Final Report

JUNE 2022

BRITISH ACADEMY OF MANAGEMENT

Equality, Diversity, Inclusion and Respect in UK Business and Management Schools

Professor Martyna Śliwa

Durham University Business School,
Vice Chair Equality, Diversity and Inclusivity,
British Academy of Management

Professor Nic Beech FBAM

Middlesex University, President,
British Academy of Management

Professor Katy Mason FBAM

Lancaster University Management School,
Chair, British Academy of Management

Dr Lisi Gordon

University of Dundee

Professor Ashley Lenihan

Georgetown University, USA

CONTENTS

To cite this paper: Śliwa, M., Beech, N., Mason, K., Gordon L., and Lenihan, A. (2022), 'Equality, Diversity, Inclusion and Respect in UK Business and Management Schools: Final Report June 2022', British Academy of Management

SECTION 1:
EXECUTIVE SUMMARY

BRITISH ACADEMY OF MANAGEMENT

The British Academy of Management's Equality, Diversity, Inclusion and Respect (EDIR) project, commissioned in January 2020, set out to generate an in-depth understanding of the state of, and key structural and cultural challenges embedded within, the everyday practices (and failures) of EDIR in UK Business and Management Schools.

This report presents findings from our analysis of the quantitative data that is collected nationally, annually by the UK Government via their Higher Education Statistics Agency (HESA) and qualitative data we collected from a diverse group of senior Business and Management academics and leaders, who described their personal experiences of HE career progression.

This BAM EDIR report comes at a time when EDIR issues are, for the first time, gaining significant attention in the media, and not just in business and management contexts, but more broadly in society. This is our society, in which we all confront working and social environments where EDIR issues emerge. These present us with daily opportunities to raise our awareness, improve our understanding and enable actions that will help us, together, achieve equality, diversity, inclusion and respect. The swell of media attention and interest comes from the publication of evidence that shows we are making some small progress: **the 2021 Hampton-Alexander Review** reports progress made in achieving gender balance on the boards of FTSE 350 companies and shows the clear bottom-line benefits of such changes (65% of companies now have women as 30% of their leadership team and 33% of their boards); programmes such as Athena Swan, the Race Equality Charter, Stonewall and Disability Confident are identified in the UK Government's Research Excellence Framework (REF2021) as key indicators of a good research environment. But media EDIR interest also comes from devastating failures, such as the tragic death of George Floyd – whose last words ***"I can't breathe"***, uttered while being restrained by the police in a Minneapolis street, have become the slogan of the Black Lives Matter movement – and the ***"reclaim the streets"*** women's movement that followed the heart-breaking murder of Sarah Everard. These dreadful moments and the movements they inspire are raising awareness and generating a momentum of change. This momentum is one our community – through its education programmes, its research, and its own actions – has a ***responsibility*** to seize, driving a better, more equal, more diverse, more inclusive and more respectful way of working, organising, and managing.

We are enterprising and we can make a difference, but we need to know where the problems are and what they look like before we can work out how to bring about real change. This report takes these first steps within the Business and Management HE setting.

Analysis of the HESA data reveals that:

- There is a 6% gender imbalance in Business and Management (B&M) Schools in favour of men: double that found in the UK HEI labour market.
- Early career gender parity disappears with career progression: only 26% of professors are women. There is a good pipeline of women academics, but something goes wrong, structurally, at mid-career.
- The gender gap at senior career levels widens depending on the type of university the Business and Management School is part of: 25% of professors are women at Russell Group university, compared with 34% at post-92 universities.
- 28% of Business and Management School academics identify as members of ethnic minorities (5% identifying as Black, 17% as Asian, 2% as Mixed, and 3% as being from an 'Other' ethnic group): this is more than in the general UK university academic workforce.
- Ethnic diversity significantly decreases with academic progression: only 2% B&M professors identify as black; 2% as mixed, 16% as Asian.
- The intersections of ethnicity and gender matter: the gender employment gap is significantly wider for minority ethnic academics, where only 32% that self-identified as Black and 35% that self-identified as belonging to 'Other' ethnic groups are women.

Analysis of qualitative data collected from a diverse group of senior academics who have each forged a distinct career pathway, reveals that:

- Differences in the participants' experiences can be explained by the intersection between institutionalised social structures (e.g. promotion processes, mentoring programmes) and informal social norms (e.g. networking, sponsoring) that perform key moments of EDIR on a daily basis:
  - White male participants more often described being invited to take on senior roles than their women counterparts, who tended to apply for positions through formal channels.
  - Jobs associated with men (e.g. research management or leadership roles) were seen as more valuable than jobs associated with women (e.g. teaching management or leadership roles).
  - Networking activities frequently took place in male-friendly environments (e.g. drinking in the pub or bar late into the night after a conference or day at work).
- It was not clear that formal, institutionalised EDIR programmes such as Athena SWAN accreditation bring about cultural or sustained practical change or made any significant impact in the way informal social norms of progression and career enhancement were performed on a daily basis.
- Subtle, persistent micro failures in EDIR are cumulative over time: they have an important negative impact on an individual's career development.

In sum, evidence of inequalities is stacking up to suggest a significant structural problem in UK business and management schools, which needs acknowledging and immediate action. Cultural change is required as a priority, through those with privilege championing organisational change / sponsoring individuals with less privilege and actioning real change. Target setting and transparent monitoring of targets by business schools is needed. As pointed out by members of our own community (**Savita Kumra** and **Ruth Simpson**), we can no longer use meritocracy as a smokescreen: *"Targets don't threaten meritocracy, they enable it. Our research indicates that voluntary targets generate more data driven people decisions, unroot bias across key talent management processes and contribute to genuine culture change. Targets are particularly effective when organisations instil robust accountability mechanisms for meeting them. With the pandemic disproportionately affecting women's careers, it is essential that we leverage these lessons to accelerate our journey towards genuine gender equality."* (**Elena Doldor**, Hampton-Alexander Report, 2021)

This research is just a beginning, but significant gaps in the planned research programme have been made apparent by these findings. A broken career pipeline has been identified at the intersection of ethnicity and gender, with massive leakage of members of ethnic minorities and women academics from the system. Further inquiries using Gender Pay Gap data could provide additional insight into the structural nature of the problem and potentially gather together the most promising practices being identified to make structural change. HESA data suggest that a breakdown of Gender Pay Gap data by Russell Group/modern/post92 university type would be valuable. We anticipate that this will provide further evidence of and insight into the systemic structural nature of what is increasingly understood as a 'wicked problem' for B&M Schools: a non-diverse cohort responsible for developing the next generation of inclusive leaders.

SECTION 2:
INTRODUCTION

This project is driven by the premise that any effort to develop and reproduce effective Equality, Diversity, Inclusion and Respect (EDIR) practices in UK Business and Management Schools and learned societies must be grounded in the actual and situated sites and practices of everyday business and management school working lives. Currently there is a growing recognition of the size and shape of EDIR issues, captured for example in the UK by the requirements of the Athena SWAN award (an almost obligatory passage point for REF2021), Stonewall and the Race Equality Charter. The key argument for undertaking this project is that if business and management schools are to deliver on EDIR through their everyday practice, it is important to develop structural and cultural solutions which transform our normal way of being.

The British Academy of Management (BAM) has led and participated in the development of toolkits for practice, for example with the Chartered Management Institute (CMI) in 'Delivering Diversity' (2017) and 'Moving the Dial on Race' (2020, **www.mgrs.uk/2K4**). However, in addition to these and other valuable tools, there is a need for deep socio-systemic change. This project addresses this need and is motivated by the desire to understand EDIR issues at the level of individual experience and beyond, through building an understanding of organisational cultures and practices based on both sector-level data and lived experiences. Multi-level analysis will enable us to offer recommendations for positive action-focused change at the end of the project.

Therefore, this research project aimed to:

1. Generate an in-depth understanding of the key structural and cultural challenges embedded in the everyday practices of UK Business and Management Schools;
2. Produce and present valuable data to inform Business and Management Higher Education, business and policy decision-makers;
3. Provide specific recommendations and suggestions for the development of inclusive, diverse and respectful organisational cultures in Business and Management Schools;
4. Develop questions and insights which may be applicable in other disciplines and higher education more generally.

This report provides a summary of quantitative and qualitative analysis undertaken and includes an Appendix with additional figures and tables prepared on the basis of HESA Staff Records.

The project is funded by the British Academy of Management (BAM)

Authors

Professor Martyna Śliwa
Essex Business School, and Vice Chair for Equality, Diversity, Inclusivity and Respect, BAM (PI)

Professor Nic Beech FBAM
Middlesex University and President, BAM (Co-I)

Professor Katy Mason FBAM
Lancaster University Management School and Chair, BAM (Co-I)

Dr Lisi Gordon
University of Dundee

Professor Ashley Lenihan
Georgetown University, USA

SECTION 3:
SUMMARY OF HESA DATA ANALYSIS

Background – Method and Data

To obtain a nation-wide overview of staff diversity in UK Business and Management Schools, we commissioned data from the Higher Education Statistics Agency (HESA) Staff Record for the three years from 2016/17 – 2018/19.[1]

The data are reported as Full-Time Equivalent (FTE) Staff, which allows for making comparisons across regular (permanent and fixed-term) staff and atypical staff on a like-for-like basis. The data can be broken down by: cost centre[2], detailed disciplinary subject[3], HE provider (though we may not publish university names), region of HE provider, academic v. non-academic staff, gender[4], ethnicity, disability status, nationality (UK/EU/Other Intl.), age of staff (grouped), terms of employment (open-ended/fixed-term/atypical), mode of employment (full-time/part-time), and academic employment function (research only/teaching only/both/neither). In this report, the term 'academic staff' refers to those on academic contracts attributable to an academic cost centre, and includes atypical FTE staff unless otherwise noted. All numbers are rounded and suppressed in accordance with HESA methodology to ensure privacy protection, and all refer to 2018/19 figures unless otherwise noted.

In 2018/19, there were 172,515 FTE academic staff working at UK universities in one of the academic costs centres HE institutions use for accounting. Almost 1 in 3 worked in the social sciences[5] generally, and 1 in 12 (or 14,230 FTE) in Business and Administrative (B&A) studies specifically. The B&A studies cost centre encompasses Business and Management (B&M) studies (with 13,680 FTE academic staff) and Catering and Hospitality Management (CHM, with 550 FTE academic staff).

Gender Gap

The overall UK labour force during this period was half men, half women.[6] Of these, 80% of men and 71% of women were employed, creating an approximately 3% gender gap, i.e. distance from gender parity (where 47% of employed people were women).

During the same time period the gender gap across all academic staff at UK universities was, at 6%, double that of the wider labour market, as 44% of UK academics were women. This was higher compared to the social sciences as a whole, where the gender gap was 1% in favour of men, but lower compared to the STEM disciplines where the gender gap was 9% in favour of men. These figures reflect the common assumptions about the relative under-representation of women in the STEM disciplines and the relative gender balance – in terms of total numbers – in the social sciences.

Among Business and Administrative studies academic staff (which includes B&M and CHM), the gender gap was 6% in favour of men – the same level as across all academic staff in UK universities, and once again double that found across the UK labour market. The same was true of Business and Management academic staff (44% women), while in Catering and Hospitality Management the balance was reversed in favour of women, as 55% of academic staff were women; see Fig. 1).

1 Unless otherwise noted, all data discussed in this section is sourced from the HESA Staff Record 2016/17 - 2018/19.

2 https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards

3 https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed

4 The HESA data sets used in this analysis report legal sex rather than self-reported sexual identification with three options for response: Male, Female, Other (https://www.hesa.ac.uk/support/definitions/staff). Of the 13,680 FTE academic staff in the HESA cost centre (133) for Business and Management (B&M) studies, 5 FTE academic staff were reported as being an other sex. As this was 0% by total, and 0% or unreportable when broken down by contract level, this was not depicted in the graphic representations.

5 In 2018/19, there were 172,515 FTE academic staff across all academic cost centres, and 55,085 (or 32%) were attributed to the social sciences. We define the social science cost centres in accordance with the definition used by the Academy of social sciences, so that they include: Psychology & behavioural Sciences (104), Sports science & leisure studies (108), Architecture, built environment & planning (123), Geography & environmental studies (124), Area studies (125), Anthropology & development studies (127), Politics & international studies (128), Economics & econometrics (129), Law (130), Social work & social policy (131), Sociology (132), Business & management studies (133), Catering & hospitality management (134), Education (135), Continuing education (136), Media studies (145).

6 For our calculations, we used seasonally adjusted employment data from September to November 2018 (during the middle of the 2018/19 university year). The total UK labour force for 16 to 64 year olds (active and inactive) during this period was 41,277,303. Data was sourced from Table A02 of the ONS Labour Force Survey, available at: https://www.ons.gov.uk/.

Figure 1. Gender Gap among Academic Staff, 2018/19

Key findings around gender

Focusing on Business and Management studies, our analysis offers insights into the differences across contract levels – which, in turn, can be seen as corresponding to career stage – and type of university.

Consistent with existing research that points to the widening of the gender gap along contract levels, our analysis confirms that in **2018/19 the gender employment gap was significantly wider for senior career academic staff and management than it was for early career academics.** Specifically, at the lowest contract levels, B&M academic staff near gender parity between men and women – with 50% of Teaching/Research Assistants and 49% of Teaching/Research Fellows, being women. Within the higher academic ranks, however, the proportion of women is significantly lower, with women making up 26% of B&M professors.

The gender gap patterns for B&M studies closely resemble those among the general population of UK academic staff but, for most contract levels, tend to fall below the social sciences more widely. The level at which the proportion of women in B&M is higher compared to **the wider general and social science staff populations is that of senior management:** 40% of B&M senior academic managers are women, compared with 38% in the social sciences as a whole and 33% across all academic staff in the UK (see Fig. 2).

Figure 2. Proportion of Women Academic Staff by Contract Level, 2018/19

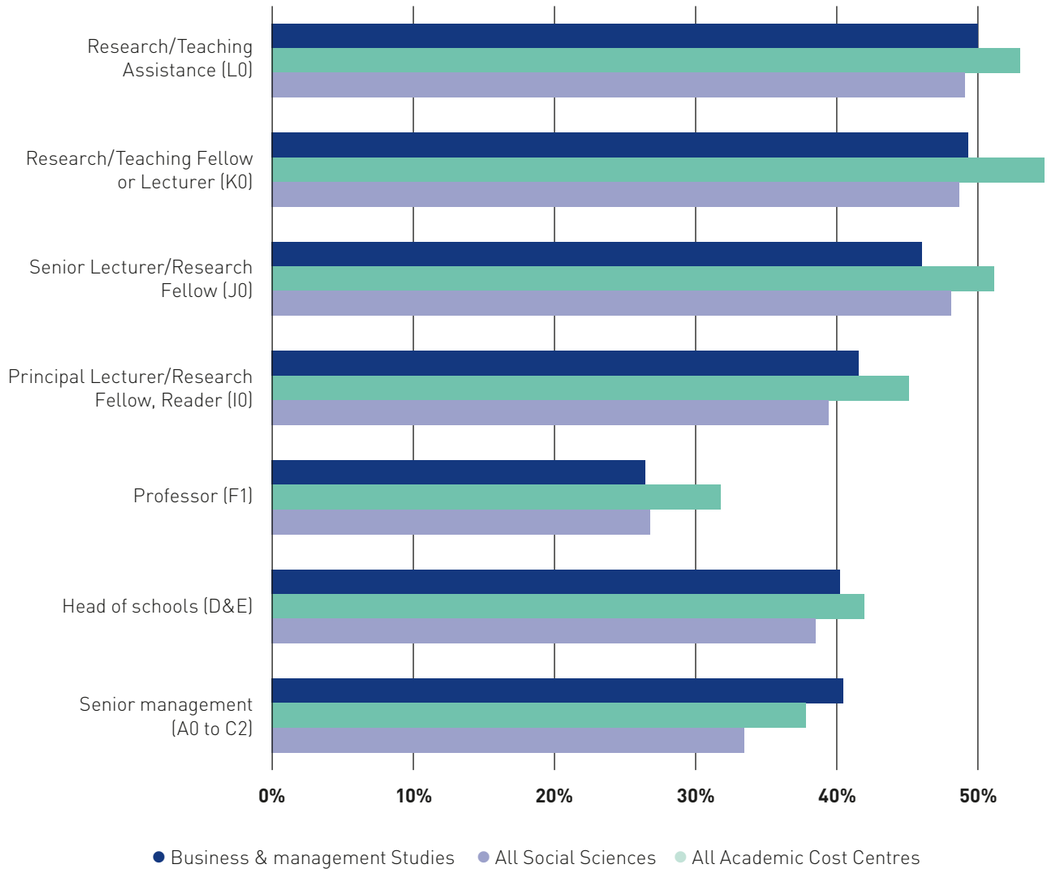
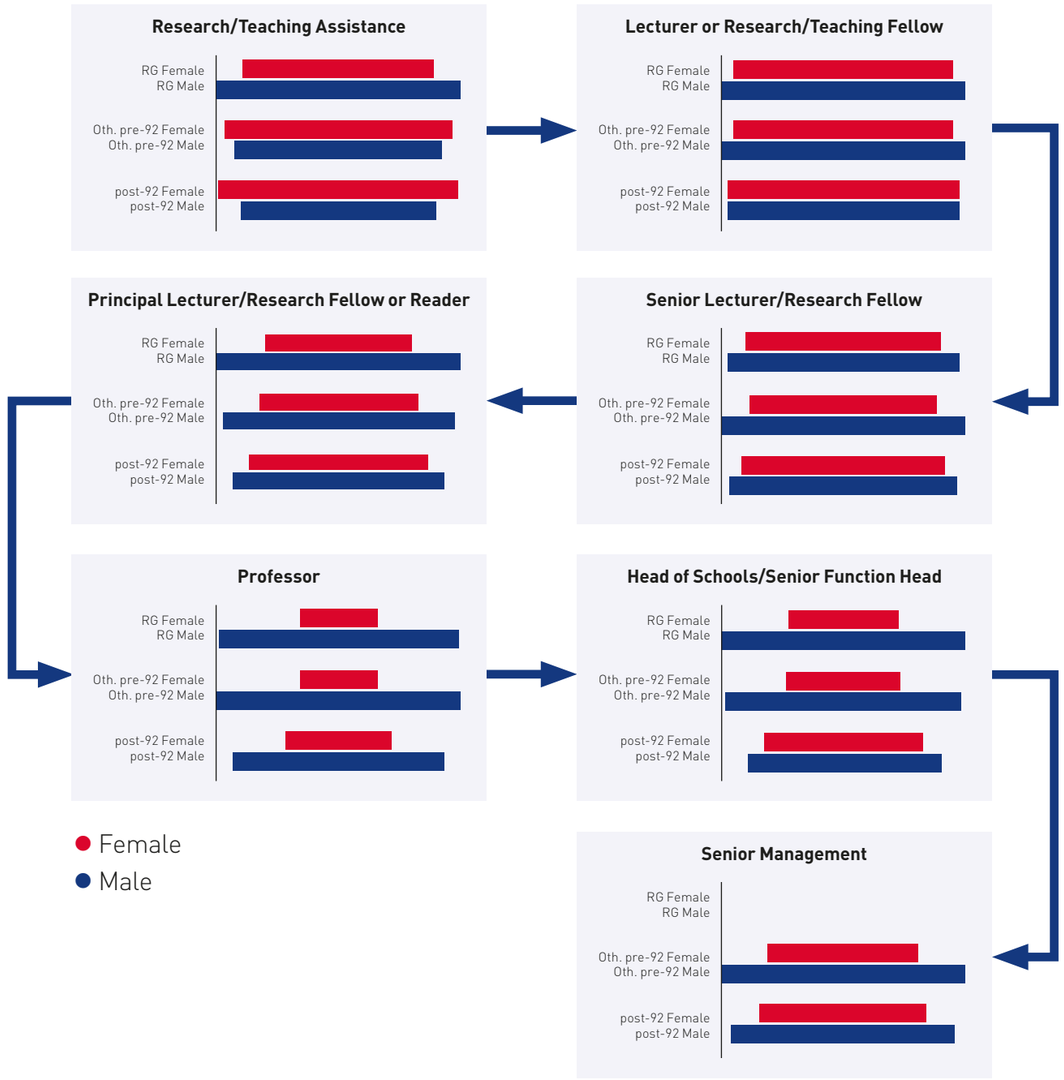


