Athena Swan Bronze application form for departments

Applicant information

Name of institution	Nottingham Trent University
Name of department	Nottingham Business School
Date of current application	September 2024
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An overview of the department and its approach to gender equality	2415
An assessment of the department's gender equality context	3546
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5961

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6000 words

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Section 1: An overview of NBS and its approach to gender equality

1.1 Letter of endorsement from the Dean

Equality Charters Manager
Advance HE
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London SE1 7SP

Dear Ms Glazzard,

In my role as Executive Dean of Nottingham Business School at Nottingham Trent University, I am delighted to confirm the information presented in the application is an honest and true representation of our School, and I fully endorse and commit to the action plan we present in our submission for an Athena Swan Bronze award.

At Nottingham Business School (NBS) we have developed a progressive mission combining academic excellence with transformational impact for our students through a strategy of personalisation across their curriculum. We have embedded rich interconnections between our research and our teaching, both of which are underpinned by deep, collaborative business engagement. Gender (and race) equality have been key principles guiding the School's strategy across all of our activities, with regular analysis and review of the impact of our work by the School Executive and also in School reviews undertaken annually by the University Executive Team.

The development of our submission for an Athena Swan Bronze Award has provided an opportunity to reflect on the challenges we need to address if we are to fully embed gender equality across everything we do. The action plan is a result of the work undertaken by the NBS Athena Swan team, which has been reviewed first, by the School Equality Diversity and Inclusion (EDI) Committee and then by the School Executive Team. Three areas have been identified as high priority for us:

1. **We must address the under-representation of females in our professoriate.** Currently only 25% of our Professors are female and attracting high quality female candidates for these positions is challenging. We have started to use 'active searching' supported by an external agency to increase the pool of candidates for senior roles and continually review our offer to ensure we are an inclusive workplace. (Action 3). Additionally, only 34.5% of our Associate Professors are female, and so we will work to increase our internal pipeline of female candidates for promotion to Associate Professor roles, and on up to full Professor. We have confidence that the new promotion pathways of Teaching and Research; Teaching and Scholarship and Teaching and Practice will help us to recognise a wider diversity of contributions to the School. (Action 10).

2. **We must address the under-representation of female students on our undergraduate and postgraduate taught programmes**. Addressing the under-representation of female students on our programmes is a significant challenge. As part of our Athena Swan Action Plan, we have instigated a thorough evaluation of our work at every point of the admissions process from outreach through to induction to ensure we are being as inclusive as possible to attract more female students and will respond to the findings (Action 5). We will also work to ensure that we are supporting our female students in every way possible once they are studying with us. For example, we will review all seminar groups, coursework teams and study groups to make sure that as far as possible there are no lone female students in these groups. (Action 6).

   We will improve male engagement in our work to achieve gender equity. I will be taking the lead in promoting the contributions of the Athena Swan team and EDI Committee to all NBS staff to highlight the importance of this work to the life of the School and to encourage more male staff to participate in this vital work. (Action 1).

Our commitment to the Athena Swan principles and the work for the Bronze Charter has helped us to focus our work to achieve gender equity for the next five years and on behalf of Nottingham Business School, I fully commit us to the action plan we present here.

Yours sincerely

Professor Baback Yazdani
Executive Dean
Nottingham Business School

1.2. Description of Nottingham Business School

Nottingham Business School (NBS) has become established over the past 45 years as a business school with a mission of serving people, business and society. In the past ten years, we have realised our ambition to be internationally recognised by achieving accreditation from AACSB International (2016, 2022); EQUIS (2017, 2020); AMBA (2024); the Small Business Charter (2013, 2019) and we have been in the FT Top 75 Ranking for Executive Education in 2019 and 2023. NBS has also been awarded a Principle for Responsible Management Education (PRME) Champion role for three consecutive terms (2018-2023).

We have made substantial investments in our research capability and support structures resulting in 70% our output judged as world leading and internationally excellent in REF2021. NTU holds a TEF Gold for teaching, and in 2023 and 2024 NBS teaching quality achieved 85% and 86% in the National Student Survey (NSS), and 91% and 92% student satisfaction in the Postgraduate Taught Experience Survey (PTES). Teaching in NBS is organised in departments. In August 2023, the School divided the large Management Department into two, creating a new Strategy, Analytics and Operations Department, and so the School went from five to six departments which are:

- Accounting and Finance (ACF)
- Economics (ECN)
- Human Resource Management (HRM)
- Management (MAN)
- Marketing (MR)
- Strategy, Analytics and Operations (SAO)

See Appendix 2, Table 11 for the gender balance by role for each department.

NBS is situated in the heart of Nottingham city centre across two buildings on the main Nottingham Trent University (NTU) city site. The Newton building houses most of NBS Executive team, professional services teams, and faculty offices, with teaching spaces in the Newton building being used primarily for Undergraduate (UG) teaching. In April 2024, the University opened a newly refurbished, state-of-the-art specialist teaching and study space for Postgraduate Taught (PGT) Business School students in the Belgrave Building. Belgrave is five minutes' walk from Newton building and the PGT Programme teams are now based in this building, along with relevant members of the NBS Executive team and professional services staff.

In October 2023 (our census point) NBS had 403 staff, of which 53.6% were women and 46.4% were men. (In our Culture Survey, only four members of staff gave gender identities other than 'man' or 'woman'). NBS is led by a School Executive which consists of the Executive Dean, Deputy Dean, Associate Dean for Research (ADR), Head of Accreditations and Quality, Head of Personalisation (currently a job-

share between two female academics), Head of Postgraduate Taught Programmes, Head of Undergraduate Taught Programmes, Head of School Operations, and the Heads of the six academic departments. (Note: there is also a Head of Internationalisation, and this role is currently undertaken by one of the Heads of Department as part of her remit). This Executive team is currently made up of six males and seven females, with the post of Undergraduate Studies having recently become vacant (see Figure 2, p. 8)

The NBS Executive Dean and other members of the School Executive represent the School at key University committees. For example, NBS is represented on the Extended University Executive Team, University Leadership Team, University Academic Standards and Quality Committee, University Research and Innovation Committee and the University International Committee. The NBS Athena Swan Champion leads the NBS Athena Swan Self-Assessment Team (NBS AS SAT), is a standing member of NBS EDI Committee and is a member of the Institutional Athena Swan Self-Assessment Team, (ISAT). Figure 1 (p. 7) sets out the Governance and Committee structure of NBS, and Figure 2 (p. 8) sets out our Organisational structure.

Figure 1: Governance and Committee Structure of NBS

EXECUTIVE DEAN

SCHOOL EXECUTIVE TEAM

NBS ADVISORY BOARDS

School Finance Review Meeting

School Strategic Marketing Meeting

NBS EDI Committee

NBS AS SAT

Full School Executive (FSE)

Heads Meeting

School Executive Themed (SET)

Accreditations & Reviews Committee (ARC)

Faculty Resources Committee (FRC)

Programmes Review Committee (PRC)

Research & Innovation Committee (RIC)

School Academic Standards Quality Committee (SASQC)

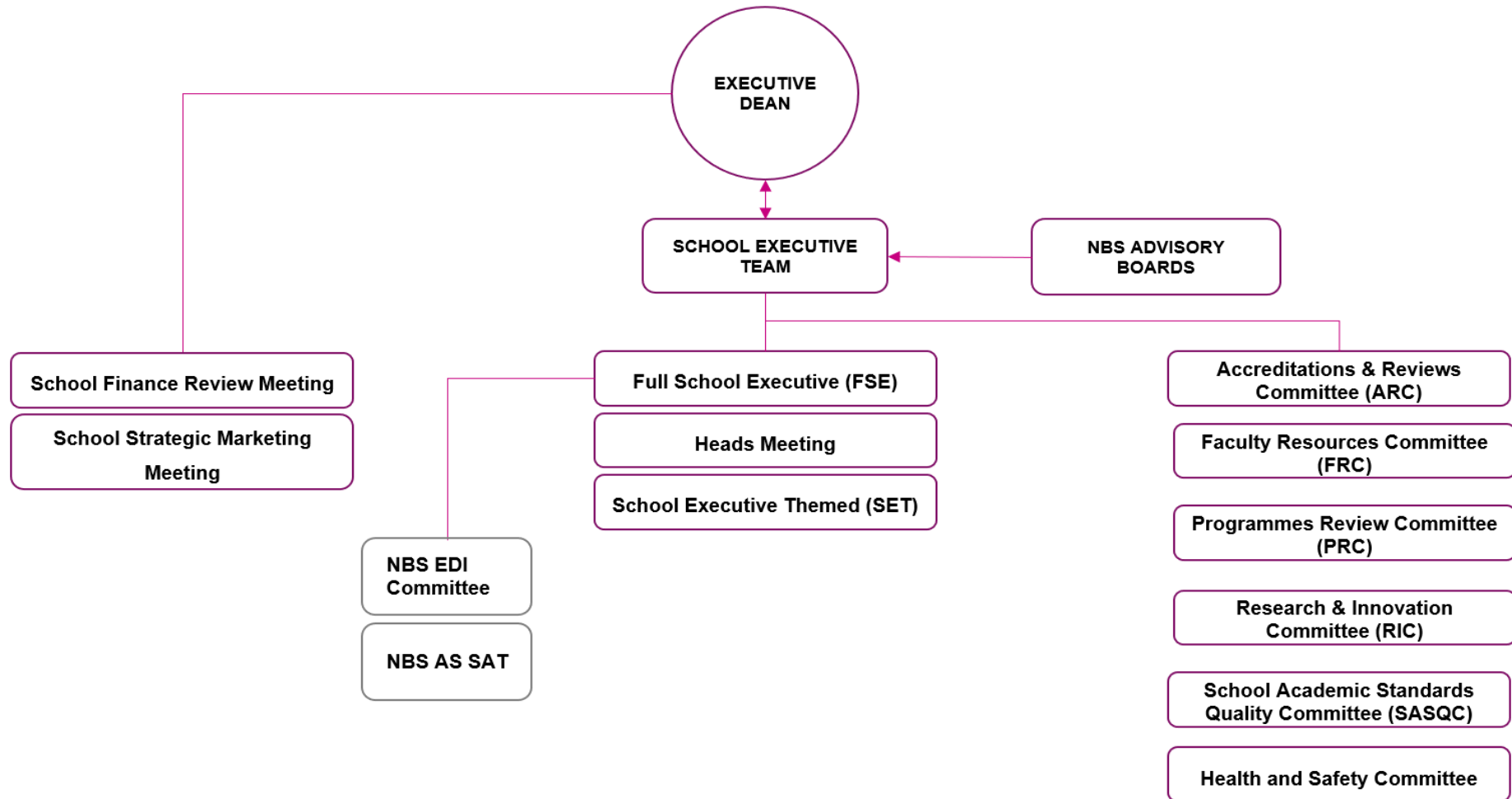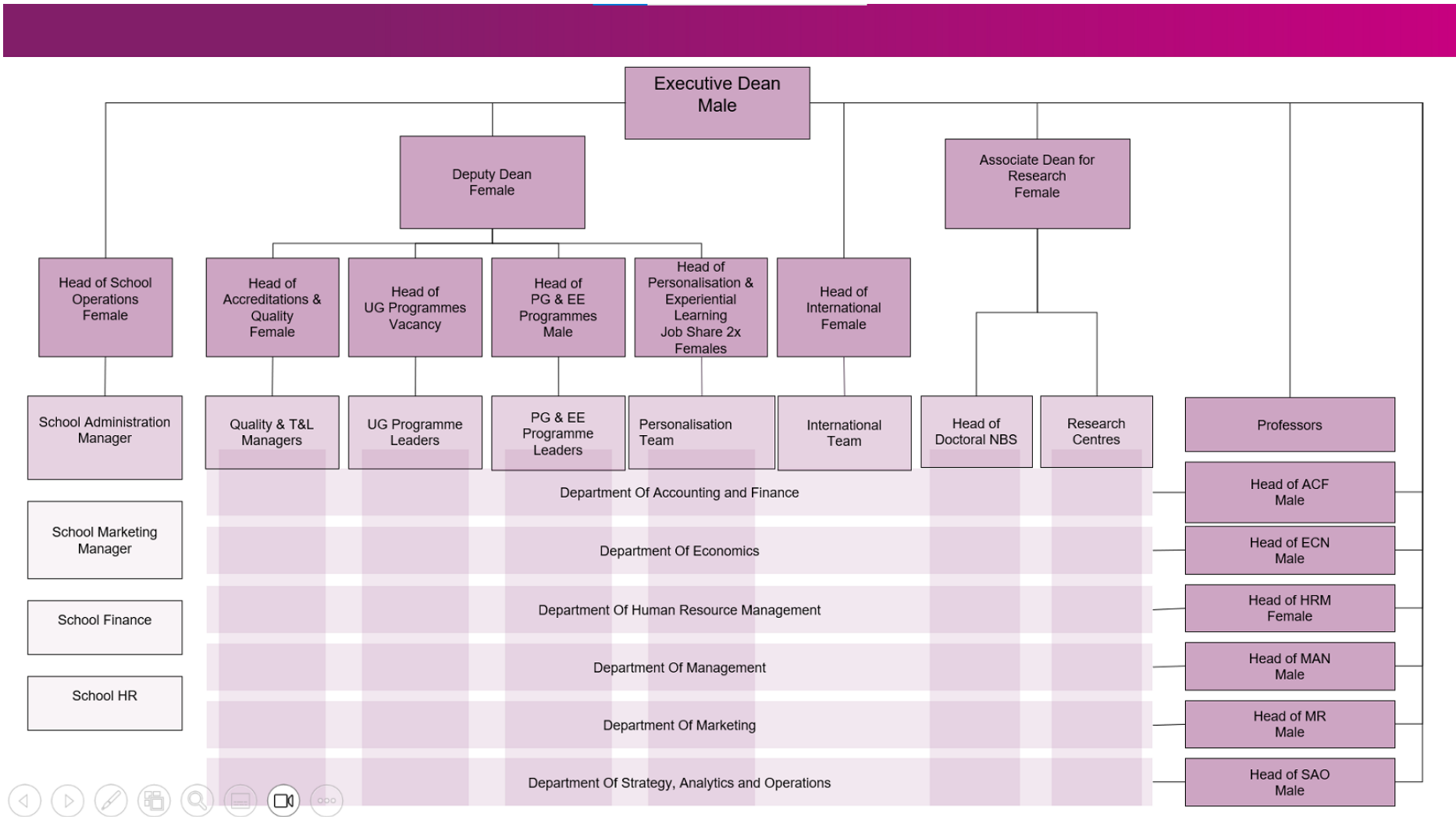Health and Safety Committee

