



Lancaster University
Management School

GENDER EQUALITY REPORT

2023





INTRODUCTION

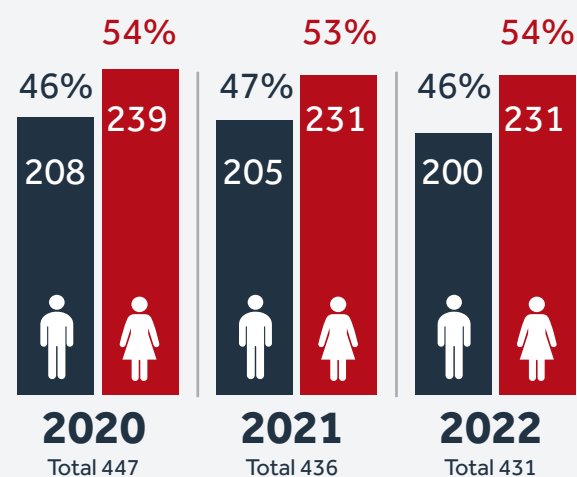
Lancaster University Management School (LUMS) is committed to equality, diversity, and inclusion (EDI) across its activities. As part of our EDI initiatives, LUMS has developed a focused package of work around staff gender equality. This includes a commitment to producing a staff-focused Gender Equality Report using data collected as part of EDI initiatives. The aim is to use this report to monitor progress towards gender equality.

The Gender Equality Report has two versions – a full report including all data appendices, and this shorter highlight version focused on key priority areas.

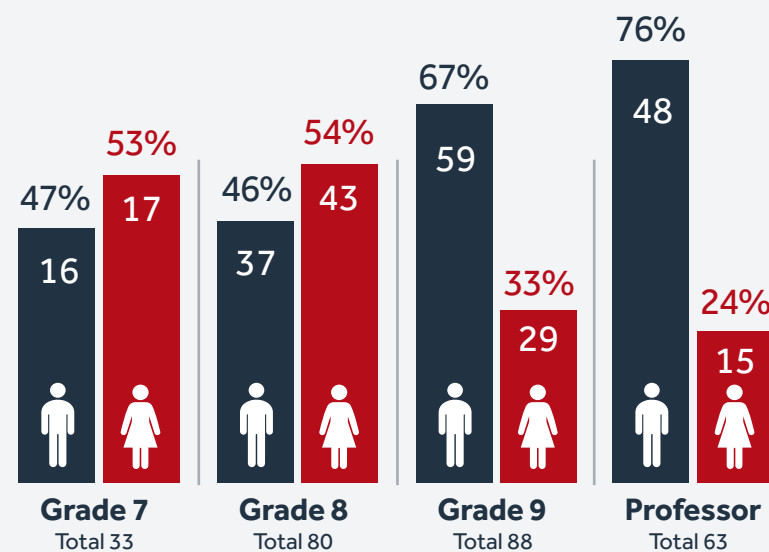
In this highlight version, we focus on four priorities that align with the University's goal to address the gender pay gap: pay and staff profile, staff recruitment, academic staff workload, and academic staff promotions. We identify key patterns in the data collected that are indicative of both areas of improvement in gender equality and areas for further work. In this report most of the recent data available at the time of analysis is for academic year 2021/22.