Figure 3. B&M Academic Staff by Gender, Contract Level, and University Type, 2018/19

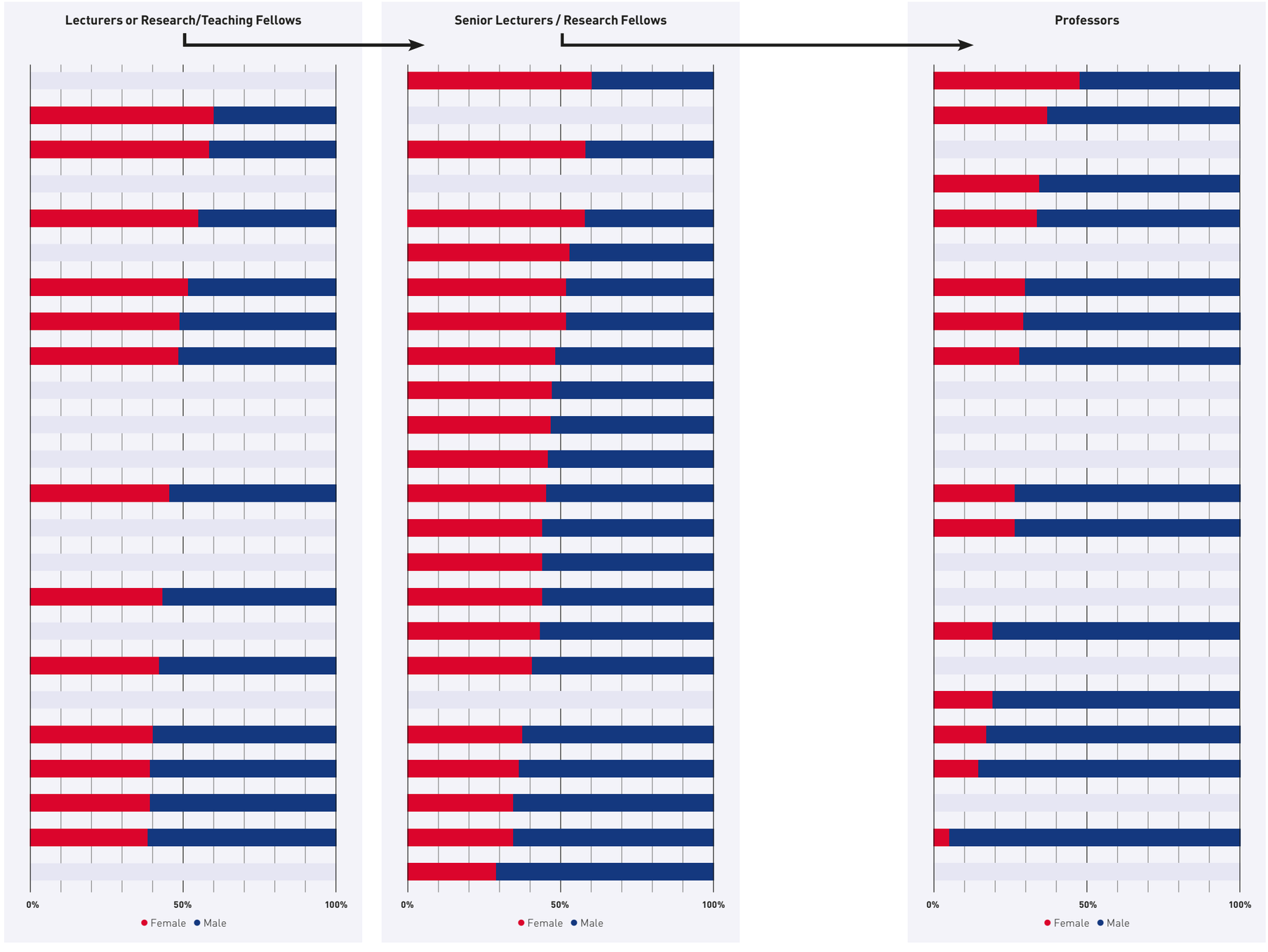


Across contract levels, there are also gender gap differences between different types of university, in that the gender gap at senior levels widens to differing extent **in the Russell Group universities (RG), the remaining pre-92 universities (Oth. pre-92), and the post-92 universities.**

Our analysis shows a consistently higher overall proportion of women at post-92 universities in Business and Management studies across all different academic contract levels. At the Russell Group universities, for example, 44% of Research/Teaching Assistants in B&M studies were women, compared with 55% of Research/Teaching Assistants at the post-92 universities. Similarly, just 25% of Russell Group B&M Professors were women, while 34% of post-92 university Professors were women (see Fig. 3).

Focusing on the Russell Group universities, we also found that within this group there existed substantial differences in the gender composition of academic staff from one university to another. This variation by university occurred at all levels of academic seniority, from Teaching and Research Fellows through to Professors (see Fig. 4).

Figure 4. **Russell Group B&M Academic Staff by Gender, Contract, and University Type, 2018/19**



Ethnicity Gap

Within the employed UK labour force as a whole during this period 12% of employed people self-identified their ethnicity as follows: 3% as Black, 5% as Asian, 1% as Mixed, and 3% as an 'Other' ethnic group,[7] although actual figures may vary due to underreporting. By comparison, ethnic diversity was higher across all academic staff at UK universities, where a total of 18% identified their ethnicity as different than White, as follows: 2% as Black, 11% as Asian, 2% as Mixed, and 2% as an 'Other' ethnic group. The greater proportion of minority ethnic staff at UK universities appears to be to a large extent due to higher proportions of Asian staff employed.

Within Business and Administrative studies, there is a greater level of ethnic diversity compared to both the wider UK labour force and all UK university academic staff as a whole.

Of the 13,355 B&A academic staff members of a known ethnicity at UK universities in 2018/19, 27% identified as belonging to an ethnic minority – more than twice as many as in the wider UK workforce (see Fig. 5). This proportion has increased since 2016/17, when 23% of B&A academics identified as belonging to an ethnic minority.

Within B&A studies, 28% of Business and Management studies academic staff self-identified as minority ethnic, as did 14% of CHM staff, in 2018/19.

This was also a higher proportion than reported for social sciences as a whole (16%), for STEM (21%), or the arts and humanities (9%); see Fig. 6).

Figure 5. Academic Staff by Ethnicity, 2018/19

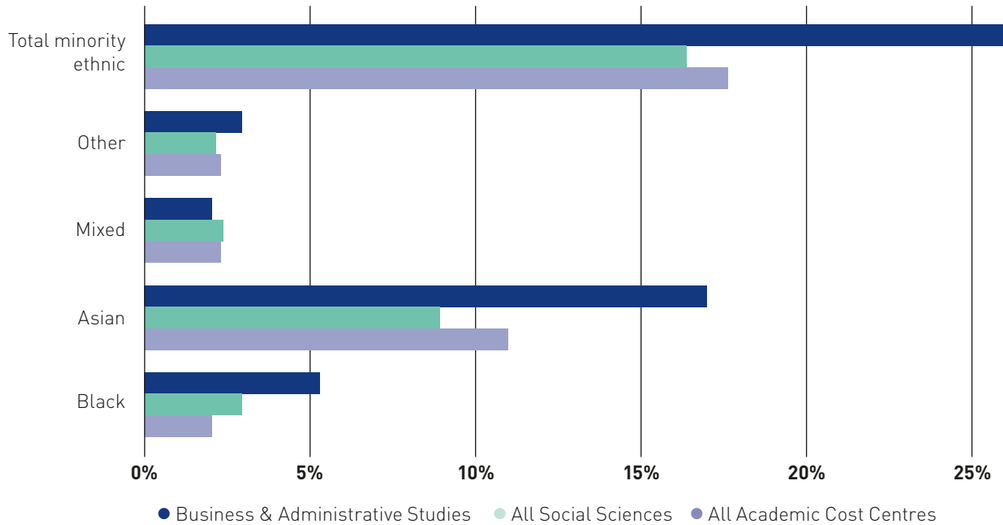
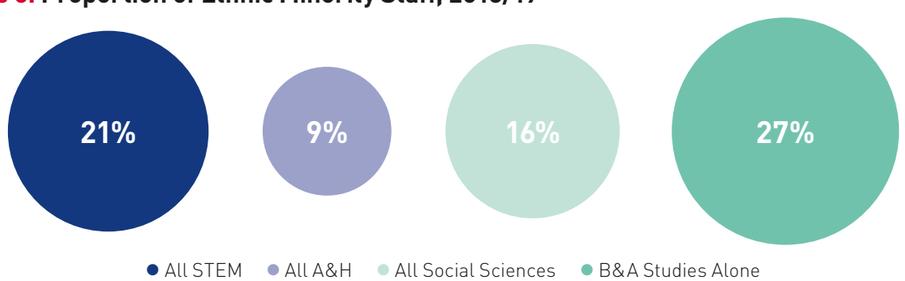


Figure 6. Proportion of Ethnic Minority Staff, 2018/19



7 For our calculations, we used the data for those aged 16 to 64, employed during the period from October to December 2018 (again during the middle of the 2018/19 university year, and noting that the collection periods are not exactly the same as for the Labour Force Survey). Data was sourced from ONS Table A09: Labour market status: Employment by ethnicity: People (not seasonally adjusted), available at: **https://www.ons.gov.uk.**

Figure 7 (below) presents the differences in the proportions of representation of staff from different ethnic groups among B&A staff across contract level and different types of university.

Figure 7. FTE All Academic Staff in B&A Studies by Ethnicity, Contract Level, and University Type, 2018/19

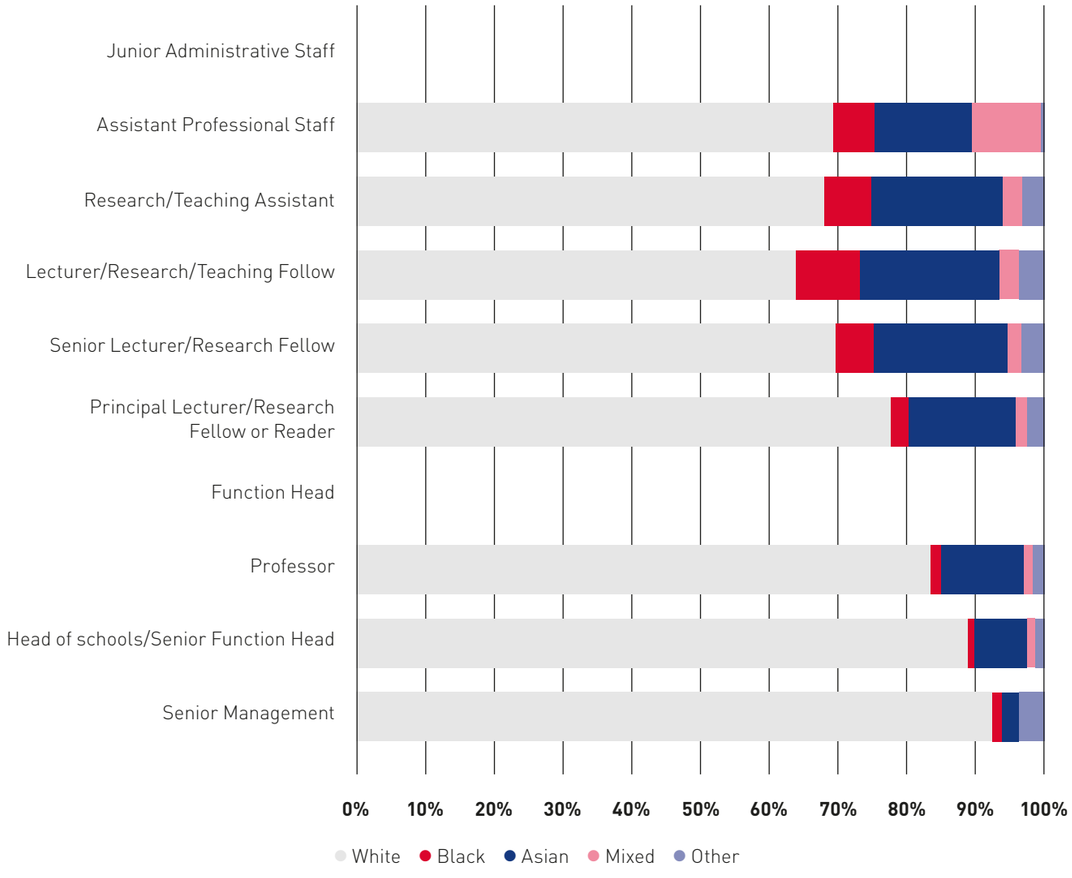
Focusing in on Business and Management studies, there was, again, a greater level of diversity than across the broader UK and HEI labour markets. In B&M studies 5% of all academic staff identified as Black, 17% as Asian, 2% as Mixed, and 3% as being from an 'Other' ethnic group. These proportions of minority ethnic staff were consistent both for all staff combined and for regular staff on permanent or fixed-term contracts. There were, however, higher proportions of minority ethnic staff among those on atypical contracts.

These numbers were higher than in most other academic cost centres. 28% of Business and Management studies academic staff were from ethnic minorities, compared to 18% in all academic cost centres combined, and 16% in the social sciences combined. Only six academic cost centres had a higher proportion of minority ethnic FTE academic staff and these were all different engineering fields.

B&M also had the highest number and proportion of Black academic staff across all cost centres at UK universities.

Despite the greater level of diversity in Business and Management studies as a whole, our analysis also found a significant decrease in **the numbers of minority ethnic staff from the lower level contracts to more senior academic roles and senior management** – similar to, but far deeper than, the trend observed in relation to women in the field (see Fig. 8).