Figure 2: NBS Organisational Structure

1.3. Governance and recognition of equality, diversity and inclusion work

NBS has two formal committees in place to carry out and support our equality, diversity and inclusion (EDI) activities: our EDI Committee (established in October 2023) and the NBS Athena Swan Self-Assessment Team (NBS AS SAT) established in April 2020. To reflect the strategic importance of EDI issues, the Dean is Chair of the EDI committee. The NBS EDI Committee reviews all NBS activities in terms of EDI and has a remit to collect and analyse evidence of the impact of our policies and procedures with respect to EDI and if necessary to suggest policy changes to the School Executive Team. The NBS AS Champion is a standing member of the NBS EDI Committee and heads NBS AS SAT which has responsibility to evaluate and assess NBS activities to ensure progress towards achieving gender equality according to our Athena Swan action plan. (NBS AS SAT reports both to the NBS EDI committee and to the University level Institutional EDI Committee which incorporates the Institutional Self-Assessment Team (ISAT) responsible for the University's Athena Swan action plan).

Membership of EDI Committee was decided after an open call to all School staff to apply for membership. With the exception of the Dean, Deputy Dean and Head of School Operations, each person on the EDI Committee will serve a three-year term before a call for applications goes out again to all NBS staff. The NBS Athena Swan Champion is a standing member of the EDI Committee.

Membership of NBS EDI Committee is set out in Table 1 Below:

Table 1: NBS EDI Committee Membership

Role	Team/Department	Gender
Executive Dean	School Executive	Male
Deputy Dean	School Executive	Female
Associate Dean of Research	School Executive	Female
Head of School Operations	School Executive	Female
Head of Strategy, Analytics and Operations Department	School Executive	Male
Associate Professor and NBS Athena Swan Champion	Strategy, Analytics and Operations.	Female
Associate Professor	Economics	Male
Human Resources Advisor	Human Resources Operations	Female
Associate Professor	Marketing	Male
Senior Lecturer	Accounting and Finance	Male
School Administrator	Academic Admin: NBS	Female
Senior Lecturer	Management	Male
Principal Lecturer	Strategy, Analytics and Operations.	Female
Associate Professor	Human Resource Management	Male
Senior Lecturer	Accounting and Finance	Female
Senior Lecturer	Management	Female

Membership of the NBS EDI Committee is currently voluntary. The time commitment required primarily involves attendance at the monthly meetings. All staff at NBS are expected to commit fully to EDI initiatives across all activities including teaching, research, quality processes, recruitment and pastoral work (see discussion on Career Development, on p. 18).

1.4. Development, evaluation and effectiveness of policies

NTU's University Executive Team develop and oversee policy development and implementation, holding annual School reviews to understand the impact of policies, ascertain effectiveness and to invite new ideas from staff. Within NBS, all policies are discussed and evaluated at the weekly meetings of the School Executive, with the NBS EDI Committee focusing on evaluating all aspects of School policies and activities for EDI implications. The NBS AS SAT meet termly to focus on aspects related to achieving gender equality and intersectional issues which are then discussed at NBS EDI Committee for further evaluation. Issues relating to EDI and gender equity can be raised by students in Course Committees, NBS student forums, and the regular course and cohort focus groups held by the UG and PG teams. An individual student can also raise EDI issues with their mentor.

NBS can independently introduce new policy if there is a need. For example, NBS introduced a School Interview Policy to set out our aim of forming fully diverse interview panels, which reflect both the diversity of staff within the School, and which are also inclusive of the interviewees selected. To ensure we achieve full diversity on our interview panels, in autumn term 2023, NBS instigated a campaign through communications at School and Departmental meetings to persuade as many staff as possible to complete the interview panel training offered by the University. We will be reviewing this initiative in our NBS EDI Committee meeting in October 2024.

1.5. Athena Swan self-assessment process

NBS AS SAT works under the umbrella of the NTU Institutional SAT (ISAT), with the NBS Athena Swan Champion being a member of ISAT and also a member of the NBS EDI Committee to ensure continuity and clear communication between these different committees. NBS began their Athena Swan self-assessment journey in October 2019, with an open call for staff to become part of the NBS AS SAT. Our first meeting was held online in April 2020, after being delayed due to the start of the first Covid 19 lockdown. The NBS AS SAT has met at least termly since, but prior to October 2023, we struggled to create the data sets required for our Bronze submission, as these data were held across multiple different teams both in School and by the central University teams. The formation of the NBS EDI Committee has resulted in better cross-School communication and facilitated the NBS AS SAT receiving direct support from Human Resources staff. During the academic year 23-24, NBS AS SAT held additional meetings and workshops as necessary to complete the work for our Bronze Charter application.

Each member of the NBS AS SAT team has 30 hours specified in their workload for contribution to the Athena Swan work, with the exception of the Athena Swan Champion who has 0.2% of her workload dedicated to SAT and EDI work. The intention is for each member of our NBS AS SAT to serve for three years, although

there has already been some turnover in the membership due to staff leaving the university and staff retirements. Table 2 below shows the membership of NBS SAT for the academic year October 2023-June 2024 when our application for an Athena Swan Bronze award was compiled.

NBS AS SAT 2022-2023

Role	Department/Team	Full-time/Part-Time
Athena Swan Champion Associate Professor	Strategy, Analytics and Operations	Full-Time
Head of School Operations	School Executive	Full-time
Senior Lecturer	Human Resource Management	Full-Time
Senior Lecturer	Management	Full-Time
Principal Lecturer	Marketing	Full-Time
Principal Lecturer	Economics	Full-Time
Accreditations Manager	School Operations Team	Full-Time
Principal Lecturer	Economics	Full-Time
Senior Lecturer	Management	Part-Time
Senior Lecturer	Accounting and Finance	Part-Time
Lecturer	Economics	Full-Time
Head of Undergraduate	School Executive	Full-Time
Senior Lecturer	Accounting and Finance	Part-Time
Post-Graduate Research Student.	Doctoral Candidate	Part-Time

Table 2: Membership of NBS AS SAT

The team comprises fourteen members, ten women, three men and one trans-woman. Maintaining a representative number of staff on our NBS SAT who identify as male has been a challenge, and improving male engagement with activities towards

achieving gender equity is included in our action plan (Section 3, Action 1).

To ensure the sustainability and continuity of our work to achieve gender equality, in January 2025 we will issue a call for new members of the NBS AS SAT and a new Athena Swan Champion will be elected. The current Athena Swan Champion will step down from the leadership role but remain an ordinary member of the committee until January 2026 to provide continuity and support to the new NBS AS SAT team. Our Gender Equality Action Plan (Section 3) will be implemented with support from the NBS EDI Committee and School Executive.

Section 2: An assessment of the department's gender equality context

2.1 Culture, inclusion and belonging

The School Executive takes the lead in creating an environment where all staff feel they belong within NBS. There are monthly All-School meetings chaired by the Dean or Deputy Dean. These meetings are held face-to-face and are preceded by a networking lunch at least once a term, which offers opportunities for connections to be made across academic disciplines and between faculty and professional services staff. There are university-wide staff networks for Women, for LGBTQIA+ staff and for the three main university strategic research themes: 'Digital, Technology and Creative'; 'Health Innovation'; and 'Safety and Sustainability'. In addition, NBS has its own networks, such as the 'Women in Business Research Network' which was set up by our ADR in Spring 2024. Individual departments meet monthly face-to-face to discuss teaching and discipline-focused research activities. Departments often organise their own social events, such as the recent weekend Walk in the Peaks, organised by staff in Strategy, Analytics and Operations. NBS uses the hashtag #WeAreNBS in social media posts to focus attention on our personalised approach to student learning and on creating a supportive and welcoming environment for all.

