



**London Business School**  
**Gender Equality Scheme**  
**April 2007**

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## **A. Introduction**

London Business School aims to promote gender equality in all its operations and to prevent unlawful gender inequality. The School, through its recently-revised diversity policy, has articulated its commitment to diversity for employees and students irrespective of individual differences. We aim to create an environment at the School where all can learn and work to their maximum potential, contributing to the School's Vision to be the pre-eminent global business school. The School endeavours to ensure that no-one – employee or student – receives less favourable treatment on any grounds which are not relevant to good employment practice or to academic ability and attainment.

The School's Gender Equality Scheme seeks to outline the work the School has already done to foster gender equality and outlines future areas of work in the action plan.

I personally welcome the publication of the School's first Gender Equality Scheme. The introduction of the new gender equality legislation is the biggest change to sex equality legislation since the Sex Discrimination Act 1975, and presents us with an opportunity to take stock and consider future actions. The development of an Equality Scheme and Action Plan provides us with the opportunity to further embed diversity values within the School's culture and to expand our values into best practice.

My thanks go to the Diversity Action Group for facilitating the development of this Scheme and I fully endorse the actions and values contained within.

Sir Andrew Likierman

## **1. Aims and Principles**

London Business School's Gender Equality Scheme has been designed to ensure that all men and women are treated fairly. We will work to ensure the participation of both men and women as students, employees, visitors or contractors and seek to create an environment where every individual is able to realise their potential.

The scheme has been developed and will be implemented in consultation with men and women at London Business School.

## **2. Context**

### **2.1 Legislative context**

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public bodies, including higher education institutions, when carrying out their functions, to have a due regard to the need:

- To eliminate unlawful discrimination and harassment that is unlawful under the Sex Discrimination Act (SDA) 1975 and the Equal Pay Act 1970.
- To promote equality of opportunity between men and women.

### **2.2 The School's Objectives and Principles**

It is the Vision of London Business School to be the pre-eminent global business school, nurturing talent and advancing knowledge in a multi-national, multi-cultural learning environment.

The School's vision means that we must:

- Continue to foster rigorous, innovative research that is used and respected around the globe;
- Create a learning environment with an employee team as diverse as our student body; and
- Generate and maximise resources – in terms of people expertise and funding – to operate at the forefront of business education.

### **2.3 Current Gender Policies and Practices**

The School currently has no specific policy relating to gender. However, it addresses gender issues in the broader context of its diversity policy (see appendix A). In 2005/06 it developed a new diversity policy and a range of supporting codes of practice designed to raise awareness and understanding of diversity issues across the School community. This has included a revised policy on harassment and bullying, including sexual harassment. Work is currently being undertaken to identify and train volunteers to act as Confidential Advisors and Investigators as well as to raise awareness of the issue through appropriate briefings. The School is currently also developing a code of practice on gender.

Through its Corporate Plan, London Business School seeks to embed a range of objectives to guide its future development, including its commitment to diversity and equal opportunities for all regardless of gender. In particular, the School has had as one of its primary objectives the recruitment of women faculty to help address the current imbalance between men and women.

The School is located on the edge of Regent's Park and has chosen not to provide childcare facilities on site: when this issue was last debated in the School, most parents expressed a preference for using childcare facilities nearer to their homes rather than their place of work. However, the School has recently introduced a childcare voucher scheme which operates as a salary sacrifice scheme, and is open to all employees.

The School has also offered women of young children flexible working opportunities, and these have now been extended to carers with effect from April 2007.

The School is undertaking its first Employee Attitude Survey this academic year which will provide the School with feedback from its employees on all diversity issues. The School will use this to help determine areas for further action going forward.

### **3. Scope of the scheme**

This scheme covers employees, students, visitors and other stakeholders of London Business School and their related activities. It also covers contractors with whom the School engages.

## **B. Development of the Scheme**

### **4 Consultation**

In developing the scheme the School has endeavoured to consult and engage with employees and students. The Diversity Action Group has taken responsibility for ensuring that the GES reflects the School's needs and Focus Groups have been facilitated for employees and students

### **5. Gender Statistics**

#### **5.1. Existing data**

London Business School has used a range of data to develop a gender profile of employees and students, to gain an understanding of the issues of key importance to them.