Figure 8. **Regular FTE Academic Staff in Business and Management Studies by Contract Level and Ethnicity – 2018/19**



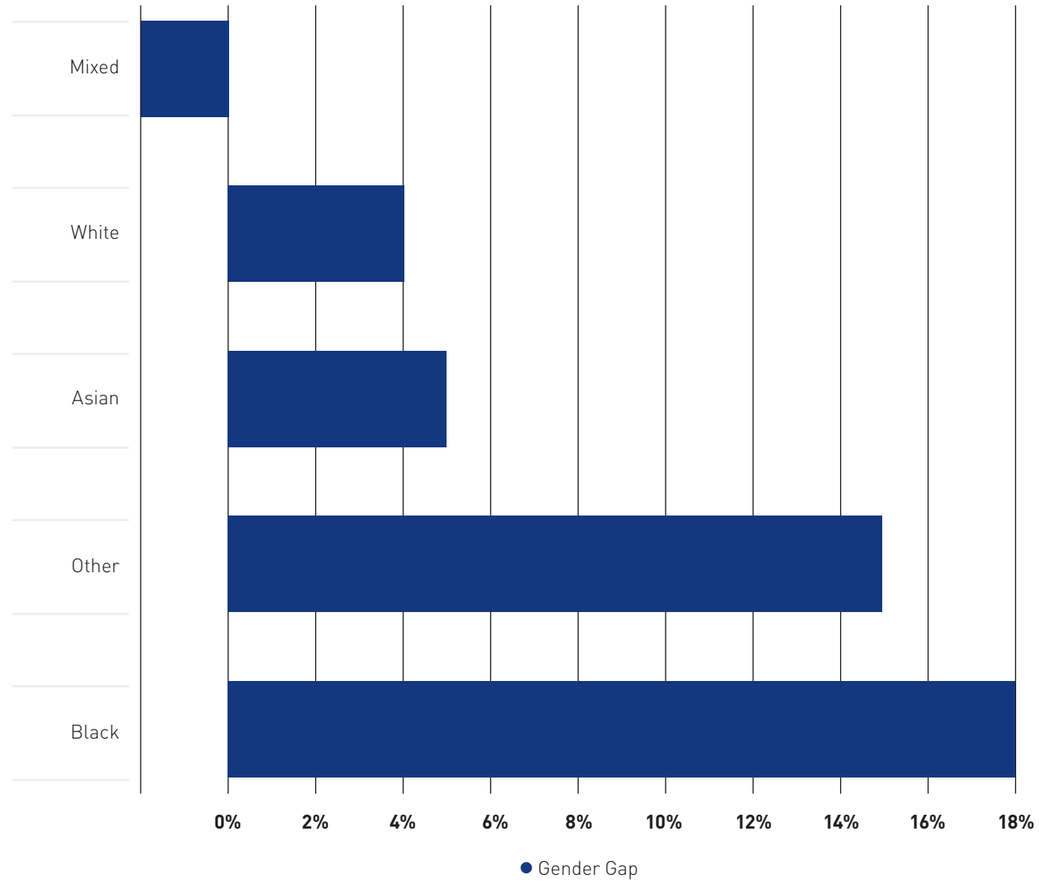
Intersection of gender, ethnicity and contract level

Our analysis found that the proportion of minority ethnic women among B&A academic staff was a little lower (42%) than that of all women B&A academic staff combined (44%) (see Fig. 9). When we examined academic staff by ethnicity, we also found that the **gender employment gap was significantly wider for staff of Black and Other ethnicities.** Just 32% of Black B&A academic staff and 35% of those who self-identified as belonging to an 'Other' ethnic group were women in 2018/19. The gender balance by ethnicity does not seem to differ much between those on atypical contracts and those on regular (permanent and fixed-term) contracts. However, the actual numbers of staff on atypical contracts from Mixed and Other ethnicities were too small to allow for statistically meaningful comparisons (see Fig. 10).

The gender gap also widens for minority ethnic staff across the different academic contract levels from Lecturer through to Professor in B&A studies. This was the case with all different ethnic categories of staff from ethnic minorities, **but the gender gap among FTE academic staff was again most pronounced for Black women in the field** (see Fig. 7).

Overall, B&M does not perform as well as other disciplines on the issue of gender parity – and whilst the HESA figures suggest that B&M is more inclusive in terms of ethnicity than most academic disciplines, there remain deep differences. There is thus a need to understand, in a granular way, the reasons behind these differences and to recommend practical ways for reducing and eradicating them.

Figure 9. **Gender Gap, B&A Academic Staff by Ethnicity – 2018/19**



SECTION 4:
SUMMARY OF KEY FINDINGS FROM QUALITATIVE RESEARCH

Initial Interviews

22 interviews and 36 diary entries have been collected from **ten senior UK business school academics.** Of the ten: five participants identify as women and five men; one as Black, one as Asian, one as mixed race, two as White non-British, and five as White British; two identify as first language not English and eight with English as their first language. Participants' roles ranged from Director of Research/Head of Research Unit to Vice-Chancellor.

Interviews were undertaken virtually using a combination of Microsoft Teams, Zoom and telephone. In the interviews **participants were asked about: their own definitions and understandings of EDIR; their career journeys to date; any specific EDIR experiences; and perceived facilitators and barriers in systems and structures that they have encountered as their career progressed.** The diaries focused on participants' current EDIR-related experiences and reflections. All interviews and audio-diaries were audio-recorded and transcribed by a professional transcription company. Interviews lasted between 46 and 108 minutes (average 57.5 minutes).

Longitudinal Audio-diaries

Over a period of one month (for most, this was October 2020), participants were invited to submit audio-diaries. These were a mix of independent recordings (recorded on participants' smartphones and emailed to the researcher) and facilitated reflexive audio-recorded conversations (via Teams, Zoom, or telephone) with the fieldwork researcher. In these audio-diaries **participants were encouraged to first describe their experiences during the past week that they perceive to relate to EDIR, and then they were asked to reflect on these experiences in relation to their own responses and how these experiences reflected the systems and structures in which they were working.**

Final interviews with nine of the ten participants, in which diaries and initial project findings were discussed, took place in December 2020. We present herewith a summary of findings:

1) There are **differences in participants' experiences that can be connected to diversity characteristics** (e.g. gender, ethnicity).

2) These **differences have both positive and negative impacts and they influence all aspects of career and professional life:** from access to jobs, promotions and career progression, to daily interactions and relationships with colleagues.

3) The experienced differences give insights into a range of **structural inequalities.** For example, regarding processes of recruitment and career progression, **white men participants more often described being invited to take on senior roles than their women counterparts who tended to apply for positions through formal channels,** such as submitting an application in response to an open job advertisement. Others described experiencing differing value placed on different types of academic work with research leadership seen to be more highly valued and more often associated with men's work than teaching leadership, which was more likely to be carried out by women.

4) Another key aspect of experienced differences was **access to and engagement in networking.** Whilst networking was a major factor related to pace of career progression, participants from different demographic groups experienced their ability to access and participate in professional networks differently. For example, **white men described experiences based around traditional academic networking** such as receiving support from their PhD supervisors in early career, having the ability to attend and meet collaborators at conferences, and receiving invitations to co-author papers. **Women and non-white participants described similar experiences to a much lesser extent.** By contrast, some referred to career building as a 'lonely endeavour' or referred much more to progressing professionally (and ultimately more slowly) through formal routes.

5) There are also **differences in participants' experiences of mentorship.** Some would describe mentors as 'benefactors' capable of providing opportunity for individuals. For others, the experience and focus of mentorship was coaching and advice. Some participants found it difficult to identify others who had supported and mentored them in their career and described career progression as an individual pursuit. Again, we found that **there was a gendered and racialised dimension to the differences in participants' experiences of mentorship with white men more often describing having been on the receiving end of the 'benefactor' approach, and women and people of colour more likely to have experienced a 'coaching and advice' approach to mentoring.**

6) Participants discussed situations in which they experienced **gender- and ethnicity-related privilege and disadvantage in the organisational settings.** For example, some participants had experienced **overt discrimination in relation to their gender or race** whereas others commented on their **privileged position due to belonging to gender-based networks**. Yet with others, the experience of disadvantage manifested as **unspoken assumptions and more subtle occurrences of microaggressions** which would cause discomfort in the participants. The findings suggest that, over time, such individual experiences of privilege and disadvantage have **a cumulative effect on how an individual's career develops and how satisfied they are in their professional lives.**

7) Participants who experienced **being in a disadvantaged position were typically more aware of this** – and of its impact on their careers – **than participants who referred to situations in which they experienced gender- or ethnicity-related advantage.** In addition, those who described their experience of disadvantage or discrimination would sometimes illustrate it through a comparison with what they saw as the way in which other people benefitted from a privileged treatment in the organisation. However, those who described situations in which they benefitted from privilege tended to attribute such situations and their outcomes to their own merit, and not to discuss it with reference to potential disadvantage encountered by others.

8) Participants referred to a range of formal and informal structural factors influencing their EDIR-related experiences. These included, for example, **the presence of overt and formal organisational policies, procedures, the Athena SWAN accreditation, and drawing on generally accepted understandings and rhetoric of EDIR.** Such formal EDIR structures were easy for participants to identify and discuss. There were also references to more informal factors – albeit still reasonably easy for participants to identify and articulate – such as **networking and mentoring.** Finally, participants referred to influencing factors that were more **difficult to pin down.** For example, it was common for participants who described discomfort with certain situations to question whether they were really being excluded or discriminated against or whether **they may be imagining it was happening.** Another example was a 'bystander effect' type of response where participants described the occurrence of discriminatory actions, either experienced or witnessed by them, and how these actions were condoned by inaction.

SECTION 5:
CONCLUSIONS

Following from the empirical material generated at the level of individuals, we are able to begin to build an understanding of both the EDIR-related experiences of participants and also organisational cultures and structures within which inequalities are embedded and reproduced. To develop recommendations for how these structures and cultures can be changed towards greater equality and inclusivity, in November 2020 and February 2021 we held workshops for BAM members with a focus on generating further insights and potential solutions through the involvement of participants in discussing data vignettes and collectively imagining 'interventions'.

As the analysis of HESA Staff Records has shown, there are clearly gender- and ethnicity-related imbalances in the UK HE sector. Within Schools of Business and Management these imbalances, especially with regard to gender, tend to be significantly more pronounced than in the Social Sciences more broadly, although less so than within the STEM disciplines. Moreover, the quantitative analysis has pointed to some of the complex ways in which gender and ethnicity intersect with one another and across various levels of academic seniority. The findings add further empirical evidence to existing research that has demonstrated inequalities with regard to access to employment and promotion faced by members of ethnic minorities and women academics, and in particular Black women academics.

The combination of the 'big picture' provided by the HESA data and the in-depth qualitative findings generated so far suggests that organisational cultures of Schools of Business and Management in the UK, as experienced by the research participants, do not sufficiently facilitate and reward acting, reflecting and intervening with regard to EDIR-related matters, either in terms of the employment statistics or in the expressions of the lived experience in the workshops. The prospect of raising issues of inequality and discrimination openly and of intervening in situations where inequalities are reproduced and exclusions take place typically causes discomfort in people, whereas benefitting from privilege does not.

An organisational culture in which equality and inclusivity is enacted needs to be one in which there is no detriment to the individual and no stigma attached to speaking out, and where individuals are formally and informally psychologically supported in 'doing equality and inclusion work'. Based on our findings, 'speaking out' and interventions in circumstances of inequality are not experienced as safe activities and Business and Management Schools in the UK do not 'feel' to the academics employed in them like 'safe spaces'. At the time of the data collection the sense of being unsafe and not feeling comfortable in the organisation, expressed across our sample, regardless of gender and ethnicity, was compounded by emails threatening job losses, doom about a bad financial situation, as well as COVID-related risk to health and life.

The evidence of inequalities is stacking up to suggest a significant structural problem in UK business and management schools which needs acknowledging and immediate action. Cultural change is required as a priority, through those with privilege championing organisational change / sponsoring individuals with less privilege and actioning real change. Target setting and transparent monitoring of targets by business schools is needed. As pointed out by members of our own community (Savita Kumra and Ruth Simpson), we can no longer use meritocracy as a smokescreen: "Targets don't threaten meritocracy, they enable it. Our research indicates that voluntary targets generate more data driven people decisions, unroot bias across key talent management processes and contribute to genuine culture change. Targets are particularly effective when organisations instil robust accountability mechanisms for meeting them. With the pandemic disproportionately affecting women's careers, it is essential that we leverage these lessons to accelerate our journey towards genuine gender equality." (Elena Doldor, Hampton-Alexander Report 2021)

This research is just a beginning, but significant gaps in the planned research programme have been made apparent by these findings. A broken career pipeline has been identified at the intersection of ethnicity and gender, with massive leakage of members of ethnic minorities and women academics from the system. Further inquiries using Gender Pay Gap data could provide additional insight in the structural nature of the problem and potentially gather together the most promising practices being identified to make structural change. HESA data suggest that a breakdown of Gender Pay Gap data by Russell Group/modern/post-92 university type would be valuable. We anticipate that this will provide further evidence and insight of the systemic structural nature of what is increasingly understood as a 'wicked problem' for B&M Schools: a non-diverse cohort responsible for developing the next generation of inclusive leaders.

We are aware of other other research projects exploring EDIR issues in the Business and Management School sector, in the UK and internationally. For example, our sister learned societies Società Italiana di Management (SIMA), the Australian and New Zealand Academy of Management (ANZAM), and the Irish Academy of Management (IAM) have agreed to repeat the BAM study in their own countries. Additionally, there is a Horizon 2020 project TARGETED-MPI Transparent and Resilient Gender Equality through Integrated Monitoring, Planning and Implementation in Business and Management Schools, led by members of the BAM community. Other work by the Chartered Association of Business Schools is pressing ahead. All this investment and effort offers a real opportunity and moment for change.

SECTION 6:
IMPLICATIONS FOR BUSINESS SCHOOL PRACTICE AND POLICY

This report has three key implications for policy. First, while key accreditation programs such as Athena Swan, the Race Equality Charter and Stonewall Diversity Champions have sought to stimulate structural change in UK HEIs, our analysis of micro-practices reveals that there remains considerable scope for changes to the micro-practices themselves. We suggest developing knowledge, skills and confidence in members of the dominant group so that they understand the need for intervention and know how to intervene. By enabling and expecting members of the dominant group to challenge inequality and exclusion, and equipping them with the skills, courage and a sense of urgency to act, we can support key individuals in becoming ***change agents*** through their practice. An example of an intervention attempting to do this is the '**All Welcome**' guide (Śliwa, Taylor, Tyler, & Vohra, 2021) to inclusive and accessible organizing of academic events, sponsored by the British Academy of Management and the Chartered Association of Business Schools. The guide sets out the '***what***', '***why***' and '***how***' of action in relation to academic event organizing and represents a first step in making a cultural change in HEIs.

Second, we recommend that HE and business school leaders commit to a cultural shift whereby certain micro-practices of privilege, such as promotion through the 'shoulder-tapping' route, lose their legitimacy and acceptability. This cultural shift can come through micro-practice interventions. For example, members of the dominant group could decline offers to be promoted outside formal processes; safe spaces could be generated to openly and routinely discuss and challenge gendered and racialized privilege and disadvantage, and situation- and context-specific solutions could be developed. Leaders could encourage active talent management – a debated term that we use here to denote a crucial shift in practice from a presumption that 'talent' will somehow reveal itself, hence being open to privileging and disadvantaging perceptions and practices – through engaging in micro-practices that actively seek out and give recognition to all people's talents and contributions. Current approaches such as appraisals are unlikely to be adequate, but micro-practices such as regular updates with staff, regardless of their gender, ethnicity and other diversity characteristics, could open up space for more inclusive and respectful ways of leading and developing people, and supporting their career progression. For example, the Race Equality Charter explicitly seeks to support cuture change and, while HR systems are part of the story, there is a need for leaders to overtly support that culture change and make it clear that 'work-arounds', which can often sound plausible, will not be countenanced. Implementing proper HR systems and reporting and reviewing the outcomes on a regular basis are key, but culture change also requires all those with leadership positions, both managerial and academic, to be trained to understand systems and micro-practices and to discuss what actions they have taken to support the culture change in their own performance appraisals. Of course, at present, not all business school leaders might be willing to commit to such positive cultural change. Nevertheless, as our research has shown, some are, and it is important that they become more skilled in acting in the ways we recommend and proactive in encouraging other leaders to do the same.

Third, there is a need to challenge and develop better forms of performance judgement. Our analysis revealed that academics and their managers/recruiters often struggle with performance judgements, of themselves and of others. Such performance judgement disparities, though bound up in the everyday performance of micro-practices, are not easily accessed by the methodology adopted in this paper. However, research based on large data sets has shown that there are gendered and racialized disparities, in favor of members of the dominant group: for example, in terms of how lecturers are evaluated by students (Chàvez & Mitchell, 2020), or which researchers get invited to become members of editorial boards (Metz, Harzing, & Zylphur, 2016). For micro-practices associated with research quality assessment, we suggest normalizing time spent reading and discussing research quality, rather than relying on citation measures and journal rankings, and bringing academics back more centrally into promotion decisions.

Fourth, the move in the UK towards more general use of 'narrative CVs' may help with a more holistic understanding of the contribution academics are making when they are being considered for appointment and promotion. Two factors in the move to narrative CVs are particularly pertinent here. In traditional CVs there has been a tendency towards brevity and linearity of reporting 'leadership'. A set of dates of being a PI on grants, for example, may denote highly effective team leadership and mentoring of earlier-stage researchers or could be a disguise for non-developmental or even exploitative styles of leadership. A requirement to explain the role, actions taken and their

outputs and impact can help broaden the way leadership contributions more broadly are acknowledged. We should not assume that there is one leader, or one way of leading, in any department, project or faculty. In addition, a narrative form of presentation can help produce a more holistic view in which education, pastoral care for students, mentoring and support for colleagues and contributions to culture change (for example through participating or leading in Athena SWAN, Race Equality Charter or Stonewall) are better recognised and understood as important contributions. However, there is a need to ensure that narrative CVs can be assessed in ways which avoid the potential for over-subjective bias and for a drift back to the 'real' CV being regarded as the traditional elements of apparently quantifiable and 'objective' measures. One way of approaching this is to always use independent assessment of CVs by a selection panel prior to the panel decision. Other approaches incude using anonymised CVs and this practice may be somewhat easier with narrative CVs.

Lastly, it should not be assumed that busy academics who occupy managerial and leadership roles can easily pick up the idea of micro-practices and spend the reflexive time alone to work through their own position. We need to make it as easy as possible for deans and prospective deans to receive training, beyond the traditional decanal training, on recognising and challenging damaging micro-practices and enacting positive micro-practices.

Reference:

Beech, N., Cornelius, N., Archibong, U., Gordon, L., Healy, G., Ogbonna, E., Sanghera, G., Umeh, C. & Wallace, J. (2017) Delivering Diversity: Race and ethnicity in the management pipeline. Available at **www.bam.ac.uk**

Chávez, K., & Mitchell, K. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. Political Science & Politics, 53(2): 270-274.

Metz, I., Harzing, A.-W., & Zylphur, M.J. (2016). Of journal editors and editorial boards: Who are the trailblazers in increasing editorial board gender equality? British Journal of Management, 27(4), 712-726.

