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

Interim Report: March 2021
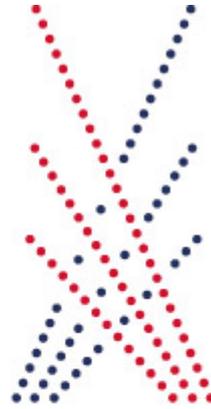
Professor Martyna Śliwa, Essex Business School, Vice Chair Equality, Diversity and Inclusivity, BAM
Professor Nic Beech FBAM, Middlesex University, President, BAM
Professor Katy Mason FBAM, Lancaster University Management School, Chair, BAM
Dr Lisi Gordon, University of Dundee
Dr Ashley Lenihan, BAM, Head of Policy and Engagement

CONTENTS

1. Executive Summary

The British Academy of Management 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 interim report presents findings from our analysis of the quantitative HESA (Higher Education Statistics Agency) data (collected nationally, annually by the UK Government), and qualitative data collected from a diverse group of senior Business and Management academics and leaders, who described their personal experiences of HE career progression. The second stage of this research project will collect qualitative data from business and management academics at early and mid-career stages and will be reported 2022, at the end of the project.

This BAM interim 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, where we all confront working and social environments where EDIR issues emerge, presenting 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 (65% of companies now have women as 30% of their leadership team and 33% of their boards), and shows the clear bottom-line benefits of such changes; programmes such as Athena Swan, the Race Equality Charter, Stonewall and Disability Confident are identified in the UK Government's Research Assessment 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 a rallying cry 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 interim report takes these first steps within the Business and Management HEI 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 structural goes wrong at mid-career.
- The gender gap at senior career levels widens depending on the type of university the Business & Management School is part of: 25% of professors are women at Russell Group universities, compared with 34% at Post 92 universities.
- 28% of Business and Management School academics identify as an ethnic minority (with 5% identifying as Black, 17% as Asian, 2% as Mixed, and 3% as being from an 'Other' ethnic group): more than in the wider 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 matters: the gender employment gap is significantly wider for academics from ethnic minorities, 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 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 (perhaps with or through the Chartered Association of 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/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.

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 (B&MS) 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) but, 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 – based on both sector-level data and lived experiences – an understanding of organisational cultures and practices. Multi-level analysis will enable us, at the end of the project, to offer recommendations for positive action-focused change.

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 so far, 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 and Inclusivity, 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
Dr Ashley Lenihan, BAM, Head of Policy and Engagement

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, 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[4] 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.[5] 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).

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

9% 1% 1% 6%

● All STEM ● All A&H ● All Social Sciences ● B&A Studies Alone

6% 5%

● Business & Management Studies ● Catering & Hospitality Management
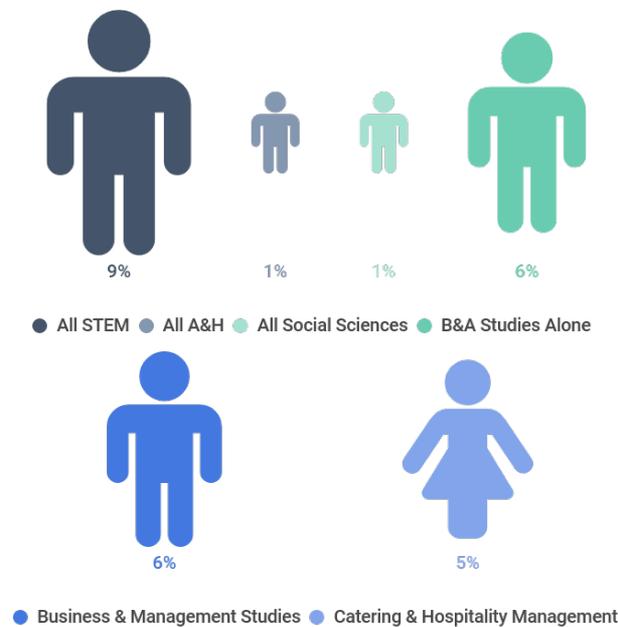
Key findings around gender

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.

Figure 2. – Proportion of Women Academic Staff by Contract Level, 2018/19
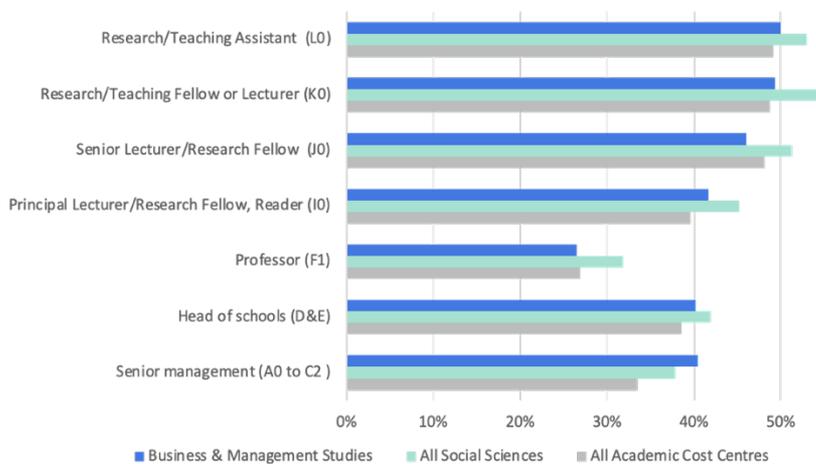
The gender gap patterns for B&M studies closely resemble those among the general population of UK academic staff but, for most contract levels, tend to fall below the social sciences more widely. The level at which the proportion of women in B&M is higher compared to **the wider general and social science 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 3. – B&M Academic Staff by Gender, Contract Level, and University Type, 2018/19
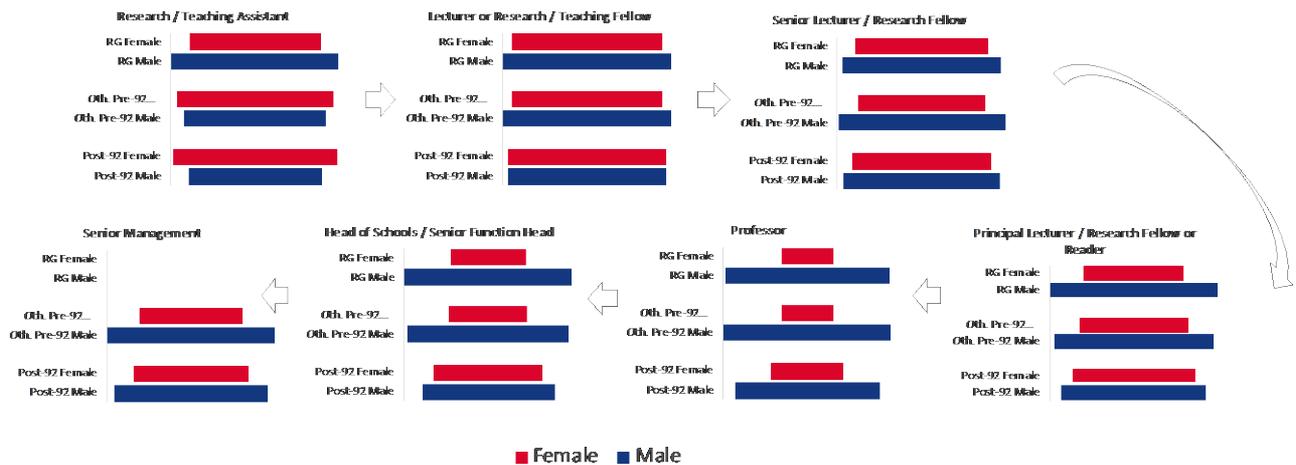
Across contract levels, there are also gender gap differences between different types of university, in that the gender gap at senior levels widens to differing extent **in the Russell Group universities, the remaining pre-1992 universities, and the post-1992 universities.**

Our analysis shows a consistently higher overall proportion of women at post-1992 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
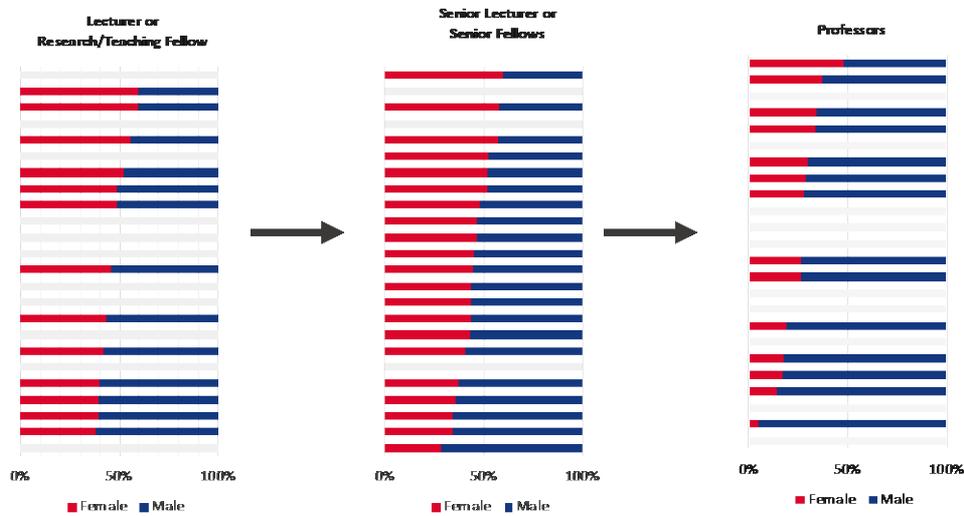
Ethnic Minority Representation Gap

Within the employed UK labour force as a whole during this period, 12% of employed people self-identified as ethnic minorities: 3% as Black, 5% as Asian, 1% as Mixed, and 3% as an 'Other' ethnic group,[6] although actual figures may vary due to underreporting. By comparison, ethnic diversity was higher across all academic staff at UK universities, where 18% identified as belonging to an ethnic minority group: 2% as Black, 11% as Asian, 2% as Mixed, and 2% as an 'Other' ethnic group. The greater proportion of staff from ethnic minority groups 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 group – 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 group.