#### **5.2. Gaps in our knowledge**

London Business School is working hard to improve the quality of its monitoring data. However there are still a number of areas where we lack the quality and depth of information we would like. Areas we will be addressing as part of ongoing improvements to our monitoring systems include:

##### **Student data:**

- Achievement, progression and retention
- Careers - employment outcome after course completion
- Bullying and harassment
- Use of services
- Complaints
- Disciplinaries (academic and non academic)

##### **Employee data:**

- Career progression
- Access to training
- Reasons for leaving
- Opportunities for flexible working

Actions to improve monitoring in these areas have been included in our Gender Action Plan at Appendix D.

## **C. Gender Equality at London Business School**

### **6. Profile**

#### **6.1 Employees**

##### **6.1.1 Staff**

The staff statistics for 2005/2006 can be seen at Appendix B:1. These show that there are more women staff (65.5%) than men (34.4%); and a higher proportion of women who work part-time. This statistic echoes national data. Where the School deviates from the national statistics is in the higher proportion of male temporary staff (8.1%) compared to women (5.9%). The gender split is relatively even at levels 2 – 4 but there are 4.8% more men doing level 1 jobs and 3.2% more women doing level 5 jobs. However at the highest level (6) there are 3.3% more men than women. There are more female applicants for positions at the School and women seem to be more successful at being appointed than men. The number of women leaving after maternity leave is high however. Attendance at Learning and Development events is in the same ratio as the total number of men and women.

##### **6.1.2 Faculty**

The faculty statistics for 2005/06 can be seen at Appendix B:2. There are significantly more men faculty (84%) than women (16%) however the pool of women PhD students in business education is smaller than that of men. This contrast in the number of men and women faculty is reflected in the rest of the data, with 42% men applying for positions and 60% men being recruited in 2005/06. The percentage of faculty returning to work after maternity leave is high, with 5 out of 6 faculty returning to their original positions. 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 but recruitment is challenging in the business education global and mobile market in which London Business School operates.

#### **6.2 Students**

The student statistics available 2005/06 can be seen at Appendix B:3. Mirroring the faculty profile, there is a higher proportion of male (78%) to female (22%) students. The School has attempted to address this by offering scholarships to females on degree programmes. The School also acknowledges that it needs to collate data in a more standardised and systematic way across the different Programme Offices (see section 5.2 on gaps in our knowledge) and Action Plan at Appendix D.

### **6.3 Equal Pay**

London Business School operates different pay arrangements for faculty and staff as they operate in different markets. However both operate performance-related pay schemes. Faculty salaries are benchmarked against the international business school market which is predominantly in the US. Those responsible for managing pay for both staff and faculty monitor differentiation by gender.

### **6.4 Procurement**

The School will need to take steps to ensure that in dealing with contractors it meets the requirements of the Gender Equality Duty.

## **7 Key areas highlighted during consultation process**

### **7.1 Consultation sessions with Employees and Students**

On 20 April 2007, a consultation was conducted by Sue Dadswell, an independent expert, on behalf of London Business School. Separate sessions were run for faculty, staff and students. The attendees of the consultation were given complete anonymity. Invitations were extended to all faculty, staff and students. 10 people attended, 7 female and 3 male. No consultation activities have taken place with regard to transgender, as the School currently has no individuals identified/disclosed as transsexual in employment or in its student community.

The consultation considered issues based on the following themes:

- 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
  -

On the whole, the findings from the consultation were positive but confirmed some of the challenges with regard to gender, namely concerning communication and

implementation of policies already in existence. This will be addressed in the Action Plan which supports this scheme at Appendix D.

## **7.2 Recommendations**

The following recommendations were suggested by Sue Dadswell as a result of the consultation sessions:

- Conduct further research via a confidential survey to investigate the discrepancy between Faculty's view of the extent of sexual/sexist harassment and that of the Staff group. (Staff reported that they had seen a number of instances of unfair treatment directed towards female (and young) members of Faculty, while the Faculty reported no such incidents)
- Promote the School's Bullying and Harassment Policy
- Create/promote a central repository of HR policies
- Review where and how posts are described and advertised
- Offer training, support and information to all stakeholders, to cover all aspects of Bullying and Harassment and acceptable professional behaviour
- Review working practices relating to work/life balance and childcare provision

More details about the consultation can be found at Appendix C.

## **8. Gender Equality Objectives**

### **8.1 Employees - General**

The GED requires institutions to:

- ❖ eliminate unlawful sex discrimination and harassment and
- ❖ promote equality between men and women

Section 2.64 of the GED Code of Practice recommends that public authorities consider the following issues when deciding employment priorities for action:

- ❖ recruitment and selection
- ❖ the concentration of men and women in particular areas of work or pay bands
- ❖ work/life balance policy and implementation
- ❖ managing leave for parents and carers
- ❖ managing pregnancy and return from maternity leave

- ❖ sexual and sexist harassment
- ❖ transsexual staff and potential staff
- ❖ grievance and disciplinary procedures
- ❖ equal pay
- ❖ access to training and development opportunities.

