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The Gender Gap in European Business Schools

A Leadership Perspective

The Gender Gap in European Business Schools:

A Leadership Perspective

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Contents

Executive Summary

The Gender Gap in European Business Schools: A Leadership Perspective" is a research project initiated and funded by EFMD, EQUAL, and the business schools represented on the project's Steering Committee (hereinafter collectively referred to as "EFMD").

Research Team and Report Authors:

The project was supervised by a Steering Committee consisting of representatives of 11 European Business Schools. EFMD Research & Surveys provided logistical and project management support. The research team was led by

– Associate professor Lynn Roseberry, Ph.D. (CBS).

The rest of the team consisted of:

– Associate professor Robyn Remke, Ph.D. (CBS)
– Professor Johan Klæsson, Ph.D. (JIBS)
– Professor Thomas Holgersson, Ph.D. (JIBS)

Motivations for Study:

Numerous studies by policy makers and academics have documented the existence of a faculty gender gap in Higher Education Institutions (HEIs), which starts at the bottom of the academic hierarchy at the Ph.D. level and grows wider at each succeeding stage in the academic career path. As of 2013, women still represented less than 30% of grade A academic staff (the highest positions in the academic hierarchy) in HEIs in the vast majority of EU member states. In thirteen EU countries, women represented less than 20% of grade A academic staff. Business schools are no exception to this pattern. The average proportion of all full-time female faculty – not just senior professors – employed by the top 85 business schools on the Financial Times 2015 European Business School Rankings is 33%. It is even less than that (23.3%) at the top 10 business schools on the list.

30%

As of 2013, women still represented less than 30% of grade A academic staff.

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The average proportion of all full-time female faculty – not just senior professors – employed by the top 85 business schools on the Financial Times 2015 European Business School Rankings is 33%.

An abundance of academic research in gender and organizations has identified a number of institutional and cultural factors contributing to the under-representation of women in the upper levels of organizational hierarchies in both academia and industry. However, little is known about the role of leadership in facilitating greater gender diversity in business schools.

Objectives of Study:

The objectives of this project were to investigate:

– the regional and institutional differences among European business schools related to gender diversity policies and practices
– how business school senior leaders (rectors, deans, human resource directors, etc.) recognize and respond to social and organizational barriers towards greater gender diversity
– the role and effectiveness of the gender equality policies adopted by European business schools
– practical implications for future research and management practice at European business schools.

The project is driven by the following research question:

How do European business school leaders' understanding of and commitment to faculty gender diversity affect action taken by the business schools towards achieving gender parity?

Methodology:

Data for the study was collected using multiple methods including a quantitative survey as well as qualitative interviews of senior leaders at 4 selected business schools. The survey questionnaire included 39 Likert-styled questions that focused on the respondents' understanding of the factors affecting the gender diversity of their faculties and their own commitment to gender diversity. The sampling frame comprises the deans of 316 European business schools that are members of EFMD. The survey resulted in 108 viable responses.

Four business schools were selected to serve as illustrative cases. The data for these four cases include qualitative interviews with members of the leadership teams from each of the four schools. The four cases are geographically diverse as well as structurally and organizationally different:

– C1: university situated business school located in the UK/Ireland
– C2: stand-alone business school located in Scandinavia
– C3: stand-alone business school located in Southern Europe
– C4: stand-alone business school in the German-language region

Four

business schools were selected to serve as illustrative cases.

39

The survey questionnaire included 39 Likert-styled questions

316

The sampling frame comprises the deans of 316 European business schools that are members of EFMD

Executive Summary

Findings:

The findings are drawn from both the survey results and the case analyses.

1) A majority of the senior leaders of business schools participating in this study are fully committed to the principle of gender equality and are therefore uncomfortable with the fact that women are still under-represented in business academia. They regard the lack of faculty gender diversity as a problem for both the quality of the education as well as the reputations of their schools. These leaders seem to agree that lack of gender diversity indicates that something is wrong or even unfair. They have varying explanations for that lack, including social and cultural challenges (lack of childcare, for example) as well as individual difficulties (women are not as confident) for these discrepancies. Importantly, most of the participants in this study do not seem to regard themselves, their colleagues, or their schools' organizational cultures as contributing to these challenges.

2) Personal commitment towards greater gender diversity does not always translate into active engagement in leading or promoting gender diversity initiatives. While goodwill efforts towards gender awareness are a useful place to start, it is usually insufficient and often results in a lack of change-resulting action. To that end, reliance on traditional merit-based promotion alone will not facilitate change.

3) Results of diversity management initiatives vary widely and depend heavily on the most senior leader's understanding of gender equality. Acknowledging that insufficient gender diversity is the culmination of many different and overlapping factors, initiatives that achieve the greatest success are those that directly respond to the immediate and pressing challenges faced by the women in that particular business school.

4) Multiple stakeholders are impacted by the gender diversity of business schools and can serve as resources to inspire and legitimate action to promote gender diversity.

5) The leaders who proposed and/or implemented gender diversity initiatives readily acknowledge that they may not always "get it" and need to seek out the input of experts in the field as well as listen to and take seriously what female academics are telling them about their experiences. Most, but not all of this group of leaders, have done research in social policy and organizations, and one person had done work in gender and other diversity issues. They acknowledged that their research in these areas helped them understand the issues and challenges connected with faculty gender diversity.

Practical Implications for European Business Schools

Our findings imply that translating belief in gender equality and commitment to gender diversity into active engagement in effective strategies to achieve faculty gender parity requires leadership with certain characteristics and specific areas of focus. Business school leaders need to:

1) Seek out, listen to, and learn from the experiences of female faculty members. Those leaders who made a point of listening to academic women tell about their own personal experiences of a "chilly climate," the challenges of pursuing an academic career while having and raising children, and gender bias, demonstrated the strongest ability to facilitate actual organizational change.

2) Provide clear, unequivocal, and visible support and accept ultimate responsibility for all gender diversity initiatives, including the work of any appointed gender diversity committees, advisers or experts.

3) Take seriously the risk of gender bias in the formulation and application of hiring, tenure, and promotion criteria, seek expert help in reducing the impact of gender bias, and adopt soft positive action measures to counteract gender bias.

4) Professionalize work on gender diversity at business schools.

5) Enlist multiple stakeholders to inspire and legitimize gender diversity initiatives.

11

The project was supervised by a Steering Committee consisting of representatives of 11 European business schools, the Graduate Management Admission Council (GMAC), and EFMD

Academic women tell about their own personal experiences of a "chilly climate"

Preface

"The Gender Gap in European Business Schools: A Leadership Perspective" is a research project initiated and funded by EFMD, EQUAL, and the business schools represented on the project's Steering Committee (hereinafter collectively referred to as "EFMD").

EQUAL is a network of networks, which acts as a think tank and policy development organization in Europe for international business and management education, training, research and development for the benefit of member schools, students, end users and society at large.

The project was supervised by a Steering Committee consisting of representatives of 11 European business schools, the Graduate Management Admission Council (GMAC), and EFMD. Following is the list of business schools represented on the Steering Committee:

– WU Vienna University of Economics and Business, Austria
– Rotterdam School of Management, Erasmus University, Netherlands
– Lancaster University Management School, United Kingdom
– University of Bath School of Management, United Kingdom
– University of Exeter Business School, United Kingdom
– ALBA Graduate Business School, Greece
– SKEMA Business School, France
– Corvinus Business School, Corvinus University of Budapest, Hungary
– Jönköping International Business School, Sweden
– LUISS Business School, Italy
– Moscow International Higher Business School, Russia

EFMD Research & Surveys provided logistical and project management support.

The general purpose of the project as defined by EFMD is to describe how business schools are dealing with the lack of faculty gender diversity, investigate regional and institutional differences as well as the role and effectiveness of the gender equality policies adopted by European business schools. The Steering Committee was especially interested in identifying some practical implications for future research and management practice at European business schools.

EFMD requested that the project include both survey work and clinical case study (interview-based) work. The precise research question and methodology were to be specified by the research team in cooperation with the Steering Committee.

The research team consisted of researchers at Copenhagen Business School (CBS) and Jönköping International Business School (JIBS). The team was led by associate professor Lynn Roseberry, Ph.D. (CBS). Dr. Roseberry and associate professor Robyn Remke, Ph.D. (CBS, and now Lancaster University) were responsible for the design of the research project, the literature review, preparing the survey questionnaire, the clinical case study work, and drafting the final report. Johan Klæsson, Ph.D., and Thomas Holgersson, Ph.D., both senior professors at JIBS, assisted with the mechanics of the survey, presentation of the survey data, and performance and interpretation of the factor analysis.

Introduction

This research project investigates and describes how leaders of European business schools approach the issue of faculty gender diversity. Numerous studies by policy makers and academics have documented the existence of a gender gap in Higher Education Institutions (HEIs), which begins at the bottom of the academic hierarchy at the Ph.D. level and grows wider at each succeeding stage in the academic career path. Even though 46% of all Ph.D. students in 2002 were women, in 2013, women still represented less than 30% of grade A academic staff (the highest positions in the academic hierarchy) in the majority of EU member states (Deloitte, 2013). In thirteen EU countries, women represented less than 20% of grade A academic staff.

Business schools are no exception to this pattern. The *average* proportion of *all* full-time female faculty – not just senior professors – employed by the top 85 business schools on the Financial Times 2015 European Business School Rankings is 33%. It is even less than that (23.3%) at the top 10 business schools on the list (Financial Times 2015).

The fact that women remain underrepresented at the top of academic hierarchies has attracted substantial interest from researchers and policymakers. Several studies sponsored by the European Commission and the League of European Research Universities (LERU) have produced evidence of an array of obstacles at the organizational level in the form of common management practices that keep women from advancing through the academic pipeline at the same rate as their male colleagues in European universities – a phenomenon popularly referred to as "the leaky pipeline" (e.g. LERU, 2012; European Commission, 2008, 2012, 2014). An abundance of academic research in gender and organizations has identified a number of institutional and cultural factors contributing to the under-representation of women in the upper levels of organizational hierarchies in both academia and industry (e.g. Acker, 2008; Benschop & Brouns, 2003; Mavin, Bryans & Waring, 2004; Roseberry & Roos 2014).

Taken together, all of these studies indicate the need for organizational change in HEIs if gender parity is ever to be achieved. Research in change management (e.g. Floyd and Wooldridge, 1990) and diversity management (e.g. Rynes and Rosen, 1995; Morrison, 1992) has generated evidence indicating that the way managers think and feel about organizational change are important factors in the achievement of the desired change. Managers' thoughts and feelings about a strategy can be conceptualized as understanding of and commitment to the strategy (e.g. Floyd and Wooldridge, 2000).

Currently, there are no published studies addressing the specific issue of how managers in HEIs – in Europe or elsewhere – think and feel about faculty gender diversity. This project is a step in the direction of filling that gap. Accordingly, the research question we aim to answer with this project is:

How do European business school leaders' understanding of and commitment to faculty gender diversity affect action taken by the business schools towards achieving gender parity?

Answers to this question will, we hope, assist business school managers in identifying and leading the organizational changes needed to ensure that they recruit, retain, develop, and promote both male and female faculty in numbers proportional to their presence in the academic pipeline. This achievement is vital not just for the sake of fairness, but also, and just as importantly, for the sake of improving the quality of business education and research.

We begin this report by presenting the theoretical framework guiding our project, followed by a review of the literature on gender in organizations and diversity management. We then present an explanation of our methods and an overview of our findings. Thereafter, we present an analysis of our findings and conclude with recommendations for action and further research.

This research project investigates and describes how leaders of European business schools approach the issue of faculty gender diversity.

Theoretical Framework

We approach the research question from the perspective of organizational change because the purpose of diversity initiatives is to bring about change, even if they have not produced the intended results (Kalev, et al, 2006). The failure of most diversity initiatives to bring about the desired change mirrors the dismal track record of change initiatives generally. Published estimates of success of strategic re-orientation are approximately 30% (Hammer & Champy, 1993; Pfeifer et al, 2005). Surveys of European firms show a mere 20% reporting 'substantial' success with implementing change initiatives with another 63% claiming only 'temporary' success (The Economist, 2000). Given the generally poor success rate of organizational change initiatives, it is not surprising that most diversity management initiatives fail to achieve their intended goals.

The poor success rate of organizational change initiatives has been a subject of change management literature since the end of the 1990s (Tsoukas & Chia, 2002). At that time, some authors began to question the very notion of managing or implementing change (Chia, 1999; Clemmer, 1995; Mintzberg, Ahlstrand, & Lampel, 1998). Floyd and Wooldridge (2000) took up this criticism and linked the problem of unsuccessful change initiatives with the origins of strategy research: the idea of helping top managers determine appropriate strategy and install necessary implementation mechanisms. This notion is at the root of the "synoptic" view of change, which has been widely criticized throughout the 2000s.

The "synoptic" view of change assumes that organizational change is the result of first formulating and then implementing strategy, with top managers serving as the main actors in determining appropriate strategy and installing the necessary implementation mechanisms (Tsoukas & Chia, 2002; Floyd & Wooldridge, 2000). Rather than re-conceptualizing change, however, Floyd and Wooldridge (2000, p. 30) suggest shifting focus from top to middle managers, noting the importance of consensus, defined as the presence of both understanding of and commitment to the strategy. They hypothesize that "more efficient implementation of the strategy might not occur unless organizational members at multiple levels...understood the strategy (cognitively) and were committed to it (affectively...)" (Floyd & Wooldridge (2000, p. 30). Misunderstanding and low commitment could result (a) if they were ill informed about the strategy and therefor misunderstood it or (b) if they understood it, but believed it was infeasible or otherwise ill advised (Floyd & Wooldridge, 1992a).

Theoretical Framework

Figure 1 summarizes how consensus is affected by varying degrees of both dimensions (Wooldridge & Floyd, 1989, p. 299). A high degree of consensus is achieved when both understanding and commitment are high (cell 1), and the lowest degree of consensus is achieved when both dimensions are low (cell 4). When commitment is high, but decision-makers misunderstand the strategy, individuals are well-intentioned, but ill-informed (cell 2). When decision-makers are skeptical (they understand the strategy, but are not committed to it), cynicism and resistance may develop (cell 3). Floyd and Wooldridge (1989) note that there is also a dynamic implicit in Figure 1. Both understanding and commitment are likely to be low in the early stages of the strategic process, but as it proceeds, there are opportunities to improve understanding and commitment.

Figure 1. Configurations of shared understanding and commitment
(Wooldridge & Floyd, 1989, p. 299)

	High Understanding	Low Understanding
High Commitment	1	2
Low Commitment	3	4

Subsequent scholarship has further investigated the link between ineffective implementation of strategy and lack of commitment to that strategy (Westley, 1990; Floyd and Wooldridge, 1992b; Mintzberg, 1994). These scholars relied on a definition of commitment previously developed by Mowday and Steers (1979), Steers (1977) and Porter et al. (1974). According to these scholars, commitment consists of three components: (i) a strong belief in and acceptance of the organization's goals and values; (ii) willingness to exert considerable effort on behalf of the organization; and (iii) definite desire to maintain organizational membership.

Roos and Said (2005) offer an alternative definition, inspired by the literature on corporate social responsibility, managerial responsibility, and ethical leadership. They define commitment as "an obligation to serve an interest even if that interest is distinct from self-interest", and suggest that it includes both "a private dynamic (my identification with an interest) and a public dynamic (my statement of that identification in front of witnesses)" (Roos & Said, 2005, p. 49). They explain that the private and public aspect of commitment will persuade me that "I owe it to myself and my witnesses to honour my commitment" (Roos & Said, 2005, p. 49). Thus, to honour a commitment to an organizational interest, like gender diversity, is to behave responsibly towards the organization, which the manager is entrusted to lead, and towards the colleagues with whom she shares that responsibility. (Roos & Said, 2005, p. 49).

We believe that the work by Wooldridge and Floyd and others examining the links between understanding, commitment, and successful strategy implementation can provide a useful framework for investigating how business school managers approach the issue of faculty gender diversity. While the literature on gender in academia points to a number of organizational practices and characteristics that contribute to under-representation of women in the upper levels of the academic hierarchy, little is known about how managers in HEIs are dealing with these challenges. Examining how business school leaders understand the issue of faculty gender diversity and their commitment to achieving it will shed light on how leaders influence the adoption and implementation of effective gender diversity strategies.

Literature Review

Much of the literature on gender in organizations proceeds from an understanding of gender that is informed by postmodern feminist theories. These theories define gender primarily as a situated social practice, rather than an essential or innate trait of men and women (e.g. Butler, 1990; Poggio, 2006). Butler and others argue that biological sex is itself a social construction, because biological differences are only understood as significant and real if identified and linguistically labeled as such, which occurs only as the result of an accumulation of various social practices (e.g. medical, legal, professional) (Butler 1990). Biological sex is sometimes difficult to determine, even at birth, and even when the biological sex seems clear, the behavior of a person categorized as male or female at birth will not necessarily or always match the behavior that social conventions associate with that biological sex (see, e.g., Meyer-Bahlburg 2005). In other words, as we are already and always situated in a social world, we are not capable of moving or imagining anything beyond it into a pre-social or asocial context in which biological sex provides any meaning in itself. We always perceive biological sex through the mediating factors of the social world and thus only understand biological sex in accordance with the cultural markers with which we have learned to recognize it (Butler, 1990). Further, Poggio (2006) outlines a theory of gender practices that sees gender as being constantly redefined and negotiated in the everyday practices through which individuals interact.

Our investigation of business school leaders' approach to faculty gender diversity is informed by these postmodern theories of gender. Thus, we consider gender to be an integral and constitutive part of organizational practices, as does the literature on women in academia (Acker, 1990; Gherardi, 1994; Martin, 2006; Poggio, 2006).

A large body of literature on women in academia concerns "the leaky pipeline." "The leaky pipeline" is a metaphor for the phenomenon of women's underrepresentation in higher positions within the organizational hierarchy of HEIs. "Leaky pipeline" research has focused especially on the STEM (science, technology, engineering, and math) sector (e.g. Cacace, M., 2009; European Commission, 2012), and there is also research on academia more generally and on business sectors unrelated to STEM. The literature as a whole indicates that the reasons why women remain in stagnant career positions or leave their occupations to become full time caregivers (Stone, 2007) or pursue other careers vary depending on the industry, type of career, cultural context, and the personal circumstances of the individual woman (Blickenstaff, 2005; Good, Aronson, & Harder, 2008; Puljak, Kojundzic & Sapinar, 2008; Schreudersa, Mannon & Rutherford, 2009; Soe & Yakura, 2008).

The reasons why women struggle to advance their careers in general, within academe more specifically, and European Business Schools even more specifically, are complex, multifaceted, and interrelated. In fact, the leaky pipeline is a result of individual, organizational, and social factors that culminate in scenarios that leave most women with two choices: stay stuck or exit. Focusing particularly on academic universities, the following review of the leaky pipeline literature briefly highlights the main conclusions reached by gender and organizational scholars on some of the ways in which organizations are gendered and produce constraints on the individual, organizational, and societal levels that together cause women to cluster at the lower levels of organizational hierarchies.

The individual academic

On the individual level, there is no doubt that some women are fully capable of achieving positions of leadership in academia. In fact, women as early as the turn of the 20th century were promoted to full professors and even achieved social celebrity status as public intellectuals (Czarniawska & Sevón, 2008). However, these women are the exception – the 'thin end of the wedge' to use Czarniawska & Sevón's (2008) phrase. These early pioneers helped open doors for other women, but as we noted earlier, much still needs to be done to create more gender parity within European universities and business schools. The point is not that there are no female leaders within academia. The point is that there should be more.

Noting that the early female academics were often seen as exceptional or unusual in both their academic and social lives, many academic women continue to find themselves caught within forces that pull them in opposing directions (Bailyn, 2008). Striving towards the ideals of womanhood, professionalism, motherhood, wifehood, scholarship, community membership, and teaching, women find themselves attempting to negotiate often conflicting identities that leave them feeling like failure is their only option (Trethewey, 1999, 2006). The tension many female academics feel between being a caring woman and a productive academic is widely documented (Acker & Feuerverger, 1996; Haynes & Fearfull, 2008; Park, 1996; Parsons & Priola, 2013; Raddon, 2002). But, this tension is not just about public work (scholar and teacher) and private life (mother and partner); many female academics also feel "torn between intellectual scholarship and research and the nurturing and teaching components of the academic role" (Parsons & Priola, 2013, pg. 583). Knowing that women are expected by students and colleagues to demonstrate greater levels of compassion, concern, and care for others (Kanter, 1993), women often find themselves having to give more of their time and energy towards duties that do not contribute to their overall productivity.

Challenging these gendered norms about professional behavior requires female academics to deny or resist a strongly associated gender expectation: "women academics who actively challenge masculine hegemonic discourses find themselves resisting stereotypical articulations of femininity" (Parsons & Priola, 2013, p. 583). In short, the concept of the feminine academic remains

Literature Review

elusive, often resulting in academic women having to navigate their careers in a cross-field of conflicting social expectations about women's behavior, women's roles in society (mother, partner, community member) and their professional duties.

These conflicting gen dered expectations also color the ways in which men and women define and conceptualize leadership. Popular conceptualizations of leadership have traditionally focused on what are considered "hard skills" – assertiveness, decisiveness, and risk-taking (Sinclair, 2007). Yet, women are generally expected to not only have, but *perform* "soft skills" at work, which makes this conceptualization of leadership problematic for female academics (Eagly & Carli, 2007a, 2007b; Sandberg & Scovell, 2013). Organizations in general and universities, specifically, continue to prioritize hard skills when considering potential candidates for leadership positions with the result that women are often overlooked for leadership positions and promoted less (Gallant, 2014). Further, many female academics may internalize this prioritization and apply for fewer leadership positions, including grant-funded research projects.

Organizational culture and structural barriers.

The conflicting gendered expectations about professional academic and leadership behavior are not just internalized within individual women, but they also affect the way managers and colleagues perceive and evaluate female academics. A vast literature on unconscious bias suggests that even when managers and decision-makers espouse a commitment to gender equality and a desire to promote more women into leadership positions, they are prone to evaluate women less positively than men (e.g. Valian, 2005; Goldin & Rouse, 2000; Davison & Burke, 2000).

A large number of studies using so-called "paper people" (fictitious job applications created in the lab) have found that, overall, paper men are rated more favourably than identical paper women for masculine jobs (e.g. Davison & Burke, 2000; Steinpreis, et al., 1999). In one study, more than 100 university psychologists were asked to rate the CVs of either "Dr. Karen Miller" or "Dr. Brian Miller," fictitious applicants for faculty positions at a university (Steinpreis, et al. 1999). The CVs were identical, apart from the names. Brian was, nevertheless, perceived by both male and female reviewers to have better qualifications than Karen in all categories: research, teaching, and service experience. Three-quarters of the psychologists thought that Brian was qualified for the job, while only just under half had the same confidence in Karen. In another more recent study (Moss-Racusin, et al., 2012), the same phenomenon was observed in the context of university science faculty evaluations of student applications for research jobs. The results showed that pre-existing subtle bias against women played a role in rating male student applicants for a laboratory manager position as significantly more competent and hirable than the (identical) female student applicants. Male and female

faculty members evaluating the applicants were equally likely to exhibit bias against the female students.

