Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Aberdeen	
Department	Business School	
Focus of department		**AHSSBL**
Date of application	30 November 2016	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: April 2012**	**Level: Bronze**
Contact for application Must be based in the department	Dr Zoe Morrison	Prof Keith Bender
Email	zoemorrison@abdn.ac.uk	kabender@abdn.ac.uk
Telephone	01224-274262	01224-273411
Departmental website	http://www.abdn.ac.uk/business/index.php	

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1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

University of Aberdeen Business School
Edward Wright Building
Aberdeen AB24 3QY
Scotland
United Kingdom
Tel: +44 (0) 1224 273411
Fax: +44 (0) 1224 272181

UNIVERSITY OF ABERDEEN

BUSINESS SCHOOL

30 November 2016

Equality Challenge Unit
7th Floor, Queens House
55-56 Lincoln's Inn Fields
London. WC2A 3LJ

Dear Athena SWAN Assessment Panel,

We are delighted to endorse the University of Aberdeen Business School application and action plan for consideration of an Athena SWAN Bronze Award.

We have learned a great deal about gender equality in the School from the self-assessment process and we can confirm that we see this as a critical priority to which we will devote time and resource in order to advance gender equality within the School to support all staff and students to thrive and achieve their potential.

We have already taken steps to embed Athena SWAN activities. Work in support of Athena SWAN is part of our workload model, the Equality and Diversity Committee is part of the formal structure of the school, and a report on Athena SWAN activities is a standing item on the School's Executive Committee agenda and a key feature of our School Annual Plan. School staff have played an active role in the journey, feeding in to the self-assessment at two well-attended School Forums and the survey, which had a response rate of over half of staff. Feedback from staff clearly shows that there is much work to be done.

Mark is a member on the SAT and played an active role in assessment, discussions and decisions. Bryan was only appointed two weeks ago but will play a central role in the future. We have learned much from listening to the points of view and experiences of colleagues. Our data analysis highlights a variety of issues that need to be addressed. For example, the lack of senior females among the academic staff is a clear issue underlined by the gendered perceptions of the promotion process and workload allocation.

It is easy for initiatives to decay into box-ticking, and we are conscious to ensure this does not happen so that Athena SWAN drives long-term change. This includes not just analysing statistics but making sure that causes and outcomes are thought through and that we continue to ask difficult questions. The Action Plan developed by the SAT is only a start along this journey.

On behalf of the School's Executive, we can confirm that the information in the application is an honest, accurate and true reflection of the School as informed by the data collected and that the School Executive has approved the Action Plan and has the commitment and resources to put it in place.

Mark Whittington
Deputy Dean of the Business School

Professor Bryan MacGregor
Executive Dean of the Business School

2. DESCRIPTION OF THE DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

The Business School is in the top floor of the Edward Wright Building on the Old Aberdeen Campus, comprising individual office space, two kitchens and a communal room. Administrationally, there are three disciplinary groups: Accountancy, Finance and Real Estate; Economics; and Management.

A strong research ethos runs throughout the School, where staff were submitted to one of three REF2014 Panels – Architecture, Built Environment and Planning, Economics and Econometrics or Business and Management, the latter being particularly successful, ranking second in Research Impact. Research is organised around multidisciplinary themes (Work, Health and Wellbeing; Energy and Environment; Finance and Governance; Theory and Method and Property Market Analysis). Strong links exist with other parts of the University, including the Medical School, the Aberdeen Institute of Energy and the School of Engineering.

The School has a portfolio of undergraduate degrees aligned along disciplinary lines, taught postgraduate MSc and MBA programmes and approximately 70 PhD students. Funding for the School primarily comes from academic fees from teaching, comprising 80% of School revenue.

The senior management of the School is shown in Figure 2.1. The Head of School is responsible for strategic, financial and operational management, and reports to the Senior Vice Principal. There are three Deputy Heads of School (DHoS) – one each for overseeing staffing, student experience and research. Each discipline also has a Head. A new line management structure was introduced in Autumn 2015. Professional Services staff report to the Head of School and the seven Academic Line Managers (ALMs) are responsible for academic staff management including annual reviews, leave, and career development. (Note: In late October, a new Executive Dean was appointed for the Business School, and there is a review of the senior management structure. The discussion above is correct currently, but it may change in January 2017.)
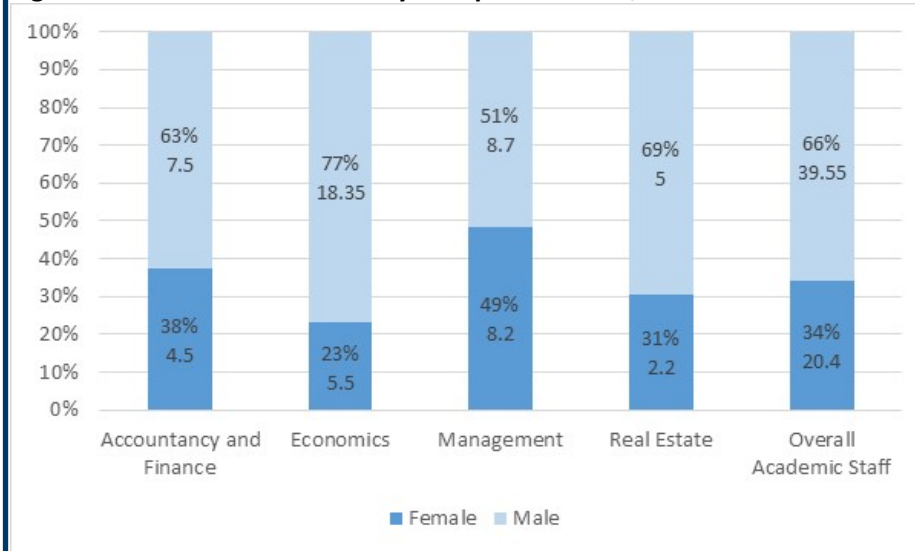
Figure 2.1. Committees at the Business School. The title and gender of the chair for each committee is shown well as the representation of men and women in each committee.
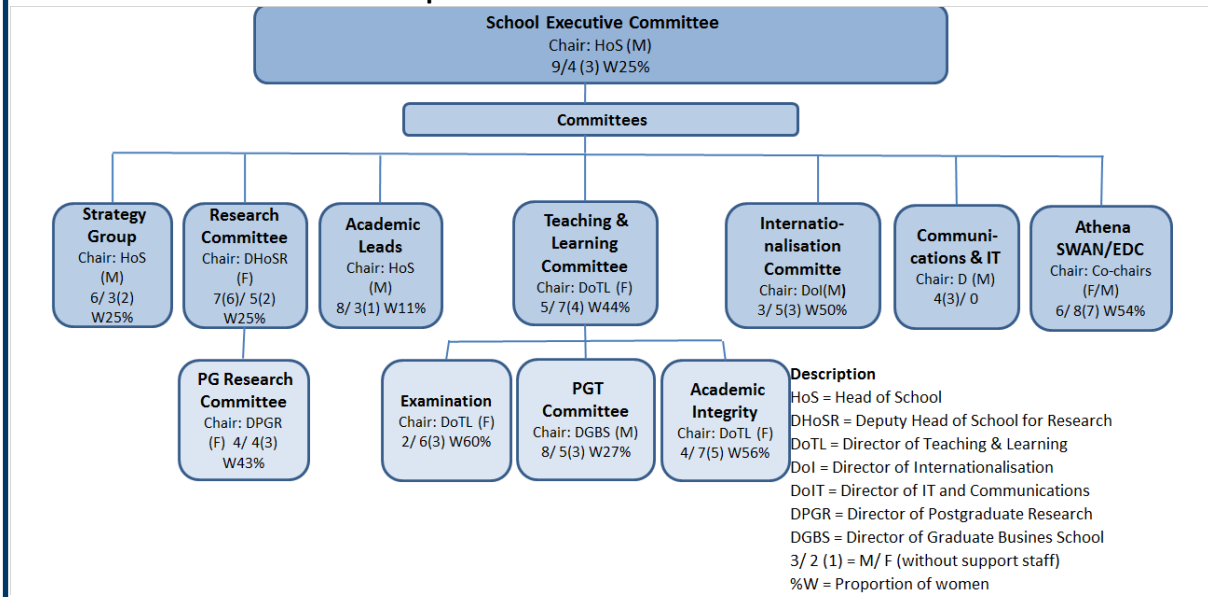
The rest of the Executive Committee comprises of the head of the Graduate Business School (who directs taught postgraduate programmes), the Director for Teaching and Learning (who directs undergraduate programmes), the Director for Internationalisation, the Director of IT and Communications and the Accreditations manager, as well as the School Administrative Officer. These individuals head the committees that report to the Executive Committee. Out of these 12 committees (including the SAT), there are 5.5 female chairs (46%). Female representation varies substantially across committees.

In 2015/16, the School comprised of 59.95 FTE staff members of which 34% are women as shown in Figure 2.2. There are substantial gender differences across disciplines. Out of 13 FTE in Accountancy and Finance, 38% are women. This contrasts to Economics where only 23% of the 23.85 FTE are women. In Management, 49% of the 16.9 FTE are women. Finally, 31% of the 7.2 FTE in Real Estate are women. In addition, there are 11.8 FTE professional and support staff of which 92% are women. Out of the 850.35 FTE undergraduate students, 46% are women. Out of the 295.3 taught postgraduate students, 49% are women and of the 70 PhD students, 53% are women.

Figure 2.2 FTE Academic Staff by Discipline in 2015/16

A stacked bar chart titled with Female (dark blue) and Male (light blue) proportions by discipline:

Discipline	Female	Male
Accountancy and Finance	38% / 4.5	63% / 7.5
Economics	23% / 5.5	77% / 18.35
Management	49% / 8.2	51% / 8.7
Real Estate	31% / 2.2	69% / 5
Overall Academic Staff	34% / 20.4	66% / 39.55

Word Count: 493 (not including tables)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i)   a description of the self-assessment team

Our Athena SWAN (AS) Self-Assessment Team (SAT) was convened in January 2016 and reviewed in September 2016, when it was formally accepted as the School Equality and Diversity Committee (EDC). Our development of the SAT was initiated by a group comprising of the Head of School (Mark Whittington), Professional services (Pina Donaldson), a female academic (Zoe Morrison), our HR Partner (Therese Mccloskey) and the University's Athena SWAN Officer (Rhiannon Thompson). Additional members either volunteered following an introductory presentation to a School Forum by Mark Whittington and Zoe Morrison in January, or were invited based on their relevant expertise and experiences. SAT membership was recognised as a formal responsibility within individual workload allocation.

18 people have worked on the SAT, the EDC, or both. The current team represents our diverse, international School across all subject disciplines and colleagues from the wider University Community, including full and part-time staff and students; 9 women and 6 men, undergraduate and postgraduate students (6), academic (9) and professional services colleagues (5). Committee members crisscross different social categories and add personal experiences spanning gender, race, class, ethnicity and nationality. We have also ensured representation from at least one employee and one student representative (Table 3.1).

The EDC reports directly to the School Executive Committee.

Table 3.1: Business School Athena SWAN SAT team biographies

Name	Committee Role	Biography
Sophie Anderson	Professional Services (From October 2016)	Business Engagement Advisor. Personal experience of flexible working hours and promotion while caring for family member.
Keith Bender	Co-Lead, Deputy Head of School (Staffing) (January - December 2016)	Professor of Economics since 2012; Senior Deputy Head of School for Staffing; Academic Line Manager; REF Impact Lead for School.
Sharon Cassidy	Human Resource Partner (Guest member) (From October 2016)	HR Partner for the Business School and Internationalisation projects. Advising on institutional HR policy and practice. Joined the University in September 2016
Angelai Fong	Post Graduate Research Student, Lecturer (Scholarship) (From October 2016)	Lecturer in Financial Accounting and Post-graduate Research Student with industry experience in taxation and developing research interests in taxation education.
Naser Makarem	Lecturer (From October 2016)	Professional experience in auditing and former member of a national accounting standard setting body. An early career researcher in accountancy.
Matthew Gilhespy	Under-graduate Student (From January 2016)	Under-graduate Economics student in penultimate year of study.
Finia Kuhlmann	Under-graduate Student (From October 2016)	Full time student of Accountancy and Management, former Student Union Women's Forum Convener, from Germany with English a second language
Natasha Mauthner	Deputy Head of School (Research) (From October 2016)	Natasha holds a Personal Chair, is Deputy Head of School for Research, REF co-Lead for Business and Management, and Athena Swan Champion for Research.
Zoe Morrison	Co-Lead, Senior Lecturer in Management Studies (From January 2016)	Research investigates the impact of change in organisations on working practices and employee well-being. A 'working mum' for 23 years.
Anh Nguyen	Lecturer (From October 2016)	Lecturer in Finance, duties include both teaching and research, currently on probation until June 2017.
Allan Sim	Senior Lecturer (Scholarship) in	Background in Social Anthropology & Sociology, an experienced researcher in

	Management Studies (From January 2016)	areas of business and society. Senior Lecturer in Business Management.
Stephanie Thomas	PGT Student (From November 2016)	Post graduate student studying for a Masters in Marketing with an interest in equality and diversity.
Rhiannon Thompson	University Athena Swan Officer (Guest member) (From January 2016)	Institutional Athena SWAN Officer and departmental Athena SWAN support for the College of Arts and Social Sciences, and the Business School.
Mark Whittington	Deputy Dean of the Business School (From January 2016)	Initially an accountant, Mark moved on to management training and then academia, developing an interest in corporate governance
Alexandros Zangelidis	Senior Lecturer in Economics (From October 2016)	Research interests in labour economics, health economics, and applied microeconometrics, Undergraduate Programmes Director for Economics, and an Academic line manager.
Former Members		
Pina Donaldson	Co-Lead, Senior Secretary (January - August 2016)	The Business School's Senior Secretary, managing the teaching administration team for both undergraduate and postgraduate taught programs. Pina left the team in August 2016 as she moved to another University.
Ann Fugl-Meyer	Post-graduate Taught Student (January - August 2016)	Mature student studying MSc in Management Consultancy. Previously having worked in committees for more women in engineering in Denmark. Ann left the team in August 2016 following graduation as she moved away from Aberdeen.
Thérèse McCloskey	Human Resource Partner (Guest member) (January - September 2016)	25 years' experience in Human Resources and Management Development. Thérèse left in September 2016 as she resigned from the University.

(ii)   an account of the self-assessment process

The SAT met monthly (commencing February 2016) within core working hours to accommodate colleagues with flexible and part-time working arrangements. Agendas and minutes were stored on the School intranet site. 'Equality and Diversity' was adopted as a standing item on the School Executive and Academic Discipline meeting agendas in June 2016 to allow regular progress reports. In October 2016, a School AS website was set up to detail our engagement with AS and update on progress. Initial development of the webpage was completed by October 2016 (see http://www.abdn.ac.uk/business/people/equality-and-diversity-234.php). Efficacy of the website will be reviewed over the Summer of 2018 **(Action 1.8).**

The SAT's aims were to:

- understand perceptions of the function of gender;
- inform actions to promote gender equality and balance as core values;
- maximise development opportunities for all constituent members.

These aims were achieved via a strategy of investigation and consultation to inform evidence-based self-assessment (Figure 3.1) and an Equality Action Plan (EAP) designed to embed attention to equality into everyday working practices.

To share best practice, SAT members attended four UoA AS Network meetings. From February Co-leads met quarterly with other AS School Leads and the Principal to discuss policy and the preparation of AS submissions. In addition, members of the SAT attended workshops and developmental events, including workshops on unconscious bias, 'Data surgery', ECU 'Athena SWAN Expanded Charter' (James Lush) and 'Going for Gold' (Prof Robin Perutz, University of York).

Figure 3.1: Athena SWAN SAT Method to achieve Bronze Accreditation Submission.
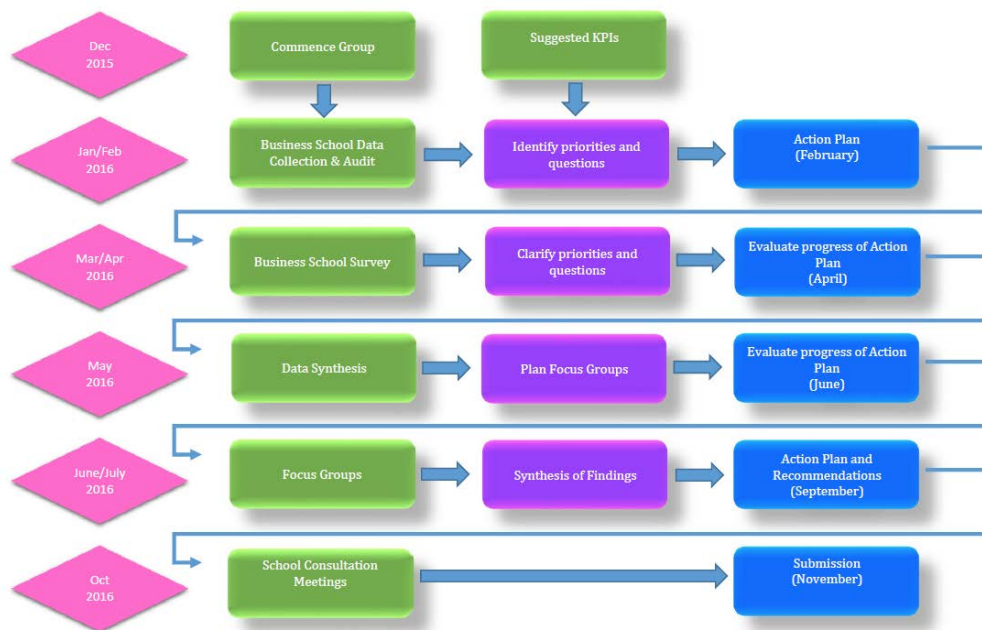
We adopted a mixed-method approach to investigate gender equality in our School, including three sources of primary data:

1. **Quantitative data**

Our quantitative data was based on HESA returns (2011/12 – 2014/15). For non-HESA returned data, we used internal data to the year 2015/16. Much of our early work was to improve the availability of data to inform gender equality.