Śliwa, M., Beech, N., Mason, K., Gordon, L., & Lenihan, A. (2022). Equality, diversity, inclusion and respect in UK business and management schools: Final report June 2022. London: British Academy of Management.

SECTION 7:
PROJECT ADVISORY BOARD

Project Team

Professor Martyna Śliwa
Durham Business School, and BAM VC for EDIR. PI

Professor Nic Beech FBAM
Middlesex University and President BAM. Co-I

Professor Katy Mason FBAM
Lancaster University Management School and Chair BAM. Co-I

Dr Lisi Gordon
University of Dundee

Professor Ashley Lenihan,
Georgetown University, USA

Project Team Advisory Board

Professor Julia Clarke CBAM
University of Wolverhampton, Former Chair, Chartered ABS

Professor Robert MacIntosh CBAM
Northumbria University, Member of BAM Council and current Chair, Chartered ABS

Professor Melanie Bryant CBAM
University of Tasmania, Australia, former President, Australian & NZ Academy of Management (ANZAM)

Professor Margaret Linehan
Cork Institute of Technology, Ireland, Council Member, Irish Academy of Management (IAM)

Professor Arabella Mocciaro Li Destri
University of Palermo, Italy, Board Member, Società Italiana di Management (SIMA)

Dr Hazel McLaughlin
Former President, British Psychological Society (BPS)

Peter Cheese CBAM
CEO, Chartered Institute of Personnel and Development (CIPD)

Professor Sue Vinnicombe FBAM
Cranfield University

Professor Sharon Mavin FBAM
Newcastle University

Professor Marie McHugh OBE FBAM
Ulster University

Professor Zoe Radnor FBAM
University of Law

Professor Nelarine Cornelius FBAM
Queen Mary, University of London

Professor Palie Smart
University of Bristol

Professor Pawan Budhwar FBAM
Aston University

Dr Chris Webber
Open Innovation Team, Cabinet Office

Professor Audley Genus
Kingston University

Professor Feng Li FBAM
Bayes Business School, London

Dr Nasreen Fazal Short
Chair, Presidential Taskforce on Diversity and Inclusion, BPS

Professor Emmanuel Ogbonna FBAM
Cardiff University, Co-author, BAM-CMI report, Delivering Diversity (2017)

Dr Jenny Rodriguez
University of Manchester, Chair, BAM Gender in Management SIG

Professor Thoko Kaime
University of Bayreuth, Germany

Dr Helena Liu
Bond Business School, Bond University, Australia

Dr Shalini Vohra
Marketing Consultant and Neurodiversity Researcher, member of BAM

Anna O'Brien
Senior Director, Strategic Product Management, Wiley (former Business Sponsor; Diversity, Equity and Inclusion at Wiley)

Dr Andrew Hawkins
formerly Senior Director, Europe, Middle East and Africa Government, Microsoft

SECTION 8:
APPENDIX

Age distribution and gender

Figure 1. Age Distribution of ALL FTE Academic Staff in Business and Management Studies, 2018/19

Figure 2. **Age Distribution of Women FTE Academic Staff in Business and Management Studies by Contract Level, 2018/19**

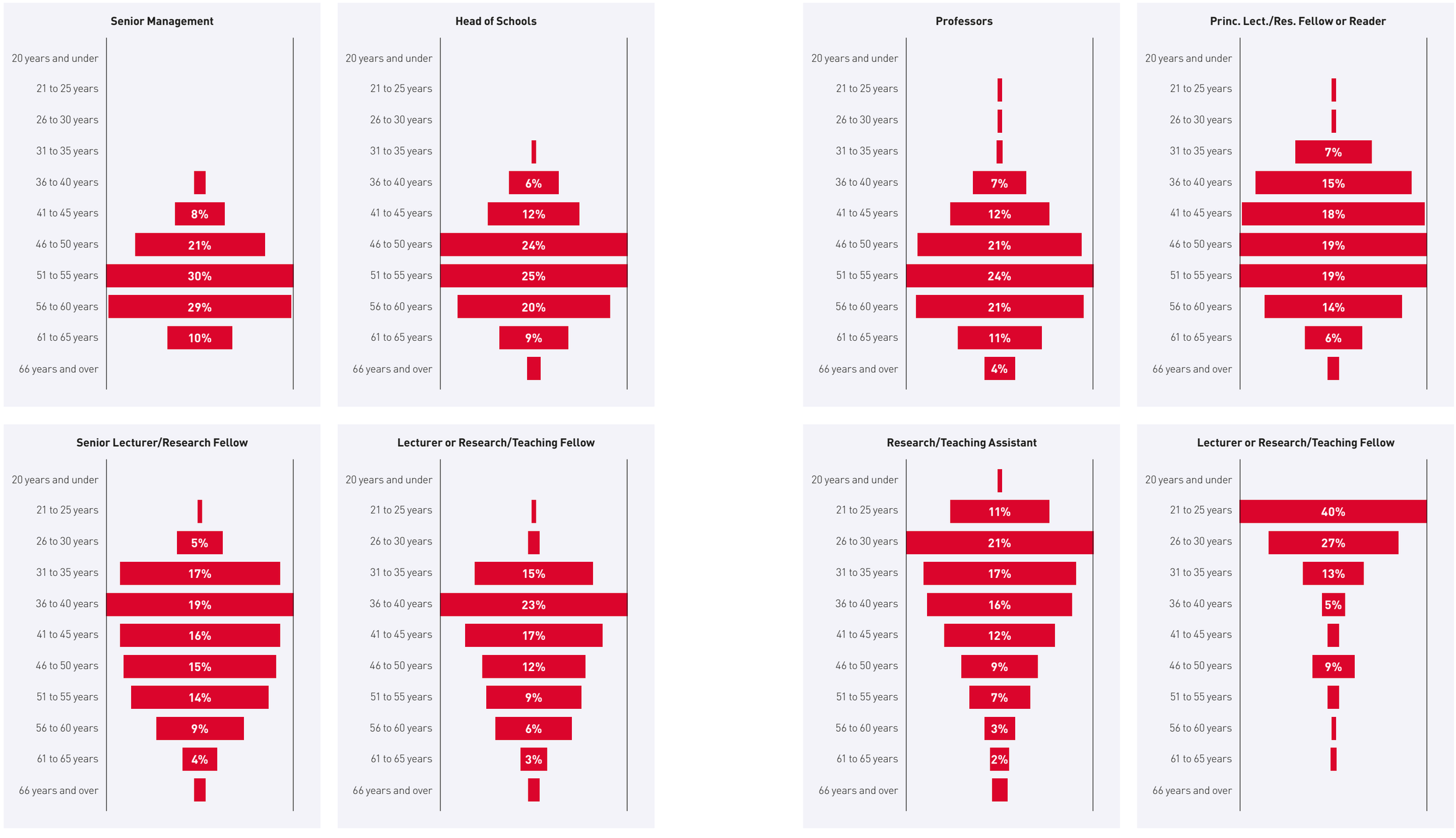


Figure 3. **Age Distribution of Men FTE Academic Staff in Business and Management Studies by Contract Level, 2018/19**

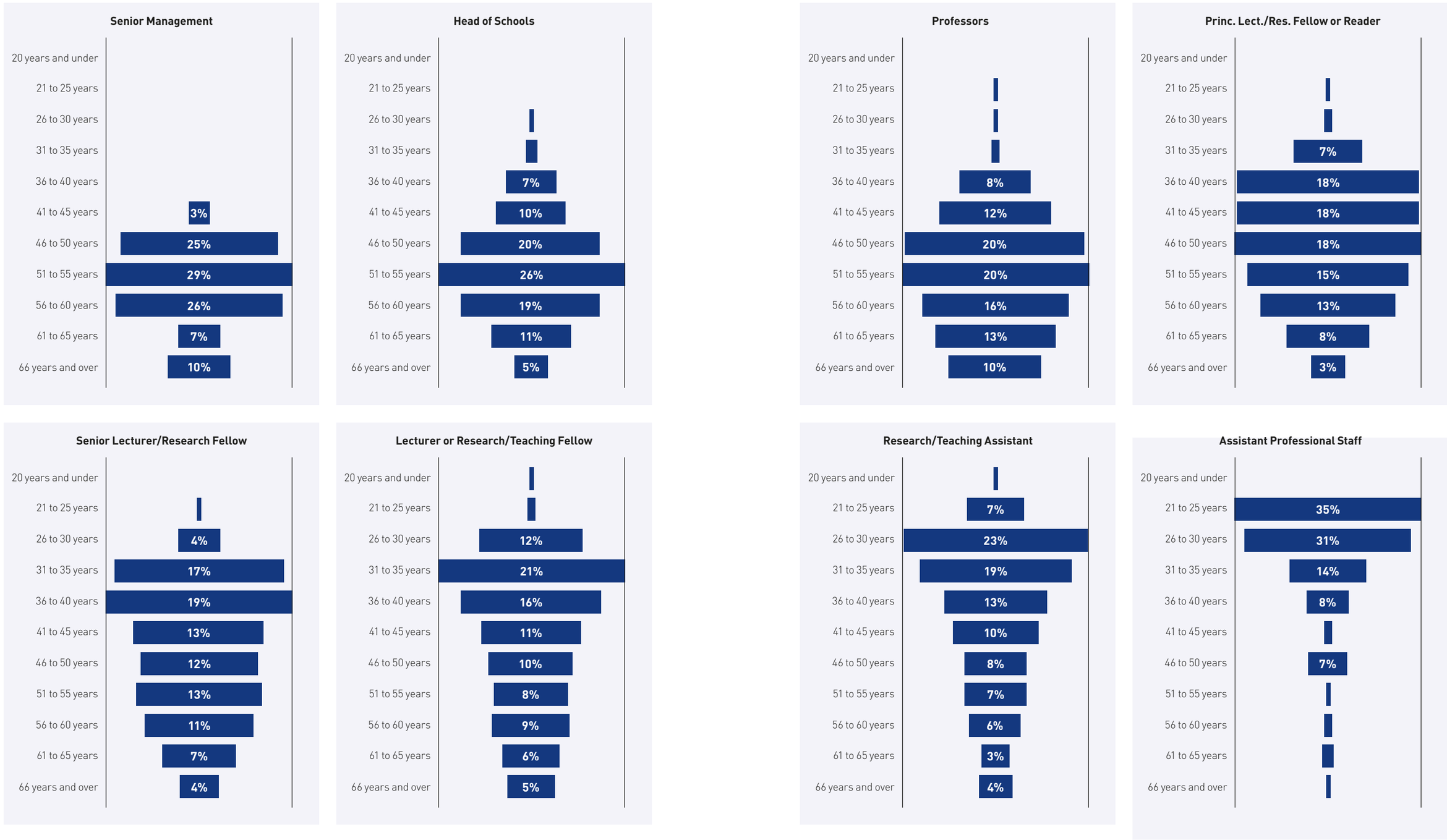


Figure 4. **Comparison – Gender and Age Distribution of FTE Academic Staff for All Academic Cost Centres v. Business and Management Studies, 2018/19**

Employment Type and Gender

Figure 5. **FTE Academic Staff in Business and Management Studies by Gender and Academic Employment Function, 2018/19**

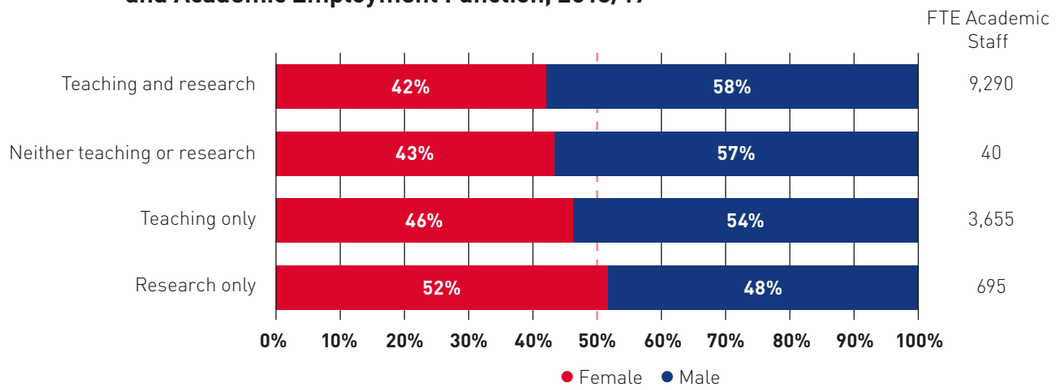


Figure 6. **FTE Academic Staff in Business and Management Studies by Gender, Academic Employment Function, and Terms of Employment, 2018/19**

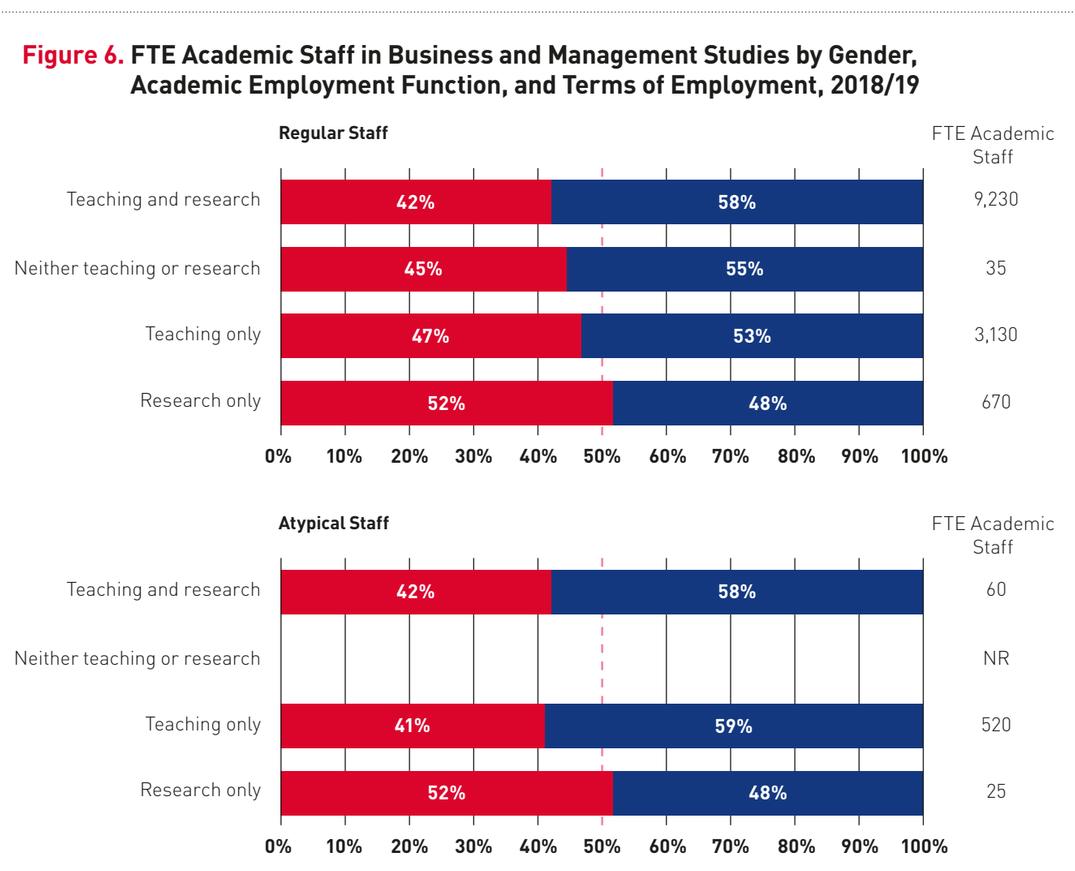


Figure 7. Academic Staff in Business and Management Studies by Contract Level, Gender, and University Type, 2018/19