Unconscious bias also impacts tenure and promotion rates for female academics. Women suffer a "coauthor penalty" (Sarsons, 2015) when applying for tenure that men do not experience. Data from four decades of records on over 500 tenure decisions at the top thirty economics schools in the U.S. showed that "women who solo-author everything have roughly the same chance of receiving tenure as a man", but "women who coauthor most of their work have a significantly lower probability of receiving tenure" than men who co-author (Sarsons, 2015, p. 4). Sarsons further notes, "The penalty is not explained by coauthor selection and is robust to controlling for productivity differences, tenure institution, year of tenure, and field of study" (Sarsons, 2015, p.4).

Even student evaluations of teaching, which are widely used in academic personnel decisions as a measure of teaching effectiveness, appear to be influenced by bias against women. A recent joint research project by researchers in France and the United States analyzed 23,001 SET of 379 instructors by 4,423 students in six mandatory first-year courses in a five-year natural experiment at a French university, and 43 SET for four sections of an online course in a randomized, controlled, blind experiment at a US university (Boring, et al 2016). The researchers found that at both the French and American universities, "SET measure students' gender biases better than they measure the instructor's teaching effectiveness", and that "[o]verall, SET disadvantage female instructors." (Boring, et al 2016, p. 33).

While these studies suggest that unconscious gender bias puts female academics at a disadvantage in comparison with men when being evaluated for positions and promotions, academic career paths are still widely regarded as being defined by objective, gender-neutral meritocratic policies that seek to reward and promote individuals based on their individual accomplishments (number of articles published, individual teaching evaluations, etc.). Taking account of unconscious gender bias in this context is a daunting task because it seems to counter the ideal of neutral objectivity represented by meritocratic principles:

The institutional endorsement of meritocracy with its focus on individual achievement...obscures underlying processes of differentiation. The reliance on metrics as translated into research quality assessment, ranking lists and output targets, produces an institutional framework within which the evaluation of merit is seemingly based on neutral, objective criteria..." (Johansson & Śliwa, 2014, p. 33).

Literature Review

Besides failing to account for unconscious gender bias, academia's traditional meritocratic principles have developed on the basis of a model that rewards those who have unfettered access to mentoring by senior researchers and few or no family obligations or career interruptions. Because women are often overlooked for valuable mentoring relationships and many continue to fill the role of primary caregiver, far more men than women are able to fit into and enjoy the benefits of this model. (Acker, 2008, p. 289; see also Benschop & Brouns, 2003; Mavin, Bryans and Waring, 2004). Thus, ironically, academia's own attempts at fairness perpetuate systemic discrimination.

Here we highlight the literature that documents the dominant cultural and structural characteristics of universities that cause the application of academic meritocratic principles to disadvantage women as a group: the "chilly" academic working environment and time and production expectations.

"Chilly" working environment

Among the numerous cultural and structural barriers within universities that hinder female academics' advancement, academic culture deserves special consideration. Academic culture is "solidly masculinized" (Leathwood & Read, 2009, p. 176), which positions women as outsiders. As explained by Marato and Griffin (2011), "a chilly climate for women faculty – informal exclusion, devaluation, and marginalization – is a major impediment to women faculty members' achievement because exclusion strikes at the very heart of the academic enterprise" (p. 141). Much has been made of the "chilly climate" many women experience in academia, especially in more male dominated fields such as business, management, and the STEM (science, technology, engineering, and math) disciplines. In fact, academics first made note of the significance of the chilly climate when the Massachusetts Institute of Technology (MIT) acknowledged that its chilly climate created pervasive discrimination towards its female scholars and researchers (Hopkins, Bailyn, Gibson, & Hammonds, 2002). Importantly, we know that chilly climate is not just limited to the academic workplace: a chilly climate also negatively impacts the cognitive outcomes of female undergraduate students (Whitt, et al., 1999). However, the effects of "chilly climate" are lessened in female-led classrooms as they tend to create more participatory classroom climates for all students (Crawford & MacLeod, 1990).

A chilly climate restricts a female academic's ability to develop positive work partnerships as well as useful mentoring and advocating relationships that are necessary for career promotion and advancement: "in a profession in which informal collaboration and mentoring is directly instrumental to the primary measure of success – publications – women's exclusion, however, unconscious or inadvertent, constitutes a powerful barrier to achievement" (Marato and Griffin, 2011, p. 152; see also Gersick et al., 2000; Hewlett, 2013).

Under-representation of women within departments and groups in the university, especially in higher ranked and managerial positions, can contribute to an overall chilly culture. However, correcting a chilly climate goes beyond merely hiring more women or promoting those in lower ranks to managerial positions. A chilly climate also speaks to the degree to which women feel connected to other members of the group. All academics perform better when they are connected to the inner circles and those with power, but many women "perceive greater exclusion from the informal networks of their academic departments than do their male colleagues" (Marato and Griffin, 2011, p. 152). Application of meritocratic principles may appear to promote procedural and organizational fairness, but it does not foster the actual relationships that facilitate research and publication.

Time and Production Expectations.

The work of academics is unlike most other knowledge work. Multi-tasking, increased travel, and longer and after-hour workdays in these 'extreme jobs' are the norm (Hewlett, 2007). Academics are simultaneously researchers, teachers, and administrators. The leaky pipeline in European business schools can be attributed, in part, to institutional factors and the division of labor within universities and society at large. Therefore, in order to understand the leaky pipeline, we must also consider the intersections of work and caregiving duties (Eagly & Carli, 2007; Fotaki, 2013).

Helpfully, academics often have a high degree of flexibility as to when and where they work. But, because of the nature of academic work, academic work is rarely complete. Professors can always write one more paper, attend one more conference, and advise one more student, each activity contributing to their curricula vita, which serves as the singular validation and measure of success (Rafnsdóttir & Heijstra, 2011). In an effort to remain competitive among the top-ranked universities, and highly influenced by New Public Management strategy (Barry, Berg, & Chandler (2012), universities in the US, Scandinavia, and northern Europe have shifted their focus to quantity of publications instead of quality or impact factor of work (Fotaki, 2013; Leahey, 2006; Long et al., 1993). Their focus on competition and instrumental rationality create environments where collaboration and even reflexive patience are seen as costly.

Literature Review

As funding for research continues to dwindle and become more competitive and expectations for publications and acquiring grants increases, academic work becomes an all-encompassing vocation that far exceeds the 40-hour workweek. Time becomes a currency by which some academics are able to achieve greater feats and earn advantageous positions and promotions (Rafnsdóttir & Heijstra, 2011). Time, however, is not equally distributed between male and female academics. It is widely understood that "universities with their departments and research centres are gendered institutions . . . organized for gendered male professionals who are able to participate in them because they do not have certain essential human responsibilities" (Acker, 2008, p. 289; see also Acker, 1990). Because women do more of the home, community and child care work, many more female than male academics have more constraints placed on their time, which impacts how and when they are able to perform their academic work (Alberts, Tracy, & Trethewey, 2011; Edlund, 2007; Hochschild, 2012; Jayson, 2007; Remke & Risberg 2012). In fact, marriage has a negative impact on a female academic's likelihood of promotion, but it has a slightly positive impact for men (Probert 2005). Tellingly, some research has shown that female academics are more likely than men to remain single without children (Baker, 2012; Long et al., 1993).

For women in academia who have partners and/or children, their actual schedules are often determined by the needs of family members (children who need to be cared for after childcare centres close or elderly parents who need assistance with dinner, etc.). Many female academics find themselves leaving meetings early, giving up teaching choice classes that meet at night, or declining projects that require work on weekends or travel. Further, because most women do most of the housework and family care, even after some of their caregiving responsibilities are met, they do not have as much free time to perform academic work at home (Hochschild, 2012; Moe & Shandy, 2010; Rafnsdóttir & Heijstra, 2011). Not surprisingly, studies indicate that many women self-select to 'opt out' of academic careers or academic career advancement in anticipation of work/life conflict (Stone, 2007; van Anders, 2004). Given the rather rigid and narrow options by which an academic career can proceed, women often find it impossible to return to academia after caring for a child, elderly parent or tending to other family or community needs (Hewlett, 2007; Hewlett & Luce, 2005). Therefore, as an alternative, many women with post-graduate degrees find work in non-academic organizations, which can also provide greater freedom of mobility, something many dual-career couples require. Clearly, flexibility with regards to working hours and career progression become essential elements of strategies to help women stay in the academic pipeline and advance their careers (Hewlett, 2007; Hewlett & Luce, 2005; Remke & Risberg, 2012).

While time and production requirements may clash with many women's family obligations, it is important to note that this is not the only or perhaps even primary reason for women's under-representation in the highest ranking faculty positions at business schools or other HEIs. Most tenure and promotion decisions are weighed not just against the sheer number of the academic's publications, but consideration is also given to where the articles are published and whether or not the articles are co-authored. Certain journals are considered more competitive and/or prestigious than others, which makes a publication in that journal more significant and persuasive in an academic's dossier. With this in mind, the tenure and promotion process becomes less a precise metric of accomplishment and more a persuasive (and subjective) argument for recognition.

Further, academic publishing is not immune to sex-based bias. To be fair, studies dating back more than 20 years and as recently as 3 years ago suggest that gender disparities within academic publishing are decreasing (see Davenport & Snyder, 1995; Østby, Strand, Nordas, & Gleditsch, 2013). For example, of articles published in JSTOR, which include the natural sciences, social sciences, business, and humanities, women accounted for 27.2% of the authorships from 1990-2012 (West, Jacquet, King, Correll, Bergstrom, 2013). This is an improvement from the previous average of 15.1%, but it is not proportionate to their presence in academia. Still, women's increasing percentage of authorships is not the only important index of gender equality in publishing. The placement of authorship in co-authored papers is particularly telling (West, Jacquet, King, Correll, Bergstrom, 2013). Women remain under-represented in coveted first and last authorships, which can result in less prestige and organizational reward. Chilly climates for female academics, work/family conflicts, and as well as authorship distribution continue to disadvantage female academics' career potential.

Diversity Management Perspectives

While the focus of this project is on the gender diversity of European business school faculties, it is helpful to consider the concept of diversity as a whole. Diversity is a slippery and loaded term which scholars, practitioners, and politicians use in different ways. At its most basic, diversity signifies difference within an organization or group. However, what that difference constitutes, and how it is understood and experienced, varies widely. Diversity management is used to represent organizational strategies and programs on how to manage difference within organizations. Diversity and diversity management, moreover, are often used interchangeably with the assumption that the management strategy is the tangible manifestation of the diversity philosophy of the group or organization. More specifically, diversity management is a strategy to "deal with the changing demographic of employees and customers, and inequalities in the workplace" (Gatrell & Swan, 2008, p. 6). An alternative, although

Literature Review

not entirely antithetical, perspective defines diversity (management) as a proactive attempt to consider identity characteristics in organizing practices. Thus, it becomes the responsibility of management to seek out and then utilize employee diversity with the aim of releasing the potential benefit to the organization that is contained in this diversity (Cox & Beale, 1997).

Our review of the diversity management literature focuses on factors affecting adoption and effectiveness of management practices intended to facilitate the full participation of women and members of minority identity categories in the workforce.

Adoption of diversity management practices.

Research on factors affecting organizations' decisions to adopt diversity management practices has largely focused on environmental factors, such as legal mandates and resource dependency (Ng & Sears, 2012). For example, many American employers implemented diversity programs to ensure compliance with anti-discrimination legislation and affirmative action requirements that applied to federal contractors (Dobbin, et. al., 2006; Holzer & Neumark, 2000; Kalev et al, 2006) and to avoid the potential threat of lawsuits and negative publicity stemming from charges of discrimination (Hirsh & Kornrich, 2008; James & Wooten, 2006). Companies may also adopt diversity management practices because of the "business case" for diversity—the argument that it may support development of a competitive advantage by improving a firm's innovative capabilities and overall performance (Cox & Blake, 1991; Kelly & Dobbin, 1998; Kochan, et al., 2003; Richard, 2000). Few researchers have examined the influence of organizational leaders on the adoption of diversity management practices or on their success (see Ng & Sears, 2012; Buttner Lowe, & Billings-Harris, 2009; Rynes & Rosen, 1995; Morrison, 1992 as exceptions).

Morrison (1992) reported that the top managers of sixteen firms recognized for their "best practices" in diversity management had decided to push diversity not only as a matter of legal compliance, fairness or a perceived source of competitive advantage, but because they believed diverse workforces would facilitate traditional strategic objectives. These included such things as gaining and keeping market share, cutting costs, increasing productivity, reducing turnover and absenteeism, improving employee morale, and increasing general managerial competence.

Rynes and Rosen (1995) examined the factors associated with adoption of a single diversity management practice: diversity training. The results of their study revealed that training adoption was strongly associated with top management support for diversity. More specifically, their results showed that training adoption was associated with large organizational size, positive top management beliefs about diversity, high strategic priority of

diversity relative to other competing objectives, presence of a diversity manager, and existence of a large number of other diversity-supportive policies. Others (e.g. Ng, 2008; Mighty, 1996) have looked beyond the environmental factors that may pressure firms into managing diversity towards the organizational leaders who ultimately make the strategic choices regarding whether and how to manage diversity. Ng, in particular, draws on strategic choice literature, which examines how organizational leaders make decisions that influence organizational outcomes and performances. This body of research emphasizes the way organizational structures and responses are fashioned to fit the expectations of the people in power (Astley & Van de Ven, 1983) and that leaders possess the discretion to make key strategic decisions that shape the organization (Finkelstein & Hambrick, 1996). Ng & Sears (2012) argue that the implementation of diversity management practices is an example of this form of strategic choice.

Effectiveness of diversity management

The literature on diversity management's effectiveness can be divided between two main subjects: (1) the significance of the rationales or ideologies guiding the diversity strategy for successful implementation and (2) the effectiveness of specific diversity management practices.

Diversity ideologies

The organizational and social psychology literatures have identified two predominant cultural ideologies that have typically informed the strategies for managing diversity. The two main approaches are the color-blind approach and multiculturalism (Park & Judd 2005; Plaut 2010; Plaut, Garnett, Buffardi & Sanchez-Burks, 2011; Roseberry & Roos, 2014; Stevens, Plaut & Sanchez-Burks 2008). Recently, alternative ideologies have been developed in response to perceived shortcomings in the first two. These include "all-inclusive multiculturalism" (Stevens et al 2008) and "identity safety" (Davies, Spencer & Steele, 2005; Purdie-Vaughns & Ditlmann 2010; Purdie-Vaughns et al 2008). Ely and Thomas (2001) identify only three strategies, which they also label differently: "the discrimination-and-fairness perspective", which corresponds to the "color-blind" ideology, the "access-and-legitimacy perspective", which loosely corresponds to multiculturalism, and the "integration-and-learning perspective", which loosely corresponds to the other two alternative ideologies.

Literature Review

Because organizational members rely on cultural ideologies to make sense of workplace diversity, tailoring diversity strategies for each organization is paramount. (Ely and Thomas, 2001). The ideologies function like "cognitive frames within which group members interpret and act upon their experience of cultural identity differences" (Ely & Thomas, 2001, p. 266). This helps explain why diversity management strategies are successful only when their ideological underpinnings are aligned with the goals, structures, and objectives of that particular organization (Ely & Thomas, 2001; Thomas & Ely, 1996).

The color-blind or discrimination-and-fairness paradigm is based on the premise that systemic discrimination has prevented the advancement and equal treatment of certain groups.
This perspective can best be described as "idealized assimilation and color- and gender-blind conformism" (Thomas & Ely, 1996, p. 83). In light of governmental mandates and cultural pressures, organizations are forced to address systemic discrimination and create organizations that foster equal opportunity and fair treatment. Unlike more traditional affirmative action or quota-based policies which address systemic discrimination with strict hiring and promoting practices, which are sometimes labeled reverse discrimination, organizations who subscribe to the discrimination-and-fairness paradigm attempt to obtain diversity through organizational and cultural initiatives such as mentoring and training programs. In addition, these organizations simultaneously foster an organizational culture built upon fairness and equal treatment, making identity a neutral concept ('We don't see race, gender, or religion. We promote on performance') (Mavin, Bryans & Waring, 2004). The underlying presupposition here is that once minority workers gain the additional skills to compete in a fair and equal workplace, organizations will organically become more diverse. A diverse organization is seen, in this context, as a more just and fair organization, but not necessarily a more effective or creative organization. This paradigmatic perspective tends to constrain or close-down conversations about more subtle and nuanced forms of discrimination (Ely & Thomas, 2001; Thomas & Ely, 1996).

While discrimination-and-fairness organizations tend to downplay difference in an effort to create fair and just workplaces, organizations that take a multicultural or an "access-and-legitimacy" perspective strategically prioritize difference in an effort to reach or speak to certain demographically different groups (Thomas & Ely 1996, Ely & Thomas, 2001). Believing that different demographic groups think and experience the world differently, it is to the organization's advantage to employ members of all relevant (understood in terms of stakeholder groups, e.g. the organization's customer-base) demographic groups in order to better understand and serve these groups. Therefore, minority employees are hired because of their perceived difference from 'traditional' or 'normal' employees. This strategy has its benefits: it helps organizations target and serve specific groups more accurately. However, it can also lead to tokenism or 'tracking' employees into certain positions that then become less valued in the organization (Richer, 2012). Even worse, some employees can feel exploited because of their identity and connections to certain communities (Ely & Thomas, 2001; Thomas & Ely, 1996); they are seen and valued for their 'difference' (e.g. gender or ethnic minority background) and not for their talent as a worker (Allen, 1998, 2007). Furthermore, this perspective may lead to somewhat stereotypical understandings of demographic groups (Wolsko, et al., 2000). In fact, research shows that the multicultural approach often generates backlash by majority group members as they perceive that multiculturalism only benefits minority group members (Plaut, et al., 2011), resulting in increased prejudice and endorsement of group-based dominance among some members of the majority group (Morrison, Plaut & Ybarra 2010).

Finally, organizational members who adopt "all-inclusive multicultural", "identity safety" or the integration-and-learning perspective share the view that demographic group identities are a source of advantage and value for the organization's core strategic goals. (Stevens, et al., 2008; Purdi-Vaughns & Ditlann 2010, Ely & Thomas, 2001). This perspective highlights the unique contributions diverse organizational members bring to the organization, but does not constrain them to the margins of the organization. Integration, not assimilation, and learning, not access, are the primary goals (Ely & Thomas, 2001). While these goals are laudable, organizations must intentionally foster this framework in order to benefit from a diverse membership. Further, mere diversity, or the presence of *difference* within an organization, is not sufficient for an organization to *be* diverse. The (power) structures of the organization, must promote an integration-and-learning perspective for the *difference* to be experienced as *diversity* (Gatrell & Swan, 2008). For example, researchers describing "identity safety" approaches to diversity explain that these organizations try to identify constraints on the identities of each social or demographic group in the organization and seek to ameliorate the impact of these constraints (Davies, Spencer, & Steele, 2005; Purdie-Vaughns & Ditlmann, 2010; Purdie-Vaughns, et al., 2008).

Diversity management practices

While there have been some studies of the effectiveness of anti-discrimination and diversity programs, they have been severely limited by data constraints (Kalev, et al., 2006). Gender and racial segregation has declined remarkably in the United States since the 1970s, when American employers first adopted antidiscrimination programs (Tomaskovic-Devey, et al., 2006), but no hard evidence shows that the decline was an effect of these programs. A number of studies indicate that some programs may be effective, but their findings are inconsistent (Baron, et al., 1991; Edelman & Petterson 1999; Holzer & Neumark, 2000; Konrad and

Literature Review

Linnehan, 1995; Leonard, 1990; Naff & Kellough, 2003).

Kalev, et al. (2006) published the first data-rich empirical study of the effects of seven common diversity programs and practices on the representation of white men, white women, black women, and black men in the management ranks of private sector firms. The programs and practices studied were affirmative action plans, diversity committees and taskforces, diversity managers, diversity training, diversity evaluations for managers, networking programs, and mentoring programs. Their data revealed that significant increases in managerial diversity follow structures establishing managerial responsibility for diversity (affirmative action plans, diversity committees, and diversity staff positions). The other management practices – when implemented without responsibility structures – were not followed by any – or only modest – increases in diversity. Programs that target managerial stereotyping through education and feedback (diversity training and diversity evaluations) were the least effective; no gains in diversity followed introduction of these programs by themselves. Modest increases followed programs that address social isolation among women and minorities (networking and mentoring programs). The data also showed that the effects of these initiatives vary across groups. White women benefit most, followed by black women. Black men benefit least.

In the following, we highlight two management practices not covered by previous effectiveness studies and which are directly relevant to higher education institutions: work/life management, and academic recruitment and retention policies and procedures

Work/life Management

According to researchers, work/life management has become one of the pressing challenges for workers and organizational leaders in the 21st century (Grzywacz & Carlson, 2007; Hochschild, 1997: Litano, Myers & Major, 2014; Rafnsdóttir & Heijstra, 2011). The ability to manage the demands of both work and one's personal life directly impact if and how women become leaders (Eagly & Carli, 2007a; Roseberry & Roos, 2014), how they manage their intimate and personal relationships (Moe & Shandy, 2010), how they facilitate their career progression (Hewlett, 2007), their job satisfaction (Abendroth & den Dulk, 2011), and even their overall general happiness (Greenhaus, Collins & Shaw, 2003). Research suggests that when an organization assists workers with their work/life management, the organization benefits as well. One of those benefits is increased diversity and retention of current employees (Kirby & Harter, 2001; Remke & Risberg, 2012).

Organizations can do any number of things to help employees manage their work and life demands. One of the most common and easily implemented strategies is flex-time (Hyland, 2003) and telecommuting (Felstead, Jewson, Phizacklea & Walters, 2002; Hayman, 2009). Unlike scholars in the technical disciplines who rely on the use of laboratories or artists who need studio space to create their scholarly work, academics in the social science and business disciplines have the advantage of being able to research and write in most locations. In fact, academics in business schools often leave their office space to collect data, work with colleagues from other universities, or partner with members of the business community. And, with the exception of teaching sessions, student supervision, and administrative meetings, business school academics enjoy a high degree of work freedom and flexibility (Rafnsdóttir & Heijstra, 2011). Workplace technology such as smart phones, tablets, and communication software such as Skype has made it easier for some academics to work beyond the office, which can also help academics better manage their work and life demands (Kelliher & Anderson, 2009).

Another key feature of addressing gender imbalances through work/life management practices is family leave (Roseberry & Roos, 2014). While most commonly associated with the adoption of birth of a child, family leave is useful to workers who are also caring for older children, their partners, and even aging parents (OECD, 2007). Family leaves provide time away from workplace responsibilities, and for many academics, it extends the time provided to earn tenure and promotion. Leaves can be beneficial for the mental well-being of workers and children (Bower, 1988; Tulman & Fawcett, 1991) and increase employee commitment and overall job satisfaction (Brown, Ferrara & Schley, 2002).