2. **Staff Survey**

We surveyed all staff over a two-week period in April 2016. There were 32 questions in total, including collection of demographic data. The survey instrument is provided in Appendix B. From a total headcount of 90 (76 academic and 14 support staff), 43 people

responded, of which 40 gave consent for their responses to be used (44% response rate). 35 of these were academic staff and the sample achieved was representative of our career tracks (Table 3.2 and Figure 3.2). As the Bronze application emphasises academics, our initial analysis focused on this group, before moving on to broader consideration of all staff groups where relevant (see Section 5). The survey will be reviewed and repeated annually to all students and staff **(Actions 1.5, 1.6).**

Table 3.2. Survey responses by career track compared to headcount (June 2016).

	Survey respondents	Headcount per track
	% (n)	% (n)
Teaching & Scholarship track	17% (6)	14% (10)
Teaching & Research track	74% (26)	76% (54)
Research only track	9% (3)	10% (7)
Total (academics)	100% (35)	100% (71)

Figure 3.2. Proportion of respondents in the BSS compared to the proportion of women academic staff for all tracks in 2014/15.
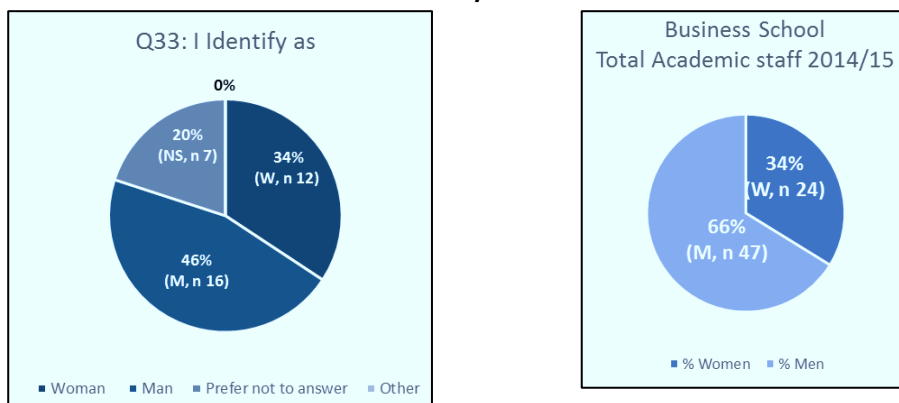
3. Focus Groups

Voluntary focus groups of staff and post-graduate research (PGR) students were used to investigate themes highlighted within survey responses:

- Workload allocation;
- Decision-making;
- Annual review;
- Career progression;
- Working environment;
- Open discussion.

Four groups were held during core hours: one female, one male, one mixed and one PGR student group. As attendance was low (eight participants) and no PGR students

participated (Table 3.3), we will review the utility of focus groups to consider alternate methods of investigation into issues highlighted in survey responses **(Action 1.7).**

Table 3.3. Participants in the Business School Focus groups.

Focus Group	Participants
Mixed	4
Females	2
Males	2
PGR	0

Research Findings informed an Action Planning Workshop (September). We adopted a process-based approach to planning and appointed Process Champions for each School Business Process (Table 3.4) to act as catalysts for change by engaging colleagues, ensuring actions are progressed, and updating the EDC during monthly meetings. EDC members chose their preferred Process, and we adopted a 'buddy' principle to allow less experienced EDC members to be supported by senior colleagues. We disseminated our draft EAP to ensure consultation with all members of the School and the wider University community. A draft AS submission was sent to external peer-review (October) and amended prior to circulation by the Head of School for final comments (November), followed by Executive approval for submission.

Table 3.4 Business School Equality and Diversity Committee Process Champions

Process	Owners
1. Promoting Gender Equality	Co-Leads and Postgraduate Taught Student (ZM, KB and To Be Appointed)
2. Student Recruitment	Senior Lecturer and UG Student (AZ and MG)
3. Student Attainment and Progression	Lecturer and UG Student (NM and FK)
4. Staff Recruitment and Induction	HR Partner and Head of School (SC and MW)
5. Staff Career Progression	School HR Partner and Deputy Head of School (Staffing) (SC and KB)
6. Research	Director of Research and Lecturer (NatM and AN)
7. Flexible Working	Senior Lecturer (Scholarship) and Postgraduate Researcher (AS and AF)
8. Communication and Governance	Senior Lecturer and Professional Services (ZM and SA)

The School SAT has become the EDC and will continue to meet in full on a quarterly basis to oversee delivery of the EAP whilst smaller working groups convene more frequently. The Committee's aim is to develop previous informal approaches to increasing bias awareness into a formal system that reduces gender bias informed by data analysis and the application of behavioural design principles to School procedures. We aspire to Athena SWAN Silver accreditation and will broaden considerations of equality and diversity to include other characteristics (e.g. ethnicity, sexuality, class and nationality), consider aspects of intersectionality and increase awareness of these matters in the School **(Actions 1.9, 1.10).** Our Action Plan commences in December 2016 and nominally runs until November 2018, with notification of the outcome of our Athena SWAN Bronze application expected in Spring 2017. Except for those actions that will have already established changes in practice, it was felt that the scale of the action plans was large enough to warrant a review half way through the four-year cycle to make sure that the School is moving to equality. Action points that refer to annual review have been scheduled for March to May as this is the preferred period for reviews to take place in the School and are intended to complement any University improvements to the review process. Given the extent of work planned, dedicated administrative support has been assigned within the School and membership of the EDC is recognised within the School's workload model.

The Executive Member Co-Lead updates the School Executive on a quarterly basis to formally report progress (**Action 1.2**). Ad hoc reporting and presenting is done in consultation with the two Co-Leads, who continue to represent the School on institutional AS Committees. An annual cycle of business will be developed to establish processes for reviewing updated datasets as they become available **(Actions 1.3, 1.4).** Committee membership will be reviewed annually to ensure diverse representation and to plan for successors **(Action 1.1)**. The Committee will oversee staff completion rates for the University's Equality and Diversity training, aiming to achieve 100% completion by December 2017, to promote cultural change and recognition of Athena SWAN Principles (**Action 1.11**). The work of the Committee will continue to be theoretically grounded and we will develop an appropriate PhD Scholarship around Equality and Diversity in a cognate area in the School to increase our academic capacity in this area (**Action 1.12**).

Word Count: 1231 (not including tables)

4.   A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1.   Student data

(i)   Numbers of men and women on access or foundation courses

Across all disciplines, there has been FTEs of 6 female and 3.7 male students on Access courses between 2011/12 to 2014/15 (Table 4.1). The numbers are too small to draw a

reasonable conclusion of any significant gender differences which is why comparing with national data (combined across all disciplines) is difficult.

Table 4.1. Number of FTE students on Access courses in the past four years.

	Women	Men	Total	% Women
2011/12	1	2.7	3.7	27%
2012/13	0.5	0	0.5	100%
2013/14	3.5	1	4.5	78%
2014/15	1	0	1	100%
Total	6	3.7	9.7	62%
HESA	910	960	1870	49%

(ii)   Numbers of undergraduate (UG) students by gender

The Business School offers disciplinary-based UG degrees. Since there are many joint honours and few part-time students (less than 5.5FTE in any year), data reported below are FTE. The number of UG students in the School decreased from 2011/12 to 2014/15 although the percentage of women has increased from 42% to 46% (Figure 4.1).

The proportion of women has increased since 2011/12 in all disciplines except for Real Estate where it remained around 30%. Furthermore, in 2014/15 all disciplines have higher proportions of female students than national statistics. In 2014/15, the proportion of female students in Accountancy (51%), Finance (47%), Economics (38%) and Management (56%), are above the national averages of 45%, 41%, 32% and 47%, respectively.[1] However, there are strong gendered patterns with Economics and Real Estate being less popular among women than the other disciplines. We will take action to increase the female proportions in, particularly, Economics and Real Estate by, for example, increased outreach and case studies highlighting women in these areas (**Action 2.1**).

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[1] Real Estate belongs to the broad K 'Architecture, Building and Planning ' HESA return, but that includes disparate subjects that are not represented in the very narrow and small Real Estate group in the School, so it is not appropriate to compare Real Estate and National HESA data.

Figure 4.1. The proportion of female students by discipline. FTE student numbers are shown in bars and are combined for single and joint honours.
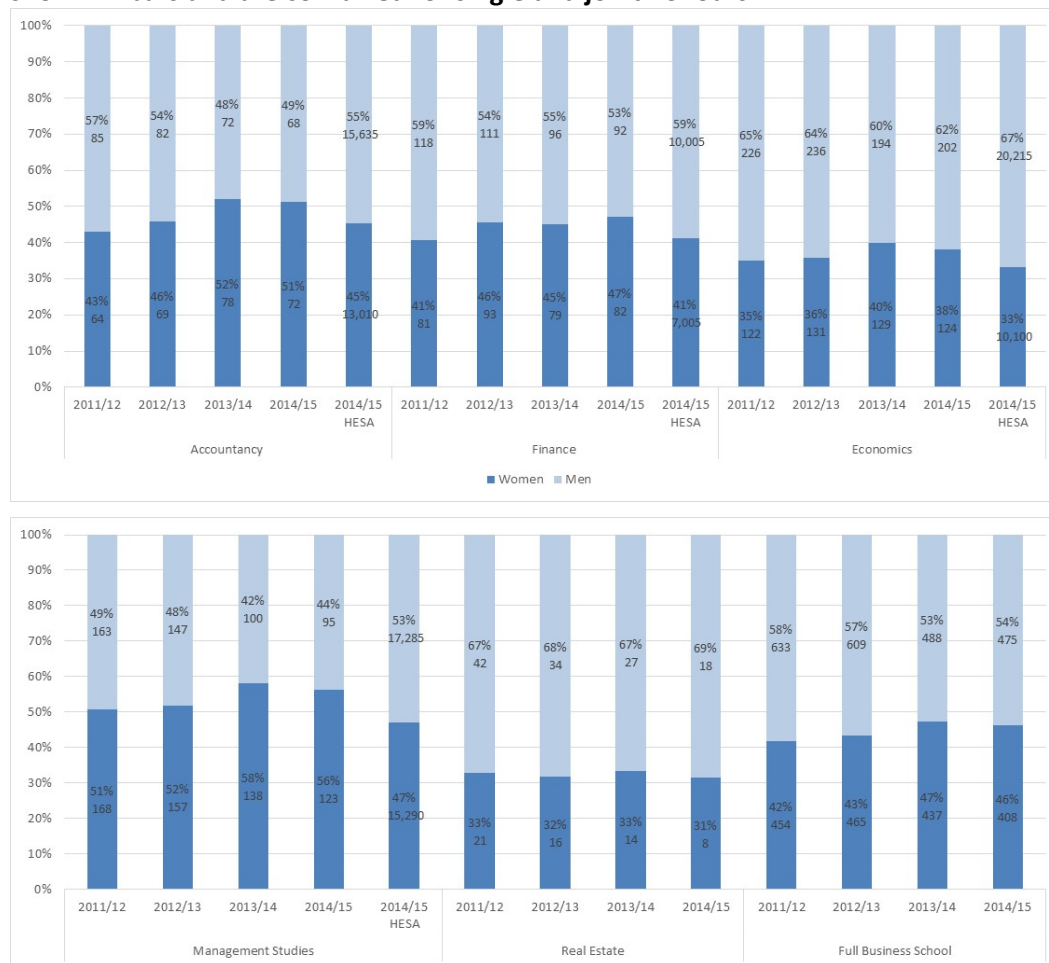
Applications, Offers and Acceptance

Table 4.2 shows UG data for applications, offers and acceptance. The proportion of women applicants across the School has remained at 46% recently. Generally, the genders are equally likely to receive and accept offers both overall and the disciplines individually. What differs across disciplines is the proportion of female applicants.

- Accountancy: the proportion of female applicants varies between 44% and 49%.
- Finance: between 38% and 44% of applicants are women.
- Economics: about a third of applicants are women.
- Management: the proportion of female applicants has risen from 47% to 56%.
- Real Estate: between 31% and 38% of applicants are women.

Table 4.2. Number of female and male undergraduate Applications, offers and acceptances by discipline and year.

Programme	Year	Applications			Offers				Acceptances (i.e. Registered)			
		Women	Men	% W	Women	Women % O:App	Men	Men % O:App	Women	Women % A:Off	Men	Men % A:Off
Accountancy	2011/12	194	250	44%	176	91%	210	84%	19	11%	29	14%
	2012/13	258	273	49%	226	88%	210	77%	32	14%	22	10%
	2013/14	271	296	48%	136	50%	136	46%	22	16%	17	13%
	2014/15	206	257	44%	155	75%	201	78%	18	12%	28	14%
	Overall	929	1076	46%	693	75%	757	70%	91	13%	96	13%
Finance	2011/12	58	94	38%	54	93%	88	94%	15	28%	25	28%
	2012/13	67	84	44%	61	91%	70	83%	17	28%	22	31%
	2013/14	71	93	43%	46	65%	41	44%	17	37%	8	20%
	2014/15	61	90	40%	53	87%	72	80%	17	32%	24	33%
	Overall	257	361	42%	214	83%	271	75%	66	31%	79	29%
Economics	2011/12	126	238	35%	116	92%	220	93%	35	30%	59	27%
	2012/13	147	274	35%	128	87%	239	87%	29	23%	55	23%
	2013/14	176	329	35%	94	53%	174	53%	23	24%	35	20%
	2014/15	159	264	38%	149	94%	231	88%	27	18%	56	24%
	Overall	606	1105	35%	486	80%	865	78%	114	23%	205	24%
Management Studies	2011/12	335	370	47%	304	91%	333	90%	65	21%	73	22%
	2012/13	346	325	52%	294	85%	267	82%	58	20%	59	22%
	2013/14	385	347	53%	163	42%	145	42%	37	23%	25	17%
	2014/15	269	207	56%	230	86%	165	80%	40	17%	40	24%
	Overall	1334	1248	52%	990	74%	909	73%	200	20%	196	22%
Real Estate	2011/12	22	37	37%	19	86%	36	97%	4	22%	8	21%
	2012/13	18	41	31%	15	83%	30	73%	4	27%	8	27%
	2013/14	16	25	38%	6	39%	14	56%	1	17%	3	18%
	2014/15	14	24	36%	12	85%	19	79%	0	0%	3	16%
	Overall	69	127	35%	51	74%	99	78%	9	18%	21	21%
Business School Overall	2011/12	734	989	43%	668	91%	887	90%	138	21%	194	22%
	2012/13	835	996	46%	724	87%	815	82%	140	19%	166	20%
	2013/14	918	1090	46%	444	48%	510	47%	100	22%	87	17%
	2014/15	708	842	46%	599	85%	688	82%	102	17%	151	22%
	Overall	3194	3916	45%	2434	76%	2900	74%	480	20%	597	21%

While the School has little control over who applies and is accepted because this is done by central marketing and admissions, we need to engage in activities to show the School to be gender welcoming. The applications data suggest that to increase the proportion of female students, particularly in Economics and Real Estate, we need to encourage more women to apply (**Actions 2.1, 2.3**).

Degree attainment

Table 4.3 contains data on degree attainment. Across the School, a larger proportion of women earned either first or upper second class degrees (e.g. 62% of females compared to 60% of males in 2012/13 and 72% compared to 60% in 2014/15). There seems to be no consistent difference in degree attainment by gender across disciplines. In nearly all cases, the percentage of first and upper second class degrees by gender are within a few percentage points of each other, with slight variations over time in which gender has higher percentages. For example in Accountancy and Economics, the rate is always greater for women than men. For Finance and Management, this is true for three of the four years. We cannot generalise about Real Estate given such small numbers.

Table 4.3. Undergraduate degree classification by gender, year and discipline.