NBS is managed by a School Executive Team who have been recruited to their roles on a permanent basis, i.e. these roles do not rotate. This has meant that when asking questions in the Culture Survey, most pertain to School Executive decision making, rather than individual departments. This influenced the way we conducted our survey, with questions being asked about the experience in the 'School' and only questions relating to workload being focused on Departments. NBS is structured into six academic Departments (Appendix 2, Table 11) and some departments have only 1 or 2 staff on professorial grades. We wanted to guarantee anonymity in the survey, so we did not evaluate the data at a departmental level. We did not include a question about mitigation around Covid 19, as we had previously held a focus group on this issue (See discussion on p.18).

The NBS Culture Survey was conducted February-March 2024 (see Appendix 1). We had 284 responses to the survey, this constituted 78% of all female staff and 57.7% of all male staff. We received only 37 qualitative comments in total, so we report on those responses when relevant in each theme, whilst ensuring we maintain the anonymity of our respondents.

Theme 1: Belonging and Inclusion

The majority of survey respondents were very positive about their experience of working for NBS (83% of respondents "agreed/strongly agreed" that they felt they belonged in NBS; 74% of respondents reported they felt their contributions were valued and 74% reported they were comfortable expressing their opinions). Women were somewhat more likely than men to report they did not feel their contributions were valued (11.7% of female respondents compared to 8.3% of male respondents) and slightly more male respondents (13.9%) than female respondents (12.3%) reported they did not feel comfortable expressing their opinions. We were

disappointed that only 57.7% of our male staff completed the survey (and only 39% of our male Professional Services staff). We believe that male engagement in the issues and actions around achieving gender equality is essential to success. We have included an action in our plan to raise the profile of EDI work in NBS, and to select a male colleague as the next NBS Athena Swan Champion (or have a job share between a male and female). We will also ensure there is a male representative from Professional Services staff on both the NBS EDI Committee and NBS AS SAT (Section 3, Action 1). [1]

We were keen to explore how welcoming our School is for people with other gender identities. In our survey, only four members of staff reported gender identities other than 'Woman' or 'Man', so this was a difficult issue to assess quantitatively. One member of NBS staff experienced her transition during her employment at NBS and has offered the comment below:

"I am extremely grateful for the help and support that I received from managers, colleagues and students when I had my butterfly moment and transformed from [Male Name] to [Female Name]. I can honestly say that I have never had an issue with anyone. The only thing I might say is that having told the [University EDI team…] what I was doing, there was no follow-up at all. I was fine about it, being extremely self-confident, but I feel someone less so, might have struggled".

NBS Principal Lecturer

We will feedback to the EDI Committees at School and University level, to embed regular follow up during a person's transition into the University Trans Policy, which applies to both staff and students. Follow-up should also be undertaken by a person's line-manager (Section 3 Action 4).

Student Inclusion and Belonging: NBS has integrated student representation and feedback into all of our quality management processes, with student representation at University and School level quality committees, programme committees and review processes. Student satisfaction at NBS is above the sector average. In 2023 in the National Student Survey (NSS), NBS teaching quality achieved 85%. In the Postgraduate Taught Experience Survey (PTES), NBS achieved 91% student satisfaction. NBS has a sector-leading Personalisation Programme to ensure we provide a valuable experience for every student on UG and PGT programmes.

The NBS DBA (Doctor of Business Administration) (with 32% female students) is now in 'teach-out'. Our Doctoral programme (PhD) has a cohort of 49% female research students. To date, our Postgraduate Research (PGR) students have been managed by the central University Doctoral School and NBS data on the PGR experience is limited. We have set an action to collect and review our PGR data in NBS, so we better understand the PGR experience for our students. To lead on this activity, NBS is also (internally) recruiting a Head of Doctoral Studies. The person

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[1] Note: Following feedback from the panel, In the updated action plan (AP 1) we have changed this to ensuring we have 40% representation from male staff on the NBS SAT, and added some additional actions. See AP 1 in Section 3.

taking on this role will join the NBS AS SAT to help us to understand and identify any intersectional or gender equity issues for our PGR students (Section 3, Action 2).

Theme 2: Gender Equality

Most respondents to our cultural survey agreed that the School Leadership team actively support gender equality (77.7% of all respondents "agreed/strongly agreed") and that the School Leadership is committed to achieving gender balance across leadership positions (70.3% of all respondents "agreed/strongly agreed"). But a smaller number, 65.6% of respondents, believe that the rate in which people progress is not affected by their gender, which was less positive than we had hoped.

The data shows there are two areas in particular, where female representation is lacking in NBS. First, only 25% of our current professoriate are female, and only 34.5% of our current Associate Professors are female, (although 52.8% of our Principal Lecturers are female and 47.2% are male, see Appendix 2, Table 2.3, p. 52).

The NBS School Executive team recognises the under-representation of female Professors and Associate Professors. Appendix 2: Table 7b reports on a deep dive analysis we undertook into applications and shortlisted candidates across all academic roles advertised in 22-23, and this reveals the depth of the challenge. Only 14.8% of applicants for professorial roles were from females. (We also reviewed applications for the recently advertised Head of Department roles and only 16.7% of applications were from female candidates). In the past two years, NBS have adopted an approach of 'active searching' working with external recruiters to increase the number of female candidates for senior roles and this approach resulted in NBS successfully recruiting a female ADR in 2023. We will continue to 'actively search' for female candidates for senior positions whenever we have the opportunity to do so and aim to increase the number of female applicants shortlisted for professorial roles to be 35% or higher, with the longer-term aim of having 35% or above, of the professoriate being female by 2029 (Section 3, Action 3).

The University is also actively addressing the lack of diversity in professorial and senior leadership roles, and has recently redesigned the pathways for promotion, by introducing two new routes to being awarded a Professorial title, we discuss this approach in Theme 5: Career Development below (p. 18).

Recognition of EDI Work in NBS: The School is proactive in recognising the work undertaken by faculty and by professional services staff. In addition to the workload hours given to staff on the NBS AS SAT (see p. 11), staff are expected to contribute to EDI work in NBS and the wider University. When applying for promotion, staff discuss their contribution in a reflection piece on 'citizenship' as part of their case. Citizenship can include contributions towards achieving gender equity such as participating in the Athena Swan SAT, mentoring female staff, supporting the

activities of the Women in Business Research Network, contributing to policy development e.g. around menopause, parental leave, caring leave, etc.

Female Student Participation and Achievement across All-Programmes: NBS has a strategic ambition to be an international leader in student engagement, personalisation and experiential learning. Our Personalisation team has worked to embed experiential learning, international opportunities for work and study, and consultancy projects across every programme. Our data on student engagement reveal that the percentage of female students (as a proportion of all-female students) engaging with all curricular and extra-curricular activities across Foundation, UG and PGT programmes is generally higher than the percentage of male students. However, we have lower numbers of female students across all of our programmes (Appendix 2, Tables 2a to 2h). We will work to address this through ensuring all of our outreach and communication activities are welcoming and inclusive. We have also set ourselves an ambitious target to increase the number of female students we recruit to our programmes to comprise over 40% of each cohort (Action 5). We will also continue to work to ensure the NBS student experience is exceptional. Our female Economics students have told us that if they are the only female in a group for seminars or groupwork, they can find the experience to be isolating and intimidating. We will work to ensure that as far as possible, this does not happen in future and that seminar groups (across all programmes) do not isolate female students (Action 6).

Theme 3: Work-Life Balance
NBS adopts the Caring Leave, Parental Leave and Adoption Leave policies of the University. Staff gave very positive responses about Care Leave. 88.7% "agreed/strongly agreed" that the School enabled flexible working. When asked if the School provided support around all types of care leave, the answers were still positive (58.5% of all respondents), although 11.7% of female respondents 'disagreed' with the statement, compared to 7.4% of male respondents. Only two qualitative comments were left on this topic, and both related to the difficulty of managing caring responsibilities around a full workload.

We asked if the workload was transparent and fair, and 55.5% of all respondents "agreed/strongly agreed" that workloads were managed fairly. However, 24.6% of female respondents and 21.3% of male respondents, either "disagreed" or "strongly disagreed" with that statement. We found 14 qualitative responses focused on workload issues (the most responses on any topic). Two people reported that their workload was difficult to manage, and others commented that they did not know if their workload was fair or not. On further investigation, we discovered that some Department Heads published the workload allocations for staff (or a summary of the workloads) in their department and other Department Heads did not. This meant some staff could not see how their workload compared to other staff in their discipline. These different approaches seemed to explain the results we collected about workload. This issue was taken to the NBS EDI Committee meeting. The NBS EDI Committee gave an action to the School Deputy Dean to ensure consistency

across Department Heads, with each Department being required to publish an overview of workload allocations for their staff. The need for transparency in workloads to evidence gender equity (and also for consistency across NBS) has resulted in an action to ensure workloads are published and shared in Departments annually. (See Section 3, Action 7).

Gender equity and mitigation actions after COVID 19 Lockdowns: In an online discussion organised in January 2023 to discuss the actions taken by the University and NBS to mitigate the impacts of lockdown, (gender participation was 50% female, 50% male) only one issue was raised. Those who were still working from home (some due to health issues), reported feeling isolated and excluded from School activities. We have addressed this issue in Theme 6, Well-Being. (See p. 20).

Theme 4: Bullying and Harassment

We were dismayed to find that 13.1% of staff "agreed/strongly agreed" that they had experienced bullying and/or harassment in the past 12 months. (14.6% of female respondents and 11.1% of male respondents). We analysed the qualitative data to gain more understanding of these responses and found that only four people (all female academics) had left qualitative responses on this theme. One respondent reported that a senior male colleague had made 'dismissive remarks' about other colleagues who were working part-time. The other three comments were focused on perceived unfairness around the workload allocations (addressed in Action 7, Section 3). We also noted that a high proportion of staff (42.4% of respondents) "neither agreed nor disagreed" with the statement asking if they were satisfied with how the School managed bullying and harassment, additionally, 20.6% of all respondents (23.4% of female respondents) reported that they were unsure of how to report bullying and harassment. This issue required immediate action and NBS AS SAT worked with the NBS EDI Committee to design a new communications protocol to ensure all staff know how to report bullying and harassment. This information will now be given at All-School meetings biannually, with information on how to access support for mental health and well-being given in the monthly Department meetings. (Section 3, Action 8).

Further action will be taken to enlist new 'Well-Being Champions' with a remit to support staff who have experienced bullying and/or harassment, and to support them through the process of reporting any incidents. (See Section 3, Action 9). We discuss the role of the Well-Being Champions further in Theme 6, Well-Being, (p. 19).

Theme 5: Career Development

The majority of staff (77% of respondents) "agreed/strongly agreed" that their Departmental Head supported their career. But when staff were asked if decisions about promotions were made fairly, only 50.9% of respondents "agreed/strongly agreed" and 18.4% of female respondents "disagreed/strongly disagreed" with this statement. Analysing the qualitative comments on this issue, it was clear that people wanted more clarity around what was required for the new promotion pathways. The promotion pathways introduced by the University Executive Team now included

Teaching and Scholarship (T&S), and Teaching and Practice (T&P), in addition to the more established route to a Chair on a Teaching and Research (T&R) pathway. These new pathways have been designed in an effort to increase diversity in the leadership and professoriate across the whole institution, and are still bedding in.