As beneficial as work/life management policies have proven, it is important to note that they are often insufficient to truly facilitate the promotion of more women in business schools or academia generally. The success of these policies lies in their implementation and use. Numerous studies indicate that not all managers support or implement these policies equally with all employees (Kirby, 2000;). Power differentials and a lack of organizational cultural support can prevent some workers from negotiating leaves that are beneficial for themselves (Liu & Buzzanell, 2004; Meisenbach, Remke, Buzzanell & Liu, 2008; Miller, Jablin, Casey, Horn & Ethington, 1996).

Literature Review

Work/life policies also tend to incorporate gender stereotypes and practices that contribute to inequality. The lack of mandated paternity leave in most countries with mandated maternity leave is one example of how gender stereotypes are incorporated into work/life management practices (Roseberry & Roos 2014). A 2008 report by the Centre for Economic Policy Research on the national parental leave policies of 21 high-income economies shows clearly that when countries leave it to the parents to allocate leave between them, mothers will take most of the leave, unless the fathers are able to take their leave with full pay (Ray, Gornick, & Schmitt, 2009), despite benefitting the father, family, and even the organization (Ladge, et al., 2014). However, when women make use of these policies, they risk triggering gender bias. Simply identifying as mothers can lead to unequal pay and gender-biased evaluation of their qualifications and performance (Correll et al., 2007; Cuddy, Fiske & Glick, 2004). Finally, the absence of legally mandated paternity leave contributes to the perception that work/life issues are a problem for women, not men.

Recruitment and Retention.

It is no surprise that recruitment and retention is a key factor in creating an award-winning, highly ranked business school (Verhaegen, 2005). Some research suggests that academic recruitment and retention procedures are outdated and likely contributors to the leaky pipeline. Rooted in a historic system of advisor/advisee apprentice-style hiring, "the academic appointment system is often described as an opaque process in which an inner circle of elites selects new professors in an informal, closed decision-making process" (van den Brink, Benschop, & Jansen, 2010, p.1459; see also Fogelberg et al., 1999; Husu, 2000). Responding to calls for increased transparency, universities have implemented some policies and practices that include developing professional protocols for hiring, which include specific steps that must be taken during a candidate search. These steps often include public announcement of the position, clear criteria by which to assess candidates, involving an HR representative to ensure fair treatment, and an accountability report of the hiring process sent to the university board before a hiring offer is made (van den Brink, Benschop, & Jansen, 2010).

It makes sense that increased transparency would lead to greater gender recruitment and promotion. However,

Paradoxically, the existence of protocols and guidelines has actually legitimized current recruitment and selection practices by lending gender practices a spurious 'objectivity'. Due to the fact that these policies are now set down on paper, the hegemonic discourse among committee members on meritocratic appointment processes is further strengthened. The norms of transparency, accountability and gender equality veil the practices of inequality; the norm is conceived as the practice, while the fact that these policies are routinely ignored is hushed up. (van den Brink, Benschop & Jansen, 2010, p. 1478)

Other strategies that intentionally target women (also known as "positive action" measures) are often well meaning, but most fail to actually attract and retain women academics. Van den Brink & Benschop (2012) argue that most recruitment strategies that target women fail, not because women do not apply for the positions, but because female academics are less likely to accept positions within the department or school because of chilly climate or other cultural barriers. The failure in these strategies lies with the fact that these programs rarely address larger systemic problems. They are simply insufficient to change the deeply held beliefs and practices that have hampered women's advancement for years (Roseberry & Roos, 2014).

Many universities and organizations have developed mentoring programs as a way of helping women prepare for and earn promotions. However, as successful as some mentoring programs are in general, mentoring programs in business schools have dismal success rates (Raymond & Kannan, 2014). These programs often focus on giving advice targeted towards narrow goals of promotion but do not address larger and broader developmental goals (Allen, et al., 2004). Given that the barriers preventing academic women's success stem from cultural, systemic, and ideological constraints, as well as the individual woman's own preparedness, mentoring programs that merely target specific career progression, fail to address many of the challenges women face. Further, mentoring programs often lack structure, goals, and stated performance expectations, which means the programs fail to help plug the leaky pipeline (Raymond & Kannan, 2014). More successful recruitment and mentoring programs tailor their objectives and processes to the specific needs of the women they are trying to help, considering larger demographic and industry needs (Ely & Meyerson, 2000). In addition, women who seek out sponsors – connected individuals with access to power who intentionally advocate on behalf of another – and not just mentors, find themselves better positioned and 'plugged in' to key networks, which can lead to beneficial collaborative work and access to granting foundations (Hewlett, 2013).

Literature Review

Conclusions

The literature indicates that how managers understand the causes of and appropriate remedies for gender imbalances is an important factor affecting the strategies adopted. For example, the most effective diversity management practices correlate with organizational structures establishing managerial responsibility for diversity. The creation of such structures, which require paying attention to differences, does not harmonize well with the color-blind or discrimination-and-fairness paradigm because it does not allow gender or other personal characteristics to be taken into account in management practices. The literature on "all-inclusive multicultural" or "integration-and-learning" approaches to diversity management indicates that besides believing that gender balance facilitates traditional strategic objectives, top managers who have some understanding of the social and organizational processes that contribute to gender imbalance are probably more likely to identify organizational constraints on women's career development and develop strategies intended to ameliorate their impact. These are the kinds of strategies that appear to be the most affective (Kalev, et al., 2006).

Our review of the literature indicates that the following are the primary factors contributing to the leaky academic pipeline

- Conflicting expectations about leadership, career development, and academic women's behavior
- Unconscious bias in evaluating female academics' qualifications and performance
- "Chilly" academic cultures that prevent women from "plugging in"
- Production expectations that assume "someone else" is always available to take care of the home, children, and/or other family members who need care or assistance
- Penalties for career interruptions related to maternity and child care

The literature also indicates that effective action to increase faculty gender diversity includes the following elements:

- Structures establishing managerial responsibility for diversity (affirmative action plans, diversity committees, and diversity staff positions)
- Programs that address social isolation among women and minorities (e.g. networking and mentoring programs).
- Advocacy from top managers who push diversity not only as a matter of legal compliance, fairness or a perceived source of competitive advantage, but because they believe faculty gender diversity facilitates the organization's other strategic objectives.

Data Collection

We adopted a two-stage, mixed methods approach, which includes both quantitative and qualitative data collection in order to compose a rich picture of the status quo in European business school management that includes the perceptions and empirical experience of deans, selected members of their faculties and administration, and their social contexts (Myers, 2014).

In the first stage, data was collected by administering a survey questionnaire to the deans of the participating business schools in order to map their understanding of the factors affecting the gender diversity of their faculties and their own commitment to gender diversity.

For purposes of the survey questionnaire we define "understanding" and "commitment" in accordance with the work of Wooldridge and Floyd (1989) and Roos and Said (2005). Wooldridge and Floyd examined management consensus as an element of strategy implementation and argue that "consensus" is composed of both a cognitive and an affective element. "Understanding" is the cognitive element while "commitment" was the affective element. They measured middle managers' "understanding of ends and means" by comparing their answers to questions about the ends and means of the organization's strategy with the CEO's answers. We did not, however, measure the deans' understanding against a pre-existing, detailed strategy. Rather we measured to what extent the deans are aware of and have reflected upon the main factors contributing to lack of gender diversity and the elements of effective gender diversity strategies.

Although Floyd and Wooldridge (1990) focus on the role of consensus among *middle managers* for successful strategy implementation, we collected survey responses from only senior leaders (e.g. presidents and deans), because the diversity management literature indicates that *top managers'* commitment is one of the keys to successful implementation of diversity strategies. For example, Rynes and Rosen (1995) reported that adoption of diversity training was strongly associated with top management's support for diversity, and Morrison (1992) reported that top managers of firms recognized for their 'best practices' in diversity management believed diversity would facilitate traditional strategic objectives. Although subsequent research has challenged the importance of top management to successful implementation of change strategies, we conclude that current research in diversity management shows that top management's understanding and commitment is a crucial factor. We do not argue that middle management's understanding and commitment is not important or even equally crucial.

The survey consists of two parts. The first part requested demographic and institutional information while the second part consisted of thirty-nine closed questions about the respondents' understanding of and commitment to faculty gender diversity to be answered on a 10-point Likert scale. Part 1 of the survey and the thirty-nine closed questions are presented in Appendix 1.

We formulated 17 questions intended to elicit responses indicating the extent to which managers agree or disagree with statements about the factors contributing to the leaky pipeline identified in the conclusion to our literature review above.

We formulated 22 questions that would elicit information about the deans' commitment to gender diversity based on the definition of "commitment" proposed by Roos and Said (2005). These questions elicit information about how strongly the deans personally identify with the goal of faculty gender diversity, and the extent to which they display their commitment publicly through action and statements. We formulated questions about actions taken based on the elements of effective diversity initiatives identified above in the conclusion to our literature review.

The survey instrument was built in Surveymonkey, and was pre-tested and piloted with the members of the Steering Committee. The piloting involved testing both the questionnaire and the administration process. The survey questionnaire was then revised in light of the comments received from the Steering Committee. We piloted the new survey questionnaire with members of the Steering Committee and other existing business school contacts at dean or senior faculty level in advance of launching the survey.

The sampling frame comprises the deans of 316 European business schools that are members of EFMD. EFMD distributed the survey to the population via e-mail based on its own list of e-mail addresses. The research team was not given direct access to EFMD's e-mailing list and was not able to check the accuracy of the addresses or confirm the identities of the respondents.

In order to increase reliability of the responses, confidentiality was guaranteed. Anonymity could not be maintained as the researchers were to select four business schools from the survey respondents to serve as illustrative case studies.

After receiving the survey responses, we selected four business schools to serve as case illustrations. To build up the case illustrations, we conducted semi-structured interviews with the deans, HR managers, and faculty members at each of the business schools. The qualitative interviews allowed us to collect data that contextualizes and elaborates on the responses to the survey. Thus, we were able to triangulate the data as well as draw a more detailed picture of the circumstances informing the survey responses.

We chose the four business schools from a short list created by using the following selection criteria:

1. Public recognition: We chose only those schools that have achieved public recognition or prestige in order to ensure that the cases selected are recognized by the deans as being leaders or trend-setters. We used the Financial Times European Business School Rankings for 2014 as a proxy for prestige or public recognition.

2. Geography: We grouped the schools identified on the Financial Times list into six geographical regions: German-speaking, English-speaking, Southern Europe, Western Europe, Eastern Europe and Scandinavia.

3. Degree programs: All the schools must offer a variety of education programs, which may include undergraduate, post-graduate, and post-experience education. This factor is important because these business schools tend to have larger faculties and thus presumably more opportunities to affect the gender composition of their faculties.

4. Stand-alone business schools and university-based business schools: This distinction is important because university-based business schools may be required to follow the gender diversity strategies of the university and thus have little responsibility for taking any independent action. We decided that the cases must include examples of both so that we could investigate what difference, if any, it makes to the deans' leadership styles in relation to gender diversity.

After creating the short list, we checked the percentages of female faculty reported by the deans and the schools' responses to two questions:

- *Question 4 – Promoting greater gender diversity among the faculty is not an important component of my job as Dean.*

- *Question 10 – It is not my responsibility as Dean to promote and facilitate greater gender diversity.*

We decided to include responses to the two questions as a factor in choosing business schools for case studies because of the importance of top management's engagement in and leadership of gender diversity strategies. As we have promised confidentiality to the survey respondents, we do not reveal how the four business schools answered these questions.

From the short list we chose four schools from four regions: the UK/Ireland, Scandinavia, the German-speaking region, and Southern Europe. We made the selection based on rank, representation of both stand-alone and within-university business schools, percentages of female faculty members, and answers to the above two questions.

We decided that one of the case universities had to be located within the English-speaking region for the same reason that we defined it as a geographical category: a large number of business

schools from this region responded to the survey and appear in the FT ranking.

We chose a school from Scandinavia because Scandinavian countries top the World Economic Forum's Global Gender Gap Index and is perceived as being the most gender equal region in the world.

The business school from the German-speaking region was chosen because the responses to the two questions were different from the others and made it especially interesting for us to investigate further.

Finally, we chose the only school from Southern Europe on our short list, instead of a school from one of the other two regions, for several reasons. Most importantly, it has a high percentage of female faculty, which is noteworthy because the countries in this region rank lower on the WEF Global Gender Gap Index than the Western European Countries represented on our short list.

We built up the case illustrations based primarily on face-to-face interviews at the four business schools. All interviews were recorded and transcribed. We followed a semi-structured approach to the interviews, using an interview protocol (see Appendix 4) to ensure a measure of consistency with regards to the questions asked. We drew on information publically available on the websites of the schools to provide institutional context.

Limitations

This is an exploratory rather than explanatory study. We do not propose to identify any cause and effect relationships, but rather aim to produce a descriptive analysis of how the European business school leaders who responded to the survey and participated in our interviews approach the issue of faculty gender diversity.

Our ability to verify the reliability of the survey data was limited by a number of factors, including lack of access to the e-mail addresses. Furthermore, the respondents to the survey do not represent a random sample, as the survey was sent to all the deans and directors of the business schools that are members of EFMD and which are included on EFMD's e-mail address list. Therefore, the results of the survey should not be generalized to the entire population of EFMD business school members.

How European business school leaders deal with the issue of faculty gender diversity is of course subject to national (and EU) legislation prohibiting sex discrimination and regulating the use of positive action measures. Examination of how differences in national regulations might affect business school leaders' approach to the issue of faculty gender diversity is beyond the scope of this study as it requires very different methods, areas of expertise, and data, which would have expanded the study beyond the timeframe and resources available for this study.

For purposes of this study it is sufficient to note a few of the findings from a report by the European Network of Legal Experts in the Field of Gender Equality, which is charged with the task of reporting to the European Commission's Directorate General for Justice on the status of national implementation of EU legislation on gender equality. The Network reports that all the EU member States have legal provisions that permit, but do not require, employers to adopt positive action measures (European Network of Legal Experts in the Field of Gender Equality 2012). All positive action measures in the EU must abide by conditions laid down by the Court of Justice of the European Union in its case law. The most important of these are (1) that the measure is proportional, (2) that it counteracts the prejudicial effects of prejudices and stereotypes, and (3) that automatic sex-based preferences with regard to positions, such as giving unconditional priority to female candidates for employment or promotion, are not permitted, even when the female candidate is as qualified as the best qualified male candidate. Automatic sex-based preferences with regard to opportunities to develop specific competencies are permitted provided the first two conditions are met.

Based on the foregoing, we assume that most of the European business school leaders, at least those located in EU countries, are in principle legally permitted to adopt a range of positive action measures, except for those that grant unconditional priority to female candidates at the point of selection for a specific position.

The Survey Data

We received responses from 118 people, but included only 108 respondents (a response rate of about 34%) in the data analysis. We disregarded responses from 10 respondents either because there were incomplete or missing answers or because more than one person responded from some schools. In the latter case, the responses of the most completely responding respondent or the person with the highest rank were chosen to be included in the analysis. Besides charting all responses to each question, we also compared the average responses of schools with different percentages of women in top faculty positions and the average responses across geographical regions.

Overview of the survey data

The survey data show that the responding European business schools are indeed characterized by strong vertical gender segregation. While approximately 45% of the respondents estimated that women comprised more than 41% of their faculties (figure 1), 60% reported that less than 30% of their highest ranked faculty were female; 35% of the respondents estimated that the proportion of women was less than 20% (figure 2).

Figure 1:
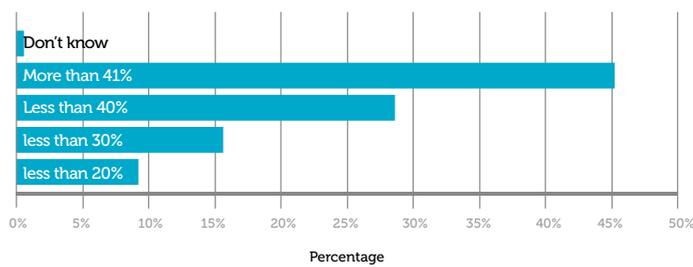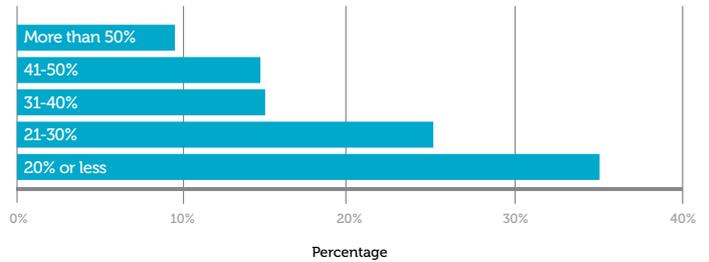Estimated percentage of female faculty (tenured and tenure track)

Figure 2:
Estimated percentage of women among the highest rank faculty
(full, tenured professors)

There is some geographical variation with regard to the percentage of women in the highest ranked faculty positions (See Figure 3). Interestingly, the two regions with the strongest vertical segregation are Scandinavia and the German-speaking regions: 80% of the respondent schools located in Scandinavia and 91.7% of the schools in the German-speaking region estimate that women comprise less than 30% of their highest rank faculty. The percentage of schools with so few women at the top in the other regions was much lower, ranging from 50 to 58.6%. The only region with more than 30% of the respondent schools reporting more than 41% women in the highest ranked faculty positions is Eastern Europe/Russia.

Figure 3.
Number of schools per region and percentage of women in highest ranked faculty positions

Region	Number of Schools	less than 30%	In between	more than 41%
		(%)	(%)	(%)
Southern Europe	10	50.0	30.0	20.0
French-Speaking, Benelux	29	58.6	17.3	24.1
German Speaking	12	91.7	0.0	8.3
Scandinavia	15	80.0	6.7	13.3
Eastern Europe/Russia	16	43.8	18.8	37.4
UK/Ireland	26	57.7	19.2	23.1

The Survey Data

Factor analysis

An exploratory common factor analysis using a Varimax rotation was then performed on 13 commitment-related questions and 9 understanding-related questions. (See figure 4.) By careful assessments of scree plots and loadings comparisons of a three-factor, a four-factor and a five-factor model, it was decided that the five-factor model was the reasonable one. Moreover, the loadings matrix was arranged in a way where the questions classified as Understanding were placed in the lower most part and the questions classified as Commitment was placed in the upper most part. By this arrangement it is easier to see how the five factors relate to these groups (Commitment and Understanding). In order to further simplify interpretation of the loadings matrix, all loadings whose absolute value was less than 0.5 was removed.

Figure 4. Factor analysis (u = understanding c= commitment)

| | Rescaled | | | | |
| | Component | | | | |
	1	2	3	4	5
q1_c	,690				
q2_c					
q3_c					
q4_c	-,526				
q5_c				-,501	
q6_c					
q10_c	-,545				
q17_c					
q18_c					
q21_c					
q23_c					
q24_c					,739
q25_c	,870				
q27_c	,873				
q29_c					,738
q30_c	,872				
q31_c	,558				
q33_c					
q35_c	,551				
q36_c					,607
q37_c	,903				
q38_c					
q39_c	,768				
q7_u			,753		
q8_u			-,599		
q9_u				,680	
q11_u					
q12_u					
q13_u					
q14_u				,796	
q15_u		-,733			
q16_u		-,678			
q19_u					
q20_u					
q22_u			,661		
q26_u			,577		
q28_u		,588			
q32_u					
q34_u					

Extraction method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 7 iterations

The Survey Data

The 22 questions corresponding to the five components are listed in Appendix 2 along with the graphic presentations of the survey results and the geographical comparisons for each question.

We have labeled the five components (or factors) as follows:

1. Personal commitment

2. Traditionalism

3. Career driven

4. Structural understanding

5. Flexibility commitment

The choice of labels is based on our interpretations of the common factors linking the questions associated with each factor. We present our interpretation for each factor in turn below.

Factor 1: Personal commitment

As indicated in Figure 4, the following ten questions are grouped under component (or factor) 1:

Q1. Increasing gender diversity among faculty members is a strategic objective for my business school.

Q4. Promoting greater gender diversity among the faculty is not an important component of my job as Dean/Associate Dean/Director.

Q10. It is not my responsibility as Dean/Associate Dean/Director to promote and facilitate greater gender diversity.

Q25. I talk with faculty members of my business school about how to promote gender diversity.

Q27. As Dean/Associate Dean/Director, I facilitate discussions with members of the faculty about how our business school can achieve greater gender diversity.

Q30. I seek out information about how to promote greater gender diversity in my business school.

Q31. High levels of gender diversity among the faculty benefit the students at my business school.

Q35. As Dean/Associate Dean/Director, I encourage efforts to recruit women to apply for faculty positions in my business school.

Q37. I talk with other members of my business school's senior management about how to promote gender diversity within the faculty.

Q39. It is my intention to promote and facilitate greater gender diversity within the Business School.

Questions 1, 4, 10, 31 and 39 elicit information about the internal (personal belief) dimension of commitment to faculty gender diversity. Questions 25, 27, 30, 35, and 37 elicit information about the external (visible action) dimension of commitment to faculty gender diversity. The data indicate a high level of personal commitment among a majority (between 50 and 60%) of the respondents.

With regards to the internal dimension of commitment (Q1, 4, 10, 31 and 39), well over 60% of the respondents agree that faculty gender diversity is a strategic objective for their schools (Q1) and that they regard promotion of faculty gender diversity to be their responsibility (Q10). More than 50% regard the promotion of greater gender diversity to be an important component of their jobs (Q4). Approximately 70% believe that (Q31) faculty gender diversity benefits the students. Nearly 60% strongly agree with the statement that they intend to promote and facilitate greater gender diversity (Q39).

With regards to the external dimension of personal commitment (Q25, 27, 30, 35, and 37), more than 50% report that they often talk with faculty members or facilitate discussions about how to promote gender diversity (Q25 and Q27) and seek out information about how to promote greater faculty gender diversity (Q30). A little more than 60% of the respondents report talking with other members of their senior management about how to promote faculty gender diversity (Q37). More than 70% report that they encourage efforts to recruit women to apply for faculty positions (Q35).

Factor 2: Traditionalism

The following three questions are grouped under component 2 in the loadings matrix (figure 4):

Q15. Hiring and promoting business school faculty based exclusively on their scholarly credentials (e.g. publications, teaching evaluations, research grants) is the best way to ensure gender diversity in academia.

Q16. Gender should not be a factor for consideration when hiring and promoting faculty members in the business school.

Q28. Female business academics are not more likely than male business academics to remain single without children.

The underlying factor that seems to link questions 15, 16 and 28 is the belief that traditional measures of academic excellence, such as publications, teaching evaluations and ability to obtain research grants, are gender neutral and do not disadvantage women as a group. This interpretation is supported by the following data:

A slim majority of slightly more than 50% of the respondents believe that hiring and promoting faculty based exclusively on scholarly credentials (e.g. publications, teaching evaluations, research grants) is the best way to ensure gender diversity in academia (Q15), while a slim minority of less than 50% believe gender should not be considered in connection with hiring and promotion cases (Q16). Approximately 40% of the respondents believe that female business academics are *not* more likely than male business academics to remain single without children (Q28), which is contrary to our findings in the literature. Approximately 35% disagree (14% strongly) with statement 28. Another 35% indicate no strong opinion about the statement.