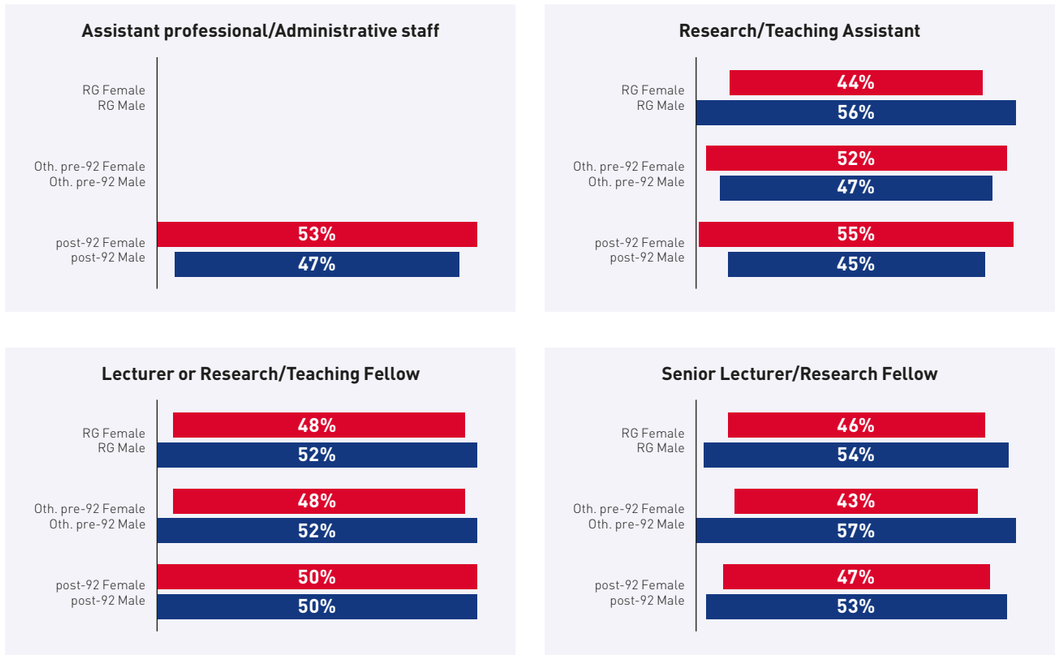
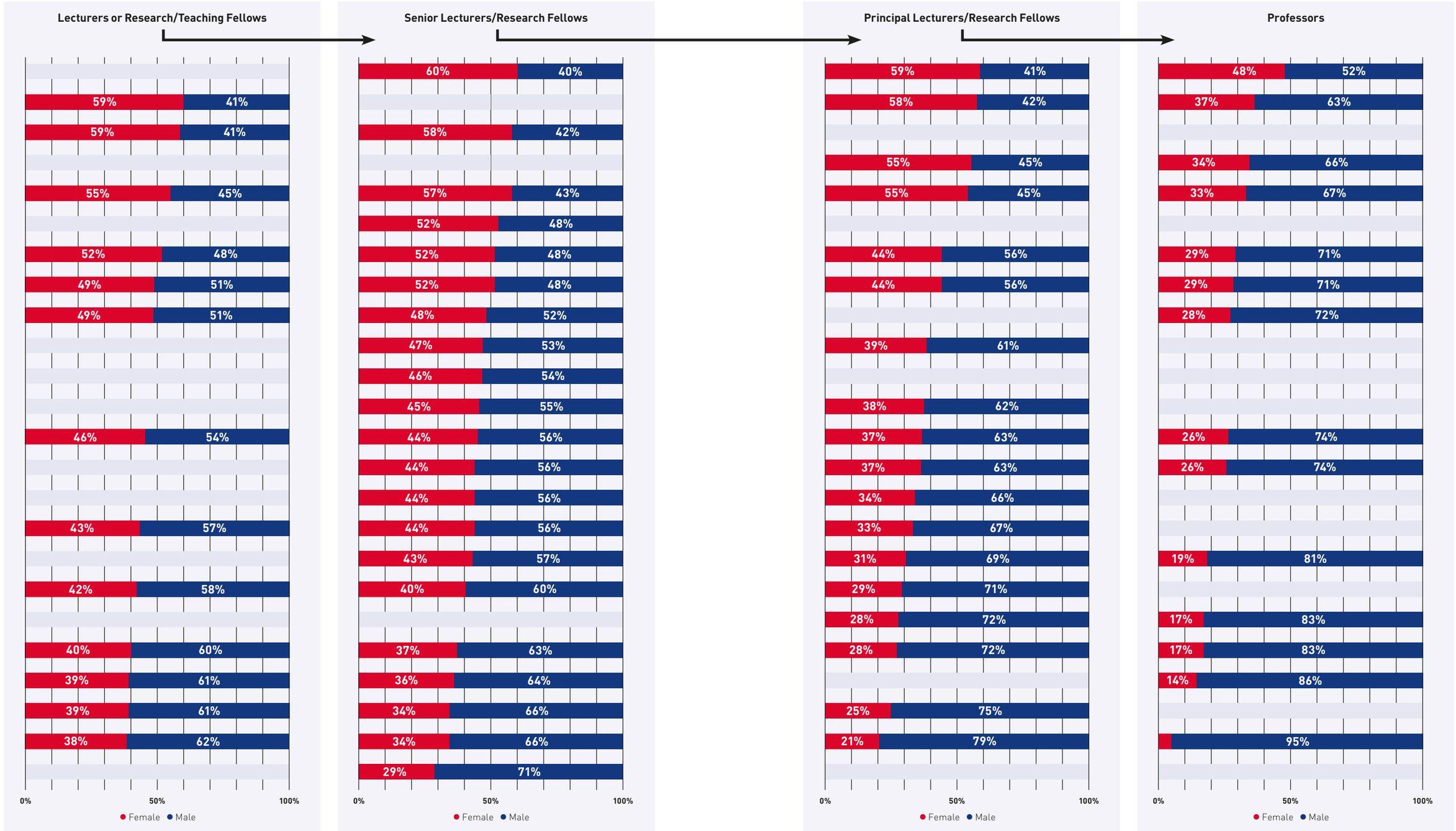


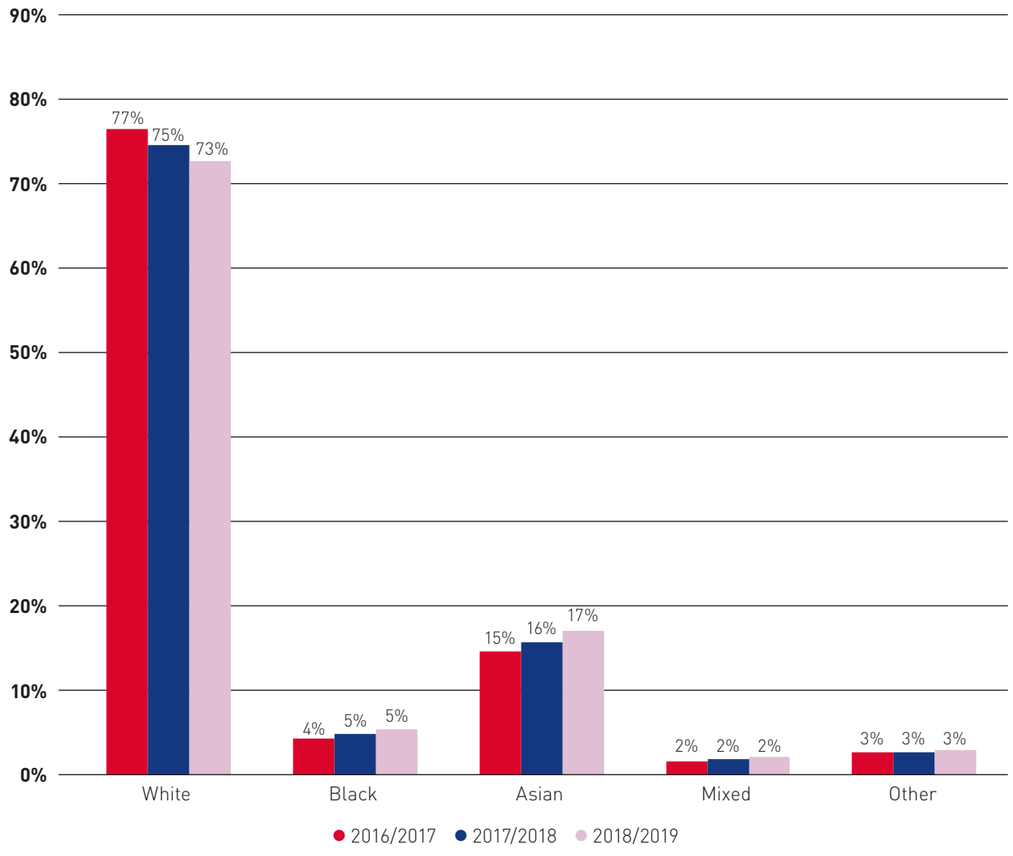
Figure 8. **Russell Group FTE Academic Staff in Business and Management Studies by Gender, By University, and Contract Type, 2018/19**



Race and Ethnicity

Of the 13,355 FTE academic staff in Business & Administrative studies of a known ethnicity at UK universities in 2018/19, 3,640 (or 27%) identified themselves as being from a Black, Asian Mixed or Other ethnic group.

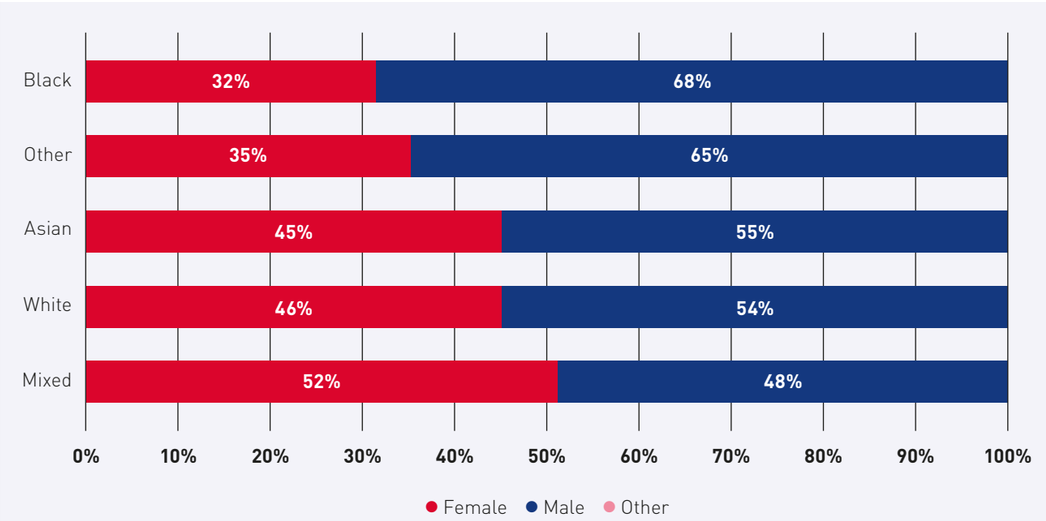
Figure 9. FTE Academic Staff in Business & Administrative Studies by Ethnicity, 2016/17–2018/19



Of 31,375,738 employed 16 to 64 year olds in the UK October–December 2018, 12% identified as minority ethnic – 3% as Black, 5% as Asian, 1% as Mixed, and 3% as an Other ethnic group.[8]

8 Calculations as per footnote 6 above. Data was sourced from ONS Table A09: Labour market status: Employment by ethnicity: People (not seasonally adjusted), available at: https://www.ons.gov.uk/.

Figure 10. FTE Academic Staff in Business & Administrative Studies by Ethnicity and Gender, 2018/19



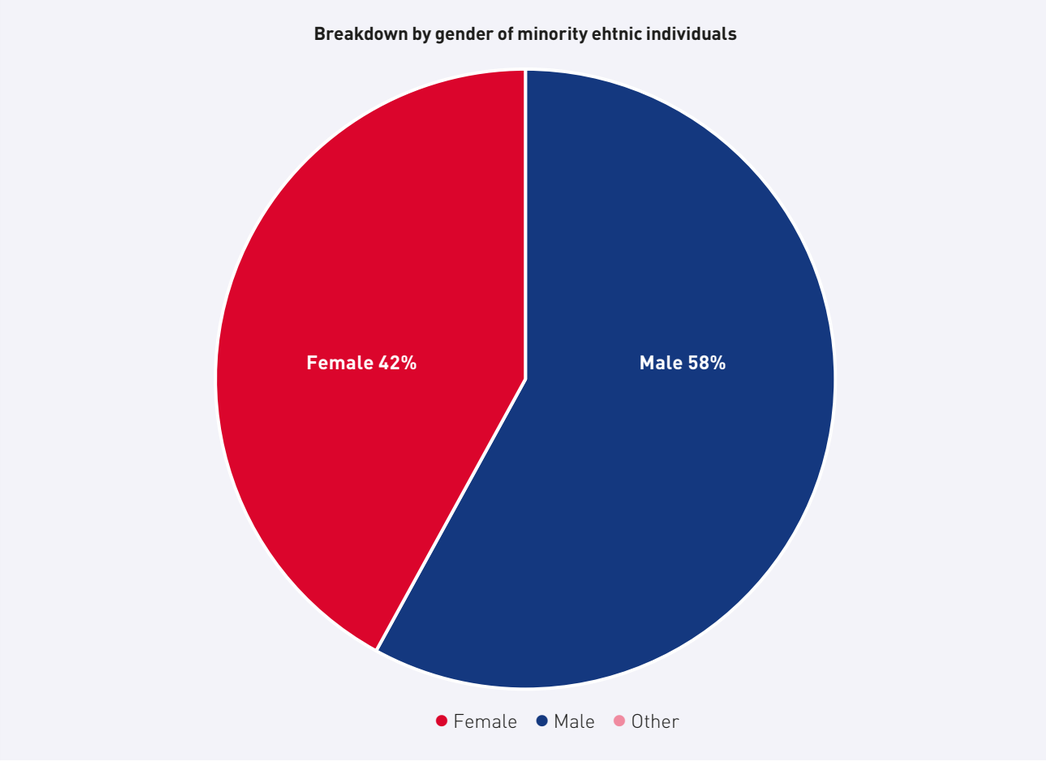
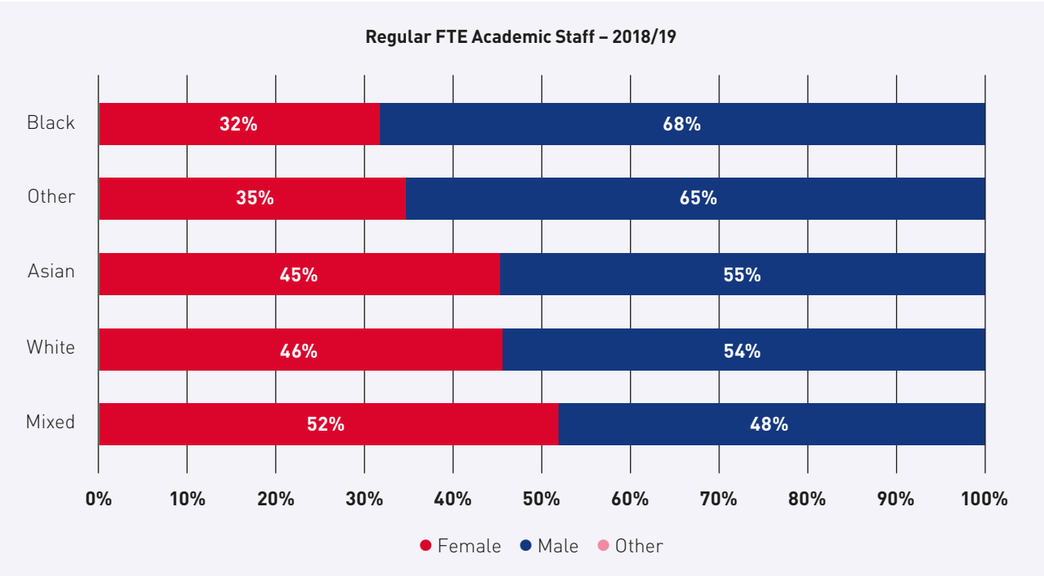
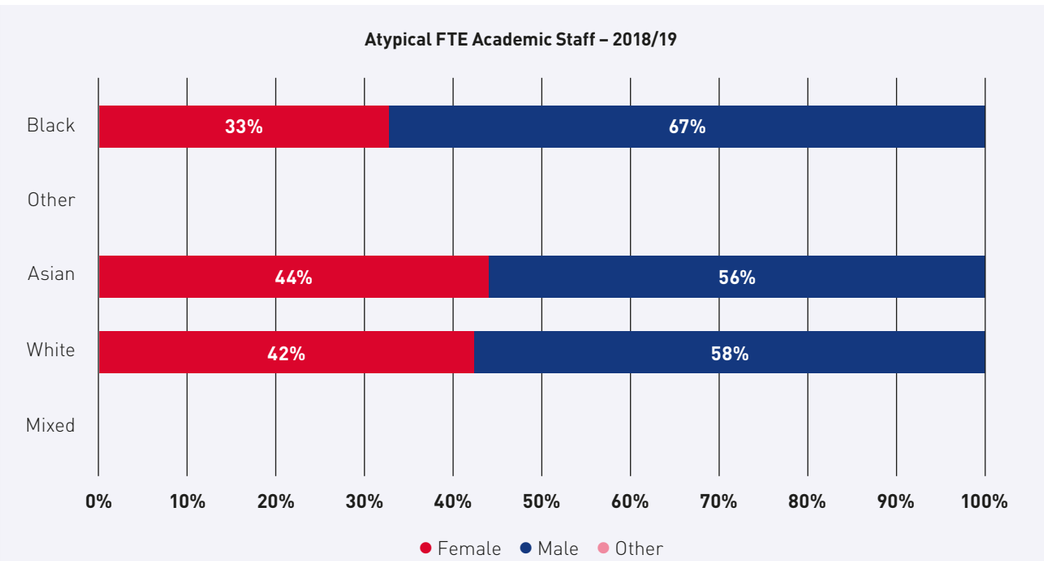


Figure 11. FTE Academic Staff in Business & Administrative Studies by Ethnicity, Gender, and Terms of Employment, 2018/19





In 2018/19, 28% (or 3,565) of the 12,815 FTE academic staff of a known ethnicity in Business & Management studies identified as minority ethnic; 14% (or 75) of the 540 FTE academic staff of a known ethnicity in Catering & Hospitality Management identified as minority ethnic.