Programme	Year		First Class Honours		Upper Second Honours		Lower Second Honours		Third Class Honours		Designated Degree	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Accountancy	2012/13	Women	2	13%	9	56%	2.5	16%	0.5	3%	2	13%
		Men	2	9%	10.5	46%	7.5	33%	0	0%	3	13%
	2013/14	Women	1	8%	8	64%	3.5	28%	0	0%	0	0%
		Men	3.5	18%	7	37%	3.5	18%	1	5%	4	21%
	2014/15	Women	3	14%	12.5	58%	3	14%	1	5%	2	9%
		Men	0	0%	10.5	64%	5	30%	0	0%	1	6%
	HESA	Women	1035	24%	1715	40%	1085	25%	280	6%	215	5%
		Men	950	22%	1800	41%	1160	26%	335	8%	165	4%
Finance	2012/13	Women	2	7%	17.5	57%	6.5	21%	2.5	8%	2	7%
		Men	3	11%	14.5	54%	7	26%	0.5	2%	2	7%
	2013/14	Women	1	5%	9.5	48%	5.5	28%	0	0%	4	20%
		Men	5	16%	12.5	40%	8.5	27%	1.5	5%	4	13%
	2014/15	Women	6.5	24%	14	52%	5.5	20%	1	4%	0	0%
		Men	0.5	2%	12.5	46%	11	41%	0	0%	3	11%
	HESA	Women	645	24%	1130	41%	750	27%	175	6%	30	1%
		Men	685	22%	1260	40%	895	28%	275	9%	55	2%
Economics	2012/13	Women	2.5	8%	17	54%	12	38%	0	0%	0	0%
		Men	3	5%	30.5	53%	16	28%	3.5	6%	5	9%
	2013/14	Women	6	15%	25.5	65%	6	15%	0.5	1%	1	3%
		Men	7.5	12%	30.5	50%	17	28%	2	3%	4	7%
	2014/15	Women	7.5	18%	24	57%	7.5	18%	1	2%	2	5%
		Men	3.5	8%	26	59%	12.5	28%	0	0%	2	5%
	HESA	Women	860	29%	1495	51%	495	17%	85	3%	15	1%
		Men	1510	27%	2770	50%	1030	18%	220	4%	40	1%
Management Studies	2012/13	Women	1.5	4%	21	57%	10.5	28%	0	0%	4	11%
		Men	0.5	2%	19.5	68%	5.5	19%	0	0%	3	11%
	2013/14	Women	3	8%	23	61%	5.5	14%	0.5	1%	6	16%
		Men	0	0%	19.5	62%	8.5	27%	0.5	2%	3	10%
	2014/15	Women	2.5	10%	15	58%	4.5	17%	1	4%	3	12%
		Men	2	9%	11	48%	5	22%	0	0%	5	22%
	HESA	Women	995	21%	2250	48%	1090	23%	275	6%	115	2%
		Men	835	16%	2380	46%	1490	29%	385	7%	110	2%
Real Estate	2012/13	Women	0	0%	2	40%	3	60%	0	0%	0	0%
		Men	0	0%	3	33%	5	56%	0	0%	1	11%
	2013/14	Women	1	22%	1	22%	1.5	33%	0	0%	1	22%
		Men	0	0%	2.5	36%	3.5	50%	0	0%	1	14%
	2014/15	Women	0.5	17%	0.5	17%	1	33%	0	0%	1	33%
		Men	0	0%	4.5	64%	2.5	36%	0	0%	0	0%
Business School	2012/13	Women	8	7%	66.5	55%	34.5	29%	3	3%	8	7%
		Men	8.5	6%	78	54%	41	28%	4	3%	14	10%
	2013/14	Women	12	11%	67	59%	22	19%	1	1%	12	11%
		Men	16	11%	72	48%	41	27%	5	3%	16	11%
	2014/15	Women	20	17%	66	55%	21.5	18%	4	3%	8	7%
		Men	6	5%	64.5	55%	36	31%	0	0%	11	9%

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

Due to closing some PGT programmes and starting others in the School, there was a reduction in students that has only recently started to recover. Overall, the proportion of female PGT students has increased from a low of 38% in 2012/13 to 47% in 2014/15 (Table 4.4). Looking at individual disciplines:

- Accountancy and Finance: student numbers are too low to draw firm conclusions. Around half the registered students in the disciplines are female.
- Economics: student numbers have risen to 49 in 2014/15 with 44% of these female. The proportion is below the national average (51%).
- Management: the proportion of full-time female students has risen from 39% to 49%, close to the national average (50%), while the proportion of part-time female students has varied and is 40% in 2014/15 compared to the national average of 47%.
- Real Estate: student numbers are too low to draw any firm conclusions, though the proportion of female students is lowest in the School.

Table 4.4. Proportion of female PGT students. These numbers include both full-time and part-time students for all disciplines except Management studies. Numbers in parentheses are total registered students.

	2011/12	2012/13	2013/14	2014/15	HESA
Accountancy	60%	42%	43%	55%	62%
	(5)	(12)	(14)	(11)	
Finance	42%	50%	57%	50%	49%
	(22)	(10)	(11)	(10)	
Economics	41%	32%	45%	44%	51%
	(16)	(35)	(37)	(49)	
Management studies full-time	39%	41%	51%	49%	50%
	(202)	(152)	(119)	(163)	
Management studies part-time	65%	29%	36%	40%	47%
	(32)	(31)	(25)	(20)	
Real Estate	35%	25%	9%	25%	
	(9)	(8)	(12)	(8)	
Business School	42%	38%	46%	47%	
	(287)	(250)	(219)	(263)	

Applications, Offers and Acceptance

The total number of PGT applicants has increased throughout the four years. As with UG students, the proportion of female applicants is relatively low although it has increased from 37% to 40% (Table 4.5). Again, this hides discipline-level heterogeneity:[2]

- Accountancy: around 50% of applicants are female. Women are slightly more likely to receive offers, but the genders are equally likely to accept offers.
- Finance: the proportion of female applicants has increased from 40% to 50%. Women are more likely to receive offers, but the genders are equally likely to accept offers.
- Economics: the proportion of female applicants is around 25%. The genders have similar offer rates, but women are more likely to accept offers.
- Management: the proportion of female applicants has varied between 36% and 47%, and was 44% in 2014/15. Women are more likely than men to receive offers. The genders are equally likely to accept offers.
- Real Estate: the proportion of female applicants has risen and was 37% in 2014/15. Women are more likely to receive offers. Men are more likely to accept offers.

Like UG applications, outreach and ensuring that students are aware of the diversity within the School should help increase female applications (**Actions 2.1, 2.3**).

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[2] Note: centrally supplied statistics for Accountancy and Finance for 2012/13 suffer from a computer problem that has not recorded the number of applications, offers or acceptances correctly. Also – national HESA data are not reported for PGT in this section. The mix of PGT degrees are taught across disciplines and do not necessarily align with HESA categories.

Table 4.5. Proportion of female PGT students for Applications, offers and acceptances by discipline and year. The proportion of acceptances is compared with the offers made.

| Programme	Year	Applications			Offers				Acceptances (i.e. Registered)			
		Women	Men	% W	Women	Women % O:App	Men	Men % O:App	Women	Women % A:Off	Men	Men % A:Off
Accountancy	2011/12	74	70	51%	51	69%	38	54%	9	18%	8	21%
	2012/13	1	1	50%	0	0%	0	0%	0		0	
	2013/14	91	90	50%	72	79%	68	76%	7	10%	8	12%
	2014/15	95	103	48%	72	76%	72	70%	6	8%	6	8%
	Overall	261	264	50%	195	75%	178	67%	22	11%	22	12%
Finance	2011/12	181	274	40%	127	70%	154	56%	25	20%	25	16%
	2012/13	7	13	35%	5	71%	7	54%	0	0%	0	0%
	2013/14	88	71	55%	71	81%	55	77%	7	10%	5	9%
	2014/15	86	85	50%	67	78%	63	74%	6	9%	5	8%
	Overall	362	443	45%	270	75%	279	63%	38	14%	35	13%
Economics	2011/12	127	239	35%	46	36%	72	30%	12	26%	10	14%
	2012/13	90	261	26%	38	42%	103	39%	10	26%	26	25%
	2013/14	151	459	25%	58	38%	162	35%	17	29%	20	12%
	2014/15	182	482	27%	112	62%	265	55%	23	21%	28	11%
	Overall	550	1441	28%	254	46%	602	42%	62	24%	84	14%
Management Studies	2011/12	777	1388	36%	546	70%	740	53%	109	20%	151	20%
	2012/13	565	803	41%	345	61%	423	53%	38	11%	54	13%
	2013/14	662	759	47%	409	62%	396	52%	46	11%	42	11%
	2014/15	678	855	44%	470	69%	491	57%	63	13%	77	16%
	Overall	2682	3805	41%	1770	66%	2050	54%	256	14%	324	16%
Real Estate	2011/12	21	64	25%	20	95%	48	75%	7	35%	11	23%
	2012/13	24	66	27%	20	83%	39	59%	1	5%	6	15%
	2013/14	29	76	28%	22	76%	55	72%	1	5%	12	22%
	2014/15	31	52	37%	28	90%	41	79%	3	11%	7	17%
	Overall	105	258	29%	90	86%	183	71%	12	13%	36	20%
Business School Overall	2011/12	1180	2035	37%	790	67%	1052	52%	162	21%	205	19%
	2012/13	687	1144	38%	408	59%	572	50%	49	12%	86	15%
	2013/14	1021	1455	41%	632	62%	736	51%	78	12%	87	12%
	2014/15	3794	6050	39%	2456	65%	3186	53%	374	15%	485	15%
	Overall	6682	10684	38%	4286	64%	5546	52%	663	15%	863	16%

Degree attainment

Table 4.6 reports degree attainment data. Again, some caution needs to be taken interpreting the data by discipline given small numbers and the fact that MSc programmes often span disciplines. Overall in the School, there are no discernible differences in the rates of women and men earning Distinction. The rates for Commendation are also similar except in 2013/14 where the rate is much higher for women – in part due to a smaller student cohort because of changes in PGT offerings. There seems little gender difference in the rates of Distinction or Commendation in Accountancy, Economics, Management and Real Estate. In Finance, however, it seems that men were more likely to receive a Distinction or Commendation in later years. To help mitigate the small number problem, Figure 4.2 plots the numbers by discipline summed over the four years and shows that the classification percentages are roughly comparable across disciplines and genders, with Finance at the Commendation level being the outlier where the percentage of females is lower (26% compared to 33%). We will gather more data to see if the Finance differences are a trend or a result of small numbers (**Action 2.4**).

Table 4.6. Degree attainment for PGT programmes by gender, year and discipline.

|	Year	Gender	Distinction		Commendation		Pass	
			Number	Percentage	Number	Percentage	Number	Percentage
Accountancy	2011/12	Women	2	13%	4	25%	10	63%
		Men	0	0%	2	17%	10	83%
	2012/13	Women	0	0%	1	14%	6	86%
		Men	0	0%	3	33%	6	67%
	2013/14	Women	1	13%	3	38%	4	50%
		Men	0	0%	2	22%	7	78%
	2014/15	Women	0	0%	3	23%	10	77%
		Men	2	13%	2	13%	12	75%
	Overall	Women	3	7%	11	25%	30	68%
		Men	2	4%	9	20%	35	76%
Finance	2011/12	Women	6	12%	11	22%	32	65%
		Men	2	4%	14	28%	34	68%
	2012/13	Women	1	6%	6	33%	11	61%
		Men	3	9%	14	44%	15	47%
	2013/14	Women	1	8%	4	31%	8	62%
		Men	2	13%	4	27%	9	60%
	2014/15	Women	1	3%	7	24%	21	72%
		Men	2	6%	10	32%	19	61%
	Overall	Women	9	8%	28	26%	72	66%
		Men	9	7%	42	33%	77	60%
Economics	2011/12	Women	1	8%	6	46%	6	46%
		Men	0	0%	6	55%	5	45%
	2012/13	Women	2	25%	3	38%	3	38%
		Men	3	18%	6	35%	8	47%
	2013/14	Women	3	25%	3	25%	6	50%
		Men	1	4%	6	25%	17	71%
	2014/15	Women	2	12%	9	53%	6	35%
		Men	4	19%	9	43%	8	38%
	Overall	Women	8	16%	21	42%	21	42%
		Men	8	11%	27	37%	38	52%
Management Studies	2011/12	Women	1	1%	18	15%	100	84%
		Men	5	3%	21	13%	134	84%
	2012/13	Women	4	5%	17	20%	63	75%
		Men	5	4%	17	15%	94	81%
	2013/14	Women	1	2%	20	49%	20	49%
		Men	2	4%	8	16%	39	80%
	2014/15	Women	3	5%	15	23%	47	72%
		Men	1	1%	18	24%	57	75%
	Overall	Women	9	3%	70	23%	230	74%
		Men	13	3%	64	16%	324	81%
Real Estate	2011/12	Women	0	0%	1	100%	0	0%
		Men	1	13%	2	25%	5	63%
	2012/13	Women	0	0%	1	50%	1	50%
		Men	0	0%	2	50%	2	50%
	2013/14	Women	0	0%	1	50%	1	50%
		Men	2	33%	1	17%	3	50%
	2014/15	Women	0	0%	0	0%	1	100%
		Men	1	11%	2	22%	6	67%
	Overall	Women	0	0%	3	50%	3	50%
		Men	4	15%	7	26%	16	59%
Business School	2011/12	Women	10	5%	40	20%	148	75%
		Men	8	3%	45	19%	188	78%
	2012/13	Women	7	6%	28	24%	84	71%
		Men	11	6%	42	24%	125	70%
	2013/14	Women	6	8%	31	41%	39	51%
		Men	7	7%	21	20%	75	73%
	2014/15	Women	6	5%	34	27%	85	68%
		Men	10	7%	41	27%	102	67%
	Overall	Women	29	6%	133	26%	356	69%
		Men	36	5%	149	22%	490	73%

Figure 4.2. Degree attainment for PGT programmes by all years combined by discipline.
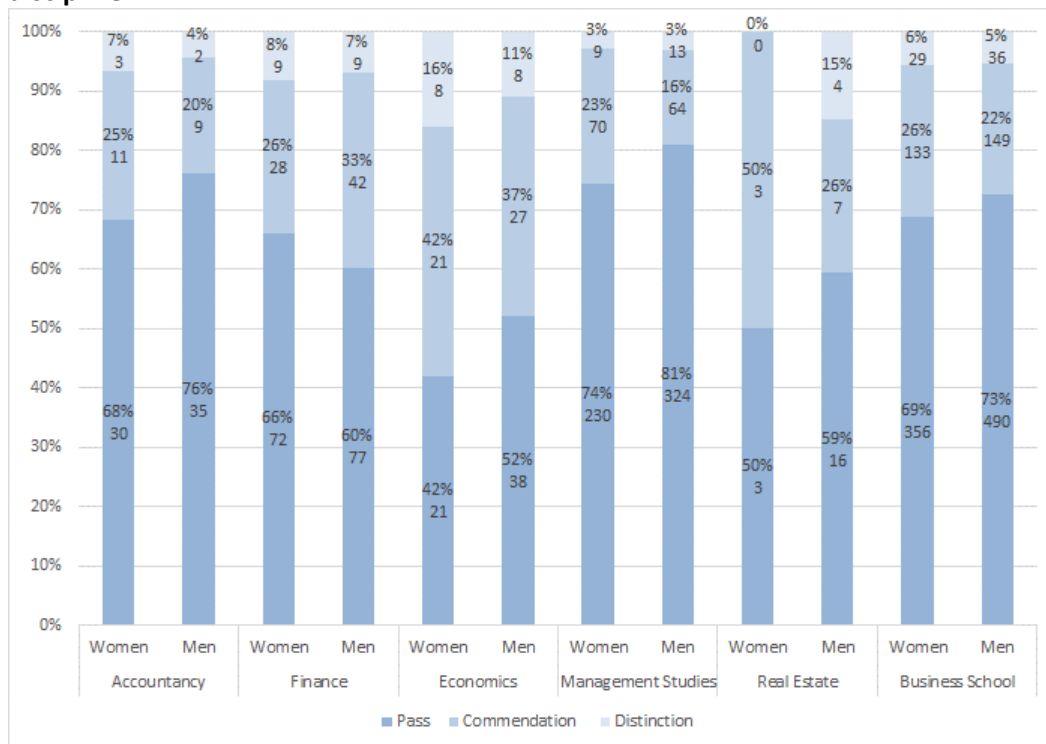
(iv)   Numbers of men and women on postgraduate research (PGR) degrees

Since there are few part-time PGR in the School, data presented below are at FTE. Figure 4.3 shows the female proportion of PGR students. There has been a steady increase in the female proportion of PGR students - by 2014/15, 52% of students were women. Management has the highest proportion, 65% (higher than the national average of 47%) while Finance has the smallest percentage, 12.5%. Economics hovers around the national average of 39%, and Accountancy (56%) is above the national average (42%).

