Occupational segregation in Scottish higher education institutions: disability, gender and race

Equality Challenge Unit

Further information

Occupational segregation in Scottish higher education institutions: disability, gender and race

Contents

Introduction

Occupational segregation is a term that is used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs.

Previous research has shown that occupational segregation is one of the main causes of the pay gaps in the United Kingdom. Understanding the scope and causes of occupations segregation is key to tackling gender, disability and ethnicity pay gaps within your institution.

In April 2013 the specific duties for The Equality Act 2010 came into force for Scottish higher education institutions (HEIs). One of these duties requires pay reporting, which includes reporting on the gender pay gap and occupational segregation. In 2017, the duties will also require reporting on pay gap and occupational segregation for minority ethnic and disabled staff.

ECU (2012) The public sector equality duty: specific duties for Scotland. Implications for colleges and HEIs. **www.ecu.ac.uk/ publications/files/equality-act-2010-psed-specific-duties- for-scotland.pdf**

Occupational segregation

There are two main dimensions to occupational segregation:

= **horizontal segregation:** workers with certain characteristics are clustered in certain types of jobs across an organisation

= **vertical segregation:** workers with certain characteristics are clustered at certain levels of jobs within an organisation's hierarchy

Some of the underlying causes of occupational segregation include:

= stereotyping (e.g. occupational and societal stereotyping based on disability, gender, race)

= lack of flexible working opportunities

= unequal access to training/development

= undervaluing some kinds of jobs

These contributory factors impact on individuals and employing organisations. For example, occupational segregation is one of the key contributory factors to pay gaps. Tackling occupational segregation is therefore an important tool in helping to close pay gaps, such as the persistent gap between women and men's earnings.

Tackling occupational segregation is an essential step in creating more equal employment and development opportunities within Scottish HEIs. Reduced opportunities for staff constrains the pool of talent available to an employer as well as limiting the possibilities for individual employees to progress. Current patterns of horizontal and vertical occupational segregation have the potential to undermine the positive reputation of HEIs as an employer of choice.

Eliminating occupational segregation is also about ensuring greater economic prosperity, linked to more effective skills utilisation, and social equality. As part of its rationale for tackling gender occupational segregation, the Scottish Government, for example, notes:

Occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market, and consequently contributes to the pay gap. Women tend to be concentrated in the lower paid jobs (e.g. caring, catering, cleaning, clerical, cashiering) and the lower grades within an organisation. Tackling occupational segregation is not simply a question of progressing gender equality in Scotland; it is also beneficial to Scotland's overall social and economic well-being. We need to ensure that the pool of talent and skills available to employers is not inhibited by stereotypical perceptions of what women and men 'do', and that everyone's skills are being utilised to the maximum potential.

Scottish Government (2014)
www.scotland.gov.uk/Topics/People/Equality/18500/OccSeg

Further information on occupational segregation

Scottish Government (2010) Tackling Occupational Segregation: A Review of Key Evidence and National Policies. **www.scotland.gov.uk/Publications/2010/07/02120508/14**

Close the Gap (2014) Shifting the Balance? Exploring the trade union responses to tackling gendered occupational segregation. **www.closethegap.org.uk/content/resources/ CTG-Working-Paper-8---Shifting-the-Balance.pdf**

Hegewisch A Liepmann H Hayes J (2010) Separate and not equal? Gender segregation in the labour market and the gender wage gap. **www.iwpr.org/publications/pubs/ separate-and-not-equal-gender-segregation-in-the-labor- market-and-the-gender-wage-gap**

Understanding the challenge

ECU commissioned sector-level research into occupational segregation in Scottish HEIs to help the sector to understand and tackle the challenge. The research examined the work Scottish HEIs are undertaking, or could develop, to address occupational segregation of staff based on gender, disability and ethnicity.

Phase one: examined existing research into occupational segregation in higher education, finding that although there is a growing body of research on academic segregation, little research has been undertaken on segregation across professional and support services.

The researchers used available data and documents to identify where occupational segregation exists, and job types where progression (or promotion) to higher levels of responsibility should be possible. Registry, finance and campus services were identified for further investigation.

The analysis of HEI documents relating to occupational segregation, pay gaps, reporting and actions revealed an apparent disconnect between the collection and analysis of employment data. Few equality outcomes focused on addressing occupational segregation and therefore this became a specific line of inquiry for the fieldwork phase of this project. Specifically, an interest

in understanding the rationale for the lack of attention to occupational segregation between women and men, and the absence of minority ethnic staff in highly populated occupational groups and grades, such as finance and registry.

Based on institutional evidence examined in phase one, this study also sought to identify evidence of institutional support and leadership in advancing equality and tackling unequal employment practices, the motivations for improvement and what lessons in good practice there may be that could be extended across the sector.

Phase two: A staff group case study approach was used to find out what Scottish HEIs are already, or could be, doing to address occupational segregation. The analysis of HEI documents relating to occupational segregation and pay gaps helped in the identification and selection of the staff groups within professional and support services that warranted further investigation. The staff group case studies selected were: campus services (specifically domestic services,cleaning staff and security staff), finance and registry.

To find out more about institutional approaches to occupational segregation generally, and within the selected staff groups specifically, it was also important to seek the views and perceptions of human resource and equality and diversity practitioners.

The main research tools used were focus groups and semi-structured interviews. Focus groups were undertaken with staff groups. Semi-structured interviews were undertaken with staff group managers, human resource and equality and diversity practitioners.

Six HEIs took part in the fieldwork:

= University of Edinburgh

= Glasgow School of Art

= Queen Margaret University

= Robert Gordon University

= University of Stirling

= University of the West of Scotland

Further details are provided in **Appendix B**.

Phase three: Recommendations were developed following the fieldwork. Representatives from five of the six HEIs involved in the fieldwork took part in a practitioner workshop (nine representatives in total). The purpose of this workshop was to sense check the recommendations for policy and practice. The feedback from participants was valuable and helped reshape and refine the recommendations.

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Recommendations

The recommendations for policy and practice focus on enabling positive culture change, tackling some barriers in practice, expanding choice and opportunity for progression for professional services and support staff groups, and tapping into a broader, more diverse, talent pool.

Implementing the recommendations will require strong direction from senior management and effective challenge to established practices to expand opportunities for individuals and institutions. The need for proactive and engaged leadership from senior executives was suggested by participants as essential to raising the profile of occupational segregation and securing effective action.

Institutional approach

= Continue to move from models where responsibility for equality lies with one or a small number of individuals to more 'embedded' arrangements.

= Communicate that every contribution matters, and that dignity and respect extends to all staff.

= Ensure institutional-level policies work effectively in all areas and at all levels. Find out if policies are actually working in practice, make sure that equality and diversity and HR staff are not solely charged with delivering change.

= Ensure managers are supported in developing progressive, fair and consistent practice.

= Increase and widen participation in internal and external programmes and activities that will help tackle occupational segregation (for example ECU's Athena Swan Charter, Aurora, Positive about Disability, leadership development, mentoring programmes and other CPD activities).

= Continue to support equality and diversity networking externally (for example through ECU's Scottish HEI Liaison group).

Data gathering, analysis and reporting

= Continue to increase disability and race disclosure rates using a range of tools (eg staff surveys for new and existing staff.

= Include all staff in data gathering and analysis (eg apprentices, zero-hours contract staff).

= Build data reporting requirements into contracts for outsourced staff (eg cleaning staff, security staff) via procurement and use this data in pay and occupational segregation reporting and analysis.

= Invest in specialist data skills and training for presenting pay gap and occupational segregation information.

= Deliver generic and bespoke training on understanding occupational segregation and pay gaps for managers and relevant specialist staff. The training should include key terms and concepts, for example the difference between mean and median; difference between unequal pay and pay gaps; the relationship between horizontal and vertical segregation and pay gaps.

= Ensure vertical segregation receives the same level of attention as horizontal segregation.

= Include commentary and analysis on the causes and consequences of pay gaps and occupational segregation (vertical and horizontal) in key statements and reports.

= Ensure appropriate knowledge and understanding of data categories for collection and analysis of information on race and ethnic and national origin of staff in advance of 2017 reporting requirements.

= Focus on shifting from data gathering and analysis to specific and sustained activity to effect positive changes.

= Encourage continued and new experimentation in recruitment and selection processes that aim to increase staff diversity, for example changing job titles to try to address occupational stereotyping, highlighting opportunities for flexible working at the point of recruitment, highlighting institutional participation in range of positive action initiatives.

= Ensure appropriate knowledge and understanding of data categories for collection and analysis of information on race and ethnic and national origin of staff in advance of 2017 reporting requirements.

Equality and diversity training and support

= Ensure unconscious bias training is implemented across all areas.

= Ensure awareness-raising and unconscious bias activity includes content on race equality, challenging stereotypes, reasonable adjustments and dignity/respect, including appropriate and acceptable language.

= Review current training content to ensure content is appropriate for staff roles and appropriately focused for specific staff groups.

= Ensure training for first line managers includes understanding of occupational segregation, equal pay, positive action, flexible working and unconscious bias.

= Support on equality and diversity matters to first line managers and build competence and confidence in applying organisational policies and innovative practice consistently.

Recruitment and selection

= Ensure managers understand the practical application of positive action measures and the distinction between positive action and positive discrimination.

= Increase the use of positive action measures in internal and external recruitment and selection to attract applicants to the institution as well as to encourage existing staff to consider promotion and progression opportunities (for example advertising, making jobs more appealing, addressing over- and underrepresentation – such as recruiting men into clerical, customer facing, cleaning jobs and recruiting women into security jobs).

= Encourage continued and new experimentation in recruitment and selection processes that aim to increase staff diversity. For example changing job titles to try to address occupational stereotyping, highlighting opportunities for flexible working at the point of recruitment, highlighting institutional participation in range of positive action initiatives.

= Consider the impact of asking for specific qualifications, for example security qualifications that may reduce the pool of potential female applicants.

= Take account of the general trend in higher-level qualifications requirements (ie 'qualification inflation') when recruiting and the implications for staff, especially where there is under or overrepresentation in occupational groups (for example, existing

HEI staff that have been in the sector for many years and do not hold a degree could be excluded from applying for promotion or even other similar posts).

= Encourage exchange of ideas and practice between effective measures to widening student participation in HEIs and increasing the diversity of the staff profile.

Terms and conditions

= Continue to ensure that all staff employed by the HEI enjoy the same terms and conditions.

= Continue to include all staff within pay and reward structures, such as annual increments.

= Ensure that all staff are aware of their pay grade and that pay systems are transparent, including information on progression through pay grades and occupational groups.

= Review whether any restrictions on when staff can take annual leave impacts on staff due to their protected characteristics (eg staff wishing to take leave during a religious holiday or school holidays to cover childcare).

= Consider whether zero hours contracts are more commonly used for staff with particular protected characteristics (eg retired people, mothers, or research students for sessional work) and any implications for equality.

Reasonable adjustments and flexible working

Reasonable adjustments

= Promote awareness and ensure availability of reasonable adjustments to all staff.

= Ensure effective understanding that reasonable adjustments extend beyond physical access to include furniture, fixtures and fittings, and working patterns.

= Provide reasonable adjustments training, resources and information for managers, including legal requirements and how HEI fund adjustments.

Flexible working

= Expand the range of options to work flexibly that are available to all staff. For example examining potential to change delivery of student-facing services to combine flexible working options and innovations in technology; increased use of job-sharing within job roles; term-time working; compressed hours; and homeworking as part of established practices.

= Ensure appropriate and consistent contact, support and information flow for staff working flexibly, including on career breaks. This should be maintained across all departments.

= Ensure consistency in how flexible working policies are applied in practice across the organisation.

= Review effectiveness where first line managers are the main 'gatekeeper'.

= Address gendered perceptions of flexible working.

= Promote positive organisational and individual benefits of flexible working.

Personal and career development

= Focus on developing and mapping career pathways for professional services and support staff.

= Ensure that all staff are aware of information on progression through pay grades and occupational groups.

= Maximise review processes to promote planned personal development and career path discussions for all staff.

= Ensure institutions achieve consistency in the practice of review processes, including clear direction and support to line management to promote career and role development opportunities.

= Enhance line management practice by improving understanding and application of positive action, knowledge on equality law and practice, and build managers' confidence and competence in achieving equality objectives.

= Ensure line managers across all staff groups make fair and transparent decisions on career and role development opportunities, including funding for training and career development.

= Ensure development opportunities are maximised for positive action potential. For example seconding male staff into underrepresented areas, giving first line managers specific equality and diversity assignments.

= Where function areas are small, or if there is little opportunity for upward progression within an occupational area, provide opportunities in other areas.

= Monitor promotions, bonuses and incentive payments in relation to protected characteristics.

= Ensure all staff have access to computer and email access, spaces for breaks/lunchtime, access to library, sport, and recreational facilities.

Occupational segregation in Scottish HEIs

An overview

Analysis of Scottish HEI data and published reports reveals distinct patterns of gender and race occupational segregation across most staff groups and across vertical grade structures. In broad terms, women tend to be clustered in mid to lower-level staff groups and are underrepresented at professorial and senior management levels. BME staff are generally present in low numbers but are disproportionately represented in academic roles.

See Appendix A for further information on the data used in this section.

Gender

The 2011 Scottish Census shows that a higher proportion of men (74%) than women (65%) are economically active (see Tables KS602SC and KS603SC). The majority of Scottish HEI staff, however, are women (54%). Men are therefore both actually and proportionally underrepresented within Scottish HEIs.

However, despite this overall underrepresentation, men make up the majority of academic staff (58%). The majority of professional and support services staff are female (63%).

Academic staff

Male 58.2

Female 41.8

Professional services and support staff

Male 36.9

Female 63.1
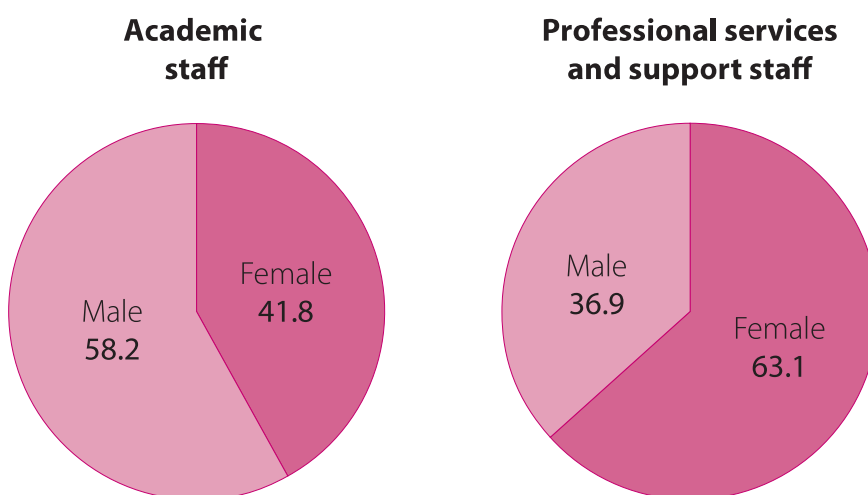
Patterns of horizontal and vertical occupational segregation are evident from HESA data on occupational groups.

