



Lancaster University
Management School

GENDER EQUALITY REPORT

2026



TARGETED  MPI



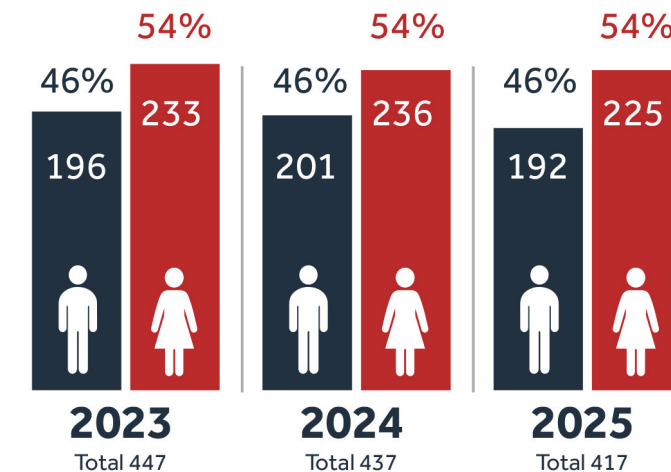
INTRODUCTION

Lancaster University Management School (LUMS) is committed to Equality, Diversity and Inclusion (EDI) across its activities. As part of our EDI initiatives, LUMS has developed a focused package of work around staff gender equality. This includes a commitment to producing a staff-focused Gender Equality Report using data collected as part of EDI initiatives. This report builds on our previous report from 2023. The aim is to produce these reports at regular intervals to monitor the School's progress towards gender equality.

In this report, we focus on four priorities that align with Lancaster University's goal to address the gender pay gap: pay and staff profile; academic staff recruitment; promotions; and workload. We identify key patterns in the data that are indicative of both areas of improvement in gender equality and areas requiring further work. We draw upon data available from 2022/23 until 2024/25.

Our Gender Equality reports have been developed as part of the TARGETED-MPI – Transparent And Resilient Gender Equality Through Integrated Monitoring Planning and Implementation project, funded by European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No. 872260.

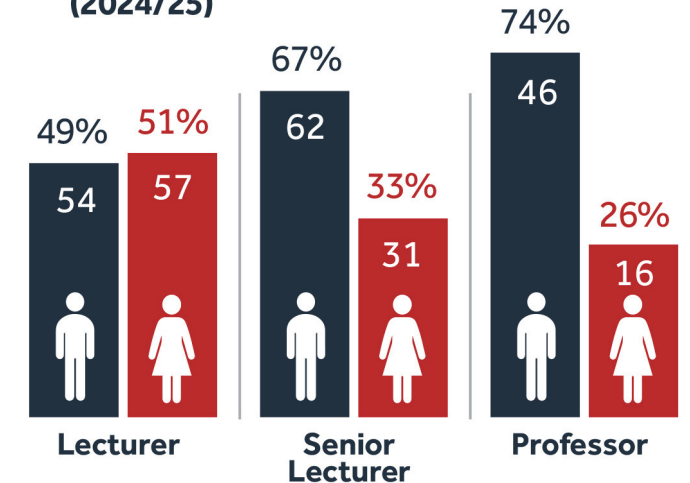
1: Total number of staff*



The LUMS population in 2025 comprises more women (54%) than men (46%). This is a pattern that has existed for several years and is influenced by a high proportion (81%) of female professional services staff, whereas females represent a lower proportion (41%) of academic staff.

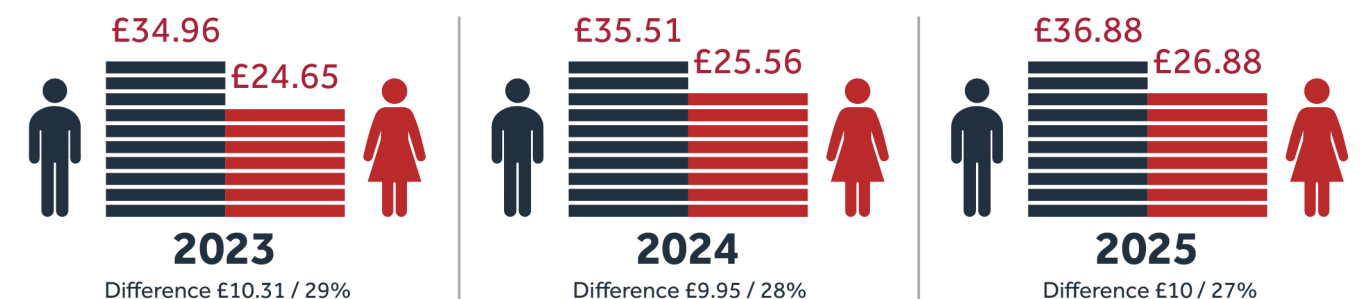
*numbers are Full-Time Equivalent (FTE)