Taking into account the outcomes of the consultation and to complement objectives within the School's corporate plan (as well as those identified as priorities in the Diversity Work Programme 2005/6), the School will focus on the following priorities:

- ❖ recruitment and selection (in particular increase of women faculty )
- ❖ work/life balance strategy
- ❖ managing return from maternity leave (particularly staff)
- ❖ sexual and sexist harassment
- ❖ grievance and disciplinary procedures
- ❖ equal pay

Gender equality objectives for each of these priorities have been agreed and can be found at Appendix D – the GES Action Plan.

## **8.2 Educational Opportunities – Students**

London Business School has a specific duty to assess the impact of its policies and practices with regard to “Educational Opportunities”. The Equal Opportunities Commission has advised HEIs that the phrase “Educational Opportunities” should be viewed broadly and includes aspects of the breadth of activities (including services) that HEIs are involved in.

In addition, the Equality Challenge Unit (ECU) has suggested a range of possible topics that HEIs could focus on when setting equality objectives in relation to students for the GES.

As the result of the consultation exercise, the following priorities have been identified for the School with regard to students:

- ❖ admissions process (includes applications, offers and acceptances)
- ❖ student leaving data
- ❖ satisfaction/complaints data (includes disciplinaries on academic appeals)
- ❖ attainment of formal qualifications data.

Supporting objectives to these priorities can be found in Appendix D – GES Action Plan.

### **8.3 Procurement and Partnership activities**

The School intends to review its procurement activities in order to eliminate unlawful discrimination including on the basis of gender and to promote equality of opportunity throughout the School's procurement processes.

## D. Impact Assessment

### 9 Context

The positive nature of the Gender Equality Duty means that London Business School needs to prevent unlawful discrimination from occurring – i.e., 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 Impact Assessment (IA). The IA 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). It 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 a review 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.

London Business School has a responsibility to impact assess its policies and practices, not only to ascertain whether they have a differential impact on employees, students and stakeholders, but also to see whether there is any differential impact with relation to gender. IAs are a relatively new area for HEIs and as such there is only a limited amount of practical guidance available. Paragraph 2.19 of the draft code of practice for the Gender Equality Duty states *‘Internal expertise is crucial to an organisation's ability to address gender equality, and steps may need to be taken to build that up’*.

For this reason, it is important that accountability for the development of an Impact Assessment system rests with the area within the School that has the right level of expertise. The Diversity Managers will take responsibility for impact assessment, and will ensure that the School not only meets its obligations under existing and

forthcoming legislation, but also creates a process that will increase awareness of existing examples of good practice that could be shared.

**10 Timetable for impact assessment.**

The Diversity Action Group will recommend and endorse the development of an EIA framework for London Business School which will include an initial mapping exercise coupled with a pilot EIAs on policies rated as significant. It is anticipated that the framework will be ready for implementation by July 2007.

## **E. Action Plan**

The Action Plan has been created to reflect the feedback gained from the consultation exercise links to the School's Corporate Plan and Diversity Work Programme, as well as gaps identified in the creation of this Scheme.

The first Action Plan for implementation in 2007/10 is an outline of the remedial actions that need to be addressed to ensure compliance as well as those that will improve upon current practice. The Plan covers three key areas: Employment, Students and Procurement.

The Diversity Managers will be responsible for giving regular feedback to the Diversity Action Group on the progress of the Action Plan and a formal report, along with recommendations for revisions to the GES, will be published annually.

### **Implementation of GES**

Overall accountability for the School's GES and any resulting activities rests with Management Board. The Diversity Action Group has a delegated responsibility to ensure the appropriate implementation of this Scheme. This includes overseeing the results of any monitoring and evaluation activities for the provision stated within it.

Day-to-day responsibility for the implementation of the GES rests, with regard to employees, with the Director, Human Resources and the Director, Academic Affairs. For students, day-to-day responsibility for the implementation of the GES rests with the Associate Deans (Programmes).

Continuing consultation and involvement of men and women with regard to the review of the GES will be conducted on behalf of the Diversity Action Group by the Diversity Managers. The Diversity Managers will also develop a review timetable, preferably on an annual basis. Any reviews conducted will include the results of consultation across the School communities with regard to feedback on Gender issues.

