

**London Business School**

**Annual Report on  
Gender Equality Scheme**

**April 2008**

## **INTRODUCTION**

The Gender Equality Scheme and this, the School's Annual Report on the Scheme, are both testament to London Business School's ongoing commitment to Diversity.

While the School had to create the Scheme in order to meet compliance requirements, it has helped us to produce a framework for us to further embed diversity values within the School's culture and to expand our work into best practice. To date, the Gender Equality Scheme has been successful in enabling the School to provide a more consistent level of service delivery in terms of meeting the needs of men and women within the School Community. However, the annual reporting duty is timely in allowing us to assess the School's progress against the Scheme's action plan and to establish areas for continued work and development.

My thanks go to the School's stakeholders and to the Diversity Action Group for facilitating the development of this Annual Report, and I fully endorse the work to date and areas for further development contained within.

Robin Buchanan

**Dean**

## **OVERVIEW**

The School is pleased to publish its first annual report on its gender equality scheme (GES).

The Equal Opportunities Commission's Statutory Code of Practice on the Duty to Promote Gender Equality states that:

- listed public authorities must take such steps as are reasonably practicable to publish annually a report, summarising the actions they have taken to implement their scheme objectives;
- this report can be published as a separate document or within another published document, for example, the public authority's main annual report.

The School plans to institute an annual review of and report on all its equality schemes and codes of practice in May each year, beginning in May 2008, and will be reviewing the GES as part of this going forward.

## **EXECUTIVE SUMMARY**

### **How the information gathered will be used to inform action**

The monitoring and consultation information received in the process of compiling this Report will be used to inform the School's review of its Scheme, and to inform the creation of additional actions in the Action Plan (where necessary).

### **How the Gender Equality Scheme will continue to develop**

The Gender Equality Scheme will be reviewed on a yearly basis by the Diversity Manager and the Assistant Director, Academic Affairs. This review and a review of progress against the Scheme's Action Plan will be reported to the School's Diversity Action Group. Views will also be sought from stakeholders at the School.

The Scheme's Action Plan will continue to evolve in light of the above and will take account of the School's evolving priorities in gender equality.

### **The School's Continuing Commitment to Gender Equality**

The School is committed to eradicating harassment and to promoting gender equality for all its members. This Report, and the Scheme and Action Plan it reviews, are an integral part of that process.

# STAFF

## 1. General

Much progress has been made in the recent year against the School's GES Action Plan. This has been in large part due to the increased additional diversity resource for staff (namely a part-time Diversity Manager).

## 2. Progress Against Actions

Following a review by the School's Diversity Manager, Assistant Director Academic Affairs, and the Director of Human Resources, the following progress of the School's GES Actions was established (read in conjunction with GES Action Plan at Appendix 4):

### EMPLOYMENT

#### 1.1 Communication

##### ***Raise awareness of Equality Act 2006 and the Gender Equality Scheme***

Awareness of both were raised at Diversity Action Group. The Gender Equality Scheme was posted on the School's external website (policies section). The School's commitment to gender equality will form part of its 2008 Diversity Communication strategy.

##### ***Raise awareness of Bullying and Harassment Code of Practice***

In November 2007, twelve Confidential Advisers (CA's) received comprehensive training under the Bullying and Harassment Code of Practice. The role and availability of CA's was widely publicised around the School community.

##### ***Provide training and support***

All staff who attend School Orientation receive training on Diversity, Dignity at Work and Bullying and Harassment. All staff can also elect to attend a Diversity training day. Managers who attend Manager training and/or Recruitment training, receive diversity guidance on recruiting staff. One to one coaching for managers is also available.

All new faculty receive a handbook which draws attention to Diversity, Dignity at Work and Bullying and Harassment at the School. Specialist training is given by the School's lawyer to Subject Area Chairs (managers) on an annual basis in diversity and how it relates to recruiting faculty and performance management.

#### 1.2 Gender Equality Code of Practice

##### ***Develop a Gender Equality Code of Practice***

It was decided that, in light of the School already having a Gender Equality Scheme and a Diversity Code of Practice – a discrete Gender Code of Practice is not required.