Figure 12. FTE Academic Staff in Business & Administrative Studies by Ethnicity, 2018/19

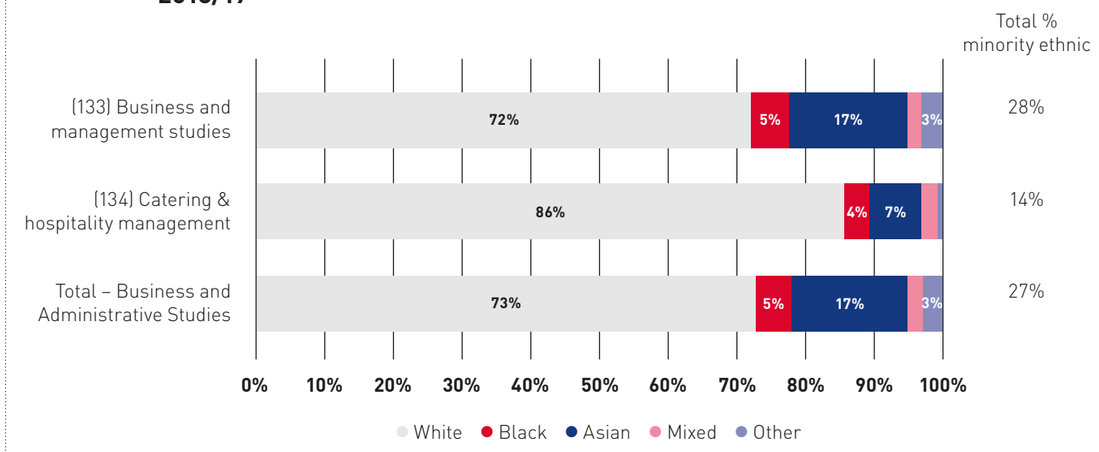


Figure 13. FTE Academic Staff across all cost centres by Ethnicity, 2018/19

HESA Staff Record 2018/19 - FTE									
Cost Centre	**White**	**Black**	**Asian**	**Mixed**	**Other**	**Total minority ethnic**	**Unknown**	**Ethnicity**	**Total FTE**
(101) Clinical medicine	79%	2%	14%	3%	2%	21%	9%	20,800	22,915
(102) Clinical dentistry	78%	1%	15%	1%	5%	22%	6%	1,035	1,110
(103) Nursing & allied health professions	91%	3%	4%	1%	1%	9%	3%	8,410	8,675
(104) Psychology & behavioural sciences	91%	1%	5%	2%	1%	9%	5%	5,685	6,000
(105) Health & community studies	87%	4%	6%	2%	1%	13%	3%	1,785	1,850
(106) Anatomy & physiology	86%	1%	10%	1%	2%	14%	7%	1,350	1,455
(107) Pharmacy & pharmacology	75%	3%	16%	2%	4%	25%	8%	1,835	1,990
(108) Sports science & leisure studies	95%	1%	2%	1%	0%	5%	3%	2,320	2,400
(109) Veterinary science	90%	1%	6%	2%	10%	10%	8%	1,225	1,335
(110) Agriculture, forestry & food science	89%	2%	6%	2%	11%	11%	19%	985	1,220
(111) Earth, marine & environmental sciences	90%	1%	6%	2%	1%	10%	9%	2,920	3,220
(112) Biosciences	84%	1%	10%	2%	2%	16%	8%	11,825	12,870
(113) Chemistry	81%	1%	14%	2%	2%	19%	9%	3,665	4,005
(114) Physics	83%	1%	12%	3%	2%	17%	11%	4,390	4,920
(115) General engineering	65%	2%	26%	2%	4%	35%	7%	3,400	3,650
(116) Chemical engineering	63%	3%	25%	4%	4%	37%	10%	1,090	1,210
(117) Mineral, metallurgy & materials engineering	68%	2%	26%	2%	2%	32%	9%	1,045	1,155
(118) Civil engineering	70%	4%	20%	1%	5%	30%	8%	1,760	1,905
(119) Electrical, electronic & computer engineering	63%	2%	29%	2%	5%	37%	8%	3,850	4,195
(120) Mechanical, aero & production engineering	68%	2%	24%	2%	3%	32%	7%	4,485	4,840
(121) IT, systems sciences & computer software eng.	73%	2%	18%	2%	4%	27%	8%	5,995	6,490
(122) Mathematics	83%	1%	11%	2%	3%	17%	10%	3,755	4,150
(123) Architecture, built environment & planning	81%	3%	10%	2%	3%	19%	7%	2,990	3,230
(124) Geography & environmental studies	88%	1%	7%	2%	1%	12%	7%	2,095	2,255
(125) Area studies	81%	3%	7%	3%	5%	19%	14%	330	380
(126) Archaeology	95%	0%	2%	1%	2%	5%	13%	610	700
(127) Anthropology & development studies	78%	3%	11%	5%	3%	22%	10%	755	845
(128) Politics & international studies	86%	1%	6%	3%	3%	14%	9%	2,765	3,050
(129) Economics & econometrics	74%	3%	19%	2%	3%	26%	9%	2,140	2,345
(130) Law	85%	4%	7%	2%	2%	15%	7%	4,355	4,680
(131) Social work & social policy	87%	4%	5%	3%	1%	13%	5%	2,195	2,300
(132) Sociology	87%	2%	5%	4%	2%	13%	7%	2,505	2,700
(133) Business & management studies	72%	5%	17%	2%	3%	28%	6%	12,815	13,680
(134) Catering & hospitality management	86%	4%	7%	2%	1%	14%	2%	540	550
(135) Education	91%	2%	4%	2%	1%	9%	5%	6,485	6,860
(136) Continuing education	92%	0%	4%	2%	2%	8%	14%	290	335
(137) Modern languages	84%	1%	8%	3%	4%	16%	9%	3,720	4,085
(138) English language & literature	92%	1%	3%	2%	1%	8%	7%	3,600	3,870
(139) History	92%	1%	4%	2%	1%	8%	10%	2,750	3,055
(140) Classics	96%	0%	1%	1%	1%	4%	10%	500	555
(141) Philosophy	92%	0%	3%	2%	2%	8%	12%	825	935
(142) Theology & religious studies	87%	1%	7%	2%	3%	13%	9%	515	565
(143) Art & design	91%	1%	4%	3%	1%	9%	10%	5,880	6,500
(144) Music, dance, drama & performing arts	93%	1%	2%	3%	1%	7%	6%	3,750	4,000
(145) Media studies	91%	2%	4%	3%	2%	9%	7%	3,230	3,475
(201) Total academic services	90%	2%	5%	2%	1%	10%	8%	1,125	1,220
(202) Central administration & services	91%	1%	5%	2%	1%	9%	8%	960	1,040
(204) Staff & student facilities	91%	2%	5%	1%	1%	9%	9%	210	230
(205) Premises	..	..	..	..	..	..	..	10	10
(206) Residences & catering	96%	4%	0%	0%	0%	4%	0%	25	25
Total - All Cost Centres	**82%**	**2%**	**11%**	**2%**	**2%**	**18%**	**8%**	**161,580**	**175,050**
Total - All Academic Cost Centres	**82%**	**2%**	**11%**	**2%**	**2%**	**18%**	**8%**	**159,245**	**172,515**
Total - All Social Sciences	**84%**	**3%**	**9%**	**2%**	**2%**	**16%**	**7%**	**51,490**	**55,085**
Total - Business & Administrative Studies	**73%**	**5%**	**17%**	**2%**	**3%**	**27%**	**6%**	**13,355**	**14,230**

Figure 14. **FTE Academic Staff in Business and Management Studies by Terms of Employment and Ethnicity, 2018/19**

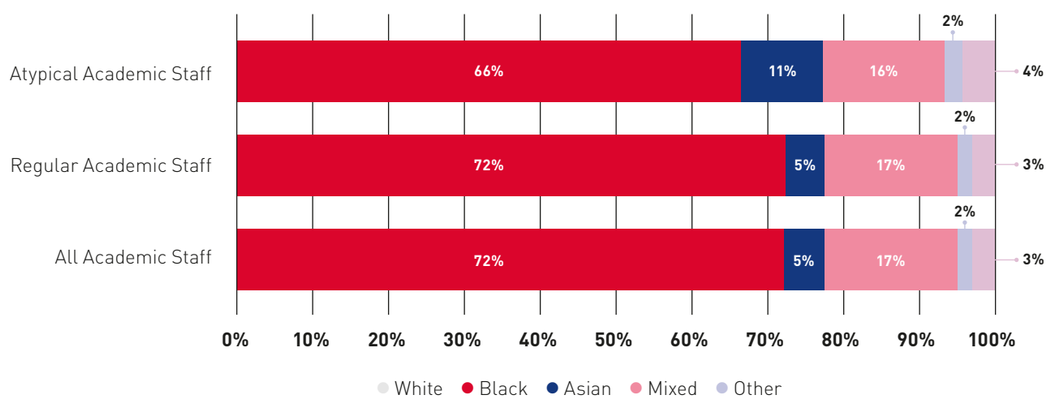


Figure 15. **Regular FTE Academic Staff in Business & Management Studies by Contract Level and Ethnicity, 2018/19**

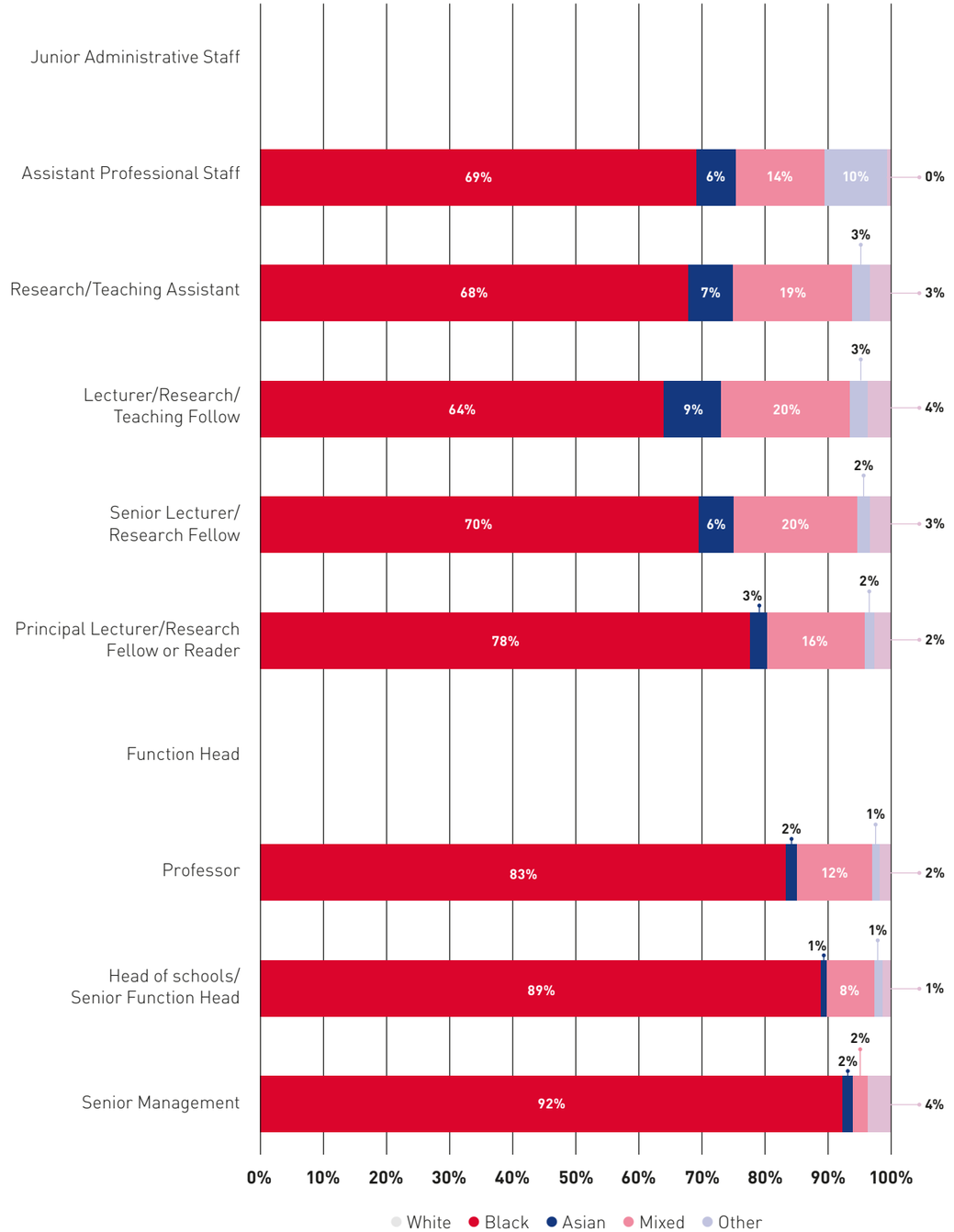
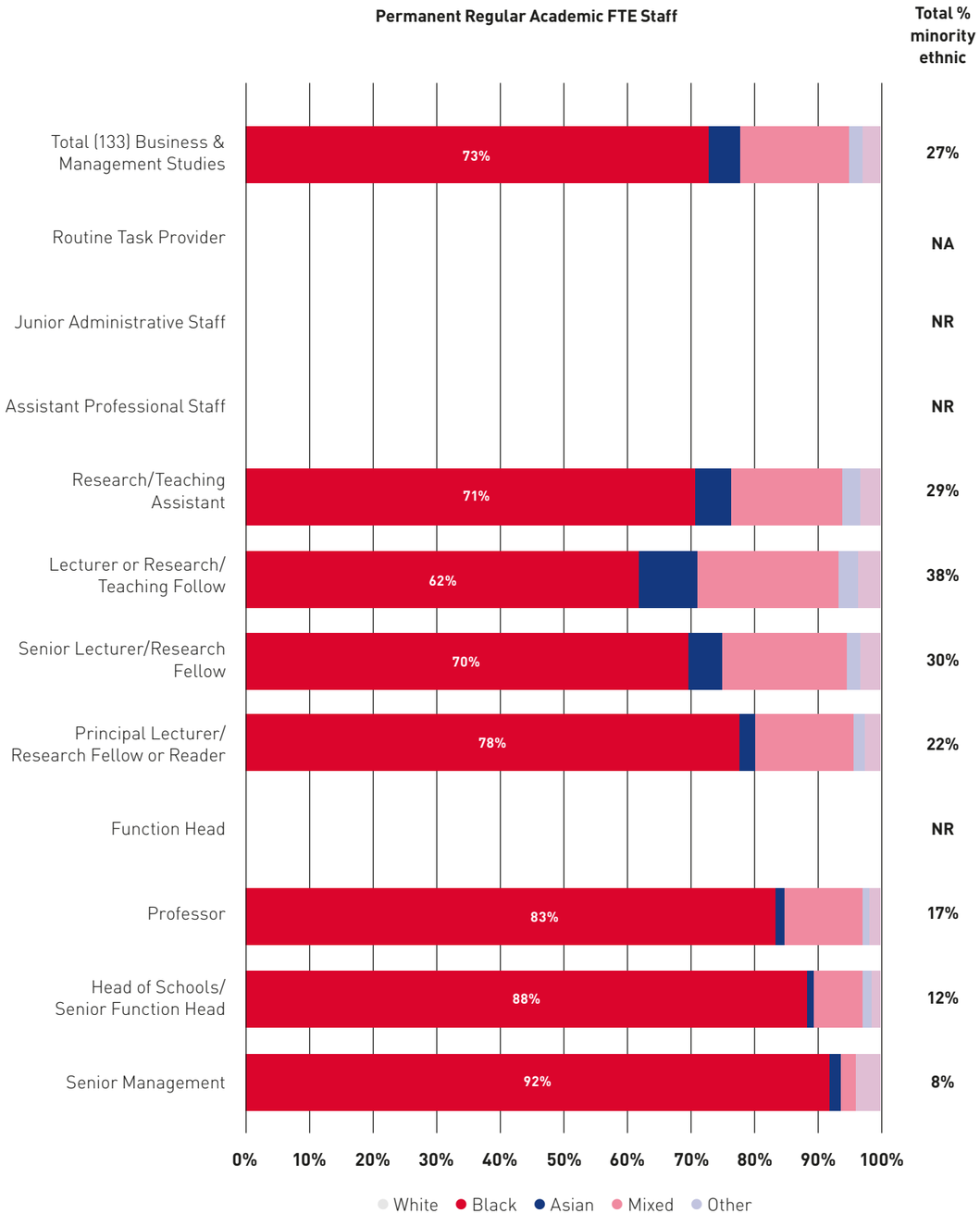


Figure 16. Business and Management Studies Regular FTE Academic Staff by Contract Level and Terms of Employment and ethnicity, 2018/19



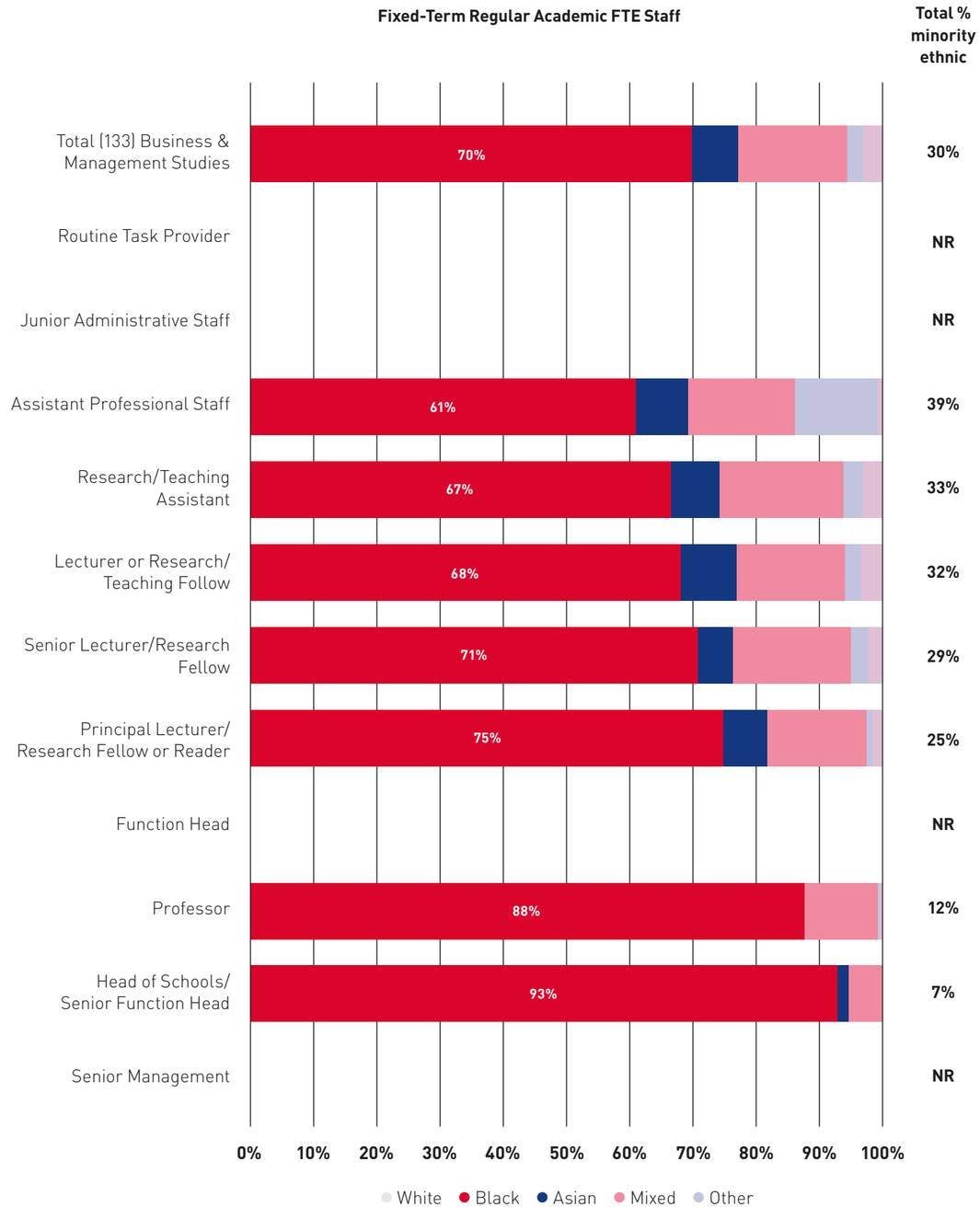


Figure 17. Proportions of FTE Academic Staff in Business and Management Studies by Contract Level, Gender, and Ethnicity, 2018/19

