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# ***ARE BUSINESS SCHOOLS HELPING TO REDUCE GENDER INEQUALITY IN THE WORKPLACE – OR NOT?***

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“The Role of Business and Business Schools in Addressing Gender Equality  
and Women’s Empowerment”  
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# Topics

- ❖ Gender Inequality in Business Schools
- ❖ Patterns and Trends by Gender
  - ❑ Graduates
  - ❑ Faculty
  - ❑ Academic Department Chairs
  - ❑ Deans
- ❖ Recommendations for Change

# ❖ Gender Inequality in Business Schools

- Business schools can and should help mitigate the underrepresentation of women in management and leadership positions in the corporate world.
- However, instead of being part of the solution, business schools are often part of the problem, as major gender gaps continue to exist within these organizations.\*
- Women continue to be significantly under-represented in business schools as deans, associate deans, full-time faculty, tenured faculty, and academic department chairs, as well as in textbooks, case studies and as speakers.

\* See Flynn, Cavanagh and Bilimoria, 2015a & b. (References listed at end.)

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# ❖ Patterns and Trends, by Gender

➔ **GRADUATES**

# Graduation Trends

- Women's share of all bachelor's degrees awarded in the US is 57.0%, while women comprise only 42.6% of those awarded in US business schools. (2013/14).
- The number of females graduating from a US business school with a bachelor's degree peaked in 2011/12. Females earning an MBA in the US peaked in 2010/11.
- At non-US business schools, females comprise greater percentages of graduates at the bachelor's, MBA and specialized masters levels than in the US. The female % of doctoral graduates from b-schools outside the US is comparable to the US.

## Female B-School Graduates\*, by Level, 2015/16, and 5-Year Trends, US

	Female		Female
	<u>Graduates, 2015/16</u>		<u>5-Year Trend</u>
	<u>%</u>	<u>#</u>	
Bachelor's	42.5%	71,266	- 4.6%
MBA	36.1%	21,841	-25.7%
Specialized			
Masters	47.6%	13,844	+29.1%
Doctorates	40.5%	415	+19.3%

- AACSB member schools

Source: Unless noted otherwise, all data are from AACSB.

## Female B-School Graduates\*, by Level, Non-US and Relative to US, 2015/16

	<u>Female Graduates</u>		<u>Non-US/US ratio of Female Graduates</u>
	<u>%</u>	<u>#</u>	
Bachelor's	50.3%	54,745	0.77
MBA	40.6%	13,560	0.62
Specialized			
Masters	52.9%	19,564	1.41
Doctorates	39.8%	810	1.95

\*Note: AACSB member schools. We lack trend data for non-US schools. The AACSB data show significant growth in female graduates at all levels, however, these data are not comparable with the US figures as a significant proportion of the non-US numbers are attributable to a large increase in the # of business schools outside the US becoming AACSB members during that period.

# Looking Ahead: GMAT Takers

- ❖ In 2014, women were 43.3% of GMAT test takers.
- ❖ In the U.S. 38% (n=88,161) of GMAT test takers were women.
- ❖ In the following five countries, women were the majority of GMAT takers
  - ❖ China, 65% (57,783)
  - ❖ Taiwan, 57% (3,404)
  - ❖ Russia, 53% (1,952)
  - ❖ Thailand, 58% (1,816)
  - ❖ Vietnam, 59% (1,455)

Source: Graduate Management Admission Council (GMAC)



# Looking Ahead: The Impacts of President Trump's Policies

- Students at post-secondary institutions with temporary visas in the US from the 7 countries in Trump's executive order, 2015/16: 17,324
  - Iran 12,269
  - Iraq 1,901
  - Libya 1,514
  - Syria 783
  - Yemen 599
  - Sudan 253
  - Somalia 35

Source: Institute of International Education.

- The impacts are expected to go well beyond these numbers and these countries.
- 31 colleges/universities have signed onto the court brief against the Trump travel ban. (7 in MA: BU, Brandeis, Harvard, MIT, NU, Tufts, WPI)

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**→ FACULTY**

# B-School Faculty by Tenure Status, % Female, US, 2005/06, 2015/16

<u>Tenure Status</u>	% Female	
	<u>2005/06</u>	<u>2015/16</u>
Tenured	19.9%	26.6%
Tenure Track	32.9%	37.0%
Non-Tenure Track	37.1%	38.1%

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## Full-Time B-School Faculty by Rank, % Female, US, 2006/07, 2015/16

<u>Position</u>	% Female	
	<u>2006/07</u>	<u>2015/16</u>
Instructors	41.9%	40.1%
Assistant Professors	35.5%	37.9%
Associate Professors	26.5%	32.6%
Full Professors	14.9%	20.4%
All full-time Faculty	27.1%	31.7%