### **1.3 Data collection and management**

#### ***Review current monitoring and data collection systems and make recommendations to DAG for improvements***

A cross-School Working Party consisting of the School's Diversity Manager, Data Manager and members of various Programme Offices will meet in January 2008 to progress this action. A short delay has arisen due to the need to ensure that all School monitoring is done in a uniform way. Progress will be quicker now that the School's HR Data System, CHRIS 21 has been updated, so that monitoring across the School can now be reviewed and updated in a standardized fashion.

### **1.4 Meeting the needs of transgender employees**

#### ***Implementation of a Gender Reassignment Policy***

This action is not required as the School already has a Code of Practice on Sexual Orientation and Gender Identity (implemented in June 2006) which provides guidance to the School Community on this issue.

### **1.5 Recruitment and retention**

#### ***Review where and how posts are advertised (staff) and consider job titles (e.g. secretary)***

This action is not to be looked at until 2008/09 (see Action Plan).

#### ***Investigate why staff do not return to work after maternity leave***

This action is not to be looked at until 2008/09 (see Action Plan).

#### ***Review current gender imbalance in faculty and consider ways to address this***

As detailed in the GES, the pool of women PhD students in business education is smaller than that of men. The School aims to attract more women faculty and to ensure women are identified in the potential pool. The School is just beginning to see the success of its efforts in this area. In 2007/08, 8 out of the 14 new faculty hired were women. Although recruitment is challenging in the business education global and mobile market in which London Business School operates, the School aims to continue this trend going forward.

### **1.6 Work / life balance and flexible working**

#### ***Review working practices relating to work / life balance***

This is being done as part of a comprehensive study of Work/life balance practices at the School, carried out by the Human Resources Manager. The study will be completed in 2008 and its findings will be reviewed by the Human Resources team, prior to being presented to the School's Senior Management Group.

### **1.7 Impact Assessments**

#### ***List all relevant policies for impact assessment and prepare action plan for delivery***

See Appendix 3.

## **1.8 Pay**

### ***Consider conducting an equal pay audit***

In Human Resources, staff data has been collated and analysed to ensure equality in pay across gender and level at the School. In the Academic Affairs Office, an internal check was carried out by the Dean, the Deputy Dean (Faculty) and the Director Academic Affairs during the 2007/08 faculty salary review in February, to ensure gender equality in pay across all faculty.

Anonymity could not be ensured in the publication of faculty pay data, due to department size. Therefore, the School has decided not to publish any employee pay data in the annual report.

## **1.9 Employee survey**

### ***Undertake an Employee Attitude Survey to establish any instances of sexual / sexist harassment / bullying and harassment***

An Employee Attitude Survey will be carried out in the spring of 2008.

# PROCUREMENT

## 3. General

In line with its duty, the School has reviewed its procurement activities in order to eliminate unlawful discrimination (including on the basis of gender) and to promote equality of opportunity throughout its procurement processes.

## 4. Progress Against Actions

### 3.1 Procurement and Partnership activities

***Ensure awareness of the obligations under Gender Equality Legislation Provision to those involved in tendering activity.***

***Ensure that the Gender Equality Duty is appropriately addressed and given due regard in supplier selection and award processes.***

***Ensure tender and contract documentation addresses the requirement for non discrimination and promotion of equality of opportunity on the basis of gender.***

***Review of current tender and contract documentation.***

***Communication of a Gender Equality Procurement Statement***

A detailed paper on all of the above actions was reported to and approved by the Diversity Action Group in November 2007. The Procurement Manager in Facilities, and those responsible for contracts in ISD, Accounts, Human Resources and Academic Affairs, have all either been approached or are in the process of being approached regarding DAG's recommendations on this issue.

# STUDENTS

## 5. General

Much progress has been made in the recent year against the School's GES Action Plan. This has been in large part due to the increased additional diversity resource for staff (namely a part-time Diversity Manager).

## 6. Progress Against Actions

Following a review by the School's Diversity Manager, Student Disability Adviser, Assistant Director Academic Affairs, and the Director of Human Resources, the following progress of the School's GES Actions was established (read in conjunction with GES Action Plan at Appendix 4):

### 2.1 Communication

#### ***Raise awareness of Equality Act 2006 and the Gender Equality Scheme***

See 1.1 above

#### ***Raise awareness of Bullying and Harassment Code of Practice***

See 1.1 above

### 2.2 Meeting the needs of transgender students

#### ***Implementation of a Gender Reassignment Policy***

See 1.4 above.