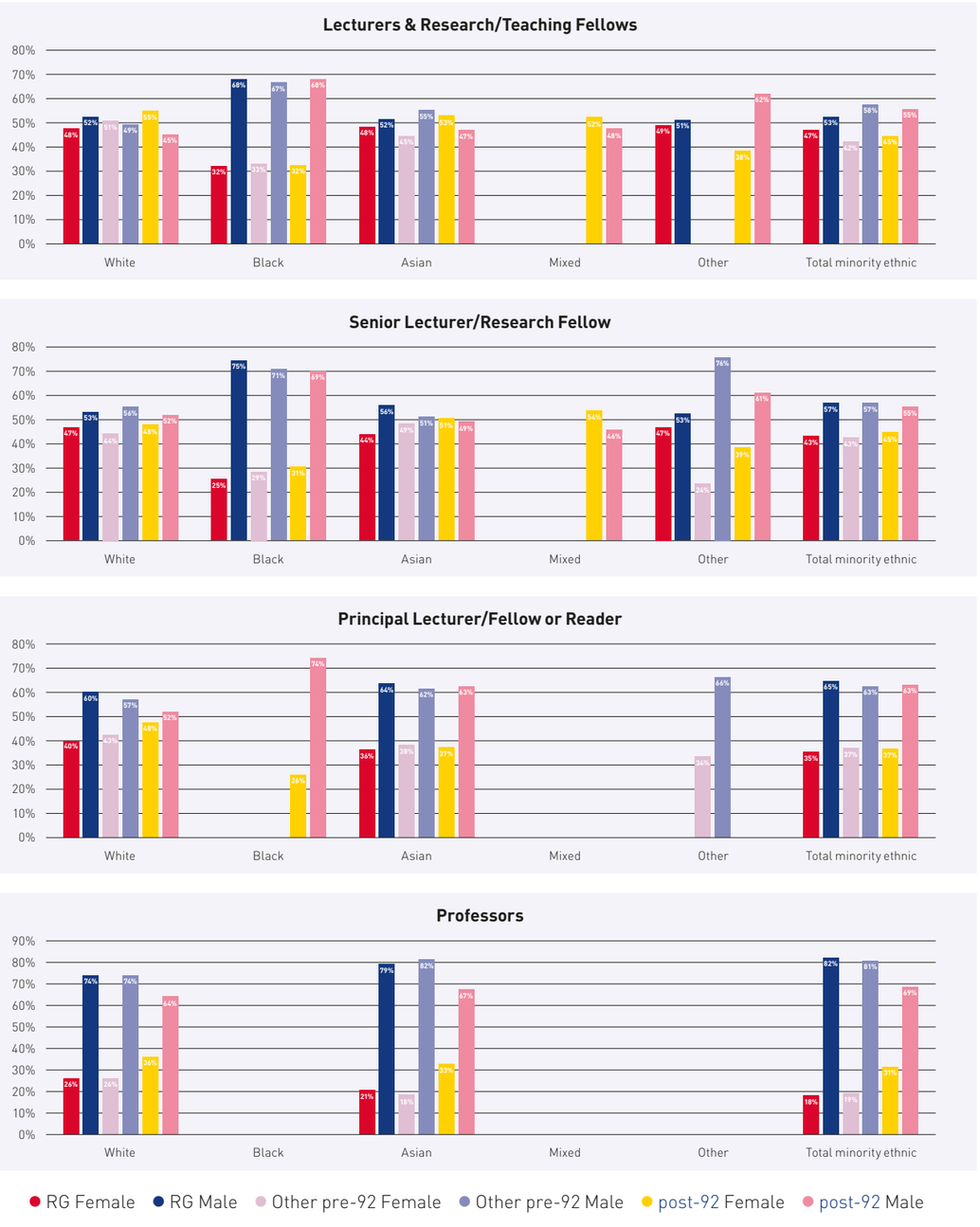


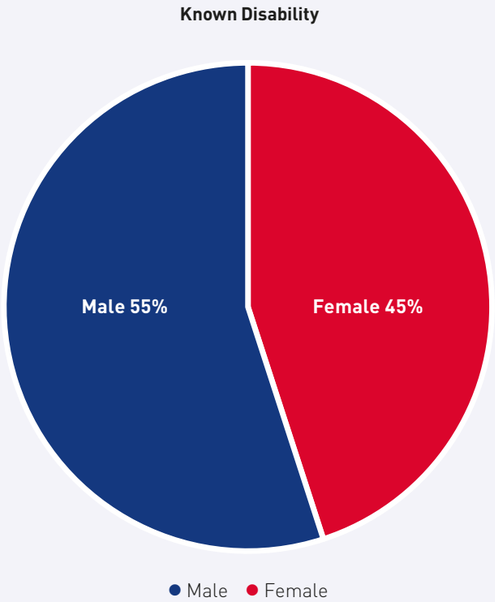
Figure 18. Numbers of FTE Academic Staff in Business and Management Studies by Contract Level, Gender, and Ethnicity, 2018/19

Disability

	HESA Staff Record 2018/19			HESA Staff Record 2018/19		
Cost Centre	**Known disability**	**No known disability**	**TOTAL FTE**	**Known disability**	**No known disability**	**TOTAL FTE**
(101) Clinical medicine	745	22,165	22,915	3%	97%	100%
(102) Clinical dentistry	30	1,075	1,110	3%	97%	100%
(103) Nursing & allied health professions	600	8,075	8,675	7%	93%	100%
(104) Psychology & behavioural sciences	320	5,685	6,000	5%	95%	100%
(105) Health & community studies	140	1,710	1,850	7%	93%	100%
(106) Anatomy & physiology	55	1,405	1,455	4%	96%	100%
(107) Pharmacy & pharmacology	60	1,935	1,990	3%	97%	100%
(108) Sports science & leisure studies	90	2,310	2,400	4%	96%	100%
(109) Veterinary science	45	1,290	1,335	3%	97%	100%
(110) Agriculture, forestry & food science	45	1,180	1,220	3%	97%	100%
(111) Earth, marine & environmental sciences	105	3,115	3,220	3%	97%	100%
(112) Biosciences	390	12,480	12,870	3%	97%	100%
(113) Chemistry	115	3,890	4,005	3%	97%	100%
(114) Physics	125	4,795	4,920	3%	97%	100%
(115) General engineering	110	3,540	3,650	3%	97%	100%
(116) Chemical engineering	25	1,185	1,210	2%	98%	100%
(117) Mineral, metallurgy & materials engineering	35	1,120	1,155	3%	97%	100%
(118) Civil engineering	35	1,875	1,905	2%	98%	100%
(119) Electrical, electronic & computer engineering	125	4,075	4,195	3%	97%	100%
(120) Mechanical, aero & production engineering	145	4,695	4,840	3%	97%	100%
(121) IT, systems sciences & computer software eng.	295	6,195	6,490	5%	95%	100%
(122) Mathematics	115	4,035	4,150	3%	97%	100%
(123) Architecture, built environment & planning	110	3,120	3,230	3%	97%	100%
(124) Geography & environmental studies	110	2,145	2,255	5%	95%	100%
(125) Area studies	15	370	380	4%	96%	100%
(126) Archaeology	30	670	700	4%	96%	100%
(127) Anthropology & development studies	20	825	845	2%	98%	100%

	HESA Staff Record 2018/19			HESA Staff Record 2018/19		
Cost Centre	**Known disability**	**No known disability**	**TOTAL FTE**	**Known disability**	**No known disability**	**TOTAL FTE**
(128) Politics & international studies	130	2,920	3,050	4%	96%	100%
(129) Economics & econometrics	45	2,300	2,345	2%	98%	100%
(130) Law	260	4,415	4,680	6%	94%	100%
(131) Social work & social policy	150	2,155	2,300	6%	94%	100%
(132) Sociology	185	2,515	2,700	7%	93%	100%
(133) Business & management studies	550	13,130	13,680	4%	96%	100%
(134) Catering & hospitality management	15	535	550	3%	97%	100%
(135) Education	380	6,480	6,860	6%	94%	100%
(136) Continuing education	20	315	335	5%	95%	100%
(137) Modern languages	140	3,945	4,085	3%	97%	100%
(138) English language & literature	185	3,685	3,870	5%	95%	100%
(139) History	135	2,920	3,055	4%	96%	100%
(140) Classics	20	530	555	4%	96%	100%
(141) Philosophy	60	875	935	7%	93%	100%
(142) Theology & religious studies	30	535	565	6%	94%	100%
(143) Art & design	455	6,045	6,500	7%	93%	100%
(144) Music, dance, drama & performing arts	190	3,805	4,000	5%	95%	100%
(145) Media studies	200	3,275	3,475	6%	94%	100%
(201) Total academic services	65	1,155	1,220	5%	95%	100%
(202) Central administration & services	45	1,000	1,040	4%	96%	100%
(204) Staff & student facilities	20	215	230	8%	92%	100%
(205) Premises	..	10	10	..	..	..
(206) Residences & catering	..	25	25	3%	97%	100%
Total - All Cost Centres	**7,315**	**167,735**	**175,050**	**4%**	**96%**	100%
Total - All Academic Cost Centres	**7,190**	**165,330**	**172,515**	**4%**	**96%**	100%
Total - All Social Sciences	**2,600**	**52,480**	**55,085**	**5%**	**95%**	100%
Total - Business & Administrative Studies	**565**	**13,665**	**14,230**	**4%**	**96%**	100%

Figure 20. All FTE Academic Staff in Business and Management Studies by Disability Status and by Gender, 2018/19



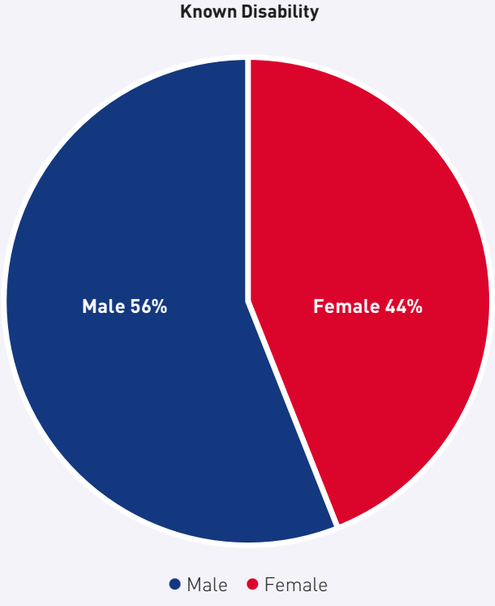


Figure 21. FTE Academic Staff in Business and Management Studies v. those in All Academic Cost Centres by Disability Status, 2018/19

All Academic Cost Centres

HESA Staff Record 2018/19 - FTE							
Disability status	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Known Nationality**	**Total FTE**	**Total International**
Known disability	6,055	645	475	15	7,175	7,190	1,120
No known disability	107,890	31,055	25,020	1,365	163,960	165,330	56,070
Total	**113,945**	**31,700**	**25,495**	**1,380**	**171,135**	**172,515**	**57,190**

All Academic Cost Centres

HESA Staff Record 2018/19 - FTE							
Disability status	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Known Nationality**	**Total FTE**	**Total International**
Known disability	5%	2%	2%	1%	4%	4%	2%
No known disability	95%	98%	98%	99%	96%	96%	98%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Business and Management Studies

HESA Staff Record 2018/19 - FTE							
Disability status	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Known Nationality**	**Total FTE**	**Total International**
Known disability	465	40	40	-	550	550	80
No known disability	7,825	2,360	2,850	90	13,040	13,130	5,210
Total	**8,295**	**2,400**	**2,895**	**95**	**13,590**	**13,680**	**5,295**

Business and Management Studies

HESA Staff Record 2018/19 - FTE							
Disability status	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Known Nationality**	**Total FTE**	**Total International**
Known disability	6%	2%	1%	1%	4%	4%	2%
No known disability	94%	98%	99%	99%	96%	96%	98%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

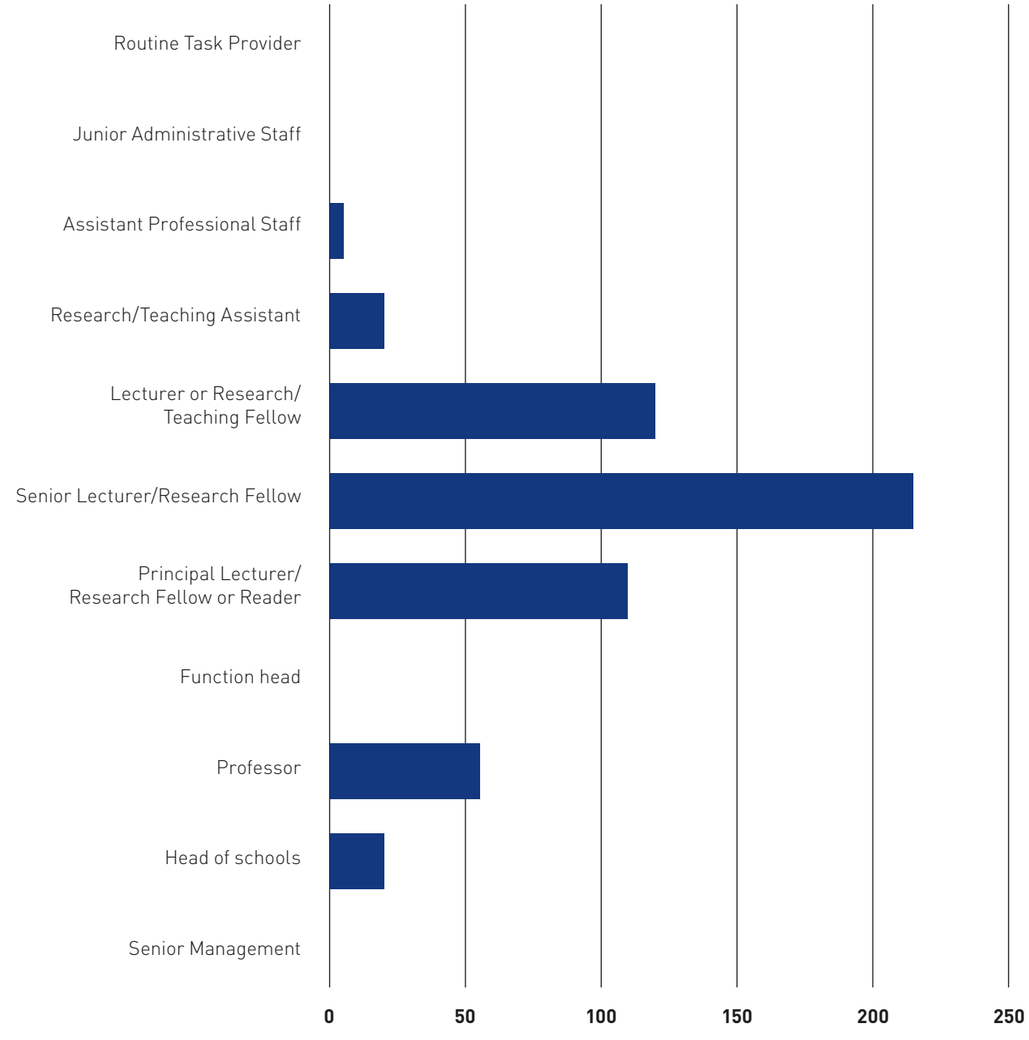
Figure 22. Disability Status among All FTE Academic Staff in Business and Management Studies by Mode of Employment, 2018/19

	HESA Staff Record 2018/19 - FTE			Count of Academic Year		
Terms of employment	**Known disability**	**No known disability**	**Total FTE**	**Known disability**	**No known disability**	**Total FTE**
Open-ended/Permanent	81%	81%	81%	58%	58%	58%
Fixed-term	15%	15%	15%	25%	25%	25%
Atypical	3%	5%	5%	17%	17%	17%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	HESA Staff Record 2018/19 - FTE			Count of Academic Year		
Terms of employment	**Known disability**	**No known disability**	**Total FTE**	**Known disability**	**No known disability**	**Total FTE**
Open-ended/Permanent	4%	96%	100%	4%	96%	100%
Fixed-term	4%	96%	100%	4%	96%	100%
Atypical	3%	97%	100%	4%	96%	100%
Total	**4%**	**96%**	**100%**	**4%**	**96%**	**100%**