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

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

Figure 5. – Proportion of Academic Staff from an Ethnic Minority Group, 2018/19
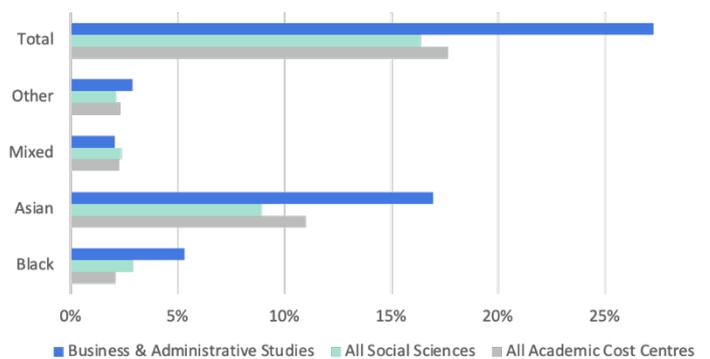
Figure 6. – Proportion of Academic Staff from an Ethnic Minority Group, 2018/19
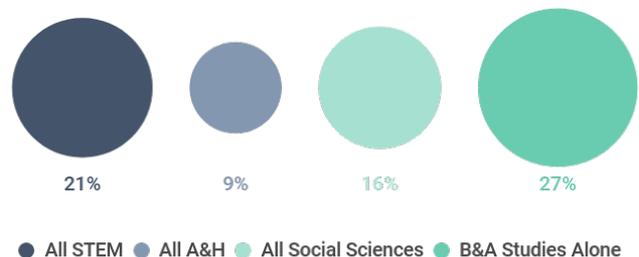
Figure 7 (below) presents the differences in the proportions of ethnic minority representation among Business and Management studies staff across contract level and different types of university.

Figure 7. – FTE All Academic Staff in B&M Studies by Ethnicity, Contract Level, and University Type, 2018/19
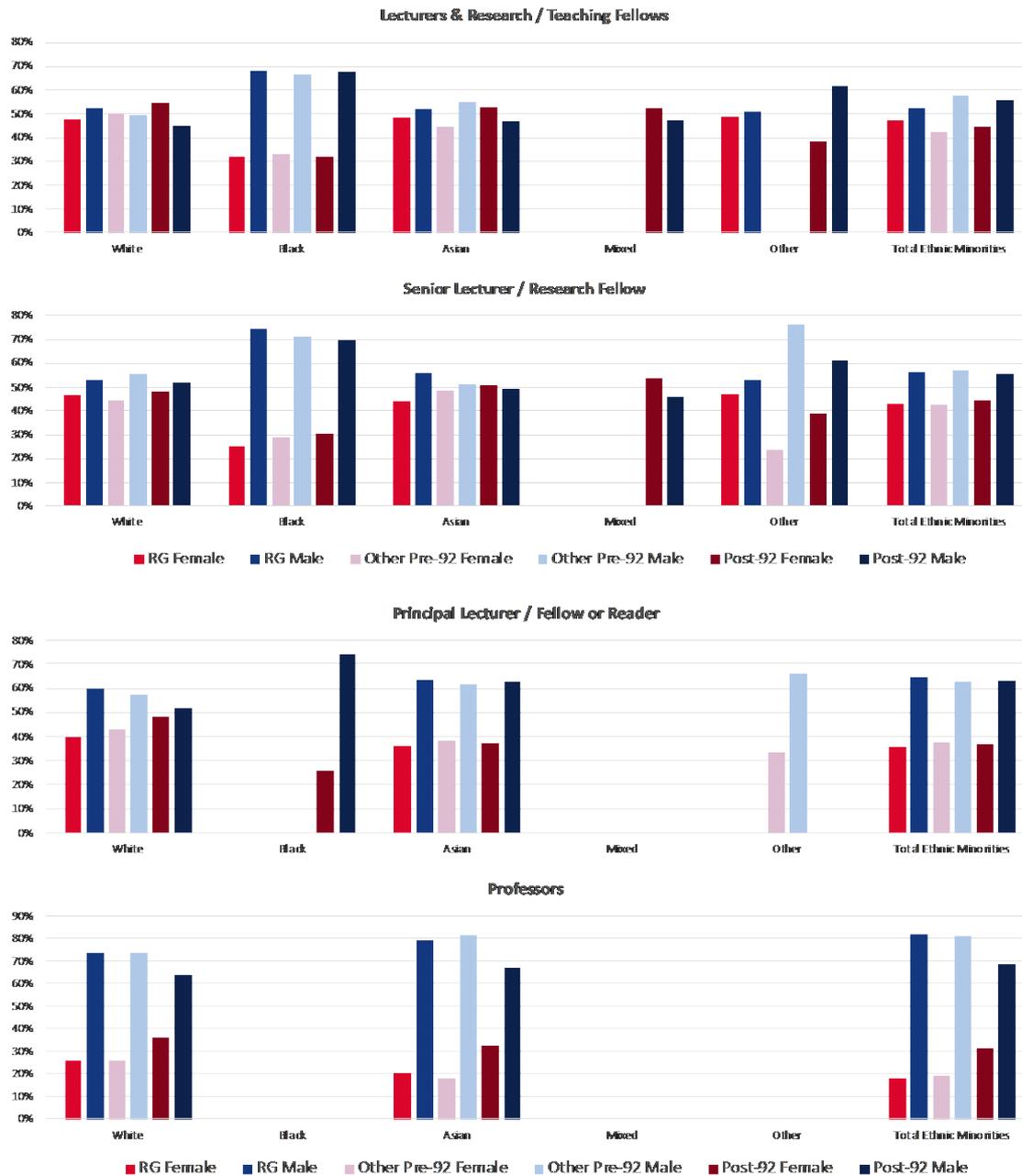
Focusing in on Business and Management studies, there was, again, a greater level of diversity than across the broader UK and HEI labour markets. In B&M studies, 5% of all academic staff identified as Black, 17% as Asian, 2% as Mixed, and 3% as being from an 'Other' ethnic group. These proportions of staff from ethnic minority groups were consistent both for all staff combined, and for regular staff on permanent or fixed-term contracts. There were, however, higher proportions of staff from ethnic minority groups 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 minority groups, 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 FTE academic staff from ethnic minority groups, 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 staff from ethnic minority groups when looking at more junior level contracts versus 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
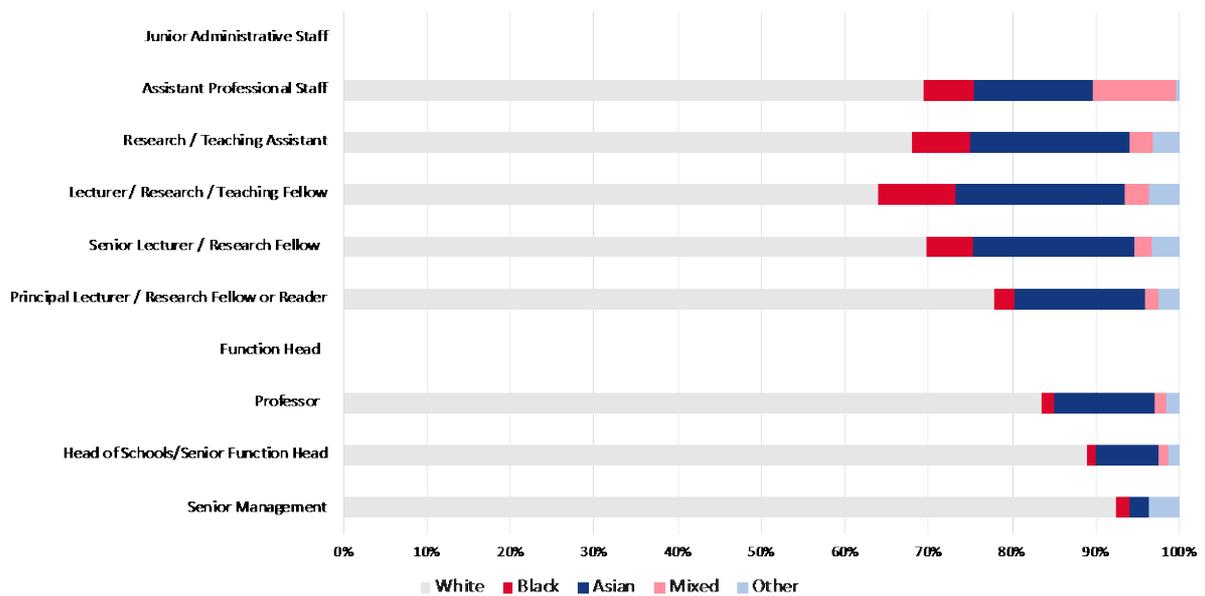
Intersection of gender, ethnicity and contract level

Our analysis found that the proportion of women B&A academic staff from ethnic minorities was a little lower (42%) than that of all women B&A academic staff combined (44%). 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. 9).

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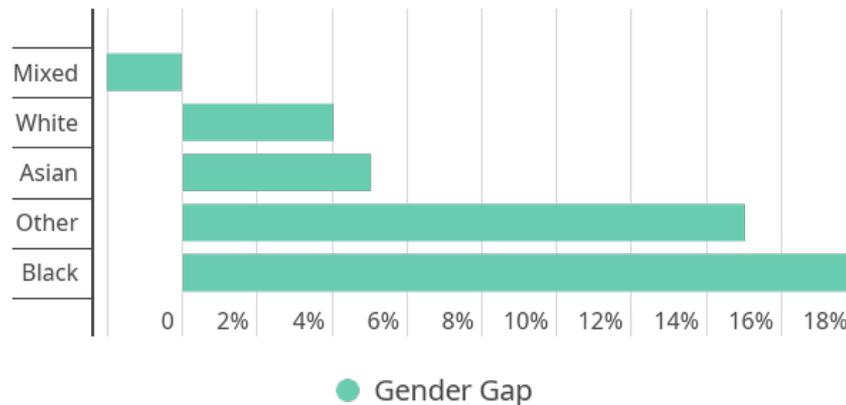
● Gender Gap

The gender gap also widens for staff from ethnic minority groups **across the different academic contract levels from Lecturer through to Professor in B&M studies**. This was the case for all ethnic minority groups, 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 of staff from ethnic minority groups 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.

4. Summary of key findings from qualitative research

Initial Interviews

22 interviews and 36 diary entries have been collected from **10 senior UK business school academics**. Of the 10: 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; and 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' Smartphone and emailed to the researcher) and facilitated reflexive audio-recorded conversations (via Teams/Zoom/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 10 participants, in which diaries and initial project findings were discussed, took place in December 2020. We present here a summary of initial 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 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**, 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 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 – albeit still reasonably easy for participants to identify and articulate – factors 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.

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, but also of 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 in 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 minority groups 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 (perhaps with or through the Chartered Association of 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 research projects exploring EDIR issues in the Business and Management School sector, in the UK and internationally. For example, our sister learned societies SIMA, ANZAM, and IAM have agreed to repeat the BAM study in their own countries. Additionally, the 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.