PAY & STAFF PROFILE

1: Total number of staff

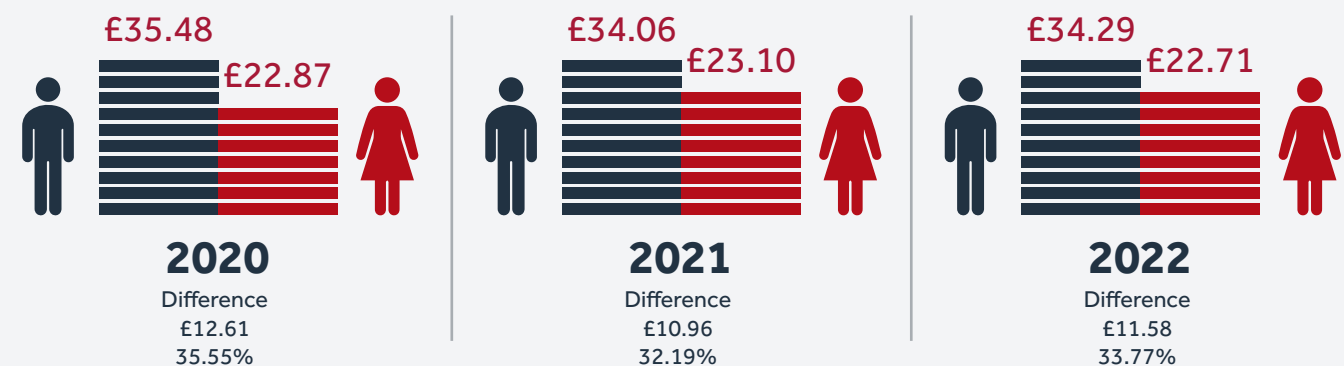


2: Academic staff profile (2021/22)



The average percentage of men and women in academic roles (all contract types from grade 7 upwards) across LUMS departments in 2021/22 illustrates a diminishing pipeline for women at grade 9 (Senior Lecturer and Senior Teaching Fellow) and Professor level.

3: Average hourly rate



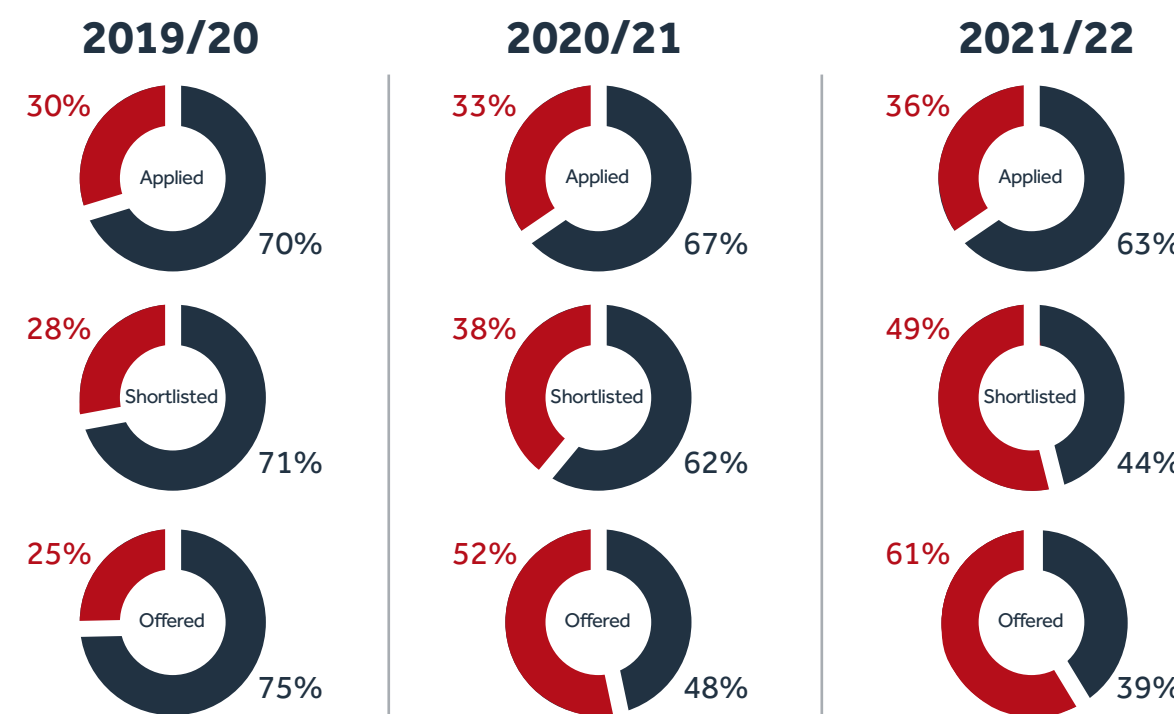
The LUMS staff population in 2022 comprises more women (54%) than men (46%). This is a pattern that has existed for several years. In 2022 the gender pay gap analysis reveals women's salaries to be 33.77% lower than men. The LUMS gender pay gap is almost 12% wider than the overall Lancaster University gender pay gap. The pay gap reduced between 2020 (£12.61) and 2021 (£10.96) by 3.36% but widened between 2021 and 2022.