Figure 4.3. Proportion of female PGR students by year and discipline.
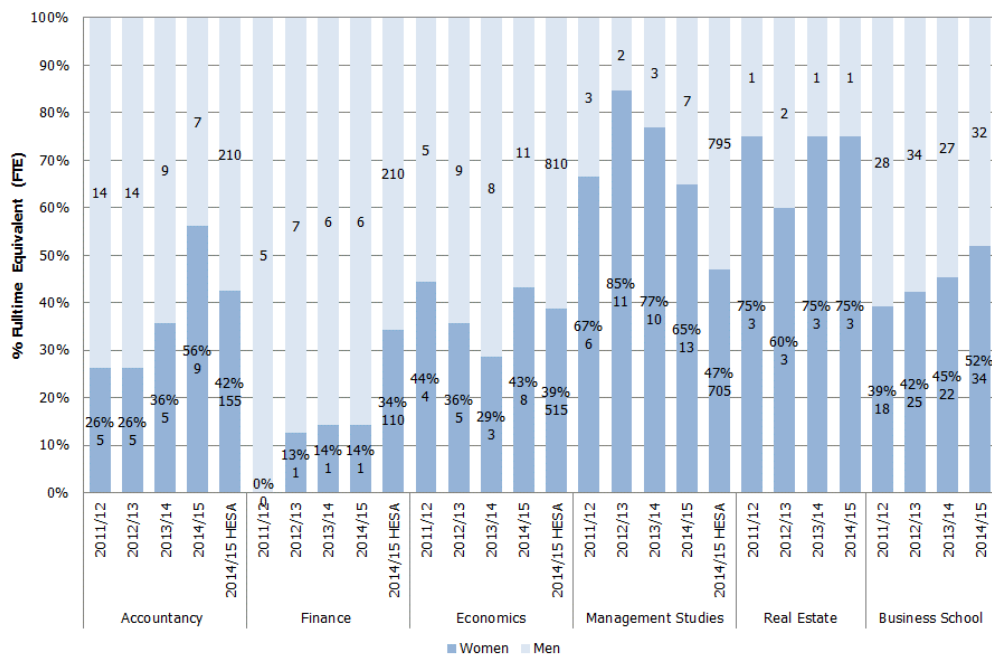
Applications, Offers and Acceptance

Table 4.7 contains information about PGR applications, offers and acceptances. As with UG and PGT degrees, the percentage of female applications is small but increasing over time in the School from 25% to 37% in 2014/15. Offer and acceptance rates are higher for women. Because of small numbers, it is difficult to determine patterns by discipline and year, but the overall data for each discipline suggest:

- Accountancy: the proportion of female applicants is low (28%), though the offers and acceptances are higher for women.
- Finance: the proportion of female applications is low (29%). While offers are approximately the same, acceptances for men are higher (29% compared to 14% overall).
- Economics: the application percentage of women is low (25%), but both offer and acceptance rates are higher for women.
- Management: the proportion of female applicants is highest in the School (36%) and the proportion of female offers and acceptances are higher than for men.
- For Real Estate, there are few female applicants (29%), but a higher proportion of offers and acceptances for women.

Like our other students, the problem is applications rather than in offers and acceptances. Thus, similar actions will be employed to increase application rates of women (**Actions 2.2, 2.3**).

Table 4.7. Number of female PGR students for Applications, offers and acceptances by year and discipline.

Programme	Year	Applications			Offers				Acceptances (i.e. Registered)			
		Women	Men	% W	Women	Women % O:App	Men	Men % O:App	Women	Women % A:Off	Men	Men % A:Off
Accountancy	2011/12	10	48	17%	8	80%	12	25%	2	25%	4	33%
	2012/13	11	47	19%	1	9%	7	15%	0	0%	4	57%
	2013/14	21	45	32%	7	33%	1	2%	2	29%	0	0%
	2014/15	34	55	38%	8	24%	7	13%	5	63%	0	0%
	Overall	76	195	28%	24	32%	27	14%	9	38%	8	30%
Finance	2011/12	7	17	29%	0	0%	0	0%	0	NA	0	NA
	2012/13	8	39	17%	0	0%	8	21%	0	NA	2	25%
	2013/14	20	46	30%	2	10%	1	2%	1	50%	0	0%
	2014/15	30	55	35%	5	17%	5	9%	0	0%	2	40%
	Overall	65	157	29%	7	11%	14	9%	1	14%	4	29%
Economics	2011/12	9	27	25%	4	44%	2	7%	4	100%	1	50%
	2012/13	7	43	14%	1	14%	6	14%	1	100%	2	33%
	2013/14	17	42	29%	1	6%	5	12%	1	100%	2	40%
	2014/15	31	78	28%	9	29%	16	21%	4	44%	3	19%
	Overall	64	190	25%	15	23%	29	15%	10	67%	8	28%
Management Studies	2011/12	24	65	27%	3	13%	8	12%	1	33%	2	25%
	2012/13	50	85	37%	11	22%	4	5%	5	45%	0	0%
	2013/14	52	108	33%	6	12%	9	8%	1	17%	3	33%
	2014/15	87	125	41%	11	13%	9	7%	4	36%	4	44%
	Overall	213	383	36%	31	15%	30	8%	11	35%	9	30%
Real Estate	2011/12	3	4	43%	3	100%	0	0%	2	67%	0	NA
	2012/13	7	19	27%	0	0%	3	16%	0	NA	1	33%
	2013/14	1	6	14%	0	0%	0	0%	0	NA	0	NA
	2014/15	3	6	33%	2	67%	0	0%	2	100%	0	NA
	Overall	14	35	29%	5	36%	3	9%	4	80%	1	33%
Business School Overall	2011/12	53	161	25%	18	34%	22	14%	9	50%	7	32%
	2012/13	83	233	26%	13	16%	28	12%	6	46%	9	32%
	2013/14	111	247	31%	16	14%	16	6%	5	31%	5	31%
	2014/15	185	319	37%	35	19%	37	12%	15	43%	9	24%
	Overall	432	960	31%	82	19%	103	11%	35	43%	30	29%

(v)　　Progression pipeline between undergraduate and postgraduate student levels

Table 4.8 reports information of the progression pipeline. With the familiar caution of small numbers, the data suggest that the trend over time is for generally increasing percentages of female students completing their degree, particularly among UG and PGT programmes. For example, Accountancy saw its share of female UG students increase from 41% to 57%, with increases also found in Finance (49% to 57%) and Economics (35% to 49%) while there was a slight fall in the female percentages in Management and Real Estate. Overall for the School, the percentage went from 45% to 53%.

For PGT, Accountancy has held steady at around 45% female, Finance increased from 36% to 48%, Economics increased from 32% to 45%, Management increased from 42% to 46%, while Real Estate fell (though small numbers may play a role here). Overall, the Business School saw an increase from 40% to 45% in the proportion of female students.

Examining progression among PGR students at the discipline level is difficult given the small numbers. Aggregating across the School, there has been quite variable female percentages ranging from 27% in 2012/13 to 50% in 2013/14.

Comparing with national data for 2014/15, we find at the UG level, the proportion of female graduates compares favourably with national averages. However, the story is reversed for PGT (and possibly PGR) students, with higher percentages in the national data. Given the previous data on low application rates, this is not surprising, reinforcing the need to do better in getting women to apply to our PGT (and PGR) programmes (**Actions 2.1-2.3**). On the other hand, given the data on increasing female PGR numbers (Figure 4.3), the percentage of female graduates should increase in coming years.

Table 4.8. Student Progression for UG, PGT and PGR by year and discipline.

	Year		UG Numbers	UG Percentage	PGT Numbers	PGT Percentage	PGR Numbers	PGR Percentage
Accountancy	2012/13	Women	16	41%	7	44%	1	33%
		Men	23	59%	9	56%	2	67%
	2013/14	Women	12.5	40%	8	47%	0	0%
		Men	19	60%	9	53%	2	100%
	2014/15	Women	21.5	57%	13	45%	1	25%
		Men	16.5	43%	16	55%	3	75%
	Overall	Women	50	46%	28	45%	2	22%
		Men	58.5	54%	34	55%	7	78%
	HESA 2014/15	Women	4330	50%	1485	62%	40	40%
		Men	4410	50%	900	38%	60	60%
Finance	2012/13	Women	48	49%	18	36%	0	0%
		Men	50	51%	32	64%	1	100%
	2013/14	Women	35	40%	13	46%	0	0%
		Men	52	60%	15	54%	2	100%
	2014/15	Women	35	57%	29	48%	0	NA
		Men	26	43%	31	52%	0	NA
	Overall	Women	118	48%	60	43%	0	0%
		Men	128	52%	78	57%	3	100%
	HESA 2014/15	Women	2730	46%	5365	50%	25	33%
		Men	3170	54%	5290	50%	50	67%
Economics	2012/13	Women	31.5	35%	8	32%	1	20%
		Men	58	65%	17	68%	4	80%
	2013/14	Women	39	39%	12	33%	1	100%
		Men	61	61%	24	67%	0	0%
	2014/15	Women	42	49%	17	45%	1	33%
		Men	44	51%	21	55%	2	67%
	Overall	Women	112.5	41%	37	37%	3	33%
		Men	163	59%	62	63%	6	67%
	HESA 2014/15	Women	2950	35%	2595	51%	130	37%
		Men	5570	65%	2490	49%	225	63%
Management Studies	2012/13	Women	50	57%	84	42%	1	100%
		Men	37	43%	116	58%	0	0%
	2013/14	Women	51	55%	41	46%	2	100%
		Men	41	45%	49	54%	0	0%
	2014/15	Women	24	55%	65	46%	0	NA
		Men	20	45%	76	54%	0	NA
	Overall	Women	125	56%	190	44%	3	100%
		Men	98	44%	241	56%	0	0%
	HESA 2014/15	Women	4725	48%	6800	51%	185	45%
		Men	5200	52%	6555	49%	225	55%
Real Estate	2012/13	Women	4	25%	2	33%	0	0%
		Men	12	75%	4	67%	1	100%
	2013/14	Women	5	33%	2	25%	1	100%
		Men	10	67%	6	75%	0	0%
	2014/15	Women	1	20%	1	10%	1	50%
		Men	4	80%	9	90%	1	50%
	Overall	Women	10	28%	5	21%	2	50%
		Men	26	72%	19	79%	2	50%
Business School	2012/13	Women	149.5	45%	119	40%	3	27%
		Men	180	55%	178	60%	8	73%
	2013/14	Women	142.5	44%	76	42%	4	50%
		Men	183	56%	103	58%	4	50%
	2014/15	Women	123.5	53%	125	45%	3	33%
		Men	110.5	47%	153	55%	6	67%
	Overall	Women	415.5	47%	320	42%	10	36%
		Men	473.5	53%	434	58%	18	64%

4.2. Academic and research staff data

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

Figure 4.4 presents data on staffing FTE by type of job and gender. (The number of staff working part-time are between 0.15 FTE and 1.15 FTE and thus, staffing numbers below are at FTE.) Over the four years, the proportion of females has remained relatively constant at between 34% and 37%, with some variation within tracks over time. Although absolute numbers are small, Research staff were typically 50% women while Teaching staff started the period near 50% female, falling to 17% by 2014/15.

Figure 4.4. The gender split per track by year.
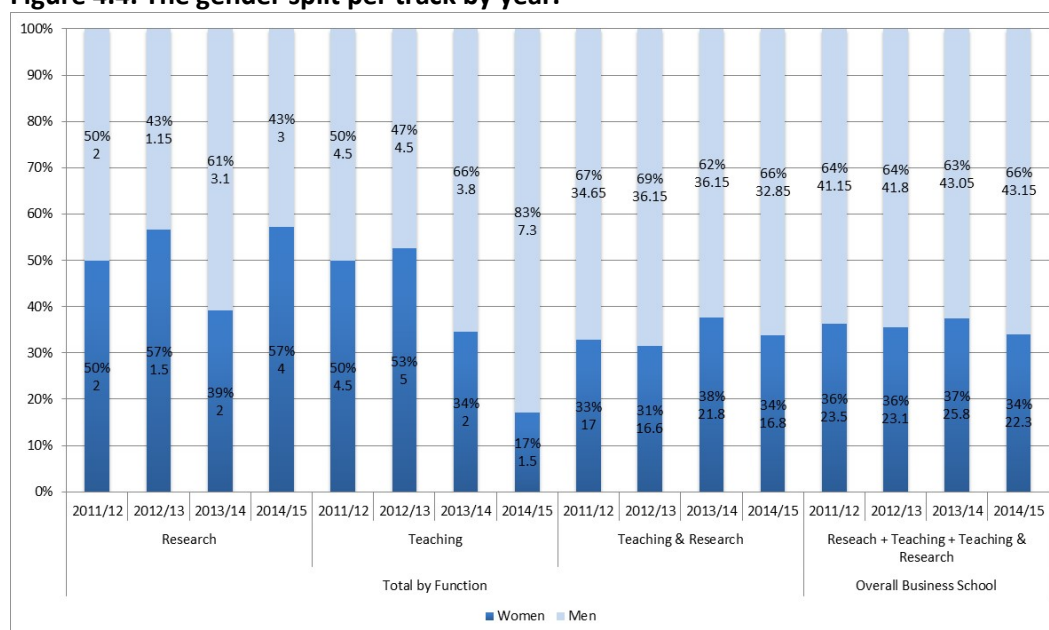
Figure 4.5 contains data on the gender split by discipline with national data for comparison.[3]

- Accountancy and Finance: the female percentage is generally higher than the national averages, although it has dipped recently (from 48% to 40% in the final two years).
- Economics: an expansion of staff increased the female proportion of staff so that it was close (24%) to national averages (26%) by 2014/15.
- Management: although the proportion of female staff has been falling due to voluntary severance and retirements, the female proportion (45%) is still greater than national averages (40%) in 2014/15.

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[3] Note that HESA does not split out Accountancy and Finance from Business Management, so the overall numbers are given here. Furthermore HESA comparisons for Real Estate are for the broad 'K' category, so comparisons with HESA data may not be completely correct.

- Real Estate: like Economics, it started with a very low proportion of female staff which has grown over time (31%) to slightly exceed national averages (30%).

These data would not suggest any significant changes needed with respect to national comparisons. However, small numbers in certain disciplines show a risk that even small changes in the number of women could have a disproportionate effect on proportions of female staff.

Figure 4.5. The gender split per discipline.
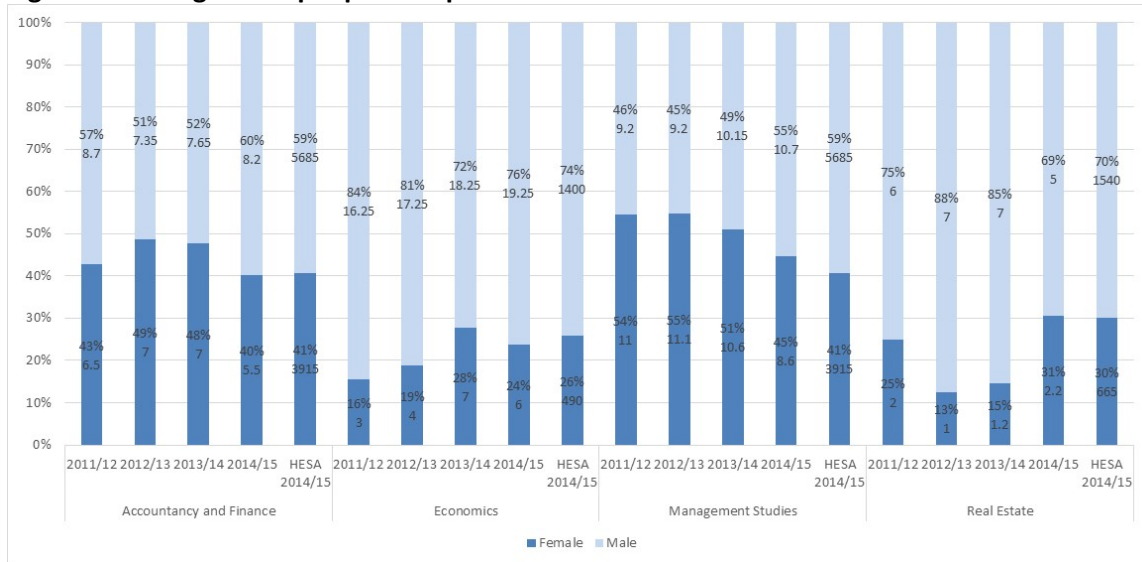
Research and Teaching (RT) Track

RT is the largest track with approximately 50 FTE in each year (Figure 4.6). When breaking down into grades, there is clear evidence of a leaky pipeline with respect to the proportion of female staff. At Grade 7 (Lecturer), the proportion of female staff has been consistently around 50% over time. However, there is a significant drop to approximately 20% female Senior Lectures (Grade 8). There are few Readers within the School and in 2014/15 there were no female Readers. At Professorial level (Grade 9), the female share increased from 15% to 27%, but then dropped to 22% by 2014/15.

Although relatively well represented at the most junior level, trends suggest a reduction in senior women in the School, primarily due to a voluntary severance scheme and early retirement. While hiring new female staff at senior levels would help address this (**Action 3.1**), better support of career progression (**Actions 4.1, 4.2, 4.4, 4.5**) and research opportunities (**Actions 5.2-5.6**) will also address the lack of senior women in the School.