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

6. Project Advisory Board

Project Team
Professor Martyna Śliwa, Essex Business School, and BAM VC for EDI. 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
Dr Ashley Lenihan, Head of Policy & Engagement BAM

Project Advisory Board
Professor Julia Clarke CBAM, University of Wolverhampton, Former Chair, Chartered ABS
Professor Robert MacIntosh CBAM, Heriot Watt University, Member of BAM Council and current Chair, Chartered ABS
Professor Melanie Bryant CBAM, University of Tasmania, Australia, outgoing 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, 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, City's Business School, London
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, City's Business School, London
Dr Nasreen Fazal Short, Chair, Presidential Taskforce on Diversity and Inclusion, BPS
Professor Emmanuel Ogbonna, Cardiff University, Co-author, BAM-CMI report, Delivering Diversity (2017)
Dr Jenny Rodriguez, University of Manchester, Chair, Gender in Management SIG
Professor Thoko Kaime, University of Bayreuth
Dr Helena Liu, University of Technology Sydney, Australia
Dr Shalini Vohra, member of BAM
Anna O'Brien, Wiley Lead on Research strand of Wiley's own work on EDI
Dr Andrew Hawkins, Microsoft

7. Appendix

Age distribution and gender

Figure 1. – Age Distribution of ALL FTE Academic Staff in Business and Management Studies, 2018/19
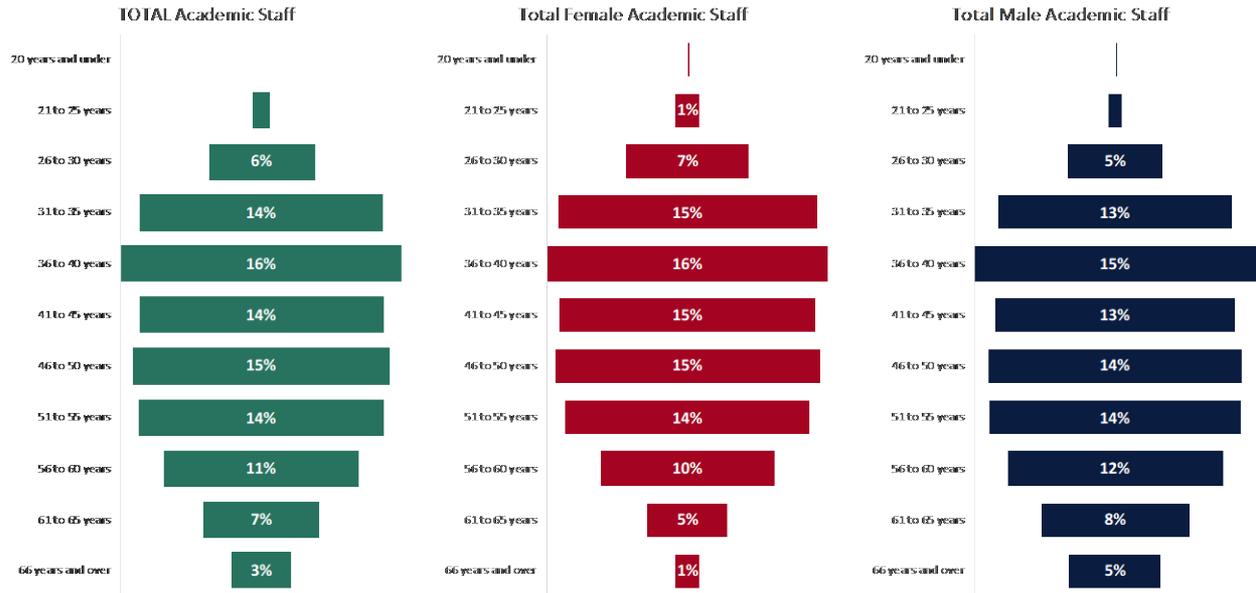
Figure 2. – Age Distribution of Women FTE Academic Staff in Business and Management Studies by Contract Level, 2018/19

Interim Report BAM EDIR Project
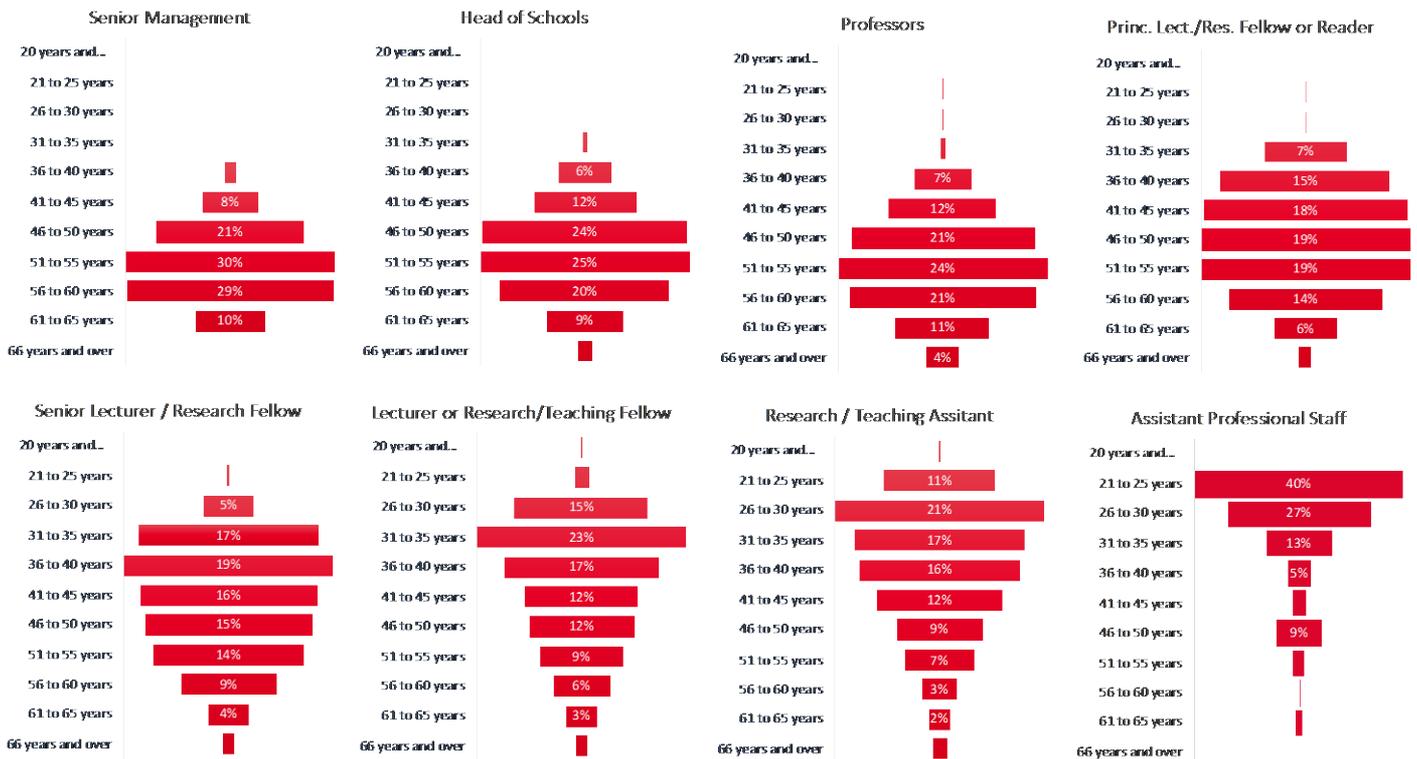
Figure 3. – Age Distribution of Men FTE Academic Staff in Business and Management Studies by Contract Level, 2018/19
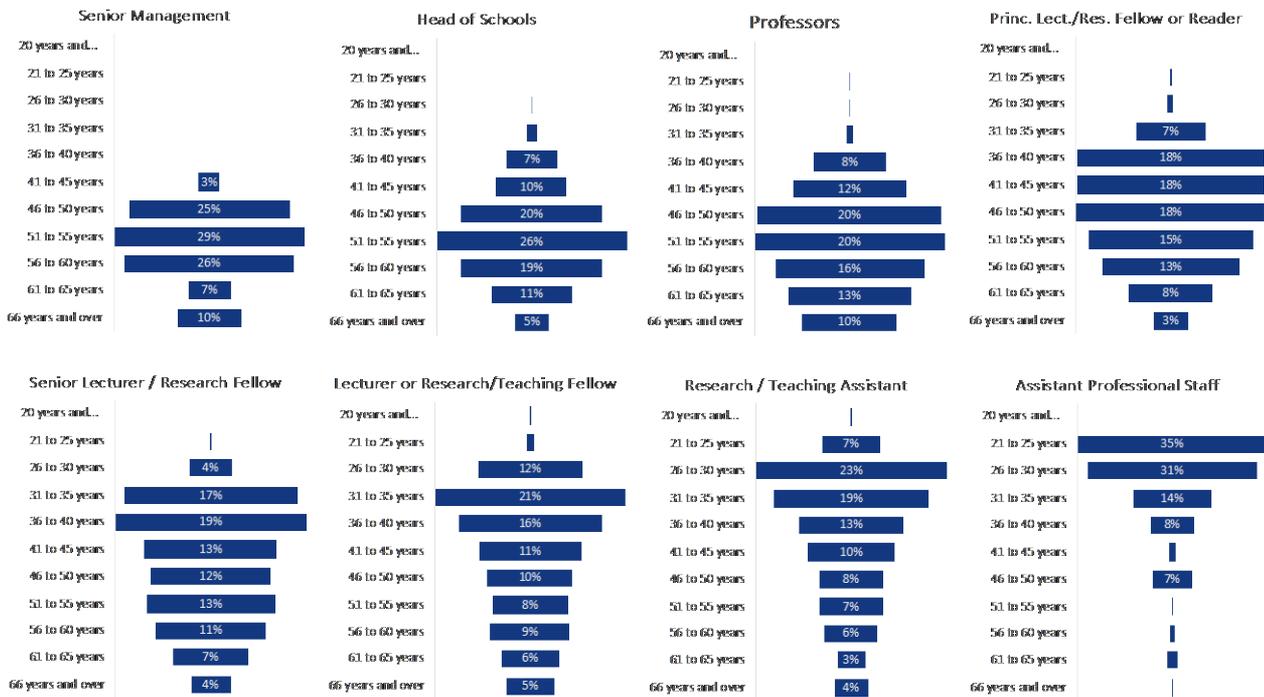
Figure 4. – Comparison – Gender and Age Distribution of FTE Academic Staff for All Academic Cost Centres v. Business and Management Studies, 2018/19
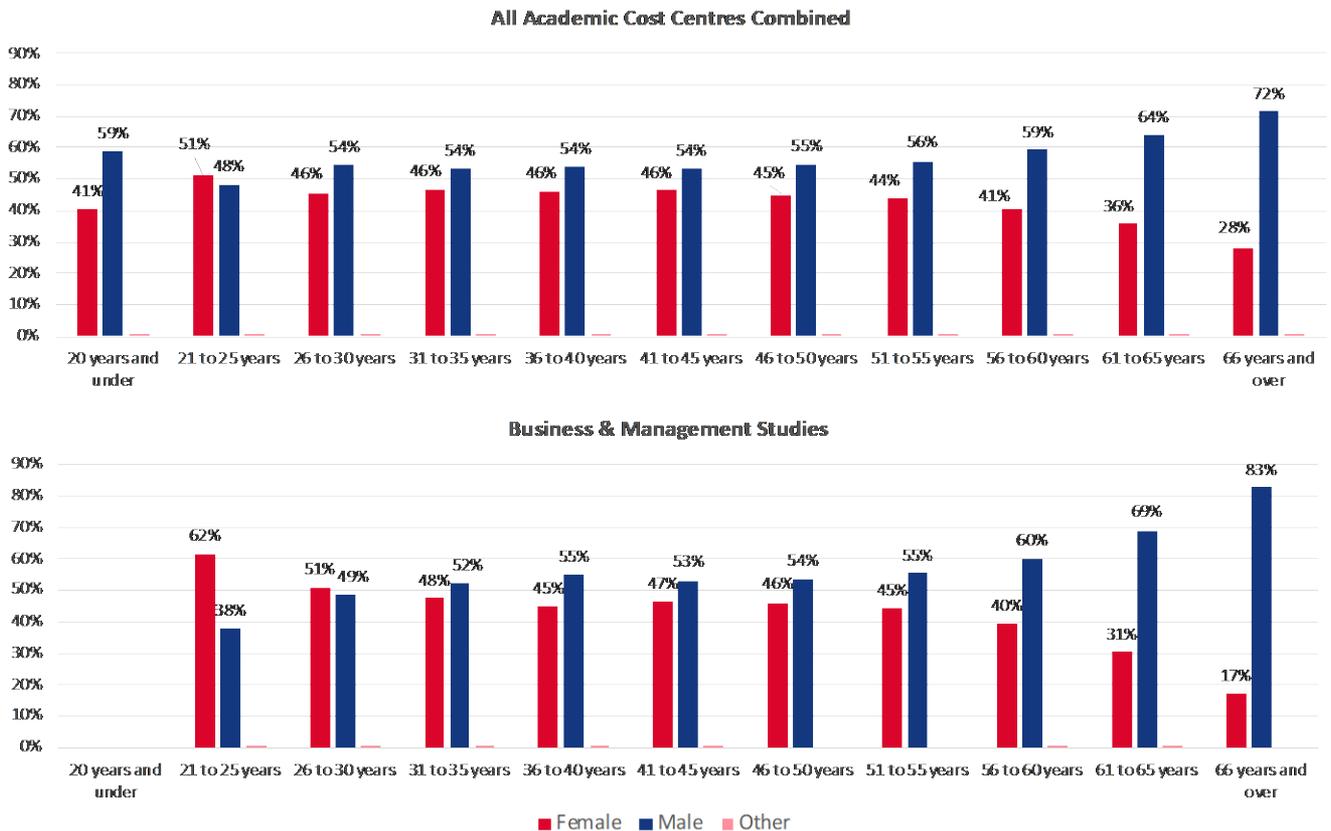
Employment Type and Gender

