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I am pleased to present the School’s Inclusion and Diversity Annual Report 2020, our ninth since the introduction of the Public Sector Equality Duty of the Equality Act in 2010.

This year we focused our efforts on sustaining our international diversity, while striving for gender parity and greater socio-economic and ethnic diversity.

While we are proud of our progress, along these and other dimensions of diversity, we acknowledge much work remains. We are on a journey together.

This report provides an overview of our progress. Over the year 2019, it outlines the ways that the whole School is helping to create a community which enables every individual to feel welcome and be their best.

Our purpose at London Business School is to have a profound impact on the way the world does business and the way business impacts the world.

We value diversity and are committed to creating an environment and experience in which every individual and group feels a sense of inclusion and belonging. These principles guide all of our decisions as a School. They also fuel our commitment to catalysing research, teaching and outreach that helps organisations to foster inclusion and belonging.

In this report we share some of our achievements in 2019 on our journey towards this end. These include important progress on Gender, through the launch of our new Women in Leadership Executive Education programme. We also record here the milestones met towards establishing a thriving community of diverse minds with the introduction of the BK Birla scholarship and the establishment of the Laidlaw Women’s Leadership Fund. We hope that this support will help to enhance the diversity of our student body and to include those who might otherwise not have benefited from being part of the London Business School Community.
At a glance

Women at London Business School

- 65% of LBS staff are women
- 26% of LBS faculty are women

Our international student community at London Business School

- 62% of LBS senior management are women
- United Kingdom: 10%
- Europe (excl. UK): 25%
- Asia: 31%
- USA/Canada: 15%
- Latin America: 7%
- Middle East: 3%
- Africa: 3%
- Australasia: 3%

- 50% of our students are from groups classified as BAME
- 25–34 represents the age range of 61% of LBS students
- 20–77 age range of our employees
- 56 nationalities are represented by staff at LBS
- 28 nationalities are represented by 100+ faculty
- 107 nationalities represented in our degree programmes

Women at London Business School

- 65% of LBS staff are women
- 26% of LBS faculty are women

- 62% of LBS senior management are women
- 56 nationalities are represented by staff at LBS
- 28 nationalities are represented by 100+ faculty
- 107 nationalities represented in our degree programmes
Building a community of diverse minds

We value diversity in all its dimensions: geographic, ethnic, socioeconomic, gender identity and sexual orientation, age and disability – as well as industry and sector.

Based in London, one of the world’s most inclusive cities, we are a dynamic global community where diverse minds come alive to exchange different perspectives, learn from each other and advance a shared purpose: to have a profound impact on the way the world does business and the way business impacts the world.

We aim always to embrace difference and so create an environment where every individual at London Business School can perform at their best and unleash their full potential.

We aim to reach gender parity across our degree programmes, and for the first time in 2019 we achieved this on our Masters in Management (MiM) Early Careers programme.

We have also made progress in 2019 toward growing the socioeconomic diversity of our student cohort with some key financial partnerships and scholarship programmes.

Our Laidlaw Women’s Leadership Fund will financially support 20 outstanding female scholars who otherwise would not have been able to afford a top-tier education across our Masters in Management, MBA and EMBA. This was made possible by a £3.69 million gift from the Laidlaw Foundation. Read on to find out more about our new scholarship offers and other initiatives we introduced in 2019 to continue to increase diversity at the School.

We still have challenges to overcome but look forward to making more progress on diversity in 2020, growing our appeal for the world’s brightest minds and the impact and success of our alumni.
Our Inclusion and Diversity objectives currently focus on the areas below.
For a full list of our objectives please see here

**Sex**
To increase the number of suitable applications from female candidates, with the aim of increasing the proportion of female faculty and students on all programmes.

**Sexual Orientation**
To encourage applications from students, staff and faculty within the lesbian, gay, bisexual, queer, questioning and other (LGBTQ+) community.

**Gender Identity and Reassignment**
To encourage applications from students, staff and faculty identifying as trans, non-binary, non-conforming, questioning and other gender/sexuality minorities within the LGBTQ+ community.

**Race**
To develop a more ethnically diverse workforce and student body and encourage further participation of ethnic minorities throughout the School community.

**Age**
To build understanding of generational differences and to identify areas for development in order to attract and retain an age-diverse workforce.