Figure 4.6. Proportion of female and male academic staff on the RT track over time.
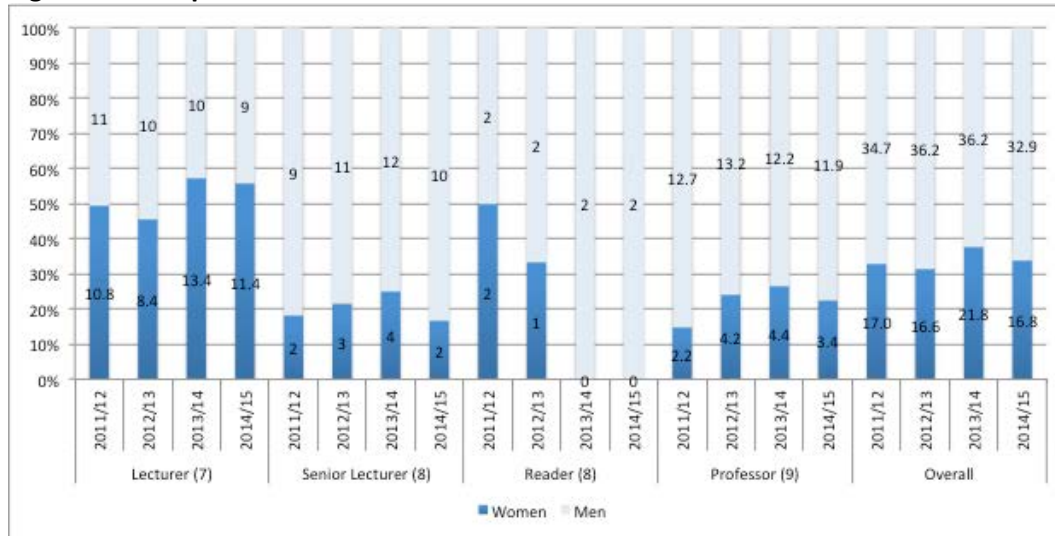
Research Track

There are relatively few research track staff (between 2.65 and 7 FTE over time) in the School and so it is difficult to draw any firm conclusions about trends. Figure 4.7 shows that there is a majority of women as Research Assistants (Grade 5), and there are very few research staff at higher grades. In 2014/15 there was one man at Grade 6 and one women and man at Grade 7. Career progression support will help in developing senior research staff (**Actions 4.3, 4.4, 4.5, 5.2, 5.6**)

Figure 4.7. Proportion of female and male academic staff on the Research track.
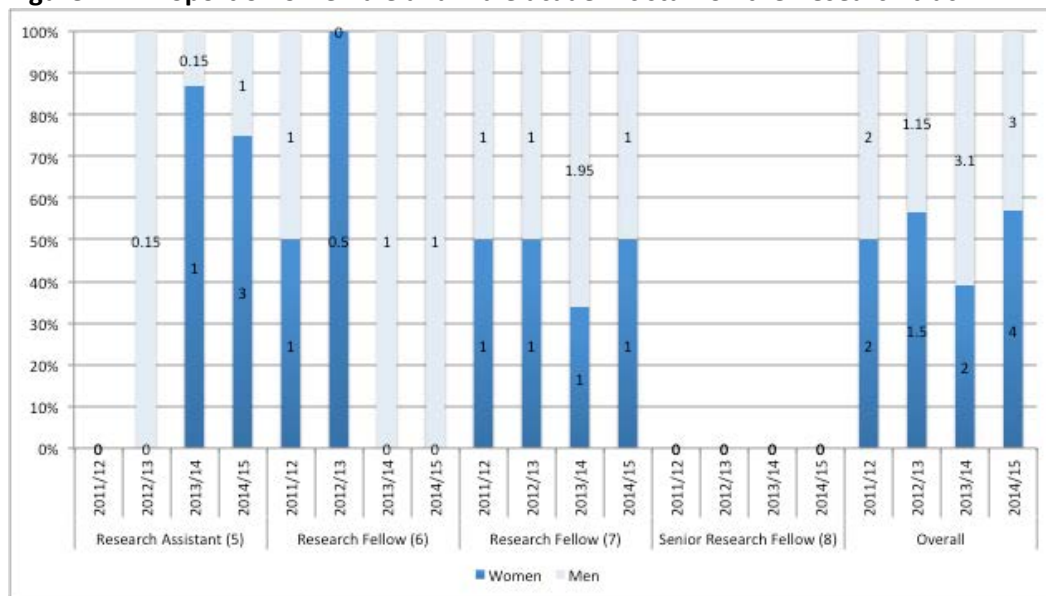
Teaching track

As above, there are relatively few Teaching track staff. Women were 50% of Teaching staff initially, but the proportion decreased to less than 20% by 2014/15 (Figure 4.8). In 2014/15 there were no female Teaching Senior Teaching Fellows (Grades 7 or 8) due to

staff departures. The relatively small number of Teaching track staff means there is the potential for large swings in gender percentages resulting from one or two staff leaving. Career progression support will help junior women attain senior roles within the School (**Actions 4.1- 4.5**).

Figure 4.8. Proportion of female and male academic staff on the Teaching track.
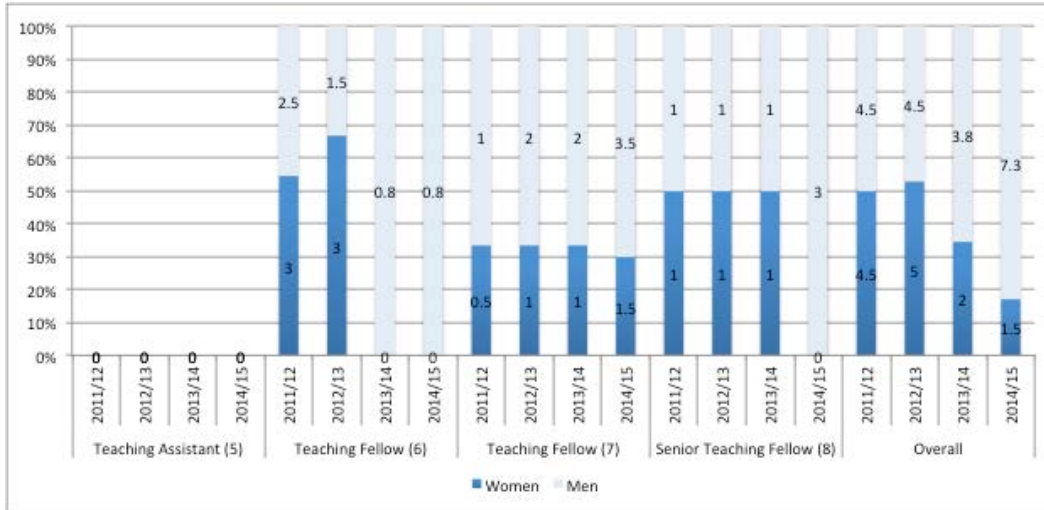
(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Over the time period, the School had no staff on zero-hour contracts. Indeed the number of fixed-term/project based contracts was never more than three members of staff. Table 4.9 shows the breakdown by year and Grade (numbers are too small to break out by discipline). Overall the proportion of fixed term contracts is low overall (<10%) in the School (bottom panel). Fixed-term contracts are found in lower grades, with none at Grades 8 and 9. For lower grades, there is a small gendered difference, with a larger proportion of women employed in fixed-term contracts (e.g. at Grade 7, around 7-10% of female staff are on fixed-term contracts compared to typically 0% of men). It may be that this is a choice by female workers, but support for female fixed-term employees can help in securing permanent open-ended positions (**Action 4.3**).

Table 4.9. Contract type split by men and women by job grade and year (FTE).

Grade	Year	Female			Male		
		Fixed Term	Open Ended	% Not Open Ended	Fixed Term	Open Ended	% Not Open Ended
5	2011/12	0	0	NA	0	0	NA
	2012/13	0	0	NA	0	0.15	0%
	2013/14	1	0	100%	0	0.15	0%
	2014/15	1	2	33%	0	1	0%
6	2011/12	2	2	50%	1	2.5	29%
	2012/13	1.5	2	43%	0	1.5	0%
	2013/14	0	0	NA	0	1.8	0%
	2014/15	0	0	NA	0	1.8	0%
7	2011/12	1	11.3	8%	0	13	0%
	2012/13	0	10.4	0%	0	13	0%
	2013/14	1	14.4	6%	0.95	13	7%
	2014/15	1	12.9	7%	0	13.5	0%
8	2011/12	0	5	0%	0	12	0%
	2012/13	0	5	0%	0	14	0%
	2013/14	0	5	0%	0	15	0%
	2014/15	0	2	0%	0	15	0%
9	2011/12	0	2.2	0%	0	12.65	0%
	2012/13	0	4.2	0%	0	13.15	0%
	2013/14	0	4.4	0%	0	12.15	0%
	2014/15	0	3.4	0%	0	11.85	0%
Overall	2011/12	3	20.5	13%	1	40.15	2%
	2012/13	1.5	21.6	6%	0	41.8	0%
	2013/14	2	23.8	8%	0.95	42.1	2%
	2014/15	2	20.3	9%	0	43.15	0%

(iii)   Academic leavers by grade and gender and full/part-time status

The average turnover has been fairly similar for men (6%) and women (9%). Table 4.10 shows that men have had a higher turnover in the lower grades whereas women have higher turnover in higher job grades, due in part to early retirement and voluntary severance. Because of small numbers, there are no clear trends and no evidence of any gender differences.

Table 4.10. Staff turnover by gender.

Grade	Year	Women				Men			
		Headcount	Leavers	Percentage	Reasons	Headcount	Leavers	Percentage	Reasons
6	2011/12	4	0	0%		5	0	0%	
	2012/13	4	0	0%		3	1	33%	Project limited contract
	2013/14	0	0	0%		2	1	50%	Resignation
	2014/15	0	0	0%		2	0	0%	
7	2011/12	13	2	15%	Resignation	13	0	0%	
	2012/13	11	0	0%		13	3	23%	Resignation
	2013/14	16	1	6%	Resignation	14	1	7%	Fixed Term Contract
	2014/15	15	1	7%	Resignation	14	1	7%	Resignation
8	2011/12	5	0	0%		12	0	0%	
	2012/13	5	1	20%	Resignation	14	0	0%	
	2013/14	5	1	20%	Resignation	15	0	0%	
	2014/15	2	1	50%	Fixed Term Contract	15	1	7%	Retirement
9	2011/12	3	0	0%		15	0	0%	
	2012/13	5	0	0%		16	1	6%	Resignation
	2013/14	6	0	0%		15	0	0%	
	2014/15	5	2	40%	Retirement	15	2	13%	Retirement

2560 Words (not including tables)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i)   Recruitment (Process 3: Staff Recruitment and Induction)

The School's processes for recruitment and criteria for selection of staff follow the University's policy guidelines (available at http://www.abdn.ac.uk/staffnet/working-here/recruitment-selection-3988.php) including:

- Use of an e-recruitment system (eRecruiter) to administer and monitor the process;
- A Manager's checklist for skills specification;
- Consistent formats for job descriptions and person specifications;
- A form for Selection Committee panel members to record their views on each candidate interviewed;
- Mandatory training in equality and diversity.

Recruitment over the past four years has been limited: 25 appointments, of which 12 were women (see Table 5.1). Numbers here are very low reporting has been summarised to protect anonymity and percentages may be misleading. The proportion of applicants that are female has increased over the past four years, from 21% to 40%. This may relate more to the grades at which jobs were available rather than any positive trend. Analysis by grade shows the proportion of applicants who are female applications decreasing with increasing job seniority. Average figures for the four years indicate that consistently a higher proportion of women than men were offered an interview, (19% compared to 7% of men), yet lower proportion of women than men interviewed received an employment offer (30% compared to 56% men). This is more pronounced for more senior grades (7/8 and 9, see Table 5.1). Possible causes for this may be:

- Women being shortlisted who shouldn't be considered;
- Interview experiences that put female candidates off;
- Possible Selection Committee bias.

The SAT identified some areas of concern and instigated immediate improvements, namely:

- Job postings include invitation for female applicants;
- Job postings to encourage fractional appointments;
- Panel Chair to ensure all selection staff have successfully completed Equality and Diversity training;
- Gender balance on recruiting (shortlisting and selection) panels.

We plan further work over the period January 2017-January 2018 to better understand our recruitment and selection, including **(Action 3.1):**

- all job postings to include link to School Equality and Diversity webpages;
- traffic to these pages to be monitored during active recruitment periods;

- post selection interviews with candidates to understand perceptions of the interview process;
- review of one year dataset and outcomes of recruitment and selection:

We will also benefit from the University's planned introduction of unconscious bias training.

Table 5.1. Recruitment data reviewed by year and by grade respectively. The proportion interviewed is in relation to the number of applicants. Offers relate to interview attendees. Appointment relate to offers made.

Review by Year	Avail. Posts	Applications		Interviewed Int:Appl		Offers Off:Int		Appointment A:Off	
		%W (n)	%M (n)	%W (n)	%M (n)	%W (n)	%M (n)	%W (n)	%M (n)
2011/12	9	21% (13)	79% (49)	38% (5)	4% (2)	40% (2)	100% (2)	100% (2)	50% (1)
2012/13	9	33% (55)	67% (112)	15% (8)	9% (10)	63% (5)	60% (5)	60% (3)	67% (4)
2013/14	11	40% (81)	60% (121)	21% (17)	7% (9)	18% (3)	56% (5)	100% (3)	80% (4)
2014/15	21	40% (101)	60% (152)	17% (17)	7% (11)	24% (4)	45% (5)	100% (4)	80% (4)
Average		37% (250)	63% (434)	19% (47)	7% (32)	30% (14)	56% (18)	86% (12)	72% (13)

Review by Grade	Avail. Posts	Applications		Interviewed Int:Appl		Offers Off:Int		Appointment A:Off	
		%W (n)	%M (n)	%W (n)	%M (n)	%W (n)	%M (n)	%W (n)	%M (n)
Grade 5	11	57% (63)	43% (48)	13% (8)	10% (5)	63% (5)	0% (0)	100% (5)	-
Grade 5/6	6	37% (41)	63% (69)	12% (5)	6% (4)	0% (0)	100% (4)	-	50% (2)
Grade 6	12	74% (42)	26% (15)	7% (3)	60% (9)	100% (3)	0% (0)	100% (3)	-
Grade 7/8	11	25% (99)	74% (284)	28% (28)	5% (14)	21% (6)	100% (14)	67% (4)	79% (11)
Grade 8/9	4	22% (5)	78% (18)	50% (3)	0% (0)	0% (0)	-	-	-
Average		37% (250)	63% (434)	19% (47)	7% (32)	30% (14)	56% (18)	86% (12)	72% (13)

(ii)   Induction (Process 3: Staff Recruitment and Induction)

The University runs monthly Induction events covering the history of the University, ambition and strategic plan, the Sixth century campaign, health and safety, Investors in People, appraisal and equality and diversity training and a campus tour. Attendance at these events is not currently monitored.

The School induction consists of an e-mail with a link to the school handbook and all associated induction material. Members of the SAT agreed this was training provision was insufficient to prepare new staff and recognise the *ad hoc* nature of School induction, for example introductions to staff are made at the discretion of the line manager and mentors are not automatically assigned. Our survey suggested that this lack of preparation was compounded by inconsistent training provision. Only 63% of survey respondents had received an induction and there was an equal split between those who found it useful (23%), did not (23%) and 17% who found it partially useful (Figure 5.1). We recognise this as an area for significant improvement, including **(Action 3.2).**:

- promotion of attendance at University events;
- developing a formal School Induction, to include Equality and Diversity training;
- developing formal Induction checklist to ensure all School and University training is completed (for sign off by ALM);
- assigning short-term mentors to new staff;

- prioritising internal research support to enable new starts to kick start their research **(Action 5.6).**

Figure 5.1. Usefulness of the Induction process as perceived by academic staff. Responses by gender category.
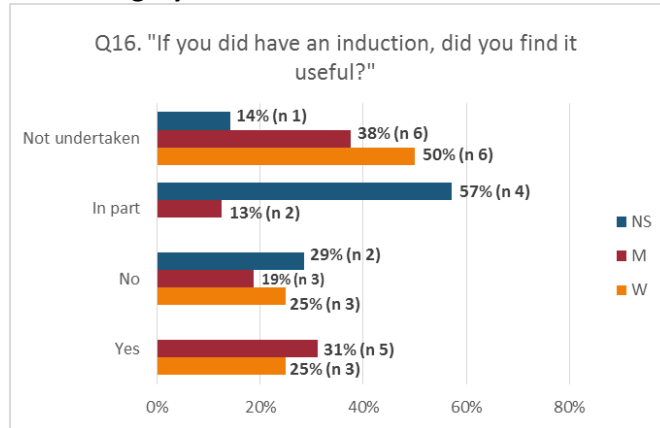
(iii)   Promotion (Process 4: Staff Career Progression)

Internal promotion processes, timescales and procedure for application to the University Promotion Exercise are advertised to all staff on an annual basis and generally follow an annual cycle commencing in December to be fully concluded by the following October. Further details are available to all staff at http://www.abdn.ac.uk/staffnet/working-here/promotions-948.php#guidance. The University is introducing training for all ALMs on enabling internal promotions.

In the last four years, 23 academic staff applied for a promotion. 9-15% of the staff (by gender and per headcount by grade) applied for promotions to grade 8 or 9. There were no applications for grade 6 and only one (successful male) for grade 7 (see Table 5.2). Numbers of applications are very low and similar between men and women, a lack of understanding and/or engagement in the process. Applications by women are more successful and reasons for this are not clear.