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# Female Full-time Faculty, by Field, by Rank, US, 2015/16

<u>Field</u>	<u>Asst. Prof.</u>	<u>Assoc. Prof.</u>	<u>Full Prof.</u>
Accounting	43.4%	39.0%	24.8%
CIS/MIS	26.4%	27.7%	18.7%
Economics	31.9%	24.5%	14.1%
Finance	27.5%	26.1%	11.1%
HR Management	56.6%	54.7%	29.4%
Management	38.4%	40.4%	28.3%
Marketing	47.5%	35.3%	26.7%
Quant Methods/Stat	31.7%	22.4%	13.9%

# Academic Department Chairs, % Female, US, 2000/01, 2016/17; Non-US, 2016/17

	US		Non-US
	<u>2000/01</u>	<u>2016/17</u>	<u>2016/17</u>
Accounting	23.5%	24.9%	29.5%
CIS/MIS	18.1%	23.6%	5.9%
Economics	11.7%	17.3%	16.7%
Finance	7.9%	12.8%	12.1%
HR Management	13.6%	30.0%	50.0%
Management	22.6%	33.9%	16.7%
Marketing	17.1%	24.6%	31.4%
Quant Methods/Stat	11.1%	9.7%	0.0%

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**→ DEANS**

# Business School Deans, % Female, 2009/10, 2016/17, US

# 2016/17, Non-US

<u>Position</u>	US		Non-US
	<u>2009/10</u>	<u>2016/17</u>	<u>2016/2017</u>
Dean	16.3%	23.0%	21.4%
Associate Dean	28.5%	34.1%	28.2%
Assistant Dean	55.3%	61.1%	35.7%



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# ❖ **RECOMMENDATIONS FOR CHANGE**

# [1] Acknowledge the



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... let's talk about these issues.

## [2] Integrate Gender Issues into B-School Curriculum, Research & Environment

- Numerous studies document a lack of female role models in management and leadership cases studies, as well as in textbooks, and in business programs as speakers, etc.

(See Flynn, Cavanagh & Bilimoria, 2015b)

- Work to change this.
  - ❖ A free resource: The UN PRME Global Repository on Gender Issues




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# UN PRME Working Group on Gender Equality (WGGE)

- PRME (Principles for Responsible Management Education) involves 600+ business schools in 80+ countries.
- The WGGE was launched in 2011, in response to the UN's Women's Empowerment Principles (WEPs)
- Mission: To bring together academics and employers to provide support and resources for integrating gender issues and awareness into management education curricula and research.
- Co-Chairs: Kathryn Haynes (UK), Maureen Kilgour (Canada), and Patricia Flynn (US)

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# WGGE's Global Repository

- Includes case studies, syllabi, research, publications, other course materials.
- Created by over 25 faculty in 7 countries.
- <http://prmegenderequalityworkinggroup.unprme.wikispaces.net/Welcome+to+the+Wikispace>
- Includes 15 disciplines 

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# Global Repository Disciplines

- Accounting
- Corporate Governance
- CSR
- Economics
- Entrepreneurship
- Finance
- History & Anthropology
- IT
- Law
- Leadership
- Management
- Marketing
- Negotiation
- Non-Profit Management
- Operations

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# PRME WGGE Series on Gender

*PRME/Greenleaf Publishing Series on Gender:*

- ❖ *Integrating Gender Equality into Business and Management Education: Lessons Learned and Challenges Remaining (2015)*
- ❖ *Overcoming Challenges to Gender Equality in the Workplace: Innovation and Leadership (2016)*