**Disability**
To build an understanding of disability within the School and to identify areas for development.
Sex

We have taken action to increase the proportion of female applicants shortlisted for interview for junior faculty positions. In 2019, we aimed for at least 33% of our candidate pool to be women and we exceeded this target. In 2019, half the applicants interviewed for junior faculty positions were women.

In addition, we have promoted two more women to full Professor. In August 2019, İrem Tuna, Professor of Accounting, became the first female Deputy Dean (Faculty). We have increased our female leaders in our senior management population from 60% to 62%.

The first iteration of London Business School’s open programme Women in Leadership ran in September 2019 and was a great success. The programme aims to inspire women to step up to a C-suite role and to accelerate their personal and professional impact. It is our first open programme to work with sponsors in organisations to maximise the chances of participants reaching their goals.

LGBTQ+

2019 saw the development of London Business School’s first Executive Education programme specifically for emerging LGBTQ+ Leaders – which is due to launch in June 2020.

It aims to give participants the time for self-reflection and the insight to explore their own leadership style in the company of other ambitious business leaders across the spectrum of gender and sexual identity. Guided by our world-leading faculty and executive coaches, we strive for these participants to become more confident, authentic leaders, inspiring exceptional performance in their organisations as well as shaping a more diverse, inclusive workforce.

Sexual Orientation

London Business School fosters an environment where everyone is welcome.

Our Out in Business Club has an estimated 900 members and as such is one of the biggest – and certainly one of the most active and vocal – on campus. It offers an important social, professional and support network for students, alumni, staff and faculty and applicants to the School can opt to be contacted directly by members of the club. Feedback shows that this approach has worked well for all parties.

Gender Identity & Reassignment

For staff applicants and new starters, our new recruitment system, launched in December 2019, now enables our people to self-identify their gender identity and preferred title.

Our facilities on campus reflect our inclusivity of all gender identities and their stated preferences. For example we are increasingly providing gender neutral washrooms.
Inclusion and diversity activity

Race
We have developed a staff recruitment monitoring system that will give us more clarity on our BAME profile and recruitment activity for staff.

All recruitment advertisements – for staff and faculty – have a statement encouraging applications from an ethnic minority background.

50% of our student population describe themselves as Black, Asian or Minority Ethnic (BAME).

Intercultural awareness is embedded in student orientation and staff development.

Age
We have used data to explore generational issues and factor these differences into our staff recruitment, talent planning and policy development.

We also used age brackets as a variable when analysing various factors of employee engagement to understand differences across age ranges.

Students from different degree programmes can access the same electives, which encourages a more age-diverse and enriching experience.

Disability
Our historic and listed buildings pose specific challenges for accessibility but we continue to partner with AccessAble, whose mission is to give disabled people more independence by providing building access information.

AccessAble tries to "take the chance out of going out" and we hope our facilities will make us a welcoming and inclusive business school where people of all abilities can feel safe and comfortable. Our Estates Strategic Plan aims to improve accessibility across the campus and we endeavour to proactively explore reasonable adjustments required to support any members of our LBS community to ensure they can participate as fully as possible in the LBS and campus experience.

In 2019, we appointed a dedicated Wellbeing Services Manager in Degree Education. Student Wellbeing Services has a remit to:

- incorporate student counselling, disability support and the existing student services provided by our colleagues in Programme Offices and Career Centre.
- provide advice, guidance and information relating to student disability, health and wellbeing to our programme participants
- signpost or refer students to specialist services
- manage the reasonable adjustment process
- manage reasonable assessment arrangements (individual exam adjustments)
- coordinate personal emergency evacuation plan (PEEP) process.

In May 2019 we celebrated Mental Health Awareness Week across the LBS Community with planned activities and information sessions to promote and encourage awareness of mental health. Our activities supporting improved mental wellbeing have included talks about nutrition, financial support and general wellbeing. The School held a number of events including a stand for Complimentary Kindness which aims to bring kindness to local communities.
London Business School continues to focus on inclusion and diversity as a strategic priority.

The Chair of The Inclusion and Diversity Advisory Board Kamalini Ramdas, together with representatives from faculty, staff and students, focus on 3 key areas.

1. Provide input to initiatives, plans, policies and activities that drive forward the School’s inclusion and diversity agenda.