Men constitute the majority in the following staff groups:

= Academic professionals

= Laboratory, engineering, building, IT and medical technicians (including nurses)

= Chefs, gardeners, electrical and construction trades, mechanical fitters and printers

= Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations

= Drivers, maintenance supervisors and plant operatives

Women constitute the majority in the following staff groups:

= Managers

= Non-academic professionals

= Student welfare workers, careers advisors, vocational training instructors, personnel and planning officers

= Artistic, media, public relations, marketing and sports occupations

= Library assistants, clerks and general administrative assistants

= Secretaries, typists, receptionists and telephonists

= Retail and customer service occupations

= Cleaners, catering assistants, security officers, porters and maintenance workers

Scottish HEI staff numbers by staff group and gender

Staff group	Gender	Number
Academic professionals	Female	590
	Male	560
Non-academic professionals	Female	7060
	Male	9825
Managers	Female	2390
	Male	1635
Lab, engineering, building, IT, medical	Female	1425
	Male	2160
Student welfare, careers, personnel	Female	560
	Male	205
Artistic, media, PR, marketing, sports	Female	265
	Male	155
Library, clerks, admin assistants	Female	3265
	Male	680
Secretaries, typists, receptionists	Female	2595
	Male	230
Chefs, gardeners, electrical trades	Female	95
	Male	580
Caretakers, wardens, nursery nurses	Female	250
	Male	380
Drivers, maintenance supervisors	Female	75
	Male	145
Cleaners, catering, security, porters	Female	2455
	Male	1455

Disability

The proportion of all Scottish HEI staff declaring a disability is 2%. This figure is much smaller than the proportion of staff whose disability status is unknown (23%). Disability disclosure rates for professional services/support staff and academic staff are similar.

Academic staff

Professional services/ support staff

2.0   Declared disabled   2.5

Unknown 22.8

No known disability 75.2

Unknown 23.5

No known disability 74.1
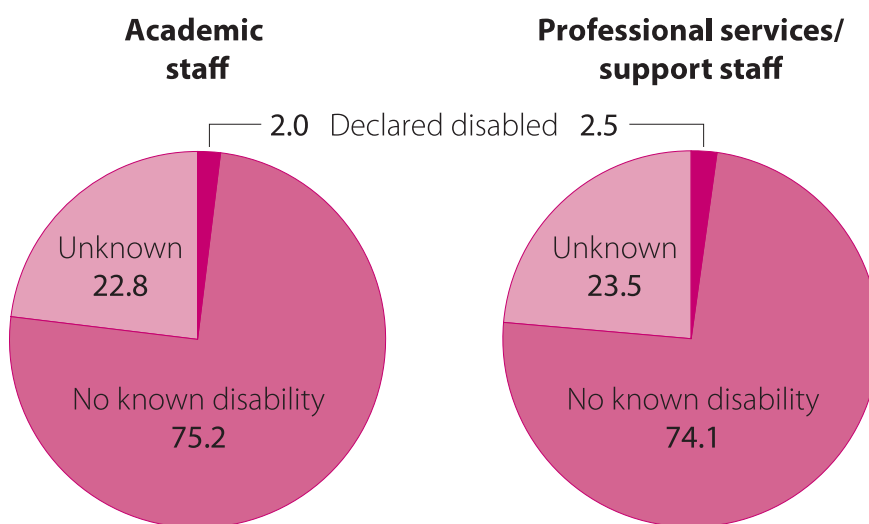
The Scottish Census highlighted that 10% of the Scottish population have a long-term health problem or disability which limits their day-to-day activities a lot and a further 10% have a long-term health problem or disability which limits their day-to-day activities a little. Notwithstanding the difficulties in comparing Census with HESA disability data (see Appendix A: Notes and definitions), the proportion of staff declaring a disability is lower than might be expected.

Patterns of occupational segregation are not immediately evident from data on staff groups. These figures should, however, be treated with caution given the high 'unknown' rate across Scottish HEIs. The proportion of staff with a disability tends to be between two and three per cent. There are notable exceptions in the student welfare workers, careers advisors, vocational training instructors, personnel and planning officers (4%) and chefs, gardeners, electrical and construction trades, mechanical fitters and printers (1%) staff group.

Scottish HEI staff percentage by staff group and disclosed disability

Staff group	%
Academic professionals	2.2
Non-academic professionals	2.0
Managers	2.7
Lab, engineering, building, IT, medical	2.4
Student welfare, careers, personnel	4.0
Artistic, media, PR, marketing, sports	3.2
Library, clerks, admin assistants	2.8
Secretaries, typists, receptionists	2.1
Chefs, gardeners, electrical trades	1.0
Caretakers, wardens, nursery nurses	2.2
Drivers, maintenance supervisors	2.3
Cleaners, catering, security, porters	2.4

% 1 2 3 4 5 6 7 8 9

Ethnicity

The proportion of staff who identify as Black and minority ethnic (BME) across all Scottish HEIs is 6% (n=2314). This figure is higher than that for the Scottish population as a whole, which is 4%. Proportionately there are more BME academic staff (9%) than professional services and support staff (3%). These figures also show that the percentage of 'unknown' staff is relatively high.

Academic staff

9.5 Unknown
9.2 BME
Non-BME
81.4

Professional services and support staff

8.1 Unknown
3.5 BME
Non-BME
88.4
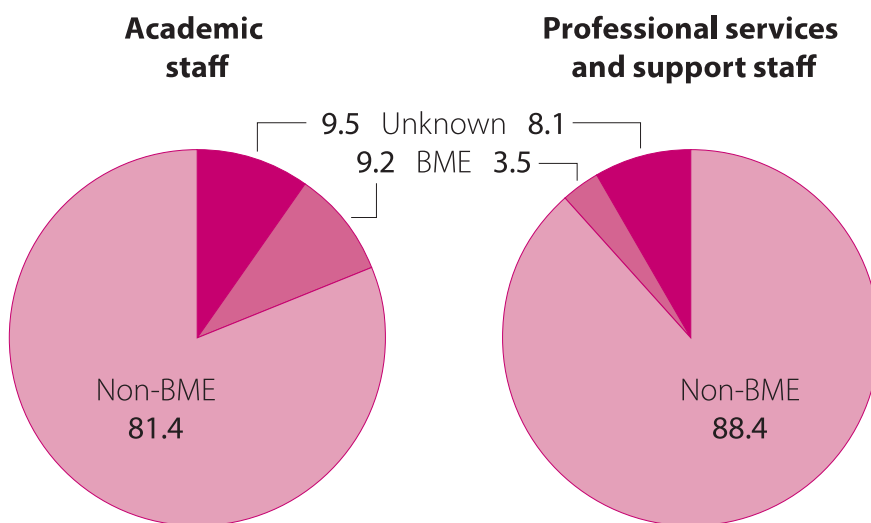
The majority of BME staff, however, are not UK nationals. The proportion of non-UK BME academic staff is 65% and the

proportion of non-UK BME professional services and support staff is 54%.

The proportion of BME staff differs by staff group. The proportion is highest in the academic professional (9%) and cleaners, catering assistants, security officers,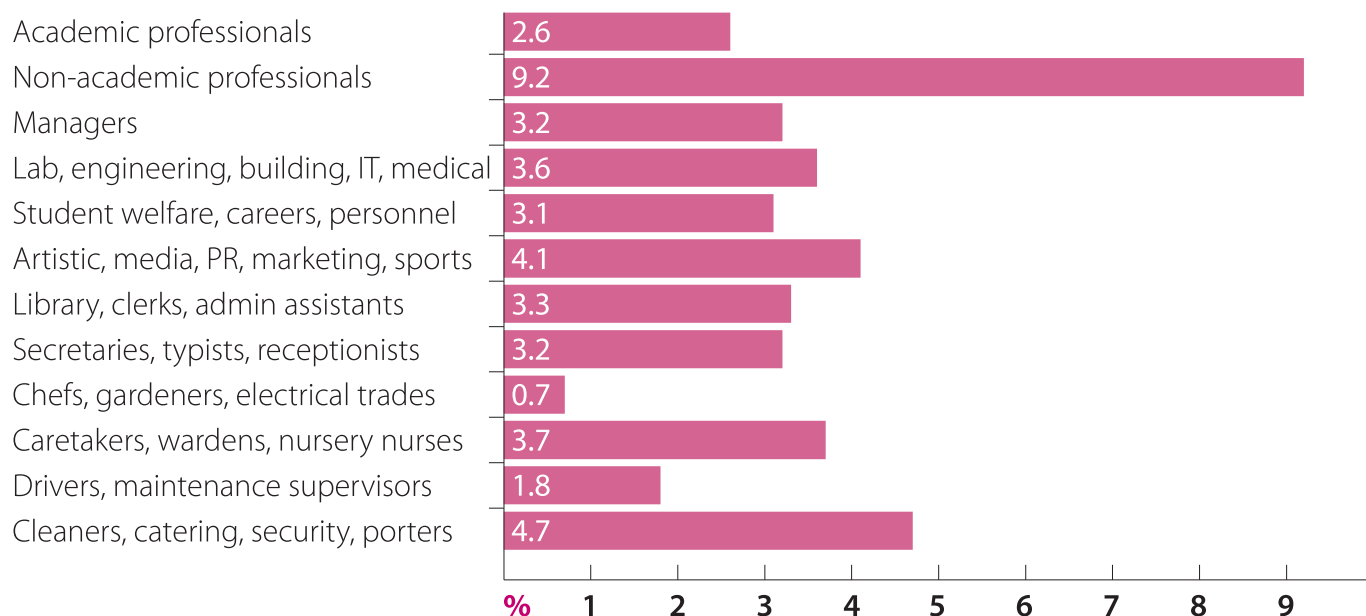 porters and maintenance workers (5%) staff groups. These figures should be treated with some caution given that the unknown ethnicity rate across Scottish HEIs is slightly higher than the disclosure rate.

Scottish HEI staff percentage by staff group and disclosed BME background

Staff group	Percentage
Academic professionals	2.6
Non-academic professionals	9.2
Managers	3.2
Lab, engineering, building, IT, medical	3.6
Student welfare, careers, personnel	3.1
Artistic, media, PR, marketing, sports	4.1
Library, clerks, admin assistants	3.3
Secretaries, typists, receptionists	3.2
Chefs, gardeners, electrical trades	0.7
Caretakers, wardens, nursery nurses	3.7
Drivers, maintenance supervisors	1.8
Cleaners, catering, security, porters	4.7

% 1 2 3 4 5 6 7 8 9

The profile changes slightly when nationality is considered. The two main staff groups where there are notable differences are in the academic professional staff group and the cleaners, catering assistants, security officers, porters and maintenance workers staff group:

= 62% of UK BME staff are academic professional staff, compared with 71% of non-UK BME staff

= 4% of UK BME staff are cleaners, catering assistants, security officers, porters and maintenance workers staff, compared with 9% of non-UK BME staff

Pay gaps

Disproportional representation of different genders, BME and disabled staff at lower pay points within an occupational group (vertical segregation), or across lower paid occupations (horizontal segregation) leads to the creation of pay gaps.

Gender

In nine staff groups men's mean and median pay is higher. Men's pay is markedly higher in the drivers, maintenance supervisors and plant operatives staff group and in the top two paying staff groups – managers and academic professionals. In the remaining four staff groups, mean and median pay is higher for women (and highest in the secretaries, typists, receptionists and telephonists staff group). These staff groups, however, are in the middle-to-lower paying groups.

Mean and median pay by staff group and gender

Staff group	Mean		Pay gap %	Median		Pay gap %
	Female	Male		Female	Male	
Managers	£45,799	£54,292	**15.6%**	£44,016	£48,096	**8.5%**
Academic professional	£41,401	£48,078	**13.9%**	£40,280	£44,016	**8.5%**
Non academic professionals	£36,134	£39,422	**8.3%**	£35,788	£36,862	**2.9%**
Laboratory, engineering, building, IT and medical technicians (including nurses)	£26,743	£29,833	**10.4%**	£26,629	£29,099	**8.5%**
Student welfare workers, careers advisors, vocational training instructors, personnel and planning officers	£31,374	£33,118	**5.3%**	£31,798	£33,734	**5.7%**
Artistic, media, public relations, marketing and sports occupations	£30,064	£28,851	**-4.2%**	£29,099	£28,251	**-3.0%**
Library assistants, clerks and general administrative assistants	£22,298	£22,295	**0.0%**	£21,021	£19,822	**-6.0%**
Secretaries, typists, receptionists and telephonists	£21,043	£20,191	**-4.2%**	£19,822	£18,718	**-5.9%**
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	£22,055	£22,666	**2.7%**	£21,021	£22,863	**8.1%**
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	£19,231	£18,057	**-6.5%**	£17,677	£16,226	**-8.9%**
Retail and customer service occupations	£17,740	£17,985	**1.4%**	£17,179	£18,718	**8.2%**
Drivers, maintenance supervisors and plant operatives	£15,921	£20,998	**24.2%**	£14,608	£19,822	**26.3%**
Cleaners, catering assistants, security officers, porters and maintenance workers	£14,621	£16,348	**10.6%**	£13,911	£15,001	**7.3%**
Averages across all groups	£30,454	£39,381	**22.7%**	£28,251	£35,788	**21.1%**

Across all Scottish HEIs the mean pay gap is 22.7% and the median pay gap is 21.1%. Both figures are higher than the Scottish mean (13.3%) and median (7.6%) gender pay gaps. (ASHE 2013 data used for comparison – Work Region Industry SIC2007 PROV Table 15.6a).

Gender pay gaps

	Mean	Median
Female	£30,454	£28,251
Male	£39,381	£35,788
Pay Gap (%)	**22.7%**	**21.1%**

Disability

For staff declaring a disability, no clear median pay differences emerged. Mean pay gap data, however, tends to be higher for staff declaring no disability. Notably, both mean and mean pay is greater for staff declaring a disability in two staff groups: managers (-5.8% and -11.2% respectively) and student welfare workers, careers advisors, vocational training instructors, personnel and planning officers (-5.0% and -9.3% respectively). The latter staff group is of particular interest given that it has the highest proportion of staff declaring a disability (4%).

