of the financial sector and district, Louise was encouraged to apply for an academic post, and is now EBS Director of Recruitment and a Lecturer in Marketing.*



*Sue Hearsum is the EBS Accreditation Officer, Administrative Lead for AS and Co-Organiser of the School's Working Parents and Carers Forum. She undertook her UG degree as a single, working parent and is now enrolled on the CIPD-accredited MSc Human Resource Management degree. Sue combines full-time work and part-time study; she feels well supported by her line managers and colleagues who enable her to work flexibly.*



*Alex Nicholas is Academic Officer and Deputy Manager at Southend campus and a Unison steward who recently completed an Essex MBA. Alex studied gendered images of leadership on corporate websites for his dissertation and was really struck by the extent to which “non-binary people and transgender people are portrayed as self-absorbed” so that their contribution to the core business organisation is given little attention. This is a finding that Alex plans to research more, and to tackle in his own professional practice.*



#### **(iv) Support given to students (at any level) for academic career progression**

An infrastructure is in place to support students' academic career progression. Regular events are held to promote academic career opportunities to students, including termly professional development workshops for PhD students. All EBS students are supported in their academic progression in the following ways:

- All UG students are assigned a Personal Tutor for academic and pastoral support. Tutors are not assigned on the basis of gender, and men and women are equally represented as Personal Tutors, with WAM hours to reflect the work involved.
- All UG students are assigned a Peer Mentor (a 2<sup>nd</sup> or 3<sup>rd</sup> year UG student).
- All students are given the opportunity to apply to become a Student Representative, and sit on the SSLCs.
- PhD students work towards Milestones that include planning and monitoring of career development skills and goals.
- PGT and PGR students are invited to contribute to the organisation and running of EBS seminars and conferences.

#### **Developmental support for PGR students**

Proficio is the University's innovative professional development scheme for PGR students, unique to Essex. The scheme recognises that professional development is vital to an individual's growth as a PGR student and the University gives funds (£2,500) that can be spent on a variety of programmes and conferences. As a recent example, part-time PhD student and PGR Gender Equality Champion, [REDACTED] used Proficio funds to attend a one-day workshop on 'Narrative Methods in Gender Research' at the University of Greenwich to support her doctoral research.

Many of our PhD students study gender (see Figures 2.7, 3.6, 5.9) and present their work in EBS and externally. Their work as GTAs enables students at UG and PGT level to benefit from this.

**Figure 5.9 An example of doctoral research on gender in EBS**

*A PhD member of the EC/SAT, a GTA and co-organiser of International Women's Day events in EBS, Alison has recently submitted her PhD thesis. Alison carried out a critical analysis of the gender diversity discourse that corporations mobilise with a focus on women's under-representation on corporate boards.*

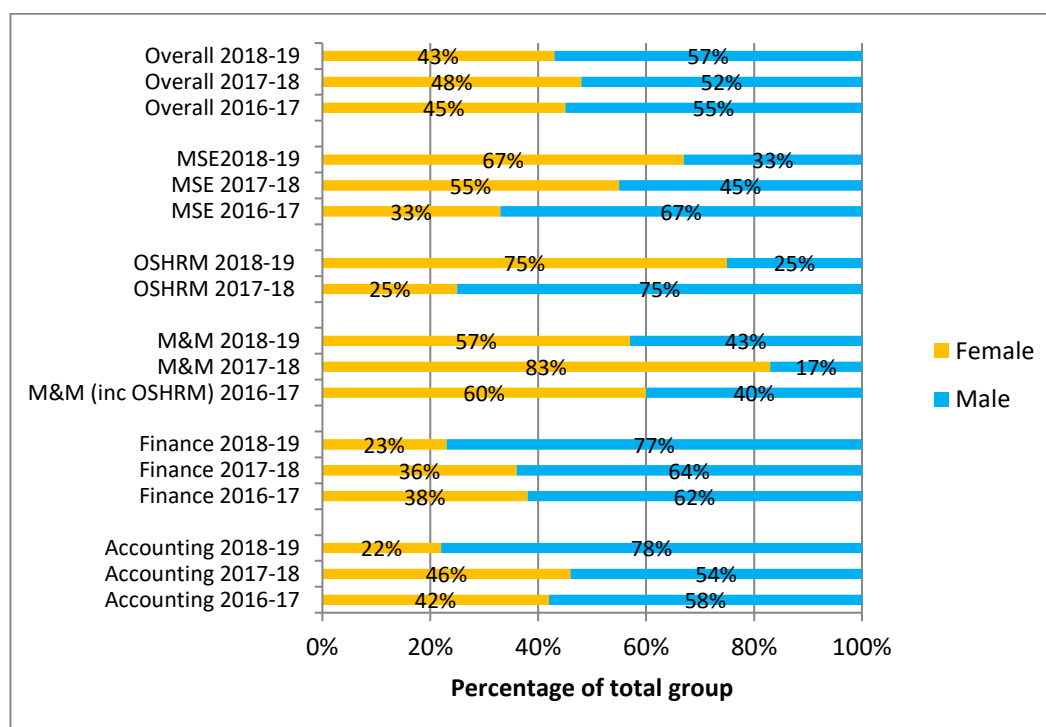
Alison concluded: "I found that companies overwhelmingly rely on essentialist representations of women in terms of being kind, co-operative and caring".



### Developmental support for GTAs/post-doctoral researchers

The School employs PhD students and post-docs as GTAs to support them in developing the teaching side of their academic practice and are broken down in Figure 5.10.

**Figure 5.10 Graduate Teaching Assistants by academic group and gender 2016-2019**



All GTAs are contractually required and paid to take part in a one-day induction that focuses on teaching and assessment requirements in their subject area, and includes information on the School's commitment to equality. GTAs undergo developmental teaching observations by module leader during their first term. The School is in the process of establishing a mentoring scheme for GTAs/PhD students to support their professional development and career progression (see Action 5.6). The findings of our



focus groups and Student Culture Survey<sup>10</sup> have prompted us to extend membership of our Working Parents and Carers Forum to students and GTAs.

**Action 5.17 Invite all students and GTAs to join the Working Parents and Carers Forum.**

All GTAs are required to achieve Associate Fellow status of the HEA before commencing on a second year of teaching and are paid for their time preparing an application. Their application is supported with online (Moodle) resources, drop-in sessions and writing days where they can get together with an advisor and develop a draft application. A small number of GTAs take an alternate route to Fellowship by joining the two-year Post-Graduate Certificate in Higher Education programme (CHEP), which leads to Fellowship and a formal teaching qualification.

GTAs, like all academic staff, are expected to attend the School's annual Learning & Teaching Away Day and are paid to do so, and in some cases share their own good practice at these events.