### 2.3 Data collection and management

#### ***Review current monitoring and data collection systems and make recommendations to DAG for improvements***

See 1.3 above.

### 2.4 Admissions

#### ***Review current imbalance in gender applications and consider ways to address this.***

This is being addressed by the Associate Directors of Programmes.

#### ***Promote scholarships***

This is being addressed by the Associate Directors of Programmes.

## **2.5 Impact Assessments**

***List all relevant policies for impact assessment and prepare action plan for delivery***

See Appendix 3

## APPENDIX 1

### MONITORING

#### London Business School – Employee Profile

The statistics available are for academic year 2007/2008

	Male	Female	Transgender
<b>Non Academic Employees</b>			
Number	163	299	0
Percentage %	35.3	64.71	0
<b>Academic Employees</b>			
Number	72	19	0
Percentage %	79.1	20.9	0

#### 1. Staff Statistics (non academic employees)

##### Gender as at 31 December 2007

	Gender	
	F	M
Total	66.5%	33.5%

##### Gender by Part Time (PT) / Full Time (FT) as at 31 December 2007

Gender	FT	PT
F	83.2%	16.8%
M	94.5%	5.5%
Grand Total	87.0%	13.0%

##### Gender by Permanent / Temporary as at 31 December 2007

Gender	Perm	Temp
F	91.1%	8.9%
M	92.7%	7.3%
Grand Total	91.7%	8.3%

### Gender by Level as at 31 December 2007

Gender	Level						
	1	2	3	4	5	6	N
F	8.9%	29.4%	30.9%	14.1%	8.6%	2.4%	5.8%
M	19.4%	24.8%	28.5%	12.1%	9.1%	4.8%	1.2%
Grand Total	12.4%	27.8%	30.1%	13.4%	8.7%	3.3%	4.3%

### Percentage of Total Turnover by Gender 2007 Calendar Year

	Turnover	School Composition
F	67.50%	66.5%
M	32.50%	33.5%

### Recruitment by Gender 2007 Calendar Year

F	73%
M	27%

### Applicants by Gender (Where Known) 2007 Calendar Year

F	61%
M	39%

### Maternity Leave 01 January 2005 to 31 December 2007

42 started maternity leave in the period.

Of those 42 : 10 Have left London Business School (Of these 5 returned to work first)  
14 Still on maternity leave  
18 Returned to work and still employed (43%)

Total of 23 returned to work (55%)

## 2. Faculty Statistics (academic employees)

### Gender as at 31 December 2007

Count of FT Faculty	
Sex	Total
F	20.9%
M	79.1 %
Grand Total	100.0%

**Gender by Level as at 31 December 2007**

Sex	Level		
	Assistant	Associate	Professor
F	17.6%	0	3.3%
M	25.3%	16.5%	37.4%
Grand Total	42.9%	16.5%	40.7%

**Maternity Leave Since 01 January 2005**

<b>Number taking maternity leave*</b>	<b>6</b>
<b>Still on maternity leave</b>	<b>2</b>
<b>Resigned</b>	<b>1</b>
<b>Returned to work</b>	<b>3</b>

\* One member of faculty has been on Maternity leave twice during this period of time.

**Leaver by Gender 2007 Calendar Year**

Count of Gender	Total
F	18.1%
M	81.9%
Grand Total	100.0%

**Recruitment by Gender 2007 Calendar Year**

M	57.1%
F	42.9%

**Applicants by Gender (Where known) 2007 Calendar Year**

Count of Gender	Total
F	29.7%
M	70.3%
Grand Total	100.0%

## London Business School – Student Profile

The student statistics available are for academic year 2007/2008

	<b>Male</b>	<b>Female</b>	<b>Transgender</b>
<b>Students</b>			
Number	1252	365	0
Percentage %	77.43	22.57	0

## APPENDIX 2

### **CONSULTATION WITH STAKEHOLDERS**

In line with the EOC's Code of Practice, it is best practice to ensure involvement of stakeholders in some of the activities around annual reporting.

A key area in which stakeholders should be involved with decision-making is the forward development of the GES.