Mean and median pay by staff group and disability

Staff group	Mean		Pay gap %	Median		Pay gap %
	Declared disability	No known disability		Declared disability	No known disability	
Managers	£53,795	£50,867	**-5.8%**	£51,025	£45,895	**-11.2%**
Academic professional	£44,913	£45,236	**0.7%**	£44,016	£44,016	**0.0%**
Non academic professionals	£35,329	£37,964	**6.9%**	£34,745	£35,788	**2.9%**
Laboratory, engineering, building, IT and medical technicians (including nurses)	£26,455	£27,738	**4.6%**	£26,629	£28,251	**5.7%**
Student welfare workers, careers advisors, vocational training instructors, personnel and planning officers	£33,046	£31,487	**-5.0%**	£34,745	£31,798	**-9.3%**
Artistic, media, public relations, marketing and sports occupations	£28,984	£29,580	**2.0%**	£29,972	£29,099	**-3.0%**
Library assistants, clerks and general administrative assistants	£21,082	£21,962	**4.0%**	£19,822	£20,409	**2.9%**
Secretaries, typists, receptionists and telephonists	£21,170	£20,837	**-1.6%**	£19,822	£19,822	**0.0%**
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	..	£22,568	**..**	..	£22,630	**..**
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	£17,375	£18,290	**5.0%**	£16,696	£16,696	**0.0%**
Retail and customer service occupations	..	£18,130	**..**	..	£18,190	**..**
Drivers, maintenance supervisors and plant operatives	..	£18,964	**..**	..	£16,930	**..**
Cleaners, catering assistants, security officers, porters and maintenance workers	£15,383	£15,496	**0.7%**	£14,226	£14,226	**0.0%**
Averages across all groups	£33,210	£34,609	**4.0%**	£29,972	£31,798	**5.7%**

Groups where staff numbers are 52 or less have been excluded to prevent over-interpretation of small numbers.

Mean and median disability pay gaps across all Scottish HEIs are shown in Table 2.4. The overall mean disability pay gap is 4% and the overall median pay gap is 5.7%.

Disability pay gaps

	Mean	Median
Declared disability	£33,210	£29,927
No known disability	£34,609	£31,798
Pay gap (%)	**4.0%**	**5.7%**

Ethnicity

In nine out of the ten staff groups, mean and median pay is lower for BME staff. In the remaining staff groups (artistic, media, public relations, marketing and sports occupations), mean pay is equal and median pay is higher for BME staff. Notably, mean and median pay gaps are highest in the academic professional staff group (14.4% and 18.7% respectively); this staff group has the highest proportion of BME staff.

Mean and median pay by staff group and ethnicity

Staff group	Mean		Pay gap %	Median		Pay gap %
	BME	Non-BME		BME	Non-BME	
Managers	£49,486	£50,334	**1.7%**	£42,733	£45,336	**5.7 %**
Academic professional	£39,702	£46,396	**14.4%**	£35,788	£44,016	**18.7%**
Non academic professionals	£33,304	£37,745	**11.8%**	£33,734	£35,788	**5.7%**
Laboratory, engineering, building, IT and medical technicians (including nurses)	£27,033	£28,705	**5.8%**	£25,101	£28,251	**11.2%**
Student welfare workers, careers advisors, vocational training instructors, personnel and planning officers	£29,608	£32,140	**7.9%**	£30,870	£32,751	**5.7%**
Artistic, media, public relations, marketing and sports occupations	£31,135	£29,573	**-5.3%**	£29,099	£29,099	**0.0%**
Library assistants, clerks and general administrative assistants	£19,645	£22,492	**12.7%**	£19,822	£21,021	**5.7%**
Secretaries, typists, receptionists and telephonists	£19,078	£21,090	**9.5%**	£18,190	£19,822	**8.2**
Chefs, gardeners, electrical and construction trades, mechanical fitters and printers	..	£22,736	**..**	..	£22,863	**..**
Caretakers, residential wardens, sports and leisure attendants, nursery nurses and care occupations	£16,971	£18,865	**10.0%**	£16,202	£17,179	**5.7%**
Retail and customer service occupations	..	£17,798	**..**	..	£17,179	**..**
Drivers, maintenance supervisors and plant operatives	..	£19,497	**..**	..	£17,179	**..**
Cleaners, catering assistants, security officers, porters and maintenance workers	£14,103	£15,522	**9.1%**	£13,552	£14,608	**7.2%**
Averages across all groups	£34,319	£34,956	**1.8%**	£32,751	£31,798	**-3.0%**

Groups where staff numbers are 52 or less have been excluded to prevent over-interpretation of small numbers.

Despite these horizontal pay gap patterns the overall mean and median ethnicity pay gaps across all Scottish HEIs are 1.8% and -3% respectively. The fact that 67% of BME staff are located in the relatively high paying academic professional staff group, compared with an overall sector figure of 43%, goes some way to explain the median pay gap of -3%. However, this does not explain why the mean pay gap is not also in favour of minority ethnic staff.

Ethnicity pay gaps

	Mean	Median
BME staff	£34,319	£32,751
Staff from other ethnicities	£34,956	£31,798
Pay gap (%)	**1.8%**	**-3.0%**

Scottish HEI's response to occupational segregation

Scottish HEIs published reports and data in 2013 to comply with the Scottish specific duties underpinning the PSED.

The research team analysed the published reports, focusing on questions, relevant to the causes and implications of occupational segregation.

= Institutional acknowledgement of occupational segregation, response and commitment to address areas for improvement and development as presented in published action plans and equality outcomes

= Evidence of management engagement, the locus and extent of any such engagement e.g. senior management (executive) leadership, faculty/school/departmental engagement; HR leadership; and the presence and engagement of equality and diversity specialists

= Reference to sector specific guidance on equal pay and occupational segregation e.g. ECU, JNCHES and EHRC Codes of Practice, technical guidance and related guidance material

= Commitment to equal pay review based on employment monitoring data.

Reporting

The analysis, and earlier work by ECU and the Equality and Human Rights Commission identified a number of issues:

Inconsistent approaches to data gathering, analysis and reporting make cross-institutional comparisons of 'headline' figures difficult. They can vary quite dramatically, without an explanation of each unique institutional context.

= Differences in the calculation of pay gaps. There were notable differences in the inclusion and exclusion of 'non-core' staff. Some core services and functions have been outsourced and the nature and extent of outsourcing differs across HEIs.

= Presenting pay gaps differently. Most HEIs present pay gaps as negative percentages others presented as positive percentages. A reported gender pay gap of -6.8% in one institution, for instance, will therefore indicate that women are paid more than men, and in another institution the same figure will indicate that men are paid more than women.

=   There is also a lack of transparency around precisely how presented gaps were derived.

=   A tendency to focus on horizontal segregation at a broad grading level means HEIs do not always present overall institutional pay gap data. Grade-level pay gaps of 5% and above tend to be the focus of remedial action statements. Theoretically, however, every grade level could present a pay gap of 0% but an individual HEI may still have a relatively high overall pay gap because of inherent problems around vertical occupational segregation

=   A reliance on explaining high overall pay gaps as a reflection on broader employment patterns across many industries misses the opportunity to analyse potential issues within their own institution.

=   Despite evidence of occupational segregation presented in the analysis in a number of equality outcome statements, mainstreaming reports, and equal pay statements, some HEIs had not outlined specific action in their action plans or equality outcomes to address the occupational segregation identified.

=   Despite some HEIs having a specific equality outcome to address the gender pay gap, there tended to be a lack of corresponding specific actions relating to occupational segregation.

=   Little institutional action is planned to address embedded segregation in the professional services and support staff groups.

=   Some HEIs demonstrate an ongoing commitment to improve the equality of conditions, and are taking action to address specific imbalances or underrepresentation, such as low numbers of women professors, or extending the scope of data collection and analysis to all protected characteristics and to staff promotion and re-grading.

=   There are contrasting levels of commitment to tackling occupational segregation. There is limited reference to guidance or statutory codes evidenced in HEI publications. Available guidance includes statutory and non-statutory codes of practice and technical guidance and extensive support materials from the EHRC, and explanatory guides from ECU, Close the Gap and other sources.

ECU (2013) Scottish HEI equality outcomes: a sector overview
www.ecu.ac.uk/publications/files/scottish-he-equality-outcomes-a-sector-overview.pdf

EHRC Measuring up series **www.equalityhumanrights.com/scotland/scottish-news/press-releases-2013/equality-how-does-scotlands-public-sector-measure-up**

Data collection and analysis

The collection and analysis of equality data is central to understanding and then developing action plans to tackle occupational segregation. With the introduction of and significant investment in more sophisticated information management systems, there has been improvement in institutional capacity to collect, link and monitor equality data. There was universal agreement that these developments have enhanced the capacity to capture, monitor and analyse staff data and thus better understand patterns of occupational segregation.

While gender data is generally seen as relatively unproblematic, there are often data gaps on disability, race and other groups. Some HEIs have helped filled these gaps by encouraging staff to complete questionnaires or update their details on self-service portals, with positive results.

'We've already seen some evidence that our disclosure is increasing.'
Equality and diversity respondent

'Out of our survey, we've got far more people saying they were disabled than disabled people that we're actually aware of.'
HR Respondent

Data analysis has been difficult for some HEIs because of the reported lack of specialist skills.

'I mean, we're not statisticians … we've not got anybody who's specialist at analysing data'.
HR respondent

'If it's equal pay for equal work then we've only got 16 cases that are over the 5%. But you know the legislation's saying equal pay is equal pay for equal work, but then it's asking us to produce a figure just across the whole university as a mean difference. And the issue isn't really equal pay; the issue is the lack of representation for women in senior posts. So sometimes those two things are getting confused.'

Equality and diversity respondent

'We couldn't understand why the pay gap was what. So we break it down by grade and we haven't got a gap on any of our individual grades of more than 5%, and most of them it's way below that, or it's positive in favour of women. And it's definitely, with the other strands like disability and BME, it's also positive in their favour. But when you take that up to the university level, there's a big gap.'

HR respondent

Other HEIs are well aware of the causes of overall pay gaps within their institution:

'If we look at it grade by grade in general there's not very big pay gaps … if you look across the whole structure though there is a reasonably big one … it's because we've got a high concentration of low paid female staff and those are typically in cleaning roles … if we remove them from the sample, the pay gap collapses, almost totally disappears.'

Equality and diversity respondent

Awareness and action

Awareness levels of occupational segregation tended to be high, but they have not been met with equivalent levels of remedial action. Data collection, monitoring and analysis is expanding in this area – work that is now informing institutional planning:

'There is huge occupational segregation … predominantly cleaners are female, the security are male … And part of equality outcomes action plan, one of our main actions is to expand regular reporting on equality data, including occupational segregation – and to also look at the recruitment, developmental and annual review – and see what we can do about that.'

HR respondent

'We did some additional reporting on horizontal and vertical segregation, knowing that the female staff is predominantly in the middle and lower ranges of professional support grades. We know where the high proportion of women are in secretarial posts, that sort of thing, cleaning posts, domestic. Male-oriented trade staff and security and portering. And at the higher grades, there are obviously fewer women than men. But I think it's just the standard stuff we already knew. But we haven't got to the stage where we know exactly what we're going to do about these groups, so it's part of our university strategic plan.'

Equality and diversity respondent

All HEIs involved in the fieldwork were at various stages of working towards positive action initiatives to tackle occupational segregation. The quasi link to funding and holding and Athena SWAN Charter award made by the Royal Society of Scotland report 'Tapping all our talents', seems to have been an especially effective incentive for HEIs.

Some HEIs are also involved in the Leadership Foundation for Higher Education Aurora initiative, which is for women only and extends to professional services and support staff. The Aurora initiative is seen as a useful part of a broader toolkit for tackling vertical gender segregation, with a clear focus on career progression and 'how they can progress up the grades' (Equality and diversity respondent). However, there was a degree of confusion between what constitutes positive action and positive discrimination initiatives.

'There are already rumblings about Athena SWAN will lead to women getting promoted because they're women. And this, the Aurora programme, I don't know if you know about Aurora? Some men are already muttering about women being fast tracked.'

Equality and diversity respondent

The focus of occupational segregation work has tended to be on gender. However, there is increasing recognition of areas of race and disability occupational segregation:

'BME [black and minority ethnic] is probably over represented in things like research assistants, KTPs, that sort of thing.'

HR respondent

'In terms of our BME population, as a workforce I think we are slightly higher than the general population … that's partly influenced because we've got a lot of staff, like visiting lecturing staff, who come from all over the world. So that helps to boost the numbers.'
HR respondent

'I ran the Registry statistics, and the declaration on disability is far higher in that area than university-wide.'
Equality and diversity respondent

There was less evidence of race and disability data on occupational segregation feeding into action planning. This finding is not surprising given that gender currently features more prominently in equality legislation and the comparatively small numbers, compounded by the issue of non-disclosure. Nevertheless, equal pay statement publishing requirements will be extended to race and disability in 2017 and HEIs are aware that, as one HR respondent noted 'we need to do more in this area'.

Tackling race and disability occupational segregation, in itself, does not necessarily deal with the issue of the underrepresentation of staff with protected characteristics more generally. Some respondents, for instance, attributed the underrepresentation of minority ethnic staff as merely a reflection of the local talent pool from which their staff is drawn.

One of our issues is around the BME issue … we want you to increase the number of BME applicants. Well that's very difficult for us because the population make up isn't like that. It's quite difficult for us to actually attract from a pool that doesn't exist.
HR respondent

Some institutions, it should be noted, have a tendency to collapse the protected characteristics of race and ethnicity. It became apparent too that HEIs are not always clear about what figure they should draw on to establish whether protected characteristics groups are underrepresented in their institution.

All participating HEIs offer some form of equality and diversity training – most typically a voluntary or compulsory online module for new staff. Some HEIs provide specialist training targeted at different levels of management and/or staff involved in the recruitment and selection process. One participating HEI

had recently introduced and was planning to expand unconscious bias training, noting that the response been very positive.

'Unconscious bias training – there are two workshops. There's a workshop that covers general staff, that were involved maybe in the recruitment process, and there's another workshop which was more for senior academic staff. And there will be one next year for court members … When we sent out the email to tell schools that we were going to run unconscious bias workshops, and we asked if they could identify some staff who would be willing or they thought it was appropriate for them to attend, I got 106 names back. They were just flooding in, because there are so many people, especially in academic schools, that are involved in the promotions or the interviewing panels. So we were going to run one workshop but we obviously have to run more.
Equality and diversity respondent

Despite evidence that most staff involved in the selection process are required to undergo some form of equality and diversity training, it was suggested that occupational stereotyping is still a problem.

'I remember a very senior person here apologising for his office being a mess because he hasn't got his PA in post yet and actually using the phrase, 'but when she starts, it'll be fine'. So, he wasn't even considering the possibility that a man might apply, and be successful.'
HR respondent

These stereotypes, it was also suggested, are compounded by existing occupational segregation within institutions.