**(v) Support offered to those applying for research grant applications**

**Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.**

In a research-intensive environment, academic staff, including those on probation, are expected to regularly submit applications for research funding. The School supports staff, including those who are unsuccessful, in a number of ways identified by the SAT:

- Funding calls are regularly circulated.
- Feedback on drafts and developmental reviews of unsuccessful applications are regularly provided by senior colleagues.
- The Research and Enterprise Office (REO) has dedicated pre- and post-award teams to offer administrative support and guidance, with dedicated support for early career researchers.
- The REO also offers dedicated support for promoting research, including engagement and impact within and beyond academia, with a Research Impact funding scheme.
- The School provides twice yearly opportunities to apply for School research funding (up to £1,500), designed to provide the basis for larger, external applications or to enable academic researchers to undertake small-scale studies.
- The School hosts an annual Research Conference, providing an opportunity for dissemination and discussion of information relating to funding council schemes and forthcoming strategic priorities.
- The University Research Leave scheme enables academic staff to apply for one term of research leave for every six terms served. Eligibility continues to accumulate while on parental or caring leave, and research leave can be added on to the latter. This provides invaluable flexibility and research support to carers or parents of very young children returning to work after a period of leave (see Figure 5.11 below).

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<sup>10</sup> Our Student Culture Survey indicated that 7% of respondents care for children aged under 18, 5% care for adult dependents (e.g. partner, parents), and 3% for both.

## 5.5 Flexible working and managing career breaks

There have been formal flexible working arrangements in place for 7 members of academic staff in EBS since 2016-17, but many more work flexibly on an informal basis and the Dean and HoGs are supportive of agreed arrangements. The results of our focus groups and Staff Culture Survey<sup>11</sup> suggest, however, that there is a perceived imbalance between academic and PS staff in this regard, and that the level of support depends very much upon individual line managers. In future, we will ensure that all EBS staff are aware of opportunities to work flexibly, and that all line managers handle flexible working requests in a transparent and equitable manner.

**Action 5.18 Raise awareness of flexible working opportunities amongst staff, and ensure line managers handle flexible working requests in a transparent and equitable manner.**

### (i) Cover and support for maternity and adoption leave: before leave

The School follows University guidelines with respect to maternity and adoption leave. Line managers meet with their staff throughout the pregnancy to anticipate, and respond to, changing circumstances in a timely way, and staff are provided with relevant information on the HR webpages.

Pregnancy risk assessments are carried out by the line manager and reviewed regularly to identify any adjustments required. For example, in 2016-17 an agreement was put in place for a Lecturer who was experiencing problems with chronic pregnancy-related nausea to be given a reduced teaching load. The School, in consultation with the individual going on leave, identify suitable existing members of staff to cover their teaching and administrative workloads.

### (ii) Cover and support for maternity and adoption leave: during leave

**Explain what support the department offers to staff during maternity and adoption leave.**

Staff are actively encouraged to keep in touch with the School during their leave by using paid KIT days (up to 10 per leave period). These provide a valuable means for staff to stay in touch with the research/teaching environment, attend training and development activities, or finish the completion of a project. Examples of how KIT days have been used include during the past three years:

- Attendance at subject group-level annual teaching planning meetings
- Participation in the School's annual Learning & Teaching Away Day
- Attendance at School-based and/or external academic conferences
- Participation in research seminars
- Attendance at Athena SWAN/EC meetings, including annual Away Days

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<sup>11</sup> 20% Staff Culture Survey participants disagreed with the statement: 'My line manager/supervisor is supportive of requests for flexible working'.



All staff who are on maternity/adoption leave have the opportunity to apply for a career break to extend their family leave should they wish. During maternity or adoption leave staff continue to receive their annual pay increments and accrue research leave entitlement, as illustrated below.

**Figure 5.11 Supporting staff taking and returning from maternity leave**

"I have been a research active member of staff at EBS for 5 years, working initially as a Lecturer. I completed my probation in 2016, with great mentoring from senior colleagues. I was promoted to Senior Lecturer in 2019. I felt really well supported by my HoG and colleagues, before during and after both periods of maternity leave. Being able to use KIT days and to add research leave to my maternity leave really helped me to combine all my commitments and enjoy being a working parent. My eldest child [REDACTED] [REDACTED] to take leave in term time means that we can spend time together as a family during the school holidays".



*Dr Noelia Reynolds is a Senior Lecturer in Strategic Management and UG Programme Director. Noelia has taken two periods of maternity leave whilst working at EBS.*

### **(iii) Cover and support for maternity and adoption leave: returning to work**

Before an individual returns from parental leave, the line manager conducts a return to work meeting to discuss flexible working and to set priorities and objectives for the coming months. To ensure a smooth transition, subsequent meetings are arranged some weeks after an individual's return to discuss immediate and longer-term needs. HoGs and other colleagues will routinely 'look out' for the returner and check they are getting the support they need.

To help staff to achieve a suitable work-life balance, and in consultation with the WAM, academic staff receive a temporary period of lower workload/reduction in teaching commitments (up to 20%) upon their return. One female staff member commented that this allowed her to catch up with her research after maternity leave, and to meet the University's REF expectations by completing work on a number of on-going projects initiated before the period of leave.

All staff have access to a competitive childcare package where staff and students receive reduced rates and priority booking. The campus nursery and the University Sports Centre also provide childcare for school aged children over holiday periods. A number of EBS staff currently use the nursery or the holiday provision.

Should staff need some additional time off following their return, staff are made aware of their options. Staff may be granted up to 5 days (pro rata for part-time staff) of care

leave with full pay within any 12-month rolling period, and a further 5 days unpaid care leave per year. The University's Women's Network and newly established EBS Working Parents and Carers Forum is an additional source of support for returning staff.

#### (iv) Maternity return rate

Figure 5.12 shows maternity return rates between 2015 and 2018. Actual numbers are small, and do not indicate any concerns requiring immediate action. However, these figures will be monitored as part of our ongoing AS work.

**Figure 5.12 Maternity return rates, 2015-2018**

	Contract	Left within six months of maternity period end	Returned to work
<b>2015-2016</b>	Professional Services	-	1
	Academic – Finance	-	1
<b>2016-2017</b>	Academic – Finance	1	-
	Academic – M&M	-	1 (twice)
<b>2017-2018</b>	Professional Services	1 (fixed term contract)	1
	Academic – Accounting	-	1

**Action 5.19 SAT to monitor maternity return rates.**

#### (v) Paternity, shared parental, adoption, and parental leave uptake

Over the last three years shared paternity leave has been taken by one member of PS staff, and one academic (from the Accounting group) has taken paternity leave. No one has applied to take adoption leave.

The School follows the University's Paternity and Shared Parental Leave policies, which provide enhanced pay in both cases. Expectant/new fathers are pro-actively encouraged to take paternity leave and advised that they can take further time after paternity leave by using shared parental leave. Where appropriate, workload is reallocated to support staff wishing to do so (see Figure 5.13, below).

**Figure 5.13 Support for new/returning fathers**

"EBS has been incredibly supportive, and actively encouraged me to take 6 weeks' paid paternity leave which was brilliant for my family and I."

*James Norman is the EBS Head of Operations and Business Services. He is a working parent [REDACTED] partner is an EBS colleague. [REDACTED]*



## **(vi) Flexible working**

The University's Work-Life Balance policy includes part-time working, compressed hours, term-time working, annualised hours, job sharing and homeworking. These are available to all staff. Academic staff can also submit a Teaching Availability Form requesting that teaching is not scheduled at particular times should they need flexibility for personal and family circumstances. The School is committed to making staff aware of the flexible working options at recruitment, induction, during ADRs and by highlighting individuals who have benefitted from working flexibly.