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

FTE Academic Staff

Function	Female	Male	FTE Academic Staff
Teaching & research	42%	58%	9,290
Neither teaching or research	43%	57%	40
Teaching only	46%	54%	3,655
Research only	52%	48%	695

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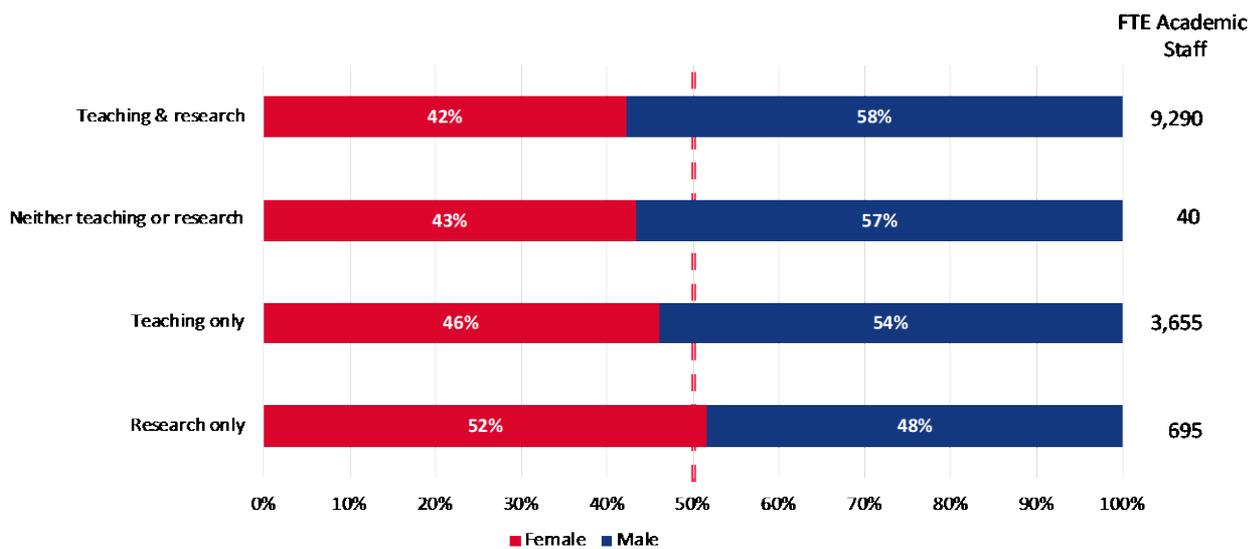
Figure 6. – FTE Academic Staff in Business and Management Studies by Gender, Academic Employment Function, and Terms of Employment, 2018/19

Regular Staff

Function	Female	Male	FTE Academic Staff
Teaching & research	42%	58%	9,230
Neither teaching or research	45%	55%	35
Teaching only	47%	53%	3,130
Research only	52%	48%	670

Atypical Staff

Function	Female	Male	FTE Academic Staff
Teaching & research	42%	58%	60
Neither teaching or research			NR
Teaching only	41%	59%	520
Research only	52%	48%	25

Interim Report BAM EDIR Project
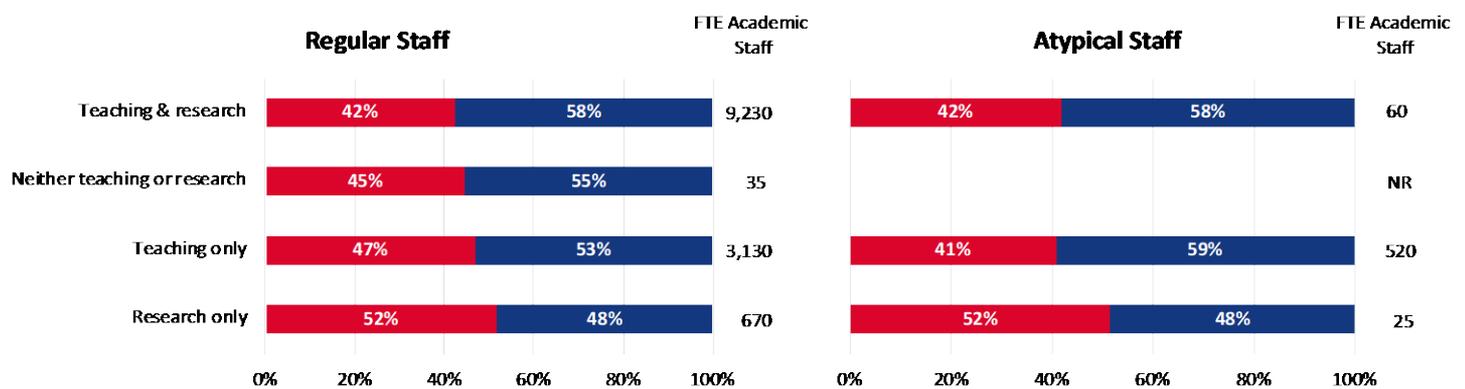
Figure 7. – Academic Staff in Business and Management Studies by Contract Level, Gender, and University Type, 2018/19

Assistant professional / Administrative staff	
RG Female	
RG Male	
Oth. Pre-92 Female	
Oth. Pre-92 Male	
Post-92 Female	53%
Post-92 Male	47%

Research / Teaching Assistant	
RG Female	44%
RG Male	56%
Oth. Pre-92...	52%
Oth. Pre-92 Male	47%
Post-92 Female	55%
Post-92 Male	45%

Lecturer or Research / Teaching Fellow	
RG Female	48%
RG Male	52%
Oth. Pre-92...	48%
Oth. Pre-92 Male	52%
Post-92 Female	50%
Post-92 Male	50%

Senior Lecturer / Research Fellow	
RG Female	46%
RG Male	54%
Oth. Pre-92...	43%
Oth. Pre-92 Male	57%
Post-92 Female	47%
Post-92 Male	53%

Principal Lecturer / Research Fellow or Reader	
RG Female	38%
RG Male	62%
Oth. Pre-92...	41%
Oth. Pre-92 Male	59%
Post-92 Female	46%
Post-92 Male	54%

Professor	
RG Female	25%
RG Male	75%
Oth. Pre-92...	24%
Oth. Pre-92 Male	76%
Post-92 Female	34%
Post-92 Male	66%

Head of Schools / Senior Function Head	
RG Female	31%
RG Male	69%
Oth. Pre-92...	33%
Oth. Pre-92 Male	67%
Post-92 Female	45%
Post-92 Male	55%

Senior Management	
RG Female	
RG Male	
Oth. Pre-92 Female	38%
Oth. Pre-92 Male	62%
Post-92 Female	43%
Post-92 Male	57%

Interim Report BAM EDIR Project

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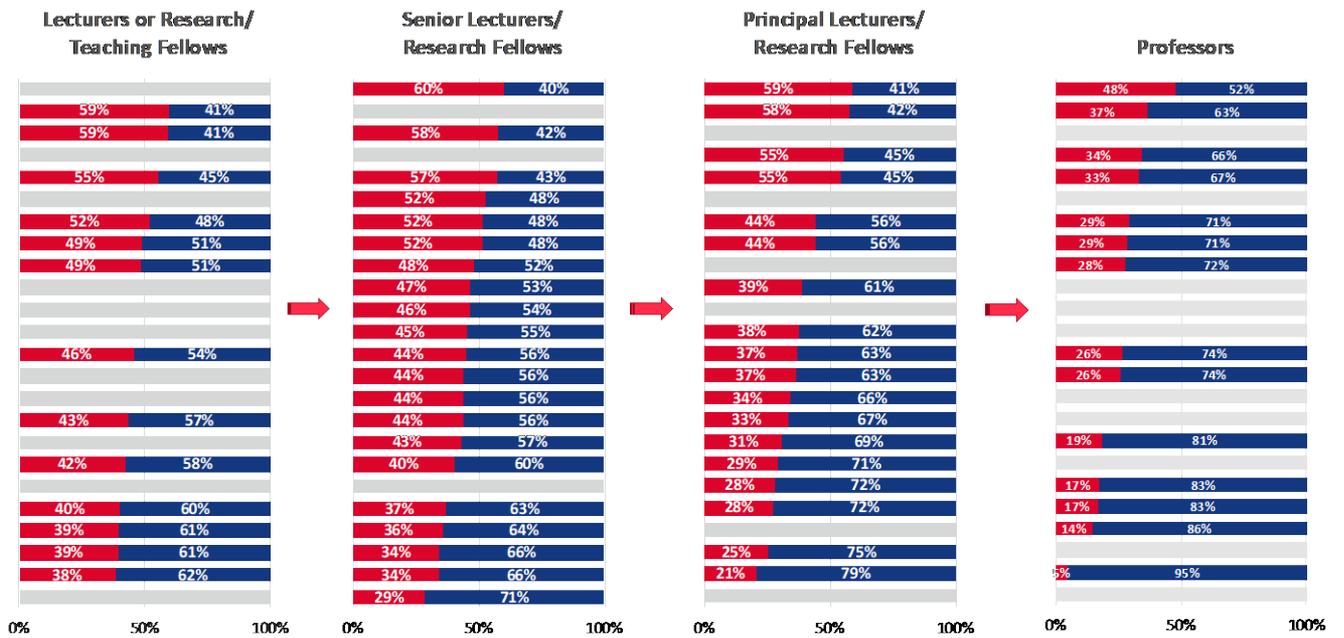
Ethnicity

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 an ethnic minority group.