2: Academic staff grade and gender split* (2024/25)



LUMS' Academic staff gender split has been consistently at 41% female and 59% male over the last three years. We can see an encouraging increase in the number of female professors in comparison to our previous Gender Equality Report (2023). However, the average percentage of men and women in academic roles across LUMS departments in 2024/25 illustrates a leaky pipeline for women from Lecturer to Senior Lecturer. This has implications for ambitions to continue to grow the number of female professors – with a reduction in the percentage of female Senior Lecturers who might apply for promotion to Professor from 38% in 2020/21 to 33% in 2024/25.

3: Average hourly rate



In 2025, the gender pay gap analysis reveals women's salaries to be 27% lower than men's. The LUMS gender pay gap is approximately 8% wider than the overall Lancaster University gender pay gap.

Some of the gap is explained by the overrepresentation of women in professional services roles, which tend to have lower salaries. The main driver, however, is the underrepresentation of women in higher-paid academic roles. Increased female representation in higher-paid professorial roles would have a significant impact on the gender pay gap.

It is recommended that gender pay gap trends continue to be monitored annually and that targeted interventions are implemented to support women's progression into senior academic and professional service roles. Discussions elsewhere in this report relating to structural factors contributing to the gender pay gap – including recruitment, promotion and workload allocation – identify areas for potential intervention.

STAFF RECRUITMENT

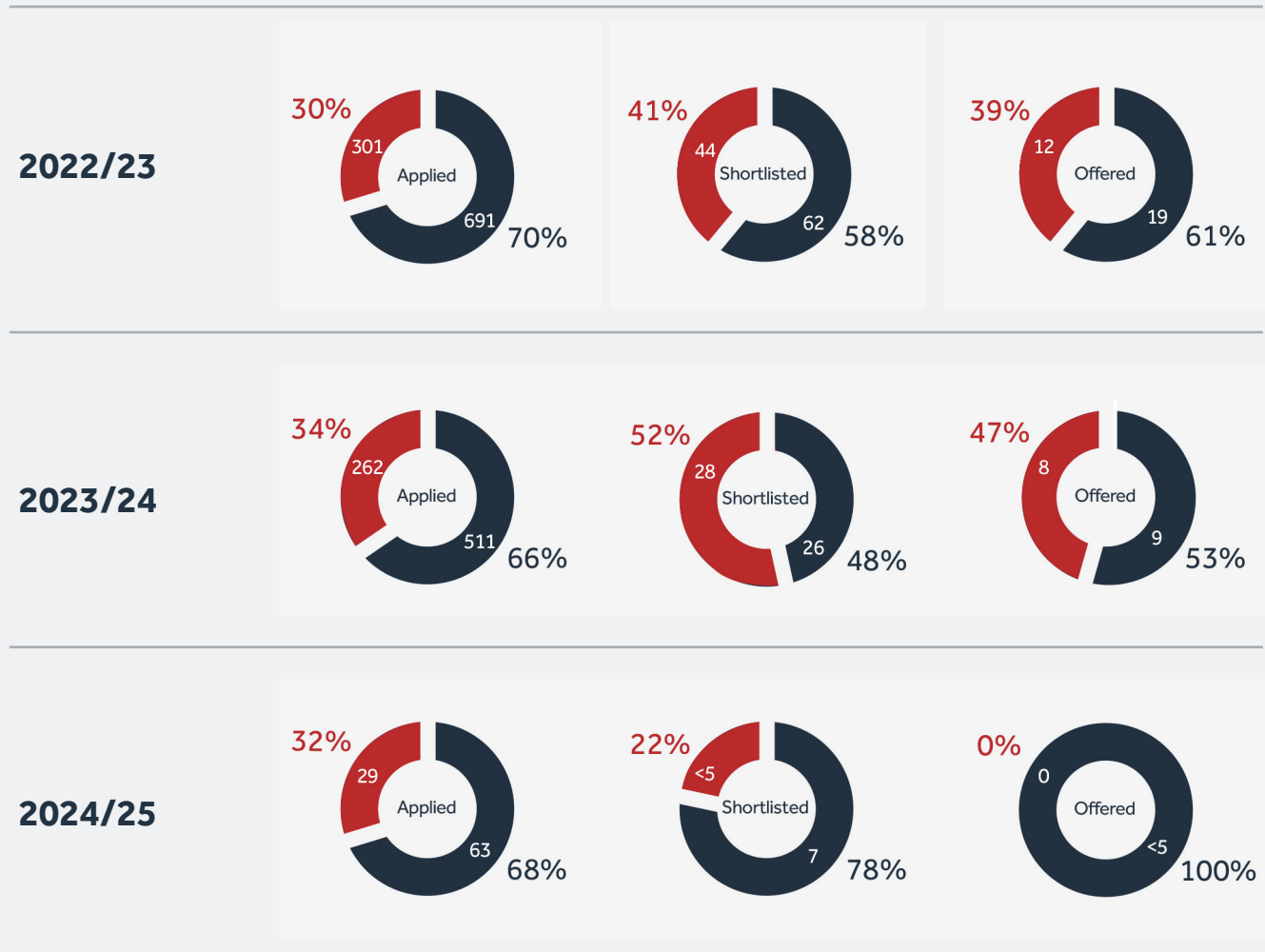
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WOMEN