Informal requests for flexible working arrangements are also possible and during the last three years have included: male and female staff nearing retirement who wish to reduce their hours; a female member of staff who wished to work flexibly in order to provide care to a seriously ill colleague, and a male HoG who asked to work from home during school holidays in order to be able to combine work commitments with child care responsibilities. The Dean was supportive of all these requests.

During the self-assessment period, at least four members of staff took unplanned bereavement/family emergency care leave, and reported in focus groups and SAT meetings that they were well supported during and after their period of leave, particularly by the Dean and HOBS (both working parents themselves – see Figures 3.1 and 5.13).

In preparation for our AS self-assessment, EBS has attempted to introduce a 'core hours' policy so that, as far as possible, meetings are not be scheduled outside of usual school hours. This has been difficult to implement, however, with pressures on Central Timetabling and the School calendar. Our Staff Culture Survey data reflects this, with 18% participants disagreeing with the statement: 'Meetings in my department are usually completed in core hours to enable those with caring responsibilities to attend'.

**Action 5.20 Hold School meetings, committees and events during EBS 'core hours' wherever possible.**

## **(vii) Transition from part-time back to full-time work after career breaks**

The University introduced a career break scheme in 2016, including the option to reduce working hours for a short time (normally following parental leave) before returning to full-time hours after a year should it suit them. This has been successfully implemented at School level, with 2 members of female staff reducing their working hours for a period of time to balance home and work life before returning to full-time. Information on this process is provided to all staff seeking to reduce their hours temporarily.

## **5.6 Organisation and Culture**

### **(ii) Culture**

Several academic researchers study gendered aesthetics, symbolism and workspaces, and we are aware of how significant visual and material culture is to communicating an organization's values and commitments. Embedding the AS Charter principles into the EBS culture is central to our AP to ensure that staff have a sense of what 'gender equality looks like' in our School. As examples, large posters currently showcase the contributions

of two women – [REDACTED] BSc Finance and Maths graduate from 2014, now a feminism and finance blogger, and [REDACTED] a former MA Health and Organizational Analysis student and recipient of a 'Women of the Future' scholarship.

**Figure 5.14 Showcasing EBS women's contributions across (Colchester) campus**



Our department strives to be inclusive and supportive. Many of the responses to our Student Survey reflect our success in achieving this objective:

- Information about my department shows the contribution of people of all genders to its work (100%)
- I understand my department's reasons for wanting to have equal opportunities for everyone (100%)
- In my department, academic staff lead by example in treating students with equal respect when teaching and supervising regardless of gender (96%)
- I am treated with respect by students whose gender is different from mine (96%)
- Social activities in my department are welcoming to students of all genders (95%)
- All students are given equal opportunities to contribute regardless of gender (94%)
- All students are given equal opportunities to take the lead regardless of gender (94%)
- I would recommend this department as a great place to study (93%)
- Lecturers help students equally regardless of gender (93%)
- Students are given equal opportunities to represent the department regardless of gender (92%)

However, the Student Culture Survey also raised some important issues. Firstly, a perception that students of a particular gender are more likely to have a successful career in their area (12%). We explored this further in our student focus groups and found evidence of a general view that "Finance is male dominated". Recognition of this and taking steps to tackle it underpins a number of our action points (see Actions 4.2-4.4).

Secondly, in response to the statement 'During my time in this department, I have experienced a situation where I have felt uncomfortable because of my gender identity',

6% said 'this happens frequently' and 8% said 'this happens occasionally'. In response to the statement 'My department provides me with information about how to report incidents of inappropriate behaviour', 14% disagreed. Both responses required immediate steps. As such, we have already implemented two actions:

- (i) all new/returning student Welcome Week talks include detailed information on the School's equality statement and the University's zero tolerance policies, as well as guidance on sources of support and reporting mechanisms, and contact details and 'drop in' hours for the EIC
- (ii) details of the University and SU's harassment and consent training have been re-circulated to all staff and students. Impact will be assessed via future surveys and focus groups.

**Action 5.21 Increase student confidence in the School's capacity to deal effectively with inappropriate behaviour and raise awareness of how to report incidents.**

Two contributions to the staff focus group indicate the importance of women occupying senior roles in the School: (i) "I find the School leadership to be very important. We have a Research Director, Education Director as were the two previous research directors" and (ii) "to have women in senior positions ... sets a good tone, especially as role models for ECRs and PhD students". Integrating our commitment to equality and the AS Charter into our day to day practices, we need to ensure that the leadership and development of EBS remains gender balanced, with women continuing to occupy senior, strategic roles.