Figure 9. – FTE Academic Staff in Business & Administrative Studies by Ethnicity, 2016/17–2018/19
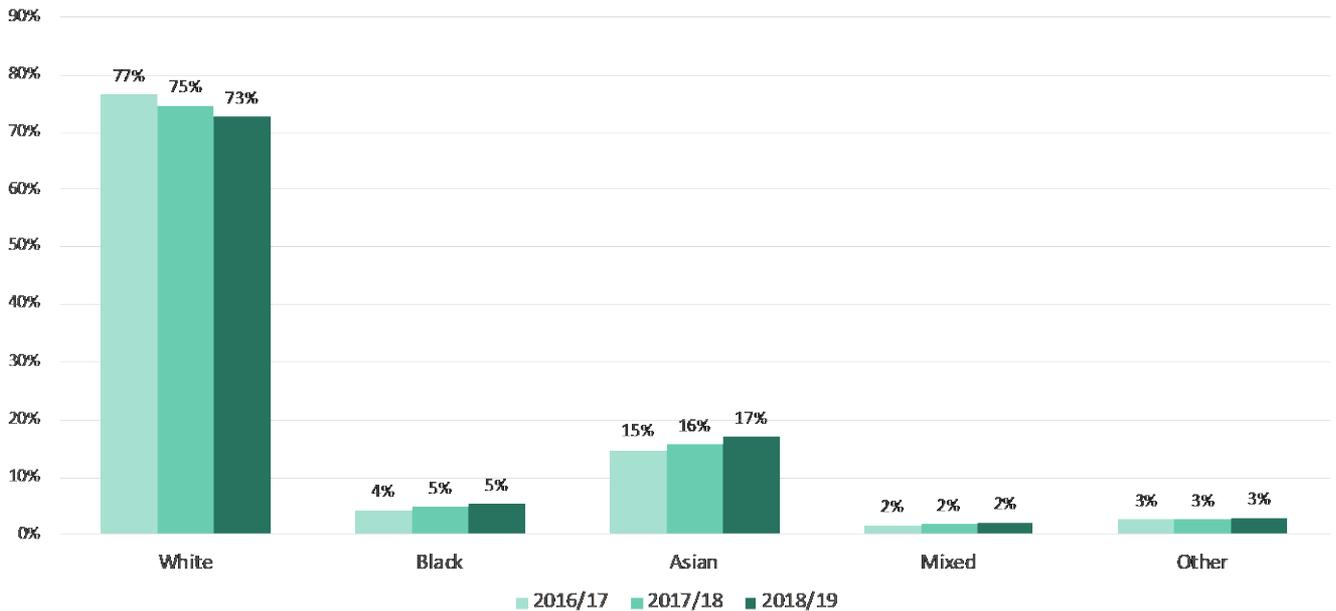
Of 31,375,738 employed 16 to 64 year olds in the UK October–December 2018, 12% self-identified as being from an ethnic minority group – 3% as Black, 5% as Asian, 1% as Mixed, and 3% as an Other ethnic group.[7]

Figure 10. – FTE Academic Staff in Business & Administrative Studies by Ethnicity and Gender, 2018/19
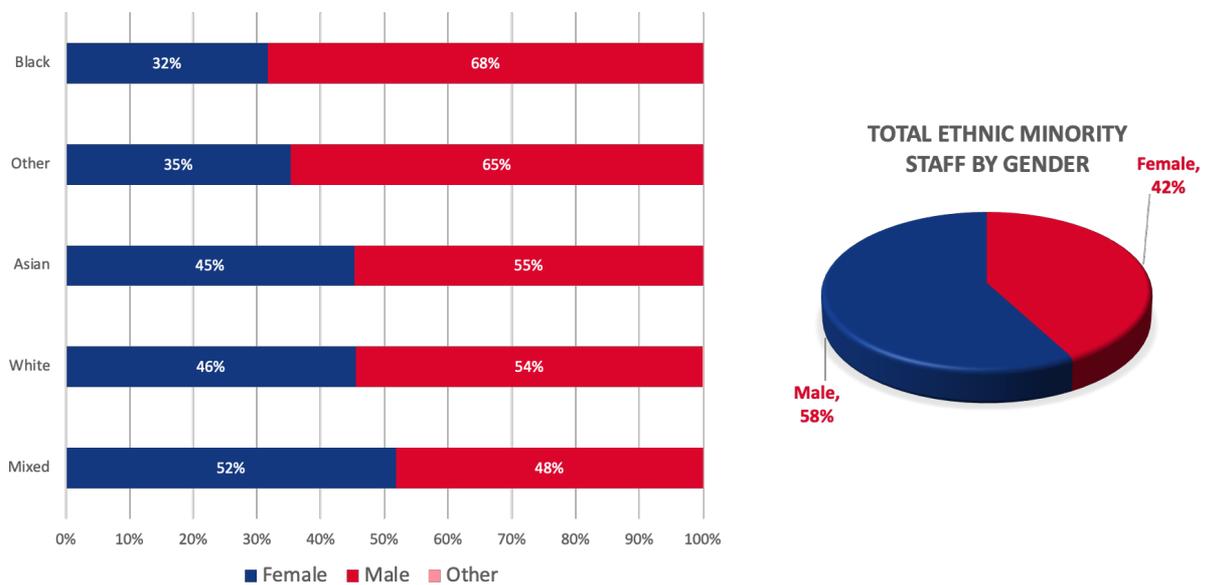
Figure 11. – FTE Academic Staff in Business & Administrative Studies by Ethnicity, Gender, and Terms of Employment, 2018/19

Regular FTE Academic Staff – 2018/19

	Female	Male
Black	32%	68%
Other	35%	65%
Asian	45%	55%
White	46%	54%
Mixed	52%	48%

■ Female ■ Male ■ Other

Atypical FTE Academic Staff – 2018/19

	Female	Male
Black	33%	67%
Other		
Asian	44%	56%
White	42%	58%
Mixed		

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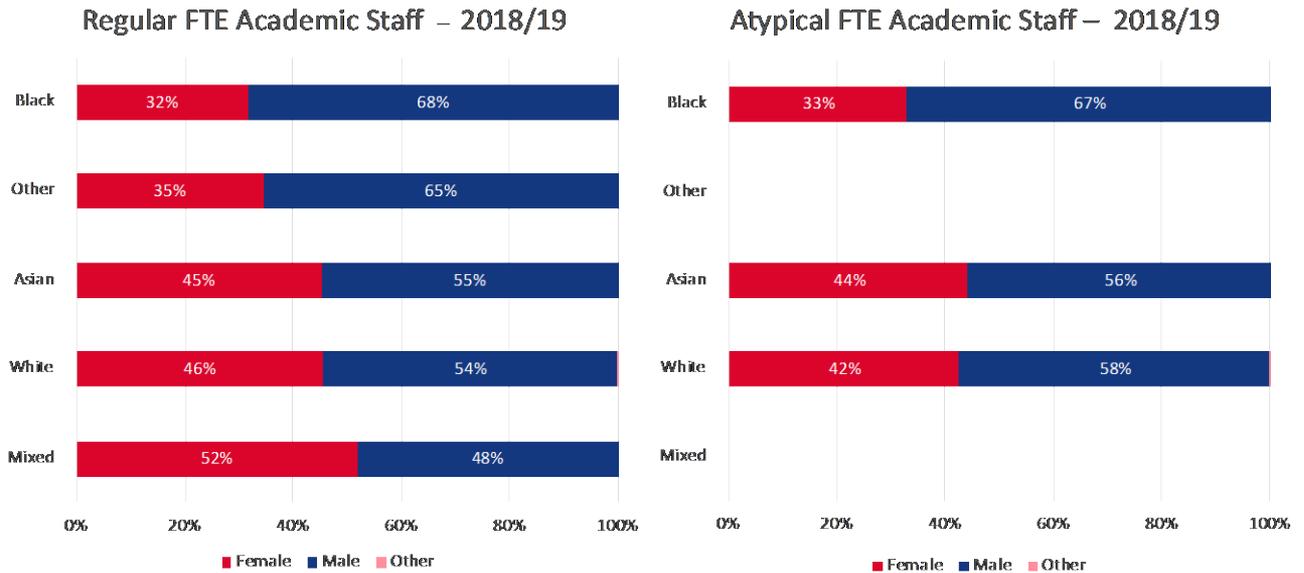
In 2018/19, 28% (or 3,565) of the 12,815 FTE academic staff of a known ethnicity in Business & Management studies identified as being from an ethnic minority group; 14% (or 75) of the 540 FTE academic staff of a known ethnicity in Catering & Hospitality Management identified as being from an ethnic minority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

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

Total Proportion of Ethnic Minorities

	White	Black	Asian	Mixed	Other	Total
(133) Business & management studies	72%	5%	17%	2%	3%	28%
(134) Catering & hospitality management	86%	4%	7%	2%	1%	14%
Total - Business & Administrative Studies	73%	5%	17%	2%	3%	27%