Increasing the number of women in higher-paid roles and reducing the number of women in lower-paid roles would have significant impact on the gender pay gap. The other priority areas detailed in this report will play crucial roles in reducing the pay gap, with activities designed to enhance gender equality in staff recruitment, workload and promotions all relevant to the gender pay gap.

Figures in the tables have some limitations. Some of the gap is explained by the overrepresentation of women in professional service roles, (79% held by women) which tend to have lower salaries. Also, the data do not show differences in equivalent roles but combine very different roles.

STAFF RECRUITMENT

4: Percentage of women and men applying, being shortlisted, and offered academic jobs in LUMS

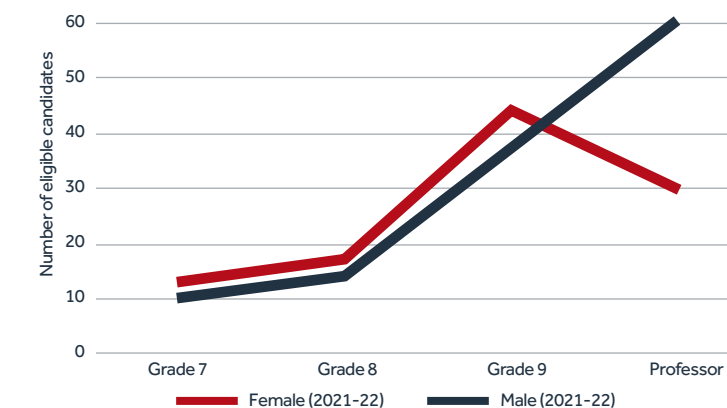


LUMS has seen increases in applications for both academic and professional service roles from women. The above graphic shows figures for academic staff recruitment and how women are now more successful in being shortlisted and offered a job. However, overall, the number of applications from women are still lower than from men. Percentages are rounded to the nearest whole number. The graphics cover those who declared m/f, the missing percentage is 'unknown'.

In LUMS a significant amount of work has been completed to review the way that job vacancies are advertised, and recruitment panels assembled. This work continues and includes careful consideration of how job descriptions are worded and efforts to ensure diverse recruitment panels. Recruitment campaigns have also been designed to highlight the diversity of staff and students and EDI activities at LUMS.

PROMOTIONS

5: Eligible candidates for promotion (2021/22)



The data reveals a consistent increase in the number of eligible candidates, both male and female, for promotions in grade 7, grade 8, and grade 9 positions. However, a noteworthy trend emerges when we examine the progression of women in the past three years as shown in Figure 5 depicting eligible candidates for promotion in 2021/22. Specifically, there is a noticeable decline in the number of eligible female candidates between grade 9 and professor-level positions. This underscores the existence of a 'leaky pipeline' effect. LUMS is addressing this as a priority.

6: Applications for promotion

Grade	% of female applicants from the eligible pool 2019/20	% of female applicants from the eligible pool 2020/21	% of female applicants from the eligible pool 2021/22	% of male applicants from the eligible pool 2019/20	% of male applicants from the eligible pool 2020/21	% of male applicants from the eligible pool 2021/22
Grade 7	14%	25%	0%	0%	17%	0%
Grade 8	17%	22%	25%	7%	13%	75%
Grade 9	11%	5%	14%*	15%*	17%*	8%
Professor	6%	6%	13%	4%	0%	2%

*n>5

To enable comparison, Figure 6 uses percentages that are calculated to reflect that particular pool, rather than absolute numbers. Aside from applications in 2019/20 and 2020/21 from the eligible pool at grade 9 for men and in 2021/22 for women, the data represents numbers less than 5. Applications from the eligible pool diminish as women progress from Grade 8 to Grade 9 and to professor-level positions, and as men progress from grade 9 to professor-level positions. However, eligible women and men candidates who proceed with an application have similar levels of success.

LUMS has invested in a range of promotion support including workshops, to assist and support staff in applying for promotion. A priority has been to help address the 'leaky pipeline' identified in the LUMS Athena Swan Bronze submission, with too few women progressing to more senior academic grades. This work will continue and is crucial to addressing the gender pay gap.