2. Advise on inclusion and diversity related opportunities and challenges.

3. Share and promote ideas on inclusion and diversity in individual areas of responsibility.

Inclusion and Diversity Advisory Board

The Inclusion and Diversity Advisory Board (IDAB) contributes to initiatives, policies, plans and activities that drive forward the School’s Inclusion and Diversity agenda. The IDAB reports to Management Board, which is accountable for our diversity strategy.

Students, staff and faculty are all represented on the IDAB, which is led by Professor Kamalini Ramdas.

We are currently reviewing our structure to ensure we maximise impact.
Faculty research

Faculty have developed an impressive body of research that increases awareness and understanding of the benefits of inclusion and diversity in business, as well as identifying challenges that stop such benefits being realised. Recent additions include:
Scholarships and financial support

In 2019, the School introduced new scholarships to enhance the diversity of our student body:

**The Laidlaw Women's Leadership Fund**
Our historic partnership with the Laidlaw Foundation created a £3.69 million fund for bright and ambitious women to access a world-class business education at our School, irrespective of their socio-economic background. The partnership allows us to support 20 outstanding female MBA, EMBA and Masters in Management scholars per year for three years.

**BK Birla Scholarship**
We are also privileged to offer the BK Birla Scholarship, the School's first endowed award, which will support 10 full-time MBA candidates a year in perpetuity: five from India and five from the rest of the world.

**The One Young World (OYW) & London Business School Scholarship**
In 2019, London Business School partnered with One Young World, the global forum for young leaders committed to positive change, to create the One Young World & London Business School Scholarship – a first-of-its-kind. This unique and new collaboration will provide a life-changing opportunity for a high-achieving young person to attend one of our Early Careers programmes: Masters in Financial Analysis, Masters in Management or Masters in Analytics and Management in the 2020-2021 academic year.

The full-fees scholarship, worth £55,000, will be awarded on a needs and merit basis to a member of the One Young World network who embodies the principles of both OYW and LBS and is committed.

LBS sent a delegation of two staff members and eight students to experience One Young World’s 10th annual summit.

One of those delegates has since become a representative of a BAME working group formed at the summit, and will advise the School on initiatives that can be implemented to improve the experience of young BAME employees.
Student initiatives

EUROUT Conference
EUROUT is Europe’s leading LGBTQ+ conference for graduate students, MBAs, PhDs and alumni from top business schools.

Over the course of two days, the conference in 2019 brought together more than 350 delegates from 16 international business schools and universities.

Speakers at the conference included:
- Paul Price (CEO, TOPSHOP/TOPMAN)
- Laura Holleman (Managing Director, Goldman Sachs)
- Jacqui Gavin (Manager, Diversity and Inclusion Centre of Excellence, TLC Lions, Employers Network for Equality and Inclusion)
- Alan Seah (founding member of the Pink Dot movement in Singapore)
- Martin Sead (Chief Executive Officer, Nutmeg)
- Phyll Opoku-Gyimah (Co-Founder and Executive Director, Kaleidoscope Trust/Black Pride UK)
- Jan Gooding (Chair of Stonewall)

Coming Out Week
One highlight of the autumn 2019 term was Coming Out Week.

During this week of conversations and insight, Out in Business members shared their ‘coming out’ stories with their peers in the classroom with support from the men’s Football Club. Both sides spoke to the importance of building an inclusive community on and off campus and contributed simple actions that students can take to make LBS a more welcoming environment for individuals with varied expressions of identity.

Classmates were encouraged to ‘come out’ as Allies by adding rainbow Ally stickers to their nameplates, threading rainbow laces through their shoes and writing notes centred on LGBTQ+ and other dimensions of inclusion which were displayed at the end of the week on campus.

The EUROUT Organising Committee achieved a record-breaking 32% female attendance at the 2019 conference. This is evidence of EUROUT’s mission to elevate the relevance and importance of the event across all expressions of gender, sexuality and identity.
Student initiatives

Women in Business Club

The Women in Business (WiB) Club is a unique platform that aims to advance gender equality and provides extensive support to aspiring leaders through a series of events designed to empower them in their professional and personal life.

The club has 67 group officers and more than 2,500 group members. As one of the largest and most active clubs on campus, WiB enjoys a unique position to promote London Business School’s agenda on gender equality.