■ White ■ Black ■ Asian ■ Mixed ■ Other
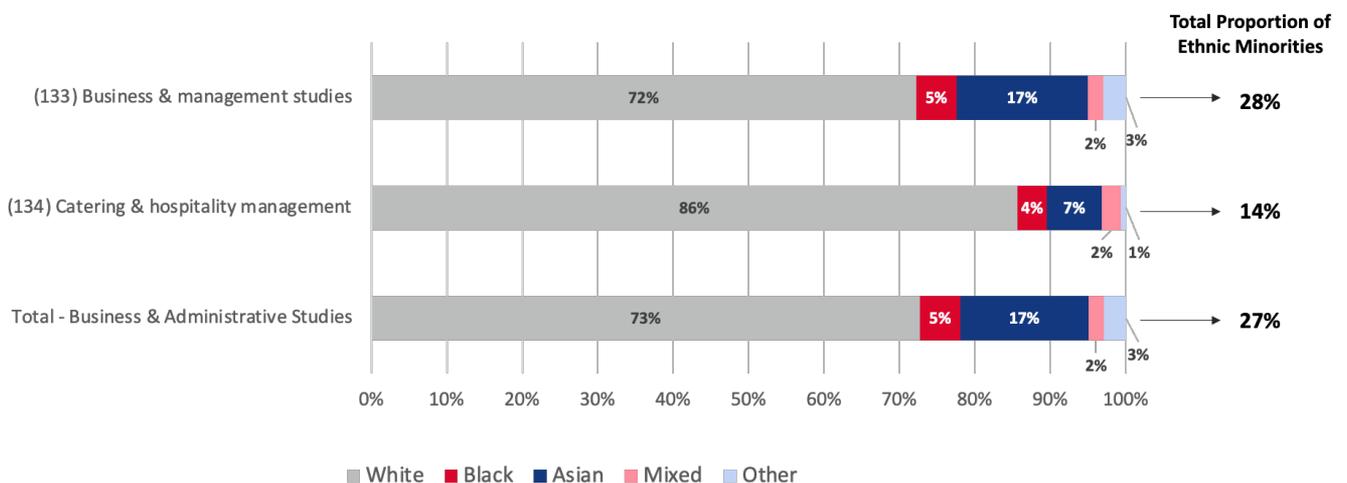
Figure 13. – FTE Academic Staff across all cost centres by Ethnicity, 2018/19

Cost Centre	HESA Staff Record 2018/19 - FTE								
	White	Black	Asian	Mixed	Other	Total Ethnic Minorities	Unknown	Total Known 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%	2%	10%	8%	1,225	1,335
(110) Agriculture, forestry & food science	89%	2%	6%	2%	2%	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
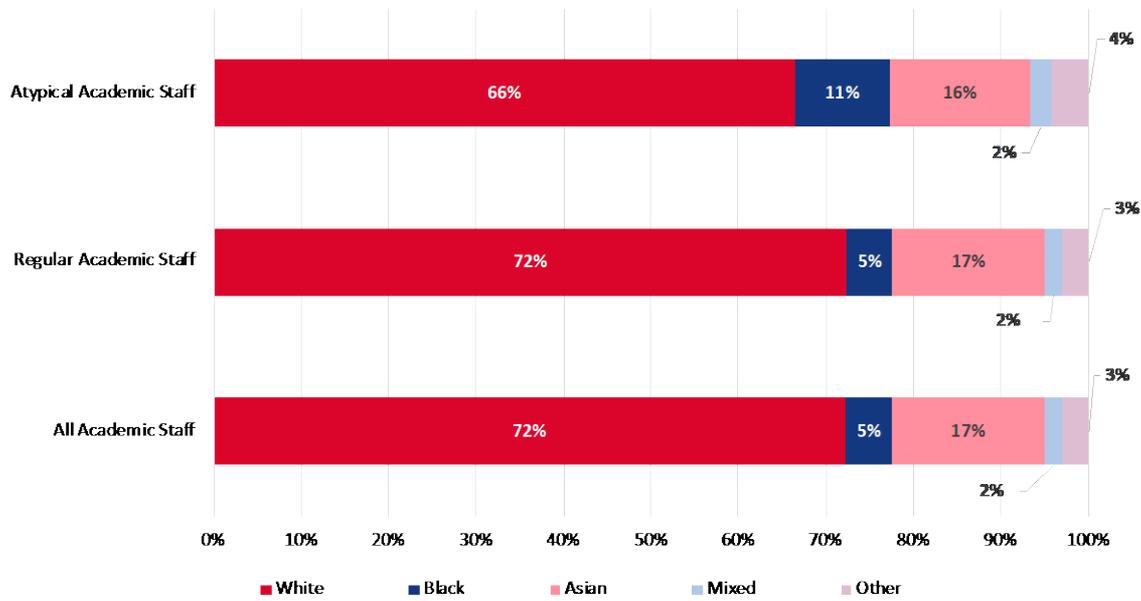
Figure 15. – Regular FTE Academic Staff in Business & Management Studies by Contract Level and Ethnicity, 2018/19
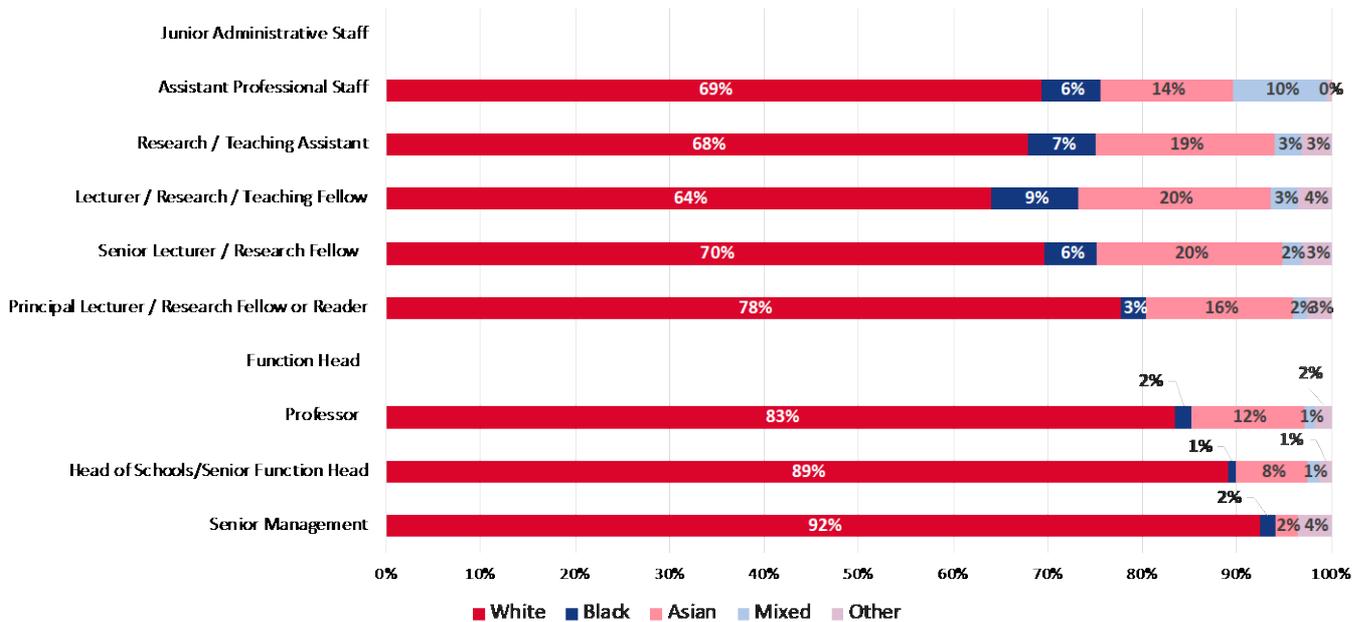
**Figure 16. – Business and Management Studies Regular FTE Academic Staff by Contract Level, Terms of Employment and Ethnicity, 2018/19**

	Permanent Regular Academic FTE Staff	Total Proportion Ethnic Minorities	Fixed-Term Regular Academic FTE Staff	Total Proportion Ethnic Minorities
Total (133) Business & Management Studies	73%	27%	70%	30%
Routine Task Provider		NA		NR
Junior Administrative Staff		NR		NR
Assistant Professional Staff		NR	61%	39%
Research / Teaching Assistant	71%	29%	67%	33%
Lecturer or Research / Teaching Fellow	62%	38%	68%	32%
Senior Lecturer / Research Fellow	70%	30%	71%	29%
Principal Lecturer / Research Fellow or Reader	78%	22%	75%	25%
Function Head		NR		NR
Professor	83%	17%	88%	12%
Head of Schools / Senior Function Head	88%	12%	93%	7%
Senior Management	92%	8%		NR

Legend: ■ White ■ Black ■ Asian ■ Mixed ■ Other

Interim Report BAM EDIR Project

Figure 17. – Proportions of FTE Academic Staff in Business and Management Studies by Contract Level, Gender, and Ethnicity, 2018/19
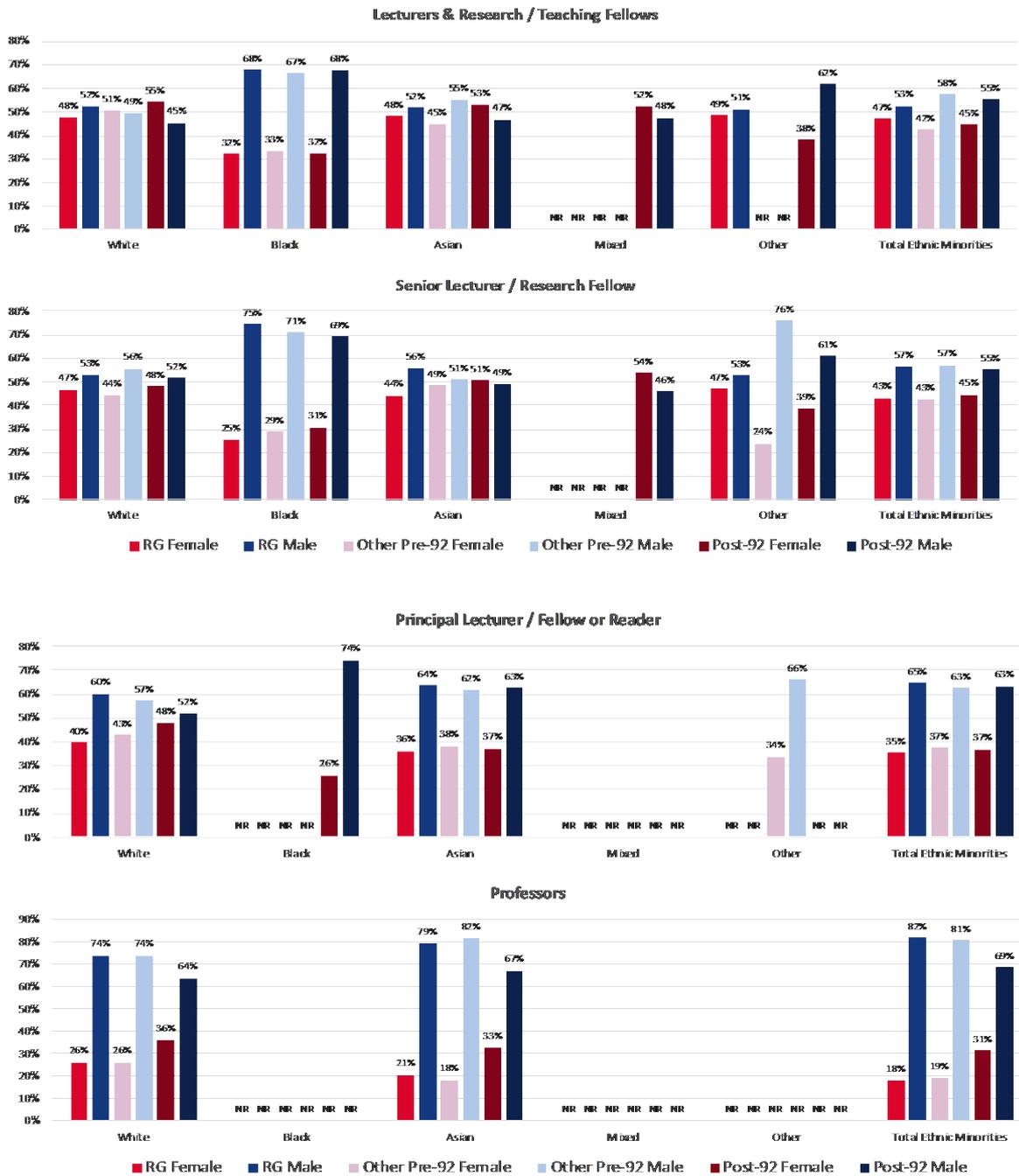
The numbers below are rounded to the nearest 5, so there will be '0' shown in some categories where there are fewer than 2.5 FTE individuals.