'Inherent biases are there in the recruiting decisions and no matter what we do in terms of paperwork they want women to do the work out in the general office, because what are you going to do stick a man out there? You're certainly not going to stick an Asian man out there or a Chinese man out there. It's all women that's in there. "It's a hen coop; just put another woman in there. Don't rock the boat". '
HR respondent

Institutions seem to have moved beyond data analysis in their recruitment and selection processes and have tried or are trying to develop concrete actions in this area. Some institutions have looked how they encourage more applications from individuals with the protected characteristics of disability, gender and race to apply for jobs roles where they are underrepresented:

'We had long discussions with marketing, and the employee recruitment people in HR about a strapline … we're probably going to start to do this – to put at the bottom of adverts "we particularly welcome applications from BME, and female people who are underrepresented in this role".'

<div align="right">Equality and diversity respondent</div>

'We did try, for instance, positive recruitment in our trades area – changed the wording of the adverts and everything, and it just wasn't successful. But we would look at that again. We would look at recruitment to attract personnel, people, with particular protected characteristics.'

<div align="right">Equality and diversity respondent</div>

Some HEIs are able to use the Jobcentre Plus 'Two Ticks' symbol, highlighting their commitment to employing disabled people, guaranteeing interviews to those candidates who meet the minimum role criteria.

'Two Ticks disability, we've got that as well … if they meet our minimum criteria then they're automatically short listed for interview.'

<div align="right">HR respondent</div>

Across all participating HEIs, equality data reports feed into ever-improving governance arrangements. However, there are clear problems with moving from analysis to action, which many respondents acknowledged.

'We're good at publishing, we have our action plans, but we don't always do a lot with the data – that's the trouble. So we need to do more.'

<div align="right">Equality and diversity respondent</div>

While there is work to be done developing concrete plans to start to tackle occupational segregation and underrepresentation, all the evidence suggests that HEIs are pushing to embed effective equality and diversity policy and practice. It was evident that recent legislative and policy developments have changed institutional approaches to mainstreaming equality.

'It's not one person's responsibility, it's everybody's responsibility and it's certainly everybody who's in a managerial role to take responsibility for that and to embed. Our belief is that you should embed quality and diversity.'

Equality and diversity respondent

Recommendations

Institutional approach

= Continue to move from models where responsibility for equality lies with one or a small number of individuals to more 'embedded' arrangements.

= Communicate that every contribution matters, and that dignity and respect extends to all staff.

= Ensure institutional-level policies work effectively in all areas and at all levels. Find out if policies are actually working in practice, make sure that equality and diversity and HR staff are not solely charged with delivering change.

= Ensure managers are supported in developing progressive, fair and consistent practice.

= Increase and widen participation in internal and external programmes and activities that will help tackle occupational segregation (for example ECU's Athena Swan Charter, Aurora, Positive about Disability, leadership development, mentoring programmes and other CPD activities).

= Continue to support equality and diversity networking externally (for example through ECU's Scottish HEI Liaison group).

Data gathering, analysis and reporting

= Continue to increase disability and race disclosure rates using a range of tools (eg staff surveys for new and existing staff.

= Include all staff in data gathering and analysis (eg apprentices, zero-hours contract staff).

= Invest in specialist data skills and training for presenting pay gap and occupational segregation information.

= Deliver generic and bespoke training on understanding occupational segregation and pay gaps for managers and relevant specialist staff. The training should include key terms and concepts, for example the difference between mean and median; difference between unequal pay and pay gaps; the relationship between horizontal and vertical segregation and pay gaps.

= Ensure vertical segregation receives the same level of attention as horizontal segregation.

= Include commentary and analysis on the causes and consequences of pay gaps and occupational segregation (vertical and horizontal) in key statements and reports.

= Ensure appropriate knowledge and understanding of data categories for collection and analysis of information on race and ethnic and national origin of staff in advance of 2017 reporting requirements.

= Focus on shifting from data gathering and analysis to specific and sustained activity to effect positive changes.

= Encourage continued and new experimentation in recruitment and selection processes that aim to increase staff diversity, for example changing job titles to try to address occupational stereotyping, highlighting opportunities for flexible working at the point of recruitment, highlighting institutional participation in range of positive action initiatives.

= Ensure appropriate knowledge and understanding of data categories for collection and analysis of information on race and ethnic and national origin of staff in advance of 2017 reporting requirements.

Equality and diversity training and support

= Ensure unconscious bias training is implemented across all areas.

= Ensure awareness-raising and unconscious bias activity includes content on race equality, challenging stereotypes, reasonable adjustments and dignity/respect, including appropriate and acceptable language.

= Review current training content to ensure content is appropriate for staff roles and appropriately focused for specific staff groups.

= Ensure training for first line managers includes understanding of occupational segregation, equal pay, positive action, flexible working and unconscious bias.

= Support on equality and diversity matters to first line managers and build competence and confidence in applying organisational policies and innovative practice consistently.

Occupational segregation within staff groups

The staff groups selected were done so based on the analysis of evidence accumulated in phase one, and to ensure a spread of occupation types.

Finance is an occupation that has a number of levels of seniority and progression stages. This allows examination of where and how barriers to vertical progression occur. It is also an occupational group that can be found in many industries, enabling comparisons to be drawn outside of HE.

Registry is almost exclusively found in the higher education sector. Therefore any occupational segregation that exists could to a large extent potentially be addressed by HEIs. Understanding the issues around occupational segregation for this group should highlight areas for action.

In documentation published by HEIs, there was much reference to the particularly stark levels of occupational segregation seen in different parts of the campus services occupational group. In particular there are clusters of men in security services roles, and of women in cleaning services.

The findings from the staff group case studies are based on interviews with staff group managers and focus groups with staff, supplemented where appropriate with interview data from HR and equality and diversity practitioners. It is important to note, however, that in many of the focus groups, especially in the larger HEIs, some of the staff also had line management responsibilities, and therefore had themselves been involved in recruitment and selection processes.

Finance

Overview

Finance staff were interviewed in two HEIs. In one there was a clear split of finance roles into the customer facing section (the downstairs) and the non-customer facing section (the 'upstairs'). The 'downstairs' staff were involved with transactional activities, liaising with staff with respect to payroll and expenses and liaising with students with respect to fees, as well as liaising with the HEI's suppliers. 'Upstairs' activities included management reporting, budgeting, compiling data to fulfil statutory obligations for bodies such as HESA and the SFC, and assisting staff in the management of externally funded research budgets.

'Downstairs is more operational, they do all the daily transactions. The processing of everything, all the liaising with the suppliers, the staff and that regarding payroll and expenses, the students regards fees and anything else.'

Finance focus group participant

'Upstairs we're just mainly with management reporting, the budgeting, compiling all the statutory stuff that required for various bodies out there … but downstairs is far more operational.'

Finance focus group participant

The distinction between 'upstairs' and 'downstairs' roles had a gendered dimension. Customer-facing 'downstairs' staff were more likely to be female and 'upstairs' staff were more likely to be male. In one of the HEIs, there was also a demarcation between 'upstairs' and 'downstairs' function but, due to the size of the organization, there were also clear divisions between teams such as payroll, financial and management accounting and transactional processing.

There was very limited data generated in this staff group around disability or race – as staff were largely white, UK-nationals with no reported disability.

Occupational segregation

Occupational segregation, perhaps unsurprisingly, was explained largely as a consequence of male and female choices regarding family life and work life balance. Lack of diversity was often cited to be a natural reflection of the homogeneous nature of local labour supply.

In both finance departments, staff reported an even gender balance. However, management in both HEIs reported a female-dominated staff complement in the finance staff group. In one HEI it was reported by management that the department was actually only 25% male and that they were concentrated in the higher grades, thus displaying both a horizontal over-concentration of women and a vertical domination of men at the top of the pay grades.

'I went through all the staff and I looked at the gender and I looked at the grades. So there's 25% of the department are male, out of the total, 25%. And apart from the fact that lowest graded person in finance is actually male, most of the rest of the males are grade

fours and above … yeah, we've got a lot more female staff at a lower grade – grades two and three are mainly female staff.'

Manager respondent

Finance managers also perceived a level of vertical segregation, particular by gender, where women were clustered towards the bottom of organisational hierarchies generally. In the smaller HEI, women were reported to make up about two thirds of the finance team and were all white with no staff disclosing disability.

Staff reported little race diversity in both departments, and no staff with a disability. However, in one of the HEIs, the area of ledger processing was said to be female-dominated. Explanations for occupational segregation cited were lack of diverse applications for jobs, rather than any structural or cultural discrimination.

Registry

Overview

The registry staff group incorporates several different units including student administration, graduations, student records, student funding, timetabling and admissions. The organisation of registry functions varies across the sector, with some operating as standalone functions and others as part of larger support service departments. Registry staff were interviewed in three HEIs.

One of the registry departments reported a large number of seasonal invigilators who are recruited through open advertising and are often retired individuals or, increasingly, post-graduate students. Seasonal invigilators were viewed as preferable to agency staff.

Another HEI reported that they employ large numbers of zero hours contracted staff to fulfil seasonal tasks. Post-graduate students are also currently being recruited to paid internships within registry.

There was very little evidence of progression, and somewhat arbitrary approaches to re-grading and promotion. This was described by one staff group manager as 'dead man's shoes business', whereby promotion opportunities were largely dependent upon staff leaving, retiring or indeed, dying.

Occupational segregation

As a female-dominated staff group, explanations for occupational segregation offered were largely around the stereotypical assumptions made about administrative jobs being seen as more appropriate for women.

Registry, and other functions included in this staff group, has traditionally been female- dominated. Explanations for this centred on the stereotypical assumptions that administrative jobs are not appropriate for boys and men, or did not appeal to men because the image of an office job was inaccurate.

'The role or people's perceptions of what working in an office is, is kind of a wee bit skewed. I'm not saying wrong, but I think sometimes people would see it as, oh, it's just a bunch of women sitting about discussing what happened in East Enders last night and eating cakes.'
Focus group participant

'Traditionally you have the sort of gender stereotypical male/female roles and I don't think boys see themselves as sitting in an office full of women.'
Focus group participant

'I think still the perception very much in society, is that admin is a female task.'
Focus group participant

It was also suggested that the dominance of women may have fostered a culture that could be viewed as inhospitable by men, but that increasing gender balance had a positive impact on team dynamics.

'We have had three males working in the [function] office over a series of years, have been here and they have all gone to other universities, apart from one who is still here actually. But it's been interesting to get a different dynamic, different perspective. And sometime I do personally feel in a female environment sometime is does get a bit catty, so it's nice to have a male in there to have a change.'
Focus group participant

'We have had temps in but they have never really worked out. And maybe because we have so many females its difficult, because there's a lot of female banter and a lot of female talk they are maybe slightly isolated.'

Focus group participant

In one of the three HEIs, however, the gender balance within registry has shifted in recent years to a more equal split of men and women.

'The gender balance I think is fairly equal now. I think you'll get a sense of that if you move through the registry … If you'd asked me that question eight years ago when I had a mainly female staff.'

Manager respondent

The reasons posited for this shift, they suggested, could be attributed to a combination of a shift in HR and management practices and trying to foster a culture of inclusion.

'I think that there've been major HR practice changes. I think also the education of managers. Also the culture that we have here, a positive culture, an inclusive culture, and I think that inclusive culture is within the university as well, so it's a culture change. Also I've always looked for professional staff therefore that's the criteria we're looking for, and I think that's how the staff feel, that they're professional staff, and that's what they're judged on. They're not judged on their colour or their gender, they're judged by the job that they do.'

Manager respondent

Campus services

Overview

The designation 'campus services' broadly covers a range of functional roles supporting the fabric and security of buildings, student and staff access, safety and welfare, and providing cleaning, portering, security, and maintenance services. These functional roles are generally managed within estates and facilities management, and comprise a number of occupational management designations including for example, head of estates, facilities manager, cleaning and waste services manager, cleaning services supervisor, security operations

manager. Cleaners, security, concierge and janitorial staff including porters work across campus in teaching, technical, and administrative sites, residences, licensed premises, and car parks. Within this spread there is a significant range of roles across which staff operate and grading and remuneration packages. The fieldwork was undertaken in two Scottish HEIs.

Occupational segregation

Campus services is a tale of two genders. Men overwhelmingly prevail in security and janitorial jobs; and women in cleaning jobs. This stark segregation exists at all levels of the grading and vertical structures within these occupational areas, with men in positions as porters, janitors, security staff, supervisors and managers; and women as cleaners, and cleaning supervisors and service managers.

'[The] people who actually do the cleaning are all … at the moment, I think, are all female, and security staff are all male … there's just a massive, massive difference between those two areas.'

HR respondent

'In terms of security staff and cleaning staff, where there is no doubt about it, there is a gender segregation there, and I guess we'll maybe come onto some of the actions that HR are leading on to try and address that, but there certainly is that level of gender segregation.'

Equality and diversity respondent

'There is huge occupational segregation. In security, predominantly cleaners are female, the security are male.'

HR respondent

One of the most significant consequences of this segregation is the difference in earnings between security and janitorial staff and cleaning staff. While there is parity in the general terms and conditions, it was estimated by managers that enhanced allowances can account for 50 per cent additional pay for security and janitorial staff. The pay gap results not only from the longer hours worked in the different shift periods, but from residual arrangements guaranteeing overtime and overtime rates which underscore fundamental differences in the contractual terms between the two (gendered) occupational roles.

The other significant manifestation of occupational segregation is attitudinal. 'I am just a cleaner' or similar comments were repeatedly used by women in the focus groups in response to a range of questions on attitudes, job roles, personal development and terms and conditions. One more extreme example of this attitude was of male staff members using toilet facilities while women cleaners are at work – including using urinals. The women cleaners ascribed this behaviour to the low status which they are accorded in general.

The interview and focus group evidence suggests that cleaners are often treated differently from other members of staff through the language used towards them and the perceived value of their role. Women staff, some with 30-plus years' experience, are regularly referred to as 'girls' and 'lassies', while security staff are generally referred to as 'the men'. This use of inappropriate language, however, was not exclusively applied to campus services staff and is reflective of more generalised bias which reinforces stereotypical perceptions of roles and appropriate incumbents, thereby perpetuating occupational segregation.

Recruitment and selection

Examining recruitment and selection processes helps shed light on the extent to which patterns of occupational segregation within the staff group case studies are being reinforced or broken down, and in what ways. Different recruitment and selection processes can have a significant impact on how external recruitment, and internal career pathways are managed.

There can be a great deal of geographic mobility in movements into and out of senior academic and senior managerial roles, however, the recruitment and selection of professional services and support staff is typically centred around local labour markets.

'For academic posts or senior support professional type posts, there's a lot more mobility around the country and around the world potentially … That's just not really the case with the more junior support posts … we tend to attract the local people.'
HR respondent

Scottish HEIs, more generally, do not operate in similar local environments. The oil and gas industry in Aberdeen, for instance, means that HEI pay is relatively low. On the other hand, some HEIs are the, or one of the, main employers in that particular geographical area. Regardless of these differences, attractive terms and conditions are a key pull factor.

'We've got some very particular challenges around the Aberdeen market … Because of the oil and gas… so the salaries are a lot higher for that kind of job, some of the unskilled jobs, and also the admin staff as well, the salary is higher but the actual package isn't. It depends what you're looking for, you know, we offer more holidays, we've obviously got much better pension schemes etc.'
HR respondent

'The Council and us probably are probably the two big employers in the town. And the terms and conditions are relatively advantageous, even at the lower grades.'
HR respondent

Local labour markets are not static and there was some evidence that free movement of labour within the EU has helped to increase the numbers of male staff in traditionally female-dominated roles – roles that have been especially difficult to attract Scottish men.

In both finance and registry, the majority of staff, particularly more senior staff, 'fell' into the HEI sector. Most had no expressed desire to work in the sector prior to applying for their current job. Finance staff members had previously worked in various other settings, including the private sector, such as retail and banking, and other public sector such as the NHS. Registry staff came to their careers from a variety of professional backgrounds such as computer programming, marketing, retail and arts administration, and some had always worked in different HEIs.

'I came in for two weeks and I've been here ever since.'

Finance focus group participant

'I fell into it as well. I came out the RAF and … I had to find somewhere they would actually give me an opportunity. The NHS did that; they took me on as an assistant accountant.'

Finance focus group participant

'It's something I happened upon. I mean, I never knew the job existed per se. It's not something you go looking for, this kind of role. I think, any university role is very, kind of, you happen upon it. You know, you don't start out wanting a career unless you're going to be a lecturer, but, you know, in support services you, kind of, just happen upon it.'

Registry focus group participant

Some services and functions have been outsourced – the extent and range of outsourcing differs across HEIs. Outsourcing can impact on pay gaps and seem to be concentrated in services and functions at the bottom-end of the grading scale.

'Cleaning is outsourced, so we won't talk about that.'

HR respondent

'I know the catering outlets are outsourced … I'm aware our car parking has recently been outsourced.'

Equality and diversity respondent

Recruitment processes

The recruitment process, as described by one registry manager, was standardised and procedural and involved input from HR at most stages. Line managers were involved in decisions about where posts should be advertised, which provided scope for differentiated positive action strategies in recruitment.

Managers reported that recruitment was focused entirely on matching candidates to vacancies regardless of gender, race, disability or any other characteristic other than skills, experience or qualifications, and that the characteristics of staff reflected the profile of applicants.

'I think you should just get the best person for the job, I suppose that the staff that we have probably reflects the applicants that we get.'

Finance manager respondent

'[Race] is something we don't have an awareness of. We employ people for what they do. We do have some mixed race people who work for us, but I have to say myself and my manager, don't have that consciousness when appointing somebody.'

Registry manager respondent

The extent to which this was regarded as unbiased recruitment was unclear.

'I suppose I expect managers should just know that you can't discriminate but I don't know if that 100% safeguarded.'

Finance manager respondent

'The interview process you have to have two behavioural trained people. There's normally a panel of three, or two, if it's a lower grade I sometimes just do two … and then you have to score the candidate, and agree the score, and submit that back to HR.'

Registry manager respondent

'I suppose I'm aware of the equality policies in so far as it relates to conducting interviews fairly and recruiting fairly. We get a lot of support from the HR team in making sure that questions are set up fairly.'

Finance manager respondent

'They suddenly appear in your list to interview, and you're going why am I interviewing them? And you think, oh, because they've got a disability … suddenly having somebody on your list that you don't know has a disability, I find, frustrating, and it's not that I don't want to interview them, but I'd rather know.'

Registry manager respondent

There is reportedly little turnover within campus services and therefore few vacancies arise. When employment opportunities open up there appears to be a mix of formal procedures, including external advertising, and more informal internal processes.

Explanations for segregation

Recruiting staff from local labour markets was the main explanation provided for the relative overrepresentation of white, Scottish staff in professional services and support roles. There was an apparent complacency from some managers which was most often articulated as a reflection of society more generally. The ability to make changes tended to be viewed as outside of the control or influence of recruitment and selection processes.

'The door is open to everybody. It's people themselves that put restrictions on them.'

Finance focus group participant

'Basically they say the university is only mirroring society. So, it's not our fault.'

HR respondent

'I think HE is progressive in that way [workforce diversity], compared to a lot of other places.'

Finance focus group participant

Workers, managers and institutional respondents tend to attribute the rationale for gender segregated recruitment to personal preferences and stereotypical assumptions by women and men as to what were appropriate jobs for their gender.

'I think the males, especially in security, I think, because they are shift-working, it's not always ideal for female staff to be working in these environments, and I think it's because of the stereotype that the mother will be home with the children, they wouldn't go off and do night shifts. You know, we've got to … it's about a culture change as well, it's not just about the occupational segregation.'

Equality and diversity respondent

There were a series of presumptions and views expressed that men would not consider cleaning jobs as appropriate, particularly among white men from Scotland; or that women are reluctant to present themselves for security or janitorial roles.

'Now I don't think we've advertised cleaners for quite a wee while, but one or two positions we have filled, they have always been female … But also it's the same for the janitorial staff.'

Campus services manager respondent

'I have to say that when males do apply, usually their applications are abysmal. So even if you wanted to try and do a positive male selection onto it, it's difficult because it doesn't stack up.'

Registry focus group participant

'What's dramatically changed in the finance side of things is that it used to be that all the clerical jobs were done by women and all the accountants were guys. Now it's still the case that most of the clerical jobs are done by women, but so are half the accountants' jobs. I think that's what's really changed in this area over the time that I've been involved. So it's not the fact that people aren't now getting up, the odd thing about it is it's not attracting as many guys at the lower level'

Finance manager respondent

'I don't know why you don't seem to get a lot of male accounts clerks and things. But I don't really know why that is. I don't know whether it's just that if they do that sort of work, they tend to be more likely to do qualifications, and they move higher up the ladder. Or whether maybe the female staff are doing that job as well as bringing up a family.'

Finance manager respondent

'It just happens to be in finance that we've got all men at the more senior level. I think, with regard to part-time, full-time balance, it reflects … I tend to see it as reflecting how men and women set up their lives, set up their home life and their work life balance. I don't think they it would be driven by us, I don't think that we could drive a change in that difference. I think that would need to be at a governmental country level.'

Finance manager respondent

Finance managers also reported that applications for jobs were not ethnically diverse and therefore recruitment reflected that demographic.

'I mean we've got a fair split downstairs, we have equal men and women. It's basically, we need to be very aware of our customer service, so we need the right type of person and it doesn't matter, as far as I'm concerned, what nationality of, male, female, whatever – because again, being in this university, we're very diverse in here. We've got students from all over the world, so we have to be able to cope with that as well.'

Finance focus group participant

'I've sat on a few recruitment things and that and it's the people that are applying for the job. So, I don't know whether there's a message out there that if you're from an ethnic minority and all that you dinnae apply to the universities.'

Finance focus group participant

One particular problem that was highlighted, however, is that many posts are advertised internally to a sometimes already homogenous pool of potential applicants.

'Quite a number of job adverts seem to be internal as well, you're picking from the same pool. If you've got a pool of predominantly white middle-class women and you advertise internally, then inevitably it's going to happen like that.'

Registry focus group participant

Positive action measures to encourage underrepresented groups of either gender, as well as minority ethnic and disabled applicants, are not widely used within campus services, although some managers expressed their interest in changing the situation.

'We're actually screaming out for female security. It would be good, it would be really good.'

Campus services manager respondent

'I must admit I wouldn't mind a couple of cleaners as males, even if I'm just sexist and say heavy lifting and so forth, and I don't have that opportunity. I don't have it, because none have applied.'

Campus services manager respondent

One manager reported that they have made informal approaches to existing female cleaning staff they thought might be interested in security, encouraging them to apply for positions.

However, one seemingly unintended consequence of developments within security operations has been that certificates in CCTV and security management are increasingly part of the essential role criteria. This criterion seems to be reducing the diversity of potential and successful applicants.

'I think the criteria they were using is that we have to have SIA badges for either static garden or door supervision and public space CCTV. And I think that's what tends to limit people, if they've not got the badges.'

Campus services focus group participant

'I think probably the only thing they could do here would be to change their essential criteria with the SIA badges, but they'll not do that, simply because that's the way the senior management decided to go. They wanted all their security staff to hold a current SIA licence and I think that was the problem with some of the females, because there was female applicants … but there wasn't one of them held a current licence … I think by the time they went down through the, they had enough people to interview, and it turned out that all their interviewees were all male and white.'

Campus services focus group participant

Recommendations

= Ensure managers understand the practical application of positive action measures and the distinction between positive action and positive discrimination.

= Increase the use of positive action measures in internal and external recruitment and selection to attract applicants to the institution as well as to encourage existing staff to consider promotion and progression opportunities (for example advertising, making jobs more appealing, addressing over- and underrepresentation – such as recruiting men into clerical, customer facing, cleaning jobs and recruiting women into security jobs).

= Encourage continued and new experimentation in recruitment and selection processes that aim to increase staff diversity. For example changing job titles to try to address occupational stereotyping, highlighting opportunities for flexible working at the point of recruitment, highlighting institutional participation in range of positive action initiatives.

= Consider the impact of asking for specific qualifications, for example security qualifications that may reduce the pool of potential female applicants.

= Take account of the general trend in higher-level qualifications requirements (ie 'qualification inflation') when recruiting and the implications for staff, especially where there is under or overrepresentation in occupational groups (for example, existing HEI staff that have been in the sector for many years and do not hold a degree could be excluded from applying for promotion or even other similar posts).

= Encourage exchange of ideas and practice between effective measures to widening student participation in HEIs and increasing the diversity of the staff profile.

Terms and conditions

Looking at the broad terms and conditions within and across staff groups in more detail helps gain more insight into how these jobs are valued and whether there are any key differences in, for instance, male-dominated and female-dominated staff groups, and why.

Many of the same positive issues arose across the staff groups. These included a generally positive disposition to working in Scottish HEIs, and particularly acknowledgement and appreciation for the terms and conditions in relation to pay rates, holiday entitlement, sick pay, and pensions that distinguish these jobs in the sector from similar roles in other sectors.

'The terms and conditions are very good and the pension, again, for the older serving staff particularly, like me, who hadn't thought about pensions maybe until recently, it's definitely a perk.'
Registry focus group participant

'Comparative to security outwith the higher education sector, we're well paid.'
Campus services focus group participant

'The holidays are good.'
Campus services focus group participant

There is a consensus that Scottish HEIs are good places to work and offer a positive working environment.

Nice people, friendly people. We all get on quite well.
Finance focus group participant

'I think, especially downstairs, I think you feel supported by your colleagues.'
Finance focus group participant

'I mean I think education is actually is a really comfortable environment to work in. In terms of, largely job security, pension provision, I mean compared with a lot of private and commercial operations, it has a huge amount of advantages.'
Registry focus group participant

It should perhaps be stressed that while in general terms the conditions are favourable when compared to equivalent roles elsewhere, specific practices and concerns remain at institutional and sector level.

Holiday entitlement

Some finance staff in one HEI, and some Registry staff benefited from more holiday entitlement as they were under a different contract historically, or had brought employment contracts with them from other institutions after a merger.

For registry staff, there were some restrictions on when annual leave could be taken due to fluctuations in demand for the service. Such fluctuations impact upon the availability of term-time working.

'Part of the problem is we get the holidays but there are so many times of the year when we can't get holidays. Huge amounts of the year that we can't get holidays and our team it actually … it works out as half of the year that we can't get holidays.'
Registry focus group participant

'We cannot have holidays in August, September, because it's our busiest time of year for undergrad and enrolment. So anybody that comes in has to know that during August you can't have your holidays. So term-time working wouldn't really work and again, Easter.'
Registry manager respondent

Hours and contract types

Managers in the registry occupational group mentioned having staff who were employed on zero hours contracts, largely as invigilators. There was some discussion of the characteristics of these staff. They were described as retired people, mothers, or research students who were seen as 'suitable' for this type of sessional work.

'I also have a massive list of external invigilators we employ, and again they are on zero hours contracts. Mainly retired people, or some mothers who have got children – either pre-school children, or children – who don't want a job, but are happy to come in for six weeks in the year to do invigilation.'
Registry manager respondent

'We have seasonal staff as well. Our invigilators, we have 200 of them, and again they're recruited in open recruitment, advertised. There's no age limit in that, so they tend to be people who are post-retirement, regardless of where the retirement age is. But we also have, we're now introducing this opportunity to our post-graduate students, they can be invigilators as well, so we're trying to mix it up more.'

Registry manager respondent

There were a range of contracts and hours within the campus services group. Cleaners generally work shorter shifts on a daily basis of around four to six hours. These can often be split shifts, with staff working in different parts of the institution in the morning from in the late afternoon or evening. Cleaners are generally considered as part-time staff, working between 16 to 21 hours a week. However, some cleaners work full-time and have worked in the sector for many years. It was suggested in one of the focus groups that there has been a shift not to recruit full-time cleaning staff because part-time staff help with service flexibility.

'I mean the folk that's got full-time just now have got full-time, but there won't be any more I wouldn't think.'

Focus group participant

'They'd rather have more cleaners than just one cleaner.'

Focus group participant

Janitorial and security staff worked ten or 12 hour shifts on a changing rota – covering day shift, back shift and night shifts. Direct line managers were not always clear about the exact differences between wage rates and contractual arrangements. While management are aware of these differentials, they are minimised and appear to be accepted as a natural consequence of traditional division of roles. According to one service manager, this difference 'bugs the life out the girls' (Manager respondent), but it was not in their remit to address the issue.

Pay and rewards

Pay rates are higher than equivalent roles in other sectors for cleaners, porters, janitors and security staff. However, there were significant differences in pay and reward schemes between cleaning staff (entirely female in this case study) and janitorial and portering staff (almost all male in this case study). These differences arise largely from overtime payments as part of regular wages for male janitors, security and portering staff, in addition to the longer shifts of these staff

'The janitors get guaranteed overtime as a position, but not as a person, but guaranteed overtime and shift allowance. So they might be on Grade one, but if you took Grade one and there's probably a 50 per cent enhancement by the time you add on shift allowance, out-of-hours working, Christmas working, public holiday working, and all of that.'

Manager respondent

There was some positive evidence that recent changes to pay and reward structures have benefited campus services staff. Within the last five years all these workers have been included in the general contractual provisions. This means that all staff have been brought within the pay and grading structure and now receive annual increments.

Some focus group participants were aware that their job role has a grade and their pay is covered by a nationally agreed single pay spine, and that there are a number of pay increments within their grade. It was somewhat surprising, however, that several participants in one of the cleaning focus groups did not know this information and the supervisors in the focus group then went on to explain the difference between grades and increments within grades.

Refreshment breaks were discussed in one Registry focus group and were reported to be largely adequate and can sometimes be, as with flexible working, dependent on first line managers. Staff also reported working during their lunch hour over busy periods.

Recommendations

= Continue to ensure that all staff employed by the HEI enjoy the same terms and conditions.

= Continue to include all staff within pay and reward structures, such as annual increments.

= Ensure that all staff are aware of their pay grade and that pay systems are transparent, including information on progression through pay grades and occupational groups.

= Review whether any restrictions on when staff can take annual leave impacts on staff due to their protected characteristics (eg staff wishing to take leave during a religious holiday or school holidays to cover childcare).

= Consider whether zero hours contracts are more commonly used for staff with particular protected characteristics (e.g. retired people, mothers, or research students for sessional work) and any implications for equality.

Reasonable adjustments and flexible working

A lack of flexible working opportunities is one of the underlying barriers to the ability for staff with caring or other requirements to overcome occupational segregation. Therefore finding out more about the nature and extent of flexible working opportunities is important, as is how flexible working is advertised and negotiated within and across the staff groups.

The Equality Act 2010 stipulates an employer must make reasonable adjustments to make sure disabled workers are not seriously disadvantaged when doing their jobs. However, adjustments that may be made for disabled staff, could benefit other workers.

Reasonable adjustments

HEIs are clearly taking steps to ensure that they make and accommodate request for a broad range of reasonable workplace adjustments related to protected characteristics of staff.

'We've got prayer rooms and religious, you know, we make all the normal adjustments. We've not had any issues with people wanting adjustments that we weren't prepared to agree to … Disability; there's been lots of different adjustments that we've made for that.'
HR respondent

Two key issues related to reasonable adjustments that emerged were that managers are not always aware of awareness of legislative requirements and problems funding adjustments.

One HEI noted that they addressed the problem of funding adjustment by establishing a central fund.

'There were massive fights about who would pay for these things … And it got to the point about a year a half ago we simply said, "right, forget this, we're going to set up a central fund". So now the central fund pays for adjustments.'
Equality and diversity respondent

There was explicit recognition that reasonable adjustments were routinely made for disabled staff across occupational areas in the HEIs, from both staff and managers. Examples given included equipment, time for medical appointments and phased returns to work.

'Throughout the university and that we see the equipment that's required, like desks that get wound up so that the person can actually stand at their desk, because sitting too long can be painful, so they get special desks.'

Finance focus group participant

'There was one person who … had vision impairment and I was aware of different screens being put in place to make the text bigger or more visible. I've seen lamps at people's desks when they need extra lighting.'

Finance focus group participant

'We manage disability I think quite well. We have to make adjustments and we know that, and we do that in a very positive way, working with the person … At the minute we don't have anybody with a physical disability. It tends more to be some form of mental disability, but that's just how things have happened. It's not as if we have been presented with somebody at recruitment stage with a physical disability.'

Registry manager respondent

'We don't have anybody with a disability that's declared, at the moment, but if they did have a disability, or, you know, I've got one girl who doesn't keep well, and might have hospital appointments a lot, and she gets times of to go to that.'

Registry manager respondent

In campus services there appears to be a generally supportive attitude to managing illness and return to work following illness or bereavement, with managers locally invoking formal procedures and informal practices to support staff members. Cleaning and security staff in particular also highlighted the reliance on the goodwill of colleagues, including when other staff members are returning from or coping with ill health. One of the cleaning focus groups highlighted that staff had often 'carried' colleagues who were not necessarily physically fit for the work. As one focus group participant said, 'instead of getting them into bother and that, you just done it'. However, the focus group participants noted that cleaners are increasingly working on their own rather than in pairs and have a more demanding workload now, and therefore carrying people is not possible anymore.

Flexible working

Availability

A range of potential flexible working options are clearly available to HEI staff. Uptake is reportedly extensive and, as a result, sometimes difficult to manage:

'We've publicised all sorts of possibilities from job share to differentiated starting times, compressed hours, four days out of five.'
HR respondent

'Anybody, anywhere can apply for flexible working and it'll be considered, there's no barriers to that at all … And we do have a huge number of people who work flexibly and part-time.'
HR respondent

'We have got huge amounts of people working part-time contracts of one sort of another … In fact there are some departments there's a curse of flexible working, because there's almost nobody in some departments on a full-time, non-fractional contract'.
HR respondent

Staff were made aware of their rights to request flexible working through HR, and HR websites were cited as a key source of information. Informal information sharing was also reported in one of the HEIs, underpinned by the fact that staff were on one site.

'I think because we're in one place, there's an awful lot of informal knowledge exchanged. I also think my managers are very good in terms of if you've maybe parents who are ill, because caring can be both. There would be a higher awareness of needing some form of adjustments so the person would probably be offered it, and we have very positive family policies, family leave … there is a pro-activeness there where we know a member of staff has an issue and needs a bit of help.'
Registry manager respondent

Some respondents reported that individual managers were pro-active in promoting staff access to family leave should they need time off for caring responsibilities. There was evidence that many managers are accommodating and receiving requests for flexible working, albeit within the clear constraints of the need to meet the service requirements.

'Since I've been here, they're actually quite good … It's basically if you can make a case to change people's hours and it's not of a detriment to the service, then that's fine … I've had one lady in particular who is a single mother, wanted to work more like a day job rather than come in at night … and we managed to give her nine o'clock to four o'clock. Brilliant, absolutely, and it suits her down to the ground. There's another, the hourly bus timetable, you couldn't make it up, they changed the hour of the bus timetable so two of my staff couldn't get in at half past six, so we thought about it, we said, well, what about seven o'clock, stay half an hour later.'

Campus services manager respondent

Perception

Requests for flexible working were not always viewed positively because of the reported operational problems associated with professional services and support work.

'The cleaning is part-time work. It may suit them to work part-time, but in this day and age we're getting more requests to be more flexible in those hours, but … We've got to have some continuity for service as a manager.'

Campus services manager respondent

Term-time working in particular sometimes led to resentment.

'Term-time working, yes we do do it. But we don't have terms as such and it doesn't really work. So the reasons we don't like it are actually to do with operational difficulties of actually monitoring it and holidays and that sort of thing. We don't like it … but we don't discourage it … we just think, "oh damn that's a term-timer".'

HR respondent

Staff perceptions about the value of home working were mixed; for some it was productivity enhancing, given the time that would otherwise be wasted during a long commute, but others felt they would be too distracted at home to be as productive as they would be in the office.

'I do flexible working. That's easier because we're not customer facing, to actually swap hours out like that. But if you've got to provide a desk service to customers between nine and five, then it's a bit more difficult to actually have flexible working.'

Finance focus group participant

'Well, I've been lucky. When the option came up over flexibility …
I had no problem and discussed it with my line manager and the
HR. And I had no difficulty and I'm on flexi – well when I say flexi
hours, yes, I do condensed hours.'

Finance focus group participant

'I only tend to do it if I've got an intense piece of work that needs
doing and I've got no meetings scheduled.'

Finance focus group participant

One manager reported that that they were surprised to find their
positive view of home working was not shared by their staff, and
that they had since changed their views on it somewhat.

'When I started I was more positive about it [working from home]
because I'd come from that environment but now that I've been
here coming up for two years and I'm used to there being suspicion
about home working I've tempered my views on it and, I suppose,
adapted to an extent to the culture here.'

Finance manager respondent

It was suggested by registry focus groups that too much part-
time working can put pressure on full-time staff left to answer
student enquiries. One manager described the challenges of
offering flexible working when telephone enquiries were
incoming throughout the standard working day. Another
manager cited the difficulties of offering term-time working
because holidays were effectively barred during some of the
school holidays due to seasonal demand for registries services.
Overall, there was a general sentiment from some managers was
that flexible working patterns can create operational challenges.

'I'm not saying that it makes it easy for people who are left in the
workplace working full-time because we have quite a lot of people
that are flexible, which is fine, I have no problem with that. But it
means that at times, the office is left lacking in staff because of that.'

Registry focus group participant

'There's no official flexitime in the university … we have the added
complication, you could say, because we're enquiries we have to
make sure we've got cover for the phone, and because we're split
into two teams I try and work out the covering lunches, cover
bother ends of the day that I've got enough cover. So we kind

of work an official flexible working, which sometimes works, and sometimes doesn't, depend if you've got early risers, and late risers, which can be a challenge. Phones have to be answered between nine and five.'

<div align="right">Registry manager respondent</div>

Role

In finance and registry staff groups flexible working is less available to those working in customer-facing roles.

For the finance group, the 'upstairs' non-customer facing roles dominated by men could be more flexible to accommodate non-traditional work patterns such as compressed hours, part-time work or home working, although this was the exception. The 'downstairs' customer facing roles dominated by women were less flexible as there always had to be a certain complement of staff available for customer interaction throughout the day.

Similarly, this group of staff were unable to take confidential data off campus so could not undertake all aspects of their job at home. Within one HEI, there was little scope for those in charge of staff to work flexibly in finance, although it was available in other professional services and support functions in the HEI.

'Obviously it must be more difficult between certain jobs and other jobs. I work in a post where I have really, I have no staff who report to me and I have very few public, so to speak, I'm not manning a counter or anything like that and so it's relatively easy to work [flexibly].'

<div align="right">Finance focus group participant</div>

'I know some areas, staff have two days a week working from home, but if you're man-managing staff I don't see how you could actually man manage those staff from home.'

<div align="right">Finance focus group participant</div>

In one HEI staff in managerial positions were categorically unable to work flexibly. However, in some cases there was more scope for working flexibly, such as from home, for staff higher up the hierarchy.

'It depends on the type of area they work in, whether there's flexibility. If they work in a small unit within the registry, it might be harder, but I don't recall anybody being refused an adjustment [to working hours].'
Registry manager respondent

'Flexibility though is easier to get the higher up you are grade wise, more down … it's not so flexible and it can be dependent on your line manager as well.'
Registry focus group participant

Line managers

Arrangements are variable across HEIs but for most institutions, flexible working is publicised at an institution-wide level and negotiated at the first line manager level.

'Whether or not the requests are agreed comes down to individual line managers.'
Equality and diversity respondent

Access to flexible working arrangements were said to be at the discretion of the line manager and dependent on their individual attitudes.

'Generally, you liaise with your line manager and see if he's happy or she's happy with you working from home for a day.'
Finance focus group participant

Arrangements therefore tend to be localised and it is only where agreement cannot be reached that HR departments will get involved. In one registry focus group it was reported that there was a more formalised approach administered through HR, but line managers were still key in facilitating changes to contracts or changes in hours.

'We have a policy that we work to. But yes, the individual has to come to me and agree it and then we process it through HR to get it implemented.'
Finance manager respondent

Relying on localised arrangements through first line managers is not always ideal, and there was evidence that HEIs may be tightening up arrangements in light of forthcoming legislative changes in the right to request flexible working:

'We don't have a central process. There are pockets across the university where it's working core hours or flexible working, but there's no standard. But because of the flexible working legislation changing this April, it's certainly something we're looking at. But we're not adverse to it, we just wonder how big it will be to implement … it's all about reasonableness, isn't it … we don't know until we actually get the requests in. But most of them, as I say, it's just a local arrangement, so we will be firming up on that.'

Equality and diversity respondent

'If you're trying to get something for yourself with regards to childcare or flexible time it's not forthcoming. And then you check with HR, HR is very much more helpful. Well it's quite kind of, it is down to the line manager in the end.'

Registry focus group participant

'I certainly have some, again anecdotal evidence, in some other areas of institution where some of the staff who manage the staff below them are less keen to be flexible.'

Registry focus group participant

Some campus service managers did not seem to be sufficiently informed about procedures for requesting flexible working or indeed what is meant by the term.

'There are flexible arrangements that can be made. I think you need to make an application through HR. I know that there is availability there to apply for these things, but, like I say, I'm Monday to Friday, and set hours.'

Campus services manager respondent

'We've had it [requests for flexible working] on numerous occasions, people have not got any holidays left and I've let them take holidays for that. Because the good thing is we're left to look after our own leave … Also the other guys in the group will swap their rest days with each other. If it's their four rest days coming up and they're needing leave and they've not got any, well, you take my rest days and I'll do your next ones, kind of thing, and it always works perfectly.'

Campus services manager respondent

It is perhaps for these reasons that changes to work patterns are typically on the margins, and changing from full-time to part-time generally not positively supported. Only one manager commented that they manage the service on the basis of hours worked rather than numbers of staff members on the team, thereby potentially opening up job roles to higher numbers of staff.

Gendered aspects

Flexible working is invariably associated with allowing staff members to balance competing pressures of paid work and family/domestic responsibilities and therefore was seen as being the preserve of female staff.

'None of the men are working part-time, all the part-time workers are women.'

Finance manager respondent

This stereotypical view of flexible working was evident, as was the recurring use of inappropriate language here and throughout the fieldwork generally.

'I've got a couple of girls that work for me, that sounds really bad actually, colleagues, and mums drop off at school, etc. And they have flexible working hours, which I support. But yes, I've got part-time members of staff, staff that work flexible hours. And sometimes it does become more difficult when some of the roles are part-time and the business need is really for a full-time person.'

Registry manager respondent

'The girls, people, who have spoken to me, they would ask for a meeting first of all. And then there's paperwork they would devise in draft, and then obviously it would be approved and then goes through HR.'

Registry manager respondent

However, one manager was keen to emphasise that flexible working should not be seen as something that is the preserve of women with childcare responsibilities. At the same time, it was acknowledged that flexible working arrangements are typically made through first line managers – and not all regard flexible working positively.

'It's available to all members of staff, not just those who are parents and some, I've got a member of staff who got care for an elderly relative, so there's compressed hours there. But, it all has to be approved by a line manager, and perhaps some line managers are less open to a degree.'

Registry manager respondent

Recommendations

Reasonable adjustments

= Promote awareness and ensure availability of reasonable adjustments to all staff.

= Ensure effective understanding that reasonable adjustments extend beyond physical access to include furniture, fixtures and fittings, and working patterns.

= Provide reasonable adjustments training, resources and information for managers, including legal requirements and how HEI fund adjustments.

Flexible working

= Expand the range of options to work flexibly that are available to all staff. For example examining potential to change delivery of student-facing services to combine flexible working options and innovations in technology; increased use of job-sharing within job roles; term-time working; compressed hours; and homeworking as part of established practices.

= Ensure appropriate and consistent contact, support and information flow for staff working flexibly, including on career breaks. This should be maintained across all departments.

= Ensure consistency in how flexible working policies are applied in practice across the organisation.

= Review effectiveness where first line managers are the main 'gatekeeper'.

= Address gendered perceptions of flexible working.

= Promote positive organisational and individual benefits of flexible working.

Personal and career development

Effective personal and career development is an important mechanism for tackling vertical occupational segregation in particular. While stereotypical job choices may go some way to explain the restricted external talent pool, how Scottish HEIs develop their existing talent pool is a key area for investigation.

Career progression

A recurring theme in many professional services and support occupations is the sometimes absent, restricted or unmapped career paths.

'There is no obvious career trajectory sometimes, in some of these roles … I know there's a lot of talk about in academic roles, but not so much in support roles, so we're, kind of, lagging behind for support roles for that'.

Equality and diversity respondent

'Within our support staff, our hierarchies do not give themselves to succession planning or many promotional opportunities. There is a general stasis in that area'.

HR respondent

Career progression paths are also shaped by the size of functional areas. Larger functional areas lend themselves better to career progression than smaller functional areas.

'Most departments have recognised senior jobs, assistant director jobs, team leader jobs. So student services, for example, there's … you could plot a career through that quite easily, as you could in finance or HR. Not so much in some of the smaller units.'

Equality and diversity respondent

'There isn't much [room for progression] because we are a small team … we're pretty static at the moment. Obviously we're all new roles where we should be discovering new things within our office on the operational side, but because we're all sort of been here for a fair length of time on the management accounting side and, that, there isn't much leeway to step up at the moment.'

Finance focus group participant

'There isn't actually much room for progression.'

Finance focus group participant

'It's very much driven, unlike say the private sector, it's very much driven by vacant posts. They won't find you a post to put you in if you were doing very well or anything like that.'

Finance focus group participant

There was, however, some evidence of opportunities for 'sideways' progression into other occupational areas. Horizontal movements were viewed as a key mechanism for skill development and career progression.

'There are opportunities which come up in the uni, but it depends if you want to diversify in that way or if you want to stick with your numbers.'

Finance focus group participant

'There have been job opportunities to go in difference directions, but like I say, if you want to stay within your, within finance, that it's quite limited.'

Finance focus group participant

'The downside of the current role is that once you've reached the top point of the salary scale, you're stuck there, unless an opportunity came up elsewhere. In those instances you might have to move, albeit you would rather stay where you were, but because there is no development.'

Finance focus group participant

'Sideways moves, upwards moves. If someone's coming into university administration as a career, they do need to move about all strands of the university. You can't really progress in one unit. It's not healthy for you because it limits your skill set and your knowledge.'

Registry manager respondent

In one of the HEIs, there was potential for re-grading of individual posts and contribution awards based on individual performance. Theoretically, individual staff can be re-graded at any point in the year based on arguing the case that their job has changed significantly over a period of time. Staff also have the opportunity to make the case to their line manager that their individual contribution, perhaps with respect to a one-off project, was deserving of a discretionary award. There was a degree of cynicism about this process, or the potential of this process, to enhance individual progression.

'If you're going to go up and say I've done this, I've done really well, because we work in teams, immediately the person asking for the one-off award or asking for the [shopping] voucher is indirectly saying the rest of the team are lazy, because I've done more than them. Also, you know you're dropping a lot of paperwork on your line manager, because you're going to have to make your case that you deserve that. We've seen them on the website for ages but it's not really doable.'

Registry focus group participant

Turnover within the campus services staff groups tends to be low and so opportunities for promotion are limited. In addition to this general feature, the opportunities available to cleaning and security staff in campus services roles are different. Within security roles in particular there appears to be more opportunity, support and encouragement for improving skills and qualification levels. There was, however, evidence of some progression up the organisational hierarchy within campus service, with men moving from basic grade portering job roles into security management positions and women into cleaning supervisor roles.

Unlike the annual promotion round system for academic staff, which is based on the incumbent, professional services and support staff tend to be reliant on variant re-grading systems based on the needs of the job, not the work of the incumbent. These different systems reportedly reflect differences in the nature of these roles but, nevertheless, can cause frustration.

'This whole idea of career progression and development within support, I think we've never really cracked getting any kind of formal process around it that anybody can agree upon or feels is fair and equitable kind of thing. So there does continue to exist in various pockets, frustration, about the contracts between that and academic promotions processes, regardless of how much people do or don't understand the difference in those jobs and why one is one way and one is the other kind of thing.'

HR respondent

Progression is dependent upon vacancies arising through staff turnover, rather than the creation of new posts or expansion of the department, as might be the case for academic posts. As one focus group participant stated, 'I don't think there's any clear lines of progression'.

Overall, registry staff and managers felt that opportunities for staff to progress up the organisational hierarchy were not always readily available and that promotion 'pathways' were ill-defined. There were also reported instances of people being 'earmarked' for posts that were openly advertised while they were already doing the job on a temporary basis.

'So that can be frustrating, because if nothing comes up for a while, or if things come up and somebody is earmarked for it and that kind of thing as well, you just feel frustrated.'

Registry focus group participant

'I have to say I enjoy my job, but there's a lack of progression, there really is.'

Registry focus group participant

'For clerical staff the post is as advertised and that's what's there and it's up to the individual to put themselves forward or to apply for another position elsewhere. In terms of being promoted within posts, that's not … really the case nowadays.'

Registry focus group participant

Staff were able to progress through increments in their current grade but the opportunity to progress to a different grade was either through advertised posts, which were limited, and had consequences for staff turnover as people tended to leave.

'When your job goes through HERA [Higher Education Role Evaluation Framework], that's your job. And there'll be increments in your job for as long as you're in that role, and the only way to get out of that role is to apply for another role ... People in my area tend to actually leave rather than want to go and work elsewhere in the university.'

Registry manager respondent

'There are opportunities within the university, limited opportunities with a unit like ours, because you would be dependent on somebody either moving on or retiring, and we tend to have very stable staff. But we do encourage young ones to look outwards within the institution.'

Registry manager respondent

It appears that the combination of small numbers of staff and limited opportunities constrain potential for promotion. Attitudes to the job also have a limiting effect with both basic grade cleaners and security/janitors expressing little interest in career progression. This was particularly pronounced among the cleaners – many of whom also have other jobs elsewhere, including paid cleaning jobs that they work into their daily routine, in addition to unpaid caring roles for family members which are juggled with split shift and other jobs.

Re-grading for basic grade cleaners and janitors is further limited by the pay grading system. In one institution, cleaners have only recently come on to the grade structure, so their inclusion at Grade one was a positive development. Thereafter, they remain on the same grade and once the scale limit is reached, their salary rises through annual increment rather than re-grading.

Professional development

Finance focus group participants reported a range of different skills associated with their finance roles including logic, good memory, ability to summarise complex information for non-specialists (generally managers). One participant also reported basic skills such as the ability to read, write and use a computer were the main skills needed to do the job. Formal qualifications cited were Association of Chartered Accountants (ACCA) and Association of Accountant Technicians and some staff reported holding Higher National Certificates (HNC) and Diplomas (HND) in relevant subject areas.

'I think being good with numbers and thinking logically and things, we'll have to make sure you explain things to the non-financial people in a way that can understand. It's very important in the role.'
Finance focus group participant

'The qualifications as the minimum on the application they were looking for was a HNC in office side, but you had to have some financial background.'
Finance focus group participant

'We've got to be good on the old people skills and listening and understanding.'
Finance focus group participant

In several focus groups, it was felt , should the employer require staff to undertake formal qualifications, that the flexibility needed to undertake formal study would be granted. This feeling was slightly stronger in one institution, where personal development seemed to be encouraged. It was reported that there were some members of staff currently studying in their own time and were supported to do that by being allowed to leave (slightly) early. In another HEI, there was no provision for staff to study towards career development goals within work time but that management flexibility could be relied upon during assessment periods.

'No, we don't offer time to do the training. I would be flexible when it's coming to exam time. And if there's projects to do or presentations to do we would help out with that but we don't provide study release.'

Finance manager respondent

'It [study] would have to be in my own time, because there's that much that needs to be done within the job that I wouldn't be able to cram it in to any less time. So I don't feel that there's time in there to take an afternoon out a week to go do study.'

Finance focus group participant

Professional development for registry staff is formally managed through annual development reviews.

Professional development opportunities for campus services staff are largely contained within their occupational areas. Regular training appears limited to immediate occupational roles, with informal updates being the most usual method for cleaners to be given updates on new products or equipment, with some formal but uncertified training on manual handling or health and safety featuring.

For staff working in security and janitorial roles a range of more formal and increasingly certificated training on manual handling, health and safety, fire marshalling, alarm systems and CCTV were more standard training provision. Training on IT systems is, however, limited and not available at previously funded levels.

There was evidence of some widening out of training and development opportunities as staff are increasingly provided with access to institutional IT systems, including access to personal

emails, on-line training programmes and institution-wide information. For the cleaning staff in the participating institutions, this was either a very recent or still pending development.

'I said to the supervisors there's no problem, what we can do is maybe once a month or once whatever, we can get a classroom with the computers in it, and we can just go through it for maybe half an hour, you know, this is what the university's doing, this is a bulletin, this is this, this is that, this is what the Principal's been saying recently. But again it's about being inclusive, and it's how inclusive a group of staff like that want to be.'

Campus services manager respondent

Segregation within campus services between women and men is further pronounced in their access to and uptake of personal development and training opportunities. Security and janitorial staff had higher levels of access to IT overall, and particularly those security staff whose job role was of a higher grade and incorporated a wider range of skills and duties. Access to IT systems has significance for equality of treatment and opportunity, as personal development systems and training updates are increasingly IT-based. In addition to parity of treatment of lower graded staff within institutional settings, access to all institutional facilities relates to their treatment as equal and active members of the institutional and wider community.

'It's something, and again I'll be absolutely frank with you, I've been reluctant to go for. And while I understand and fully support the idea of the cleaning staff having access to PCs, and I do, because there's a lot of information and a lot of stuff that has to be done online, and the university's getting more and more that way focused. Here there's even online training that has to be done. My reservation on it was, and still it, the length of hours that the staff work, the fact that they have no access to their own PC, the fact that if they wanted to access a PC they'd have to access a communal PC possibly in the library, or in a computer room. And I know from past experience that if I had a group of cleaning staff that worked from half past six to nine o'clock and at half past eight they decided to go in and do perfectly legitimate university stuff on that computer, I would have phone calls saying, do you know your cleaner's in the library using the computer?'

Campus services manager respondent

Personal development process

Similarly, there was a requirement for staff to undertake personal development planning – although this was largely dependent upon the individual line managers, and staff had largely positive opinions on their usefulness as a staff development tool.

All participating HEIs operate some form of an annual personal development and planning process which is extended to all staff. HEIs have either started, or are planning to, collect and analyse data relating to these reviews. HEIs are also collecting and analysing promotion and re-grading data.

Personal development opportunities were felt to be partly dependent on line management in some areas, in a similar way to flexible working arrangements. This applied to in-house training opportunities or external study such as part-time degrees which were supported in terms of fees and, in one case, through time off to study.

'I think it depends on your line manager again. When I was in my previous post I asked to go on training courses to let me progress, but I was told no, you can only go on training courses that are for your grade.'

Registry focus group participant

'Because even in the department I was in, I was allowed, but then there were other members of staff who weren't, because they had different line managers.'

Registry focus group participant

'I am at the moment studying like a part-time degree through the university and that been something that had been supported and funded as well through the university.'

Registry focus group participant

Respondents felt that personal development opportunities were more likely to be supported by line managers where a clear business case could be articulated, or the training was directly related to the job. Personal development therefore was more likely to occur where it fitted with business needs and aspirations.

There was some evidence of a squeeze on funding for development. One manager noted that there wasn't much 'out there' for personal development generally but did not consider

this or financial constraints as necessarily a problem because many staff were uninterested in personal development.

'The problem that I have is that there's not much out there for personal development, and also not all staff wants personal development. I've got a lot of staff that have been here quite some time, they don't want personal development, they just want to get on with their job … One of the things is financial constraints. It's like how do you get personal development without spending money?'

Registry manager respondent

Staff and managers alike were unconvinced of the benefits of the annual review process, albeit from different viewpoints. One focus group participant, for instance, thought that the process was 'pointless' in terms of their own development while a manager felt that, due to the inconsistencies of approach across different functions, those line managers engaging in pro-active annual reviews with staff were effectively training staff for other units.

'Yes, whatever they change the name and call them and do various things each year. What do I think about it? Honestly? Absolute waste of time … It's not used for anything that I can see. It used to be way back that you would end up going on quite a lot of courses. It kind of doesn't happen like that anymore.'

Registry focus group participant

'For my area, we've got quite a lot of staff. I feel like crying, I feel like I train them up for the rest of the university. Quite a lot of them, I get in quite a lot of graduates will come into a job which is not necessarily a graduate post, but they come in, they get trained up and that, so they will maybe come in at a Grade two or Grade three, you train them up and then immediately they take a jump.'

Registry manager respondent

While formal personal development processes appear to be in place across the HEIs in this study. Implementation and levels of responsiveness to them vary. For campus services staff, formal schemes are in place intended to support personal development and development in the job role.

'So even estates and buildings and cleaners, cleaners have a version of annual review, slightly more tailored because of the nature of that role, but it still takes place.'

HR respondent

However, staff and management questioned the appropriateness of personal development procedures designed to support promotion and development for staff in security, janitorial, and cleaning roles. Career progression pathways are perceived as limited.

'It's a personal development plan as well. Because it's kind of in it, but it keeps going on about, how did you do last year? And how much work have you managed to do on your objectives that you set yourself? But most of our security staff, we're not setting ourselves objectives. That's why I'm saying it's mainly for academic staff.'

Campus services focus group participant

Some staff and management felt that, particularly for cleaners, the formal process was generally reduced to an opportunity to update managers on such basics as cleaning supplies, uniform and equipment, rather than a structured process to support career and personal development.

'You've got a group of staff who are not that well-paid, they may well have two or three jobs, many of them are quite happy doing what they're doing. You might get the odd one or two that want promotion, but it's not a career job, and that's what makes it difficult to give them anything, if you know what I mean. For cleaning, you want your Hoover, well, you want your equipment, you want your training, and you want to know what's expected of you, and that's pretty much it … it's, "I love working here", "I could do with a better Hoover", "I've put on a bit of weight, my tunic's too tight", you know, it's basic.'

Campus services manager respondent

Underlying positive attempts to support personal development is an additional strand of concern regarding perceptions of self-worth and the value of the job role, particularly again for cleaning staff. These concerns manifested in several ways, including the absence of dedicated space for cleaners to rest, store their belongings while working and to access IT. In the absence of dedicated space for cleaners, unlike security and

janitorial staff who do have access to computers in a dedicated space, cleaners would be limited to accessing computers in IT labs alongside students or in their working hours when students would not be present. These issues in turn raised conflicts with the pressures to complete their workload. Concerns raised about the legitimacy of cleaners using IT facilities in this way suggests also a perception that cleaners may not be regarded as having the same entitlements as other staff within HEIs.