In 2019, the club’s annual flagship conference was titled Shifting the Lens. It explored gender inequality through the lens of culture, age, technology, media, politics, and family. It aimed to empower the audience with insight and practical tools to overcome gender inequality.

Keynote speakers included:

- **Dame Helena Morrissey** Head of Personal Investing at Legal & General Investment Management; Founder of the 30% Club
- **Alison Rose** Deputy CEO, NatWest holdings, CEO Royal Bank of Scotland’s Corporate, Commercial & Private Banking business; Member of RBS Executive Committee
- **Xavier Rees** CEO, Havas London, Havas Helia and Field Day
- **Herminia Ibarra** Charles Handy Chair of Organisational Behaviour; Professor of Organisational Behaviour, London Business School
- **Jennifer Gefsky** Partner in the Employment, Labor & Workforce Management practice at Epstein Becker Green; Co-Founder & CEO of Après, a digital platform that supports women return to the workforce after a career break and companies increase their gender diversity.

Read more [london.edu/about/inclusion-and-diversity/women-at-lbs](london.edu/about/inclusion-and-diversity/women-at-lbs)

Regional clubs

Our regional clubs encourage students to engage with their activities to promote understanding and enjoyment of the many cultures represented at London Business School. The clubs are free to join and welcome a multicultural member base from students and alumni.

One of the highlights of the year is Tattoo when each cultural club is invited to showcase the best of its culture from food and drink, to dancing and entertainment from all over the world. In 2019 Tattoo had more than 1,000 attendees.
Our social impact

At the heart of our curriculum and our School, is the commitment to improve people’s lives and increase their chances of success, whether in the workplace, education or in their own business.

Through special events, competitions and working on live business projects in emerging markets, our students aim to make a positive difference and address some of the world’s most pressing social and environmental problems.

But there is also significant social deprivation on the doorstep of our own London campus and we work to make the greatest impact here. We do this through community partnerships, staff-faculty initiatives like the Community Toy Drive, which donates hundreds of Christmas presents to children in our neighbourhood each year, and cause-led clubs, such as the Community Action Group (CAG).

For years, the Community Action Group has successfully run campus-wide toy drives, clothing drives and volunteer days to help the local community.

In the past year some of its activities have included:
- mentoring people who are unemployed
- mentoring teenagers
- teaching children and young people about enterprise
- organising on campus parties and events for local children
- hosting the Youth Enrichment Programme, which gives state-secondary-school students access to our world-class faculty, their research and expertise through a programme of lectures.
Our people

The School continues to welcome and support our diverse and international faculty and staff members.

To promote our Inclusion and Diversity objectives in 2019 we:

- worked with an external provider to audit our diversity policies, to improve our understanding and evolve with the most current best practice
- enhanced our maternity and family leave, reducing the eligibility criteria so that more employees can benefit from our schemes.

Our Faculty

In addition to the work we have undertaken on inclusion and diversity for all our employees, in 2019 we took some specific measures which relate to faculty. These include:

- encouraging applications from women and ethnic minorities through our advertisements for faculty and research positions
- developing our younger researchers through our pre-doctoral positions within the AQR Asset Management Institute
- hiring a new female Clinical Professor and new female Associate Professor of Management Practice to join our growing number of senior women faculty.

Our Staff

For staff, some other actions we have taken to create a happy, healthy and inclusive workforce, include:

- piloting a new informal flexible working scheme
- improving our orientation and onboarding process
- renewing our Intercultural Awareness training for all staff with a special focus on the Middle East
- training members of the Experiential Learning team to be Mental Health First Aiders and introducing School-wide training on how to support students in distress
- developing and extending a successful mentorship programme across job levels and departments within the School
- working on developing career pathways to empower self-improvement.

Employee Engagement Survey 2019

In 2019 we undertook an engagement survey which asked our employees specific questions about inclusion and diversity at London Business School. We studied the responses in detail and from them we found the overall level of engagement was the same across genders and BAME groups as the whole LBS Community.

However, there were differences between certain BAME groups on specific aspects of their experience. These will be explored to gain further insights and to inform our inclusion and diversity initiatives in 2020.