The School Community was contacted via email and asked if it wished to raise any issues, questions or concerns about Gender at the School, or about the School's Gender Equality Scheme (see email below). School members understood that all replies would be confidential and only published with consent. Anyone wishing to raise an issue in person or by telephone could do so.

No responses were received from any members of the School Community.

#### EMAIL TO SCHOOL COMMUNITY

#### **Consultation sessions with Staff, Faculty and Students**

##### **GES Annual Report 2008**

As part of the Gender Equality Duty which came into effect on 6 April 2007, London Business School was required by law to publish its first Gender Equality Scheme (GES) by 30 April 2007. This can be found on the School's website at [http://www.london.edu/assets/documents/PDF/FINAL\\_GES.pdf](http://www.london.edu/assets/documents/PDF/FINAL_GES.pdf).

One of the requirements of the duty was to consult stakeholders, for example staff, faculty and students, and take account of relevant information in order to determine its gender equality objectives. Those objectives were translated into an action plan to be implemented over a 3 year period.

The School is required to review the progress of its Scheme and Actions on a yearly basis, and to publish the results of that review. As part of this review, the School is giving all members of its community the opportunity to comment on issues (relating to gender) that they feel are important.

For example, you may wish to consider the following issues (examples only):

- Employment (staff and faculty)
  - Recruitment and selection
  - Work / life balance
  - Sexual and sexist harassment
  - Equal Pay
  
- Educational opportunities (students)
  - Recruitment and selection

- Admissions process
- Teaching and Learning
- Extra curricula opportunities

[All comments can be sent in complete confidence to the School's Diversity Manager, Martha Goodhill, at [mgoodhill@london.edu](mailto:mgoodhill@london.edu). Martha can also provide further detail on last year's consultation.

If you would prefer to make your comments in person, please phone Martha on ext 7039 to arrange a meeting or telephone conversation.]

Any comments included in the GES Annual Report 2008 will be published anonymously.

All comments should be submitted by March 7<sup>th</sup> 2008.

**Professor Lynda Gratton**  
**Chair of Diversity Action Group**

## APPENDIX 3

### **EQUALITY IMPACT ASSESSMENTS**

The positive nature of the Gender Equality Duty means that London Business School needs to prevent unlawful discrimination before it occurs. Policies and practices need to be fair and lawful from the outset (whether the policy is written/unwritten, formal/informal and irrespective of the scope of the policy or the size of the function); and we need to ensure that there are no disadvantageous experiences or outcomes for people of particular groups as a result of those policies or practices.

The key tool for ensuring our policies and practices actively support equality and diversity is an Equality Impact Assessment (EIA). The EIA process leads to an active investigation of whether equality is actually in place or not, and as such is the *'thorough and systematic analysis of a policy or practice to determine whether it has a differential impact on a particular group'* (HEFCE 20004/37, 4).

An EIA is the analysis of the potential or actual effects of a policy, practice, provision or criterion to establish whether it has a differential impact on identifiable groups of people. If an assessment finds any evidence of differential impact on identifiable groups then our responsibility is to look for solutions/explanations that:

- Identify and remove any discrimination;
- Proactively prevent its reoccurrence.

Legislation recognises the need for relevance and proportionality in the undertaking of these activities.

The School has a responsibility to equality impact assess its policies and practices not only to ascertain whether they have a differential impact on male, female and transgender employees, students, and stakeholders, but also to ascertain whether there is any differential impact with relation to ethnicity and disability. Rather than repeat the same process three times, the School has combined its responsibilities through a joint impact assessment process. Policies are also impact assessed in light of religion or belief, age and sexual orientation (in line with best practice)

EIA's are a relatively new area for Higher Education Institutions, and as such there is only a limited amount of practical guidance available. For this reason, the School has set up an Impact Assessment Action Team (IAAT) to ensure that London Business School not only meets its obligations under existing and forthcoming legislation, but also uses the process to increase its awareness of existing examples of good practice that could be shared.

#### **Timetable for EIA's**

The Impact Assessment Action Team successfully developed Stage 1 EIA documentation and a timetable for EIA's in September 2007. Procedures and policies that it was deemed important to impact assess will be impact assessed in a rolling programme over an eighteen month period. As the EIA's are completed, information on how to view them will be published on the School's website.

## **APPENDIX 4**

### **London Business School's Gender Equality Scheme and Action Plan**