As stated in the School's Diversity Policy, London Business School will ensure that employees receive the relevant training to increase their awareness of Gender Equality. In particular, the training will seek to ensure that those with service provision, managerial, and recruitment and selection responsibilities fully understand what is expected of them within this Scheme. A communication plan designed to

increase understanding of the Scheme's principles across the School communities will be developed by the Diversity Managers in conjunction with the Communication Department.

# Appendices

## **Appendix A – Diversity Policy**

# **London Business School**

## **Diversity Policy**

February 2006

## Diversity in London Business School

### 1 Our Commitment to Diversity

The School confirms its commitment to diversity for employees and students irrespective of individual differences. We aim to create an environment where all can learn and work to their maximum potential, contributing to our Vision to be the pre-eminent global business school. In valuing diversity, the School endeavours to ensure that no-one - employee or student – receives less favourable treatment on any grounds which are not relevant to good employment practice or to academic ability and attainment.

Respecting contributions, enhancing capabilities and valuing difference are strong themes of the School's Human Resources Strategy, and they are also reflected in our vision of diversity below:

London Business School defines diversity as *“an essential organisational approach that harnesses difference and encourages all individuals to achieve their very best, celebrating our multi-national community. This is attained through the creation of a positive climate and a productive environment; one which strengthens our ability to be the pre-eminent global business school, and enhances our competitive advantage”*.

### 2 London Business School and the case for Diversity

It is the Vision of London Business School to be the pre-eminent global business school, nurturing talent and advancing knowledge in a multi-national, multi-cultural learning environment.

The School's vision means that we must:

- Continue to foster rigorous, innovative research that is used and respected around the globe;
- Create a learning environment with a faculty and staff team as diverse as our student body; and
- Generate and maximise resources – in terms of people expertise and funding – to operate at the forefront of business education.

Our diversity strategy must actively support these objectives and become an integral component of day-to-day operations. It therefore must be viewed as part of the School's overall strategic and business plans.

The benefits to the School of implementing its diversity strategy will include:

- Engagement of the best possible talent
- Effective use of the skills and abilities within the School community
- A reputation for becoming an exemplar of best practice
- Excellence in business education through good Diversity leadership and management
- Wider participation with its global communities.

## **Key aims of the Diversity Strategy**

The diversity strategy moves beyond the School's legal and moral obligations, enhancing our commitment to corporate and social responsibility.

To this end we aim to:

- Recruit and retain the best possible talent
- Have a positive regard for every individual's dignity in the workplace
- Encourage and foster cultural diversity
- Ensure that no individual is disadvantaged because of difference
- Create an environment that fosters high performance

## **3 Implementation of the Diversity Strategy**

### **Accountability and Responsibilities**

Every member of the School – employees and students - has an individual responsibility for valuing diversity. However, specific responsibilities are designated as follows:

#### **The Diversity Action Group (DAG)**

The School's Diversity Action Group will drive the continuing development and recognition of diversity within the School. The Diversity Action Group has been established by the Dean to have overall responsibility for all diversity issues within the School. The Group will have responsibility, in the first instance, for the development of the diversity strategy and any resulting implementation plans.

The terms of reference for the Group are:

- To be the leading body in the School for moving forward the diversity agenda by recommending initiatives to ensure that the School complies with best practice and new legal requirements
- To encourage the development of policies relating to diversity affecting students, staff and faculty which can be recommended for implementation to appropriate School Committees and Governing Body
- To increase awareness and understanding of diversity matters among the School community.

The Diversity Action Group has a rolling programme of work, which is reviewed on a termly basis.

The membership of the Group will comprise representatives of the faculty, staff and students. The members of the Group will be nominated by the Dean and serve for a fixed term of three years. The composition of the Group will aim to reflect the composition of the School community. Ex-officio members will be: Director, Academic Affairs; Director, Human Resources and the School's Diversity Advisor. Other members of the Group include: a representative of a Student Programme Office, a representative of Faculty; a representative of Executive Education; a Staff Representative; and a Student Representative from the London Business School Students' Association.

## **Director, Human Resources and Director, Academic Affairs**

Responsibility for the overall development, monitoring and day-to-day co-ordination of the policy rests with both the Director, Human Resources and the Director, Academic Affairs. The policy will be implemented in accordance with the appropriate statutory requirements. The relevant codes of practice linked to our strategy outlines clearly the legal responsibilities within each policy area.

## **Associate Deans of Programmes**

Responsibility for the monitoring and day-to-day implementation of the policy with regard to students rests with the Associate Deans of Programmes. The policy will be implemented in accordance with the appropriate statutory requirements covering students.