**Action 5.22 Continue to encourage female academic staff to undertake senior, strategic roles in the School.**

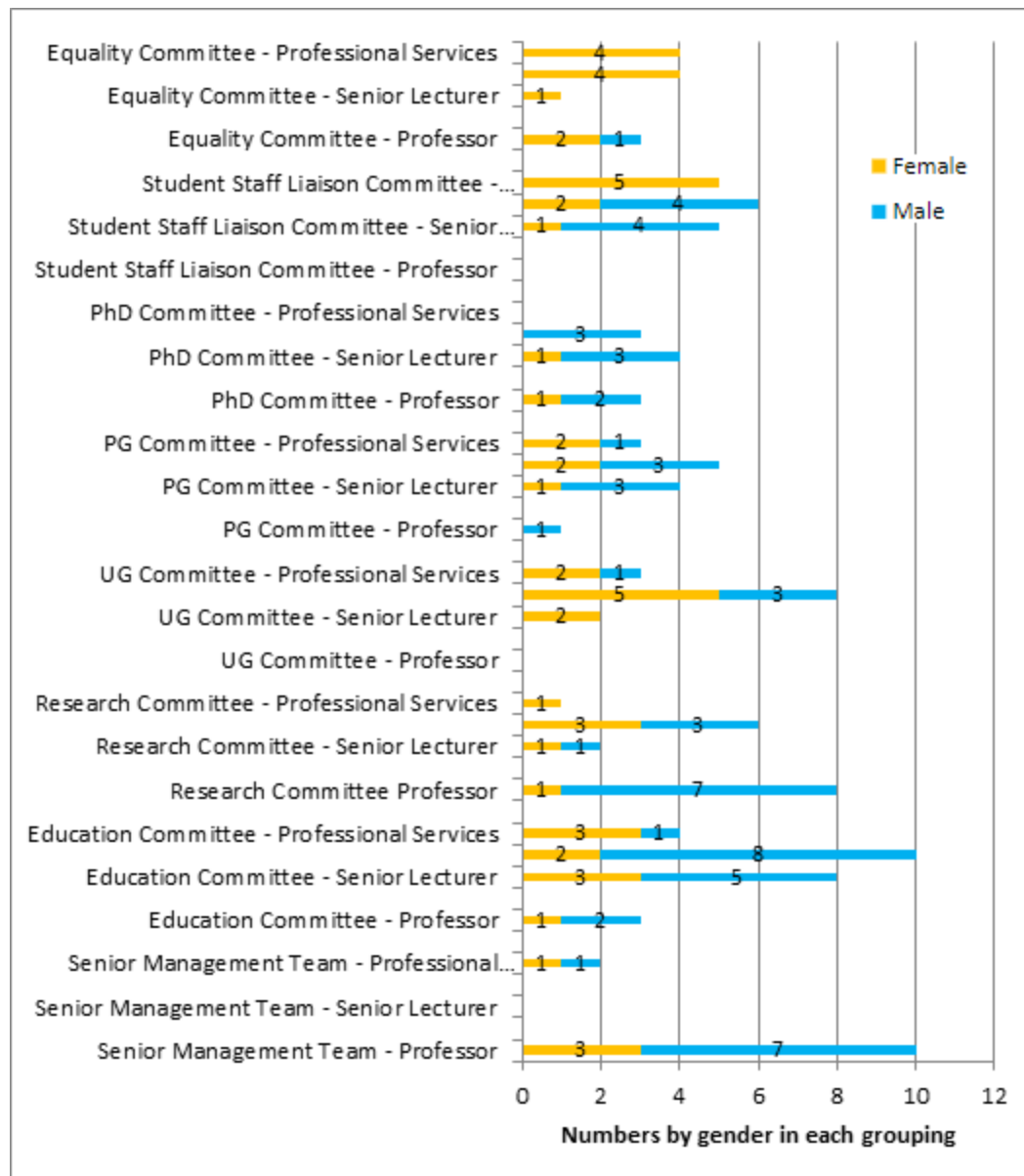
**(ii) HR policies**

The University is revising many of its employment policies to set clear principles and objectives. Our full suite of policies is available on one page on the HR website, so it is easy for all to access. HR's Employee Relations and Organizational Development teams are available to support and advise all line managers in applying policies to ensure fair, consistent and transparent application of HR policies.

**(iii) Representation of men and women on committees**

The gender balance of key EBS committees is presented in Figure 5.15. Important to note is the relatively high number of male professors on SMT and Research Committee and the lack of senior males on UG Curriculum, SSLC, and Equality Committee.

**Figure 5.15 Committee membership by gender and role, 2019**



Conscious efforts have always been made to ensure that EBS committees are composed of an appropriate gender balance and mix of staff, and that they are collegial and inclusive. Our Staff Culture Survey data shows that 94% participants consider meetings in the department to be 'inclusive, and encourage all members to participate, regardless of gender'.

However, our self-assessment has shown an apparent under-representation of women on committees overall (45% women, 55% men in 2018), yet an over-representation when considered in relation to the actual number of staff. The latter is a cause for concern as it suggests that because there are lower numbers of female academic staff overall this leads to a gendered pattern of over-burdening women with committee work as a result.

Ironically, trying to ensure equal numbers of men and women on committees seems to be resulting in more work being asked of female members of staff. This is combined with a significant under-representation of women on committees that might be regarded as more strategic in their orientation (e.g. SMT, Research Committee), and an over-



representation on those that are more supportive/operational, notably UG Curriculum and Equality Committees. An important action point is for us to address this to ensure a more fair and equal distribution of committee work.

**Action 5.23 Address the gender imbalance in committee membership and ensure a more fair and equal distribution of work committee membership.**

#### **(iv) Participation on influential external committees**

Staff are encouraged to participate in external committees, within and beyond the University. This is supported in several ways: through an appropriate allocation of WAM hours; through administrative support; through teaching cover, as required, and also through making professional development and training opportunities available to those taking on these roles. The School does not currently keep consistent records of external committee work, and we address this.

**Action 5.24 School to maintain more consistent records on external committee membership and ensure that appropriate WAM allocations are made.**

#### **(v) Workload model**

The School uses a 900-hour workload allocation model (WAM) to allocate teaching, research and administrative duties. The WAM is reviewed annually by SMT and HoGs monitor individual workloads continuously. For ASER staff, 300 of these hours are for research. Probationary staff are given an allowance of 200 hours (one third) that decreases incrementally over the three year probationary period. Figure 5.16 illustrates the importance of this to ECR career development.

**Figure 5.16 Importance of a reduced WAM load to ECR career development**

“Earlier this year I became a member of the British Academy of Management and was involved in co-organising the 2019 conference. At the conference I received an award for Best Reviewer in the HRM track and my own paper was also highly commended”.

*Dr Maria Hudson is a Senior Lecturer in OS/HRM who joined EBS in March 2016. With supportive mentoring, Maria successfully completed her probation and secured promotion to Senior Lecturer.*



AS work is reflected in the WAM, with the academic lead being allocated 50 hours for undertaking the work involved (and a further 100 hours for the role of Equality Co-ordinator), and SAT members being given 15 hours each.

However, our Staff Culture Survey, focus groups and SAT raised some concerns about the gendered allocation of workload. 12% of respondents disagreed that ‘work is allocated on a clear and fair basis regardless of gender’ and 25% disagreed/strongly disagreed with the statement ‘My department values collegiality and support for staff and students when considering promotions and carrying out performance development reviews.’<sup>12</sup>

One way in which we plan to tackle this is to allocate an agreed number of hours for ‘citizenship’, to include activities such as probationary supervision, mentoring and support roles. However, with the expansion of student numbers and increasing pressure on workload allocation, this might prove unfeasible. Our action point is therefore to examine the feasibility of more clearly and inclusively allocating hours for ‘citizenship’, and to examine whether gender inequities exist in citizenship responsibilities.

**Action 5.25 SMT to examine the introduction of WAM hours for ‘citizenship’ to support mentoring and other developmental responsibilities.**

**Action 5.26 SAT to review the extent to which gender inequities exist in citizenship responsibilities.**

#### **(vi) Timing of departmental meetings and social gatherings**

The School operates on the principle that taking account of the needs of those with caring responsibilities and part-time staff when it comes to the timing of meetings and social gatherings will benefit all staff. As a result, the School strives to schedule meetings, committees and social gatherings during ‘core’ hours (see Action 5.20). Minutes are taken and circulated to all relevant staff, and all attendees can add items to the agendas, including those who cannot attend. Dates are circulated by email at the beginning of each academic year and are updated termly, with notification of changes as far as possible in advance.

#### **(vii) Visibility of role models**

All School marketing material is reviewed for gender balance and prominent images of in EBS buildings and online showcase the contributions of men and women. 90% of participants in the Staff Culture Survey agreed/strongly agreed that the School ‘uses staff of all genders as visible role models’.

In its visual culture and material environment, the School strives to convey not just its values, but also its diverse constitution. We fully recognize that lived experiences of identity are intersectional, and strive to avoid representing men and women in binary or homogenous ways. Examples include:

- Diverse visual imagery on the EBS webpages, showing men and women with a range of roles and responsibilities.
- A varied and gender balanced range of photo boards and other pictures displayed in the EBS building.

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<sup>12</sup> This contrasts with 84% of Staff Survey participants who agreed/strongly agreed that ‘Leadership’ skills were taken into account.