Perceptions of worth were evident in references by the cleaners themselves and in comments from managers about being 'just a cleaner' and having a 'cage to sit in'. The domestic services cupboard was for most cleaners the only space where they are able to have a rest.

'I just go and sit in my cupboard for rest or refreshment breaks.'
Campus services focus group participant

From the interview and focus group evidence it is clear that other members of staff would not be required to take a refreshment break in a cupboard.

Recommendations

= Focus on developing and mapping career pathways for professional services and support staff.

= Ensure that all staff are aware of information on progression through pay grades and occupational groups.

= Maximise review processes to promote planned personal development and career path discussions for all staff.

= Ensure institutions achieve consistency in the practice of review processes, including clear direction and support to line management to promote career and role development opportunities.

= Enhance line management practice by improving understanding and application of positive action, knowledge on equality law and practice, and build managers' confidence and competence in achieving equality objectives.

= Ensure line managers across all staff groups make fair and transparent decisions on career and role development opportunities, including funding for training and career development.

= Ensure development opportunities are maximised for positive action potential. For example seconding male staff into underrepresented areas, giving first line managers specific equality and diversity assignments.

= Where function areas are small, or if there is little opportunity for upward progression within an occupational area, provide opportunities in other areas.

= Monitor promotions, bonuses and incentive payments in relation to protected characteristics.

= Ensure all staff have access to computer and email access, spaces for breaks/lunchtime, access to library, sport, and recreational facilities.

Conclusions

Gender

Men are underrepresented within Scottish HEIs. However, they are overrepresented in the academic professional staff group and significantly underrepresented the professional services and support staff group.

Patterns of horizontal and vertical occupational segregation go some way to explain the relatively high gender pay gaps in Scottish HEIs when compared to the rest of the Scottish economy. Men tend to be clustered in higher-paying academic jobs and women tend to be clustered in middle- and lower-paying professional services and support jobs. There is further segregation within the professional services and support staff group, most notably within services security and janitorial jobs. Even within sub-staff groups, such as finance, further gender segregation is evident.

Disability

Based on the proportion of staff who have declared a disability, disabled staff seem to be underrepresented within Scottish HEIs. However, the disability disclosure rate is significantly lower than the overall proportion of staff whose disability status is unknown.

There are no obvious patterns of occupational segregation but mean and median pay favour staff who have not declared a disability. Interestingly, the disability disclosure rate is highest in the student welfare workers, careers advisors, vocational training instructors, personnel and planning officers staff group, where mean and median pay gaps favour staff who have declared a disability.

Ethnicity

Minority ethnic staff are overrepresented within Scottish HEIs and significantly overrepresented in the academic professional staff group. The high proportion of non-UK minority ethnic staff can be partly explained by relatively high levels of academic geographical mobility. However, despite the fact that minority ethnic staff tend to be clustered in higher-paying academic jobs, in all but one instance vertical mean and median pay gaps favour staff from other ethnic backgrounds. What is more, the ethnicity pay gap is highest in academic jobs. This may go some way to explain why the overall median pay gap is in favour of staff from other ethnic backgrounds. It is important to note that the staff group with the second highest proportion of minority staff

is cleaners, catering assistants, security officers, porters and maintenance workers. The two HEIs involved in the campus services case study did not reflect this data, but this may be a reflection of the relatively small case study sample.

Data collection and analysis

Due to inconsistencies in data collection and analysis, reporting and management information is often not good enough for effective employment monitoring, pay reviews, and planning positive action.

Data collection and analysis represent clear challenges for HEIs in terms both of the volume of activity and the extent to which that is properly resourced with appropriately skilled and dedicated staff. Understanding of calculating pay gaps is not universal and cannot be assumed.

There is still a lack of consistent understanding of what is meant by the terms 'race' and 'disability'. Non-disclosure rates for disability, nationality and ethnicity remain high – in many instances higher than actual disclosure rates – and thus obscure meaningful analysis and action. However, some institutions have employed a range of effective mechanisms to increase disclosure rates, and with some success. Actions to improve reporting on race and disability require immediate attention.

Changes in practice

There was not a great deal of evidence of positive action or other measures to target occupational segregation, albeit these tended not to be sustained, or dismissed as unsuccessful. However, there were individual examples of clear leadership and management effecting positive changes, for instance in redressing gender imbalance and isolated flexible working arrangements.

There was also evidence of commitment to positive action initiatives focused on either gender or disability. However, there was no evidence of positive action initiatives focused on race. The overrepresentation of minority ethnic staff within the sector appears to be symptomatic of developments in the global academic labour market.

There is little evidence of positive action or other measures to target occupational segregation, despite statements reinforcing that occupational segregation is one of the key causes of pay gaps. This undermines pockets of good equalities practice elsewhere in individual HEIs and is at odds with statements in a few of the HEI equality outcomes reports and equal pay statements. Occupational segregation was often regarded as something beyond the control of HEIs, merely reflecting what is happening in society more generally. There also seems to be some confusion between positive action and positive discrimination, which may hinder programmes and initiatives which seek to counter-balance the underrepresentation of a particular groups.

There are variable levels of management and institutional engagement in advancing equality. While some key HR and equalities policies are in place, localised and individually negotiated arrangements appear to be the dominant approach to flexible working and career development rather than consistent, systematic institutional approaches. First-line managers are therefore important equality gatekeepers and culture-setting agents.

Flexible working seems to be associated with care and gender rather than more universal access to flexibility. Flexibility tends also to be viewed narrowly in terms of staff flexibility with little consideration of the potential for changes in the organisation of work. As a result, staff in customer-facing roles have to negotiate flexible working within the context of, often long-established, service delivery modes.

Annual development review processes were viewed with some cynicism. Additionally, increasing budget constraints seem to be restricting opportunities to fund training and career development needs identified in these reviews. Engagement with these reviews varies and in some cases could best be described as paying 'lip service' to the process. In contrast to academic staff, career progression pathways for professional services and support staff are often limited. However, there was evidence that some institutions encourage other career development opportunities, (for example secondments, special assignments) and support horizontal career moves within the institution with a view to staff moving up from there.

Awareness Individual institutions deliver some form of equality and diversity training as a minimum input to raise awareness on equality and diversity, typically delivered online. Some HEIs also deliver 'unconscious bias' training, bespoke training for senior managers and interviewing training. Practitioner networks have been effective vehicles for supporting equality and diversity practitioners, sharing good practice and learning.

Attitudes towards specific occupational groupings also appear to reinforce gendered and other stereotypes in relation to perceived suitability for and interest in job roles. There was widespread evidence that staff, at all levels, continue to use language that reinforces occupational stereotypes. There was also evidence across all staff group case studies that stereotypes extend to notions of organisational hierarchy and equality, as the 'upstairs/downstairs' metaphor used by finance staff and the 'cleaners' cupboard' illustrated. Campus services staff in particular seem to be subject to this type of hierarchical stereotypes. The fact that most cleaners and many security staff do not have access to IT services and therefore access to corporate communications, raises specific and broader equality issues.

Despite some of the clear challenges for the sector, it should be borne in mind that staff expressed largely positive attitudes about the sector, their institution and the terms and conditions for professional services and support staff.

Practitioner response

The draft findings and recommendations were presented for discussion and feedback during a one-day practitioner workshop. Nine representatives from five of the six participating HEIs contributed to a detailed consideration of the draft recommendations. There was a particular focus on clarity of meaning and language, accuracy and appropriateness of terminology, and resonance.

In general, participants were not surprised by the findings. The pockets of good practice and innovation were welcomed. There was, however, some disappointment at other pockets of practice. There was general agreement on the need to: build technical capacity in terms of data analysis and reporting; increase positive action measures to support change; ensure annual development reviews are meaningful and relevant to all

staff groups; ensure greater energy and attention is paid to increasing diversity in recruitment; and improve access to and consistency of application of flexible working practices. One of the recurring themes in the workshop discussions was around the need for HEIs to tackle occupational segregation but that there is a lack of clarity on the types of concrete actions that might work.

Appendix A: Notes and definitions

Definitions

Disability

EHRC define the protected characteristic of **disability** as:

'A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.'

HESA records disability slightly differently and is based on staff's self-assessment that they have a disability. Staff are not obliged to provide information on their disability status.

Equal pay

Equal pay is where workers get equal pay and conditions for broadly similar or the same work. It follows that unequal pay is where workers get different pay and/or conditions for broadly similar or the same work.

Gender

EHRC define the protected characteristic of **sex** as:

'A man or a woman.'

HESA records sex under the heading 'gender', and the term gender is used throughout this report. Staff are not obliged to provide information on their gender.

Pay gap

A pay gap is the percentage difference in pay between different groups of workers. Most commonly the groups compared are men and women, although this report extends those groupings to include BME and disabled staff

Pay gap information can be presented as median or mean differences. It is good practice to present both. The **median** is the mid-point when all earnings are arranged from highest to lowest. The **mean** is the average earnings. Calculating the mean as well as the median, and examining any big differences, can help

identify where there may be something happening at either end of the pay ranges such as some very high or low earners.

Close the Gap (2013) Gender pay gap statistics.
www.closethegap.org.uk/content/resources/CTG-Working-Paper-9---Statistics.pdf

Longhi S and Platt L (2008) Pay gaps across equalities areas.
www.equalityhumanrights.com/uploaded_files/pay_gaps_accross_equalities_areas.pdf

JNCHES (2011) The Gender Pay Gap: A Literature Review.
www.ucea.ac.uk/en/publications/index.cfm/njgpygap

Brynin M and Güveli (2014) Understanding the Ethnic Pay Gap in Britain. **wes.sagepub.com/content/26/4/574.short**

Positive action

Positive action refers to the steps an organisation can take to help overcome historic disadvantage or underrepresentation, for example, providing additional training opportunities for certain groups of staff.

EHRC provide helpful information on positive action and the recruitment of staff. **www.equalityhumanrights.com/advice-and-guidance/guidance-for-employers/recruitment/positive-action-in-recruitment**

Professional services and support staff

Professional services and support staff cover all staff not defined as academic staff in HESA staff returns.

Race

EHRC define the protected characteristic of **race** as:

'A group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.'

Throughout this publication ECU uses and refers to data from other public bodies and agencies, and we have used their definitions throughout, including Black and minority ethnic (BME). We are aware of the limitations of this term, particularly

the assumption that people from minority ethnic backgrounds are a homogenous group. The definition of BME used in this report, based on categories used by HESA, does not include white minority ethnic groups.

HESA records ethnicity and nationality information separately and there is no single record for race. The data presented in the **Occupational segregation in Scottish HEIs** section focuses on ethnicity – specifically black and minority ethnic (BME) staff – with additional reference to nationality where appropriate. Staff are not obliged to provide information on their ethnicity or nationality.

EHRC protected characteristics definitions: **http://www.equalityhumanrights.com/advice-and-guidance/further-and-higher-education-providers-guidance/protected-characteristics**

HESA staff definitions: **www.hesa.ac.uk/content/view/2881**

Notes on data

This research excluded analysis of the Open University, as this operates across the UK and is not required to report on occupational segregation.

Scottish HEI sector data presented in the **Occupational segregation in Scottish HEIs** section is based on bespoke data provided by the Higher Education Statistics Agency (HESA) on the reporting period for the 2010/11 HESA Staff record (1 August 2010 to 31 July 2011). Salary and pay band data is based on contract salary information. Percentages have been rounded to whole numbers except in the pay gap section where percentages have been rounded to one decimal place. Where staff numbers are 52 or less, they have not been presented to ensure anonymity and to prevent over-interpretation of small numbers.

ECU (2013) Equality in higher education: statistical report 2013: Part 1: Staff. provides more staff equality data in higher education in the UK and Scotland **www.ecu.ac.uk/publications/files/equality-in-he-statistical-report-2013-staff.pdf**

The 2011 Census data is used in the **Occupational segregation in Scottish HEIs** section for comparative purposes. For gender, comparison is made with the economically active Scottish population. For disability and ethnicity, comparison is made with the whole Scottish population. Disability data should be treated with caution, however, because it is not easily comparable with HESA data. Census data on disability includes day-to-day activities limited a little, a lot or not limited.

2011 Scottish Census: **www.scotlandscensus.gov.uk**

=   Gender: table KS602SC and KS603SC

=   Disability: table QS303SC

=   Ethnicity: table KS201SC

The Annual Survey of Hours and Earnings (ASHE) 2013 (provisional) data is used in the **Occupational segregation in Scottish HEIs** section for gender pay gap comparisons. ASHE data is not available by disability or race.

ASHE reference tables: **www.ons.gov.uk/ons/rel/ashe/annual-survey-of-hours-and-earnings/index.html**

=   Work region industry SIC2007 PROV table 15.6a

Appendix B: Fieldwork details

HEIs were selected to take part in the fieldwork to provide a range of institutional types and geographical spread.

The main research tools used were focus groups and semi-structured interviews. Focus groups were undertaken with staff groups. Semi-structured interviews were undertaken with staff group managers, human resource and equality and diversity practitioners.

All interviews and focus groups took were undertaken in the period December 2013 to January 2014 and were audio-recorded and professionally transcribed. Two interviews (one HR and one equality and diversity) were multi-respondent interviews, with two members of staff taking part. It became apparent during the course of this research that 'registry' is not always a clearly defined staff group and functions included/excluded differ throughout the sector. It was therefore necessary to undertake a multi-respondent interview with three staff group managers in one HEI to ensure adequate coverage.

Two focus groups for each staff group were undertaken: two finance focus groups; two registry focus groups; two cleaners/domestic services focus groups; two security focus groups. Focus group sizes ranged from 4-10 participants. In one HEI, only one participant took part in the registry focus group, which then essentially became a one-to-one interview, and therefore another focus group with registry staff in another HEI was arranged.

	HEI1	HEI2	HEI3	HEI4	HEI5	HEI6
HR managers/directors interviews	1	1	1	2	1	1
Equality and diversity managers/directors/practitioner interviews		1	1	2	1	1
Finance staff group managers/directors interviews	1				1	
Finance focus groups	1				1	
Registry staff group managers/directors interviews			1		3	1
Registry focus groups			1		1	1
Cleaners/domestic assist. staff group managers/directors interviews		1		1		
Cleaners/domestic assist. focus groups		1		1		
Security staff group managers/directors interviews		1		1		
Security focus groups		1		1		

Two focus groups for each staff group were undertaken: two finance focus groups; two registry focus groups; two cleaners/ domestic services focus groups; two security focus groups. Focus group sizes ranged from 4-10 participants. In one HEI, only one participant took part in the registry focus group, which then essentially became a one-to-one interview, and therefore another focus group with registry staff in another HEI was arranged.

Equality Challenge Unit

ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in colleges in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.

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Equality Challenge Unit