Interestingly, survey findings suggested different perceptions of the promotion process by gender, with the majority of men agreeing and most women disagreeing that the process was transparent and fair (Table 5.3). This may be why women are less likely to apply and/or more likely to wait longer before applying. Both male and female focus group participants expressed frustration with the promotion process, particularly early career staff:

> *"regulations are not 100% clear. …my manager as well have no clear idea about what they had to do precisely. We struggle to find out in the university website what were the regulations that was required to submit the work."* (M1)

Some participants expected gender discrimination in the promotion process, including arrangements for probation:

"I mean the university, undoubtedly, does some gender discrimination in the promotion process" (M3)

Our findings suggest a lack of understanding of requirements of and preparation for the internal promotion process. We have identified actions to increase understanding of the process to achieve a more proactive approach to promotion:

- promotion planning and support embedded into line management practices **(Actions 4.1, 4.2, 4.5);**
- introduction of tailored review periods for fixed term staff to improve their career planning **(Action 4.3);**
- increase participation in mentoring schemes **(Action 4.4);**
- Improved signposting of staff development opportunities as relevant to career aspirations and objectives **(Action 4.5).**

Table 5.2. Promotion data for Business School academic staff split by gender and grade for academic years (figures include applications per year as fraction of eligible employees and may include repeated applications by the same individual).

Application rate/ Grade headcount* [% (n)]										
Application Rate	2011/12		2012/13		2013/14		2014/15		Overall	
	W	M	W	M	W	M	W	M	W	M
Grade 6	-	-	-	-	-	-	-	-	-	-
Grade 7	-	20% (1)	-	-	-	-	-	-	-	10% (1)
Grade 8	8% (1)	15% (2)	18% (2)	15% (2)	-	14% (2)	13% (2)	14% (2)	9% (5)	15% (8)
Grade 9	20% (1)	8% (1)	20% (1)	21% (2)	-	7% (1)	-	13% (2)	12% (2)	13% (7)

* Headcount by gender in the grade that staff currently are in

Success Rate [% (n)]										
Applied for:	2011/12		2012/13		2013/14		2014/15		Overall	
	W	M	W	M	W	M	W	M	W	M
Grade 6	-	-	-	-	-	-	-	-	-	-
Grade 7	-	100% (1)	-	-	-	-	-	-	-	100% (1)
Grade 8	100% (1)	100% (2)	50% (1)	0% (-/2)	-	0% (-/2)	100% (2)	100% (2)	80% (4)	50% (4)
Grade 9	100% (1)	0% (-/1)	100% (1)	33% (1)	-	0% (-/1)	-	50% (1)	100% (2)	29% (2)

Table 5.3. Responses in the BSS, regarding the promotion process and if it is considered transparent (Q10) and fair (Q11).

	Transparency			Fairness		
	%W (n)	%M (n)	%NS (n)	%W (n)	%M (n)	%NS (n)
Agree	25% (3)	50% (8)	14% (1)	17% (2)	50% (8)	29% (2)
Disagree	58% (7)	44% (7)	43% (3)	58% (7)	38% (6)	29% (2)
Don't know	17% (2)	6% (1)	43% (3)	25% (3)	13% (2)	43% (3)

(iv) Department submissions to the Research Excellence Framework (REF) (Process 5: Research)

Table 5.4 contains the gender split for submission in the 2008 RAE and 2014 REF. In 2008 75% of eligible females were included compared to 87% of eligible males. The 2014 REF

saw a lower percentage of inclusion for both genders, although the gap widened slightly to 14 percentage points. Data from the BSS and the focus groups highlighted the lack of resources available for research (conference funding in particular) and perceived unfair workload management, both of which might impede any closing of this gap. Concerns here suggested a lack of transparency in workload management and resource allocation that female participants perceived to be gendered. To further investigate this area we looked at internal data as to research funding application submissions and success rates, wherein we found no significant variation by gender.

These findings suggest a need for more active management of our workload to ensure active promotion of research excellence and equity of access to research support to achieve greater gender balance our REF submission and remove perceptions of gender bias, including **(Actions 5.1-5.6, 7.1):**

- listing Athena SWAN as a standing agenda item for the School Research Committee;
- research role-models providing greater more support for grant-writing, research networking and publication;
- early identification of areas of under-representation of women;
- monitoring of research activity by gender for early identification of areas of imbalance, increasing awareness of opportunities for PGR supervision and research leave.

Table 5.4. Business School submissions for Research Assessment Exercise in 2008 and Research Excellence Framework in 2014.

	Women eligible for Inclusion	Women Selected for Inclusion	Women not selected	Men Eligible for Inclusion	Men selected for Inclusion	Men Not selected	% of women submitted to RAE that were eligible	% of men submitted to RAE that were eligible	Eligible staff submitted w:m
RAE 2008	16	12	4	39	34	5	75%	87%	1.16
REF 2014	20	12	8	39	29	10	60%	74%	1.24

5.2. Career development: academic staff

(i)   Training (Process 4: Staff Career Progression)

Training is provided by the Centre for Academic Development in support of the Human Resource Strategy that aims to provide a working environment in which staff are able to maximise their performance, commitment and contribution to the University (see http://www.abdn.ac.uk/staffnet/documents/training_development.pdf). This aim is supported within our School, but our preparation of this submission has highlighted significant shortcomings in structured, consistent provision of staff learning and development. Training provision was found to be variable upon induction (see section 5.1 (ii) above). Although it is policy for developmental needs to be discussed during annual review, the annual review was not considered as useful and career development was rarely discussed and/or encouraged, suggesting a lack of training needs analysis (further elaborated in section 5.3 (ii)). Participation in internal training courses is

monitored by the University's Researcher Development Unit. Their data show that over the four years reported here, equal numbers of men and women have attended at least one training course (n=17). A total of 75 courses were attended in this period. As numbers are small, we looked at this by grade of employment and again gender figures are very similar. Given that 34% of academic staff are women this suggests that a higher proportion of women are attending training, and that more should be done to encourage consideration of learning and development needs by male academic colleagues.

In the survey we asked about five courses relating to core aspects of academic career progression:

1. **Grant Writing**: workshop provided by the Research and Innovation Teams;
2. **Teaching & Learning in Higher Education**: 2 days, compulsory for new Lecturers;
3. **Principal Investigator training**: 2 days, researcher development;
4. **International Leadership and Developmental Programme** (ILDP): skills for senior academic and administrative leaders.
5. **PhD Supervision**: workshop provided by the Researcher Development Unit.

In addition to the five courses specified there was an "other" box but only 3 (2 women and 1 NS) completed this. Responses to these questions did not differ markedly by gender, although generally attendance at training was low amongst respondents (40 'Yes' responses of 160 entries across the five courses in Q23) (Figure 5.2). The utility of the five courses was investigated in the BSS, and an issue identified with one specific course; "Teaching & Learning in HE" as women and non-specified gender found this course less useful. This was fed back to the Researcher Development Unit for further investigation. Focus group discussions highlighted concerns regarding the availability of time to attend training given recent voluntary redundancies and related resource constraints.

Figure 5.2. Attendance in training events during the past five years split by course, by gender.

Q23. "Which of the following training events have you attended in the past 5 years and did you find it useful?"
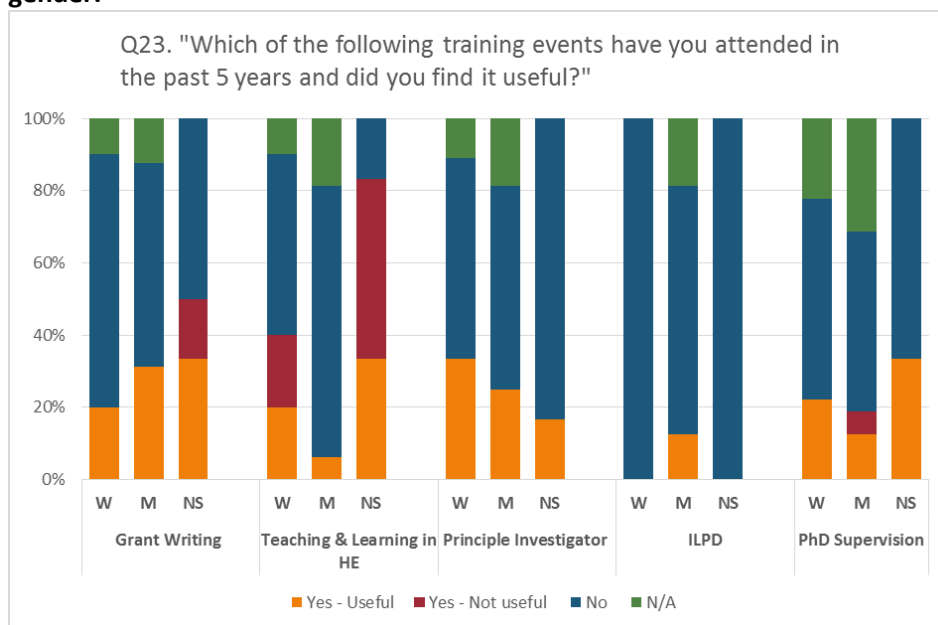
These findings suggest the need to refocus on training needs assessment and clear objectives for professional development within annual reviews, and that training should be recognised within our workload model (**Action 4.5**). Our School scheme will be in addition to the University mentoring scheme, which has a particular focus on female mentees, as we recognise a need for more male engagement with training.

(ii)   Appraisal/development review (Process 4: Staff Career Progression)

The new annual review policy was introduced in March 2014, replacing the previous appraisal scheme (see http://www.abdn.ac.uk/staffnet/working-here/appraisal-1602.php). All staff have undertaken at least one annual review since this time. The new policy was developed by a working group from across the University and is intended to be an opportunity for staff to reflect on the previous year and plan ahead, including discussion of career aspirations and learning and development needs. The scheme has been adopted in full by the School with the aim of more consistent application of this policy through the introduction of Academic Line Managers (ALMs) in Autumn 2015. ALMs attended mandatory training on the implementation of the annual review policy and there is general information about the process and training material provided (PowerPoint presentation and video), aimed at both reviewers and reviewees, available on the University's intranet. The review process is the same for all academic and professional & support staff. The University is already planning a number of improvements to the review process including training for ALMs on promotion policies and processes.

Our survey findings suggested a conspicuous gender difference when staff were asked whether they found their annual review useful (Q13): 33% of the women answered 'strongly agree' or 'agree', contrasting to 81% of the men and 43% of non-specified gender. Survey findings suggested a lack of completeness in review discussions: for 50% of all respondents neither promotion nor work-life balance was discussed despite guidelines recommending these aspects are covered. Importantly, all women, 67% of the men and 50% of the non-specified gender felt it would be useful to discuss both topics, leaving a total of 15% who would not find it useful to discuss either topic (see Table 5.5).

Table 5.5. In extension of the usefulness of the last annual review, Q13 investigates if promotion and/or work-life balance was discussed followed by Q14 the usefulness of discussing the topics.

	Q13. "Was it discussed in your last review?"				Q14. "If no, would it be useful to discuss?"			
	%W (n)	%M (n)	%NS (n)	All (n)	%W (n)	%M (n)	%NS (n)	All (n)
Yes - Both	0% (0)	19% (3)	14% (1)	4	100% (8)	67% (8)	50% (3)	19
Yes - Promotion only	45% (5)	25% (4)	43% (3)	12	0%	0% (0)	17% (1)	1
Yes - Work-life balance only	9% (1)	0% (0)	0% (0)	1	0%	17% (2)	0% (0)	2
No	45% (5)	56% (9)	43% (3)	17	0%	17% (2)	33% (2)	4
All responses	11	16	7	34	8	12	6	26

Focus Group findings further supported the value staff placed on the opportunity to discuss work progress and development with their manager. However, findings

suggested a lack of clarity and understanding of the purpose of the annual review, the usefulness of the forms, and why they are filled and sent to HR:

> *"It takes a lot of time to answer it in a very diplomatic way… for something which actually doesn't really matter. … I think the most important part is the discussion with your line manager. That's like really quite constructive rather than trying to just make good impression on the HR because they just want you to tick boxes."* (F1)

Working through the objective setting built into the review policy was considered useful, for example:

> *"I really view that it is useful to have the discussion about the objectives and the discussion with your line manager."* (M1)

Participants were clear as to what a good annual review should include:

> *"…your line manager almost has to have to mentor you. It's up to them to look at where you are and where you want to go and how you then make those steps"* (F3)

> *"But for me it would be helpful if it was just a more comprehensive review of everything rather than just training needs"* (F4)

> *"I do think the employer ought to sit down with you or your line manager and at some point in a 12 month period say how's things going, you know, what's been good, what's been bad, can I help you any further?"* (M4)

These findings suggest that whilst the review is welcomed in principle, its usefulness and the support provided was felt to be inadequate in practice. Given the recent introduction of ALMs these findings are not inconsistent with the stage in implementation of the annual review policy. Our assessment highlights the importance of effective implementation of this policy to support staff development and career progression Furthermore, we have identified a number of areas for discussion during reviews, such as promotion and career development, learning and development needs, and planning for REF submission **(Actions: 4.1, 4.2, and 4.5).** We noted that our current implementation of this policy is not necessarily appropriate for fixed term contract employees. We will schedule reviews for this last group of colleagues separately to ensure we best cater for their circumstances **(Action 4.3).**

(iii)   Support given to academic staff for career progression (Process 4: Staff Career Progression)

There is a mentoring scheme available to all staff at the University (see http://www.abdn.ac.uk/develop/managers/coaching-and-mentoring-331.php). The scheme is based on the mentee contacting the College nominated individual to identify a suitable mentor. Within the School we could not identify a Mentoring Champion nor, due to the confidential nature of the University scheme, role models and advocates of workplace mentoring.

Only 26% of survey respondents had a formally appointed mentor, of which only one was male (Figure 5.3). More women and non-specified genders had had a mentor, in total four from each category contrasting to only one man. Of those who had a mentor, a small majority of women and non-specified gender found it useful. Interestingly, most people (63%) were not aware that it was possible to specify a preferred gender for their mentor. 31% of respondents would have wanted to specify the gender of their mentor.

Figure 5.3. Respondents having had a formally appointed mentor either at the university or Business School (left) and experiences of its usefulness (right).
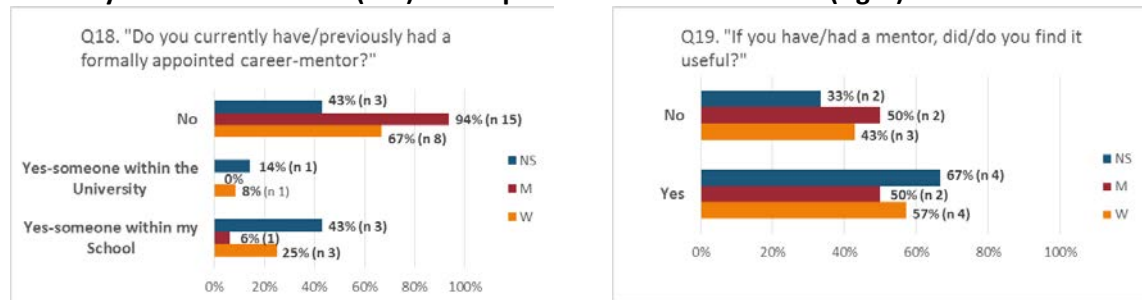
Mentoring was specifically raised for discussion in the focus groups. No participants had had a mentor and some participants questioned whether it would give benefit as they were reliant upon personal networks for information and support:

> *"I don't mean to say that I don't need one [a mentor] but at this point in time if I'd wanted advice or help I'd probably just know who to ask and I'd feel comfortable to do that. So I'd probably know how to go about to informally without needing a formal mentor."* (F3)

Conversely, a small majority of people felt the mentoring scheme would be potentially useful. Given the inherently unfair nature of reliance upon personal networks to provide information and support we recommended the formal University mentoring scheme be endorsed and enhanced within our School through the appointment of a School mentoring Champion to further uptake of the scheme by both mentors and mentees, and to establish a post-probation mentoring system to ensure on-going support for early career staff **(Action 4.4).** We also recognise that support for research (both pedagogical and subject specific) is a critical component of academic career progression and address this separately in Process 5: Research **(Actions 5.1-5.6)** – see 5.1 (iv) above and 5.2 (v) below.

(iv) Support given to students (at any level) for academic career progression (Process 2: Student Recruitment, Attainment and Progression)

We are a student-centred School and aim to encourage students of all ages and backgrounds to take every opportunity to progress their academic career within our School and with other Institutions should they wish to do so. The University has a careers service and we run an external seminar series to encourage students and staff to engage with local employers. We are particularly aware of the vulnerabilities of our first year UG students in 2015 convened a student retention working group to focus on the needs of

those who might 'give up' on an academic career in the very early stages. We are also working to promote part-time study at all levels, and have introduced a block-teaching mode for PGT students to facilitate flexible arrangements for students who may have to combine their academic career with other commitments, such as health considerations, paid employment and/or family responsibilities.

At under-graduate (UG) level, all students are assigned a personal tutor (PTu) upon registration, to provide general pastoral support and encourage reflection on progress, and support regarding curricular choice. The PTu's welcome students to the University and arrange one-to-one or group meetings discussing topics such as student experience and employability. Students are assigned a PTu at random. This process is completed by the University and we tutor students from other Schools just as some of our students are tutored elsewhere across campus. Should a student wish to change PTu, including specifying gender, this is accommodated by central student support services.

Post-graduate taught (PGT) students do not have formally assigned PTu as this role is fulfilled by Programme Leaders. During the final stages of their degree, PGT students have dedicated supervisors for their dissertations/ Master project. These are assigned by academic requirement.