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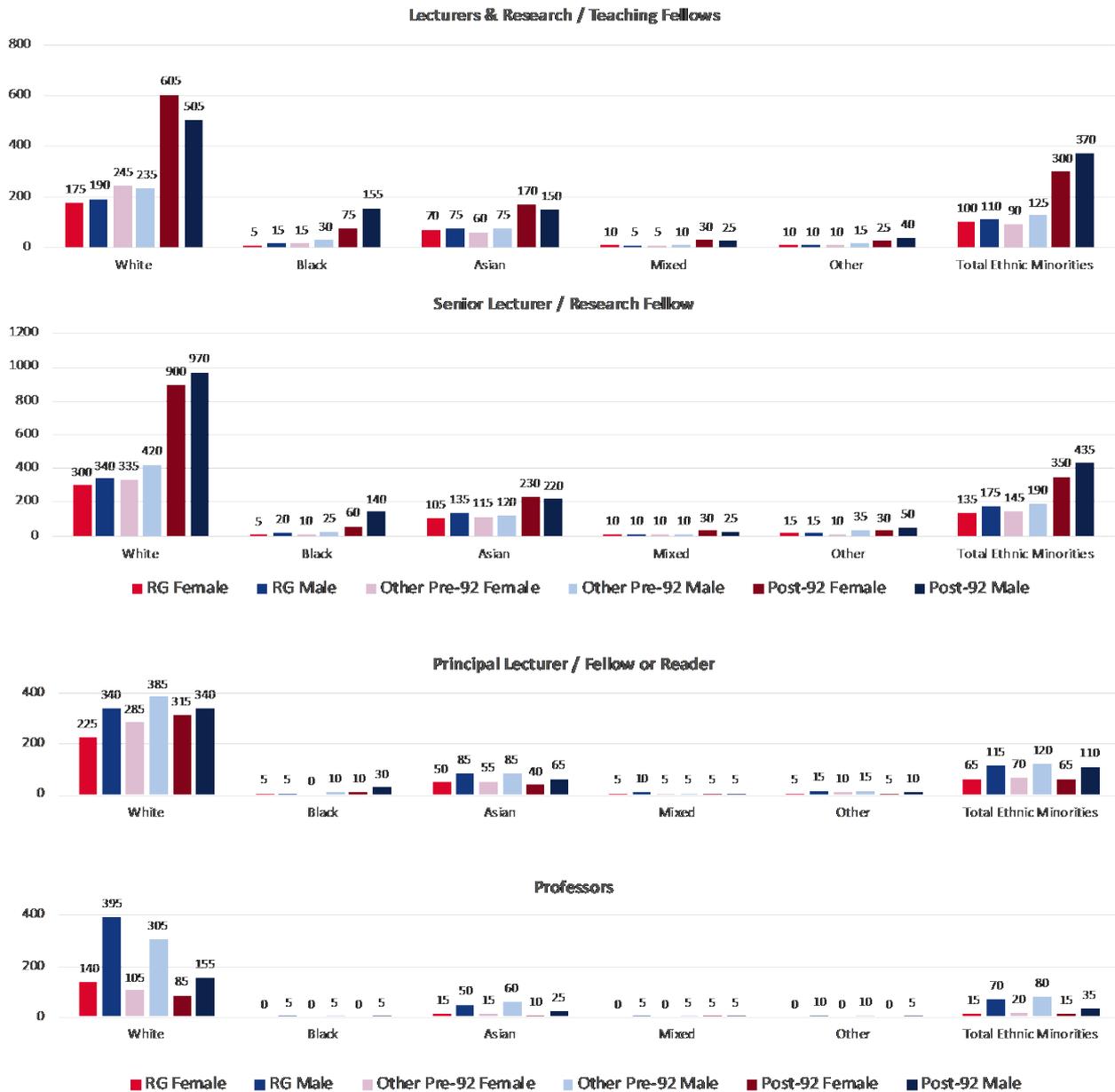
Disability

Figure 19. – Disability by Cost Centre of All FTE Academic Staff, 2018/19

Cost Centre	HESA Staff Record 2018/19			HESA Staff Record 2018/19		
	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 engineeri	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%
(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	**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%**

Interim Report BAM EDIR Project

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

Known Disability

Female 45% / Male 55%

No Known Disability

Female 44% / Male 56%
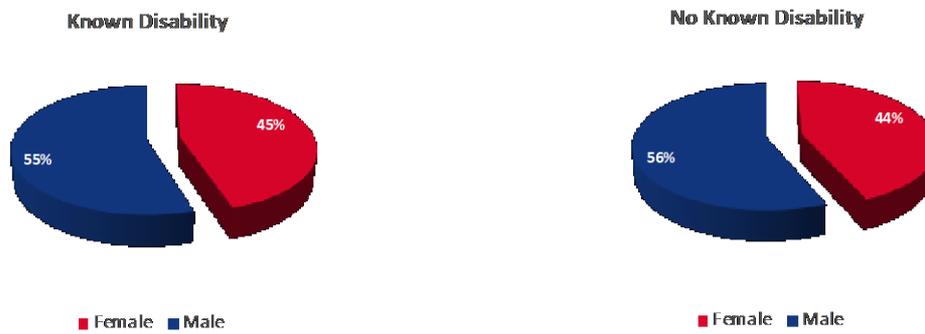
Figure 21. – FTE Academic Staff in Business and Management Studies v. those in All Academic Cost Centres by Disability Status, 2018/19

All Academic Cost Centres

Disability status	HESA Staff Record 2018/19						
	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

Disability status	HESA Staff Record 2018/19						
	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 & Management Studies

Disability status	HESA Staff Record 2018/19						
	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 & Management Studies

| Disability status	HESA Staff Record 2018/19						
	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%

Interim Report BAM EDIR Project

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

Terms of employment	HESA Staff Record 2018/19			Count of Academic Year		
	Known disability	No known disability	Total FTE	Known disability	No known disability	Total Contracts
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%

Terms of employment	HESA Staff Record 2018/19			Count of Academic Year		
	Known disability	No known disability	Total FTE	Known disability	No known disability	Total Contracts
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%

Terms of employment	HESA Staff Record 2018/19			Count of Academic Year		
	Known disability	No known disability	Total FTE	Known disability	No known disability	Total Contracts
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

Interim Report BAM EDIR Project
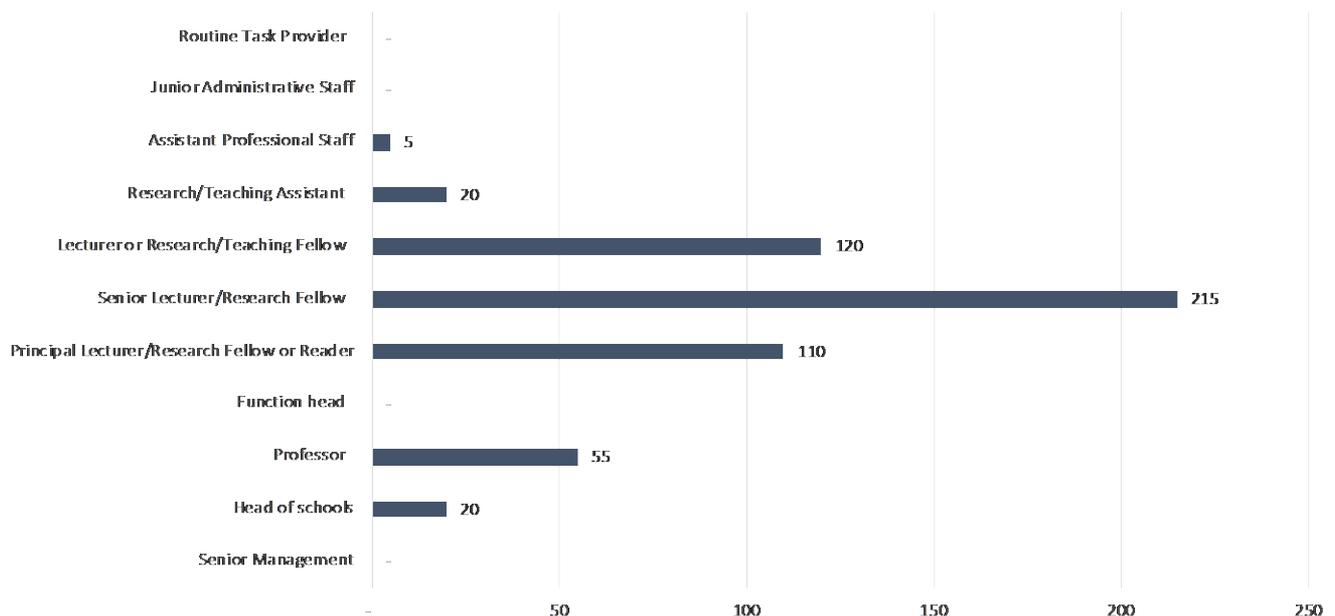
Nationality

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

Cost Centre	Terms of employment	HESA Staff Record 2018/19				Total Known	Total FTE	Total International
		UK	Other-EU	Non-UK	Unknown			
(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