84% of staff and 78% of faculty feel that London Business School respects individuals regardless of their age, background, belief, culture, disability, ethnicity, gender, religion and sexual orientation.
How the gender pay gap is calculated

The gender pay gap is the difference between the hourly rate of pay of male employees and female employees (as set out in the Equality Act 2010 methodology). It is expressed as a percentage of the hourly pay rate of male employees. The gender pay gap is reported on both a mean (average) and median (mid-point on a distribution) basis.

**Median and mean averages**

The Gender Pay Gap reporting regulations require the median and mean averages to be reported. These complementary metrics show different aspects of the distribution of pay across an organisation.

The median shows the middle-most salary of a sample. It is commonly used in analysing both internal pay tendency and external market norms, because it looks at the central tendency of the market or sample. It is calculated by lining all the salaries up in order, from lowest to highest, and picking the salary at the mid-point.

The mean is the overall average of the whole sample. It can be skewed by any extremely high or low salaries at the top or bottom of the sample. It is calculated by adding up all the salaries and dividing this value by the number of salaries.

**Equal pay**

The gender pay gap is not the same as equal pay. UK law has, since the 1970s, prohibited paying different amounts to men and women who are doing ‘like work’, ‘work of equal value’ or ‘work rated as equivalent’ unless there is a ‘genuine material factor’ for the difference.

**Our gender pay gap**

We are required to report our two distinct employee groups (staff and faculty) together. Our overall median pay gap shrunk from 17.7% to 12.3% as of 31 March 2019.

- This pay gap for all employees is higher than the staff median pay gap because as faculty pay is much higher than staff pay.

**Staff gender pay gap**

The staff gender pay gap (5.5%) is much lower than the national average of 17.3% (Office for National Statistics). The median staff gender pay gap has increased from 3.8% in 2018 to 5.5% in 2019.

**Faculty gender pay gap**

The faculty gender pay gap (16.8%) is less than the national average and has decreased by 1% since 2018. This gap reflects:

1. The challenge we face in recruiting senior women faculty in a highly competitive, global market – 75% of our senior faculty are men.
2. Fewer women entering academia in subject areas such as Accounting and Finance, which also have globally more competitive pay levels than some other subject areas.

**Progress**

The Job Family Framework, which identifies skills, behaviours knowledge and experience for progression to more senior and/or technical staff roles, is now well established to fairly differentiate job levels across the School. It was used in Quarter 2 of 2019 as the foundation for more specific salary benchmarking for the 2020 Pay Review process and will form the basis of an equitable and transparent approach to pay and signposting of job and career opportunities planned for 2020.

In terms of faculty, promotion and hiring activity has resulted in the percentage of full professors who are female increasing from 20% in 2018 to 25% in 2019.
Staff and faculty

Pay quartiles by gender – all employees

<table>
<thead>
<tr>
<th>Year</th>
<th>Lower quartile</th>
<th>Lower middle quartile</th>
<th>Upper middle quartile</th>
<th>Top quartile</th>
</tr>
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<tbody>
<tr>
<td>2018</td>
<td>66.5%</td>
<td>59.9%</td>
<td>41.8%</td>
<td>58.2%</td>
</tr>
<tr>
<td>2019</td>
<td>63.5%</td>
<td>62.7%</td>
<td>42.3%</td>
<td>57.7%</td>
</tr>
<tr>
<td>2018</td>
<td>33.5%</td>
<td>40.1%</td>
<td>58.2%</td>
<td>57.7%</td>
</tr>
<tr>
<td>2019</td>
<td>36.5%</td>
<td>37.3%</td>
<td>42.3%</td>
<td>57.7%</td>
</tr>
</tbody>
</table>

Pay gap for staff and faculty

<table>
<thead>
<tr>
<th>Standard hourly rate</th>
<th>2018</th>
<th>2019</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Mean</td>
<td>44.8%</td>
<td>41.0%</td>
<td>-4%</td>
</tr>
<tr>
<td>Overall Median</td>
<td>17.7%</td>
<td>12.3%</td>
<td>-5%</td>
</tr>
<tr>
<td>Staff Mean</td>
<td>6.7%</td>
<td>5.2%</td>
<td>-2%</td>
</tr>
<tr>
<td>Staff Median</td>
<td>3.8%</td>
<td>5.5%</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty Mean</td>
<td>11.3%</td>
<td>9.7%</td>
<td>-2%</td>
</tr>
<tr>
<td>Faculty Median</td>
<td>17.7%</td>
<td>16.8%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

From April 2017, all organisations that employ more than 250 employees are required to report annually on their gender pay gap. For London Business School, this means reporting on the pay of all employees – faculty and staff – together.