	HESA Staff Record 2018/19 - FTE			Count of Academic Year		
Terms of employment	**Known disability**	**No known disability**	**Total FTE**	**Known disability**	**No known disability**	**Total FTE**
Open-ended/Permanent	445	10,620	11,070	605	13,290	13,895
Fixed-term	85	1,910	1,995	265	5,690	5,950
Atypical	20	595	615	175	3,825	3,995
Total	**550**	**13,130**	**13,680**	**1,040**	**22,800**	**23,840**

Figure 23. All FTE Academic Staff in Business and Management Studies with a Known Disability by Contract Level, 2018/19



Nationality

Figure 24. Nationality by Contract Type in Business and Administrative Studies FTE Academic Staff, 2018/19

	HESA Staff Record 2018/19 - FTE							
Cost Centre	**Terms of employment**	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Total Known**	**Total FTE**	**Total International**
(133) Business & management studies	Open-ended/ Permanent	62%	18%	21%	30	11,040	11,070	**38%**
	Fixed-term	57%	18%	25%	20	1,975	1,995	**43%**
	Atypical	65%	11%	24%	45	570	615	**35%**
	TOTAL	**61%**	**18%**	**21%**	**95**	**13,590**	**13,680**	**39%**
(134) Catering & hospitality management	Open-ended/ Permanent	79%	14%	6%	-	480	480	**21%**
	Fixed-term	64%	16%	19%	-	50	50	**36%**
	Atypical	..	..	..	-	15	15	**..**
	TOTAL	**78%**	**14%**	**7%**	**-**	**545**	**550**	**22%**
Business & Administrative Studies	Open-ended/ Permanent	62%	18%	20%	30	11,520	11,550	**38%**
	Fixed-term	57%	18%	25%	20	2,025	2,045	**43%**
	Atypical	65%	11%	24%	45	590	630	**35%**
	TOTAL	**62%**	**18%**	**21%**	**95**	**14,135**	**14,230**	**38%**

Figure 25. Permanent FTE Academic Staff in Business and Management Studies by Ethnicity & Origin, 2018/19

HESA Staff Record 2018/19 - FTE							
Ethnicity	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Total Known**	**Total FTE**	**Total International**
White	70%	23%	6%	10	7,625	7,635	**30%**
Black	48%	3%	50%	-	495	495	**52%**
Asian	35%	1%	64%	5	1,830	1,830	**65%**
Mixed	53%	13%	33%	-	205	205	**47%**
Other	36%	9%	54%	-	310	310	**64%**
Minority ethnic	**38%**	**3%**	**58%**	**5**	**2,835**	**2,840**	**62%**
Unknown/Not applicable	60%	19%	21%	15	595	595	**40%**
Total Known	62%	18%	21%	15	10,475	10,475	**38%**
Total	62%	18%	21%	30	11,070	11,070	**38%**

Count of Academic Year							
Ethnicity	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Total Known**	**Total Contracts**	**Total International**
White	71%	22%	6%	20	9,550	9,570	**29%**
Black	49%	3%	48%	-	650	650	**51%**
Asian	36%	1%	62%	5	2,175	2,180	**64%**
Mixed	56%	13%	31%	-	280	280	**44%**
Other	38%	10%	52%	-	395	395	**62%**
Minority ethnic	**40%**	**3%**	**56%**	**5**	**3,500**	**3,505**	**60%**
Unknown/Not applicable	61%	19%	20%	20	800	820	**39%**
Total Known	63%	17%	20%	25	13,050	13,075	**37%**
Total	63%	17%	20%	45	13,850	13,895	**37%**

Figure 26. Fixed Term FTE Academic Staff in Business and Management Studies by Ethnicity & Origin, 2018/19

HESA Staff Record 2018/19 - FTE							
Ethnicity	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Total Known**	**Total FTE**	**Total International**
White	68%	24%	8%	5	1,280	1,285	**32%**
Black	36%	5%	59%	-	140	140	**64%**
Asian	30%	1%	69%	-	315	315	**70%**
Mixed	44%	15%	41%	-	45	45	**56%**
Other	31%	8%	61%	-	55	55	**69%**
Minority ethnic	**32%**	**4%**	**64%**	**-**	**555**	**555**	**68%**
Unknown/Not applicable	54%	22%	24%	10	145	155	**46%**
Total Known	57%	18%	25%	5	1,830	1,840	**43%**
Total	57%	18%	25%	20	1,975	1,995	**43%**

Count of Academic Year							
Ethnicity	**UK**	**Other-EU**	**Non-UK**	**Unknown**	**Total Known**	**Total Contracts**	**Total International**
White	69%	24%	8%	20	3,650	3,580	**31%**
Black	41%	4%	55%	-	370	370	**59%**
Asian	34%	1%	65%	5	870	875	**66%**
Mixed	47%	16%	37%	-	160	160	**53%**
Other	31%	6%	63%	5	170	175	**69%**
Minority ethnic	**37%**	**4%**	**60%**	**5**	**1,570**	**1,580**	**63%**
Unknown/Not applicable	56%	20%	23%	40	755	795	**44%**
Total Known	59%	18%	24%	30	5,130	5,155	**41%**
Total	58%	18%	24%	65	5,885	5,950	**42%**

Figure 27. All Academic Staff by Cost Centre and Gender, 2018/19

	HESA Staff Record 2018/19				Count of Academic Year			
Cost Centre	**Female**	**Male**	**Other**	**Total FTE**	**Female**	**Male**	**Other**	**Total Count**
(101) Clinical medicine	12,185	10,730	-	22,915	14,660	12,205	5	26,870
(102) Clinical dentistry	550	560	-	1,110	940	935	-	1,870
(103) Nursing & allied health professions	6,390	2,280	-	8,675	9,545	3,975	5	13,525
(104) Psychology & behavioural sciences	3,565	2,430	-	6,000	6,880	4,265	10	11,155
(105) Health & community studies	1,205	645	-	1,850	2,465	1,290	-	3,755
(106) Anatomy & physiology	720	740	-	1,455	1,550	1,365	-	2,910
(107) Pharmacy & pharmacology	960	1,030	-	1,990	1,880	1,740	-	3,620
(108) Sports science & leisure studies	850	1,550	-	2,400	1,510	2,275	-	3,785
(109) Veterinary science	750	585	-	1,335	1,010	715	10	1,735
(110) Agriculture, forestry & food science	620	600	-	1,220	895	805	-	1,705
(111) Earth, marine & environmental sciences	1,115	2,105	-	3,220	2,315	3,340	-	5,650
(112) Biosciences	5,735	7,130	5	12,870	9,825	10,315	15	20,155
(113) Chemistry	1,130	2,875	-	4,005	2,170	3,735	5	5,910
(114) Physics	930	3,985	5	4,920	1,560	4,650	10	6,220
(115) General engineering	800	2,850	-	3,650	1,480	4,020	5	5,505
(116) Chemical engineering	330	880	-	1,210	535	1,195	5	1,735
(117) Mineral, metallurgy & materials engineering	295	860	-	1,155	465	1,100	-	1,565
(118) Civil engineering	450	1,460	-	1,905	965	2,520	-	3,490
(119) Electrical, electronic & computer engineering	630	3,565	-	4,195	1,485	5,640	10	7,140
(120) Mechanical, aero & production engineering	800	4,035	-	4,840	1,610	5,885	10	7,505
(121) IT, systems sciences & computer software eng.	1,430	5,055	5	6,490	2,920	8,250	15	11,190
(122) Mathematics	865	3,280	-	4,150	1,740	4,660	5	6,405
(123) Architecture, built environment & planning	1,140	2,085	-	3,230	2,440	3,885	-	6,325
(124) Geography & environmental studies	880	1,375	-	2,255	1,830	2,335	-	4,615
(125) Area studies	180	205	-	380	355	400	-	755
(126) Archaeology	310	390	-	700	795	785	-	1,580
(127) Anthropology & development studies	410	435	-	845	960	890	-	1,850
(128) Politics & international studies	1,155	1,895	-	3,050	2,310	3,185	5	5,500
(129) Economics & econometrics	710	1,635	-	2,345	1,435	2,760	5	4,200
(130) Law	2,420	2,260	-	4,680	4,385	3,920	-	8,305
(131) Social work & social policy	1,490	815	-	2,300	3,060	1,635	-	4,695
(132) Sociology	1,485	1,210	-	2,700	3,020	2,180	5	5,205
(133) Business & management studies	5,990	7,690	5	13,680	10,685	13,145	10	23,840
(134) Catering & hospitality management	300	250	-	550	440	370	-	810
(135) Education	4,600	2,255	5	6,860	8,035	4,115	5	12,160
(136) Continuing education	200	135	-	335	795	560	-	1,355
(137) Modern languages	2,530	1,555	-	4,085	5,735	3,130	-	8,865
(138) English language & literature	2,160	1,710	-	3,870	5,545	3,305	-	7,855
(139) History	1,285	1,770	-	3,055	2,560	2,940	-	5,505
(140) Classics	255	300	-	555	595	590	-	1,185
(141) Philosophy	270	670	-	935	625	1,190	-	1,815
(142) Theology & religious studies	210	355	5	565	495	775	5	1,275
(143) Art & design	3,250	3,245	5	6,500	7,355	6,515	10	13,880
(144) Music, dance, drama & performing arts	1,700	2,300	-	4,000	4,445	4,980	5	9,435
(145) Media studies	1,465	2,010	-	3,475	3,525	4,020	5	7,550
(201) Total academic services	670	550	-	1,220	1,840	1,545	5	3,390
(202) Central administration & services	475	570	-	1,040	1,560	1,635	-	3,200
(204) Staff & student facilities	150	85	-	230	520	335	-	860
(205) Premises	5	10	-	10	15	20	-	35
(206) Residences & catering	15	10	-	25	30	25	-	55
Total - All Cost Centres	**78,010**	**96,985**	**55**	**175,050**	**142,805**	**156,055**	**180**	299,040
Total - All Academic Cost Centres	**76,700**	**95,765**	**50**	**172,515**	**138,840**	**152,490**	**175**	291,505
Total - All Social Sciences	**26,840**	**28,230**	**15**	**55,085**	**51,670**	**49,935**	**45**	101,650
Total - Business & Administrative Studies	**6,285**	**7,940**	**5**	**14,230**	**11,125**	**13,515**	**10**	24,655

Figure 27. All Academic Staff by Cost Centre and Gender, 2018/19 (continued)

	HESA Staff Record 2018/19				Count of Academic Year			
Cost Centre	Female	Male	Other	Total FTE	Female	Male	Other	Total Count
(101) Clinical medicine	53%	47%	0%	100%	55%	45%	0%	100%
(102) Clinical dentistry	50%	50%	0%	100%	50%	50%	0%	100%
(103) Nursing & allied health professions	74%	26%	0%	100%	71%	29%	0%	100%
(104) Psychology & behavioural sciences	59%	41%	0%	100%	62%	38%	0%	100%
(105) Health & community studies	65%	35%	0%	100%	66%	34%	0%	100%
(106) Anatomy & physiology	49%	51%	0%	100%	53%	47%	0%	100%
(107) Pharmacy & pharmacology	48%	52%	0%	100%	52%	48%	0%	100%
(108) Sports science & leisure studies	35%	65%	0%	100%	40%	60%	0%	100%
(109) Veterinary science	56%	44%	0%	100%	58%	41%	0%	100%
(110) Agriculture, forestry & food science	51%	49%	0%	100%	53%	47%	0%	100%
(111) Earth, marine & environmental sciences	35%	65%	0%	100%	41%	59%	0%	100%
(112) Biosciences	45%	55%	0%	100%	49%	51%	0%	100%
(113) Chemistry	28%	72%	0%	100%	37%	53%	0%	100%
(114) Physics	19%	81%	0%	100%	25%	75%	0%	100%
(115) General engineering	22%	78%	0%	100%	27%	73%	0%	100%
(116) Chemical engineering	27%	73%	0%	100%	31%	69%	0%	100%
(117) Mineral, metallurgy & materials engineering	26%	74%	0%	100%	30%	70%	0%	100%
(118) Civil engineering	23%	77%	0%	100%	28%	72%	0%	100%
(119) Electrical, electronic & computer engineering	15%	85%	0%	100%	21%	79%	0%	100%
(120) Mechanical, aero & production engineering	17%	83%	0%	100%	21%	78%	0%	100%
(121) IT, systems sciences & computer software eng.	22%	78%	0%	100%	26%	74%	0%	100%
(122) Mathematics	21%	79%	0%	100%	27%	73%	0%	100%
(123) Architecture, built environment & planning	35%	65%	0%	100%	39%	61%	0%	100%
(124) Geography & environmental studies	39%	61%	0%	100%	44%	56%	0%	100%
(125) Area studies	47%	53%	0%	100%	47%	53%	0%	100%
(126) Archaeology	44%	56%	0%	100%	50%	50%	0%	100%
(127) Anthropology & development studies	49%	51%	0%	100%	52%	48%	0%	100%
(128) Politics & international studies	38%	62%	0%	100%	42%	58%	0%	100%
(129) Economics & econometrics	30%	70%	0%	100%	34%	66%	0%	100%
(130) Law	52%	48%	0%	100%	53%	47%	0%	100%
(131) Social work & social policy	65%	35%	0%	100%	65%	35%	0%	100%
(132) Sociology	55%	45%	0%	100%	58%	42%	0%	100%
(133) Business & management studies	44%	56%	0%	100%	45%	55%	0%	100%
(134) Catering & hospitality management	55%	45%	0%	100%	54%	46%	0%	100%
(135) Education	67%	33%	0%	100%	66%	34%	0%	100%
(136) Continuing education	60%	40%	0%	100%	59%	41%	0%	100%
(137) Modern languages	62%	38%	0%	100%	65%	35%	0%	100%
(138) English language & literature	56%	44%	0%	100%	58%	42%	0%	100%
(139) History	42%	58%	0%	100%	47%	53%	0%	100%
(140) Classics	46%	54%	0%	100%	50%	50%	0%	100%
(141) Philosophy	29%	71%	0%	100%	34%	66%	0%	100%
(142) Theology & religious studies	37%	63%	0%	100%	39%	61%	0%	100%
(143) Art & design	50%	50%	0%	100%	53%	47%	0%	100%
(144) Music, dance, drama & performing arts	42%	57%	0%	100%	47%	53%	0%	100%
(145) Media studies	42%	58%	0%	100%	47%	53%	0%	100%
(201) Total academic services	55%	45%	0%	100%	54%	46%	0%	100%
(202) Central administration & services	45%	55%	0%	100%	49%	51%	0%	100%
(204) Staff & student facilities	64%	36%	0%	100%	60%	39%	0%	100%
(205) Premises	..	..	..	0%	41%	59%	0%	100%
(206) Residences & catering	57%	43%	0%	100%	52%	48%	0%	100%
Total - All Cost Centres	**45%**	**55%**	**0%**	**100%**	**48%**	**52%**	**0%**	**100%**
Total - All Academic Cost Centres	**44%**	**56%**	**0%**	**100%**	**48%**	**52%**	**0%**	**100%**
Total - All Social Sciences	**49%**	**51%**	**0%**	**100%**	**51%**	**49%**	**0%**	**100%**
Total - Business & Administrative Studies	**44%**	**56%**	**0%**	**100%**	**45%**	**55%**	**0%**	**100%**

NOTES

1 Unless otherwise noted, all data discussed in this section is sourced from the HESA Staff Record 2016/17 - 2018/19.

2 **https://www.hesa.ac.uk/support/documentation/cost-centres/2012-13-onwards**

3 **https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed**

4 The HESA data sets used in this analysis report legal sex rather than self-reported sexual identification with three options for response: Male, Female, Other (**https://www.hesa.ac.uk/support/definitions/staff**). Of the 13,680 FTE academic staff in the HESA cost centre (133) for Business and Management (B&M) studies, 5 FTE academic staff were reported as being an other sex. As this was 0% by total, and 0% or unreportable when broken down by contract level, this was not depicted in the graphic representations.

5 In 2018/19, there were 172,515 FTE academic staff across all academic cost centres, and 55,085 (or 32%) were attributed to the social sciences. We define the social science cost centres in accordance with the definition used by the Academy of social sciences, so that they include: Psychology & behavioural Sciences (104), Sports science & leisure studies (108), Architecture, built environment & planning (123), Geography & environmental studies (124), Area studies (125), Anthropology & development studies (127), Politics & international studies (128), Economics & econometrics (129), Law (130), Social work & social policy (131), Sociology (132), Business & management studies (133), Catering & hospitality management (134), Education (135), Continuing education (136), Media studies (145).

6 For our calculations, we used seasonally adjusted employment data from September to November 2018 (during the middle of the 2018/19 university year). The total UK labour force for 16 to 64 year olds (active and inactive) during this period was 41,277,303. Data was sourced from Table A02 of the ONS Labour Force Survey, available at: **https://www.ons.gov.uk**.

7 For our calculations, we used the data for those aged 16 to 64, employed during the period from October to December 2018 (again during the middle of the 2018/19 university year, and noting that the collection periods are not exactly the same as for the Labour Force Survey). Data was sourced from ONS Table A09: Labour market status: Employment by ethnicity: People (not seasonally adjusted), available at: **https://www.ons.gov.uk.**

8 Calculations as per footnote 6 above. Data was sourced from ONS Table A09: Labour market status: Employment by ethnicity: People (not seasonally adjusted), available at: **https://www.ons.gov.uk.**

BRITISH ACADEMY
OF MANAGEMENT

British Academy of Management:
www.bam.ac.uk

Published August 2022.