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MEN

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



Percentages are rounded to the nearest whole number. The figure includes only applicants who declared their gender as male or female; the remaining percentage represents those whose gender was recorded as 'unknown'.

Analysis of this data indicates some fluctuation in the proportion of applications from women, ranging from 30% to 34%. The proportion of women shortlisted increased from 41% in 2022/23 to 52% in 2023/24 before decreasing to 22% in 2024/25. A similar pattern is evident in the proportion of offers made to women, which increased from 39% in 2022/23 to 47% in 2023/24, followed by no offers in 2024/25. It is important to note that the total number of offers made in 2024/25 was fewer than five. The data suggest that progress was made in shortlisting women applicants and making offers in 2023/24. Overall, the variation across the three-year period indicates that continued work is required to increase the proportion of applications from women and to

achieve greater consistency in shortlisting and appointment outcomes, supporting progress towards gender equality.

LUMS continues to review how job vacancies are advertised and how recruitment panels are constituted. This includes careful consideration of job description wording and ensuring diverse recruitment panels. Recruitment campaigns continue to highlight the diversity of LUMS staff and students, alongside EDI activities. Building on these initiatives, it is recommended that their impact is evaluated and that targeted measures are implemented to increase the proportion of women applicants and improve the consistency of shortlisting and appointment outcomes. This could include reviewing the effectiveness of advertising channels, undertaking targeted outreach to women in relevant academic networks, the use of inclusive recruitment training for panel members, and annual reviews of recruitment data to identify areas requiring further action.