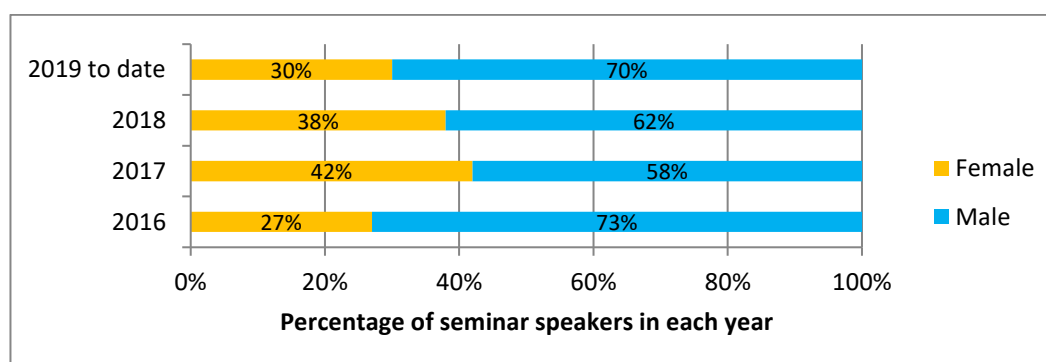
- Teaching materials that contain a diverse range of visual images, references and case studies.
- Gender balance in the allocation of module leadership roles, and in other areas of our work such as Open and Visit Days.

Graduation events are used to highlight the achievements of female staff and students, with prizes and awards being given out by female staff to students performing well in under-represented areas of work, or recognizing contributions to the School.

The School makes good use of the University's Distinguished Visitors programme through the appointment of international experts in gender research, including in 2018-19 scholars from South African universities working with EBS colleagues on a project on gender and sustainability technologies.

At seminars, conferences and other events, we encourage speakers to explore the interplay between gender and other aspects of identity. While seminars in all groups have focused on gender-related themes and issues, women have been consistently under-represented as speakers over the past four years (see Figure 5.17).

**Figure 5.17 Gender breakdown of seminar speakers, 2016-2019**



#### **Action 5.27 Redress gender imbalance in invited seminar speakers**

We recognise the importance of visible LGBT+ role models and allies, and are working with relevant organizations, drawing on guidance from Stonewall and Transpire (see above) and from the University's LGBT+ toolkit. This is accessible on the University's Equality, Diversity and Inclusion website.

#### **(viii) Outreach activities**

Staff participate in a variety of outreach activities. Many of these are aimed at local schools, colleges, businesses, and other organizations. The School's Marketing and Communications team keeps records of outreach activities, including the gendered take-up of these activities and HoGs keep track of the gender balance and workload involved.

WAM hours are allocated to those staff who make a sustained commitment to them (e.g. the School Recruitment Director is allocated 200 WAM hours, and colleagues who take part in Open and Visit Days are allocated 50 hours). HoGs and the Director of Recruitment are responsible for ensuring that outreach activities are gender balanced, and promote equality. All engagement and outreach activities are recognised by the ADR, and by the permanency and promotion process.

## 6. CASE STUDIES

N/A

## 7. FURTHER INFORMATION

EBS is a large and complex department and its gendered composition is effectively two sides of a coin. We are fortunate in having teaching and research expertise on gender across the School. Our strategic priorities and AP will draw from this. Our aim is to integrate the School's commitment to equality into every aspect of its teaching, research and professional practice by drawing on our research capacity, in order to promote equality across all subject and work groups, and in all areas of the School's core activities. We are fortunate in having a Faculty Executive Dean and Interim Dean who are fully committed to gender equality and for whom appointing a permanent Dean who shares this commitment is a priority.

## ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application. Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). See the awards handbook for an example template for an action plan.



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The actions below, organised by section for ease of reference, reflect our strategic priorities for November 2019 to October 2023:

- 1) **Promoting gender equality in all areas of EBS teaching, research and practice**
- 2) **Tackling gender imbalances across work groups and subject areas**
- 3) **Understanding intersections between gender and other inequalities**

<b>(2) DESCRIPTION OF THE DEPARTMENT</b>						
<b>No.</b>	<b>Action</b>	<b>Rationale</b>	<b>Key outputs and success indicators</b>	<b>Timescale</b>	<b>Responsible person/team</b>	<b>Related actions/ priorities</b>
2.1	Establish EBS-based Centre for Research on Gender and Work to provide a focal point for research on gender equality	To showcase and raise the profile of EBS-led research on gender equality, and encourage interdisciplinary research opportunities by increasing the number of EBS staff carrying out research in this area from its current level of c.20%	Centre established, events organized, gender research profile raised	Centre established by October 2020	Centre Director and EIC	Actions: 3.7-3.10 Priorities: 1, 2, 3
<b>(3) SELF-ASSESSMENT PROCESS</b>						
<b>No.</b>	<b>Action</b>	<b>Rationale</b>	<b>Key outputs and success indicators</b>	<b>Timescale for completion</b>	<b>Responsible person/team</b>	<b>Related actions/ priorities</b>
3.1	Achieve full gender balance on the School's SAT	Men (especially academics) currently under-represented (40% men, only 1 male academic)	Full gender balance achieved (50% women, 50% men)	By October 2020	Dean, EIC, HoGs	Actions: 3.2, 3.3 Priorities: 1, 2, 3

3.2	Appoint and maintain at least one UG, PGT and PGR member of the SAT	Students currently under-represented on the SAT (two PGT and one PGR in 2018, no UG)	All student groups are represented on the SAT	By October 2020	EIC, EC to oversee	Actions: 3.1, 3.3 Priorities: 1, 2, 3
3.3	Ensure that additional BAME staff/students join the SAT	BAME staff and students currently under-represented, with only one current BAME member of the EC and SAT	Increased BAME membership of the EC/SAT	By October 2020	EIC, EC to oversee	Actions: 3.1, 3.2 Priorities: 1, 2, 3
3.4	Improve participation rates for Student Culture Survey through enhanced peer-to-peer promotion, especially utilising student Gender Equality Champions	Although the participation rate increased from 1.5% to 3.3%, this is still a very low and unrepresentative amount	At least 20% Student Culture Survey completion rate	Annually to 2023	EIC, Gender Equality Champions	Actions: 3.2-3.3, 3.7-3.13 Priorities: 1, 2, 3
3.5	AS Action Plan progress to be reviewed annually by the EC and reported to SMT and the School	Achieving AS accreditation is a key strategic priority for EBS as detailed in the departmental Strategic Plan	AP items to be reviewed against expected outcomes and timescales, with interventions taken as needed. EIC to report progress to SMT and at School Meeting	Annually from October 2020	EIC, Dean, EC	Actions: 3.12 Priorities: 1, 2, 3
3.6	EIC to work with external organisations (inc. accrediting bodies)	Intersectional issues and inequalities not currently well	Accreditation applications/working relationships established with at	By October 2021	EIC, Director of Accreditation Director, EC	Actions: 3.7, 3.10 Priorities: 2, 3