Achieving promotion on any of these pathways is dependent on staff building a strong track record in the relevant domain and so is directly associated with staff having enough time in their workload to do research, write papers, participate in impact activities etc. At NBS, staff at Lecturer, Senior Lecturer, Principal Lecturer and Associate Professor grades need to apply annually for these workload hours. (Professorial staff are awarded research hours automatically and Early Career Researchers are automatically awarded 200 hours to support them in developing their careers). The application process and criteria for being awarded relevant workload hours is fully publicised at School and Departmental meetings, with the criteria being made available to everyone. Decisions are made at a meeting of the Dean, Deputy Dean, ADR and Departmental Heads.

The NBS AS SAT requested that an analysis of the implications for gender equity of the award of these resource hours is undertaken annually to identify any unintended consequences and inequalities resulting from this approach to resource allocation. We also requested an analysis of the implications for Race equity to be reported to the EDI Committee, which will in turn, help NBS AS SAT to identify any intersectional issues going forward. The ADR has also undertaken to analyse the award of internal small research grants, conference attendance and similar career development opportunities according to gender. We will collect this data annually and review the gender equity implications of this policy of resource allocation with the School's EDI Committee. The first NBS EDI Committee membership review will take place in January 2025. (Section 3, Actions 7 and also 10).

Promotion opportunities for Professional Services staff are dependent upon an existing role becoming vacant, or a new role being created. This means that at times, opportunities for progression are limited. After some discussion in NBS EDI Committee, it has been decided to set up a Shadow Executive Team to offer a new development opportunity. This group will discuss many of the same issues as the Full School Executive and give their recommendations and policy suggestions to the School Executive. Membership of the Shadow Executive will be representative of NBS, across departments, roles, gender and race. The Shadow Executive will elect a 'Shadow Dean' from their membership and serve for three academic years before a new Shadow Executive is elected. (Section 3, Action 11).

Theme 6: Well-Being
When asked if their workload was manageable, 70% of staff "agreed/strongly agreed". However, 18.7% of female respondents (compared to 15.7% of male respondents) "disagreed/strongly disagreed" with the statement. Qualitative answers again reflected the lack of transparency around the workload. (Section 3, Action 7).

When asked if their mental health and well-being were supported in the School: 62.5% of staff "agreed/strongly agreed". Additionally, 56.9% of staff "agreed'/strongly

agreed" that they felt confident asking for help and support. However, 20.5% of female respondents (compared to 14.8% of male respondents) reported they lacked confidence in asking for help. To address this issue, we are working to embed new 'Well-Being Champions' with a remit to support staff who want help around mental health and well-being (See Section 3, Action, 9, reported in Theme 4 above). Additionally, we recognised that some more junior staff are line-managed by people who are not their Department Head and so often do not have the opportunity to speak with their Head of Department. Action 11 addresses this issue and stipulates that everyone has a 1-2-1 discussion with their Head of Department annually as a minimum. This will give staff who feel less confident (in our survey this cohort included more women) opportunities to discuss development needs with their Department Head. (Section 3, Action 12).

2.2 Key Priorities for Future Action

In deciding priority levels, we have placed the highest levels of priority on the areas where there is the largest gap in participation between women and men.

High Priority

1: **We must address the under-representation of females in the Professoriate.** Attracting high quality female candidates for these positions is difficult. We have had some success with 'active searching' to increase the pool of female candidates for externally advertised roles, recruiting our female ADR in this way. We will continually review the wording in our adverts and the terms of our offer to ensure we are an inclusive workplace and communicate our commitment to gender equality to others. (Action 3). We will also work to increase the number of women going through our internal promotion process to Associate Professor and also from Associate Professor to full Professor. We will monitor the impact of the new promotional pathways (T&R; T&S; T&P), for how well they help us progress towards gender equality. We will also monitor the award of internal resources (workload hours, seed corn grants etc) across the three pathways to identify any gender (or race) bias. This data collection and analysis will help us to identify any intersectional issues going forward. (Action 10).

2. **We must address the under-representation of female students on UG and PGT programmes.** We will focus on increasing the numbers of female students to at least 40% of the cohort on every programme. To achieve this by re-evaluating our work at every point of the admissions process from outreach through to induction (Action 5). We will also improve the student experience for our female cohorts by ensuring there are no lone females in seminar groups, classes etc. and by aiming for a minimum female cohort of 30% in seminar groups and other student group activities. (Action 6).

3. Increase the level of male engagement in our work to achieve gender equity across all areas of activity. 57.7% of our male colleagues participated in our culture survey and we want to increase male engagement with all EDI activities. We aim to achieve 75% plus of male staff acknowledging the importance of achieving gender equity by participating in our next cultural survey. We will work to raise the profile of EDI and Athena Swan work by asking a male colleague to be Athena Swan Champion from January 2025 (or having a job share between a male and female member of staff) and we will ensure we have engagement from our male colleagues in Professional Services in both NBS EDI Committee and NBS AS SAT (Action 1).

Note: After feedback from the Athena Swan Reviewing panel, we have added new actions to achieve a higher level of engagement from our male colleagues in our work towards achieving gender equity.

Section 3: NBS Athena Swan Action Plan_Updated. Action Plan (AP) 1.

Theme Action ID and Priority Level	Aim and Rationale	Action	Start Date	Review/ End Date	Person Responsible	Key Output/ Success Measure
Theme: Belonging and Inclusion Actions 1-2						
Action 1: **Increase male engagement in Athena Swan and EDI work to achieve gender equity across all areas of activity.** **Priority: HIGH**	Male participation in Athena Swan and EDI work is essential if we are to achieve gender equity and an inclusive work environment	1a. Communicate the outcomes of the work undertaken to achieve gender (and race) equity by the NBS AS SAT and NBS EDI Committee in All-School meetings and in Department Meetings. Also communicate the importance and value of this work. Specify the expectation that citizenship activities for all colleagues are expected to include engagement with EDI activities.	Actions 1a: Starting February 2025.	Action 1a. Reviewed By NBS EDI Committee. Repeat Annually in February each year. Update Action Plan (AP 1) when necessary. Full review of impact of these actions in Cultural Survey April 2028. KPI 1a achieved April 2028. Any new actions arising from the Cultural Survey will be input into a refreshed NBS AS action plan in	Deputy Dean and NBS AS Champion	KPI 1a. Assess Impact of work undertaken by including a question in the next NBS Cultural Survey (April 2028) on if "staff are satisfied with the work the School does to achieve gender equity" aiming to achieve 65% or over of staff responding positively.

				Spring 2029. [Refreshed Action Plan: AP 2]		
		Action 1b. Membership of the NBS AS SAT will be refreshed in Autumn 2025 and male representation on the NBS AS SAT will be increased to 40% of the team.	October 2025 Call to NBS Staff for membership of renewed Athena Swan SAT, setting out the need and requirements for male participation.	Refreshed NBS AS SAT in place by December 2025. Annual Review of membership in October each year to maintain 40% representation from male colleagues.	NBS AS Champion	KPI 1b: Achieve 40% Male representation on NBS AS SAT by December 2025 and maintain this level of participation going forward.
		Action 1c. Increase male participation in the work in NBS to achieve gender equity. Achieve this through an annual 'Call to Action' setting out the work to be done on the NBS AS Action Plan (and other EDI actions) over that academic year. Specify what opportunities are available and emphasise the need for engagement from all colleagues, particularly male colleagues.	1c. First 'Call for Action' in October 2025. Repeated annually each October.	1c: Increased male participation (See KPI 1c) in the work to implement the NBS AS Action Plan (AP: 1) achieved by December 2026. (Reviewed annually in NBS EDI Committee in January of each year). First review January 2026 Any additional required actions added to AP 1 in	NBS AS Champion and Deputy Dean.	KPI 1c: Achieve a team mix of 40:60 Male: Female team mix in activities to implement the NBS AS action plan by December 2026 and maintain this level of participation going forward

		Connect this Call for Action with information about the expectation that 'Citizenship Activities' in promotion cases should include engagement in EDI activities Action 1d. Rerun Cultural Survey in April 2028 (latest) to assess male engagement in (and the impact of AS and EDI work).	1d: Next full-scale Cultural Survey in April 2028	October annual review. 1d. Results of Cultural Survey reported to NBS EDI Committee by November 2028 latest. This review will lead to a refreshed NBS AS action plan in Spring 2029. [Refreshed Action Plan: AP 2]	NBS AS Champion.	KPI 1d Achieve Male staff engagement of 75%+ (of the male staff cohort) in the next cultural survey in April 2028. (This will match the 75% engagement of female staff in the 2024 Cultural Survey).
Action 2: **Collect data on the Postgraduate Research Student experience to identify any issues related to gender equality.** **Priority: MEDIUM**	We need to improve our knowledge of the needs of our female PGR community by collecting our own data in NBS.	2a: Undertake focus groups with our female NBS PGR Students to understand their experience and the barriers and challenges they face across the full range of their research studies and activities.	Action 2a Focus Groups with NBS PGR students undertaken in Autumn 2026. Repeated annually in autumn each year.	KPI 2a Results of PGR Focus Groups reported to NBS Research Committee and NBS EDI Committee by March 2027. Annual Review of results of focus groups in March each year. Further	ADR and Head of NBS Doctoral Studies. NBS AS Champion.	KPI 2a: Achieve participation in the focus groups of over 30% of female NBS PGR Students

				necessary actions identified and included in the NBS AS Action plan [Action Plan (AP) 1]. And from Spring 2029 included in refreshed Action Plan AP:2		
		2b: ADR to report on proportion of PGR female engagement in non-compulsory research training and opportunities such as the annual NBS Research Conference etc.	Action 2b: First report to NBS EDI Committee due March 2027 and annually in March thereafter.	Annual Reviews in NBS EDI Committee in March each year (at the same time as reporting on Action 2a Further necessary actions identified and included in the NBS AS Action plan [Action Plan (AP) 1]. And from Spring 2029 included in refreshed Action Plan AP:2	ADR and NBS AS Champion.	KPI 2b: By April 2028, participation of female PGR students in non-compulsory PGR research and training opportunities to comprise over 40% of the participants. (Currently our PGR cohort is 49% female).