The gender pay gap is defined as the difference in the average earnings of men and women over a standard time period. The figures provided have been calculated using the required methodology set out in the Equality Act 2010 and represent hourly pay rates.

Pay quartiles are calculated by splitting all employees in an organisation into four even groups according to their level of pay. Looking at the proportion of women in each quartile gives an indication of women’s representation at different levels of the organisation.
Appendix 1: Background to the report and remit of diversity monitoring

This report is written in accordance with the Public Sector Equality Duty of the Equality Act 2010. It includes information about how we comply with the act to further equality and diversity issues within our local community.

The report provides data on our key constituencies: faculty, staff, students and Executive Education participants from our open programmes. It also illustrates our progress and achievements in terms of inclusion and diversity since January 2019.

Remit of monitoring

The equality monitoring information in Appendix 3 includes available statistical data on staff, faculty, students and participants who have attended Executive Education open programmes. We collect data that covers the following protected characteristics where possible:

- age
- disability
- race
- sex

This data demonstrates our position as at 1 October 2019. We continuously look to improve our monitoring capability and so deepen our insight of our workforce, recruitment policies and student body.

Equality information

- We have data from the recruitment and selection process for junior faculty and students.
- We have again reported on the profile of participants from Executive Education open programmes. This area is outside the remit of the Higher Education Statistics Agency (HESA) and, as in last year’s report, only information about age and gender has been collected at this point.
- Due to the relatively small size of the School, some information has not been published in this report to protect the identity of some individuals. HESA recommendations have been followed to avoid disclosing any individual’s personal information. Numbers have therefore been rounded to the nearest multiple of five. This methodology should be taken into account when examining the statistics provided in Appendix 3.
Appendix 2: Commentary on the data from 2019

The data in Appendix 3 reflects the information available for the School population as of 1 October 2019, and covers students, staff and faculty. HESA categories and terminology have been used. Data shown for Executive Education refers to open programme participants.

London Business School remains a diverse place to work and study, and some progress in increasing diversity has been made since the last report. It is hoped that our continued focus on the School’s Inclusion and Diversity Objectives and our new drive to promote inclusivity in all we do will have a greater impact in the years to come.

Sex

The overall proportion of female students studying at the School has increased to 35% from 34%. This correlates with our application pool, where 35.5% of applications received were from females (a 2% increase from 2018).

There continues to be significant variation in the student gender split between programmes. Our Masters in Management (MiM) has the highest proportion of 52% females, whereas the Sloan programme has the lowest proportion which remains at 23%.

In 2019 more than 50% of incoming PhD students were women. This indicates a stronger female pipeline for future faculty.

The proportion of female to male staff has fallen slightly to 65%, but this is still higher than the sector as a whole, where 54.4% of staff working in Higher Education are female.

Sex

The overall percentage of female faculty remains at 26%. The percentage of female Assistant Professors has fallen 9% from 38% to 29%. This is because a number of female Assistant Professors were promoted to Associate Professor. The percentage of females at this level has risen from 25% to 33%.

The percentage of females at application stage has increased by 6% to 35%. The split between those that were interviewed was equal at 50% for females and males which is a further improvement on the previous year.

Race

50% of students are black, Asian and minority ethnic (BAME) – a 2% rise from 2018 and significantly higher than the sector average.

BAME staff constitute 29% of the overall School staff population, compared to the UK sector average of 9.8%.

The representation of BAME faculty remains at 22% with the largest ethnic group comprising of those from Asian backgrounds.

Read more: www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019
Appendix 2: Commentary on the data from 2019

Disability
3% of students have declared a disability which is slightly higher than our applicant pool of 2%.
As last year, 2% of staff have declared a disability.
After rounding, Zero percent of faculty have declared a known disability, or have not entered this information. As a result, no graph has been provided on this characteristic for faculty in Appendix 3.