	to better understand and address issues relating to intersectional differences and inequalities	understood or sufficiently addressed	least two other bodies (e.g. Stonewall, REC) and actions relating to intersectional differences agreed			
3.7	Staff EC and SAT members to act as Gender Equality Champions for staff and students, drawing on and disseminating good practice	Prior to AS process being started, there was no formal mechanism in EBS to support and encourage the championing of gender equality	Staff and Student Culture Surveys show improved statistics for questions relating to gender-related issues	December 2019 onwards	All EC/SAT members	Actions: 2.1, 3.1, 3.9, 3.10-3.13 Priorities: 1, 2, 3
3.8	Student members of the SAT to act as Gender Equality Champions and help promote awareness of gender-related issues amongst their peers, and encourage participation in the Student Culture Surveys	We have not had any formal student Gender Equality Champions to-date and levels of participation in the Student Culture Survey are still very low (c.3%)	At least 20% Student Culture Survey completion rate, with improved statistics for questions relating to gender-related issues	Annually to 2023	EIC, Student Gender Equality Champions, EC	Actions: 3.2-3.4, 3.11-3.13 Priorities: 1, 2, 3
3.9	'Equality@EBS' termly newsletter to be published on EBS departmental website	Updates on equality issues/AS work not currently circulated to all students/GTAs. Staff Culture Survey showed 30% did not feel well	Staff Culture Survey to show improvement in percentage of staff who feel well informed about	Termly newsletters to commence Spring Term 2020; improved survey results by October 2021	EIC, EC/SAT to oversee and make contributions	Actions: 2.1, 3.7-3.8, 3.10-3.13 Priorities: 1, 2, 3

		informed about relevant policies on gender	relevant policies on gender			
3.10	EBS Equality Conference to be held annually	To build on the success of the two previous Equality-related EBS conferences and to promote the work of the new Centre for Research	2020 Conference aims to have a minimum of 30 delegates, with similar or greater numbers each year	Annually to 2023	EIC, Centre Director	Actions: 2.1, 3.5 Priorities: 1,2,3
3.11	Continue to hold a termly Equality Café for staff and students to facilitate exchange of ideas and integration of AS work and AP into staff and student experience	Prior to the commencement of the Equality Café there was no informal vehicle for staff and students to come together to consider gender-related issues	Increased staff and student attendance at Equality Café events	Termly from December 2019	EIC, Gender Equality Champions	Actions: 3.4, 3.7, 3.9, 3.13 Priorities: 1, 2, 3
3.12	Hold annual AS Away Day to support accreditation progression	To maintain AS AP momentum and build on success of previous Away Days which helped to progress self-assessment process and action planning, and share good practice	Increased staff and student attendance at AS Away Days throughout AP period	Annually from 2020	EIC, EC, Accreditation Team	Actions: 3.5, 3.6 Priorities: 1, 2, 3
3.13	Continue to actively participate in International Women's Day events to raise the	IWD events have occurred in EBS since 2011 and have been well attended and gained positive	Increased impact of our International Women's Day activities, e.g. greater number of	Annually from 2020	EIC, Gender Equality Champions	Actions: 3.7-3.8, 3.10 Priorities: 1

	profile of gender equality issues	feedback – continuing these will help increase the visibility of gender equality issues and maintain our AS momentum	attendees or social media coverage			
<b>(4) A PICTURE OF THE DEPARTMENT</b>						
<b>No.</b>	<b>Action</b>	<b>Rationale</b>	<b>Key outputs and success indicators</b>	<b>Timescale for completion</b>	<b>Responsible person/team</b>	<b>Related actions/priorities</b>
4.1	Monitor gender balance of UG Accounting and Management programmes to ensure relative parity remains	Proportion of male students on UG Accounting and Management programmes increased slightly from 50% in 2016 to 55% in 2018 and 51% to 56% respectively	Relevant courses continue to have a good gender balance	Each December from 2019 onwards following confirmed numbers from each new student intake	EIC, Recruitment Director, HOBS, Relevant HoGs	Actions: 4.3 Priorities: 2
4.2	Closely monitor the gender balance of UG Finance courses and help to improve it by promoting the work of our female Finance role models using Gender Equality Champions, increased publicity on our departmental website, and working collaboratively with the Outreach Team	Proportion of female UG Finance students decreased from 37% in 2016 to 32% in 2018	Improved proportion of female UG Finance students	From January 2020, with gender balance monitored every December following confirmed numbers from each new student intake	EIC, EC, EBS Marketing Team, Outreach Team	Actions: 2.1, 3.7-3.9, 4.3 Priorities: 1, 2



4.3	Ensure all student recruitment and marketing materials continue to convey the School's strong commitment to gender equality, and are equally encouraging to students of all genders	Despite positive work thus far the proportion of female UG students has dropped slightly from 46% in 2016 to 42% in 2018	Closer to 50% female UG students across all programmes	From January 2020, with gender balance monitored every December following confirmed numbers from each new student intake	Recruitment Director, EBS Marketing Team	Actions: 2.1, 3.6-3.9, 4.1-4.2 Priorities: 1, 2, 3
4.4	Interrogate internal data to investigate whether decline in offers made to female UG Finance students is due to our own actions or to sector trends, and take further action as appropriate	Applications, offers and acceptances only 28%, 23% and 23% from female students, respectively, in 2018	Contributing factors investigated, any relevant actions agreed and implemented, and proportion of female UG Finance students increases	Initial investigation during Spring Term 2020	Head of EBS Marketing, HOBS	Actions: 4.2 Priorities: 2
4.5	School to undertake a detailed review of assessment to ensure that no gender bias exists	Student attainment figures as measured by 1 <sup>st</sup> and 2:1s dropped between 2017 and 2018	Increased variety of assessment should lead to a demonstrable increase in student attainment and continuation	By October 2021	DoE, HoGs	Actions: 4.6-4.7 Priorities: 2
4.6	School to undertake a comprehensive curriculum review, to include measures to diversify and	To fully embed AS principles at the heart of our curriculum and increase our levels of research-led teaching in	A more diverse curriculum should lead to a demonstrable increase in student	By October 2021	DoE, EIC, HoGs	Actions: 4.5, 4.7 Priorities: 2

	decolonise the curriculum	relation to gender issues	attainment and continuation			
4.7	School to enhance support for students undertaking summer reassessment to improve progression and attainment	Numbers of students who are required to take summer reassessment has risen significantly over the self-assessment period	Increased levels of support for reassessment should lead to a demonstrable increase in student attainment and continuation	June 2020 onwards	DoE, HoGs, HOBS	Actions: 4.5-4.6 Priorities: 2
4.8	Continue to monitor the gender balance on PGT Programmes, particularly in Finance	Although female students account for 60% of PGT numbers overall, the proportion of female Finance students has fallen from 52% in 2016 to 40% in 2018	Improved proportion of female PGT Finance students	Each December from 2019 onwards following confirmed numbers from each new student intake	EIC, HOBS, Recruitment Director	Actions: 4.9 Priorities: 2
4.9	Run focus groups with female PGT students across all subject groups to ascertain their reasons for choosing EBS, to identify any gender-related issues and seek to apply any lessons learnt across other levels of study	% of 'firm accepts' from female PGT applicants declined from 61% in 2016 to 53% in 2019, whilst males increased from 39% in 2016 to 47% in 2019	Investigate if there are significant reasons for this drop and undertake relevant actions as needed, and monitor statistics annually	Spring Term 2020, with annual review of statistics each December following confirmed numbers from each new student intake	EIC, Recruitment Director	Actions: 4.8, 4.10 Priorities: 2
4.10	Run a focus group with female PGT and PGR Accounting	Proportion of female PGR Accounting students decreased	Identify barriers and undertake remedial actions as	Spring Term 2020, with annual review of statistics each	EIC, Recruitment Director, Accounting HoG	Actions: 4.12 Priorities: 2