## **All Individuals**

As stated earlier, every individual member of the School has a responsibility to value diversity. Good working relations and fair employment practices depend on everyone, and individual attitudes and behaviour are key to promoting diversity. All employees and students will be expected to:

- Co-operate with measures introduced by the School that promote diversity and prohibit discrimination
- Not commit any acts or behave in a manner that would contravene the diversity strategy
- Not instruct or influence others (including Clients or Visitors) to practise unlawful discrimination
- Draw the attention of Management and/or Human Resources to suspected incidents of discrimination
- Behave consistently at all times, respecting and promoting the dignity and rights of all employees, students and visitors.

## **4** *Diversity Codes of Practice within London Business School*

Our Strategy will be implemented through a range of codes of practice that give clear operational guidelines on valuing diversity. These are:

- Age discrimination
- Disability
- Gender Equality
- Harassment and Bullying
- Training and Development/Professional Development
- Race Equality
- Recruitment and Selection
- Religion and Belief
- Sexual Orientation
- Whistle-blowing
- Work-Life Balance

The Codes of Practice will be produced separately and made available via Portal, Academic Affairs Office and/or The Human Resources Department.

## **5 Monitoring**

The School is committed to ensuring the effectiveness of the diversity strategy through efficient monitoring in accordance, where appropriate with statutory requirements. The monitoring process will include classification in the areas of ethnicity, gender and disability on the basis of:

- Student applications, enrolled students and other participants
- Job applicants, short-listed candidates and successful appointments
- Current employees
- Performance ratings and movement within job levels
- Formal grievance and disciplinary outcomes
- Exit interviews.

The results of monitoring will be reviewed by the Diversity Action Group at regular intervals to determine the effectiveness of the diversity strategy. The Diversity Action Group will address any perceived areas of concern.

## **6 Training**

London Business School will provide employees with the relevant training to increase their awareness of diversity. In particular the training will seek to ensure that those with managerial responsibilities fully understand what is expected of them within the diversity strategy. In addition, all Managers with authority to recruit will receive Recruitment and Selection training.

The School will also ensure that those with designated responsibilities for operating procedures within the codes of practice will receive specialist skills training as necessary.

## **7 Complaints**

Discrimination and instances of abuse related to Disability, Gender, Race, Sexual Orientation, Religion or Belief and Age may constitute gross misconduct and will be treated as disciplinary offences. Any member of the School who has committed an act of unlawful discrimination or harassment may be subject to disciplinary action up to and including summary dismissal.

In the event of a formal complaint concerning discrimination arising, the School's Grievance Procedure will be applied. Complaints with regard to harassment will be dealt with using the School's Harassment and Bullying code of practice.

London Business School will take steps to ensure that any employee or student who has in good faith complained and/or taken action according to the code of practice will not receive less favourable treatment than any other individual, for example, by being subjected to disciplinary action in connection with their complaint.

## **8 Policy Review**

This policy has been endorsed by the Diversity Action Group and formally approved by the Management Board, and will be reviewed on an annual basis or more regularly and in line with revised working methods or new legislation as required.

## **Appendix B – Gender Statistics**

## 1. Staff Statistics

### Gender as at 31 July 2006

Count of FT / PT	
Sex	Total
F	65.6%
M	34.4%
Grand Total	100.0%

### Gender by Part Time / Full Time as at 31 July 2006

Count of FT / PT	FT / PT	
Sex	FT	PT
F	81.3%	18.7%
M	93.1%	6.9%
Grand Total	85.4%	14.6%

### Gender by Permanent / Temporary as at 31 July 2006

Count of Perm / Temp	Perm / Temp	
Sex	Perm	Temp
F	94.1%	5.9%
M	91.9%	8.1%
Grand Total	93.3%	6.7%

### Gender by Level as at 31 July 2006

Count of Perm / Temp	Level						
Sex	1	2	3	4	5	6	N
F	12.1%	30.8%	29.5%	13.4%	8.2%	3.0%	3.0%
M	16.9%	26.9%	30.6%	13.8%	5.0%	6.3%	0.6%
Grand Total	13.8%	29.5%	29.9%	13.5%	7.1%	4.1%	2.2%

### Maternity Leave Since 01 January 2004

<b>Number taking maternity leave</b>	<b>37</b>
<b>Still on maternity leave</b>	<b>15</b>
<b>Resigned</b>	<b>10</b>
<b>Returned to work</b>	<b>12</b>