Age
61% of students are aged 25 to 34. The ages of students applying have shifted and there are more student applications from those aged 20 to 24 (37.4%). 73.9% of total applications are from the age range 20 to 29. The age split between programmes reflects, as expected, the career stage of students, and are consistent with last year’s results.
There has been an increase of 6% in the proportion of students in the 30 to 34 age range on the PhD programme. This may be due to students staying within the programme for longer. Within the Sloan programme there has been a shift in age from those aged 45 to 49 (decreased by 8%) to the 35 to 39 category which has increased by 7%.
The staff age range remains mixed, with 41% of staff in the 25 to 34 age bracket (a decrease of 4%).
52% of faculty are aged 30 to 44. The percentage of Assistant Professors aged 25 to 29 has decreased by 13%. 86% of Assistant Professors are aged 30 to 39. The youngest age group of full Professors are between the ages of 35 and 39 but this is less than 1% of the total. This reflects the pattern of progression in a standard academic career.

99% of research support faculty are aged 25 to 29. This reflects the introduction of the pre-doctoral research positions in the AQR Asset Management Institute.
88% of applications for Faculty positions are aged 25 to 39. From this, 100% of those interviewed were aged 25 to 34. This reflects the applicant pool for junior faculty positions, who are at the start of their academic careers.
13% of faculty are aged 60 and above, compared to 3% of staff. UK Higher Education statistics show that the average percentage of employees working in higher education over the age of 61 is 7.8%.

Read more www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019
### Appendix 3: data from 2019

<table>
<thead>
<tr>
<th>Diversity themes</th>
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<th>Race</th>
<th>Disability</th>
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<td>Students by programme</td>
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<tr>
<td>Faculty by recruitment (untenured)</td>
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<td>Executive Education participants</td>
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</table>
Sex | Students

Student sex – summary

35% female 65% male

Student sex by programme

- MIM: 30% Female, 52% Male, 48%
- MFA: 30% Female, 70% Male
- MBA: 39% Female, 61%
- MiFFT: 23% Female, 32% Male, 68%
- MiFPT: 23% Female, 77%
- EMBA: 24% Female, 75%
- EMBAG: 23% Female, 76%
- EMBAGA: 23% Female, 77%
- PhD: 23% Female, 44%, 36%
- Sloan: 23% Female, 77%

Student sex by applicant pool

- 35.5% Female, 64.5% Male
- 33.5% Female, 77% Male

Sex  Race  Disability  Age

Appendix 3: 2019 data
Sex | Staff

Staff sex – summary

- 65% female
- 35% male

Staff sex by employment – summary

- Full-time: 62% female, 38% male
- Part-time: 88% female, 12% male

Female | Male
Staff sex by division

- RFO: 91% Female, 9% Male
- Advancement: 76% Female, 24% Male
- Central Administration: 71% Female, 29% Male
- Learning Innovation: 62% Female, 38% Male
- Degree Education & Career Centre: 62% Female, 38% Male
- Executive Education: 66% Female, 34% Male
- Operations: 35% Female, 65% Male

Staff sex by level

- Level 1: 6% Female, 100% Male
- Level 2: 27% Female, 73% Male
- Level 3: 37% Female, 63% Male
- Level 4: 37% Female, 63% Male
- Level 5: 32% Female, 68% Male
- Level 6: 38% Female, 62% Male

Female | Male
Sex | Faculty

Faculty sex – summary

Sex

Female: 26%
Male: 74%

Faculty sex by level

- Research Support Faculty:
  - Female: 33%
  - Male: 66%
- Assistant Professor:
  - Female: 29%
  - Male: 71%
- Associate Professor:
  - Female: 33%
  - Male: 67%
- Professor:
  - Female: 25%
  - Male: 75%

Faculty sex by recruitment for untenured positions

Applications

- Male: 61%
- Female: 35%
- Prefer not to disclose: 4%

Interviews

- Male: 50%
- Female: 50%
- Prefer not to disclose: 0%
Sex | Executive Education

Executive Education participants sex – summary

- 30% female
- 70% male
Race | Students

Student race – summary

- White: 42%
- Asian or Asian British – Bangladeshi: 0.2%
- Black or Black British – Caribbean: 0.2%
- Mixed – White and Black African: 0.2%
- Mixed – White and Black Caribbean: 0.2%
- Other Black background: 0.4%
- Arab: 1.1%
- Asian or Asian British – Pakistani: 1.3%
- Mixed – White and Asian: 1.5%
- Information refused: 1.6%
- Black or Black British – African: 2.2%
- Other Mixed background: 3.8%
- Other Ethnic background: 5.3%
- Not known: 6.6%
- Other Asian background: 8.6%
- Chinese: 11.7%
- Asian or Asian British – Indian: 13.2%
- White: 61%