Theme: Gender Equality

Actions 3-6

Action 3: **Address the under-representation of female Professors and Associate Professors in NBS.** **Priority: HIGH**	We need to work towards gender parity across Associate Professor, and Professor roles. Note: Action 3 is also supported by the work undertaken in Action 10 for Career Development, and the KPIs. 10a and 10b.	Action 3a: NBS AS SAT to undertake an annual review for NBS EDI Committee of the overall number of NBS female Professors and female Associate Professors, and the gender of applicants for externally advertised posts, and successful recruitments. (See also action 10c RE: collecting data on internal promotion applications and successes).	3a: First report due to NBS EDI Committee October 2025 (When results for action 10c also known - from the annual internal promotion).	3a. Review undertaken annually in October each year thereafter. Reported to NBS EDI Committee. Any identified action included in Action Plan 1. Undertake full review and revise actions in refresh of NBS AS Action Plan in Spring 2029. Target: KPI 3a achieved by October 2029.	Action 3a: The Dean and ADR	KPI Action 3a Number of female Professors in NBS to be above 35% by October 2029.
		3b. Use all of our external events e.g. Business Speaker series, research Seminars, Business and Research events, and our newly created NBS 'Women in Business	3b: Start Date: September 2024. Annual Review of Communication	3b: Annual Review of Communications in October annually. Any identified future actions	Deputy Dean and ADR	KPI 3b. Increase in number of female applicants shortlisted for senior faculty and leadership roles to

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		Research Network', to engage with and promote our School to external audiences through seminars, conferences (for example, NBS recently hosted BAM 2024). Promote our approach to flexible working and our open and inclusive work environment. Include Success Stories from our School in the promotions for these events.	Strategy in October. First Review October 2025.	incorporated into action plan AP1 Target: KPI 3b achieved September 2028		comprise 35% or more of the interview pool by September 2028. (This figure to be made up of external and internal applications for roles).
		Action 3c. Work to improve transparency and equity in the internal promotion process by piloting a 'Promotions Scorecard'. This scorecard would enable internal NBS staff to upload their promotions application for feedback and evaluation, and advice around addressing any gaps in their application. This will apply to promotions to Associate Professor and to Professor.	3c: Start Date: Promotion Round 2024-2025.	3c: Annual Review of promotions scorecard in October annually. First review in October 2025. Any identified future actions incorporated into action plan AP1 Value of Promotions Scorecard fully reviewed in Autumn 2028. New actions identified from	Associate Dean for Research	KPI 3c: By Autumn 2027 100% of promotion cases for Associate Professor and Professor assessed using both the standard procedure and the promotions scorecard to enable comparison and assessment of the value of this scorecard.

		See also the work in action 10 on Career Development and specifically Action 10c and KPI 10c on Assessing Internal promotion applications and successes.		this review incorporated into refreshed Action Plan AP:2 Spring 2029		
Action 4: Enhance Transgender Policy to include support check-ins through a person's transition. These check-ins should be undertaken by the person's Line Manager.	Acting on feedback we will enhance the University Transgender policy	Action 4a. Inform University EDI team of need for update in Transgender policy by adding the need for regular check-ins for staff and student going through transition at NTU.	January 2025	Annually Review Transgender policy in NBS EDI Committee from January 2026. Any needed actions included in AP 1.	The Dean	KPI 4a. 75% or more of Transgender staff report the University Transgender Policy is fit for purpose in the NBS Staff Cultural Survey in April 2028.
Action 5: Address under-representation of female students on UG and PGT Programmes. **Priority: HIGH**	We need to work to achieve gender parity across all our programmes at UG and PGT. This will improve the student experience for all students. Note: work to achieve KPIs 5di; 5dii and 5diii is also supported by	Action 5a: Amplify our student voice in our work to achieve gender equity by undertaking focus groups with UG and PGT NBS students (separate focus groups for male and female students) to understand barriers to study and challenges particularly for female students in	Action on 5a starts Autumn Term 2025	Action 5a, Deputy Dean to report on outcomes of student focus groups annually to NBS EDI Committee in January each year. First report due January 2026. New actions incorporated into AP 1.	Deputy Dean Head of UG and Head of PGT NBS AS Champion	KPI 5a engage with 30% of our UG female students and 30% of our PGT female students in our student voice focus groups.

the work in action 6 which focuses on improving the seminar and classroom experience of all our female students.	their journey to University. 5b: Leading on from the focus groups in action 5a, we will support the development of Student AS Action Plans. These student AS Action Plans will be approved by the relevant student committees across the different programmes in January 2027. The student committees will review these AS Action Plans annually and report changes and progress (or otherwise) to the NBS EDI Committee in February each year from February 2028.	5b: Student Action Plans created by December 2026. Approved by the relevant student Committees in January 2027.	5b: Annual report to NBS EDI Committee from February 2028 onwards. By student representatives on the NBS AS SAT. Student AS Action Plans Updated in February each year from February 2028. Any necessary actions incorporated into AP 1 and after March 2029 into AP 2.	NBS AS Champion And 3x Student Representatives on NBS AS SAT (see action 5c).	KPI 5b: Student AS Action Plans Approved by student Committees by January 2027. KPIs from these student AS Action Plans incorporated into main AP 1 by March 2028.
	Action 5c: Strengthen the student voice on NBS AS SAT by having an UG student representative, PGT student representative and a PGR student representative.	Action on 5c First Call for Student Participation in NBS AS SAT in October 2025.	Action 5c: Annual review of NBS AS Membership in October each year (with new calls for vacancies) to maintain appropriate staff/	Action 5c: NBS AS Champion and Head of UG and Head of PGT.	KPI 5bc Three student representatives on NBS AS SAT by December 2025: 1xUG; 1xPGT and 1x PGR).

				student representation.	And this representation to be maintained on NBS AS SAT
		Action 5d: Closely monitor impact of actions from 5a; 5b and 5c on proportion of female students on our programmes. Gender analysis of student cohorts presented annually to NBS EDI Committee.	Action 5d: First report to NBS EDI Committee due December 2025.	Action 5d: Annual review in December each year at NBS EDI Committee. New actions put into AP 1. Major review of all activity around increasing the number of female students in Autumn 2029 to identify actions for refreshed Action Plan AP2. Target: Achieve KPI 5di; KPI 5dii and KPI 5diii by October 2029.	Deputy Dean and NBS AS Champion	KPI 5di. Achieve 40% female students on our UG BA programmes by October 2029. KPI 5dii. Achieve minimum 35% female students on our BSc programmes, i.e. our UG Economics Programmes and UG Accounting and Finance Programmes by October 2029. KPI diii: Achieve 40% female students on our PGT programmes by October 2029

| Action 6:
For our Undergraduate and Postgraduate students work towards achieving 30% female representation in curricular activities such as seminars and coursework groups.

Priority: MEDIUM | Achieving gender parity across all our student-facing activities would improve the student experience for all. We will initially work towards 30% female representation in all curricular activities for our UG and PG students.

Communicating this work to prospective female students will also support us achieving KPIs 5di; 5dii and 5iii above. | Action 6a: Use our student dashboard to ensure female students are not the sole female in student-activities such as seminars, consultancy coursework groups etc.

Action 6b: Annual report in October to NBS EDI Committee on female representation across all courses and modules. Any additional actions needed incorporated into AS Plan. | 6a: Start October 2024

Action 6b: First Review to NBS EDI Committee in October 2025. Any new actions identified put into AP 1. | KPI 6a To be achieved by November 2025. Annual Audit of gender in seminar groups to be undertaken each October.

KPI 6b achieved October 2029

Linked to work in actions 5a; 5b; 5c and 5d above. | Head of Personalisation and Programme Leads.

UG Head and Head of Personalisation | KPI 6a: 0% seminar groups with only one female participant by November 2025.

KPI 6b. Achieve 30% female representation in seminar groups, coursework groups and in student extra-curricular activities by October 2029 |

Theme 3: Work Life balance

Action 7

Action 7: Evidence gender equity through transparency in workload. **Priority: MEDIUM**	Transparency about how workloads are decided and managed in NBS is essential to evidence our commitment to gender equity.	Action 7a: NBS AS SAT and ADR to undertake annual analysis of workloads and the awards for resource hours for Research, Teaching, Scholarship and Practice to identify any issues impacting upon gender equity. (Connected to Action 10b in 'Career Development)	Action 7a Analysis to start March 2025. First report on gender equity across workload and award of resource hours to NBS EDI Committee by November 2025. Reported Annually to the School from February 2026.	Action 7a: NBS EDI Committee to Annually review analysis of workload and resource hours and to request review and/or make any necessary recommendations for new actions to NBS School Executive in April each year from 2026.	NBS AS Champion and ADR	KPI 7a: Award of resource hours for Research, Teaching, Scholarship and Practice, to reflect the gender make up of the relevant cohort (51.5% female) by Autumn 2027. (See also KPI 10b)
		Action 7b: Analysis of gender balance across our mid-leadership roles in NBS. For example, of Course Leader roles; Departmental roles of Learning and Teaching Representative; Quality Representative; Research Co-ordinators etc. Necessary actions identified.	Action 7b Analysis of mid-leadership roles to be undertaken in January 2027. Report due to NBS EDI Committee by May 2027.	Action 7b: NBS EDI Committee to review analysis mid-leadership roles in May 2027 and annually thereafter. If necessary, request review and/or suggest new actions to NBS School	Deputy Dean NBS AS Champion and Heads of Department	KPI 7b: Departmental mid-leadership roles to reflect the eligible female cohort for these roles (currently 51.5% female) by Autumn 2027

				Executive in July each year from 2027.		
		Action 7c: Set up a new NBS Sharepoint site to enable sharing of all NBS AS SAT and NBS EDI data and reports with all NBS Staff	Action 7c: Sharepoint site to be set up. Work Starts January 2025.	Action 7c: Sharepoint site to be operational by September 2025,	Head of Operations NBS	KPI 7c: NBS AS SAT and NBS EDI Sharepoint site to be fully populated by November 2025.
		Action 7d: To assess the impact of these actions, we will review the responses to the question: "Workloads in my department are allocated fairly" in the next NBS Cultural Survey to be undertaken by April 2028 (latest)	7d: The next Staff Cultural Survey will be prepared in Spring 2028 and conducted by April 2028 (latest).	7d: Results from Cultural Survey reported to NBS EDI Committee October 2028 (latest). Any new actions identified from the cultural survey in 2028 will be incorporated into AP 2.	NBS AS SAT	KPI 7d: The number of female staff reporting "workloads in my department are allocated fairly" will rise to over 65% (in the most recent survey this was 53.8% of female staff).

Theme 4: Bullying and Harassment

Action 8-9

Action 8: **Address the lack of clarity around how to report harassment and bullying Issues.** **Priority: MEDIUM**	It is essential that all staff know how to report bullying and harassment, and access support if they need it.	Action 8a: Increase frequency of communications about how to report Harassment and Bullying at All-School and Departmental meetings to ensure all staff and particularly female staff feel safe to report any issues. Ensure this information is included in Induction processes.	8a: From Autumn 2024 Frequency of communications to departments and the School monitored by the NBS AS SAT (each department has an NBS AS SAT representative).	8a: Reviewed Annually by NBS AS SAT in October each year. Any new Actions needed incorporated into AP 1. Actions arising from review in Cultural Survey 2028 incorporated into AP 2.	Deputy Dean and NBS AS SAT.	KPI 8a. In the next Cultural Survey (in April 2028), the number of female staff reporting they do not know how to report bullying and harassment to be under 10% (the figure in our recent survey was 23.4%).
		Action 8b: Work with HR to deliver training on how to escalate reports of bullying and harassment for line managers.	8b: To begin Summer 2025	KPI 8b achieved by March 2026. Spring 2026.	Deputy Dean	KPI 8B: Over 95% of NBS line managers to have completed training on how to escalate reports of bullying and harassment by March 2026.