	students to ascertain the reasons for students continuing into further study, the factors which would encourage promising female students to do so, as well as any potential barriers	from 36% in 2016 to 30% in 2018	appropriate to increase the proportion of female PGR Accounting students, monitoring statistics annually	December following confirmed numbers from each new student intake		
4.11	EBS to actively participate in the central review of PhD applications to ensure that gender-related issues are addressed	At University-level the number of PhD applications has remained stagnant and is well below the growth seen at UG/PGT levels	Levels of EBS PhD applications, offers and accepts increase	By October 2020	PhD Director, Dean, HOBS	Actions: 4.10, 4.12 Priorities: 2
4.12	Interrogate internal data to investigate the decline from applications to firm accepts for female PGR students, and take further action as appropriate	In 2018-19, the proportion of drop off female applicants (42%) to firm accepts (27%)	Contributing factors investigated, any relevant actions agreed and implemented, and pipeline of female PGR applicants to firm accepts increases	Spring Term 2020	PhD Director, EBS Marketing Team, HOBS	Actions: 4.10-4.11, Priorities: 2
4.13	Implement the School-level action plan to monitor and improve PhD completion rates,	A drop in PGR completion rates was observed in 2017-18 and an action plan to address produced as	Improved PGR completion rate	October 2020	PhD Director, Dean	Actions: 4.14 Priorities: 2

	being mindful of any gender implications	part of the 2019 Periodic Review				
4.14	Introduce specific “Working to Completion” sessions as part of the InSite Workshops series	A drop in PGR completion rates was observed in 2017-18 and an action plan to address produced as part of the 2019 Periodic Review	Improved PGR completion rate	December 2019 onwards	PhD Director, Associate PhD/Research Directors	Actions: 4.13 Priorities: 2
4.15	Continue to provide dedicated support and mentoring for staff on fixed-term contracts to support their career development	Although numbers are small, we remain committed to helping staff transfer into full-time academic careers if they wish to	Fixed-term teaching staff obtain permanent academic positions, in EBS or elsewhere	Ongoing from December 2019	HoGs	Actions: 2.1, 5.5 Priorities: 1, 2
4.16	HoGs to encourage staff leaving the organisation to complete the leavers questionnaire and arrange an exit interview if they wish	The reasons as to why staff leave are not consistently recorded and are largely anecdotal, meaning that any potential gender issues cannot be interrogated	Increased uptake of leavers questionnaire and exit interviews, resulting in increased data that can be analysed	From December 2019, with data analysis on an annual basis	HoGs, Dean	Actions: 4.16 Priorities: 2, 3
4.17	EIC to work with HR to facilitate a better flow of data and information so that we can analyse our leaver information in greater depth, and review if there	Analysis of leavers data by gender currently limited due to poor data flow	Increased flow of data, aided by greater uptake of leavers questionnaire and exit interviews, resulting in	Spring Term 2020	EIC, HR	Actions: 4.17 Priorities: 2, 3

	are any common trends as to why particular genders leave the organisation		additional data that can be analysed			
<b>(5) SUPPORTING AND DEVELOPING WOMEN'S CAREERS</b>						
<b>No.</b>	<b>Action</b>	<b>Rationale</b>	<b>Key outputs and success indicators</b>	<b>Timescale for completion</b>	<b>Responsible person/team</b>	<b>Related actions/priorities</b>
5.1	Encourage all EBS staff to complete Unconscious Bias training	To raise awareness of implicit bias more widely by improving our current completion rate of 43.7%	Increasing Unconscious Bias training completion to at least 50%	October 2020	Dean, Line Managers, EIC	Actions: 5.13-5.14 Priorities: 1, 2
5.2	Update Job Packs to include details of the School's Equality and Inclusion webpages to complement University resources	Women currently under-represented amongst academic staff and students, especially in Finance	Increased gender balance in inquiries and applications from suitable candidates	December 2019	Dean, HoGs	Actions: 3.9, 5.3-5.5 Priorities: 1, 2
5.3	Review online presence to showcase work of men and women, and research on gender across EBS	To support the new Centre for Research on Gender and Work, and to showcase and raise the profile of EBS-led research on gender equality	Staff and Student Culture surveys to show improvements in related questions	Spring Term 2020	EIC, EC, EBS Marketing Team	Actions: 2.1, 3.9, 4.3, 5.4-5.5 Priorities: 1, 2
5.4	Ensure promotional materials in EBS buildings highlight the contributions of men and women especially in subject	To help address intersectional differences, especially as Staff Culture Survey showed that 30% did not feel well informed	Staff and Student Culture surveys to show improvements in related questions	Spring Term 2020	EBS Marketing Team, HOBS	Actions: 2.1, 3.9, 5.2-5.3 Priorities: 1, 2, 3

	areas and work groups in which gender imbalances persist	about relevant policies on gender				
5.5	Pro-actively encourage applications and appointments of suitable candidates from currently under-represented groups	Women currently under-represented amongst academic staff, especially at senior levels and in Finance; men under-presented amongst PS staff.	Review completed, any relevant actions taken to ensure gender balance and contribution of staff and students in currently under-represented groups highlighted	December 2019 onwards	Dean, HoGs, HOBS	Actions: 2.1, 3.9, 5.3-5.4 Priorities: 1, 2, 3
5.6	Introduce a mentoring scheme for GTAs to support career progression	To address the 'leaky pipeline' from PGR to Professor level as detailed in Figures 4.46-4.49, and to improve overall PGR employability figures	Improved employability figures for PGRs students	By October 2020	PhD Director, Dean	Actions: 5.7, 5.17 Priorities: 2
5.7	Run a focus group with newly appointed members of staff (including GTAs) to evaluate the effectiveness of current induction processes, identify any gender related issues, and take further action as appropriate	Whilst focus group data has thus been positive, it is important that the changes to our induction processes are reviewed. GTA induction feedback has also not been routinely gathered in the past	Focus group feedback continues to be positive about the revised induction programme	By April 2020	EIC, HoGs, HOBS	Actions: 5.6, 5.17 Priorities: 2, 3