Student race – detail

- BAME: 32%
- White: 42%
- Not known: 4%
- Information refused: 2%

Student applicants’ race – summary

- White: 61%
- BAME: 32%
- Not known: 4%
- Information refused: 2%
### Race | Staff

#### Staff race – summary

- **69%** BAME
- **29%** White
- **2%** Not known

#### Staff race – detail

- **Arab** 0.3%
- **Mixed - White and Asian** 0.4%
- **Mixed - White and Black African** 0.5%
- **Mixed - White and Black Caribbean** 0.5%
- **Other Black background** 0.8%
- **Asian or Asian British – Bangladeshi** 1.5%
- **Black or Black British – Caribbean** 1.5%
- **Not known** 1.8%
- **Asian or Asian British – Pakistani** 2.0%
- **Other Mixed background** 2.3%
- **Black or Black British – African** 2.6%
- **Chinese** 2.9%
- **Other Asian background** 2.9%
- **Other Ethnic group** 3.5%
- **Asian or Asian British – Indian** 7.1%
- **Other White Background** 10.9%
- **White** 58.5%

#### Staff race by employment – summary

- **30%** Full-Time
- **19%** Part-Time

Appendix 3: 2019 data
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<th>Faculty race – detail</th>
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<tr>
<td></td>
<td></td>
<td>White</td>
<td>78%</td>
</tr>
</tbody>
</table>
Disability | Students

Student disability – summary

- 97% no known disability
- 3% disabled

Student applicant pool – summary

- 98% no known disability
- 2% disabled
Disability | Staff

Staff disability – summary

- 98% no known disability
- 2% disabled
### Age

#### Students

**Student age – summary**

- 21% of students are aged 20-24
- 37% are aged 25-29
- 24% are aged 30-34
- 12% are aged 35-39
- 5% are aged 40-44
- 1% are aged 45-49
- 0.5% are aged 50-54
- 0% are aged 55-59
- 0% are aged 60-64
- 0% are aged 65+

**Student applicant pool – summary**

- 1.2% of applicants are aged 20-24
- 0.6% are aged 25-29
- 37.4% are aged 30-34
- 36.5% are aged 35-39
- 14.5% are aged 40-44
- 5.8% are aged 45-49
- 2.5% are aged 50-54
- 1% are aged 55-59
- 0.3% are aged 60-64
- 0.1% are aged 65+

Note: The data for ages 19 and under and not known are not included in the summary.
Staff age – summary

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<tr>
<td>65+</td>
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</table>
Age | Staff

Staff age by employment

- **20-24**: 3% Full-time, 4% Part-time
- **25-29**: 4% Full-time, 24% Part-time
- **30-34**: 7% Full-time, 20% Part-time
- **35-39**: 15% Full-time, 30% Part-time
- **40-44**: 13% Full-time, 16% Part-time
- **45-49**: 9% Full-time, 9% Part-time
- **50-54**: 7% Full-time, 9% Part-time
- **55-59**: 4% Full-time, 9% Part-time
- **60-64**: 1% Full-time, 0.8% Part-time
- **65+**: 3% Full-time, 3% Part-time

Legend:
- ■ Full-time
- ■ Part-time
Age | Staff

Staff age by division

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**Appendix 3: 2019 data**
Age | Faculty

Faculty age – summary
Age | Faculty

Faculty age by level

- Research
- Assistant Professor
- Associate Professor
- Full Professor

Appendix 3: 2019 data
Faculty age by recruitment for untenured posts*

* Recruitment information on age was not available for candidates in the Economics subject area
Age | Executive Education participants

Executive Education participants age – summary

- Not known: 3.6%
- 20–24: 0.2%
- 25–29: 7.6%
- 30–34: 14.7%
- 35–39: 21.4%
- 40–44: 21.8%
- 45–49: 16%
- 50–54: 9.7%
- 55–59: 4.2%
- 60–64: 0.6%
- 65+: 0.2%