PROMOTIONS

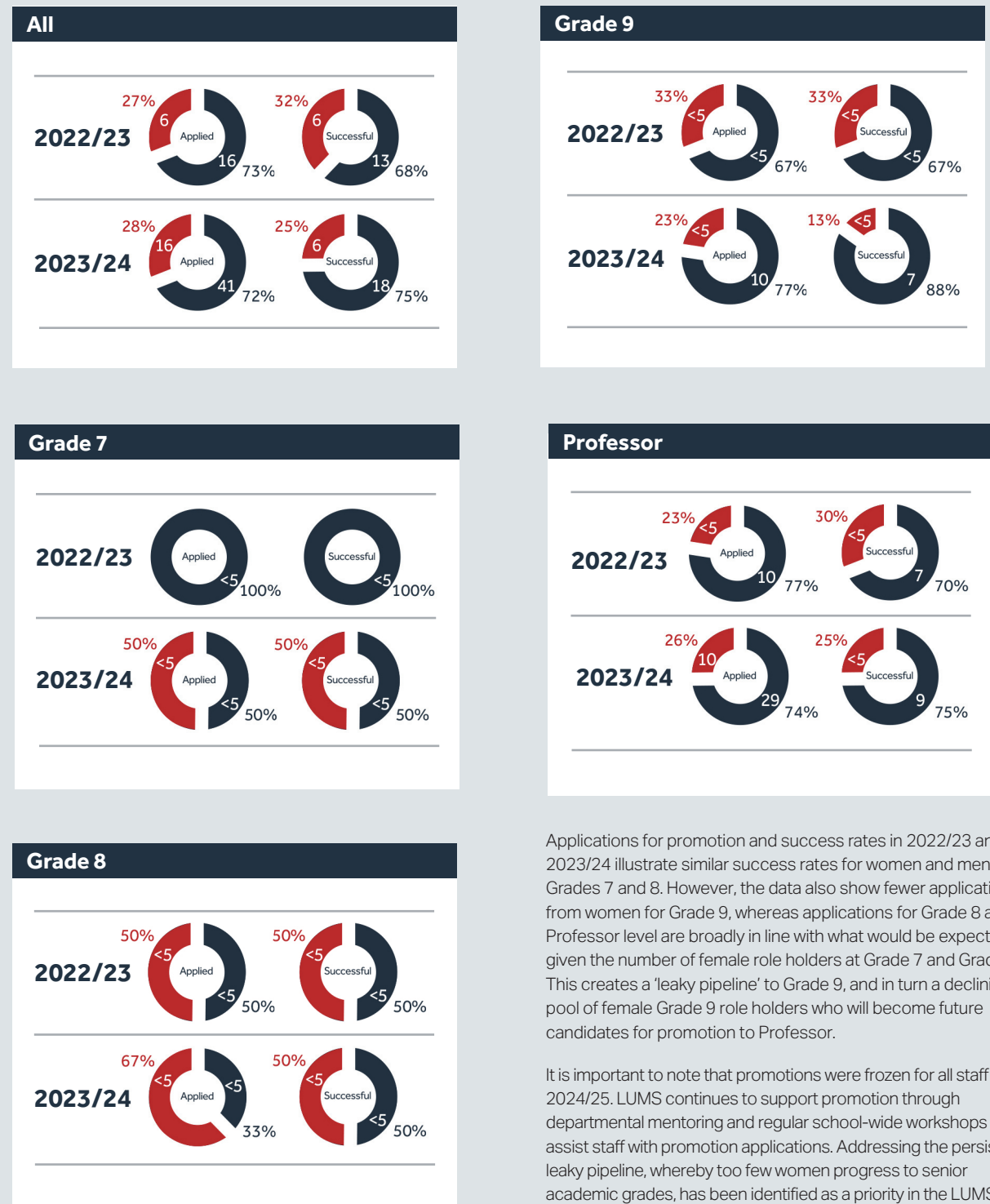
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5: Academic promotion cases applied and successful by gender and pay grade