Ethnicity	HESA Staff Record 2018/19				Total Known	Total FTE	Total Intl.	Count of Academic Year				Total Known	Total Contracts	Total Intl.
	UK	Other-EU	Non-UK	Unknown				UK	Other-EU	Non-UK	Unknown			
White	70%	23%	6%	10	7,625	7,635	30%	71%	22%	6%	20	9,550	9,570	29%
Black	48%	3%	50%	-	495	495	52%	49%	3%	48%	-	650	650	51%
Asian	35%	1%	64%	5	1,825	1,830	65%	36%	1%	62%	5	2,175	2,180	64%
Mixed	53%	13%	33%	-	205	205	47%	56%	13%	31%	-	280	280	44%
Other	36%	9%	54%	-	310	310	64%	38%	10%	52%	-	395	395	62%
Total Ethnic Minorities	**38%**	**3%**	**58%**	**5**	**2,835**	**2,840**	**62%**	**40%**	**3%**	**56%**	**5**	**3,500**	**3,505**	**60%**
Unknown / Not applicable	60%	19%	21%	15	580	595	40%	61%	19%	20%	20	800	820	39%
Total Known	62%	18%	21%	15	10,460	10,475	38%	63%	17%	20%	25	13,050	13,075	37%
Total	62%	18%	21%	30	11,040	11,070	38%	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

Ethnicity	HESA Staff Record 2018/19				Total Known	Total FTE	Total Int.	Count of Academic Year				Total Known	Total Contracts	Total Int.
	UK	Other-EU	Non-UK	Unknown				UK	Other-EU	Non-UK	Unknown			
White	68%	24%	8%	5	1,280	1,285	32%	69%	24%	8%	20	3,560	3,580	31%
Black	36%	5%	59%	-	140	140	64%	41%	4%	55%	-	370	370	59%
Asian	30%	1%	69%	-	315	315	70%	34%	1%	65%	5	870	875	66%
Mixed	44%	15%	41%	-	45	45	56%	47%	16%	37%	-	160	160	53%
Other	31%	8%	61%	-	55	55	69%	31%	6%	63%	5	170	175	69%
Total Ethnic Minorities	**32%**	**4%**	**64%**	**-**	**555**	**555**	**68%**	**37%**	**4%**	**60%**	**5**	**1,570**	**1,580**	**63%**
Unknown / Not applicable	54%	22%	24%	10	145	155	46%	56%	20%	23%	40	755	795	44%
Total Known	57%	18%	25%	5	1,830	1,840	43%	59%	18%	24%	30	5,130	5,155	41%
Total	57%	18%	25%	20	1,975	1,995	43%	58%	18%	24%	65	5,885	5,950	42%

Interim Report BAM EDIR Project

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

Cost Centre	HESA Staff Record 2018/19				Count of Academic Year				HESA Staff Record 2018/19				Count of Academic Year			
	Female	Male	Other	Total FTE	Female	Male	Other	Total Count	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	53%	47%	0%	100%	55%	45%	0%	100%
(102) Clinical dentistry	550	560	-	1,110	940	935	-	1,870	50%	50%	0%	100%	50%	50%	0%	100%
(103) Nursing & allied health professions	6,390	2,280	-	8,675	9,545	3,975	-	13,525	74%	26%	0%	100%	71%	29%	0%	100%
(104) Psychology & behavioural sciences	3,565	2,430	-	6,000	6,880	4,265	10	11,155	59%	41%	0%	100%	62%	38%	0%	100%
(105) Health & community studies	1,205	645	-	1,850	2,465	1,290	-	3,755	65%	35%	0%	100%	66%	34%	0%	100%
(106) Anatomy & physiology	720	740	-	1,455	1,550	1,365	-	2,910	49%	51%	0%	100%	53%	47%	0%	100%
(107) Pharmacy & pharmacology	960	1,030	-	1,990	1,880	1,740	-	3,620	48%	52%	0%	100%	52%	48%	0%	100%
(108) Sports science & leisure studies	850	1,550	-	2,400	1,510	2,275	-	3,785	35%	65%	0%	100%	40%	60%	0%	100%
(109) Veterinary science	750	585	-	1,335	1,010	715	10	1,735	56%	44%	0%	100%	58%	41%	1%	100%
(110) Agriculture, forestry & food science	620	600	-	1,220	895	805	-	1,705	51%	49%	0%	100%	53%	47%	0%	100%
(111) Earth, marine & environmental sciences	1,115	2,105	-	3,220	2,315	3,340	-	5,650	35%	65%	0%	100%	41%	59%	0%	100%
(112) Biosciences	5,735	7,130	5	12,870	9,825	10,315	15	20,155	45%	55%	0%	100%	49%	51%	0%	100%
(113) Chemistry	1,130	2,875	-	4,005	2,170	3,735	5	5,910	28%	72%	0%	100%	37%	63%	0%	100%
(114) Physics	930	3,985	5	4,920	1,560	4,650	10	6,220	19%	81%	0%	100%	25%	75%	0%	100%
(115) General engineering	800	2,850	-	3,650	1,480	4,020	5	5,505	22%	78%	0%	100%	27%	73%	0%	100%
(116) Chemical engineering	330	880	-	1,210	535	1,195	5	1,735	27%	73%	0%	100%	31%	69%	0%	100%
(117) Mineral, metallurgy & materials engineering	295	860	-	1,155	465	1,100	-	1,565	26%	74%	0%	100%	30%	70%	0%	100%
(118) Civil engineering	450	1,460	-	1,905	965	2,520	-	3,490	23%	77%	0%	100%	28%	72%	0%	100%
(119) Electrical, electronic & computer engineering	630	3,565	-	4,195	1,485	5,640	10	7,140	15%	85%	0%	100%	21%	79%	0%	100%
(120) Mechanical, aero & production engineering	800	4,035	-	4,840	1,610	5,885	10	7,505	17%	83%	0%	100%	21%	78%	0%	100%
(121) IT, systems sciences & computer software engineering	1,430	5,055	5	6,490	2,920	8,250	15	11,190	22%	78%	0%	100%	26%	74%	0%	100%
(122) Mathematics	865	3,280	-	4,150	1,740	4,660	5	6,405	21%	79%	0%	100%	27%	73%	0%	100%
(123) Architecture, built environment & planning	1,140	2,085	-	3,230	2,440	3,885	-	6,325	35%	65%	0%	100%	39%	61%	0%	100%
(124) Geography & environmental studies	880	1,375	-	2,255	1,830	2,335	-	4,165	39%	61%	0%	100%	44%	56%	0%	100%
(125) Area studies	180	205	-	380	355	400	-	755	47%	53%	0%	100%	47%	53%	0%	100%
(126) Archaeology	310	390	-	700	795	785	-	1,580	44%	56%	0%	100%	50%	50%	0%	100%
(127) Anthropology & development studies	410	435	-	845	960	890	-	1,850	49%	51%	0%	100%	52%	48%	0%	100%
(128) Politics & international studies	1,155	1,895	-	3,050	2,310	3,185	5	5,500	38%	62%	0%	100%	42%	58%	0%	100%
(129) Economics & econometrics	710	1,635	-	2,345	1,435	2,760	5	4,200	30%	70%	0%	100%	34%	66%	0%	100%
(130) Law	2,420	2,260	-	4,680	4,385	3,920	-	8,305	52%	48%	0%	100%	53%	47%	0%	100%
(131) Social work & social policy	1,490	815	-	2,300	3,060	1,635	-	4,695	65%	35%	0%	100%	65%	35%	0%	100%
(132) Sociology	1,485	1,210	-	2,700	3,020	2,180	5	5,205	55%	45%	0%	100%	58%	42%	0%	100%
(133) Business & management studies	5,990	7,690	5	13,680	10,685	13,145	10	23,840	44%	56%	0%	100%	45%	55%	0%	100%
(134) Catering & hospitality management	300	250	-	550	440	370	-	810	55%	45%	0%	100%	54%	46%	0%	100%
(135) Education	4,600	2,255	5	6,860	8,035	4,115	5	12,160	67%	33%	0%	100%	66%	34%	0%	100%
(136) Continuing education	200	135	-	335	795	560	-	1,355	60%	40%	0%	100%	59%	41%	0%	100%
(137) Modern languages	2,530	1,555	-	4,085	5,735	3,130	-	8,865	62%	38%	0%	100%	65%	35%	0%	100%
(138) English language & literature	2,160	1,710	-	3,870	4,545	3,305	5	7,855	56%	44%	0%	100%	58%	42%	0%	100%
(139) History	1,285	1,770	-	3,055	2,560	2,940	-	5,505	42%	58%	0%	100%	47%	53%	0%	100%
(140) Classics	255	300	-	555	595	590	-	1,185	46%	54%	0%	100%	50%	50%	0%	100%
(141) Philosophy	270	670	-	935	625	1,190	-	1,815	29%	71%	0%	100%	34%	66%	0%	100%
(142) Theology & religious studies	210	355	5	565	495	775	5	1,275	37%	63%	1%	100%	39%	61%	0%	100%
(143) Art & design	3,250	3,245	5	6,500	7,355	6,515	10	13,880	50%	50%	0%	100%	53%	47%	0%	100%
(144) Music, dance, drama & performing arts	1,700	2,300	-	4,000	4,445	4,980	5	9,435	42%	57%	0%	100%	47%	53%	0%	100%
(145) Media studies	1,465	2,010	-	3,475	3,525	4,020	5	7,550	42%	58%	0%	100%	47%	53%	0%	100%
(201) Total academic services	670	550	-	1,220	1,840	1,545	5	3,390	55%	45%	0%	100%	54%	46%	0%	100%
(202) Central administration & services	475	570	-	1,040	1,560	1,635	-	3,200	45%	55%	0%	100%	49%	51%	0%	100%
(204) Staff & student facilities	150	85	-	230	520	335	-	860	64%	36%	0%	100%	60%	39%	0%	100%
(205) Premises	5	10	-	10	15	20	-	35	:	:		0%	41%	59%	0%	100%
(206) Residences & catering	15	10	-	25	30	25	-	55	57%	43%	0%	100%	52%	48%	0%	100%
Total - All Cost Centres	78,010	96,985	55	175,050	142,805	156,055	180	299,040	45%	55%	0%	100%	48%	52%	0%	100%
Total - All Academic Cost Centres	76,700	95,765	50	172,515	138,840	152,490	175	291,505	44%	56%	0%	100%	48%	52%	0%	100%
Total - All Social Sciences	26,840	28,230	15	55,085	51,670	49,935	45	101,650	49%	51%	0%	100%	51%	49%	0%	100%
Total - Business & Administrative Studies	6,285	7,940	5	14,230	11,125	13,515	10	24,655	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] 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).

[5] 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/.

[6] 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/.

[7] 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/.

Interim Report BAM EDIR Project