5.8	Continue to monitor promotion data in the School, checking carefully for any gender trends	Given that gender imbalances exist across higher grades, it is important that we continue to monitor promotion data to ensure that no gender bias emerges	Female/non-binary promotion statistics continue to be comparable or better than male applicants	From Summer 2020, with annual review following each promotion round	Dean, EC	Actions: 5.9 Priorities: 2, 3
5.9	Hold an annual promotions workshop for academic staff to provide additional guidance and support on the application process	Promotions process and criteria not widely as widely understood as expected as Staff Culture Survey showed 27% of respondents Promotions process were unclear/unaware of the process	Improved Staff Culture Survey results, with the aim of increasing the volume and success of promotion applications	Annually each Spring Term from 2020	Dean, HoGs, EIC, HR	Actions: 5.8, 5.10 Priorities: 2
5.10	Hold an annual workshop to support successful bonus and increment applications for all eligible EBS staff	Data on the number and success rate of bonus/increment applications is not routinely analysed, but focus group information suggests that as with the promotions process a similar lack of awareness and clarity exists	Increased volume and success of bonus and increment applications	Annually each February from 2020	Dean, HoGs, HOBS, EIC	Actions: 5.9 Priorities: 2
5.11	Work with the EBS Academy of Impact to identify support mechanisms to	Only two of nine impact case studies for REF 2021 have been	Improved pipeline of potential impact case studies for future REF cycles	December 2019 onwards	Dean, DoR, EBS Director of Impact, Academy of Impact	Actions: 5.13-5.14 Priorities: 1, 2, 3

	facilitate greater numbers of impact case studies from female academics	produced by female academics				
5.12	School to monitor gender balance of EBS participants on Future Leaders and Strategic Leaders programmes	Only 5 of 15 EBS participants on Future/Strategic Leaders since 2016 have been female	Improved percentage of female staff on Future/Strategic Leaders programmes	December 2019 onwards	Dean, HoGs, HOBS, EIC	Actions: 5.13-5.15 Priorities: 1, 2, 3
5.13	HoGs to monitor up-take of training and development opportunities, to identify and address any gender imbalances	Staff Culture Survey and focus group data indicates 35% of staff do not feel actively encouraged to take up career development opportunities	Improved Staff Culture Survey results and uptake in training and development opportunities	December 2019 onwards	HoGs, EIC	Actions: 5.12, 5.15-17 Priorities: 2
5.14	Line managers to fully implement annual staff appraisal and developmental reviews, offering to all staff and encouraging participation	Staff Culture Survey revealed 47% of staff disagreed/strongly disagreed that the department provides 'helpful on-going performance development reviews'	All eligible staff offered an annual appraisal, and improved Staff Culture Survey results	By October 2020	All line managers	Actions: 5.12-5.13, 5.15-5.16 Priorities: 2, 3
5.15	School to work with HR colleagues to obtain consistent data on appraisal uptake, including by gender	School-level data on appraisal completion is not yet available, meaning that broad analysis is not yet possible	Data is made available and is analysed for any gender-related issues, with further actions as needed	By October 2020	EIC, HOBS	Actions: 5.12-5.14, 5.16 Priorities: 2, 3



5.16	Raise awareness of the University's Career Development Fund for Carers	Only one (male) EBS member of staff has utilised the fund to-date	Increased awareness of the Fund amongst staff and greater numbers of funding applications made by EBS staff	December 2020 onwards with number of funding applications reviewed annually	EIC, HoGs	Actions: 5.12-5.15 Priorities: 1, 2
5.17	Invite all students and GTAs to join the Working Parents and Carers Forum	Group established in 2019 but currently no student or GTA members	Increased awareness of Forum amongst student body and student/GTA members join	December 2020 onwards	EIC, EC	Actions: 5.6-5.7 Priorities: 1, 2, 3
5.18	Raise awareness of flexible working opportunities amongst staff, and ensure line managers handle flexible working requests in a transparent and equitable manner	20% of Staff Culture Survey participants disagreed with the statement: 'My line manager/supervisor is supportive of requests for flexible working'	Future Staff Culture Surveys to show improvement in percentage of staff who feel that line managers would support flexible working requests	Annually from October 2020	EIC, Dean, HoGs, HOBS	Actions: 5.16-5.17, 5.19-5.20 Priorities: 1, 2, 3
5.19	SAT to monitor maternity return rates	Maternity return rates have not routinely been analysed to see if any specific or common gender-related issues exist	Data analysed to ensure that no gender bias exists, with appropriate actions agreed if required	Annually from October 2020	EIC, HoGs, HOBS	Actions: 5.16-5.18 Priorities: 1, 2
5.20	Hold School meetings, committees and events during EBS	Staff Culture Survey showed 18% of participants disagreed with the statement: 'Meetings in my	More meetings, committees and events held during EBS 'core hours' and Improved Staff	December 2020 onwards	Relevant Committee Chairs, HOBS	Actions: 5.16, 5.18 Priorities: 1, 2

	'core hours' wherever possible	department are usually completed in core hours to enable those with caring responsibilities to attend'	Culture Survey results for this question			
5.21	Increase student confidence in the School's capacity to deal effectively with inappropriate behaviour and raise awareness of how to report incidents	14% of Student Culture Survey respondents reported experiencing inappropriate behaviour occasionally/frequently, and 14% did not agree that the School provides information on how to report inappropriate incidents	Improved Staff Culture Survey results, with further monitoring through focus groups	December 2020 onwards	EIC, Dean, HOBS	Actions: 3.4-3.5 Priorities: 2
5.22	Continue to encourage female academic staff to undertake senior, strategic roles in the School	Only 30% of the academic staff on SMT were women in 2019	Proportion of women on SMT closer to 50%	December 2019 and reviewed annually	Dean, EIC, Gender Equality Champions	Actions: 5.3, 5.5, 5.12 Priorities: 1, 2
5.23	Address the gender imbalance in committee membership and ensure a more fair and equal distribution of work committee membership	Female staff account for 45% of committee membership but are over-represented when considered in relation to actual staff numbers, especially on more supportive/operational committees	Fairer distribution of committee membership across the full range of School committees is realised	By October 2020	Dean, HoGs, EIC HOBS	Actions: 5.22, 5.24-5.26 Priorities: 2

5.24	School to maintain more consistent records on external committee membership and ensure that appropriate WAM allocations are made	The School has not previously kept definitive records of external committee membership so we have not been able to properly consider if any gender-related issues apply in this area	More representative WAM for staff, and data will be analysed to consider any gender-related trends and appropriate actions taken as needed	January 2020	Dean, HoGs, HOBS	Actions: 5.23, 5.25-5.26 Priorities: 2
5.25	SMT to examine the introduction of WAM hours for 'citizenship' to support mentoring and other developmental responsibilities	Staff Culture Survey showed 25% of respondents disagreed/strongly disagreed that EBS values collegiality	New WAM tariff introduced and improved Staff Culture Survey responses for this area	To start October 2020	Dean, SMT	Actions: 5.23-5.24, 5.26 Priorities: 1, 2
5.26	SAT to review the extent to which gender inequalities exist in citizenship responsibilities	12% of Staff Culture Survey respondents disagreed that 'work is allocated on a clear and fair basis regardless of gender', and focus groups indicated a feeling that inequalities in citizenship responsibilities may be influenced by gender	Review completed and any relevant actions agreed, and improved Staff Culture Survey responses for this area	Spring Term 2020	EIC, SAT, HoGs, HOBS	Actions: 5.24-5.25 Priorities: 2, 3
5.27	Redress gender imbalance in invited seminar speakers	Between 2016 and 2019, only an average of 34% of invited seminar speakers were female	Increase percentage of invited seminar speakers who are female to at least 50%	December 2020 onwards	Centre Director, EIC and HoGs	Actions: 2.1, 3.10, 3.12-3.13 Priorities: 1, 2, 3