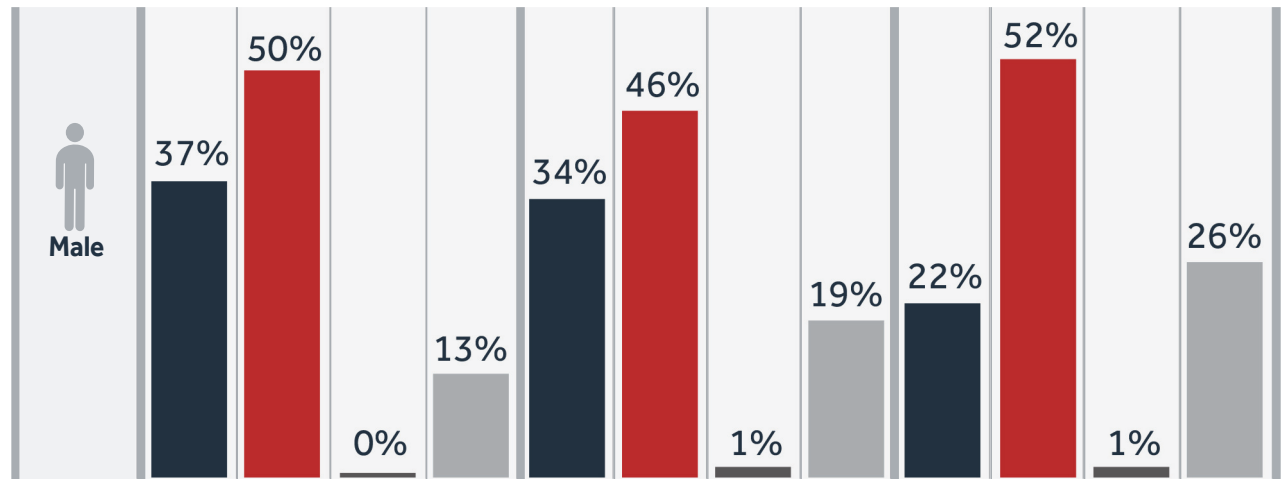
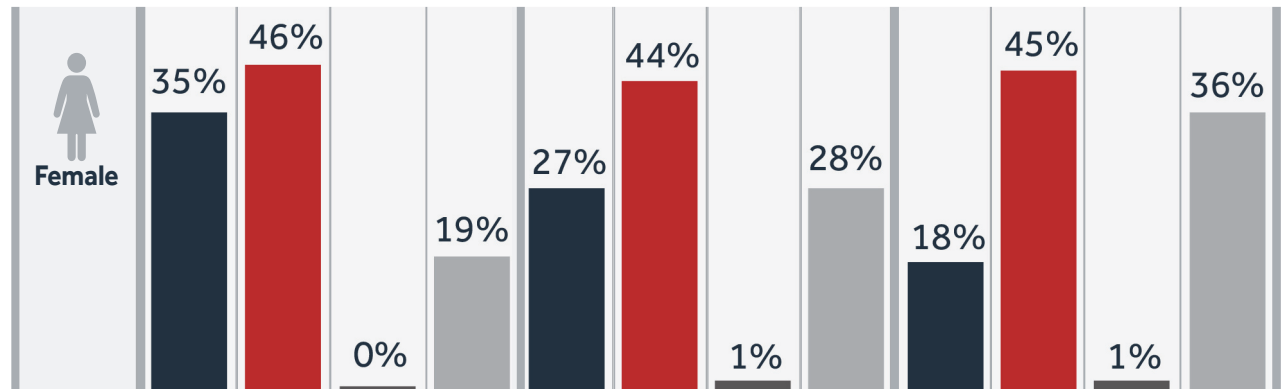
Applications for promotion and success rates in 2022/23 and 2023/24 illustrate similar success rates for women and men at Grades 7 and 8. However, the data also show fewer applications from women for Grade 9, whereas applications for Grade 8 and Professor level are broadly in line with what would be expected given the number of female role holders at Grade 7 and Grade 9. This creates a 'leaky pipeline' to Grade 9, and in turn a declining pool of female Grade 9 role holders who will become future candidates for promotion to Professor.

It is important to note that promotions were frozen for all staff in 2024/25. LUMS continues to support promotion through departmental mentoring and regular school-wide workshops to assist staff with promotion applications. Addressing the persistent leaky pipeline, whereby too few women progress to senior academic grades, has been identified as a priority in the LUMS Athena Swan submission (July 2026). It is recommended that these initiatives prioritise support for women at Grade 8, including proactive identification of potential promotion candidates, structured mentoring, and tailored application development workshops, with progress monitored annually to increase applications to Grade 9 and subsequent progression to Professor.

WORKLOAD

7: Academic staff workload allocation (2024/25)

Allocated hours by workload category, gender and grade ALL LUMS												
	Lecturer				Senior Lecturer				Professor			
	Teaching	Research and scholarship	Engagement and knowledge exchange	Leadership and administration	Teaching	Research and scholarship	Engagement and knowledge exchange	Leadership and administration	Teaching	Research and scholarship	Engagement and knowledge exchange	Leadership and administration



● WOMEN ● MEN

Departmental workloads by gender	
Accounting and Finance	101% 95%
Economics	84% 87%
Entrepreneurship and Strategy	100% 99%
Management Science	95% 94%
Marketing	95% 84%
Organisation, Work and Technology	86% 100%

These figures illustrate LUMS’ analysis of gender equality in academic staff workload. This is presented by gender, across grades, departments and contract type. The workload categories are Teaching, Research and Scholarship, Engagement and Knowledge Exchange, and Leadership and Administration.