**Of those 5 returned to work first**

**Percentage Returning**

**77.3%** (17 Returned of 22 that have finished maternity leave see above)

### Turnover by Gender 01 August 2005 to 31 July 2006

Count of Gender	
Gender	Total
F	66.3%
M	33.7%
Grand Total	100.0%

### School Profile as at 31 July 2006

65.6%
34.4%
100.0%

**Recruitment by Gender 01 August 2005 to 31 July 2006**

M	34.7%
F	65.3%

**Applicants by Gender (Where known) 01 August 2005 to 31 July 2006**

Count of Gender	
Gender	Total
F	58.3%
M	41.7%
Grand Total	100.0%

**Learning and Development**

**Gender Data by Training Event 2005-2006**

	Number of courses/ events	Overall number of attendees	Male attendees	Female attendees	% Male	% Female
MDP 2	1	17	4	13	23.53	76.47
Core skills	44	367	85	282	23.16	76.84
Bespoke & external	35	134	42	92	31.34	68.66
Qualifications	22	22	8	14	36.36	63.64
Snr Mgt Devt	3	32	16	16	50.00	50.00
External Relations	8	8	0	8	0.00	100.00
<b>Total</b>	<b>113</b>	<b>580</b>	<b>155</b>	<b>425</b>	<b>26.72</b>	<b>73.28</b>

**Grievance and Disciplinary relating to gender**

Count of Gender	
Gender	Total
F	0%
M	0%

## 2. Faculty Statistics

### Gender as at 1 August 2006

Count of FT Faculty	
Sex	Total
F	16.0%
M	84.0%
Grand Total	100.0%

### Gender by Level as at 1 August 2006

Sex	Level		
	Assistant	Associate	Professor
F	12.3%	0.0%	3.0%
M	28.0%	16.8%	39.0%
Grand Total	40.0%	17.0%	43.0%

### Maternity Leave Since 01 January 2004

<b>Number taking maternity leave*</b>	<b>6</b>
<b>Still on maternity leave</b>	<b>1</b>
<b>Resigned</b>	<b>0</b>
<b>Returned to work</b>	<b>5</b>

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

**Percentage Returning 100.0%**

### Leaver by Gender 01 August 2005 to 31 July 2006

Count of Gender	
Gender	Total
F	12.5%
M	87.5%
Grand Total	100.0%

### Recruitment by Gender 2 August 2005 - 1 August 2006

M	80.0%
F	20.0%

### Applicants by Gender (Where known) 01 August 2005 to 31 July 2006

Count of Gender	
Gender	Total
F	29.0%
M	71.0%
Grand Total	100.0%

**Gender Data by Professional Development Event 01 August 2005- 31 July 2006**

	<b>Number of courses/ events</b>	<b>Overall number of attendees</b>	<b>Male attendees</b>	<b>Female attendees</b>	<b>% Male</b>	<b>% Female</b>
Voice Coaching	3	20	17	3	13%	3%
Presentation Skills with Ben Shaktman	1	5	5	0	6%	0%
Internal Seminars	4	48	29	19	33%	21%
<b>Total</b>	<b>8</b>	<b>73</b>	<b>51</b>	<b>22</b>	<b>70%</b>	<b>30%</b>

**Grievance and Disciplinary relating to gender**

Count of Gender	
Gender	Total
F	0%
M	0%

### 3. Student Statistics

#### Numbers of students on degree programmes

Programme	Year	Male	Female	Total
MBA	2006	234	77	311
MBA	2007	257	82	339
EMBAG	2006	38	7	45
EMBAG	2007	56	10	66
MiF FT	2006	119	22	141
MiF FT	2007	110	40	150
MiF PT	2006	51	14	65
MiF PT	2007	56	17	73
SLOAN	2006	31	11	42
SLOAN	2007	39	8	47
JEMBA	2006	61	14	75
JEMBA	2007	60	16	76
SEMBA	2006	61	12	73
SEMBA	2007	62	12	74
<b>TOTALS</b>		<b>1235</b>	<b>342</b>	<b>1577</b>
		<b>78%</b>	<b>22%</b>	

## **Appendix C - GES Consultation**

### **Profile of groups, topics covered and recommendations**

As part of the Gender Equality Duty (GED) which came into effect on 6 April 2007, London Business School is required by law to publish its first Gender Equality Scheme (GES) by 30 April 2007. One of the requirements of the duty is to consult stakeholders, for example employees and students, and take account of relevant information in order to determine its gender equality objectives. Those objectives will be translated into an action plan to be implemented over a 3 year period.