The Survey Data

These responses indicate that a slim majority of the survey respondents perceive traditional measures of academic excellence as being gender neutral and do not support positive action. We call this factor "traditionalism" because the attitudes and beliefs associated with it do not challenge the status quo in academia: a heavy emphasis on metrics of excellence and meritocratic principles based on the belief that they do not unfairly disadvantage women as a group.

Factor 3: Career ambition

The following questions are grouped under component 3 in the loadings matrix (figure 4):

Q7. Female business academics are not as career driven as male business academics.

Q8. Female business academics who have children are just as interested in advancing in their careers as male business academics who have children.

Q22. Female business academics prioritize other work-related duties and responsibilities (e.g.: teaching and service) over their research.

Q26. Female business academics prioritize personal and community related activities (e.g.: caring for children, commitments to family and friends) over work-related duties and responsibilities.

All of these questions relate to how the respondents view women's career and family ambitions. Nearly 65% of the respondents strongly disagree with the statement that female business academics are not as career driven as male business academics (Q7). Nearly the same percentage have a strong belief that female business academics who have children are just as interested in advancing their careers as male business academics who have children (Q8), and they do not believe that women prioritize other work-related duties and responsibilities or commitments to family and friends over their research (Q22 and 26). We conclude that a majority of the respondents believe that the lack of faculty gender diversity is not due to lack of motivation or ambition among female business academics.

Factor 4: Structural understanding

The following questions are grouped under component 4 in the loadings matrix (figure 4):

Q5. Existing underrepresentation of women in European business school faculties will correct itself without intervention (from managers, policymakers, lawmakers).

Q9. Female business academics who have children are less able to advance their careers than male academics who have children.

Q14. Stereotypes or widely-held beliefs about women's abilities, interests, and desires hinder women's career advancement in academia.

These questions elicit information about how the respondents understand the causes of vertical gender segregation in business academia and whether some kind of intervention is necessary to reduce or eliminate it.[1] Only 21% of the respondents agree that existing underrepresentation of women in European business school faculties will correct itself without intervention by managers, policymakers and/or lawmakers (Q5), while a little more than 50% strongly disagree, and another 25% disagree. The other two questions (Q9 and Q14) concern beliefs about what is causing vertical gender segregation in business academia. A substantial majority (approximately 63%) believes that having children has a negative impact on female business academics' careers. These respondents marked 8 to 10 on the 10-point Likert indicating agreement with the statement "Female business academics who have children are less able to advance their careers than male academics who have children" (Q9). The second question (Q14) concerned the effect of stereotypes about women's abilities, interests, and desires on women's career advancement. Here the picture is a bit mixed with only 51% clearly agreeing (7 to 10 on the Likert scale) that stereotypes hinder women's career advancement; 26% disagree; and 21% place themselves in the middle of the scale, with 12% tending to agree and 9% tending to disagree.

Taken together the responses to these questions suggest that most of the respondents believe that achieving faculty gender diversity is more a question of addressing the challenges associated with gender roles in society than addressing gender stereotypes or gender bias within business academia. We call this factor "structural understanding" because it identifies the causes of lack of faculty gender diversity as being beyond the influence of individuals.

Factor 5: Flexibility commitment

The following three questions fall under component 5 in the loadings matrix (figure 4):

Q24. As Dean/Associate Dean/Director, I encourage faculty members to work from home or telecommute when they have no reason to be physically present at the business school.

Q29. As Dean/Associate Dean/Director, I encourage male faculty members at the Business School to take time off from work as needed to provide care to family members.

Q36. As Dean/Associate Dean/Director, I encourage female faculty members in the business school to take time off from work as needed to provide care to family members.

[?] As indicated in Figure 4, we had originally categorized question 5 as a question intended to elicit information about the respondents' commitment to the goal of faculty gender diversity. However, the factor analysis makes clear that the question says more about how the respondents understand the issue of faculty gender diversity than their commitment.

The Survey Data

All three questions elicit information about the external dimension of commitment, focusing on the respondents' management practice with regard to flexible working conditions. A little more than 50% of the respondents indicated a clear commitment to encouraging faculty members to work from home as necessary (Q24), and approximately the same percentages encourage both male and female faculty members to take time off from work as needed to care for family members (Q29 and Q36). Approximately 25% rarely encourage faculty members – male or female – to work from home or take time off work to care for family members as needed. The responses to these questions thus indicate that a majority of the respondents are more committed than not to flexible working conditions among the respondent business schools.

Geographical comparison

The responses from the five western European regions were largely similar to each other. The region designated Eastern Europe/Russia varied substantially from the others with regard to factors 1 (personal commitment) and 2 (traditionalism).

The responses from Eastern Europe/Russia showed substantially less personal commitment to promoting gender diversity. Nearly 60% of the respondent schools from this region disagreed with the statement "Gender diversity is a strategic objective for the school" (Q1), whereas a majority of the schools in the other regions agreed. A majority of business schools from Eastern Europe/Russia also agreed with the statement "Promoting gender diversity is not an important part of the Dean's job" (Q4) whereas a majority of the other schools disagreed. A majority of schools in Eastern Europe/Russia indicated that they do not often talk with faculty members (Q25) or other members of senior management (Q37) about how to promote gender diversity whereas a majority in the other regions indicated that they do so often.

As regards traditionalism a very large majority of business schools in Eastern Europe/Russia express support (more than 90%) for relying on traditional scholarly credentials to promote gender diversity (Q15) than business schools in the other regions. In all the other regions, except for the English-speaking region, only 40-50% of the business schools agree that traditional measures of academic merit are the best way to ensure gender diversity. In the English-speaking region, 70% of the respondents support traditional measures of merit as the best way to ensure gender diversity.

Conclusions from the survey data

The factor analysis of the survey data indicates that a slim majority of the respondents have a high level of personal commitment to faculty gender diversity and to the kind of flexible working conditions that provide more possibilities for female faculty to perform in accordance with both social and professional expectations of women.

The factor analysis also provides a fairly clear picture of how the majority of the respondents understand what is causing the lack of faculty gender diversity. A large majority of respondents do not believe that the lack of faculty gender diversity is due to lack of ambition or motivation on the part of female academics. Rather, they believe female business academics are just as career-driven and prioritize their research just as much as male business academics. There is not clear agreement about the importance of gender bias or stereotyping as factors contributing to the leaky pipeline. There is far more agreement among the respondents that women are more affected by childcare obligations than men. They tend to agree that increasing faculty gender diversity requires intervention by managers, lawmakers and/or policymakers in business academia, but the intervention should not be positive action. Traditional measures of academic excellence – publications, teaching and research grants – garner substantial support as tools for ensuring gender diversity. The responses from business schools in the UK, Eastern Europe and Russia display more traditionalism in comparison to the other regions in Europe.

Taking factors 2, 3 and 4 together, then, it seems that a majority of the survey respondents believe that the leaky pipeline occurs as a result of social forces largely beyond their control and that interventions to plug the leaky academic pipeline should target broader social factors, such as educational and welfare systems (e.g. more affordable and accessible childcare, more even distribution of time off from work between the sexes in connection with birth and care of children; interventions to reduce gender segregation in educational and occupational choices).

Figure 5 compares the conclusions drawn from the literature review with the conclusions drawn from the factor analysis. In the left-hand column are the factors identified in the literature as contributing to the leaky pipeline. The column on the right indicates whether the understanding of the leaky pipeline that emerges from the factor analysis conforms (yes or no) with our findings from the literature. It appears that the respondents' understanding conforms only slightly with the literature on contributing factors to the leaky pipeline. There appears to be a low level of understanding regarding factors specific to HEIs.

Figure 5. Comparison between "Leaky Pipeline" Literature and Factor Analysis

Leaky Pipeline literature	Factor analysis
Conflicting expectations about leadership, career development, and academic women's behavior	no
Unconscious bias in evaluating female academics' qualifications and performance	no
"Chilly" academic cultures prevent women from "plugging in".	no
Production expectations assume "someone else" is always available to take care of the home, children, and/or other family members who need care or assistance	yes
Penalties for career interruptions related to maternity and child care	yes

Based on these results, we locate the respondent business schools in the upper right corner of the understanding and commitment matrix (Wooldridge and Floyd, 1989) below:

Figure 6. Survey respondents' understanding and commitment

	High Understanding	Low Understanding
High Commitment	1	Survey Respondents
Low commitment	3	4

Case Illustrations

The case illustrations are written in narrative form, drawing on the interview transcripts for content. We relate our findings from the case illustrations to the factor analysis of the survey data at the end of each case illustration and present our overall conclusions from the case illustrations at the end of this section.

All four of the business schools that serve as case illustrations are located in large metropolitan cities, well served by public transportation, including large international airports. In addition, the cities benefit from several different industries including tourism.

Case 1 (C1): UK/Ireland

C1 is part of a large publicly funded university. The university faculties are organized into 5 schools, each headed by a dean. All employment conditions and policies, including diversity and gender equality policies, are determined at university level. The schools have little autonomy with regard to creating their own management policies and practices.

C1 has more than 300 staff, including research and administrative staff. The business school's research staff is organized into a handful of core faculties and a number of interdisciplinary research centres. We interviewed the Dean, three heads of faculty, and the school's HR-manager.

Over the past couple years C1 and the University as a whole have been transitioning from emphasizing teaching to emphasizing research. This change has led to a change in recruitment strategy. Instead of promoting people to more senior positions, C1 has been recruiting new faculty and at higher salaries.

General Observations about Gender and Diversity

There is substantial vertical segregation at C1 with men substantially outnumbering and outranking women at the level of professor. Less than 40% of the tenured and tenure track faculty are female, while women comprise 21-30% of the highest ranked faculty (full, tenured professors). Of the six most senior leaders, which include deans, directors, and heads of faculties, two are female.

C1's leaders believe that the lack of gender diversity is a product of socio-cultural factors external to C1, gender differences with regards to confidence, and to some extent unconscious gender bias or male managers' inability to understand or empathize with women's experiences. All of the managers we interviewed indicated that they believe that these factors cause women to have difficulty reaching the level of scholarly achievement necessary to qualify for professorships or acquire the qualifications for academic leadership. No one suggested that the criteria by which scholarly achievement and academic leadership qualifications might incorporate some element of gender bias.

One of the interview subjects believes there is a generational element in the current situation. He says, "The changes need to flow through." On the other hand there are still "some structural things", like maternity leave, that impede women's careers. He also suggested that some of the disadvantage could lie in what he perceives to be a difference between men's and women's self confidence, which he concludes from the fact that women do not come forward when there are openings among the associate deans.

Two of the people we spoke with emphasized the cumulative impact of institutional and social factors on women's choices and career paths as explanations for vertical segregation. In their view the difficulty is that "You can't point to one thing in one moment in [a female academic's] CV or one appointment" as the reason for a stagnating career path. In their opinion, women face greater limitations and access to the contacts and information that are available to men. Because most senior professors and managers are men, they tend, perhaps unintentionally, to provide male junior researchers more frequent informal contact with potential mentors, co-authors and teams applying for grant applications. They also talked about the negative impact maternity leave has on women's careers because of long periods away from teaching and research, and because colleagues perceive mothers of young children as being less available for collaborations and perhaps even less committed to their careers.

Finally, they both recognized that women, including female researchers, still assume the role of primary caregiver for their children, and that this role carries a higher level of commitment than for men who "are playing it equal" by helping with cooking and housework. More importantly, they pointed out that most men, unless they have been primary caregivers themselves, simply do not understand the impact this role can have on women's careers. For this reason, one of them believes that all-male assessment committees are not equipped to make good decisions in hiring and promotion cases. He says, "I don't think it is a good thing for committees to be made up of men. I don't think we do definitely make the right decisions."

Everyone we interviewed emphasized that while gender diversity is recognized as an issue that needs to be addressed, their hiring and promotion procedures are "gender neutral" in that they do not actively target female researchers for hiring or promotion. There is on-going discussion about whether they should "move away from gender neutrality, maybe tilt marginally toward trying to look at female candidates for the rookie level, give that a little bit more attention." However, among the managers we interviewed, there was not much enthusiasm either for positive action or for scrutinizing the gender impact of relying on the standard measures of "merit", e.g. a certain number of publications in 4-star journals.

Case Illustrations

Leadership and Gender Diversity

There is a strong consensus among the leaders at C1 that the lack of gender diversity in leadership positions and professorships is "a problem" that needs to be addressed. Most of the management, including the Dean, at C1 believes that "diversity benefits the faculty" because "you get different opinions and different approaches." They believe that most people at the Business School would say they are "committed to taking action" to address gender imbalances.

On the other hand, however, the managers at C1 do not feel that they have the freedom to do more than implement the University's gender diversity initiatives, which are currently under development by a Committee chaired by the Dean of another school at the university. The Committee includes a female professor as the representative from the Business School.

C1 can act, informally, on its own initiative with regard to gender diversity as well as other personnel matters in limited ways. For example, the Dean tries to make sure that the membership of all their advisory committees includes both men and women. They also try to be aware of how maternity leave can impact female candidates' research and publications and make some kind of allowances for that in connection with recruitment and promotion.

The lack of concrete actions taken to address vertical segregation could be mistaken for lack of engagement, but given the University's top-down approach to dealing with the issue, it appears to be the result of a feeling of lack of agency. Two heads of faculty offered unique suggestions of specific initiatives that they believed could be effective. One suggested that important decisions should include as many stakeholders as possible, and "certainly not" at just one level in the hierarchy. Another suggested that funds should be made available for women on maternity leave to hire research assistants or be given first-pick of available PhD students to continue their work under the female faculty-members' instruction. However, these University committee currently charged with developing the University's gender diversity policy has not solicited their input.

Comparison with the factor analysis

Some of the managers at C1 have a slightly different understanding of the factors contributing to the leaky pipeline than was indicated by the factor analysis. Whereas the factor analysis showed that a large majority of respondents believe female business academics are just as career-driven and prioritize their research just as much as male business academics, a couple of the managers at C1 expressed the view that female academics do not demonstrate as much ambition as their male colleagues. Further, whereas the factor analysis did not indicate any clear agreement about gender bias or stereotyping as being important factors in contributing to the leaky pipeline, two of the managers

at C1 believe that these are important factors. On the other hand, the views of the managers at C1 conformed with the factor analysis indicating a structural understanding of the leaky pipeline based on the view that women's academic careers are more affected by childcare obligations than men. They also tend to agree that plugging the leaky pipeline requires intervention by managers, lawmakers and/or policymakers in business academia. C1's managers seem to have a slightly more nuanced view of traditional measures of academic excellence, indicating that they are aware it may be more difficult for women to compete with men because of traditional gender roles and stereotypes, but that they did not see any alternatives to the current method of evaluating excellence.

C1's managers matched the factor analysis picture of high commitment with regards to the subjective belief that faculty gender diversity is important and a desire to do something to increase faculty gender diversity.

Case 2 (C2): Scandinavia

C2 is a small stand-alone business university with an international faculty. Most of the senior faculty have been at C2 for most of their research careers. In fact, many of them started there as undergraduate students. We interviewed the President, two other members of the executive team, two faculty heads and the head of a research center.

One of the school's strategic focus areas is to ensure an inclusive environment that will attract the best students and provide a multicultural experience. In order to achieve those goals, C2 has adopted several initiatives to attract more female students (approximately 41% of the undergraduate students are female) and more students with immigrant and/or international backgrounds.

General Observations about Gender Diversity

The staff at C2 is segregated by gender both horizontally and vertically. Although the gender composition of the entire staff is split evenly between men and women, the majority of the administrative staff is female, while the majority of the faculty is male. The percentage of female tenured or tenure track faculty at C2 is estimated to be less than 30% and the percentage of women among the highest ranked faculty (full professors) is less than 20%. Two women are included in the top management team, which numbers five people in all. However, neither of the women them has responsibility for the core activities (research and education) of the business school, and their offices are not located in the executive suite. One of the people we interviewed suggested that the women's areas of responsibility and location of their offices together indicate that power still remains concentrated in men's hands at C2.

Case Illustrations

A number of the people we interviewed at C2 told us that various stakeholders – both students, faculty, and external stakeholders – have been raising the issue about the lack of women in the educational programmes at C2 and the underrepresentation of women on the faculty since the 1990s. There is a certain amount of frustration about the slow progress among the members of C2's management. Some of them, both male and female, feel they have been dealing with the same issues for years.

C2 has worked on the issue of gender diversity in different ways over the past ten to fifteen years. The first formal initiative appears to date from approximately 2005 when the Dean of C2 gave a female faculty member a mandate to be the faculty Equal Opportunities (EO) adviser. She was expected to spend about five percent of her time on performing this function. As EO adviser, she created a mentor program across the departments, not just to help junior female faculty, but also to help professors learn about the situation of younger women and their choices. The program continued for three years.

The EO adviser eventually decided to give up her mandate after about five years. C2 decided not to appoint a new EO adviser at this time. Instead, C2 started a special program for selected female associate professors that allows them to spend more time on research. Female associate professors can apply for a 50% reduction in their teaching obligation. Two women are selected each year for this program.

A number of the leaders we interviewed pointed to the tenure and promotion system that was adopted in 2010 as an initiative that supports gender diversity. The system includes an evaluation after the first three years of employment, then another formal evaluation three years later, where external reviewers evaluate the candidate on research, teaching and citizenship. If the faculty member meets the predefined criteria, she is guaranteed tenure. The candidate has to meet the minimum criteria in research, teaching and citizenship and be excellent in at least one of them. In practice, excellence is expected in research. Both top and middle faculty managers at C2 believe this system is helpful for women because the criteria are so clear and seems to eliminate the need for being well connected with senior (male) professors.

Most of the interview subjects believe that the cause of vertical gender segregation among the faculty at C2 is "structural", but they did not identify specific structures as causes. They generally support the idea that one of the best remedies for vertical gender segregation is to make everything as transparent as possible and to address the way faculty members treat students and colleagues. They were not uniformly satisfied with the special program for female associate professors, as it tends to take the best female academics out of teaching. Several pointed out that these women are presumably the ones who would be promoted to professorships anyway – without the program. Nevertheless, the President believes that the gender diversity of the senior faculty will improve dramatically within the next three to four years because he sees several talented junior female faculty in the pipeline.

Leadership and Gender Diversity

C2's top management team believes the school has been performing well with regard to gender diversity in the student body, the management team and in the executive education department (where the majority of the management positions are filled by women), but not well enough with regard to professorial positions.

The top management team and middle managers are able to speak persuasively about the importance of gender diversity. The President sayds he wants to avoid having C2 perceived as a white, socially privileged "male bastion". He believes it would ruin the school's reputation in the long run because he believes that business students learn more in diverse educational environments.

The President and a number of managers acknowledge that the obvious gender imbalance of the faculty simply "doesn't look good". There is a general willingness to change; the problem for the school's management is figuring out what to do. One of the managers we interviewed said that while there seems to be a consensus that the school needs to increase faculty gender diversity, that consensus tends to evaporate when it comes to the question of what to do about it. Proposed initiatives to address the issue are more or less contentious depending on how people understand what drives the skewed distributions.

The President has been focusing his engagement with the gender diversity issue on eliminating gender-biased communication and teaching. He meets regularly with representatives of the student feminist association, which has hundreds of members, and is disturbed by the fact that C2 has been the target of public student criticism about its handling of some gender issues. He has recently hired a Diversity Manager specifically to address teaching content in response to examples of gender bias in teaching, which some students have brought to his attention. He also organized a workshop with an internationally recognized expert on gender bias for the faculty. He says it is "completely unacceptable that faculty express themselves in gender biased ways". He believes that preventing gender biased expression by faculty may be "more important than representation", i.e. the gender diversity of the faculty. There has not yet been any training for managers as regards how gender bias may affect faculty development or the assessment of candidates for tenure and promotion to professorships.

Case Illustrations

Comparison with the factor analysis

The managers we interviewed at C2 presented an understanding of the leaky pipeline that conforms fairly closely with factors 2, 3 and 4 of the factor analysis. No one we interviewed indicated that they believe that the lack of faculty gender diversity is due to lack of ambition or motivation on the part of female academics. They appear to see female business academics as being just as career-driven as male business academics. No one suggested that gender bias or stereotyping contribute to the leaky pipeline. There is broad agreement that women are more affected by childcare obligations and traditional gender roles outside of academia than men. They tend to agree that plugging the leaky pipeline requires intervention by managers, lawmakers and/or policymakers in business academia, but the intervention should not be positive action at the point of hiring. Rather, C2's managers expressed great confidence in transparent application of traditional measures of academic excellence – publications, teaching and research grants. Some of the managers believed it was important to give female academics a boost in terms of reducing their teaching load for a period of time to allow them to get the number of quality publications they need to be promoted to professor.

The President in particular seemed personally committed and engaged in visible public actions that demonstrate his commitment to gender diversity among faculty and students. Everyone we interviewed expressed personal commitment to the gender diversity and a willingness to engage in efforts to increase gender diversity among faculty.

Case 3 (C3): Southern Europe

C3 is a small, relatively young, private, stand-alone business school. The university began as a private enterprise to help train managers and transitioned to a university at a later date. We interviewed the director general of the school, the academic director, the external relations and communication director, two heads of academic departments, and the HR-manager.

Initially C3 focused on "teaching middle managers from professional experience." Typical faculty were former executives and managers whose expertise derived from their organizational and workplace experience. C3's priority was on practical education, which included MBA programs, one taught in English. The organizational culture reflected their intention to be a "practical-oriented school" with the "world of work, the world of real management" as their reference. Now, C3 is in the middle of developing a new strategic plan for 2015-2020. This plan will further prioritize a shift from management training to a more mixed professional and academic identity through more research-based teaching. C3 has committed to developing a stronger focus on research, partially motivated by EQUIS and AMBA accreditation. They are recruiting more faculty members who, ideally, have corporate experience as well as a Ph.D. and a strong research profile.

General Observations about Gender and Diversity

As part of their developing 2015-2020 strategic plan, C3 plans to recruit more faculty members. As part of this action, they hope to promote gender diversity and hire more female academics. There is strong gender segregation based on occupation within C3 with men strongly outnumbering and outranking women within the academic (faculty) ranks (fewer than 30% of full-time faculty positions are held by women). At the same time women occupy nearly all the staff/administrative positions. Part-time faculty is also disproportionately female. There is a clear desire from the senior leaders to promote more gender diversity. In the interviews, they were explicit with their desire to hire more women in faculty positions. Specific efforts to not only attract, but promote and retain female faculty were less clear, although management pointed out that they have not yet developed a strategy for doing this.

According to the senior leaders interviewed, the two main reasons for the lack of gender diversity: 1) there are not enough women applying for faculty positions, and 2) strong cultural practices that limit women's interest in pursuing faculty positions. Importantly, while the senior leaders acknowledged the cultural constraints the women faced, the discussion was still framed as women's choice given the limited cultural options.

As previously mentioned, C3 wants to differentiate itself from other business schools in the region by promoting its strong commitment towards practical pedagogy. A key function of this is to hire faculty who have significant organizational experience. However, C3 is now also interested in hiring and developing "research active" academics. Commensurate with these two goals, C3 seeks to hire faculty with both an academic and organizational reputation. This has proven challenging, especially when trying to hire more women. The senior leaders noted that few women fill both qualifications (and when asked directly, they acknowledged that few men do as well). Importantly, however, they receive few applicants from women, even when they receive applications from men who fail to meet the desired qualifications. In their estimation, there are fewer women qualified for these positions (primarily because fewer women have the desired organizational experience).

C3 does not have a strategic and organized way to locate and recruit female candidates who meet their expected qualifications. For example, little effort was made to reach out to women's societies and groups. The senior leaders indicated that they would be willing to overlook some of the qualifications, such as a Ph.D. or a strong publishing reputation in order to hire a woman, provided she made up for that lack once hired (i.e.: earned her Ph.D. once hired).

Case Illustrations

The senior leaders were explicit about their willingness to engage in "positive discrimination" to prioritize hiring more women, when they receive applications from women. This means prioritizing a woman's CV and choosing her over a man if she is qualified, but there are no other systemic or organizational strategies to recruit more women applicants.

Another challenge the senior management spoke about was what they called the "masculine" regional/national culture. This culture influences the ways in which organizations structure their work as well as expectations for how people should work. This was apparent in two main ways: long work days and expectations that women serve as primary caregivers and bear the responsibility for childrearing and community care.

The average workday extends well into the night with meetings often beginning in the evenings. Meetings routinely extend for several hours. Faculty members are permitted to work from home, but must report for teaching. C3 has a heavier-than-average teaching expectation, which means that faculty are required to be on campus more than other universities. One senior leader said he did not expect or believe that staff or faculty members work more than 40 hours per week. However, a female program director indicated that most faculty and staff members work more than 40 hours and often well into the evenings. Many of the faculty members also work as consultants and/or managers and therefore work additional hours on those jobs. The amount of hours worked as well as the lateness of those hours makes it difficult for some women to balance the demands of family and community needs and the expectations of their work. This is especially difficult for women because of the larger social/cultural norms about gendered family roles.

Women remain the primary caregivers for children as well as aging parents and other members of the community. The senior leaders reported being "behind many northern European countries" when it comes to state-supported child care (nurseries) or other programs that supported working parents. These cultural norms translated into more than just tangible impossibilities (having to arrange for childcare), but also ideological biasing against women by those who believe women 'should' be caring for their families instead of pursuing careers.

The move to hire more academic faculty leads to the challenge of hiring an academic with an academic partner. Interestingly, however, the two most recent faculty members to either leave C3 or not accept a position were men, but both cited the lack of local employment for their female partner as their reason for leaving.

Leadership and Gender Diversity

C3 is in the unique position of having several senior leaders with deep personal commitments towards greater gender diversity. The rector of the university defied traditional cultural norms of expected parenting and prioritized his family while maintaining his professional career. While often difficult, his recounting of this struggle revealed his desire to assist other faculty members with accomplishing the same arrangement. That said, he offered no specific programs or systems by which faculty members could do this.

In a similar fashion, the academic director, who was initially hired several years ago to help facilitate the universities transition to a more research-based faculty, stated a "personal commitment" to gender diversity. While he was not able to articulate the nuances of that personal commitment, he also stressed the importance of having diverse faculty (which, for this manager includes sex/gender as well as nationality) to serve as role models for their students, 50% of whom are female. He stated, "The quality of what we offer to students is very much reliant on the quality and the diversity of what we have here. So the more diversity we have, the better." In his estimation, if the female students have more diverse role models, and in particular, more female role models, they are more likely to obtain and maintain high-prestige and high-earning jobs upon graduation, which will contribute to an increase in C3's international rankings.

Comparison with the factor analysis

The managers we interviewed at C3 mostly conform with the factor analysis as regards commitment. They display a high level of internal personal commitment, as defined in this study, to faculty gender diversity and to the kind of flexible working conditions that provide more possibilities for female faculty to perform in accordance with both social and professional expectations of women. However, they have yet to translate their intentions and personal convictions on both counts into action.

Their understanding of the factors contributing to the leaky pipeline also seems to mirror the results of the factor analysis. They do not seem to believe that the lack of faculty gender diversity is due to lack of ambition or motivation on the part of female academics. Nor do they believe that gender bias or stereotyping are important factors in contributing to the leaky pipeline. There is clear agreement among the managers we spoke with that women are more affected by childcare obligations than men. They tend to agree that plugging the leaky pipeline requires intervention by managers, lawmakers and/or policymakers in business academia, but they are as yet unable to point to any specific interventions within the business school's scope of influence. They support applying traditional measures of academic excellence – publications, teaching and research grants, but, unlike the managers at C2, C3's managers do not necessarily see it as a tool for increasing gender diversity. As indicated by the factor analysis, they appear to believe that the leaky pipeline occurs primarily as a result of social forces largely beyond their control and that interventions to plug the leaky academic pipeline should target broader social factors, such as educational and

Case Illustrations

welfare systems (e.g. more affordable and accessible childcare, more even distribution of time off from work between the sexes in connection with birth and care of children; interventions to reduce gender segregation in educational and occupational choices).

Case 4 (C4): German-speaking region

C4 is a large public (state supported) and stand-alone business university. The university grants undergraduate, graduate, post-graduate and professional degrees. Courses are taught in both German and English. Of all the case illustrations, this university had the highest percentage of female faculty members. We interviewed four senior leaders and three members of the HR/diversity staff.

While a public institution, recent changes to the laws provide more flexibility for university faculty management. For example, changes made to the university regulations in the early 2000s meant that professors were no longer considered civil servants working for the state, but they were employees of the university. This change affected a number of work aspects, including retirement age and policies. But, for the most part, the university operates as a self-governing organization with strong influence and governance from the State. As such, the university is required to measure, track, and address diversity issues within their organization. Specifically, they were required to hire a full-time Diversity Officer. While the efficacy of this role may vary from state organization to organization, at C4, this role reports to the rector's office and has significant influence and support.

General Observations about Gender and Diversity

Of the C4 faculty, approximately 35% are female. However, within that group, most are at lowest academic levels and there is strong gender segregation within certain departments. The Finance and IT departments have the fewest female faculty members while the departments within the social sciences and languages have more balanced (although still not equal) numbers of female and male faculty.

The C4 senior leaders report that a number of factors contribute to the gender segregation. First, women are still expected to be the primary family and community caregivers. Women experience demands on their time and energy that men do not. This makes work/life management challenging. This is evidenced by the fact that many women leave C4 (and academia in general) after they complete their Ph.Ds. and their six-year contract as an assistant professor ends. Women, especially, struggle with work/life management because critical moments within an academic career (completion of Ph.D., post-doc, publications towards promotion, etc.) coincide with equally significant moments within one's personal life such as marriage, childrearing, and even elderly parent care.

Second, highly educated and professional women tend to partner with men who also are professionals and have similar career ambitions. It is challenging to secure mutually beneficial career opportunities for both partners, and women are more likely to sacrifice their own career ambitions for those of her partner.

Third, not enough women pursue academic careers, especially in some areas of business like finance. Young women tend to self-select particular areas of study, which leads to over-representation in some areas (social sciences and linguistics) and makes it difficult for Heads of Departments in less-represented areas to find qualified female candidates.

With these challenges in mind, increasing gender diversity and diversity in general (international faculty, faculty who are otherly-abled, etc.) is a priority for the senior leadership at C4. The managers speak frankly about their interest in increasing the number of female faculty, especially at the professorial level. Gender diversity receives the most attention; however, other diversity considerations, such as internationalization and accessibility for otherly-abled employees, is now also a central part of diversity initiatives. The influx of migrants from the Middle East is also a factor. The rector admitted that changes to the gender diversity are slow while other types of diversity, especially internationalization, are changing more quickly.

There are several factors that drive C4's diversity initiatives. First, the national government has implemented strict guidelines and goals regarding increased gender diversity that all publicly funded organizations must follow and achieve. These formal reforms provide a sense of legitimization to individual organizational initiatives. Second, the individual organizational belief, as echoed by several members of the C4 senior management, is that increased gender diversity is an important ethical development in the overall organizational strategy and culture. They believe that women have been unfairly kept out of the organizational hierarchy and decision-making. Third, and more importantly, the executive management team believes that increasing the numbers of women in the university is good for the overall quality of research, teaching, and service to the students and community. They regard failing to promote and fully 'utilize' female faculty as a waste of resources. That said, little was said about how increasing gender diversity will actually contribute to the long-term organizational outcomes.

Importantly, increased diversity is a key priority for the rector, and he has a strong personal interest in and devotion towards developing a more diversity faculty.

Gender Diversity Initiatives

Given the strong support for increased gender diversity among C4's senior leaders as well as the legitimization of their efforts from the national government, C4's management, led by the rector, have implemented a number of programs to help recruit

Case Illustrations

and promote more female faculty. As many of these programs are relatively new, their success at creating and maintaining increased gender diversity is unknown. However, there appears to be widespread support for these programs.

Most significantly, the university employs a diversity officer who not only leads multiple diversity program initiatives, but also sits in and reports to the rector's office. This role, required by the federal government of all public organizations, helps to provide legitimacy to the diversity initiatives. Importantly, the person in this role also brings a level of experience, knowledge and expertise to diversity that many managers do not have, even if they ideologically support the need for increased diversity. With this kind of qualified professional input and guidance, the organization is able to practice well-managed and strategically successful diversity management.

For example, historically, individual junior faculty members worked directly for more senior faculty members, which could limit their ability for promotion and advancement. An alternative model that is used in one department groups employees into centres instead of senior/junior partnerships. This structural shift helps increase interdisciplinary work as well as connects individual faculty members to a wider network of colleagues. It also loosens the amount of control one senior individual has over the career trajectories of their junior colleague. Department and Centre heads have more authority and ability to help advocate for junior faculty and support their career initiatives.

In addition, all new positions must be advertised publicly (and widely/globally) and all advertisements must follow a standardized format (which should be free of sexist or discriminatory language). The rector requires that new senior faculty appointments can only be filled after the chair of the search identified three female candidates that they would invite to apply for that position. While some chairs reported that there were no or few women to recruit, the rector held firm and insisted that they find at least three qualified female applicants to recruit. As a result, over the last few years, C4 has had its highest rate of hiring women in its history.

In a similar fashion, the rector requires that half of all visiting professorships be given to women. If the department fails to meet this quota, the professorship goes unfilled.

More controversially, some faculty positions are restricted to female recent graduates. These female faculty members are given intensive mentoring and a reduced teaching and administrative work load so they can focus on the research and publications needed to acquire tenure and promotion. There was resistance from some faculty members to this program, and the rector admits that it may not even be legal. But, he insisted they go ahead with it and deal with the legality of the program if it becomes a problem.

Leadership and Gender Diversity

Importantly, the senior management of C4, led by the rector are not only equally supportive of these diversities strategies, but they are committed to the overall organizational diversity goals. This allows the senior leaders to move past debates about whether diversity is good or how it should be achieved, and allows them to devote their energies to the actual initiatives. The rector is personally devoted to these values and goals: "Well, I'm simply convinced that this is necessary. It's that simple. This is my personal value judgement and it is also supported by my professional background in social policy. This is significant discrimination that's not okay." It is noteworthy that the rector's outspoken support and even enthusiasm for the diversity strategies creates space for the other members of his team and faculty members to support diversity management programs as well as speak out against discriminatory practices.

Comparison with the factor analysis

As regards commitment, the managers we interviewed conform quite well to the picture generated by factors 1 and 5 of the factor analysis. The senior leaders at C4 display a high level of personal commitment, as defined in this study, both as a matter of personal conviction and visible action. They perceive the leaky academic pipeline as an issue that management can and should address, not just to increase gender diversity at their own school, but also in business academia generally.

On the other hand, their understanding of the factors contributing to the leaky pipeline is slightly different from the picture generated by the factor analysis. Their understanding conforms in every way to the factor analysis except as regards their understanding of the role played by gender bias and stereotyping as important contributing factors to the leaky pipeline and their support of positive action. They are sensitive to the use of gender-biased language and the obstacles female academics encounter in male dominated working environments in regards to obtaining appropriate mentoring, and they use various forms of positive action, e.g. filling new positions only when the search committee identifies at least one female candidate, requiring an even gender distribution among visiting professors, and awarding positions with advantageous working conditions to junior female researchers. In our view, these measures represent a departure from factor 2. They seemed comfortable with using traditional measures of academic excellence – publications, teaching and research grants – but did not regard transparency in applying them as important tools for ensuring gender diversity.

Unlike the majority of the survey respondents, who seem to believe that the leaky pipeline occurs as a result of social forces largely beyond their control and that interventions to plug the leaky academic pipeline should primarily target broader social factors, senior leaders at C4 believe that they can and should intervene in their own organization to promote faculty gender diversity.

Case Illustrations

Findings from the case illustrations

We see five clear trends, some of which are captured by the factor analysis, emerging from the case illustrations.

First, all of our interview subjects seem genuinely and personally committed to the concept of gender diversity. They are fully committed to the principle of gender equality and are therefore uncomfortable with the fact that women are still under-represented in business academia, particularly in the highest-ranking faculty positions.

Most of our interview subjects mentioned one or two problems they associate with lack of gender diversity. Everyone seemed to agree that lack of gender diversity indicates that something is wrong or even unfair. However, they offered varying explanations of what it is they think is wrong or unfair. Most of our interview subjects identified the unfairness as arising primarily in the broader society and culture. They mentioned lack of childcare, gender roles in the home, gendered educational choices, and women's lack of confidence. Most seemed not to see either themselves or business schools as participating in or contributing to the unfairness in any significant way. Some of the people we interviewed believe that lack of gender diversity has a negative impact on business education. They believe that lack of gender diversity in business academia perpetuates itself in part because female students lack role models. When business academia presents itself as a domain populated mostly by men, female students find it difficult to identify themselves with it.

Second, personal commitment does not always translate into active engagement in leading or promoting gender diversity initiatives. At C1, the University's top-down approach to developing one uniform gender equality action plan for all the schools seemed to make the personal commitment of the dean and heads of faculty to gender diversity largely irrelevant. They were not asked to provide any input. The senior leaders at C1 display plenty of goodwill and consciously try to counter any kind of unconscious gender bias by carefully considering female candidates for hiring and promotion, but no more. At C3 the managers simply did not know what to do other than to try to be fair and make sure no overt gender bias influenced teaching or recruitment and promotion practices.

Third, even when personal commitment to gender equality and diversity translates into active engagement, the results vary according to how the top manager understands what is driving gender segregation in business academia. C4 stands out as the best example of how the top manager's personal commitment, active engagement and understanding of the issue combine to produce far-reaching results. Here the rector and his team understand that most women experience demands on their time and energy that most men do not because of traditional divisions of labor in the home. They have, through their own scholarship in social policy and organizations as well as their experience as managers, arrived at the conclusion that women have been unfairly marginalized in the organizational hierarchy and excluded from decision-making. Accordingly, they view gender diversity as an important ethical development in the overall organizational strategy and culture and failing to promote and fully "utilize" the talent of female business academics is an irrational waste. They also recognize that they are not experts in gender equality and diversity management, and therefore draw on the expertise of the gender equality policy officer.

Although C2 is similar to C4 in that its top management is both personally committed and engaged in promoting gender diversity in the school, C2's understanding of the issue of faculty gender diversity substantially limits the effectiveness of the action taken. C2's approach to gender diversity indicates it is following a traditional orientation to academic merit that rests on a belief that transparency and clear (traditional) criteria, such as excellence in research as evidenced by a certain number of publications in certain journals, is enough. Furthermore, top management has not sought out expertise in gender issues to help them form initiatives to address faculty gender diversity, which suggests that C2 either does not believe that special expertise is required to develop effective policies and initiatives or it is just not a priority at this time. To the extent the leadership at C2 detects the need for expert input, it is in relation to the classroom, rather than the research environment. Tellingly, the school's new Diversity Manager's mandate covers only education. At the time the interviews were conducted, the only training offered on gender bias awareness focused on teaching-related activities and targeted the faculty, not management.

Fourth, the influence of stakeholder groups seems to be an important factor in determining the extent to which business school leaders engage actively with the issue of gender diversity. The two schools with the most actively engaged management teams, C2 and C4, were subject to the influence of stakeholder groups demanding faculty gender diversity. In the case of C2, students and businesses – the employers of the school's graduates – pushed for gender diversity. In the case of C4, the national government as well as diversity scholars on their own faculty inspired and pursued legitimate action to promote gender diversity.

Fifth, the leaders who proposed gender diversity initiatives that are consistent with best practice as described in our literature review understand that the lack of gender diversity comes from social factors that are not merely "out there" in society. These social factors also penetrate academia and work to the disadvantage of female business academics. These senior managers readily acknowledge that they may not always "get it" and need to seek out the input of experts in the field as well as practice listening to and taking seriously what female academics tell them about their experiences. Most, but not all, have done research in social policy or organizations, and two of the interview subjects had done work in gender and other diversity issues.

Discussion

The survey responses and case illustrations show that a majority of the 108 European business school senior leaders participating in the study recognize faculty gender diversity as a strategic goal for their business schools and are personally committed to the concept of faculty gender diversity. They are uncomfortable with the under-representation of women in business academia, particularly at the highest levels of the academic hierarchy. They tend to view this state of affairs as a problem for both the quality of the education as well as their academic reputations. However, the survey data and case illustrations indicate that the senior leaders are unaware of research literature identifying factors contributing to the leaky academic pipeline and effective strategies for increasing gender and ethnic or racial diversity. Importantly, this lack of awareness does not appear to be primarily due to a lack of commitment to the principle of gender equality.

Nevertheless, these leaders' personal commitment to greater faculty gender diversity does not automatically translate into active engagement in leading or promoting gender diversity initiatives. It appears that this is primarily due to the lack of familiarity with this area of research. The leaders we interviewed at C1 and C3 who were the least engaged in leading or promoting gender diversity initiatives acknowledged that they simply did not know what to do besides institute some kind of positive action. The leaders we interviewed who offered ideas for gender diversity initiatives or had already implemented effective gender diversity initiatives were either aware of the literature on the subject or readily acknowledged that they may not always "get it" and sought out the input of experts in gender and diversity management. They also listened to and took seriously what female academics told them about their experiences. Most, but not all of these leaders, are researchers in social policy and/or organizations, and two interviewees specialized in gender and other related diversity issues.

Our data tell us that results of diversity management initiatives vary widely and depend heavily on the most senior leader's understanding of gender equality. Case illustrations C2 and C4 demonstrate this variability. The senior leaders at C4 recognized that insufficient gender diversity was the culmination of many different and overlapping factors, and these have been the subject of study in gender and diversity management research. They recognized the limitations of their own knowledge (and time) and made a point of drawing on the expertise of their gender policy officer, who has a background in gender studies. They implemented initiatives that address gender bias in recruitment as well as the "chilly climate."

The senior leadership at C2 did not, it seems, draw on the expertise of anyone with a background in gender studies or diversity management to develop and implement diversity initiatives and strategies. They implemented a much narrower range of measures to address faculty gender diversity: (1) making promotion criteria and processes more transparent and (2) allowing for reduced teaching obligations for two especially qualified female researchers per year. These measures appear to reflect the managers' belief that under-representation of women in the highest ranking faculty positions may be due to male networking and unequal distribution of family obligations that make it difficult for most female researchers to fulfill publication requirements in the same amount of time it takes most male researchers. C2's approach to faculty gender diversity does not address other important issues, such as "chilly climate" and unconscious gender bias, that slow or stop female academics' career progress.

It is perhaps unsurprising that C4 is also the one school out of the four case illustrations that seems to be making the most progress towards achieving gender diversity. These findings imply that the lack of progress towards faculty gender diversity in European business schools may be related to excessive confidence in the usefulness of transparency in hiring, tenure, and promotion cases. Further, even with transparent processes and criteria, an over-reliance on traditional measures of academic merit instantiate gender bias in business academia.

Acknowledging that insufficient gender diversity is the culmination of many different and overlapping factors, initiatives that achieve the greatest success are those that directly respond to the immediate and pressing challenges faced by the women in that particular business school. Importantly, diversity management strategies and initiatives that fail to meet the needs of the employees and/or achieve any significant and meaningful change can and will be perceived negatively and can damage initial goodwill efforts.

Finally, the case illustrations reveal the important role of multiple interested stakeholders in inspiring and legitimating change. The senior leaders in C1 and C3 did not report receiving any input about gender diversity from any of their stakeholders beyond a few faculty members. These cases represent the least engaged in promoting gender diversity of the four. The senior leaders in C2 and C4 spoke at length about how they were affected by the interests of multiple stakeholders – alumni, businesses, students, and the government. These were also the cases where the leaders were most actively engaged in promoting gender diversity.

Discussion

As regards the role of government, it is important to point out that all four of the business schools in our case illustrations are located in countries that permit positive action, as do the great majority of European states (European Network of Legal Experts in the Field of Gender Equality 2012).

Practical Implications for European Business Schools

The diversity management literature emphasizes that leadership is essential in all diversity initiatives, and the case illustrations provide examples of this point. However, our findings imply that translating belief in gender equality and commitment to gender diversity into active engagement in effective strategies to increase faculty gender parity requires leadership with certain characteristics and specific areas of focus. We present these characteristics and areas of focus below and include examples of 'best practices' used in other organizations. These are not exhaustive lists; merely examples of what senior leaders can do to facilitate diversity change. We encourage senior leaders to consider these and other best practices that are more appropriate or feasible for their university.

1) Those leaders who made a point of listening to academic women tell about their own personal experiences of "chilly climate," the challenges of pursuing an academic career while having and raising children, and gender bias, demonstrated the strongest ability to facilitate actual organizational change. This finding implies that business school leaders need to seek out, listen to, and learn from the experiences of female faculty members.

Best practices:
- Perform a diversity organizational audit of the university to determine the actual gender diversity of the programs and the overall diversity culture of the faculty.
- Regular 'coffee hours' or other informal settings where faculty are welcome to share their experiences. Senior leaders can rotate attendance so that there is minimal demand on time. This type of setting facilitates dialogue between faculty and senior managers as well as between other faculty members.
- Provide a method for faculty members to share both positive and negative experiences anonymously, which may help faculty who are struggling to speak out. You can use written feedback or provide a member of staff, perhaps in HR, who takes the accounts from the faculty members and then forwards them to senior leaders, maintaining the individual's anonymity.
- Provide internal (intranet) online space (a wiki page for example) for faculty members to voice concerns, seek advice, or offer opportunities. The space can be monitored and collegiality rules enforced.
- Take seriously and provide resources for employee satisfaction surveys that utilize data collection methods that produce useful and insightful data.

2) The school with the most effective and successful change initiatives also had senior leaders who provided visible and unequivocal support for all gender diversity initiatives. At C4, one of the ways this was accomplished was by locating the C4's gender policy officer in the rector's office, giving her direct access to the rector and his team, and giving her responsibility for implementing a number of the initiatives. This finding implies that senior leaders cannot simply delegate responsibility for achieving gender diversity to one person. They must provide clear, unequivocal, and visible support and accept ultimate responsibility for all gender diversity initiatives, including the work of any appointed gender diversity committees, advisers or experts.

Best practices:
- Ensure senior leaders take part in all diversity training and awareness initiatives. All senior leaders should follow the same rules and guidelines that apply to other members of staff.
- Have diversity initiatives sponsored by senior managers or 'coming from' the president or dean's office. This sense of 'ownership' provides legitimacy and importance to the programs and strategies.
- Ensure the senior management offices (including vice or deputy deans, heads of departments, vice rectors, etc.) are gender diverse.

3) The schools with the most effective and successful change initiatives utilized soft positive action. These findings imply that the lack of progress towards faculty gender diversity in European business schools may be related to excessive confidence in traditional measures of academic merit and the usefulness of transparency in hiring, tenure, and promotion cases. Business school leaders need to take seriously the risk of gender bias in the formulation and application of hiring, tenure, and promotion criteria, seek expert help in reducing its impact, and adopt soft positive action measures to counteract gender bias.

Discussion

Best practices:

- Make increased gender diversity an essential component to all organizational decision making processes. Review the formulation of hiring, tenure and promotion criteria with an expert in gender bias to ensure neutral formulation and application.
- Seek out and invite female recruits internal and external to the organization to apply for positions and for promotions.
- Require an even gender distribution among guest and visiting professors.
- Require an even gender distribution among guest speakers for speaker series, workshops, and conferences.
- Require even gender distribution among the research team on grant applications.
- Award positions with advantageous working conditions (reduced teaching and service, for example) to junior female researchers.

4) Effective action promoting faculty gender diversity results when leaders' personal commitment and active engagement are guided by an understanding of gender diversity based on the input of qualified gender diversity experts. This finding calls for the professionalization of work on gender diversity at business schools, which recognizes that the use of experts to create, facilitate, and manage diversity initiatives will result in more positive and sustainable changes.

Best practices:

- Create an officer or office for diversity physically situated near and/or with direct access to the senior leaders of the university. The diversity officer should be an expert in not only gender diversity, but higher education and the unique cultural components relevant for that particular university.
- Require senior leaders to participate in gender diversity education and training.
- Make gender diversity information and resources easily accessible to all university employees, including senior leaders (an easily located website on the university intranet, for example).
- Equip and encourage key decision makers (for example, a hiring committee or tenure assessment committee) to seek out specific expert gender diversity advice either through the diversity office/officer, or an outside consultant.

5) Sensitivity towards and responsiveness to the needs and desires of multiple stakeholders will provide inspiration for and legitimacy to gender diversity initiatives. These stakeholders should be considered a valuable resource that can provide opportunities for developing and implementing effective gender diversity strategies.

Best practices:

- Consider the gender diversity of the external advisory boards and work towards greater gender balance.
- Solicit feedback and insights from key stakeholders, including board members, research partners, students, and business community leaders.
- Include relevant external stakeholders in diversity initiatives, perhaps using their expertise, best practices, and support to facilitate better outcomes for the university.
- Utilize local media to foster larger conversations about gender diversity (and diversity more broadly) within the university and the larger society it serves.
- Consider partnering with other universities or establishing a network of university diversity offices to facilitate the sharing of practices and resources. This prevents universities from having to 'reinvent the wheel' for itself.
- Utilize para-university groups, such as EFMD, to promote, educate, and facilitate gender diversity initiatives. These efforts can include the distribution of educational materials and resources, the sponsoring of training programs, workshops, and conferences, and providing access to diversity experts.

Discussion

Future Directions

Our findings suggest that while most European business school leaders believe faculty gender diversity is important and would like to do something to promote it, their commitment does not lead to effective action in part because they lack information about effective strategies. Research on the effectiveness of diversity strategies in general is only in the beginning stages and remains primarily focused on the United States. Similar work on effectiveness of gender diversity strategies in European business schools would benefit European business school leaders as well as other European business leaders and researchers.

Our findings regarding the important role played by various stakeholders in supporting European business school gender diversity strategies suggests a role for the various organizations that provide accreditation services, such as the EFMD and AASCB. AASCB includes diversity as a core value in its accreditation process, and EFMD requires accredited schools to provide evidence that social responsibility is reflected in their mission, vision and strategy. However, there have been no published studies on how AASCB or EFMD apply these requirements in practice and what impact they have on business school strategies and management practices as regards gender diversity. Answers to these questions would provide helpful insights about whether the accreditation process might be an effective instrument for increasing business school leaders' focus and engagement with effective gender diversity strategies among business school leaders. Until such a study appears, we hope that this study will serve to encourage EFMD, AASCB and other similar organization to review their accreditation processes with a view to identifying ways in which they can encourage business school leaders' engagement with gender diversity initiatives.

Conclusion

Although a substantial literature documents a number of factors that cause women to drop out of academic careers at a faster rate than men, and gender diversity in Higher Education Institutions has been on the agenda of European policymakers for decades, European business schools still struggle with a lack of faculty gender diversity, especially in the highest ranking positions. The present research indicates that while a slim majority of European business school leaders are committed to the concepts of gender equality and faculty gender diversity, they lack the expertise and information about best practices necessary to develop and support effective gender diversity strategies. The business schools that perform the best with regards to increasing faculty gender diversity have adopted theoretically driven, if not always empirically tested, policies and demonstrate a good understanding of the psychological and social phenomena that contribute to the leaky academic pipeline. Their successes underscore the importance of relying upon evidence-based diversity strategies that can more effectively eliminate the obstacles that too many women encounter on their way up the academic hierarchy.

Appendix 1 – Survey

Introduction to the survey from CBS/JIBS research team:

This survey is part of a research initiative sponsored by EFMD that aims to address the overarching question: How do European business school deans address gender diversity on their faculties?

In combination with in-depth interviews, the data will help to build a picture of the manner in which perspectives on gender diversity influence management practices in the under-researched context of European Business Schools.

Analysis of these data will provide a baseline of information on how the deans of the respondent schools perceive and address the issue of gender diversity on their faculties.

We are requesting information about your own perspectives on gender diversity, and your personal management practices relating to gender diversity. For this survey, we define "gender diversity" as the presence of both men and women. "Greater gender diversity" or "higher levels of gender diversity" means the presence of both men and women in numbers approaching a 50/50 distribution of each gender.

We define "underrepresentation" of either gender as the presence of one gender in a lower amount than you believe should be present. While we realize some European business schools enjoy a more equal distribution of men and women, across Europe, fewer than 30% of all business school faculty are women. Therefore, questions about underrepresentation of women in business schools reflect the general trend and not a particular school or university.

Survey responses will be kept confidential by the research team. They will be routed directly back to researchers at Jönköping International Business School, where they will be stored on an off-line computer, thereby preventing unauthorized access. Only aggregate (anonymized) data will be reported.

The questionnaire is divided into 2 sections. Section 1 covers general demographic information; Section 2 covers data relating to your personal perspectives, organizational context and your personal management practices.

The questionnaire takes approximately 15 minutes to complete.

THANK YOU FOR TAKING THE TIME TO CONTRIBUTE TO THIS IMPORTANT RESEARCH PROJECT

Section 1

Name of organization:

Please provide your email address (we will not contact you – this is only to clarify identification)

Please provide the general website address of your institution:

What is the title of your role at the business school?

a. Dean
b. Director
c. Vice/Associate Dean
d. Other (please specify)

5. Your age:

a. 25-35 years
b. 36-45 years
c. 46-55 years
d. 56-65 years
e. 66 years or older

6.Are you

a. Female
b. Male
c. Transgendered
d. Prefer not to say

7. Please provide the name and e-mail address of the business school's human resource manager

8. How many Heads/Chairs of faculty units such as departments, faculties, schools are in your business school:

a. 1
b. 2
c. 3
d. 4
e. 5 or more

9. How many of those Heads/Chairs of faculty units such as departments, faculties, schools in your business school are women?

a. 1
b. 2
c. 3
d. 4
5 or more

10. Please estimate the total percentage of female faculty (tenured and tenure-track) at your business school:

a. Less than 20%
b. less than 30%
c. less than 40%
d. more than 40%
e. don't know

11. Of your highest ranked faculty members (e.g. full, tenured professors), please estimate the percentage who are women:

a. 20% or less
b. between 21-30%
c. 31-40%
d. 41-50%
e. More than 50%

Appendix 1 - Survey

List of questions in section 2 of the survey

q1	Increasing gender diversity among faculty members is a strategic objective for my business school.
q2	Underrepresentation of women in European business school faculties negatively affects the business schools.
q3	Correcting any underrepresentation of women in European business school faculties is the responsibility of the women themselves.
q4	Promoting greater gender diversity among the faculty is not an important component of my job as Dean/Associate Dean/Director.
q5	Existing underrepresentation of women in European business school faculties will correct itself without intervention (from managers, policymakers, lawmakers).
q6	Correcting any underrepresentation of women in European business schools will require intervention from senior management (Deans/Associate Deans/Directors, etc.).
q7	Female business academics are not as career driven as male business academics.
q8	Female business academics who have children are just as interested in advancing in their careers as male business academics who have children.
q9	Female business academics who have children are less able to advance their careers than male academics who have children.
q10	It is not my responsibility as Dean/Associate Dean/Director to promote and facilitate greater gender diversity.
q11	Workplace policies that support better work/life management such as family leave and flex-time work are not effective ways to promote gender diversity within business schools.
q12	Transparent hiring and promotion procedures promote gender diversity.
q13	Formal faculty mentoring programs are an effective way to promote gender diversity.
q14	Stereotypes or widely-held beliefs about women's abilities, interests, and desires hinder women's career advancement in academia.
q15	Hiring and promoting business school faculty based exclusively on their scholarly credentials (e.g. publications, teaching evaluations, research grants) is the best way to ensure gender diversity in academia.
q16	Gender should not be a factor for consideration when hiring and promoting faculty members in the business school. -
q17	The achievement of greater gender diversity in business school faculties requires managers (Deans, Heads of Departments, Rectors) to assume greater responsibility for promoting gender equality.
q18	High levels of gender diversity among the faculty benefit the working environment at the business school.
q19	The achievement of greater gender diversity in business school faculties requires Dean/Associate Dean/Director to be knowledgeable about gender stereotypes.
q20	Female business academics do not have more difficulty than male business academics establishing the collegial relationships that are necessary for career promotion and advancement.
q21	As Dean/Associate Dean/Director, I would do more to promote greater gender diversity, but legal constraints and/or limitations prevent me.
q22	Female business academics prioritize other work-related duties and responsibilities (e.g.: teaching and service) over their research.
q23	Business schools achieve greater measures of external success (such as higher rankings, increased research funding, or increased student enrolment) when there are high levels of faculty gender diversity.
q24	As Dean/Associate Dean/Director, I encourage faculty members to work from home or telecommute when they have no reason to be physically present at the business school.
q25	I talk with faculty members of my business school about how to promote gender diversity.
q26	Female business academics prioritize personal and community related activities (e.g.: caring for children, commitments to family and friends) over work-related duties and responsibilities.
q27	As Dean/Associate Dean/Director, I facilitate discussions with members of the faculty about how our business school can achieve greater gender diversity.
q28	Female business academics are not more likely than male business academics to remain single without children.
q29	As Dean/Associate Dean/Director, I encourage male faculty members at the Business School to take time off from work as needed to provide care to family members.
q30	I seek out information about how to promote greater gender diversity in my business school.
q31	High levels of gender diversity among the faculty benefit the students at my business school.
q32	Male business academics are less likely than female business academics to 'opt out of' or give up on academic careers because they anticipate conflicts between their work and family responsibilities.
q33	As Dean/Associate Dean/Director, I would do more to promote greater gender diversity, but organizational constraints and/or limitations prevent me.
q34	Successful academic careers require working more than full time (35-40 hours per week).
q35	As Dean/Associate Dean/Director, I encourage efforts to recruit women to apply for faculty positions in my business school.
q36	As Dean/Associate Dean/Director, I encourage female faculty members in the business school to take time off from work as needed to provide care to family members.
q37	I talk with other members of my business school's senior management about how to promote gender diversity within the faculty.
q38	As Dean/Associate Dean/Director, I encourage more experienced faculty to mentor less experienced faculty members.
q39	It is my intention to promote and facilitate greater gender diversity within the Business School.

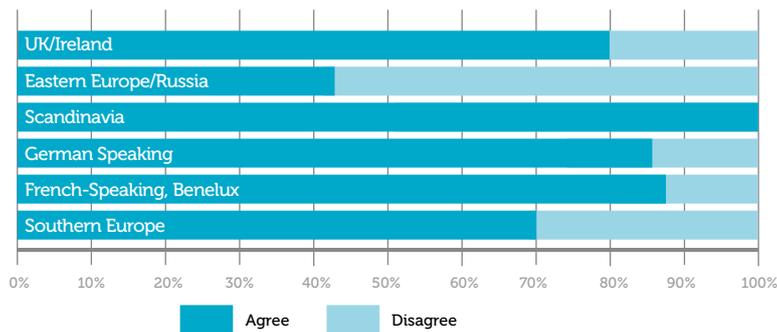# Appendix 2 - Questions and results with high loadings in the factor analysis

Component 1 – Commitment

Q1. Increasing gender diversity among faculty members is a strategic objective for my business school.

Q1
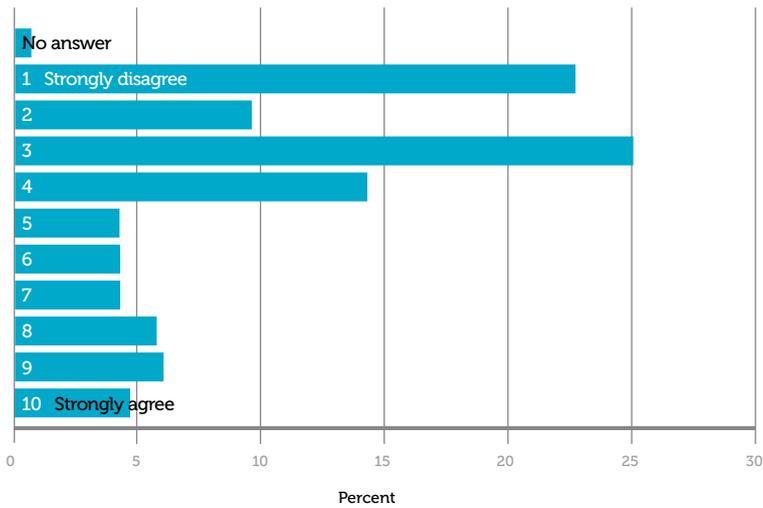Regional comparison (aggregating 10 answering options into 2, 5 in each)
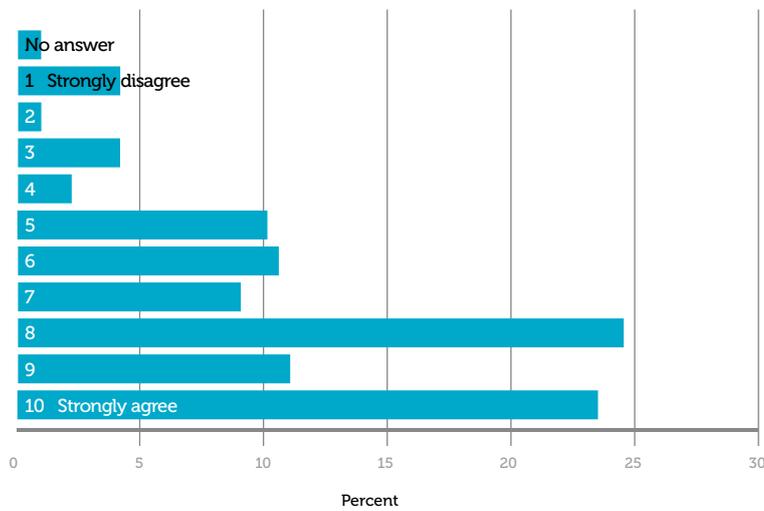
Q1
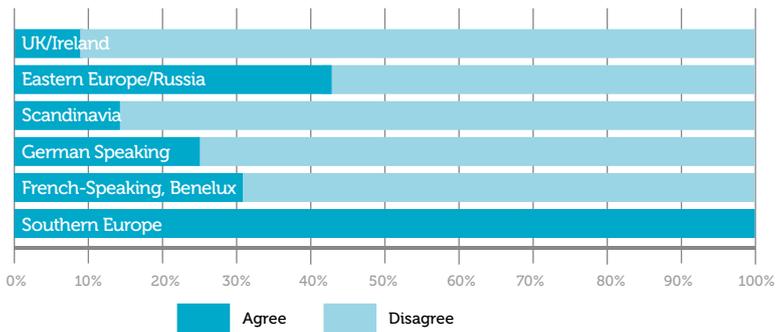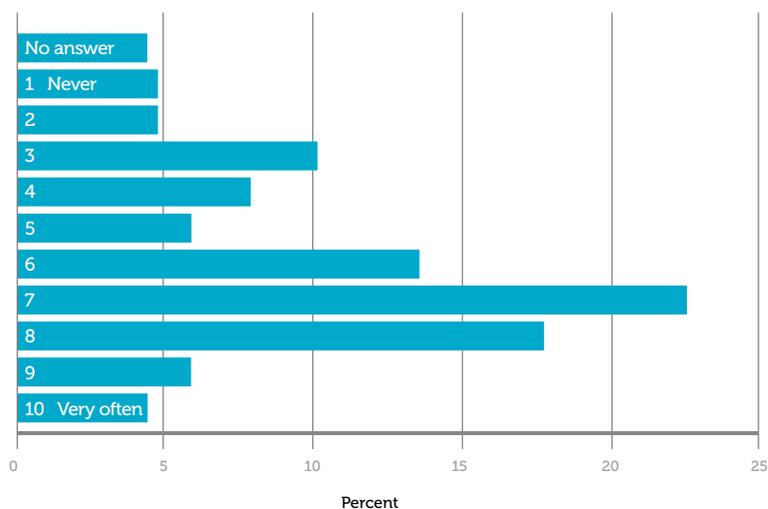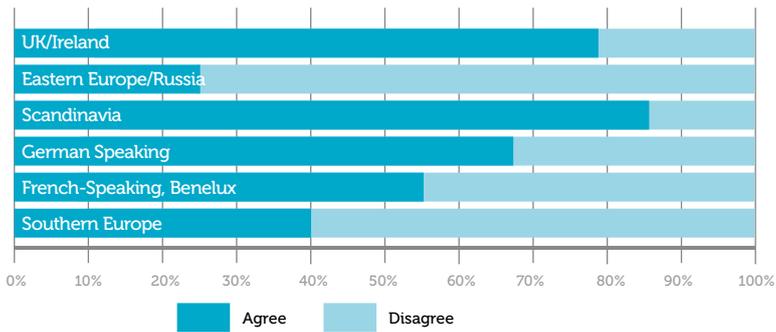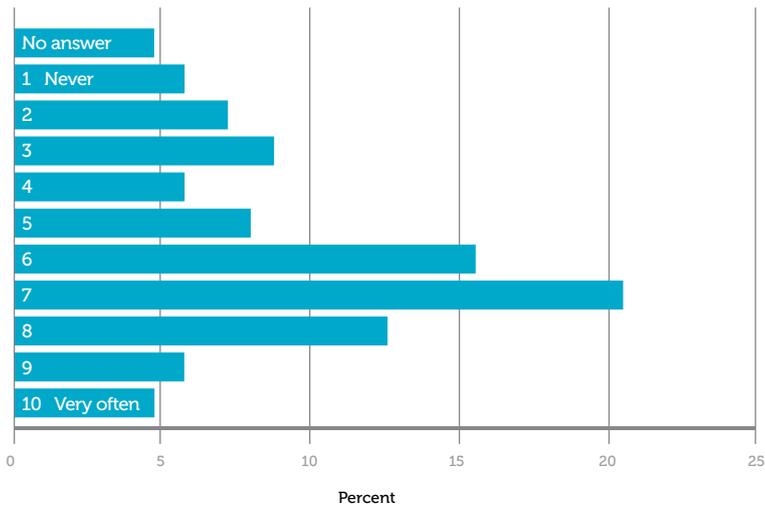All respondent business schools

Appendix 2 - Questions and results with high loadings in the factor analysis

Q4. Promoting greater gender diversity among the faculty is not an important component of my job as Dean/Associate Dean/Director.

Q4
All respondent business schools

No answer	
1 Strongly disagree	
2	
3	
4	
5	
6	
7	
8	
9	
10 Strongly agree	

Percent

Q4
Regional comparison (aggregating 10 answering options into 2, 5 in each)

UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

■ Agree   ■ Disagree

Q10. It is not my responsibility as Dean/Associate Dean/Director to promote and facilitate greater gender diversity.

Q10
All respondent business schools
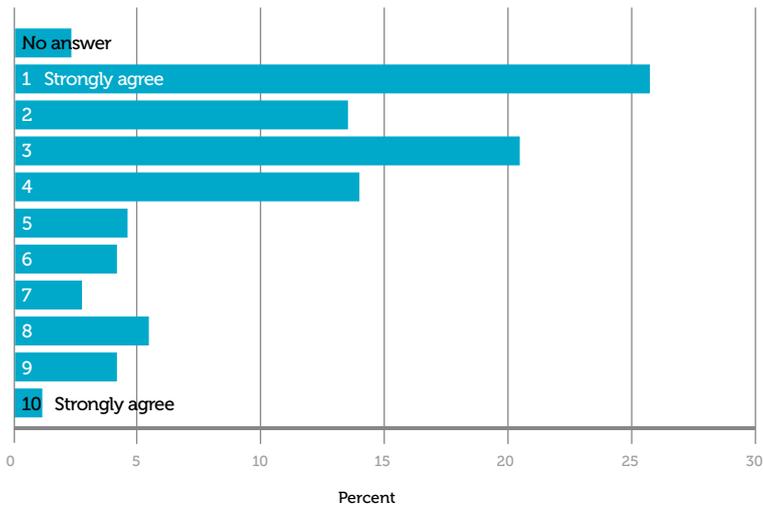
Q10
Regional comparison (aggregating 10 answering options into 2, 5 in each)
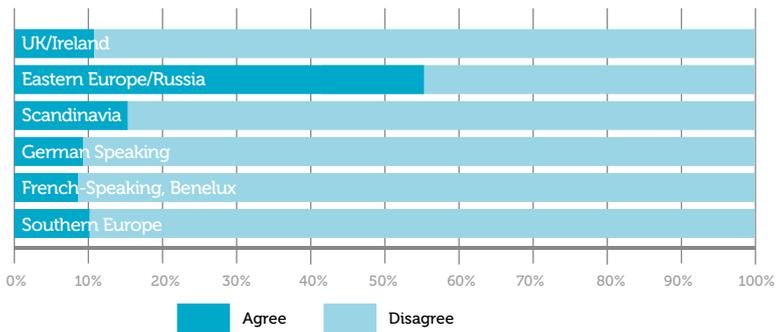
*Q25. I talk with faculty members of my business school about how to promote gender diversity.*

All business schools

Percent

Q25
Regional comparison (aggregating 10 answering options into 2, 5 in each)
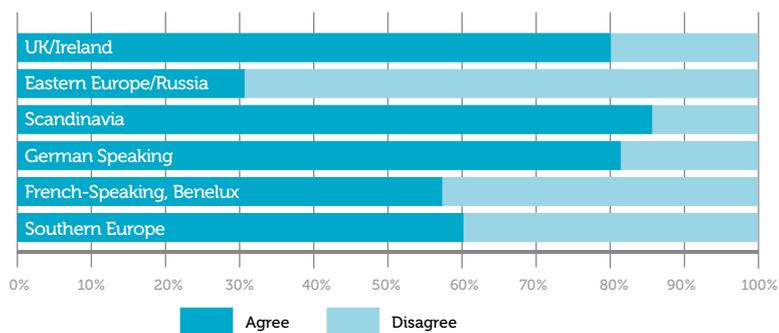
Agree Disagree

Q27. As Dean/Associate Dean/Director, I facilitate discussions with members of the faculty about how our business school can achieve greater gender diversity.
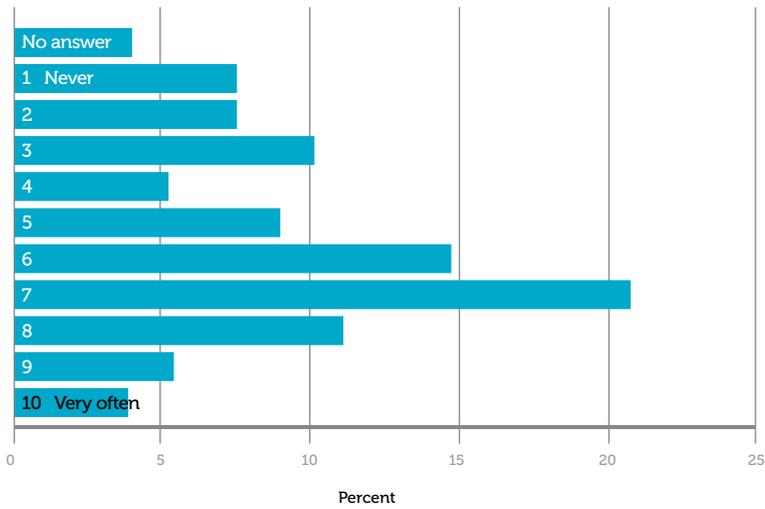
Q30. I seek out information about how to promote greater gender diversity in my business school.

Q30
All respondent business schools

Response	Percent
No answer	
1 Never	
2	
3	
4	
5	
6	
7	
8	
9	
10 Very often	

Percent

Q30
Regional comparison (aggregating 10 answering options into 2.5 in each)

Region	Agree	Disagree
UK/Ireland		
Eastern Europe/Russia		
Scandinavia		
German Speaking		
French-Speaking, Benelux		
Southern Europe		

■ Agree   ■ Disagree
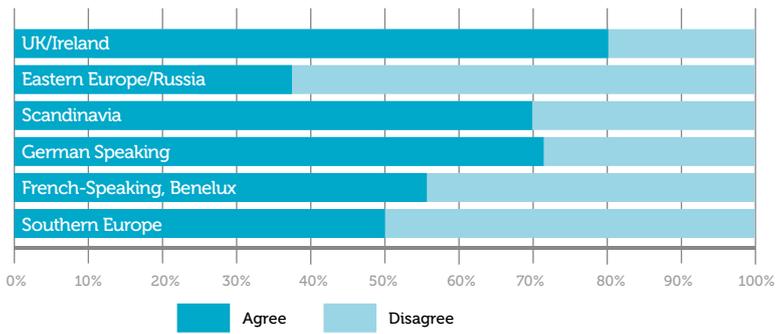
Q31. High levels of gender diversity among the faculty benefit the students at my business school.

Q31
All respondent business schools
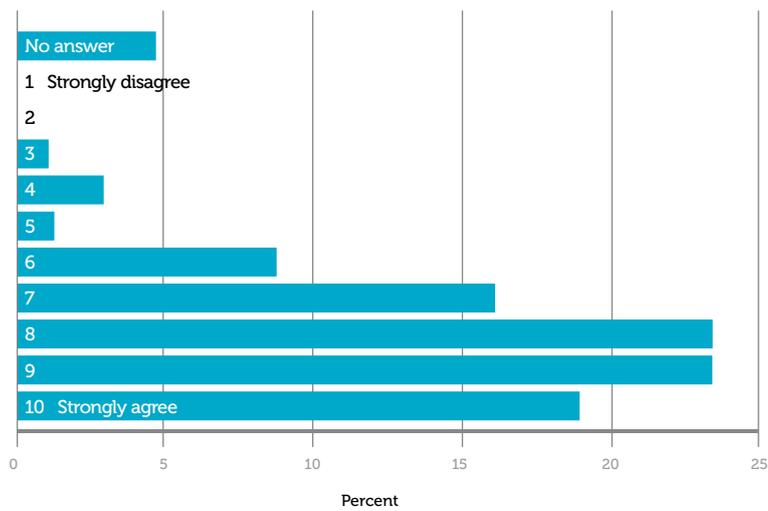
Response	
No answer	
1 Strongly disagree	
2	
3	
4	
5	
6	
7	
8	
9	
10 Strongly agree	

Percent

Q31
Regional comparison (aggregating 10 answering options into 2.5 in each)

Region	
UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

Agree   Disagree
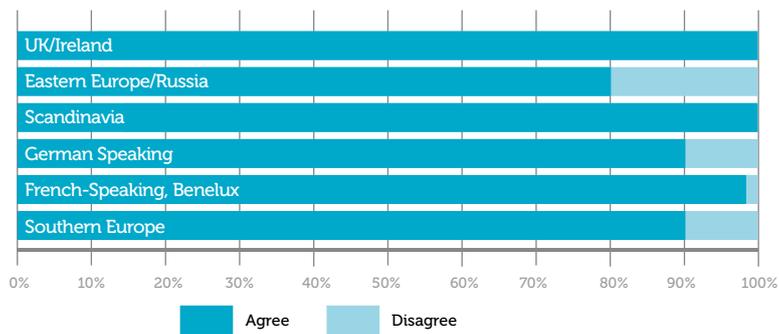
Q35. As Dean/Associate Dean/Director, I encourage efforts to recruit women to apply for faculty positions in my business school.

Q35
All respondent business schools
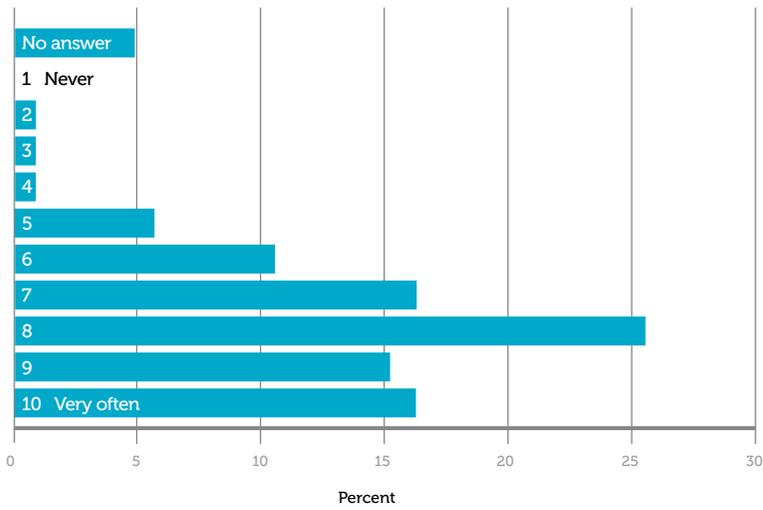
No answer	
1 Never	
2	
3	
4	
5	
6	
7	
8	
9	
10 Very often	

Percent

Q35
Regional comparison (aggregating 10 answering options into 2.5 in each)

UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

■ Often   ■ Not often

Q37. I talk with other members of my business school's senior management about how to promote gender diversity within the faculty.

Percent

Often Not often
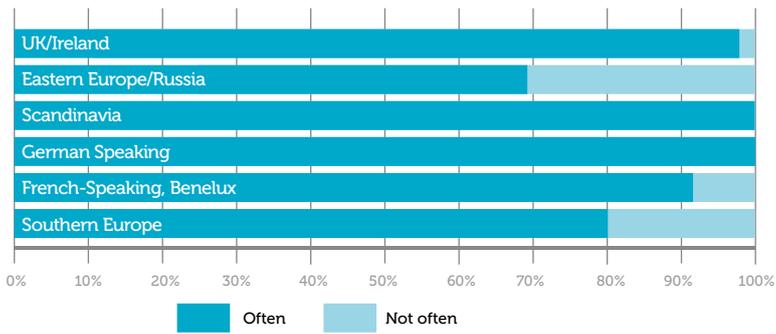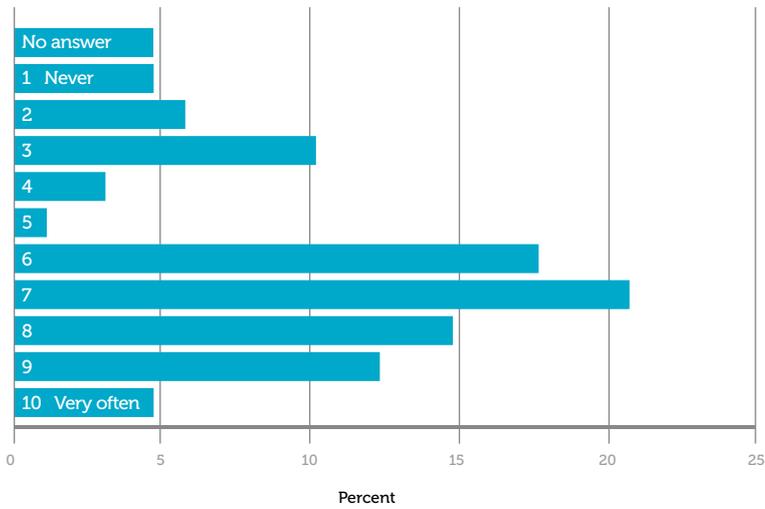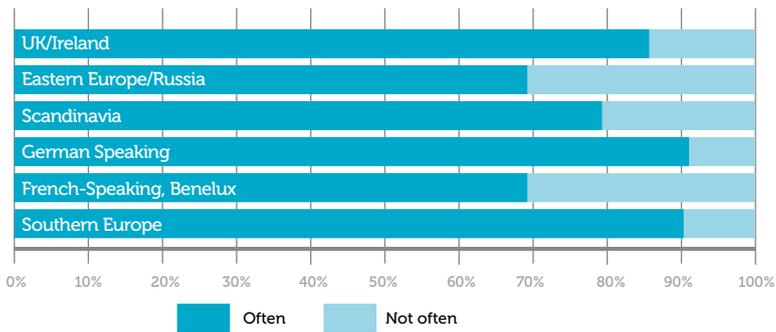
Q39. It is my intention to promote and facilitate greater gender diversity within the Business School.

Q39
All respondent business schools
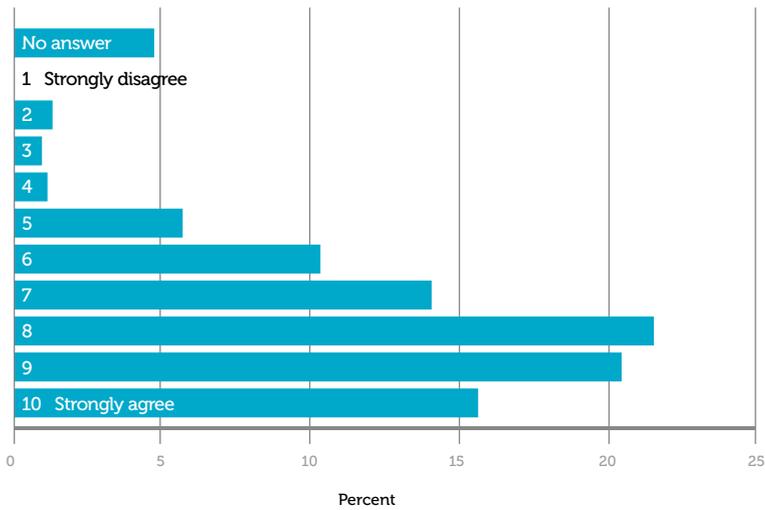
No answer	
1 Strongly disagree	
2	
3	
4	
5	
6	
7	
8	
9	
10 Strongly agree	

Percent

Q39
Regional comparison (aggregating 10 answering options into 2.5 in each)

UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

■ Agree   ■ Disagree
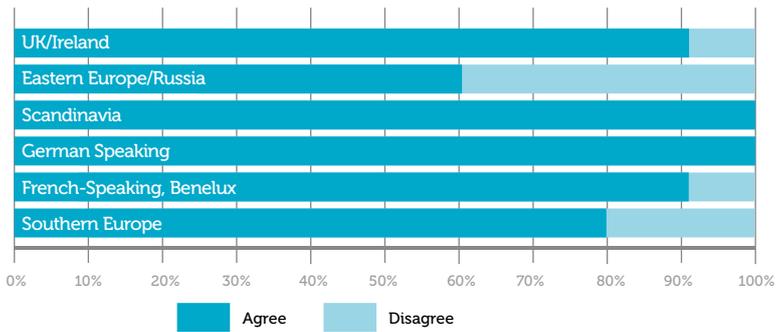
Component 2 – Traditionalism

Q15. Hiring and promoting business school faculty based exclusively on their scholarly credentials (e.g. publications, teaching evaluations, research grants) is the best way to ensure gender diversity in academia.

Q15
All respondent business schools
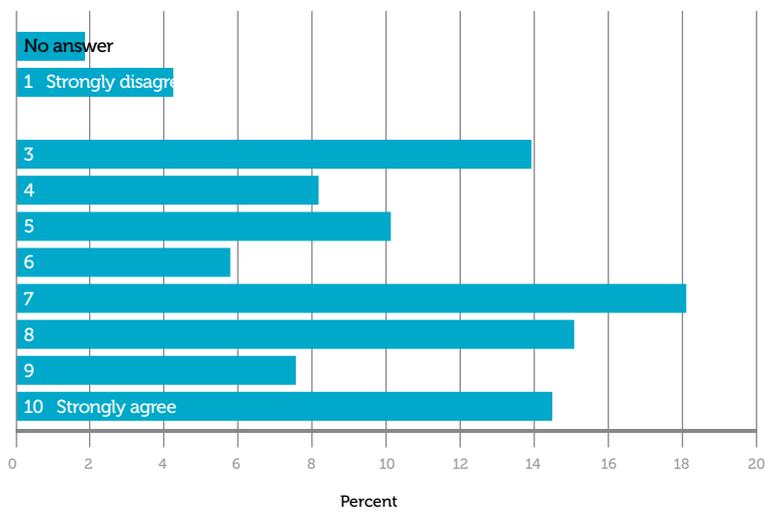
Q15
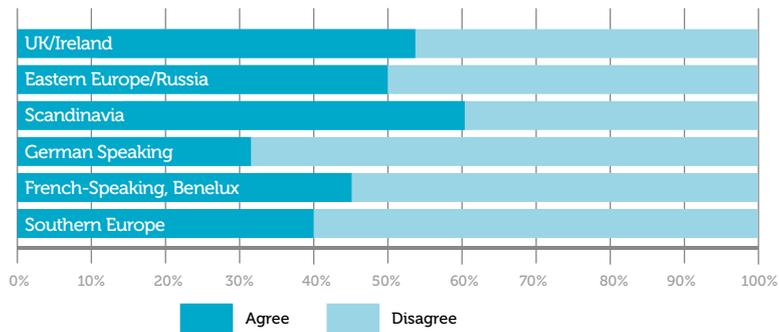Regional comparison (aggregating 10 answering options into 2.5 in each)
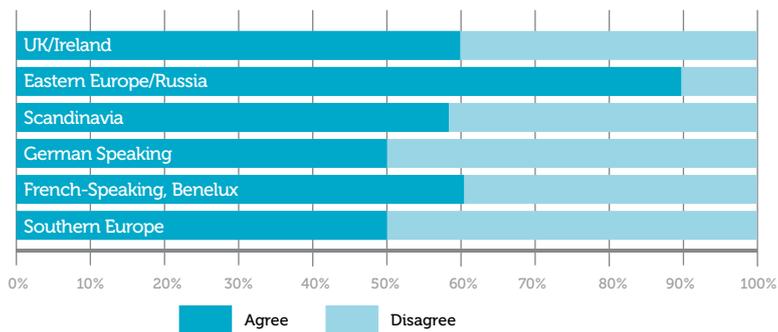
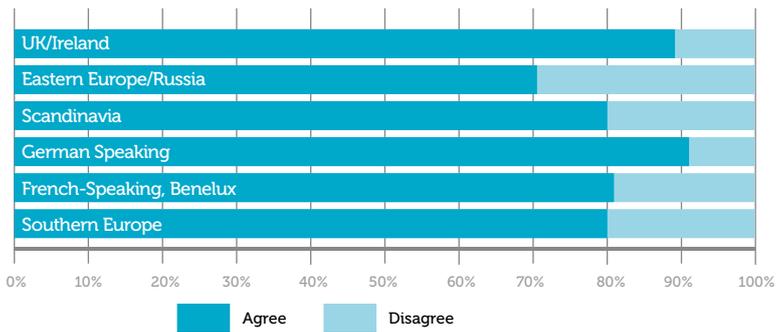*Q16. Gender should not be a factor for consideration when hiring
and promoting faculty members in the business school.*

Q16
All respondent business schools
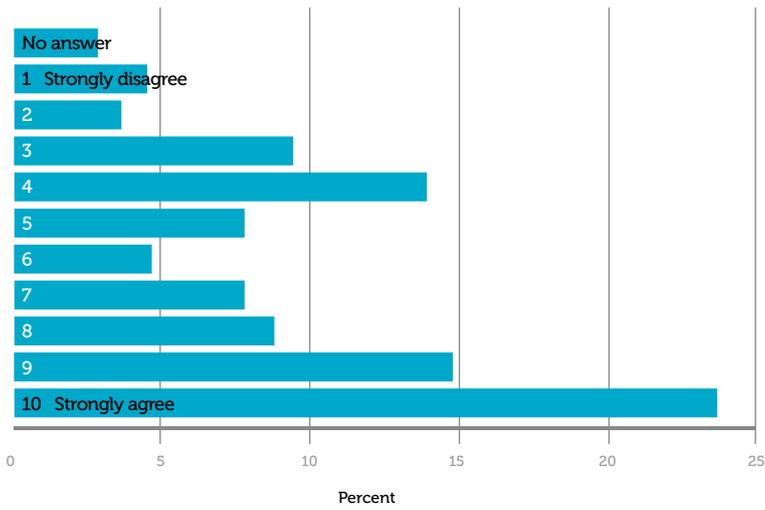
No answer	
1 Strongly disagree	
2	
3	
4	
5	
6	
7	
8	
9	
10 Strongly agree	

0   5   10   15   20   25

Percent

Q16
Regional comparison (aggregating 10 answering options into 2.5 in each)

UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Agree   ■ Disagree

Q28. Female business academics are not more likely than male
business academics to remain single without children.

No answer	
1 Strongly disagree	
2	
3	
4	
5	
6	
7	
8	
9	
10 Strongly agree	

Percent

Q28
Regional comparison (aggregating 10 answering options into 2.5 in each)

UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

Agree Disagree
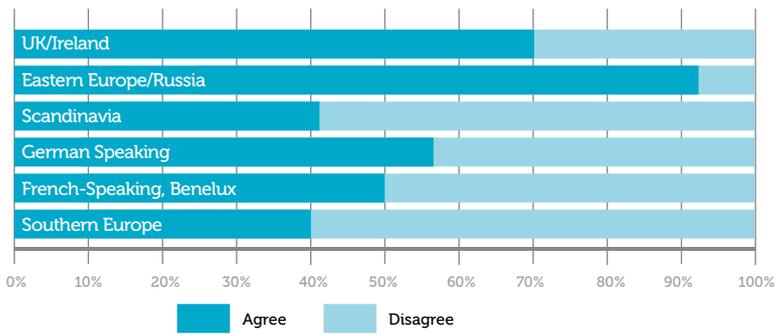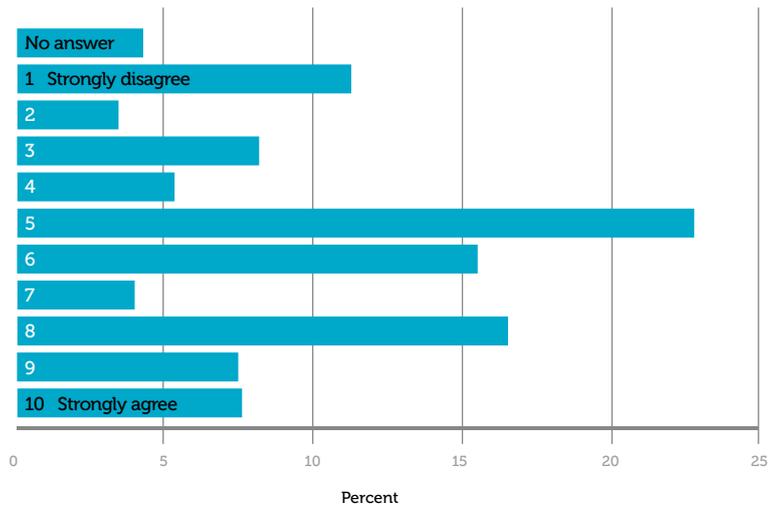
Component 3 – Career driven

Q7. Female business academics are not as career driven as male business academics.

Q7
All respondent business schools
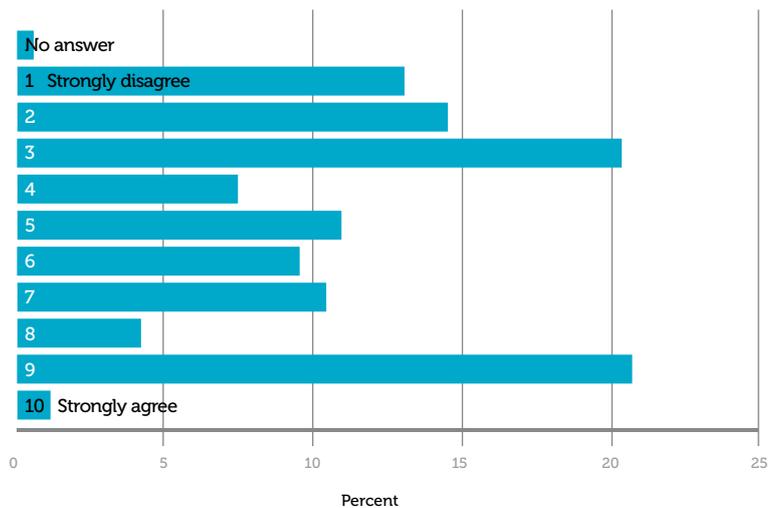
Q7
Regional comparison (aggregating 10 answering options into 2.5 in each)
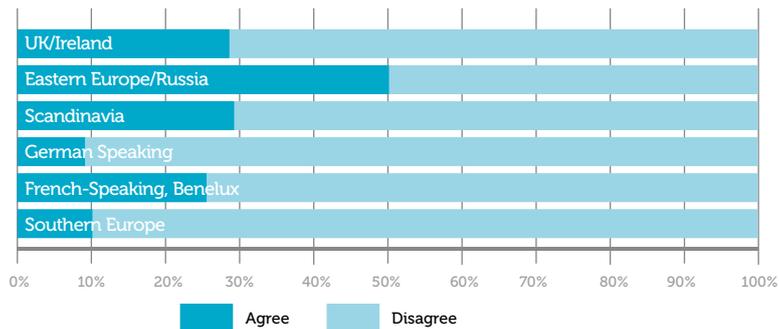
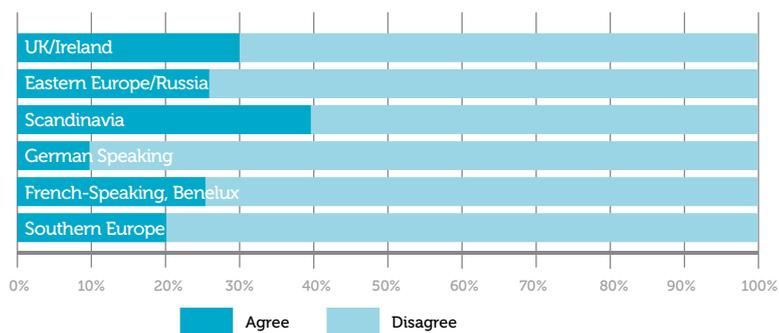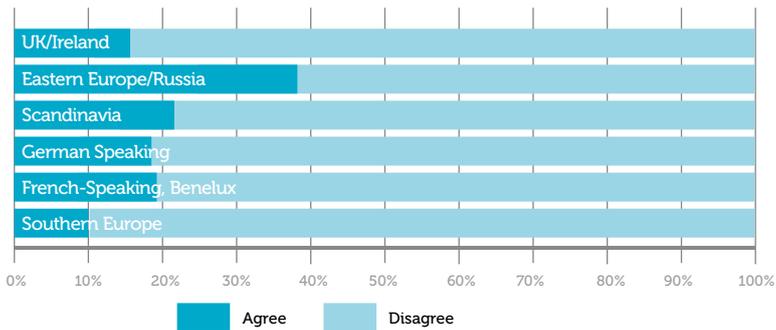*Q8. Female business academics who have children are just as interested in advancing in their careers as male business academics who have children.*

Q8
All respondent business schools
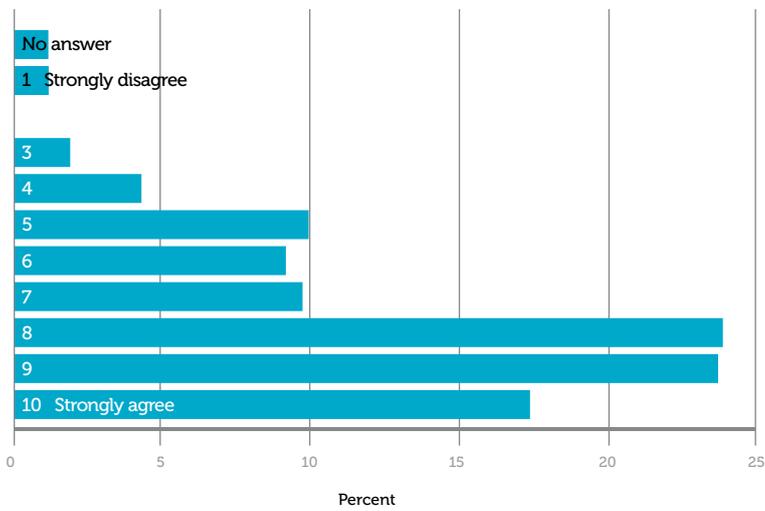
	Percent
No answer	
1 Strongly disagree	
3	
4	
5	
6	
7	
8	
9	
10 Strongly agree	

Q8
Regional comparison (aggregating 10 answering options into 2.5 in each)

	Agree	Disagree
UK/Ireland		
Eastern Europe/Russia		
Scandinavia		
German Speaking		
French-Speaking, Benelux		
Southern Europe		

Q22. Female business academics prioritize other work-related duties and responsibilities (e.g.: teaching and service) over their research.

Q22
All respondent business schools
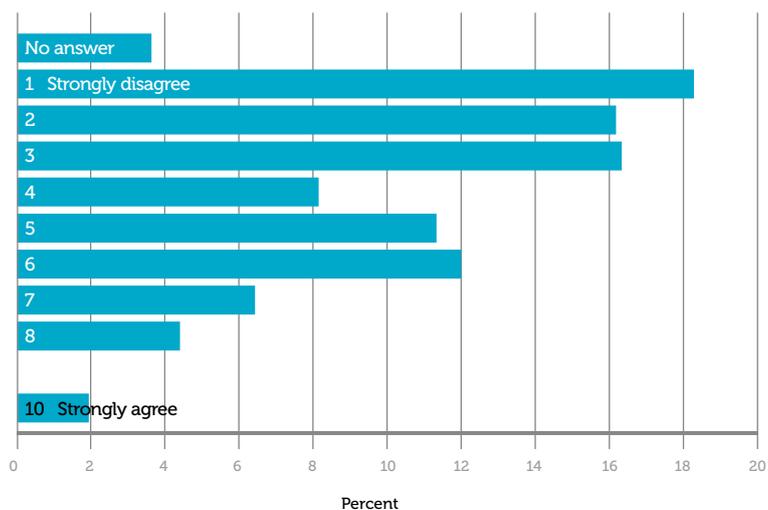
Q22
Regional comparison (aggregating 10 answering options into 2.5 in each)

Q26. Female business academics prioritize personal and community related activities (e.g.: caring for children, commitments to family and friends) over work-related duties and responsibilities.

Q26
All respondent business schools
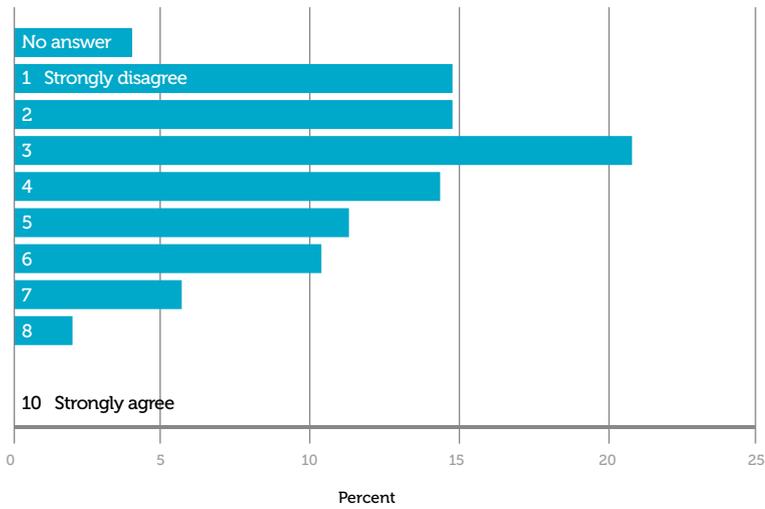
Category	
No answer	
1 Strongly disagree	
2	
3	
4	
5	
6	
7	
8	
10 Strongly agree	

Percent

Q26
Regional comparison (aggregating 10 answering options into 2.5 in each)

Region	
UK/Ireland	
Eastern Europe/Russia	
Scandinavia	
German Speaking	
French-Speaking, Benelux	
Southern Europe	

■ Agree   ■ Disagree

Component 4 – Structural understanding

Q5. Existing underrepresentation of women in European business school faculties will correct itself without intervention (from managers, policymakers, lawmakers).
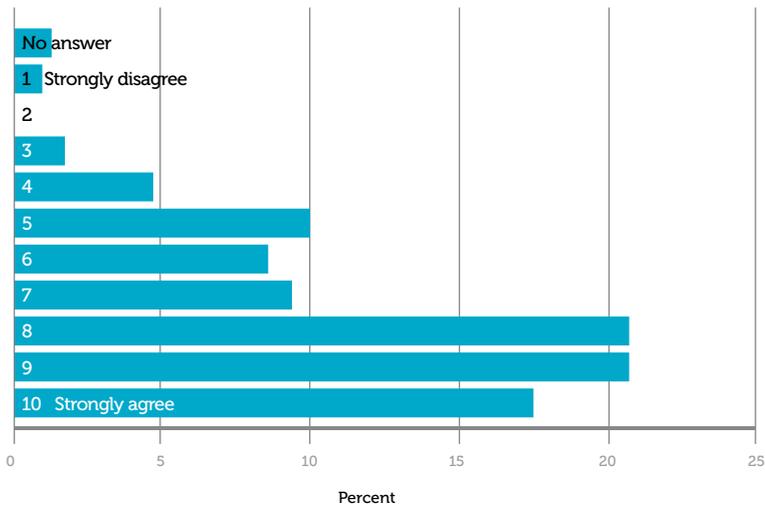
Q5
All respondent business schools

Percent
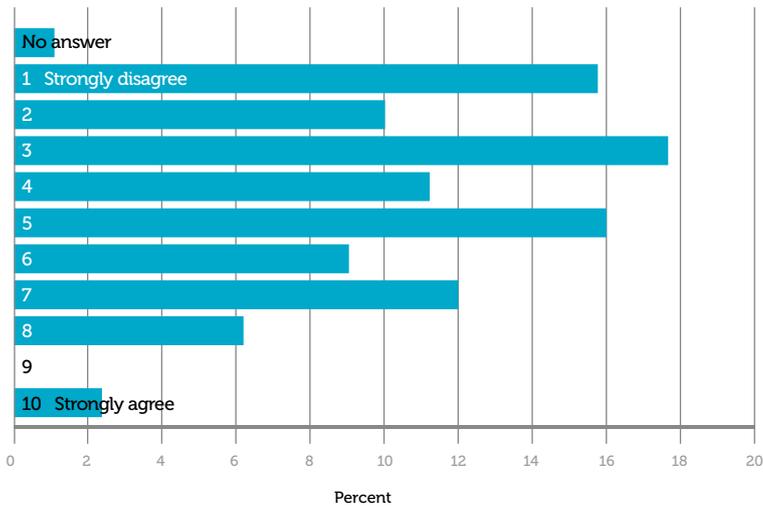
Q5
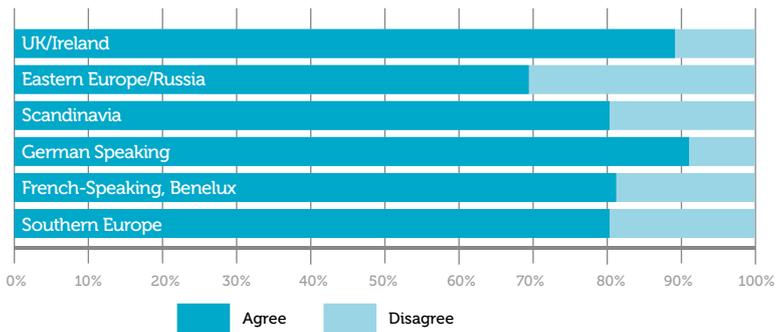Regional comparison (aggregating 10 answering options into 2.5 in each)
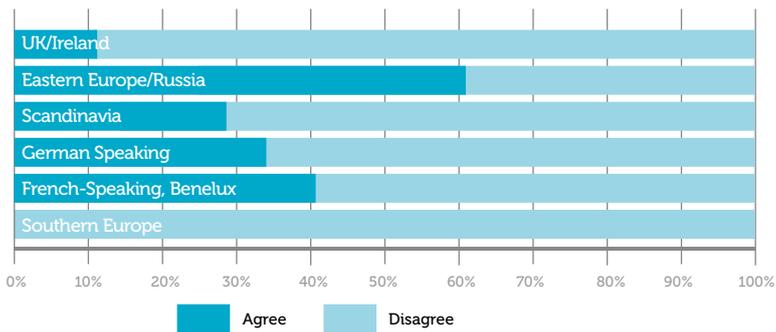
Q9. Female business academics who have children are less able to advance their careers than male academics who have children.
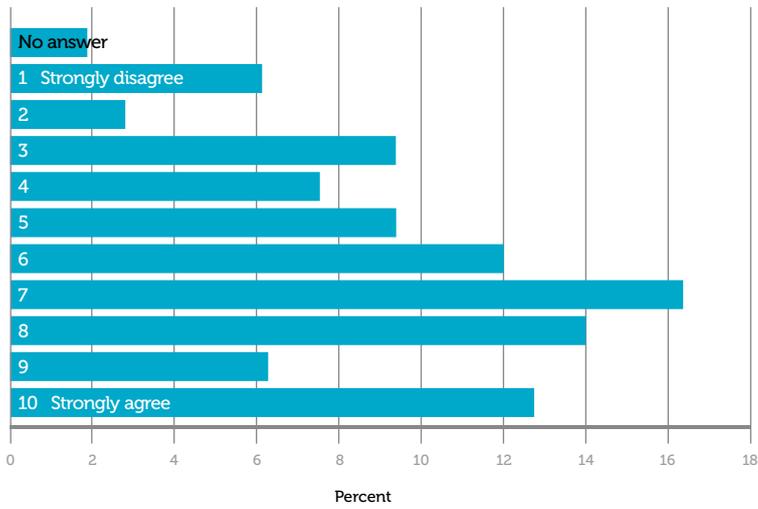
Q9
All respondent business schools

No answer
1 Strongly disagree
2
3
4
5
6
7
8
9
10 Strongly agree

Percent

Q9
Regional comparison (aggregating 10 answering options into 2.5 in each)

UK/Ireland
Eastern Europe/Russia
Scandinavia
German Speaking
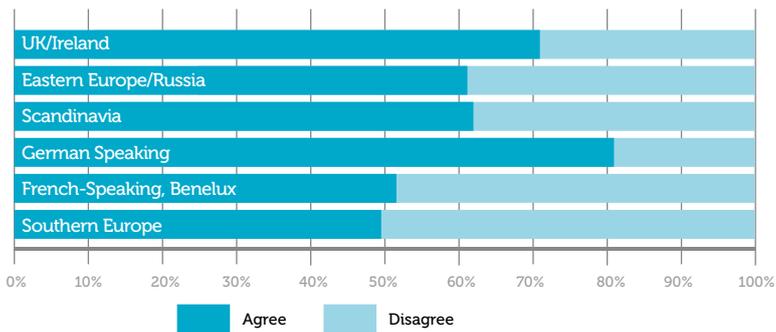French-Speaking, Benelux
Southern Europe

Agree Disagree

Q14. Stereotypes or widely held beliefs about women's abilities, interests, and desires hinder women's career advancement in academia.
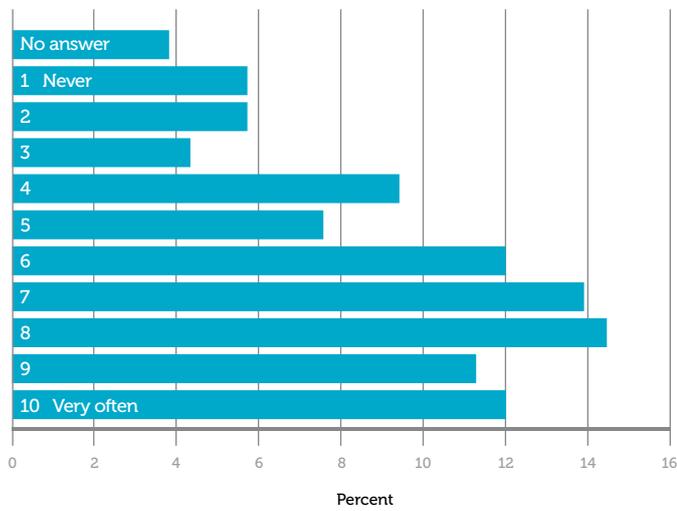
Q14
All respondent business schools

Percent

Q14
Regional comparison (aggregating 10 answering options into 2.5 in each)
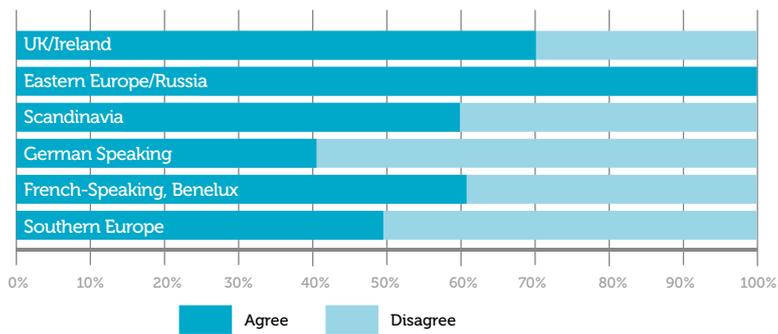

Agree   Disagree

Component 5 – Flexibility Commitment

Q24. As Dean/Associate Dean/Director, I encourage faculty members to work from home or telecommute when they have no reason to be physically present at the business school.
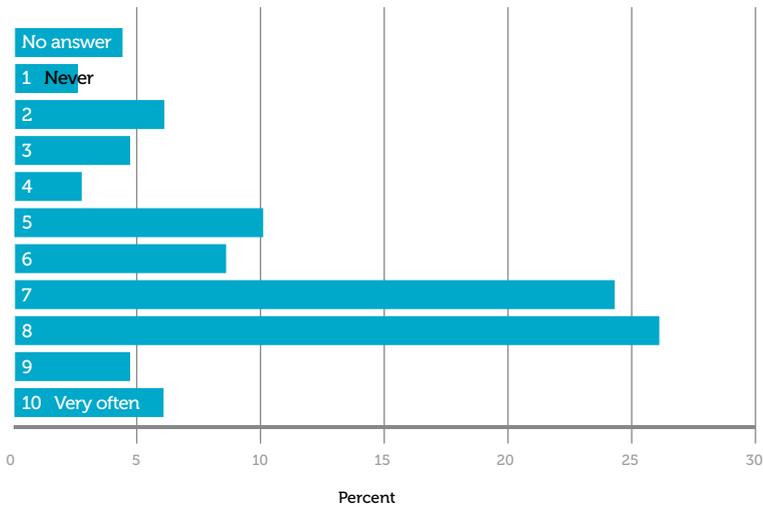
Q24
All respondent business schools

Q24
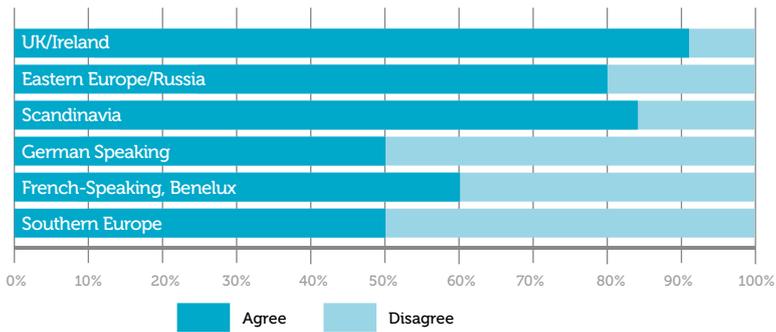Regional comparison (aggregating 10 answering options into 2.5 in each)

Q29. As Dean/Associate Dean/Director, I encourage male faculty members at the Business School to take time off from work as needed to provide care to family members.

Q29
All respondent business schools

	Percent
No answer	
1 Never	
2	
3	
4	
5	
6	
7	
8	
9	
10 Very often	

Percent

Q29
Regional comparison (aggregating 10 answering options into 2.5 in each)

UK/Ireland
Eastern Europe/Russia
Scandinavia
German Speaking
French-Speaking, Benelux
Southern Europe

■ Agree   ■ Disagree

Q36. As Dean/Associate Dean/Director, I encourage female faculty members in the business school to take time off from work as needed to provide care to family members.

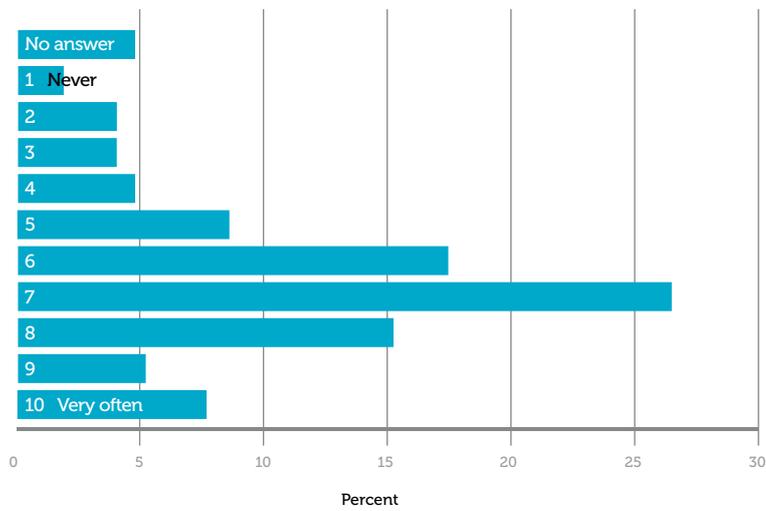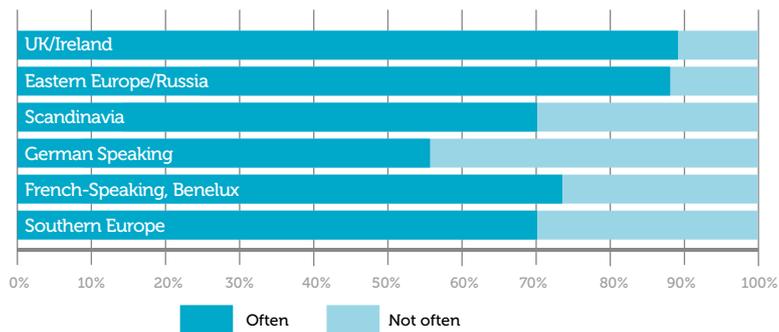Q36
All respondent business schools

Q36
Regional comparison (aggregating 10 answering options into 2.5 in each)

Appendix 3 – Interview Protocol

I. Introductory questions:

1. Please describe your career path.

2. What are your future career ambitions?

3. How much do you work with your counterparts at other universities?

4. How much do you work with non-academics?

II. Overall description of the current situation of their organization and attitudes towards diversity:

1. How would you describe the gender diversity within your organization?

2. What is your opinion of that diversity?

3. Is there any benefit to greater gender diversity within universities?

4. What are some challenges women face within your university when it comes to promotion, advancement, and achievement?

5. Are these challenges the same as men?

6. How would you describe the culture of your organization in regards to gender diversity?

7. Do you think organizational culture is important when considering organizational gender diversity?

III. Orientations towards change

1. Should organizations be responsible for helping women achieve higher positions within the organization?

2. Do you see a connection between leadership and more diverse workplaces?

3. What is your role as a leader within the university regarding gender diversity?

4. As a leader, do you do things to help educate yourself on the realities of gender diverse workplaces?

5. Do you see resistance towards programs that promote greater gender diversity?

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