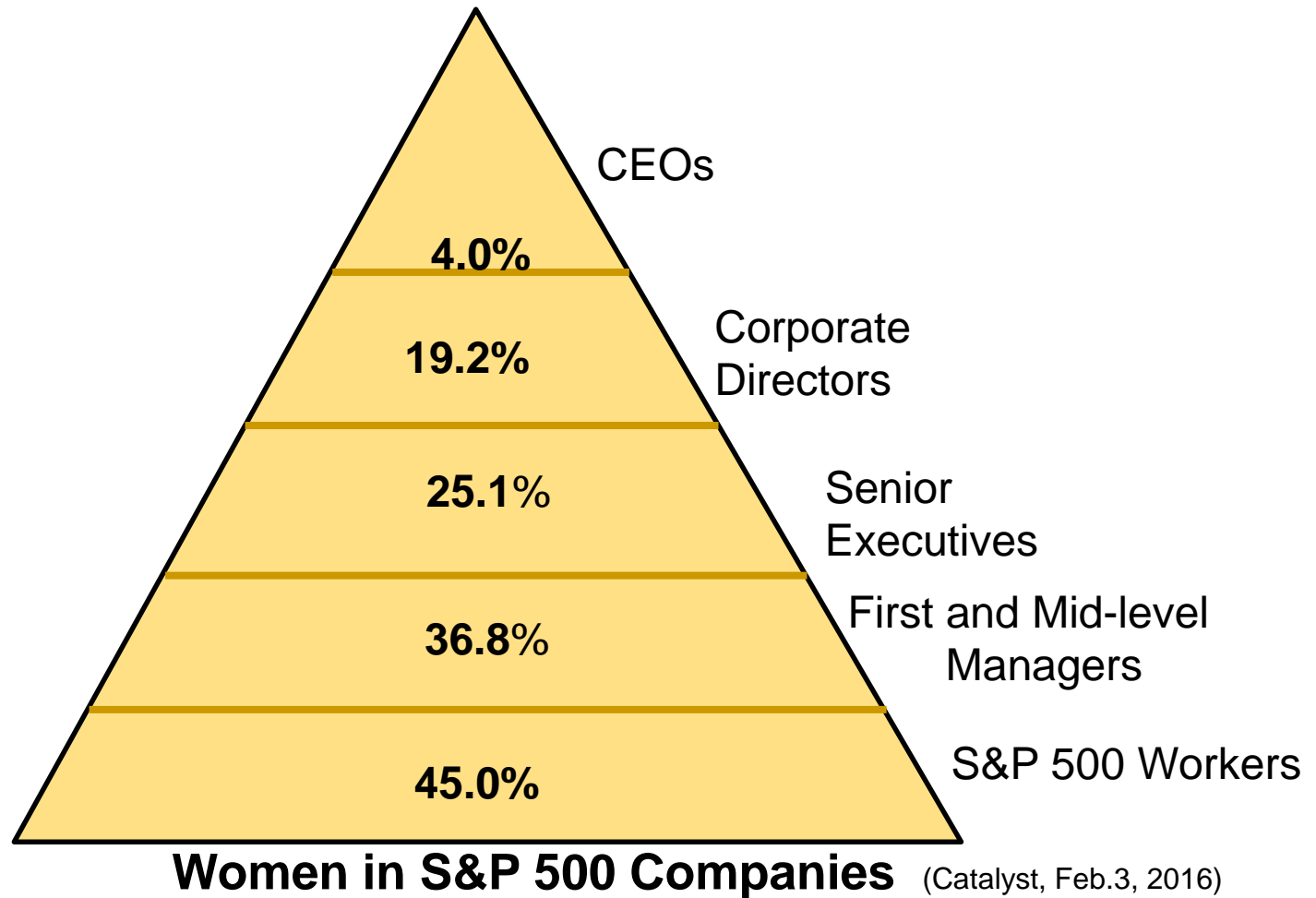
Editors: Kathryn Haynes (UK), Maureen Kilgour (Canada) and Patricia Flynn (US)

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### [3] Expand Discussions of Managerial and Executive Career Paths with Undergraduate and Graduate Women Students



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# Educational Backgrounds and Career Paths to Top Management Positions

- Educational backgrounds of the Fortune 100 CEOs (2013):
  - ❑ Undergraduate: Engineering (14%), Business Administration (11%), Accounting (9%), Economics (8%)
  - ❑ Graduate: The majority (65) of these CEOs have a graduate degree, which is most often (57%) an MBA. [20% JD; 6% Economics]

Source: N2growth, 2013
  
- Career paths to top management
  - ❑ Women tend to remain in specific STAFF functions, such as HR, Public Relations, Communications, Finance and Administration, working in relatively narrow silos. (“Glass walls”)
  - ❑ In contrast, many of their male counterparts shift over time into LINE responsibilities, in Operations, Sales, Research and Product Management and General Management – positions that provide the kinds of diverse and board experiences deemed necessary to be selected for top management.

Source: ILO, 2015.

Also see: Savitz, 2011; Irwin, 2016.

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## [4] Identify and Address Pipeline Issues for Female Faculty and Deans

- While the problems of gender equality in business schools have many aspects, some of gender gaps can be traced to pipeline issues.
  - Fields, such as CIS and Economics, for instance, generate relatively few female doctorates.

# Doctorate Degrees Conferred, % Female, by Select Field, U.S., 2013/14

## Non-Business

Veterinary Medicine	79.0%
Psychology	74.7%
Public Administration & Soc. Service Professions	67.0%
Physical Therapy	66.5%
Health Professions	58.4%
Pharmacy	61.0%
Law	46.8%
Engineering	22.7%

## Business

OB Studies	53.9%
Marketing	52.2%
Business, Mgmt & Marketing	43.3%
Accounting	36.2%
Finance	35.4%
Economics	31.9%
CIS	21.0%

Source: U.S. National Center for Education Statistics

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# Pipeline Recommendations

- Conduct research on where female students (undergraduate and graduate) are going and why.
- Provide information to female undergraduate and master's degree students on the opportunities for, and potential benefits of, pursuing traditionally male-dominated fields, and doctorate degrees (and possibly becoming business school faculty.)