In order to gather the information needed to set objectives for action planning three focus groups were facilitated on 20 April 2007 (an invitation to the session is attached). These groups were for, respectively:

- Students
- Faculty
- Staff

The attendees were assured that their views were given in complete confidentiality and anonymity. Attendance was disappointing and it was noted that opinions and experiences may not be representative and further research may need to be conducted.

## **Profile of the groups**

### **1.1 Gender of attendees**

10 people attended: 7 female and 3 male

### **1.2 Ethnicity of attendees (self-categorised)**

Classification of ethnic group from Census 2001

White – British	5
Other white background	4
Asian or Asian British – Indian	1

### **1.3 Disclosed disability of attendees**

3 attendees considered that they have a disability as defined under the Disability Discrimination Act

### **1.4 Kind of role undertaken**

1 student, 3 members of faculty and 6 members of staff attended (the latter all described their roles as administrative).

### **1.5 Length of service/study**

Length of service/study ranged between 3 months for the student and 20 years for a member of staff.

Student	3 months
Faculty	Between 3 and 7 years
Staff	Between 6 months and 20 years

The topics and questions were as follows:

## **Employment (staff and faculty)**

### **2.1 Recruitment and selection**

2.1.1 *What was your experience of the School's recruitment process?*

2.1.2 *What do you observe about the experience of women faculty in the School, with regard to recruitment?*

2.1.3 *How could the process be improved with regard to gender equality?*

### **2.2 Work/life balance strategy**

2.2.1 *Does the school implement any work-life balance processes?*

2.2.2 *Have you observed or experienced any particular gender bias with regard to access to work-life balance opportunities?*

2.2.3 *Do you feel that taking up a particular work-life balance opportunity (e.g. part-time working) restricts career progression?*

### **2.3 Sexual and sexist harassment**

2.3.1 *Are you aware of any incidence of sexual/sexist harassment within the school?*

2.3.2 *In your opinion, does the School actively promote an environment that discourages harassment?*

2.3.3 *Are you aware of any process that exists within the School to support the resolution of sexual harassment complaints?*

### **2.4 Equal pay**

2.4.1 *Have you observed any gender bias with regard to equal pay decisions?*

2.4.2 *Are you confident that the School's processes for assessing pay are fair and equitable?*

2.4.3 *Do you feel that particular occupations within the School receive (unjustifiably) more pay than others?*

## **Educational Opportunities (students)**

### **3.1 Recruitment and selection (includes marketing of programmes)**

3.1.1 *What is the current ratio of women:men on the programme you are on?*

3.1.2 *When applying to the School for study, did you observe any gender bias within the School's marketing of its programmes?*

3.1.3 *Are you aware of any programmes that exist within the School to encourage wider participation with regard to gender?*

### **3.2 Admissions process**

3.2.1 *Please describe your experience of the admissions process (including application, offer and acceptance)*

3.2.2 *Given your experience, where can the admissions process be improved to encourage gender equality?*

### **3.3 Teaching and learning**

3.3.1 *What is the ratio of women:men teaching or lecturing on your programme?*

3.3.2 *Are there marked differences in the gender mix of lecturers across subject areas?*

3.3.3 *Have you observed a difference in the quality of teaching with regard to gender difference?*

### **3.4 Extra-curricular opportunities**

3.4.1 *With regard to access to clubs and societies within the School, have you observed any gender bias or experienced any barriers to access on the grounds of gender?*

3.4.2 *Are there any mentoring schemes that are gender-specific within the School?*

3.4.3 *Can the School improve on access to extra-curricular opportunities for both men and women?*

### **Close (all)**

5.1 *Is there any additional information you wish to add that has not been raised in discussion?*

5.2 *What is your level of confidence with regard to the School's commitment to address the issues raised in this session?*

Resulting from the consultation sessions, the following recommendations were provided:

### **Recommendations**

- Conduct further research via a confidential survey to investigate the discrepancy between Faculty's view of the extent of sexual/sexist harassment and that of the Staff group. (Staff reported that they had seen a number of instances of unfair treatment directed towards female (and young) members of Faculty, while the Faculty reported no such incidents)
- Promote the School's Unfair Treatment Policy (if no such policy exists, then one should be written and promoted)
- Create/promote a central repository of HR policies
- Review where and how posts are described and advertised
- Offer training, support and information to all stakeholders, to cover all aspects of Unfair Treatment and acceptable professional behaviour
- Review working practices relating to work/life balance and childcare provision

*Attachment 1*

*Invitation to attend*

*Thank you for expressing your interest in joining a focus group discussion as part of the consultation exercise in connection with the School's evolving Gender Equality Scheme.*