All students are actively encouraged during formal teaching time to review the research activities within the Department when forming their own plan of independent research to support UG and PGT dissertations and critical studies papers. As students can specify their preferred supervisor we are able to accommodate gender and subject preferences and have had no student complaints in this regard within recent memory (i.e. for at least five years).

We encourage UG and PGT students to consider pursuing further PGR as they progress through their studies and prioritise the provision of academic references and support for applications to our own and other academic institutions. In 2014 we re-introduced a Masters in Research in Management Studies to better prepare students for our PhD programme, learning from the success of our Masters in Applied Economics as a springboard for doctoral studies. Employability is a key concern to our students and we actively pursue Knowledge Transfer Partnership opportunities with our industrial partners as these provide our recent graduates with an introduction to post-graduate research whilst in paid employment, allowing students from a variety of backgrounds to become more familiar with this level of academic work.

We recognise that these accomplishments do not justify complacency in this area and have included four students on our EDC to better understand issues relating to gender and other protected characteristics in our support to students. One risk is that our work to increase numbers of female students **(Actions 2.1-2.3)** may out pace our efforts to address under-representation of females in underrepresented areas **(Action 3.1).** We seek to mitigate this risk through increased attention to gender quality issues within the School **(Actions 1.1-1.10)**, improved communication and governance **(Actions 7.1 and 7.2).**

(v)   Support offered to those applying for research grant applications (Process 5: Research)

Research grant applications are strongly encouraged by the School Executive Committee and the Deputy Head of School (Research) is an immediate point of contact for those seeking advice and support. We have a designated Development Manager within the University's Research and Innovation Team and an internal seminar series to build awareness of colleagues' research, including current and planned funding awards. Any grant application is subject to internal peer-review by a colleague with related expertise prior to approval by the Head of School. Some applications require institutional approval prior to submission (e.g. Fellowships) and many of our applications are multi-disciplinary/ trans-campus as we regularly collaborate with colleagues in areas such as health and engineering. Training in this area is provided centrally (see section 5.2 viii) and the University is introducing a Grant Academy to encourage and support funding applications and award management.

Survey findings suggested some perception of gender bias in accessing research funding Numbers here were very low and percentages should not be over stated. A small number of female and non-specified gender felt that women were slightly or significantly disadvantaged with regards to access to funding (*n=5*). In contrast, 88% of the men did not believe there were any gender differences in this respect. The grant writing course has been attended by relatively few: 20% women, 31% men and 50% non-specified academics (Q23a), supporting the training data reported at Section 5.2 (i). These areas were not pursued in focus groups, but rather we compared perceptions of gender bias with School data regarding success-rates in funding applications and did not identify any significant gender bias in these activities. The issue here is the perception of gender bias rather than evidence of actual bias. This is consistent with other findings relating to culture and communications and is addressed in Section 5.4 (i) below.

5.3. Flexible working and managing career breaks

(i)   Cover and support for maternity and adoption leave: before leave (Process 6: Flexible Working)

Individuals wishing to take maternity and adoption leave may choose to benefit from University and local level support in the understanding and application of University policies (see http://www.abdn.ac.uk/staffnet/working-here/maternity-leave-3534.php and http://www.abdn.ac.uk/staffnet/working-here/paternity-leave-3535.php). ALMs work with our School HR partner to facilitate these arrangements and advocating for the member of staff. Staff may also wish to consult with their Trade Union representative as to entitlements and other forms of support, such as salary and pension provision.

In the course of our period of self-assessment process three academic members of staff prepared to go on maternity leave and the SAT Co-Leads were asked to contribute to planning for cover and support. Those staff noted the importance of flexible working and concern that there would not be cover during absence. There was little or no awareness

of support during the period leading up to commencement of leave, such as maternity leave coaching.

We identified a number of areas for increased promotion of the University's policies facilitating parental leave and flexible working. We will seek to more actively support those who wish to take up flexible working arrangements by informing line managers and staff of the availability of University services they may wish to use such as Maternity/paternity/ adoption leave coaching **(Actions 6.1, 6.2).**

(ii)   Cover and support for maternity and adoption leave: during leave (Process 6: Flexible Working)

The University is increasing central support for parental leave including central provision of funds during periods of absence to cover additional staffing to prevent any adverse impact on workload allocation. Experience in our School has shown that individuals value their privacy during maternity and adoption leave, and have relied upon informal systems to accommodate individual preferences as to how Keeping in Touch (KIT) days are managed. Staff are encouraged to visit socially during leave and included in invitations to social events. We will instigate a more structured series of meetings and working arrangements before and after leave to ensure successful transitions into and back from parental leave **(Action 6.2).**

(iii)   Cover and support for maternity and adoption leave: returning to work (Process 6: Flexible Working)

Support for staff returning from maternity and adoption leave is provided by their ALM. Given the recent implementation of our new line management structure the efficacy of this arrangement is not yet known. The University has some support in place (e.g. tax-deductible childcare vouchers) and is planning to increase this, including the introduction of a central fund to support cover for maternity and adoption leave. We offer childcare facilities at our recently expanded University nursery, and a variety of private facilities close to the School. We have private space available for breast feeding (Room S52) and lift access to the School for prams and pushchairs. We do have potential to review workload allocations and accommodate requests for different working arrangements (e.g. moving from full-time to part-time hours, changing patterns of work) – see section (xi).

(iv)   Maternity return rate (Process 6: Flexible Working)

Over the past four years, five academic staff (grade 7 and 8) and four support and professional staff (grade 3 and 4) have taken maternity leave and all returned to work (Table 5.6). Two female survey respondents answered that maternity leave had negatively impacted their career progression, although they did not specify in what way. Maternity leave was not raised as an issue for discussion by focus group participants. Although there have been no reported instances of either paternity-, shared parental-,

adoption or parental leave recorded within the School, one non-specified gender survey respondent answered that parental leave had had a negative impact on their career. This may relate to a period of maternity leave or inaccurate recording of leave and further supports the need for improvement in our management of flexible working **(Actions 6.1, 6.2).**

Table 5.6. Returning staff to the Business School, split by academic and support staff, by the academic year leave commenced.

Returning staff	Academic (n)	Support (n)	Total (n)
2011/12	3	2	5
2012/13	2	0	2
2013/14	0	0	0
2014/15	0	2	2
Total	5	4	9 (100%)

(v)   Paternity, shared parental, adoption, and parental leave uptake (Process 6: Flexible Working)

Paternity leave arrangements are covered by the University policy (available at http://www.abdn.ac.uk/staffnet/working-here/paternity-leave-3535.php)   with entitlements dependent upon length of service. There are a range of related family friendly policies – see next section.

(vi)   Flexible working (Process 6: Flexible Working)

Formal procedures for flexible working are offered by the University (http://www.abdn.ac.uk/staffnet/documents/policy-zone-family-friendly/Flexible_Working_Procedures_Adjustments_Version.pdf)   together with parental leave   (http://www.abdn.ac.uk/staffnet/documents/policy-zone-family-friendly/Parental_Leave__June_2015.pdf)   and   special   leave   arrangements (http://www.abdn.ac.uk/staffnet/documents/policy-zone-employment/Special_Leave_311006.pdf). We could not identify any formal record of recent applications for flexible working. This suggests any arrangements are made informally.

Use of informal arrangements was also indicated in survey responses. The majority of respondents (82%) considered the School to be supportive of flexible working hours and 85% stated that it was typically something that was informally discussed with line managers. When considered by gender, some differences emerged regarding reported support for flexible working: only 67% of the women felt this to be the case, whilst 93% of the men and 86% of the non-specified gender thought so. Almost 90% of respondents felt that the School supported flexibility for caring responsibilities although some commented high workload prevented flexibility. We plan to address this by improving

our formal support for flexible working **(Actions 6.1, 6.2)** and reviewing workload allocation **(Action 7.1).**

(vii)   Transition from part-time back to full-time work after career breaks (Process 6: Flexible Working)

We do not have specific policies in place to transition staff from part-time to full-time working as we see this as only one possible transition amongst a variety of working arrangements we are able to accommodate in response to individual circumstances and preferences. We do offer a range of options for leave of absence and flexible working (see section 5.3 and **Actions 6.1**, **6.2**). These may include for example phased increase in workload, job-share arrangements, temporary adaptations to work location or pattern of work, mentoring and/ or coaching.

5.4.   Organisation and culture

(i)   Culture (Process 1: Promoting Gender Equality and Process 7: Communication and Governance)

In discussing the School culture the SAT adopted the working definition of 'the way we do things', i.e. the language, behaviours and other informal interactions that characterise the atmosphere of the School. The SAT agreed that there would always be potential for improvement on organisational culture and that the Athena SWAN process was in itself a driver for cultural change through assessment against and planned promotion of the ten charter principles.

In our survey we used questions regarding decision making and transparency of processes to better understand perspectives on our current School culture. Male respondents were significantly more in agreement with the statement "Decision making in my School is transparent" (Table 5.7). This difference in perception of transparency was further confirmed in qualitative responses to open survey questions and focus group discussions. the proportion of "don't know" answers amongst women and non-specified gender are double to that of men, suggesting that female and non-specified gender respondents felt less able to answer questions concerning structures, procedures and ongoing activities in the department.

Other responses to our questions relating to culture were markedly different by gender. A qualitative survey question requested three adjectives to describe the working environment, which yielded strongly different results between the gender categories. The adjectives used by women and those of non-specified gender were significantly more negatively loaded than the descriptions made by men (Table 5.8). In contrast, male focus group participants were insistent that gender was not an issue in relation to all major themes discussed, i.e. decision-making, annual review, workload model, opportunities (conferences, external engagements etc.) and working environment.

Given the survey response rate (44%) and low levels of focus group participation these findings should not be overemphasised. However, they do suggest the need for actions

to improve transparency and communication **(Actions 7.1 and 7.2)**, a continued emphasis on the promotion of gender equality **(Actions 1.1-1.10).**

Table 5.7. Responses to Q26 in the BSS; "Decision making in my School is transparent?"

	%W (n)	%M (n)	%NS (n)	% All (n)
Agree or Strongly Agree	9% (1)	50% (8)	43% (3)	35% (12)
Disagree or Strongly Disagree	91% (10)	50% (8)	57% (4)	65% (22)

Table 5.8 Survey Q24 answers from academic staff: Describe your working environment in the Business School using up to three adjectives?
(Works interpreted as positive are in bold and negatively loaded words in italic type.)

Women	Men	Non-specified gender
overworked	*demanding*	*illness*
friendly	**challenging**	*lack of research funding support*
underpaid	**good**	*workload*
friendly	**stimulating**	*allocation of funds for conferences.*
busy	**friendly**	*limited financial support*
short-staffed	**cooperative**	*research funding*
terrible	**supportive**	
stressful	*hectic*	
lack of support for research	**rewarding**	
limited collegiality	**friendly**	
low morale	**cooperative**	
collegiate	*under threat*	
overloaded	*frustrating*	
outmoded	*lack of resources*	
inefficient	**friendly**	
aimless	**colleagues**	
frustrating	**good**	
individualistic	*busy*	
insecure	**collegiate**	
unsupportive	**collegiate**	
inauthentic	*reactive*	
laddish	*frustrating*	
disharmonious	**interesting**	
pressure	**rewarding**	
exhaustive	**friendly**	
helpful colleagues	**supportive**	
	impecunious	
	adequate	
	helpful	
	demanding	
	supportive	
	collegiate	
	genuine	

collegiate
work overloaded
resource less
collegiate
friendly
relaxed

(ii)   HR policies (Process 7: Communication and Governance)

The recent introduction of Academic Line Managers, and their associated mandatory training (as monitored by our HR Partner), has significantly enhanced our capacity to provide effective support to staff and consistent application of the University's Human Resource policies. Importantly, we have had no recent complaints of bullying and/or harassment. Improved internal communication and transparency of decision-making will promote a sense of equity and transparency in the application of these policies **(Actions 7.1, 7.2).**

(iii)   Representation of men and women on committees (Process 7: Communication and Governance)

The Business School is led by the School Executive Committee supported by 7 Committees and 4 Sub-committees (see Section 2). The most influential committees are:

- Strategy Group,
- Research Committee,
- Academic Leads
- Teaching & Learning Committee.

The female representation of Committee Chairs is 46% which is higher than the female proportion of staff. However, consideration of the academic membership of committee show that overall 33% of committee positions are held by women, predominantly centred on Teaching and Learning and its sub-committees (Figure 2.1).

Our review of Committees suggested "committee overload": out of 92 academic committee positions, 87% have repeated members. Approximately half of the academics (34) were active in committee(s)and most of these sat on two or more committees (see Table 5.9). The Head of School (HoS) sat on eight committees. This profile suggests a limited distribution of Committee membership within the School and may account in part for concerns regarding the transparency and internal communication of decision-making. We could not identify consistent methods for appointment to Committee membership and lists of Committee members were not ready available on School webpages or noticeboards. Given the collegiate nature of School life, we have identified as this as an area for increased transparency to increase Committee gender balance and broaden participation in School governance **(Action 7.2).** Where possible we aim to promote Committee membership as a career development opportunity, for example by encouraging more junior staff to shadow senior colleagues during Committee work and by succession planning for membership of University Committees **(Action 7.2).**

Table 5.9. Number of academic staff on the Business School's 12 committees. Of a total of 92 academic "committee member positions", 79 have staff who are on two or more committees.

	Men		Women		Total
	(n)	(%)	(n)	(%)	(n)
Academic member positions	61	67%	30	33%	92
People on Committees	21	62%	13	38%	34
- Single membership	7	11%*	5	19%*	13
- Two or more memberships	14	89%*	8	81%*	21
Chairs	7	54%	6	46%	13**
BS Headcount 2016	47	62%	29	38%	76

* Proportion of the member positions by gender

** Athena SWAN SAT co-chaired w/m

(iv) Participation on influential external committees (Process 7: Communication and Governance)

Participation on influential external committees is an expectation of senior staff and an important aspect of professional development. Information regarding participation is collected through the Annual Review process but not formally collated across the School. We aim to introduce formal recording of external academic and advisory Committee membership for all staff. Membership will be recognised in workload allocation as a contributor to the School's academic standing **(Action 7.2).**

(v) Workload model (Process 7: Communication and Governance)

Workload allocations processes have differed across disciplines in the School and are under review as part of a pan-Aberdeen University project. The School Workload model is about to be agreed and published at the time of writing. Insights into perceived fairness and transparency of workload allocation were therefore based on survey and focus group data.

Perspectives on the workload model (WLM) differed between male and female survey respondents. In response to the question *"My school has a fair and transparent way of allocating workload regardless of gender"* 33% of women, 81% of men and 67% of NS agreed or strongly agreed (see Figure 5.5). There was a consensus in the focus groups that a new WLM could create greater transparency across disciplines and fairer workload distributions:

"I can see it's a way of trying at least to have some kind of a fairer distribution or work across the school [...] But there is always people who do more work than others and I think it's, it's a useful thing to try and actually have some kind of transparency where you can see what everyone is doing and at least trying to make it fairer." (F3)

During the male focus group, issues relating the workload model centred on the word fairness, although this was not necessarily perceived as gender related:

"There is a fairness argument here, not Athena SWAN, but a fairness argument here that we have not properly bottomed out…. it's a pretence of transparency, but it's actually not". (M4)

Findings regarding the School WLM echo more general concerns regarding transparency of decision-making and communication (see Section 5.4 (i) above). The School is currently developing a local WLM and we will ensure that transparency is increased in refining the model and subsequent distribution of work **(Action 7.2).**

Figure 5.5. Responses from the BSS Q3.

Q3. "My School has a transparent and fair way of allocating workload regardless of gender"

Strongly disagree	W: 25% (n 3)
Disagree	NS: 33% (n 2), M: 19% (n3), W: 42% (n 5)
Agree	NS: 33% (n 2), M: 31% (n5), W: 25% (n 3)
Strongly agree	NS: 33% (n2), M: 50% (n 8), W: 8% (n 1)

Legend: ■ NS ■ M ■ W
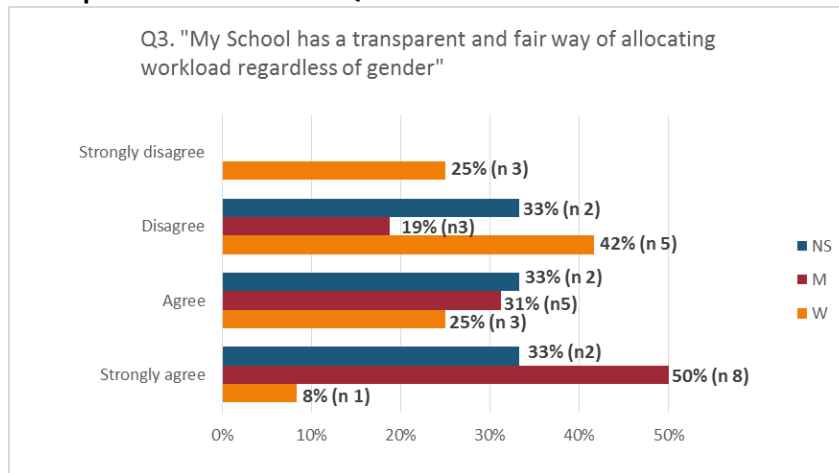
(vi) Timing of departmental meetings and social gatherings (Process 1: Promoting Gender Equality)

There is no formal policy or procedure describing core hours at UoA. However, the local policy and working practice is that core hours are between 10am and 4pm. Meetings and social events are either scheduled at the time of the previous meeting, email invitation typically done by support staff or in consultation via doodle poll (to allow for part-time and flexible work patterns to be accommodated). 94% of survey respondents agreed that discipline/ School core meetings are held within core hours (10am-4pm), with some slight differences by gender: 100% of women, 94% of men and 86% of non-specified gender.