Action 9: **Ensure Staff feel supported if they have experienced bullying and/or harassment by the identification and recruitment of experienced staff as Well-Being Champions** **Priority: MEDIUM**	Experienced staff acting as Wellbeing Champions will be in a position to support people who need help to raise any issues around, bullying, harassment and well-being.	Action 9a. Recruit NBS Wellbeing Champions and communicate who they are and their role to all staff. Ensure Well Being Champions are given appropriate training and support by Human Resource team and the Deputy Dean. Deputy Dean to escalate any issues to NBS EDI Committee or School Executive as appropriate.	9a: Call for Wellbeing Champions Spring 2025	9b: Announce new Well-Being Champions Summer 2025 And include their names and contact details in All-School Meetings and Department meetings termly afterwards. Frequency of communications to departments and the School monitored by the NBS AS SAT (each department has an NBS AS SAT representative).	Deputy Dean and NBS Athena Swan Champion.	KPI 9a. Assess the impact of this new role in the next Cultural Survey (in April 2028), the number of female staff reporting dissatisfaction with how bullying and harassment is addressed in the school to be under 5% (the figure in our recent survey was 14%).

Theme 5: Career Development

Actions 10-11

Action 10: Work towards gender equality in senior faculty by increasing the number of women going through the internal promotion process (faculty and PGR pipelines). **Priority: Medium** **Note: Actions 10a and 10b are closely connected to Actions 3a, 3b and 3c: Increasing the number of female Professors in NBS to be above 35% by 2029.**	We will actively support our female faculty to work towards promotion to senior faculty roles on the new promotion routes: Teaching and Research (T&R), Teaching and Scholarship (T&S), or Teaching and Practice (T&P). Note: Actions 10a, 10b and 10c directly underpin the work in Actions 3a, 3b and 3c: Increasing the number of female Professors in NBS to be above 35% by 2029.	Action 10a: We will undertake a series of staff focus groups with NBS staff across all roles to ensure that the gender inequalities facing staff are fully understood Action 10b: Undertake a review of gender implications of award of PhD and Research Supervisors across faculty in NBS. (These opportunities are essential for career development and in building a case for promotion).	Action 10a: Staff focus groups to be held over academic year 2025-2026 by refreshed NBS AS SAT beginning in October 2025. 10b: ADR to provide NBS EDI Committee a gender (and race) analysis of NBS Faculty involved in PhD and research supervisions.	Results of action 10a reported to NBS EDI Committee in Spring 2027. Any required actions put into AP 1. We will use the outcomes f this action to inform the questions asked in the Cultural Survey to be conducted in April 2028 (latest). 10b: Annual Review in NBS EDI Committee in October each year from 2027 Any required actions incorporated into AP 1. KPI 10b achieved by March 2029.	NBS AS Champion Associate Dean for Research. Associate Dean for Research And NBS AS Champion	KPI 10a: NBS Staff Focus Groups to engage with at least 35% of the female staff. KPI 10b: By March 2029 proportion of PhD and Research Supervisions undertaken by Senior Lecturers/ Lecturers in NBS to reflect the eligible cohort. Currently the eligible cohort is 51.5% female.

			Report Due November 2026 and annually in November thereafter. Reported annually to the whole School from February 2027.			
		Action 10c: Deputy Dean and ADR Report on number of Promotion applications and successful promotions from female faculty to NBS EDI Committee.	10c: From October 2025 Annual report to NBS EDI Committee on the number of applications for promotion and the number of successful promotions from NBS staff analysed by gender (and by race).	10c: Annual review of Promotion Figures in NBS EDI Committee in October each year from October 2025. Any identified actions incorporated into AP 1. Target: KPI 10c achieved by February 2029. Note: (The University sets the deadline for promotions in February each year).	Deputy Dean and ADR	KPI 10c: Number of Promotion applications from female faculty to reflect the eligible cohort. Currently the eligible cohort is 51.5% female.

| Action 11: Work towards gender equality, increase female participation in strategic decision making in NBS by setting up a Shadow Executive team for NBS. Priority: LOW | To increase the opportunities for female participation in the strategic decision making in NBS. This action will also provide career development opportunities for Professional Services Staff. | Action 11a: First call for membership will be in November 2025, with the new shadow executive meeting for the first time in February 2026. Membership will be refreshed every three years. | We will assess the success of this initiative with specific question(s) in the Cultural Survey (April 2028). . | Results from Cultural Survey due October 2028. . | Head of Operations NBS . | KPI 11a: Staff in the next cultural survey staff reporting that strategic decisions are made fairly is over 65% of staff (up from 50.9%). |

Theme 6: Well-Being

Action 12

| Action: 12

Annual 1-2-1 meetings with their Head of Department (HoD) for all staff. This will support staff who feel less confident asking for help.

(In our most recent Cultural Survey 20.5% of female staff reported they "did not feel confident asking for help").

Priority: MEDIUM | Ensure all staff (academic and professional services staff) have opportunities for 1-2-1 discussion with their Head of Department. | Action 12a:
Monitor impact of 1-2-1 meetings with Heads by inserting a focused question in the Cultural Survey 2028 asking if "Staff feel confident asking their Head of Department for help". | 12a:
Question to be included in the Cultural Survey (which will be undertaken by April 2028 latest). | 12a: Results from Cultural Survey due October 2028.
Full review of impact of 12a to be undertaken in Spring 2029. Any new required actions incorporated into AP 2. | NBS AS Champion and NBS AS SAT | KPI 12a:
Question in the next Cultural Survey (to be held by April 2028 latest), staff reporting "they lack confidence in asking for help" to be reduced to under 10% of NBS female Staff (in the most recent cultural survey this was 20.5% of female survey respondents). |
| | | Action 12b:
After the Cultural Survey in April 2028, hold a second series of focus groups with staff to follow up on any issues raised that are impacting on our journey to achieving gender equality. | Action 12b:
These staff focus groups will be undertaken autumn 2028. | Action 12b:
Report to NBS EDI Committee on results of Staff Focus Groups by May 2029. Any new required actions incorporated into AP 2. | NBS AS Champion and NBS AS SAT | KPI 12b: NBS Staff Focus Groups to engage with at least 35% of the female staff. NOTE: these staff will be a different cohort to the staff who engaged in the focus groups in Action 10a. |

Prof Baback Yazdani

Executive Dean, Nottingham Business School

16 January 2025

Appendix 1: NBS Culture Survey Data

A1:1 NBS Culture Survey Data Demographics

We received 284 responses to our Culture Survey which is a 70% response rate.

Demographics	Number of Female Respondents	Female %	Number of Male Respondents	Male %	Other %
Total Number of Respondents	176	78% of all female staff	108	57.7% of all male staff	0.001%
Academics	136	89% of all female academic staff	99	60% of all male academic staff	
Professional Services Staff	40	62% of all female Professional Services staff	9	39% of all male Professional Services staff	

Table A1:1 Gender of Respondents to the Culture Survey.

A1:2 Belonging and Inclusion

	Strongly Agree/ Agree	Neither Agree/ Disagree	Disagree Strongly/ Disagree	Prefer not to say or N/A
I feel like I belong in my School.	83%	8.5%	6%	2.5%
My contributions are valued	74%	14%	10%	2%
I feel comfortable speaking up and expressing my opinions	74%	11.7%	12.6%	1.1%

Analysis

	I feel like I belong in my School	My contributions are valued in my School.	I feel comfortable speaking up and expressing my opinions
% of Women respondents Positive Responses	83%	74%	74%
% of Men Positive Responses	85%	74%	76%
% of Women Negative Responses	7.6%	11.7%	12.3%
% of Men Negative Responses	5.6%	8.3%	13.9%

A1: 3 Gender Equity

	Strongly Agree/ Agree	Neither Agree/ Disagree	Disagree/ Strongly Disagree	Prefer not to say or N/A
The School Leadership Team actively supports gender equality	77%	15.5%	5%	2.5%
The School is committed to achieving gender balance in leadership roles	70.3%	21.6%	5%	2.8%
The rate people progress in the School is not affected by their gender.	65.6%	21.6%	8.5%	4.1%

Analysis	The School Leadership Team actively supports gender equality	The School is committed to achieving gender balance in leadership roles	The rate people progress in the School is not affected by their gender.
% of Women respondents Positive Responses	75.4%	67.3%	60.2%
% of Men Positive Responses	81.5%	74.1%	75.0%
% of Women Negative Responses	4.1%	7.0%	9.9%
% of Men Negative Responses	4.6%	2.8%	6.5%

A1: 4 Work-life Balance

	Strongly Agree/ Agree	Neither Agree/ Disagree	Disagree/ Strongly Disagree	Prefer not to say or N/A
The School enables flexible working	88.7%	8.1%	2.5%	0.4%
Workloads in my department are allocated fairly.	55.5%	19.1%	23.2%	2%
My School provides staff with support around all types of caring leave.	58.5%	24.5%	9.9%	1.4%

Analysis	The School enables flexible working	Workloads in my department are allocated fairly.	My School provides staff with support around all types of caring leave.
% of Women respondents Positive Responses	88.3%	53.8%	57.9%
% of Men Positive Responses	88.9%	58.3%	58.3%
% of Women Negative Responses	2.3%	24.6%	11.7%
% of Men Negative Responses	2.3%	21.3%	7.4%

A1:5 Bullying and Harassment

	Strongly Agree/ Agree	Neither Agree/ Disagree	Disagree/ Strongly Disagree	Prefer not to say or N/A
I have experienced Bullying and/or Harassment in the past 12 months	13.1%	5.7%	75.7%	1.8%
I am satisfied with how bullying and harassment are addressed in my School.	34.3%	42.4%	14%	3.2%
I know how to report bullying and/or harassment in my School.	56.7%	20.6%	21%	1.1%

Analysis

	I have experienced Bullying/and or Harassment in my School in the past 12 months	I am satisfied with how bullying and harassment are addressed in my School.	I know how to report bullying and/or harassment in my School.
% of Women respondents Positive Responses	14.6%	29.8%	52.3%
% of Men Positive Responses	11.1%	41.7%	62%
% of Women Negative Responses	74.3%	14%	23.4%
% of Men Negative Responses	76.9%	13%	16.7%

A1: 6 Career Development

	Strongly Agree/ Agree	Neither Agree/ Disagree	Disagree/ Strongly Disagree	Prefer not to say or N/A
My Department Head supports my career.	77%	11.7%	8.5%	2.3%
Decisions about promotions/progression are made fairly	50.9%	27.2%	17.2%	4.7%
I receive useful feedback on my career development through performance reviews	63.6%	17.3%	8.2%	3.9%

Analysis	My Department Head supports my career.	Decisions about promotions/progression are made fairly	I receive useful feedback on my career development through performance reviews
% of Women respondents Positive Responses	76.0%	46.2%	60.2%
% of Men Positive Responses	78.7%	56.2%	69.4%
% of Women Negative Responses	9.4%	18.7%	15.2%
% of Men Negative Responses	7.4%	14.8%	14.8%