*I am pleased to confirm that you will be welcome to join the group of students/faculty/staff (delete which applies) which will be meeting on Friday, 20 April in Room A313 from [time] to [time]. Tea, coffee, water and biscuits will be provided.*

*I will be facilitating the group and look forward to discussing issues relating to gender with you. You will recall that from 6th April 2007 the Equality Act 2006 amends the Sex Discrimination Act 1975 and the Equal Pay Act 1970, to introduce a statutory Gender Equality Duty (GED) for public sector organisations. The School's GES must demonstrate how it will meet its general and specific duties, setting out its gender equality objectives. One of the requirements of the duty is to consult stakeholders, for example employees and students and take account of relevant information in order to determine its gender equality objectives. Those objectives will be translated into an action plan to be implemented over a 3 year period.*

*I very much look forward to meeting you this Friday*

# Appendix D - GES Action Plan

## London Business School Gender Equality Scheme – Action Plan

Area	Action	Responsibility	Deadline	Progress
<b>1. Employment</b>	1.1 Communication	Raise awareness of Equality Act 2006 and the Gender Equality Scheme	Director, HR and Director, Academic Affairs	Ongoing
		Raise awareness of Bullying and Harassment Code of Practice.	Director, HR and Director, Academic Affairs	Ongoing
		Provide training and support	Director, HR and Director, Academic Affairs	Ongoing
	1.2 Gender Equality Code of Practice	Develop a Gender Equality Code of Practice	Director, HR and Director, Academic Affairs	Year 1
	1.3 Data collection and management	Review current monitoring and data collection systems and make recommendations to DAG for improvements.	Director, HR and Director, Academic Affairs	Year 1 / 2
	1.4 Meeting the needs of transgender employees	Implementation of a Gender Reassignment Policy	Director, HR and Director, Academic Affairs	Year 1
	1.5 Recruitment and retention	Review where and how posts are advertised (staff) and consider job titles (i.e. secretary)	Director, HR	Year 2
		Investigate why staff do not return to work after maternity leave	Director, HR	Year 2

		Review current gender imbalance in faculty and consider ways to address this.	Deputy Dean (Faculty)	Ongoing
	1.6 Work / life balance and flexible working	Review working practices relating to work / life balance	Director, HR and Director, Academic Affairs	Ongoing
	1.7 Impact Assessments	List all relevant policies for impact assessment and prepare action plan for delivery	Director, HR and Director, Academic Affairs	Year 1
	1.8 Pay	Consider conducting an equal pay audit	Director, HR and Director, Academic Affairs	Year 2
	1.9 Employee survey	Undertake an Employee Attitude Survey to establish any instances of sexual / sexist harassment / bullying and harassment.	Director, HR and Director, Academic Affairs	June 2007

Area	Action	Responsibility	Deadline	Progress
2 Students	2.1 Communication	Raise awareness of Equality Act 2006 and the Gender Equality Scheme	Associate Deans and Programme Offices	Ongoing
		Raise awareness of Bullying and Harassment Code of Practice.	Associate Deans and Programme Offices	Ongoing
	2.2 Meeting the needs of transgender employees	Implementation of a Gender Reassignment Policy	Associate Deans and Programme Offices	Year 1
	2.3 Data collection and management	Review current monitoring and data collection systems and make recommendations to DAG for improvements.	Associate Deans and Programme Offices	Year 1 / 2
	2.4 Admissions	Review current imbalance in gender applications and consider ways to address this.	Associate Deans and Programme Offices	Ongoing
		Promote scholarships	Associate Deans and Programme Offices	Ongoing
	2.5 Impact Assessments	List all relevant policies for impact assessment and prepare action plan for delivery	Associate Deans and Programme Offices	Year 1

Area	Action	Responsibility	Deadline	Progress
<b>3. Procurement</b>	3.1 Procurement and Partnership activities	Ensure awareness of the obligations under Gender Equality Legislation Provision to those involved in tendering activity.	Director, HR and Head of Departments	Ongoing
		Ensure that the Gender Equality Duty is appropriately addressed and given due regard in supplier selection and award processes.	Director, HR and Head of Departments	Ongoing
		Ensure tender and contract documentation addresses the requirement for non discrimination and promotion of equality of opportunity on the basis of gender.	Director, HR and Head of Departments	Year 1
		Review of current tender and contract documentation. Communication of a Gender Equality Procurement Statement	Director, HR and Head of Departments Director, HR and Head of Departments	Year 1 Year 1