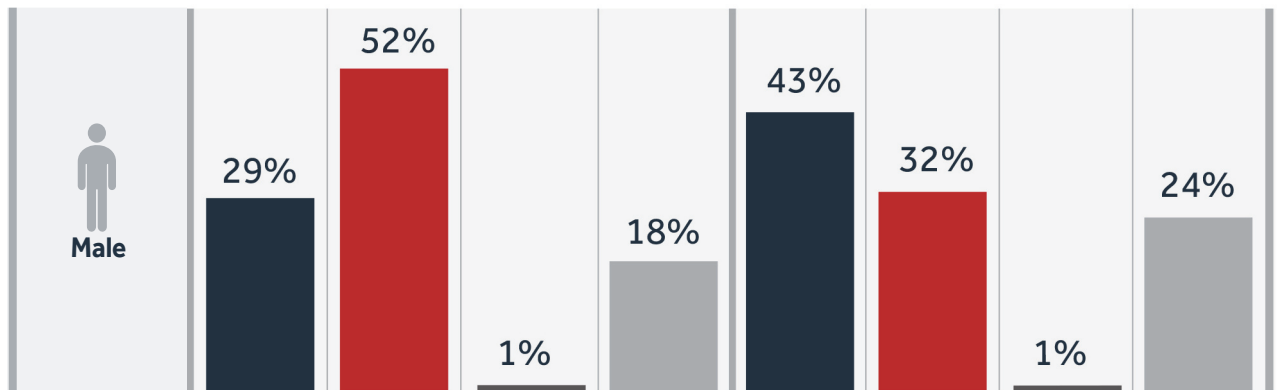
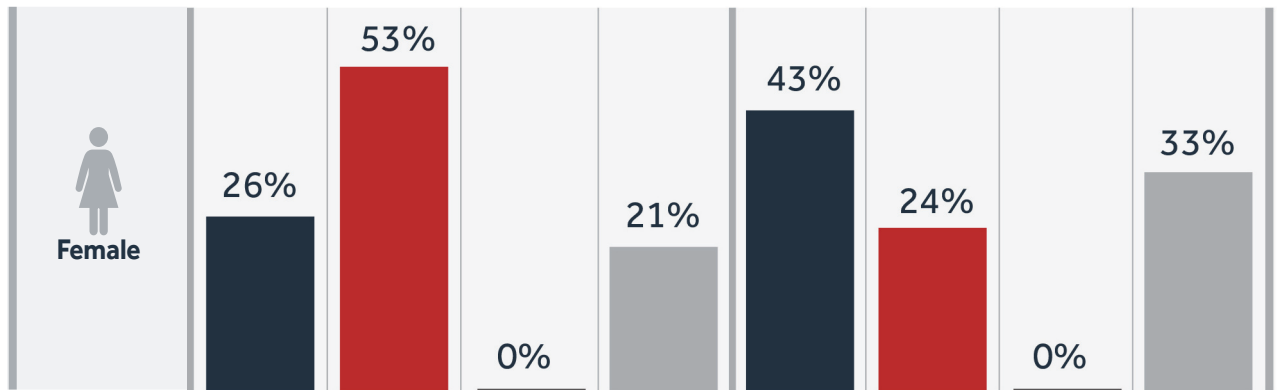
The figures show that men are allocated more teaching hours than women across all three grades, with a 2% difference at Lecturer level, a 7% difference at Senior Lecturer level, and a 4% difference at Professor level. The figures also show that women are allocated fewer Research and Scholarship hours than men, with a 4% difference at Lecturer level, a 2% difference at Senior Lecturer level, and a 7% difference at Professor level. However, the differences in Leadership and Administration workload are more pronounced. Women are allocated 6% more hours than men for Leadership and Administration at Lecturer level, 9% more at Senior Lecturer level, and 10% more at Professor level.

Overall, these findings suggest that further investigation is needed into the causes and effects of women's over-

representation in Leadership and Administration roles, and the impact this has on promotions and career progression. This trend was also identified in the previous Gender Equality Report (2023). As of the 2023/24 academic year, all LUMS departments have joined the Simitive workload management system. This has been helpful in analysing workload allocation by gender and contract type. It has also supported the collection of preliminary intersectional data, considering academic staff ethnicity and disability.

LUMS now has a well-established approach to collecting and analysing workload data. Building on this, it is recommended that further work is undertaken to increase the granularity of the data, enabling more detailed analyses of workload allocation by gender and other protected characteristics. Data should continue to be used to support annual departmental reviews, identifying and addressing disparities in Leadership and Administration workloads. This will help ensure equitable access to research, teaching and scholarship time and opportunities for career progression.

Allocated hours by workload category, gender and contract type ALL LUMS								
	Teaching and Research				Teaching Only/Teaching and Engagement/Teaching and Scholarship			
	Teaching	Research & scholarship	Engagement and knowledge exchange	Leadership and administration	Teaching	Research & scholarship	Engagement and knowledge exchange	Leadership and administration





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This report was compiled and produced by Lancaster University Management School's Gender Equality Observatory, with support from LUMS and contributions from EDI initiatives and colleagues across the School.