A1:7 Well-Being

	Strongly Agree/ Agree	Neither Agree/ Disagree	Disagree/ Strongly Disagree	Prefer not to say or N/A
My current workload is manageable	70%	11.0%	17.6%	1.5%
My mental health and well-being are supported in the School	62.5%	21.6%	14.5%	1.5%
I feel confident asking for mental health and/or well-being help at work	56.9%	24%	18.4%	0.7%

Analysis	My current workload is manageable	My mental health and well-being are supported in the School	I feel confident asking for mental health and/or well-being help at work
% of Women respondents Positive Responses	66.1%	62.6%	55.6%
% of Men Positive Responses	75.9%%	63.9%	60.2%
% of Women Negative Responses	18.7%	14.6%	20.5%
% of Men Negative Responses	15.7%	13.9%	14.8%

Appendix 2: Data Tables

Appendix 2: 1 Students at Foundation, UG, PGT and PGR by Gender

A2.1a Foundation Students

Foundation: FDA	Female %	Male %
2022-2023	33%	67%
2021-2022	38%	62%
2020-2021	47%	53%

A2:1b Undergraduate: Bachelor of Arts: BA

Bachelor Of Arts: BA	Female %	Male %
2022-2023	33%	67%
2021-2022	33%	67%
2020-2021	34%	66%

A2:1c Undergraduate: Bachelor of Science: BSc

Bachelor Of Science: BSc	Female %	Male %
2022-2023	25%	75%
2021-2022	22%	78%
2020-2021	No BSc	No BSc

A2:1d Post Graduate Taught: MiM

Masters in Management: MiM	Female %	Male %
2022-2023	37%	63%
2021-2022	34%	66%
2020-2021	35%	65%

A2:1e Post Graduate Taught: MSc

Master of Science: MSc	Female %	Male %
2022-2023	46%	54%
2021-2022	48%	52%
2020-2021	47%	53%

A2:1f Post Experience Taught: MBA

Masters of Business Administration: MBA	Female %	Male %
2022-2023	39%	61%
2021-2022	35%	65%
2020-2021	34%	66%

A2:1g Post Graduate Research: DBA (IN TEACH OUT)

Doctor of Business Administration: DBA	Female %	Male %
2022-2023	32%	68%
2021-2022	36%	64%
2020-2021	30%	70%

A2:1h Post Graduate Research: PhD

Doctor of Philosophy: PhD	Female %	Male %
2022-2023	49%	51%
2021-2022	46%	54%
2020-2021	43%	57%

Appendix 2:2 Degree Attainment and completion rates at Foundation, UG, PGT and PGR by Gender.

A2:2a Foundation Successful Completions

Foundation: FDA	Female %	Male %
2022-2023	29%	71%
2021-2022	53%	47%
2020-2021	65%	35%

A2:2b. Undergraduate Bachelor of Arts: Successful Completions

Bachelor of Arts: BA	Female %	Male %
2022-2023	33%	67%
2021-2022	37%	63%
2020-2021	37%	63%

A2:2c. Undergraduate Bachelor of Science: Successful Completions

Bachelor of Science: BSc	Female %	Male %
Degree Start Date: 2021 No Completions to date	--	--

A2:2d Post Graduate Taught: MiM: Successful Completions

Masters in Management: MiM	Female %	Male %
2022-2023	39%	61%
2021-2022	37%	63%
2020-2021	40%	60%

A2:2e Post Graduate Taught: MSc Successful Completions

Master of Science: MSc	Female %	Male %
2022-2023	55%	45%
2021-2022	57%	43%
2020-2021	51%	49%

A2:2f Post Experience Taught: MBA Successful Completions

Masters of Business Administration MBA	Female %	Male %
2022-2023	46%	54%
2021-2022	35%	65%
2020-2021	42%	58%

A2:2g Post Graduate Research: DBA Successful Completions (IN TEACH OUT)

Doctor of Business Administration: DBA	Female %	Male %
2022-2023	67%	33%
2021-2022	40%	60%
2020-2021	50%	50%

A2:2h Post Graduate Research: PhD Successful Completions

Doctor of Philosophy: PhD	Female %	Male %
2022-2023	42%	58%
2021-2022	60%	40%
2020-2021	38%	62%

Appendix 2:3 NBS Academic Staff by Grade and Contract Function

Appendix 2: 3 NBS Academic Staff by Grade and Contract Function							
Contract function	**Grade**	**year**	**Women**		**Men**		**Total**
			%	No.	%	No.	No.
Teaching and Research: All Academic Staff	**Professor**	2022-23	25.0%	6	75.0%	18	24
		2021-22	27.3%	6	72.7%	16	22
		2020-21	33.3%	7	66.7%	14	21
		2019-20	30.0%	6	70.0%	14	20
	Associate Professor	2022-23	34.5%	10	65.5%	19	29
		2021-22	25.0%	4	75.0%	12	16
		2020-21	33.3%	5	66.7%	10	15
		2019-20	31.3%	5	68.8%	11	16
	Principal Lecturer	2022-23	52.8%	19	47.2%	17	36
		2021-22	53.6%	15	46.4%	13	28
		2020-21	44.0%	11	56.0%	14	25
		2019-20	46.7%	14	53.3%	16	30
	Senior Lecturer	2022-23	51.5%	100	48.5%	94	194
		2021-22	49.7%	91	50.3%	92	183
		2020-21	51.8%	87	48.2%	81	168
		2019-20	51.9%	81	48.1%	75	156
	Lecturer	2022-23	51.5%	17	48.5%	16	33
		2021-22	48.0%	12	52.0%	13	25
		2020-21	37.0%	10	63.0%	17	27
		2019-20	46.3%	19	53.7%	22	41
Research only	**Senior Research Fellow**	2022-23	50.0%	3	50.0%	3	6
		2021-22	100.0%	2	0.0%	0	2
		2020-21	60.0%	3	40.0%	2	5
		2019-20	100.0%	2	0.0%	0	2
	Research Fellow	2022-23	60.0%	6	40.0%	4	10
		2021-22	60.0%	9	40.0%	6	15
		2020-21	63.6%	7	36.4%	4	11
		2019-20	42.9%	3	57.1%	4	7
	Research Assistant/Associate	2022-23	50.0%	2	50.0%	2	4
		2021-22	100.0%	3	0.0%	0	3
		2020-21	83.3%	5	16.7%	1	6
		2019-20	61.5%	8	38.5%	5	13

Appendix 2:4: NBS Academic Staff by Grade and Contract Type

Appendix 2: 4 NBS Academic Staff By Grade and Contract Type				
Academic year	Gender	Contract Type	% of gender	No.
2022-23	Women	Fixed term	1.3%	2
		Permanent	98.7%	150
	Men	Fixed term	0.0%	0
		Permanent	100.0%	164
2021-22	Women	Fixed term	8.5%	12
		Permanent	91.5%	130
	Men	Fixed term	3.3%	5
		Permanent	96.7%	147
2020-21	Women	Fixed term	9.6%	13
		Permanent	90.4%	122
	Men	Fixed term	4.9%	7
		Permanent	95.1%	136
2019-20	Women	Fixed term	11.6%	16
		Permanent	88.4%	122
	Men	Fixed term	8.8%	13
		Permanent	91.2%	134

Appendix 2: 5 NBS Professional Services staff by Grade and Job family

Appendix 2: 5 NBS Professional Services staff by Grade/Job Family						
Grade	Academic year	Women		Men		Total
		%	No.	%	No.	No.
Grade I	2022-23	50.0%	6	50.0%	6	12
	2021-22	66.7%	2	33.3%	1	3
	2020-21	100.0%	2	0.0%	0	2
	2019-20	100.0%	2	0.0%	0	2
Grade H	2022-23	57.1%	4	42.9%	3	7
	2021-22	83.3%	5	16.7%	1	6
	2020-21	75.0%	3	25.0%	1	4
	2019-20	50.0%	1	50.0%	1	2
Grade G	2022-23	70.0%	7	30.0%	3	10
	2021-22	66.7%	6	33.3%	3	9
	2020-21	83.3%	5	16.7%	1	6
	2019-20	83.3%	5	16.7%	1	6
Grade F	2022-23	87.5%	14	12.5%	2	16
	2021-22	72.7%	8	27.3%	3	11
	2020-21	70.0%	7	30.0%	3	10
	2019-20	57.1%	4	42.9%	3	7
Grade E	2022-23	84.8%	28	15.2%	5	33
	2021-22	93.5%	29	6.5%	2	31
	2020-21	90.0%	27	10.0%	3	30
	2019-20	92.9%	26	7.1%	2	28
Grade D	2022-23	50.0%	2	50.0%	2	4
	2021-22	100.0%	2	0.0%	0	2
	2020-21	100.0%	1	0.0%	0	1
	2019-20	100.0%	1	0.0%	0	1
Grade C	2022-23	0.0%	0	0.0%	0	0
	2021-22	0.0%	0	0.0%	0	0
	2020-21	0.0%	0	0.0%	0	0
	2019- 20	0.0%	0	0.0%	0	0

Appendix 2: 6 NBS Professional Services staff by grade and contract type

Appendix 2: 6 NBS Professional Services Staff by Contract Type				
Academic year	Gender	Contract Type	% of gender	No.
2022-23	Women	Fixed term	56.3%	36
		Permanent	43.8%	28
	Men	Fixed term	78.3%	18
		Permanent	21.7%	5
2021-22	Women	Fixed term	21.2%	11
		Permanent	78.8%	41
	Men	Fixed term	30.0%	3
		Permanent	70.0%	7
2020-21	Women	Fixed term	28.3%	13
		Permanent	71.7%	33
	Men	Fixed term	0.0%	0
		Permanent	100.0%	8
2019-20	Women	Fixed term	17.9%	7
		Permanent	82.1%	32
	Men	Fixed term	0.0%	0
		Permanent	100.0%	7

Appendix 2: 7a Applications, shortlist and appointments made in recruitment to academic posts

Appendix 2: 7a NBS Academic recruitment						
Academic year	Recruitment stage	Women		Men		Total
		%	No.	%	No.	No.
2022-2023	See Table 7b					
2021-22	Applications	32.9%	169	67.1%	344	513
	Shortlisted	38.7%	48	61.3%	76	124
	Offers	41.7%	15	58.3%	21	36
2020-21	Applications	37.3%	322	62.7%	541	863
	Shortlisted	40.1%	69	59.9%	103	172
	Offers	50.0%	24	50.0%	24	48
2019-20	Applications	42.2%	157	57.8%	215	372
	Shortlisted	54.3%	44	45.7%	37	81
	Offers	44.4%	8	55.6%	10	18
2018-19	Applications	41.9%	288	58.1%	399	687
	Shortlisted	43.5%	57	56.5%	74	131
	Offers	40.0%	12	60.0%	18	30
2017-18	Applications	36.7%	314	63.3%	542	856
	Shortlisted	41.4%	65	58.6%	92	157
	Offers	57.8%	26	42.2%	19	45

Appendix 2: 7b Analysis of NBS Academic Recruitment by Grade 2022-2023.