(vii) Visibility of role models (Process 1: Promoting Gender Equality and Process 7: Communication and Governance)

The SAT conducted an informal audit of staff visibility. There were no data recorded to monitor gender balance at events and no known policies. We found both the School webpages and noticeboard displays within the School to be out of date and/or uninspiring. We prioritised the provision of a School Equality and Diversity website. Further, we will review the School website and publicity materials as an area for greater encouragement of diversity and inclusion as many of the images used were repeated, portraying a limited range of the Schools activities and interests. We regard improving

these communications as urgent and fundamental to our promotion of gender equality and transparency **(Actions 1.8 and 7.1).**

A second concern highlighted in this audit was the lack of visibility in internal and external Committee memberships, and a lack of transparency of recruitment and selection processes to School and university Committees. To address these findings we plan to **(Action 7.2):**

- Publish committee membership lists in School;

- Advertise committee openings to School with clear selection process;

- Promote University committee membership in Annual Review process.

(viii) Outreach activities (Process 7: Communication and Governance)

Our current outreach work is conducted overseas by staff based in Aberdeen, with the exception of involvement in festivals such as the Aberdeen TechFest, the ESRC Festival of Social Sciences and Aberdeen's MayFest. We have a number of international partner institutions (for example in Australia (Curtin University), China (Wollongong and South China Normal Universities), Tanzania (University of Dar Es Salaam) and our new campuses in South Korea and Malaysia), but do not currently conduct outreach activities with Schools and Further Education colleges in Scotland. This is a new area of activity the School is currently initiating in addition to related University outreach programmes **(Action 7.3).** We have set rigorous targets for the first phase of these activities to inform our evaluation:

- A minimum of five outreach activities in Scotland over six months;

- Positive participant evaluation;

- Understanding of diversity of participants and possible areas of under-representation to inform second stage planning.

These outreach activities will be included in the workload model and will target other areas of inequality such as social mobility/ economic deprivation in addition to gender under representation.

Word Count: 5887 without tables

6. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

Below is a list of references that we used for the analysis above.

University of Aberdeen Policies

Annual Review http://www.abdn.ac.uk/staffnet/working-here/appraisal-1602.php

Flexible Working: http://www.abdn.ac.uk/staffnet/documents/policy-zone-family-friendly/Flexible_Working_Procedures_Adjustments_Version.pdf

Maternity leave http://www.abdn.ac.uk/staffnet/working-here/maternity-leave-3534.php

Paternity leave http://www.abdn.ac.uk/staffnet/working-here/paternity-leave-3535.php

Parental Leave: http://www.abdn.ac.uk/staffnet/documents/policy-zone-family-friendly/Parental_Leave__June_2015.pdf

Special Leave: http://www.abdn.ac.uk/staffnet/documents/policy-zone-employment/Special_Leave_311006.pdf

Mentoring http://www.abdn.ac.uk/develop/managers/coaching-and-mentoring-331.php

Personal Tutors: Student advice and assistance
http://www.abdn.ac.uk/infohub/support/personal-tutors.php

Staff Recruitment and Selection http://www.abdn.ac.uk/staffnet/working-here/recruitment-selection-3988.php

Staff development and training
http://www.abdn.ac.uk/staffnet/documents/training_development.pdf

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Useful websites and Resources

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Donald, A., Harvey, P.H. & McLean A.R. (2011). "Bridging the gender gap in UK science", *Nature International weekly journal of science,* vol. 478, pp. 36.

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Slaughter, AM. (2015) *Unfinished Business: Women Men Work Family.* OneWorld publications, London.

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Benschop, Y. and van den Brink, M. (2012) Gender practices in the construction of academic excellence: Sheep with five legs. *Organization,* 19(4): 507-524.

Dunn, D., Gerlach, J. M. and Hyle, A. E. (2014) Gender and Leadership: Reflections of Women in Higher Education Administration. *International Journal of Leadership and Change*, 2(1) Article 2.

Mauthner, N. S. and Alkhaled-Studholme, S. (2012) Women and Management in Britain. In: Paludi, M. (ed) *Women and Management Worldwide: Global Issues and Promising Solutions.* Santa Barbara, CA: Praeger.

Mauthner, N. S. and Edwards, R. (2010) Possibilities and practices of feminist research management in higher education in Britain. *Gender, Work and Organization*, 17(5): 481-502.

Morley, L. (2012) The rules of the game: women and the leaderist turn in higher education. *Gender and Education*, 25(1): 116-131.

Teelken, C. and Deem, R. (2013) All are equal, but some are more equal than others: managerialism and gender equality in higher education in comparative perspective. *Comparative Education*, 49(4): 520-535.

van den Brink, M. and Benschop, Y. (2012) Slaying the Seven-Headed Dragon: The Quest for Gender Change in Academia. *Gender, Work and Organization*, 19(1): 71–92.

Valentova, M. (2016) Generation and the propensity of long career interruptions due to childcare under different family policy regimes: A multilevel approach. *International Sociology:* 31(6): 701-725.

Word count: 472

Appendix A: Word Extension Request Email

From:	Athena Swan
To:	Bender, Keith Allen
Cc:	Morrison, Zoe Jane; Thompson, Rhiannon; Whittington, Mark
Subject:	RE: word extension request
Date:	08 November 2016 11:55:54

Hi Keith

We are happy to grant you the use of an extra 1000 words for this purpose. Please include a copy of this email with your submission.

Best wishes
Sarah

Sarah Fink
Equality Charters Adviser
T: +44 (0)20 7269 6541
E: sarah.fink@ecu.ac.uk

My working days are Mon – Thurs.

Equality Challenge Unit
First floor, Westminster Tower
3 Albert Embankment
London, SE1 7SP
T: +44 (0)20 7438 1010
F: +44 (0)20 7438 1011
W: www.ecu.ac.uk

Follow us on **Twitter:** @EqualityinHE

From: Bender, Keith Allen [mailto:kabender@abdn.ac.uk]
Sent: 03 November 2016 09:30
To: Athena Swan <AthenaSwan@ecu.ac.uk>
Cc: Morrison, Zoe Jane <zoemorrison@abdn.ac.uk>; Thompson, Rhiannon <r.thompson@abdn.ac.uk>; Whittington, Mark <mark.whittington@abdn.ac.uk>; Bender, Keith Allen <kabender@abdn.ac.uk>
Subject: word extension request

Dear Athena SWAN,

My colleague, Dr Zoe Morrison, and I are the co-leads for the Athena SWAN SAT for the School of Business at the University of Aberdeen. We are in the process of finalising our submission for the Bronze Award and are writing to ask if it would be possible to have an extension of 1000 words to the application.

The reason for this is due to the large dimensionality of the topics we need to discuss in the application. The School comprises of around 60 staff in 5 separate disciplines (Accountancy, Economics, Finance, Management Studies and Real Estate). Each discipline has its own

distinctive gender challenges and so it is not appropriate to look just at School level data. Thus to discuss the findings from the data, we have to talk and compare across 2 genders * 5 disciplines * 4 years of data at a minimum for each section (and often the dimensionality is more complex if we are, for example, looking across types of contracts (research or teaching) or grades). We are finding it very difficult to address the level of analysis expected in the application given this dimensionality and would appreciate some extra leeway in the word limit to more fully explore the issues that the data have raised.

 Thank you for considering our request. If there are any questions, please do not hesitate to contact us.

Best wishes,

Keith

****

Keith A. Bender, PhD
SIRE Professor of Economics and Senior Deputy Head of the Business School
Department of Economics
School of Business
University of Aberdeen
Aberdeen AB24 3QY
Scotland, UK
phone: 44-(0)1224-273411
email: kabender@abdn.ac.uk
Edward Wright Building Office S49

The Business School –
Athena SWAN Staff Survey 2016

Purpose: **This survey is designed to explore your experiences and perceptions of the culture in the Business School, and will investigate gender equality across a variety of elements such as workload, flexible and part-time working, career development, workplace culture, parental or other leave, equality and diversity. The data will be used specifically to inform the Equality and Diversity agenda in your School and the University as a whole, and will feed directly into School and University applications for an Athena SWAN award which focuses on gender equality.**

Data handling: **Data will be used into School/Institute/University applications for an Athena SWAN award which focuses on gender equality. All data will be confidential and measures will be taken to ensure that individual anonymity is maintained - raw data will only be handled and analysed by central Athena SWAN officers and Schools/Departments/Institutions will not have access to the raw data or individual responses, only to aggregated data. Data will not be broken down into small and specific sub-categories where this could identify a particular individual. In addition, any open comments that could potentially identify an individual will be treated sensitively. The survey should take approximately 15 minutes to complete. We really appreciate your time and input.**
Thank you!

ABOUT YOUR ROLE

1. **What is your current role?**
- ❏ *Teaching and Scholarship Track*
- ❏ *Teaching and Research Track*
- ❏ *Research Only Track*
- ❏ *Professional Support*

2. **How long have you been in your current role in the Business School?**
- ❏ *< 3 years*
- ❏ *4-5 years*
- ❏ *6-10 years*
- ❏ *More than 10 years*

WORKLOAD

3. **My School has a transparent and fair way of allocating workload regardless of gender**
- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly disagree*

FLEXIBLE WORKING & PART-TIME

4. **My School generally supports flexible working**

- ☐ *Strongly agree*
- ☐ *Agree*
- ☐ *Disagree*
- ☐ *Strongly disagree*
- ☐ *Don't know*

Please tell us more about your consideration of flexible working

_____
_____
_____
_____

5. **Do you have any caring responsibilities (children, parents, partner)**

- ☐ *Yes*
- ☐ *No*
- ☐ *Prefer not to answer*

6. **Does your School support flexibility for caring**

- ☐ *Yes*
- ☐ *No*

7. **I work flexibly (this question refers only to flexitime, annualised hours, term-time working, working from home, and compressed hours. It does not include part-time jobs)**

- ☐ *Yes-often*
- ☐ *Yes-sometimes*
- ☐ *Yes-rarely*
- ☐ *Never*
- ☐ *Not applicable*

8. **If you answered "Yes" to the previous question, have you:**

- ☐ *Formally agreed flexible working hours*
- ☐ *Informally discussed flexible working hours with your line manager/Head of School*
- ☐ *Not applicable (e.g. I do not work flexibly or I work part-time)*

Other…please specify

_____
_____
_____
_____

9. **I think working part-time is detrimental to a person's career progression**

- ☐ *Strongly agree*
- ☐ *Agree*
- ☐ *Disagree*
- ☐ *Strongly disagree*
- ☐ *Don't know*

CAREER DEVELOPMENT

A. Promotions

10. **I think the promotion process is transparent**

- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly disagree*
- ❏ *Don't know*

11. **I think the promotion process is fair**

- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly disagree*
- ❏ *Don't know*

B. Barriers to career progression

12. **To what degree do you think the following are barriers to career progression?**

	Strongly agree	Agree	Neither agree nor disagree (I am neutral on this)	Disagree	Strongly disagree	Don't know
A. Working part-time	❏	❏	❏	❏	❏	❏
B. Working flexibly (e.g. flexitime, annualised hours, term-time working, working from home, and compressed hours)	❏	❏	❏	❏	❏	❏
C. Having children	❏	❏	❏	❏	❏	❏
D. Having other caring responsibilities (e.g. parents, relatives, partner)	❏	❏	❏	❏	❏	❏
E. Disability	❏	❏	❏	❏	❏	❏
F. Age	❏	❏	❏	❏	❏	❏
G. Ethnicity	❏	❏	❏	❏	❏	❏
H. Sexual orientation	❏	❏	❏	❏	❏	❏
I. Religion/belief	❏	❏	❏	❏	❏	❏
J. Gender	❏	❏	❏	❏	❏	❏
K. Marriage/ civil partnership	❏	❏	❏	❏	❏	❏

If you have experienced any barriers to career progression or role enhancements (e.g. projects committee membership) in the Business School, please tell us whether you have discussed the issue with anyone in the Business School.

_____

_____

C. Annual Review

13. **I found my last annual review useful**

- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly Disagree*
- ❏ *Not Undertaken*

14. **Was promotion and work-life balance discussed in your last annual review?**

- ❏ *Yes - both*
- ❏ *Yes - promotion only*
- ❏ *Yes - work-life balance only*
- ❏ *No*

15. **If answered no in Q14, would it be useful for these topics to be discussed during annual review?**

- ❏ *Yes - both*
- ❏ *Yes - promotion only*
- ❏ *Yes - work-life balance only*
- ❏ *No*

D. Induction and Mentoring

16. **If you did have an induction, did you find it useful?**

- ❏ *Yes*
- ❏ *No*
- ❏ *In part*
- ❏ *Not undertaken*

17. **I found my probationary mentor useful**

- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly Disagree*
- ❏ *Not applicable*

18. **Do you currently have/previously had a formally appointed career-mentor?**

- ❏ *Yes-someone within my School*
- ❏ *Yes-someone within the University*
- ❏ *No*

19. **If you have/had a mentor, did/do you find it useful?**

- ❏ *Yes*
- ❏ *No*

20. **If you have/had a mentor, were you given the opportunity to specify the gender?**

- ❏ *Yes - and I specified a gender*
- ❏ *Yes - and I did not specify a gender*
- ❏ *No - wasn't aware*
- ❏ *No - but would have wanted to*

21. **In the last 4 years, have you**

	Yes	No	Not applicable
Attended conferences	❏	❏	❏
Presented at conferences	❏	❏	❏
Been a member of committees	❏	❏	❏
Contributed towards grant writing	❏	❏	❏
Attended training events/courses	❏	❏	❏
Attended networking opportunities	❏	❏	❏
Given public engagement lectures / talks	❏	❏	❏

22. **Is there anything in the last 4 years that you feel has limited your participation in the above? Please provide details below**

_____
_____
_____
_____
_____

23. **Which of the following training events have you attended in the past 5 years and did you find it useful?**

	Yes, and it was useful	Yes, and it was not useful	Did not attend	Not applicable
Grant writing	❏	❏	❏	❏
Teaching & Learning in Higher Education (2 day course)	❏	❏	❏	❏
Principal Investigator training (2 day course)	❏	❏	❏	❏
International Leadership and Development Programme (ILDP)	❏	❏	❏	❏
PhD supervision	❏	❏	❏	❏

Other (please specify)

_____
_____

CULTURE

24. **How would you describe your working environment in the Business School with up to three adjectives?**

_____
_____
_____

25. **Are discipline/School core meetings generally held during core hours of 10am-4pm?**

- ❏ *Yes*
- ❏ *No*

26. **Decision making in my School is transparent**

- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly disagree*

27. **What is your perception of the equality of treatment in your School with respect to the following?**

	Women are significantly disadvantaged	Women are slightly disadvantaged	No gender difference	Men are slightly disadvantaged	Men are significantly disadvantaged	Don't know
Promotion	❏	❏	❏	❏	❏	❏
Salary	❏	❏	❏	❏	❏	❏
Access to career development opportunities	❏	❏	❏	❏	❏	❏
Access to funding	❏	❏	❏	❏	❏	❏
Laboratory and office space	❏	❏	❏	❏	❏	❏
Access to administrative support	❏	❏	❏	❏	❏	❏

28. **School management actively promotes a positive culture in relation to equality and diversity**

- ❏ *Strongly agree*
- ❏ *Agree*
- ❏ *Disagree*
- ❏ *Strongly disagree*
- ❏ *Don't know*

29. **Have any of the following policies negatively impacted your career progression (tick all that apply)**

- ❏ *Maternity*
- ❏ *Paternity*
- ❏ *Parental*
- ❏ *Long Term Sick*
- ❏ *Leave of Absence*
- ❏ *Carers*
- ❏ *Compassionate*

30. **If you had a period of special leave within your term in the School as described in Q27**

	Yes	No	Not applicable
Were you well supported by the School on making preparations before you took leave?	❏	❏	❏
Were you well supported by the School on your return?	❏	❏	❏
Did you meet with your Head of School / Line Manager in advance, to discuss how to manage your workload when you returned?	❏	❏	❏

When you returned, did you have a follow-up meeting with the Head of School / Line Manager to ensure adequate support was provided? ❏ ❏ ❏

EQUALITY & DIVERSITY

31. **Are you aware of Athena SWAN?**

❏ *Yes- at School level*

❏ *Yes- at the University level*

❏ *No*

32. **What do you feel the priorities within the Equality and Diversity agenda in our School should be?**

_____
_____
_____
_____

ABOUT YOU

33. **I identify as:**

❏ *Female*

❏ *Male*

❏ *Prefer not to answer*

Other (please specify)

_____
_____

34. **By completing this survey I give consent for my replies to be used for the Athena SWAN application(s).**

❏ *Yes*

❏ *No*

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY