



ANNUAL MEMBERSHIP SURVEY 2019: RESULTS

CHARTERED ABS ANNUAL MEMBERSHIP SURVEY 2019: RESULTS

The Chartered ABS Annual Membership Survey is our annual barometer of the UK business school sector and reviews the key internal and external issues facing our members. The results provide UK business schools with benchmarking data and insights into the wider operating environment. It is also used as an evidence base to support our media and advocacy work on behalf of the sector. This year a total of 141 senior staff from 87 UK business schools completed the survey.

Strategic Challenges and Opportunities

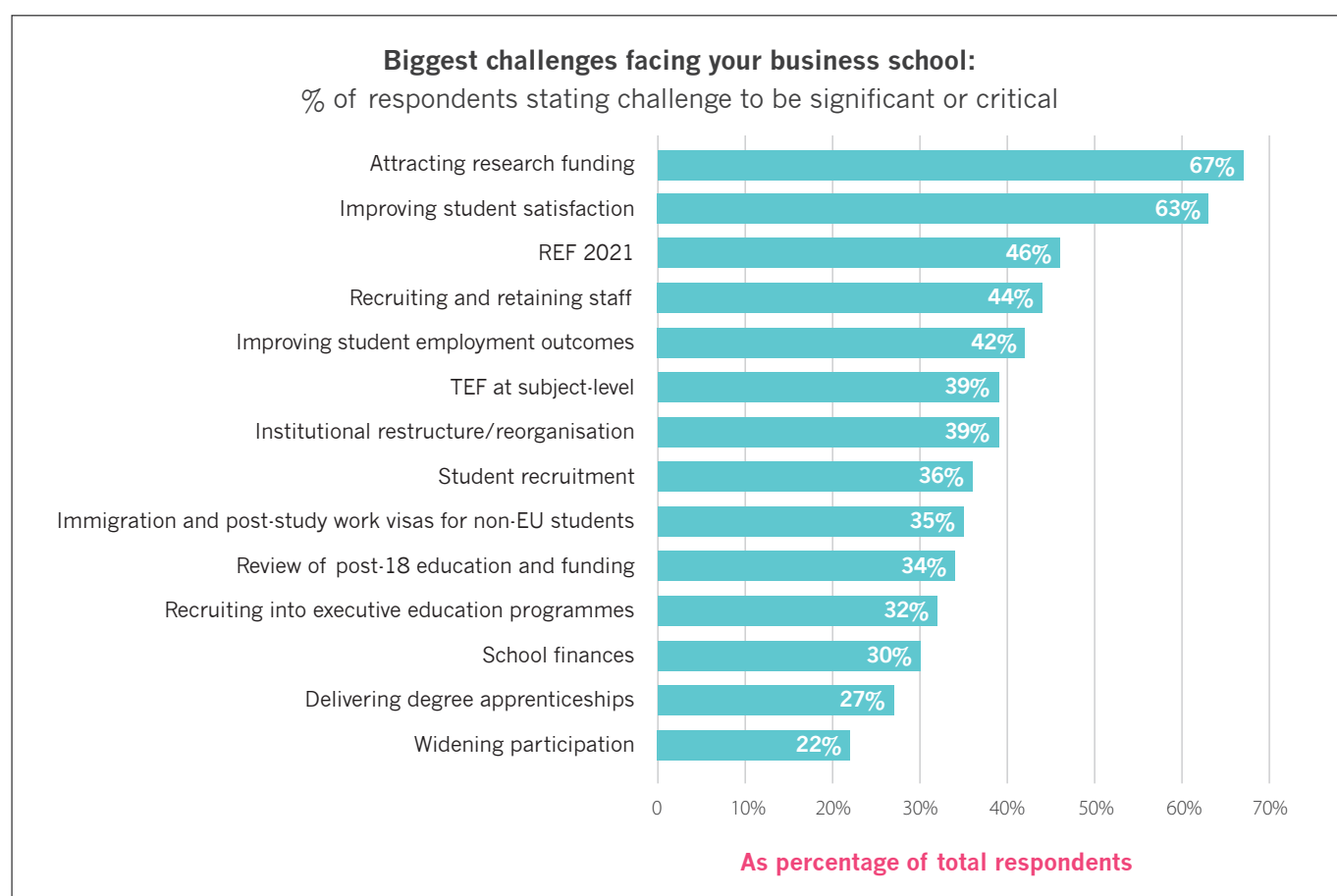


Figure 1: Biggest challenges facing your business school

- Attracting research funding is believed to be the most difficult challenge facing the UK business school sector at the moment, with 67% of respondents believing this to be a significant or critical challenge, up from 56% in the 2018 survey. The REF 2021 exercise also features prominently, with 46% of respondents rating this as a significant or critical challenge, which is slightly down on the 51% who expressed this opinion last year.
- UK business school staff perceive improving student satisfaction to be a strong challenge as 63% cited this as significant or critical, an increase of nearly 10% compared to a year ago. Improving student employment outcomes is also of concern, with 42% of respondents citing this as significant or critical.
- While TEF at subject-level is rated as a significant or critical challenge by 39% of respondents, this is down by 6% from the 2018 survey. Other student related issues seen as particularly challenging are student recruitment (36% cited as significant/critical) and immigration and post-study work visas for non-EU students (35%).
- We can only surmise that the slight decline in the proportion of respondents citing REF 2021 and TEF at subject-level as significant or critical is likely to reflect that business schools are now further along in the process of these exercises. Although internal challenges were less frequently cited as being of concern, 44% of respondents viewed recruiting and retaining staff as being a significant or critical challenge. Furthermore, 39% felt the same way about institutional restructure/reorganisation and 30% regarding school finances.

Brexit

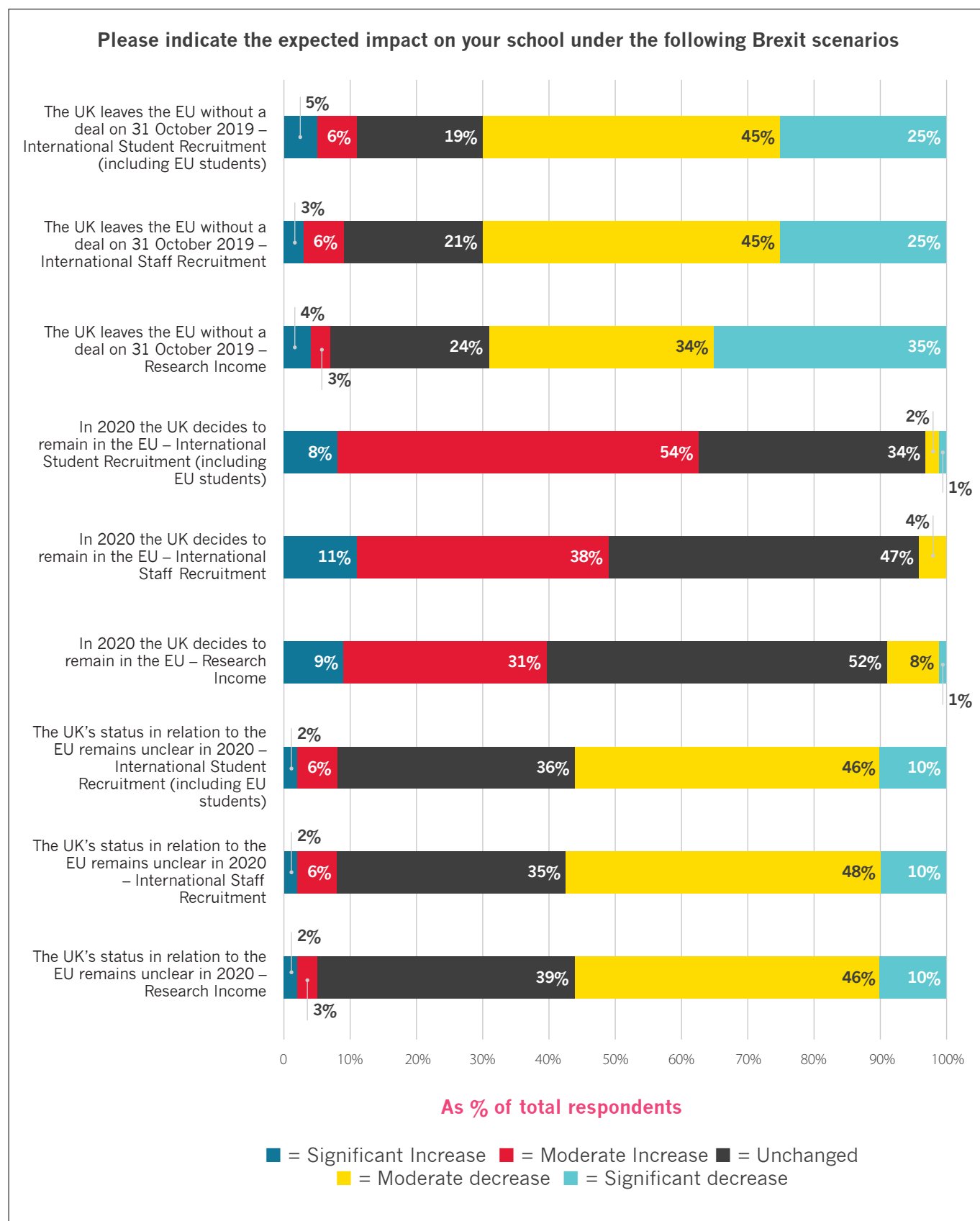


Figure 2: Expected impact on your school under different Brexit scenarios

- Respondents expect their school to fare better under a scenario in which the UK makes a decision to remain in the EU, particularly for international student recruitment where 54% of respondents expect to see a moderate increase for their school should this scenario materialise. In the case of international staff recruitment and research income, around half of respondents expect no change for their school even if the UK decides to remain in the EU, although 38% and 31%, respectively, would expect a moderate increase. Even in the 'remain' scenario, the proportions of respondents who would expect their schools to see significant increases across international student/staff recruitment and research income are small.
- A scenario in which the UK leaves the EU without a deal on 31 October is seen to represent the worst of the three outcomes. Although the recent extension agreed by the UK and the EU has delayed the possibility of a no-deal Brexit until 31 January 2020, it is reasonable to assume that respondents to the survey would share the same view of the potential impacts of a no-deal scenario if it were to occur on 31 January. Across international student/staff recruitment and research income, the majority of respondents (70%) expect that their school would experience either a moderate or substantial decrease in these areas should the 'no deal' scenario occur. No deal is seen as being especially troubling for research funding, with 35% expecting their school to experience a significant decline.
- Around one-fifth of respondents expect there to be no change in international student or staff recruitment under the 'no-deal' scenario and one-quarter hold the same view in relation to research income. Around 10% of respondents would expect to see increases in student/staff recruitment and research income under 'no-deal'.
- Just over half of respondents expect that a continuation of the current Brexit uncertainty would result in either moderate or substantial falls in international student/staff recruitment and research income at their schools. Significant proportions of respondents expect there to be no change under this scenario, with just over one-third feeling this way in relation to international student and staff recruitment and 39% for research income.
- The main difference in sentiment between the 'no-deal' scenario and a continuation of the current uncertainty is that larger proportions of respondents would expect their school to experience significant - as opposed to moderate - falls in international student/staff recruitment and research income should the 'no-deal scenario' materialise.

Student Recruitment

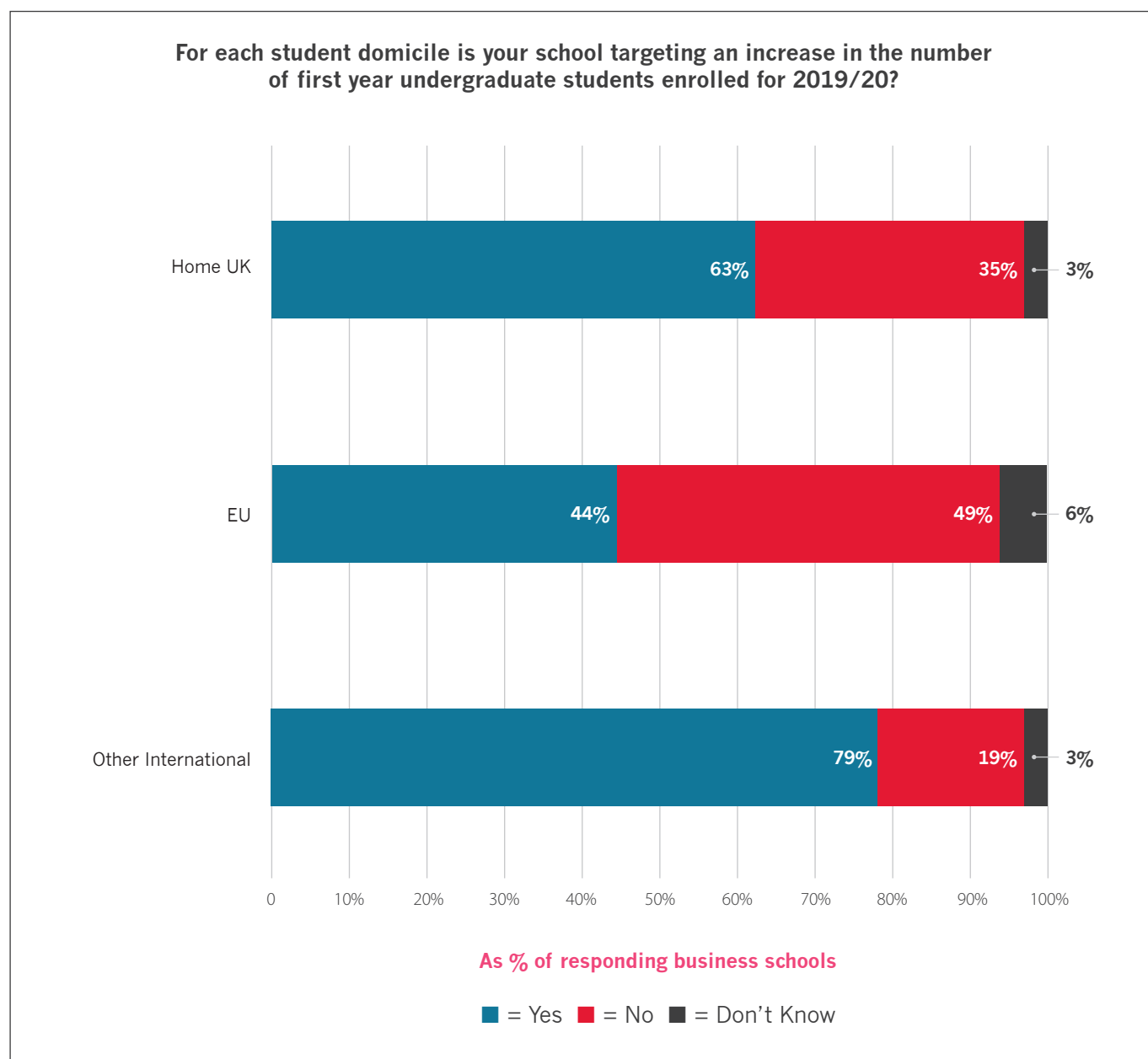


Figure 3: Is your school targeting an increase in the number of first year undergraduate students enrolled for 2019/20?

- At undergraduate level the proportion of business schools targeting an increase in enrolments of non-EU international students is greater than the proportions targeting growth in enrolments from other domiciles. Of the business schools responding to the survey, 79% said they were targeting an increase in enrolments for non-EU international students, compared to 63% for UK enrolments and 44% for enrolments from the EU.

Business School Finances

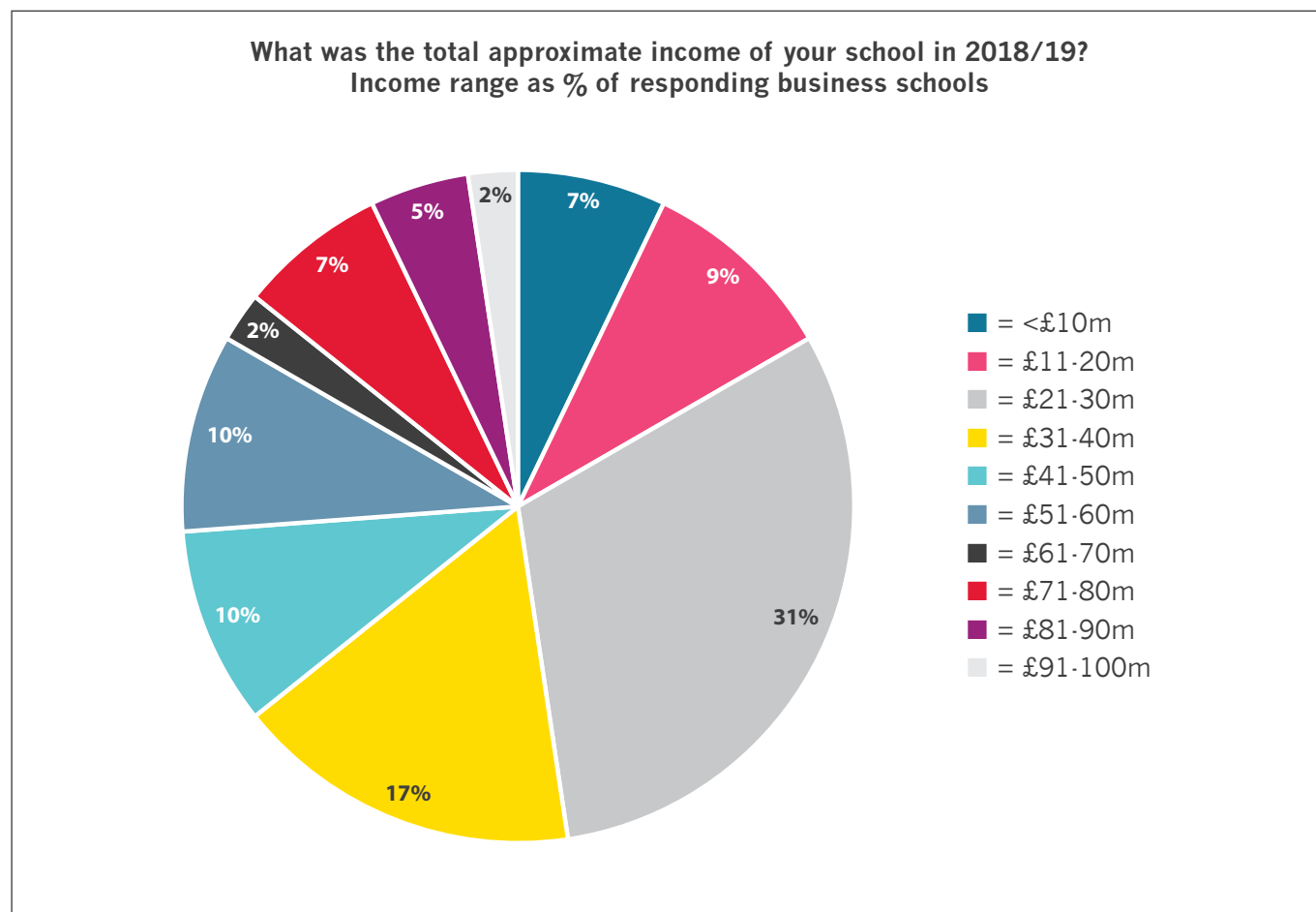


Figure 4: Income range (£m) of responding business schools in 2017/18

- Just under half of the business schools who responded to the survey reported an annual income of between £21m and £40m in 2018/19. One-fifth reported an income of between £41m and £60m and 16% of the responding schools had an annual income greater than £60m.

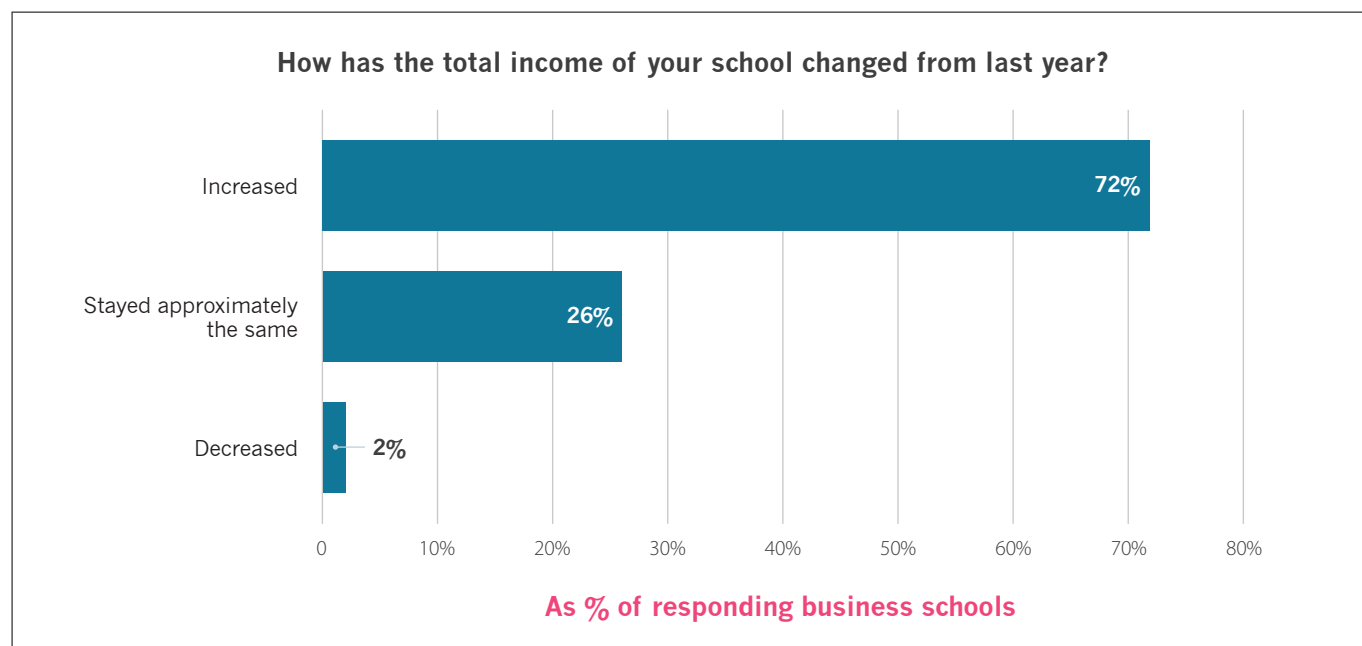


Figure 5: Change in business school income since last year

- Of the business schools which completed the survey, 72% said that the income of their school had increased from last year and one-quarter reported that it had remained approximately the same. Very few schools reported a fall in income.
- The large proportion of business schools reporting growth in their income demonstrates the resilience of the sector despite the challenging environment. However, the potential for further income growth is likely to be reliant on increasing student enrolments in the coming years unless greater funding for research is made available.

Learning & Teaching

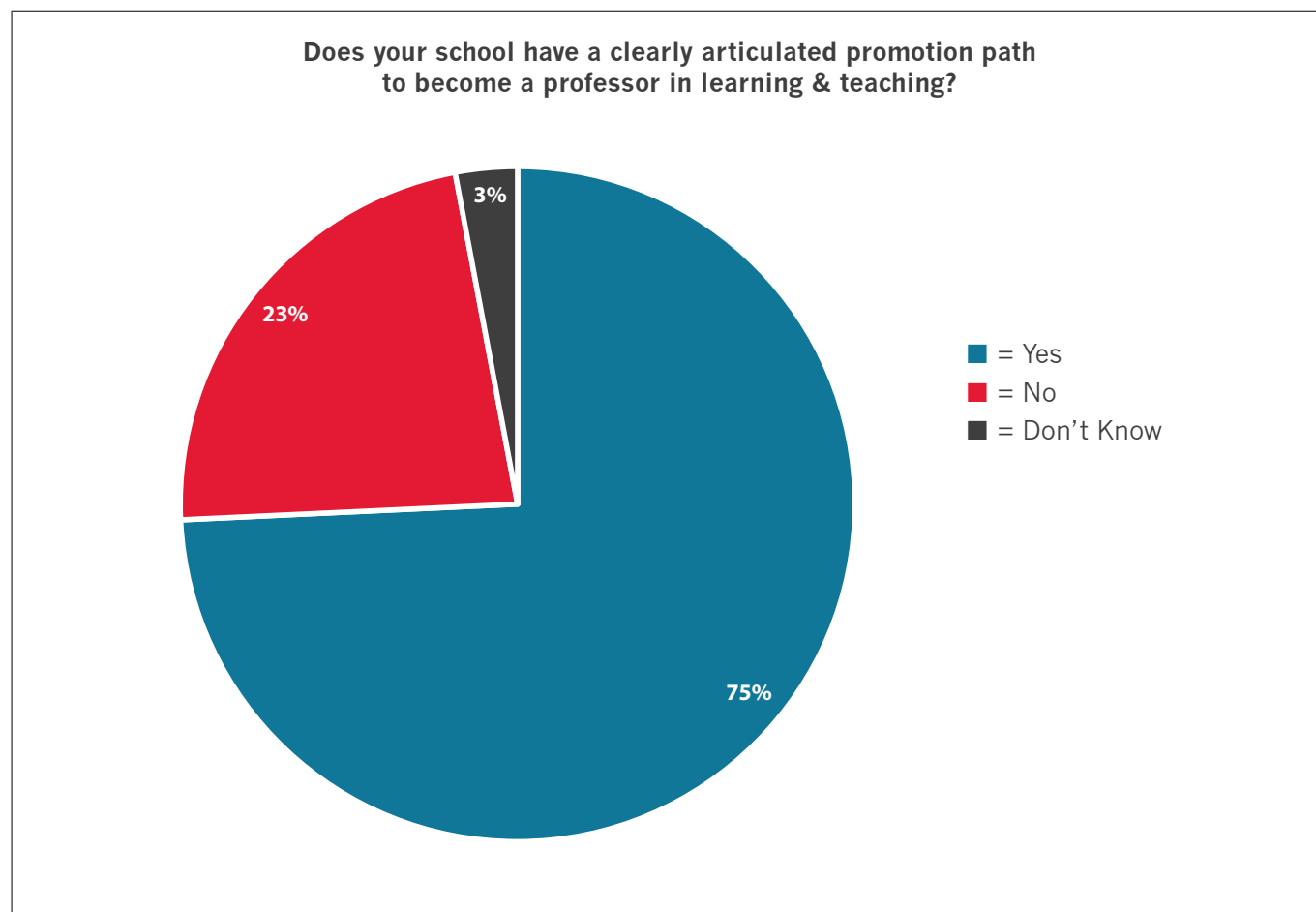


Figure 6: Does your school have a promotion path to become a professor in learning & teaching?

- Three-quarters of the business schools who responded to the survey stated that they had in place a clearly articulated promotion path to become a professor in learning and teaching and just under one-quarter said that they did not.
- The open-ended responses to this question reveal that in most cases the promotion path is newly implemented and to date has resulted in few promotions. These paths may have been introduced in response to the introduction of subject-level TEF.
- There were also several remarks that the criteria for the promotion path is unclear and difficult to follow. In several institutions the promotion path is designed and implemented at university level and sometimes adopts the same criteria as for a research professor.

What is the total number of professors in your school?

Number of professors	As % of responding business schools
1-10	39%
11-20	22%
21-30	13%
31-40	14%
41-50	3%
51-60	7%
61-70	0%
71-80	1%
81-90	1%
91-100	0%

Table 1: Number of professors employed

- Of the business schools who responded to the survey, 88% reported having between 1 and 40 professors within their school and only 12% reported having more than 40. The average number of professors employed by the responding business schools was 21.

What proportion of professors in your school came through a learning & teaching route?

% of professors that came through a learning & teaching route	As % of responding business schools
0%	54%
1-10%	37%
11-20%	3%
21-30%	0%
31-40%	4%
41-50%	0%
51-60%	0%
61-70%	0%
71-80%	0%
81-90%	0%
91-100%	1%

Table 2: % of professors that came through a learning & teaching route

- Just over half of the business schools completing the survey reported that none of their professors had originated via a learning and teaching route. Of those schools with professors who had emerged through this path, the vast majority said this was only the case for between 1 and 10% of their professors. Across all the responding schools, the average proportion of professors originating from a learning and teaching route was 5%.

Degree Apprenticeships

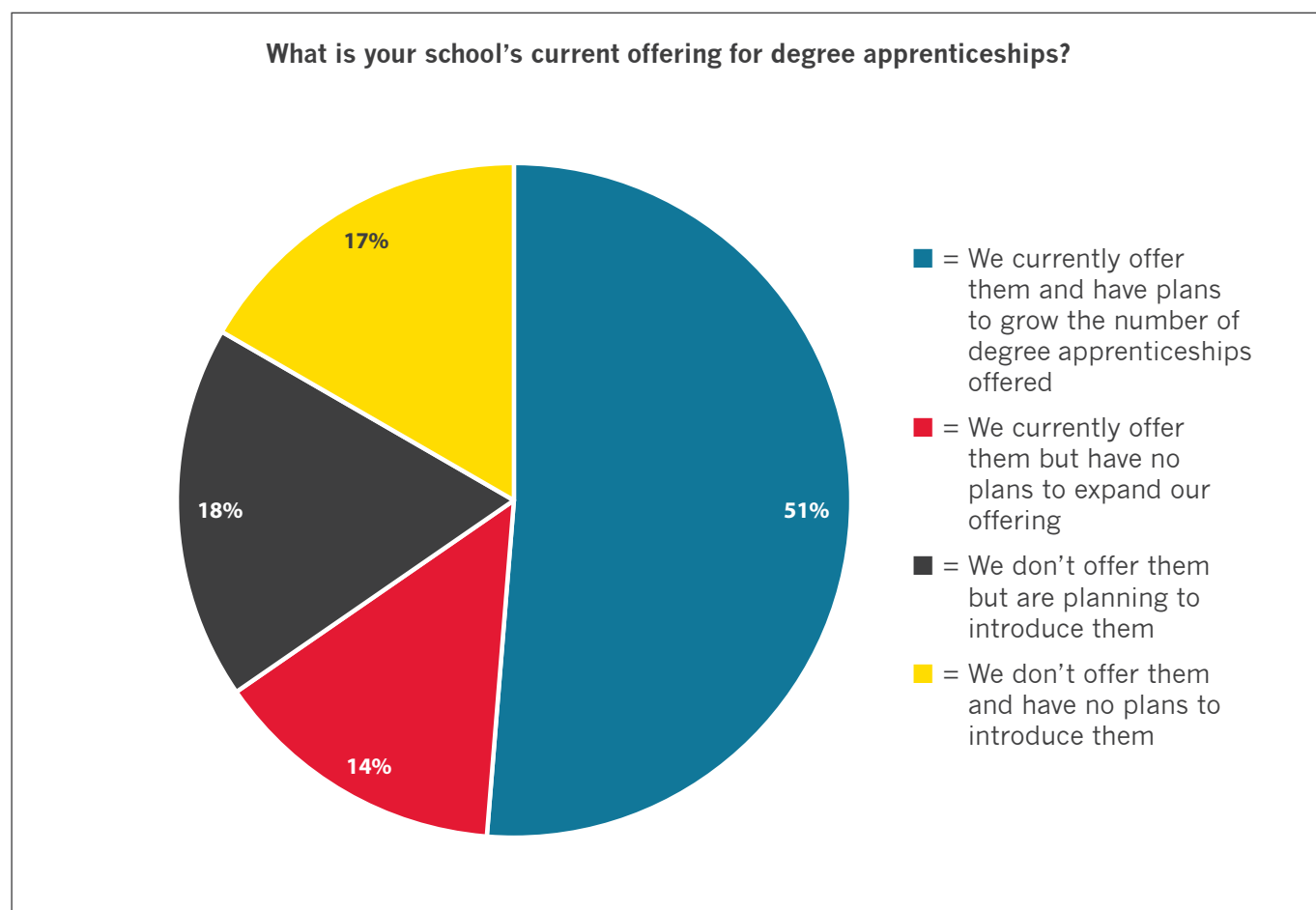


Figure 7: Current offering for degree apprenticeships

- Roughly two-thirds of the responding business schools said that they currently offer degree apprenticeships, and of these 51% have plans to grow the number of degree apprenticeships they offer and 14% have no plans to expand. This suggests that degree apprenticeships are seen as an attractive route by students and that business schools are responding to this demand.
- Around one-fifth of the business schools don't offer degree apprenticeships at the moment but are planning to introduce them and 17% don't offer them at the moment and have no plans to do so. None of the schools offering degree apprenticeships said that they were looking to pull out of the market.

Equality, Diversity and Inclusion

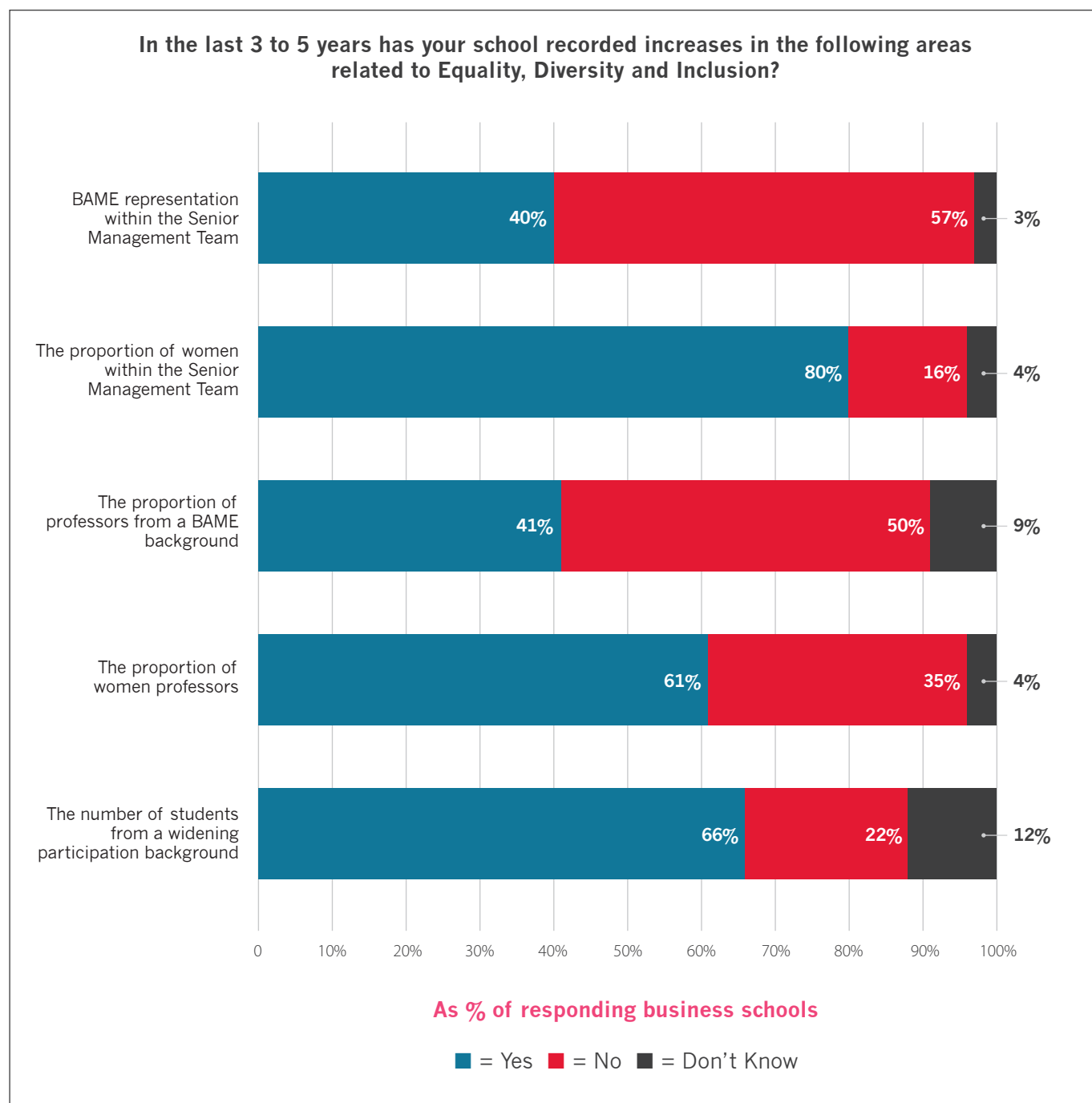


Figure 8: Has your school recorded improvements in the following areas of EDI?

- The proportion of women within the Senior Management Team is the biggest area of improvement, with 80% of the responding business schools reporting an increase in this area in the last three to five years, and 61% also said that they had increased the proportion of women professors in their institution.
- Increases in the representation of BAME staff have been made but the progress is less significant, with 40% of business schools reporting an increase in BAME representation at the level of Senior Management and 41% reporting an increase in representation within Professor roles.
- Two-thirds of the schools recorded an increase in the number of students from a widening participation background.

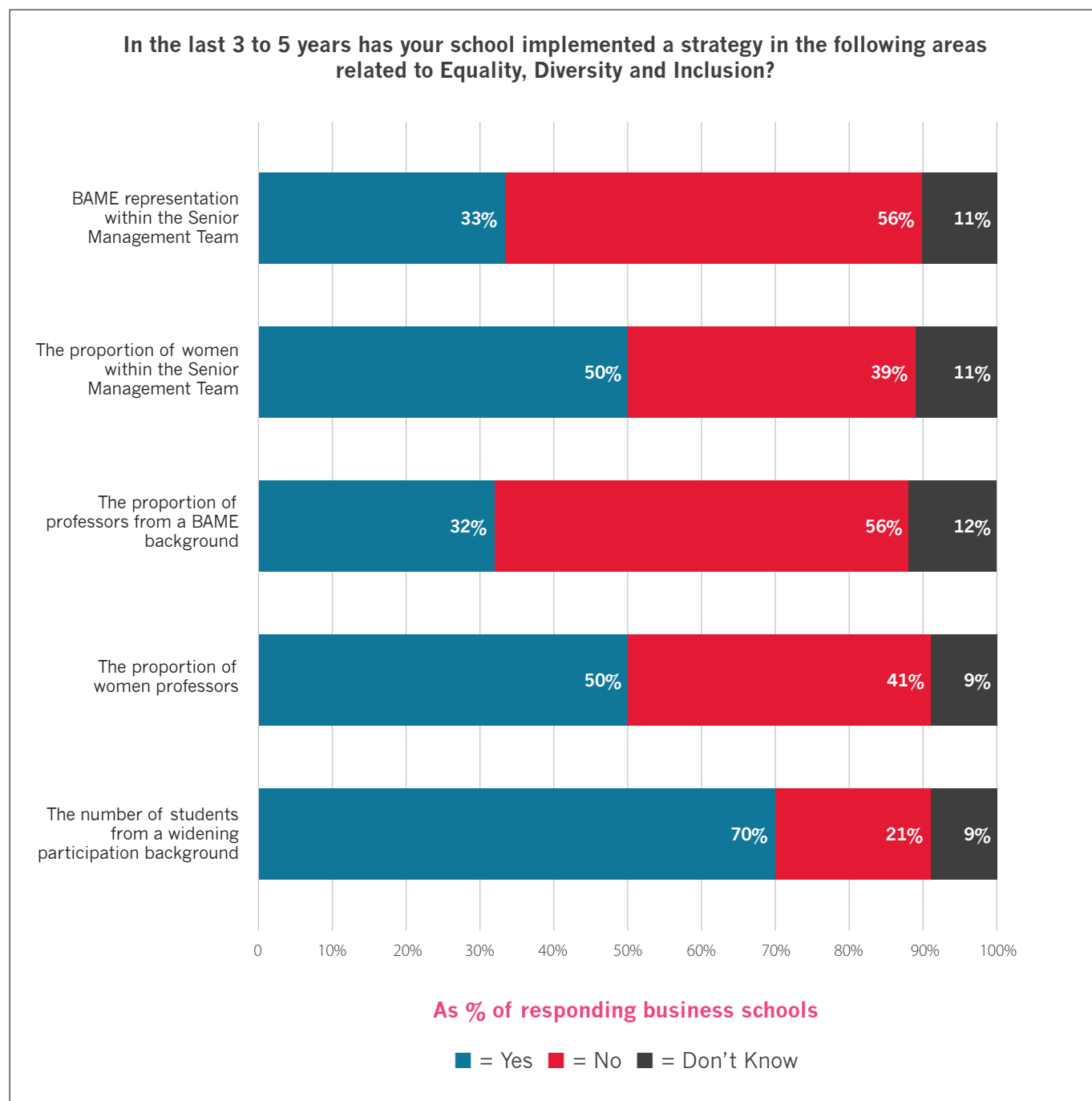


Figure 9: Has your school implemented a strategy in the following areas of EDI?

- The schools were also asked whether they had implemented in the last three to five years strategies concerned with the representation of BAME staff, women, and students from a widening participation background.
- The results are similar to those shown in figure 8, with the proportions of schools reporting that they had implemented strategies related to the representation of women (50%) being higher than those stating that they had implemented such strategies in relation to the representation of BAME staff (33%).
- The majority of schools (70%) reported that they had implemented a strategy related to students from a widening participation background.



40 Queen Street
London
EC4R 1DD

charteredabs.org