WORKLOAD

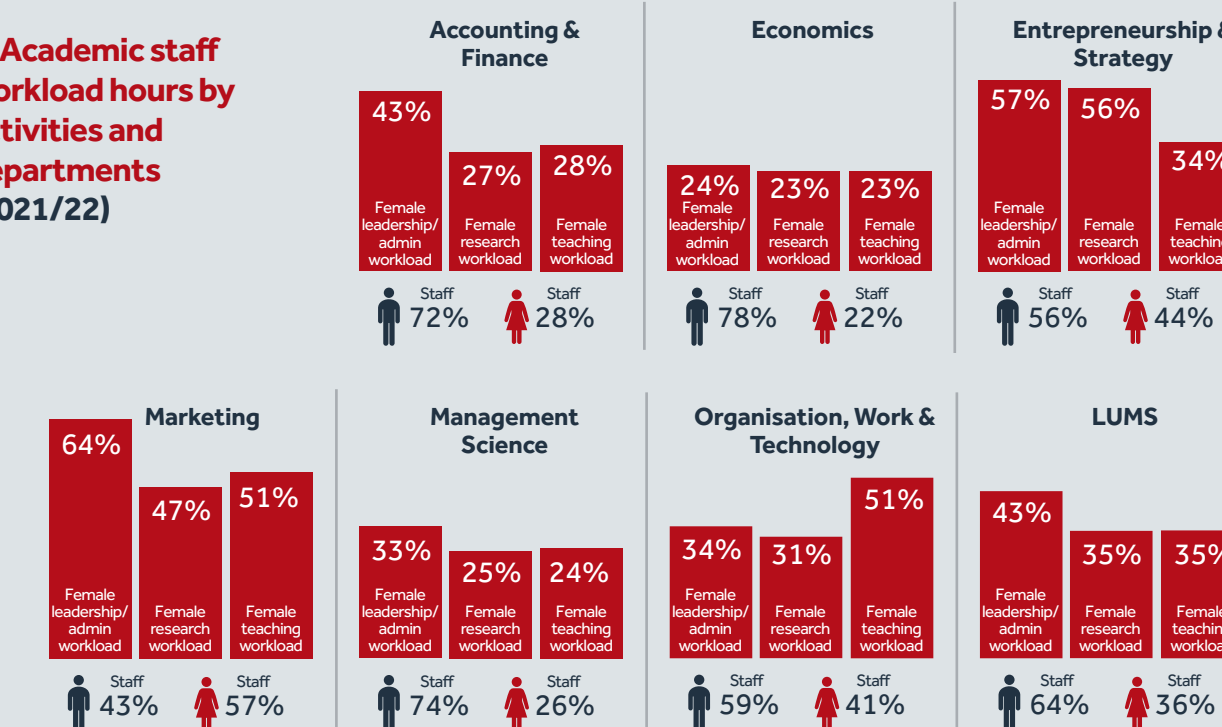
Figure 7 shows the results of the first ever LUMS analysis of gender equality in academic staff workload. It compares the percentage of staff in each department (including an aggregation of the six departments) with the percentage of the departments' workload time allocated to women for leadership/administration, research, and teaching. Gender equality in workload allocation is represented by a close match between percentage of female staff and percentage of workload hours allocated to women for each activity.

Figure 7 shows that across the whole of LUMS women spend more time on leadership/administration activities than men (approximately 7% more time than would be expected). Overall, with regards to research and teaching time, workload allocations align equally for women and men.

Across departments, there are variations in the extent to which workload is allocated equally between women and men. However, the data available provides only broad indications. Caution is needed when using the data at departmental level, as factors such as the percentage of teaching-only or teaching & scholarship staff, relative to teaching & research staff, can affect the reliability of some of the results.

Overall, these first findings suggest more investigation is needed of the causes and effects of women's overrepresentation in leadership/administration roles. Further work is also needed to add granularity to the data, such as considering contract types by gender and the different workload allocations expected depending on the mix of teaching only/teaching & scholarship and teaching & research staff. Some of this work will be made possible by the ongoing pilot in two LUMS departments of the Simitive online workload management system. It will also be possible to enhance the workload analysis in future iterations, now LUMS has an established approach for collecting and analysing data.

7: Academic staff workload hours by activities and departments (2021/22)





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