Appendix 2: 7b Analysis of NBS Academic Recruitment by Grade 2022-2023								
Grade	Recruitment stage	Women		Men		Other		Total
		%	No.	%	No.	%	No.	No.
Professor	Applications	14.8%	8	81.5%	44	3.7%	2	54
	Shortlisted	18.2%	2	81.8%	9	0.0%	0	11
	Offers	0.0%	0	100.0%	1	0.0%	0	1
Associate Professor	Applications	0.0%	0	0.0%	0	0.0%	0	0
	Shortlisted	0.0%	0	0.0%	0	0.0%	0	0
	Offers	0.0%	0	0.0%	0	0.0%	0	0
Head of Department	Applications	16.7%	6	83.3%	30	0.0%	0	36
	Shortlisted	11.1%	1	88.9%	8	0.0%	0	9
	Offers	0.0%	0	100.0%	2	0.0%	0	2
Deputy Head of Department	Applications	34.9%	22	65.1%	41	0.0%	0	63
	Shortlisted	30.8%	4	69.2%	9	0.0%	0	13
	Offers	100.0%	1	100.0%	1	0.0%	0	1
Principal Lecturer	Applications	35.2%	25	63.4%	45	1.4%	1	71
	Shortlisted	57.9%	11	42.1%	8	0.0%	0	19
	Offers	25.0%	1	75.0%	3	0.0%	0	4
Lecturer / Senior Lecturer	Applications	33.6%	282	66.0%	554	0.5%	4	840
	Shortlisted	40.3%	60	57.7%	86	2.0%	3	149
	Offers	59.5%	22	40.5%	15	0.0%	0	37

Table Continued Overleaf

Grade	Recruitment stage	Women		Men		Other		Total
		%	No.	%	No.	%		
Senior Research Fellow	Applications	30.9%	25	67.9%	55	1.2%	1	81
	Shortlisted	22.7%	5	72.7%	16	4.5%	1	22
	Offers	50.0%	1	50.0%	1	0.0%	0	2
Research Fellow	Applications	46.0%	64	54.0%	75	0.0	0	139
	Shortlisted	50.0%	7	50.0%	7	0.0	0	14
	Offers	25.0%	1	75.0%	3	0.0	0	4
Research Assistant / Associate	Applications	50.6%	43	49.4%	42	0.0	0	85
	Shortlisted	37.5%	3	62.5%	5	0.0	0	8
	Offers	0.0%	0	100.0%	2	0.0	0	2

Appendix 2: 8a Applications shortlist and appointments made in recruitment to Professional Services staff posts

Appendix 2: 8a Professional Services Staff Recruitment								
Academic year	Recruitment stage	Women		Men		Other		Total
		%	No.	%	No.	%	No.	No.
2022-23	Applications	60.6%	413	38.6%	263	0.7%	5	681
	Shortlisted	59.0%	69	39.3%	46	1.7%	2	117
	Offers	56.0%	14	44.0%	11	0.0%	0	25
2021-22	Applications	56.7%	118	43.3%	90			208
	Shortlisted	63.0%	34	37.0%	20			54
	Offers	90.0%	9	10.0%	1			10
2020-21	Applications	76.8%	355	23.2%	107			462
	Shortlisted	81.3%	52	18.8%	12			64
	Offers	76.9%	10	23.1%	3			13
2019-20	Applications	72.0%	288	28.0%	112			400
	Shortlisted	78.6%	33	21.4%	9			42
	Offers	88.9%	8	11.1%	1			9

Appendix A2: 8b Analysis of Applications shortlist and appointments made in recruitment to Professional Services posts by grade.

Appendix 2: 8.2b: Analysis of PTO Recruitment by Grade 22-23								
Grade	Recruitment stage	Women		Men		Other		Total
		%	No.	%	No.	%	No.	No.
Grade J	Applications	40.0%	4	60.0%	6	0.0%	0	10
	Shortlisted	50.0%	2	50.0%	2	0.0%	0	4
	Offers	0.0%	0	100.0%	1	0.0%	0	1
Grade I	Applications	32.1%	17	66.0%	35	1.9%	1	53
	Shortlisted	35.7%	5	64.3%	9	0.0%	0	14
	Offers	50.0%	2	50.0%	2	0.0%	0	4
Grade H	Applications	54.5%	18	45.5%	15	0.0%	0	33
	Shortlisted	40.0%	2	60.0%	3	0.0%	0	5
	Offers	0.0%	0	100.0%	1	0.0%	0	1
Grade G	Applications	61.0%	47	37.7%	29	1.3%	1	77
	Shortlisted	58.3%	7	41.7%	5	0.0%	0	12
	Offers	75.0%	3	25.0%	1	0.0%	0	4
Grade F	Applications	80.4%	45	17.9%	10	1.8%	1	56
	Shortlisted	88.9%	8	11.1%	1	0.0%	0	9
	Offers	100.0%	2	0.0%	0	0.0%	0	2
Grade E	Applications	75.3%	125	24.7%	41	0.0%	0	166
	Shortlisted	78.8%	26	21.2%	7	0.0%	0	33
	Offers	71.4%	5	28.6%	2	0.0%	0	7

Appendix 2: 9 Applications and success rates for academic promotion by grade

A2: 9 Applications and success rates for academic promotion by grade					
Role applied for	**Academic year**	**Promotion stage**	**Women**	**Men**	**Total**
Professor	2022-23	Application	0	2	2
		Supported by School		1	1
		Supported by panel		0	0
	2021-22	Application	2	2	4
		Supported by School	1	0	1
		Supported by panel	1	0	1
	2020-21	Application		1	1
		Supported by School			
		Supported by panel			
	2019-20	Application		1	1
		Supported by School		1	1
		Supported by panel		1	1
Associate Professor	2022-23	Application	3	9	12
		Supported by School	2	6	8
		Supported by panel	2	5	7
	2021/22	Application	3	6	9
		Supported by School	2	3	5
		Supported by panel	2	2	4
	2020/21	Application	2	4	6
		Supported by School	1	4	5
		Supported by panel		2	2
	2019/20	Application	2	5	7
		Supported by School	1	1	2
		Supported by panel	1	1	2

Appendix 2: 10 Applications and success rates for Professional Services staff progression by grade (where there are formal routes for progression).

There are no formal routes for progression for Professional Services staff.

Appendix 2: Table 11 Faculty by Grade across Departments October 2023

Dean: M

	NBS School Office			
	F		M	
Professor	50.0%	1	50.0%	1
Associate Professor	0.0%	0	100.0%	1
Principal Lecturer	28.6%	2	71.4%	5
Senior Lecturer	100.0%	1	0.0%	0
Lecturer	0.0%	0	0.0%	0
Senior Fellow	0.0%	0	100.0%	2
Fellow	100.0%	1	0.0%	0
Associate/Assistant	100.0%	1	0.0%	0

Head: M

	Accounting & Finance			
	F		M	
Professor	0.0%	0	100.0%	3
Associate Professor	20.0%	1	80.0%	4
Principal Lecturer	25.0%	1	75.0%	3
Senior Lecturer	56.8%	25	43.2%	19
Lecturer	50.0%	5	50.0%	5
Senior Fellow	0.0%	0	0.0%	0
Fellow	100.0%	2	0.0%	0
Associate/Assistant	0.0%	0	100.0%	2

Head: F

	Human Resource Management			
	F		M	
Professor	16.7%	1	83.3%	5
Associate Professor	57.1%	4	42.9%	3
Principal Lecturer	100.0%	3	0.0%	0
Senior Lecturer	60.9%	14	39.1%	9
Lecturer	50.0%	2	50.0%	2
Senior Fellow	0.0%	0	0.0%	0
Fellow	66.7%	2	33.3%	1
Associate/Assistant	0.0%	0	0.0%	0

Table 11 CTD: Faculty by Grade across Departments October 2023

Head: M

Management	F		M	
Professor	50.0%	3	50.0%	3
Associate Professor	50.0%	3	50.0%	3
Principal Lecturer	62.5%	5	37.5%	3
Senior Lecturer	51.5%	17	48.5%	16
Lecturer	62.5%	5	37.5%	3
Senior Fellow	75.0%	3	25.0%	1
Fellow	50.0%	1	50.0%	1
Associate/Assistant	100.0%	1	0.0%	0

Head: M

Marketing	F		M	
Professor	100.0%	1	0.0%	0
Associate Professor	0.0%	0	100.0%	3
Principal Lecturer	62.5%	5	37.5%	3
Senior Lecturer	55.3%	26	44.7%	21
Lecturer	60.0%	3	40.0%	2
Senior Fellow	0.0%	0	0.0%	0
Fellow	0.0%	0	100.0%	1
Associate/Assistant	0.0%	0	0.0%	0

Head: M

Strategy Analytics and Operations				
	F	M		F
Professor	50.0%	1	Professor	50.0%
Associate Professor	66.7%	2	Associate Professor	66.7%
Principal Lecturer	66.7%	2	Principal Lecturer	66.7%
Senior Lecturer	42.1%	8	Senior Lecturer	42.1%
Lecturer	0.0%	0	Lecturer	0.0%
Senior Fellow	0.0%	0	Senior Fellow	0.0%
Fellow	0.0%	0	Fellow	0.0%
Associate/Assistant	0.0%	0	0.0%	0

Table 11 CTD: Faculty by Grade across Departments October 2023

Head: M	Economics			
	F		M	
Professor	0.0%	0	100.0%	4
Associate Professor	0.0%	0	100.0%	4
Principal Lecturer	33.3%	1	66.7%	2
Senior Lecturer	33.3%	9	66.7%	18
Lecturer	50.0%	2	50.0%	2
Senior Fellow	0.0%	0	0.0%	0
Fellow	0.0%	0	100.0%	1
Associate/Assistant	0.0%	0	0.0%	0

Appendix 3: Glossary

Abbreviation/Acronym	In Full
AACSB	Association to Advance Collegiate Schools of Business
ACF	Accounting and Finance Department
ARC	Accreditations and Review Committee
Associate Dean of Research	ADR
ECN	Economics Department
EDI	EDI Equality Diversity and Inclusion
EQUIS	The European Foundation for Management Development (EFMD) Quality Improvement System (a Business School accreditation system).
FRC	Faculty Resources Committee
FSE	Full School Executive
HRM	Human Resources Management (Academic Department)
HRO	Human Resources (Operations).
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Asexual
MAN	Management Department
MR	Marketing Department
NSS	National Student Survey
NBS	Nottingham Business School
NBS AS SAT	Nottingham Business School Athena Swan Self-Assessment Team
NBS EDI Committee	Nottingham Business School Equality Diversity and Inclusion Committee
NTU	Nottingham Trent University
PGR	Postgraduate Research
PGT	Postgraduate Taught

PRC	Programmes Review Committee
PTES	Postgraduate Taught Experience Survey
RIC	Research and Innovation Committee
SASQC	School Academic Standards Quality Committee
SAO	Strategy, Analytics and Operations Department
TEF	Teaching Excellence Framework
T&P	Teaching and Practice
T&R	Teaching and Research
T&S	Teaching and Scholarship
TEF	Teaching Excellence Framework
UET	University Executive Team
UG	Undergraduate