Examples of two new programs →

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# Terry Women's Initiative (2015)

## Terry College of Business, Univ. of Georgia, US

- Program featured by AACSB in its “Innovations that Inspire” initiative.
  - Designed to educate and empower women, especially those in traditionally-male dominated career paths.
  - Focuses on both hard and soft skills.
  - Activities to date include: a mentorship program for undergraduates, corporate site visits, panels about traditionally male career paths and opportunities, a golf clinic, and a summer book club.
  - Future events include: student conference on positioning for success after college, and a retreat for juniors and seniors on best ways to leverage their potential.

For details see: [www.terry.uga.edu/students/womens-initiative](http://www.terry.uga.edu/students/womens-initiative)

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# Pipeline Recommendations (cont.)

- Most business school deans were an associate dean or a department chair before becoming dean. Many of these stepping stone positions are filled by full professors. Yet, as shown earlier, females are still only 20% of b-school full professors, and considerably < that in key areas.
- Recommendations for female Assistant Professors:
  - Provide advice on how to best spend pre-tenure time.
  - Provide a mentor (who needn't be female).
  - Encourage joint authorship possibilities.

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## [5] Encourage and Appoint More Women Academic Leaders in Business Schools

- Encourage more female full professors to apply for associate dean and department chair positions.
- Appoint more women as “Interim dean,” a position which often leads them to the “permanent” dean’s position.
- Have gender diversity on all faculty and dean search committees. Insist executive search firms provide a gender diverse roster of candidates.
- Actively work with and engage male (as well as female) faculty and administrative colleagues in fostering gender equality in the business school. (See Catalyst, 2009)

Source: McTiernan and Flynn, 2011



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## [6] Encourage On-going Informal Professional Development for Women Faculty and Administrators

- Example: Women Administrators in Management Education (WAME)
  - Affinity group of AACSB-International
  - Workshops and seminars
  - Can be a catalyst for change
  - Can provide mentors and role models

# Do's and Don'ts for Prospective and New Women Deans\*

## DO:

- Get a mentor or two (male and/or female).
- Delegate (with deadlines and keep in touch.)
- Always do your homework (and challenge, tactfully, those who don't). Speak up. Be heard.
- Effectively network and seek out opportunities consistent with your goals.
- Use your time wisely. Learn to say “NO” more often.
  - ❑ Don't do things just because your calendar is open.
  - ❑ Be selective. Recommend someone else for various activities/events.
- Maintain a sense of humor.
- Continue to develop key skills such as negotiation, fundraising, etc.

\* From various WAME discussions.

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# Don'ts

- DO NOT take things at work personally
  
- DO NOT be invisible
  - Get on the program at annual deans meetings, etc.
  - Volunteer to be a speaker or moderator at business and professional association events, e.g., Chamber of Commerce, Business Roundtable.
  
- DO NOT teach courses while dean. Occasional guest lectures are fine. (Having regularly scheduled office hours is a good thing.)
  
- DO NOT apologize or put yourself down when asking questions.
  
- DO NOT wait until your children are grown up to become dean.

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## [7] Foster an Inclusive Educational Environment in which All Male and Female Students, Faculty and Administrators can Thrive

- Beyond increasing student exposure to female role models in textbooks, case studies, etc., make sure students (male and female) meet and interact with female managers and leaders.
- Hold department chairs and deans accountable in their annual evaluations for gender equality and diversity more generally.
- Provide training to faculty and administrators on unconscious (and conscious) bias.
- Incorporate more flexibility into the faculty career path, via for instance, allowing extensions in time for applying for tenure for parents, be they female or male.
- Take advantage of the valuable resources available across the globe on ways to improve gender equality in higher education. (See Flynn, Cavanagh and Bilimoria, 2015)

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## [8] Conduct More Research on Gender Issues Related to Business Schools and Career Paths, e.g.:

- Patterns and trends of b-school graduates outside the US, and comparisons with the US.
- Promotion and tenure patterns of b-school faculty by gender within and outside the US.
- Managerial and executive career paths of graduates with Specialized Masters Degrees, within and outside the US.
- The \$400,000 gender pay gap female MBAs face (Bellstrom, 2016).
- Lessons learned from countries that have similar percentages of female managers and CEOs (i.e., Finland, Ireland, the Netherlands, Switzerland). (ILO 2015)

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❖ **QUESTIONS? COMMENTS? ADVICE?**

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