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Equal opportunities and diversity for staff in
higher education

Non-disclosure and hidden discrimination in higher education

Project 2

**Report to HEFCE, SHEFC, HEFCW
by the Institute of Employment Studies**

The Institute for Employment Studies

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Marie Strebler
Siobhán O'Regan

Institute for Employment Studies
Mantell Building
Falmer
Brighton
BN1 9RF

Tel: +44 (0) 1273 686751

Fax: +44 (0) 1273 690430

www.employment-studies.co.uk

CN: 6236

Contents

1. Introduction	1
1.1 Background	1
1.2 Project objectives	5
1.3 Sample of HEIs	5
1.4 Survey achieved sample	6
1.5 Analysis	6
1.6 Structure of the report	7
2. Profile of Survey Respondents	8
2.1 Who are the respondents?	8
2.2 What do respondents do?	14
2.3 Where do respondents work?	22
3. Experiences of Working in HE	26
3.1 Working in HE clusters	26
3.2 Job satisfaction	29
3.3 What makes a difference?	32
4. Equal Opportunities Activities	34
4.1 Awareness of equal opportunity policies	34
4.2 Impact of equal opportunity policy	35
4.3 Equal opportunities training	36
4.4 Equal opportunities clusters	37
4.5 What makes a difference to perceptions of equal opportunities?	39
4.6 Impact on attitudes to working in HE	41
4.7 What could improve EO in HEI?	42
5. Equal Opportunities Monitoring	44
5.1 Completion of EO monitoring	45
5.2 Non disclosure	46
5.3 Attitudes to monitoring	48
5.4 What makes a difference to attitudes to monitoring?	49
6. Experiences of Harassment	52
6.1 Incidence of harassment	52
6.2 Who is most at risk?	55
6.3 Witnessing harassment	56
6.4 Impact of harassment	58

7. Conclusions and Recommendations	60
7.1 Non disclosure	60
7.2 Experiences of working in HE	61
7.3 Impact of equal opportunities activities	62
7.4 Recommendations	63
8. References	66
Appendix 1: Comparison with HESA Data	68
Appendix 2: Further tables on EO activities	70
Appendix 3: Further tables on harassment	82
Appendix 4: Testimonials: In Their Own Words	88
Appendix 5: Research Approach and Methodological Issues	97

1. Introduction

Chapter highlights

- The focus of this study is on how hidden inequalities affect different groups, particularly those who do not disclose personal information.
- The survey was sent to a sample of staff in ten higher education institutions including various locations, types of institutions and job groups.
- 1,359 staff responded, equivalent to a 27 per cent response rate.
- The pattern of responses showed that the achieved sample was broadly in line with the profile of staff nationally, available from the Higher Education Statistics Agency (HESA) data.
- Less than 2 per cent of the sample of respondents chose not to select an ethnic origin, compared with 18 per cent for the HESA data.
- The pattern of response suggests that the unknown segment who do not disclose data to HESA may be distributed amongst all ethnic categories rather than just one particular ethnic group.

1.1 Background

The overall aim of the equal opportunities research programme is to determine what steps can be taken to improve the equality of opportunity for staff within higher education (HE).

Building on a number of initiatives currently in place, the specific focus for this study is on those staff who feel unable to disclose information about themselves (*eg* with regard to 'hidden' disabilities or sexual orientation). This survey establishes a baseline of staff attitudes to inform and monitor HEFCE's diversity programme. It does so in the context of the equal opportunities framework in HE and the need to elucidate how hidden inequalities affect different groups at work.

1.1.1 Promotion of equal opportunities in higher education

A commitment to equality of opportunity is central to Modernising Government and other government reforms. There have been a number of initiatives across the sector:

- The Equality Challenge Unit (ECU) has been established to provide a central support function for equality issues.
- Various initiatives to promote under-represented groups (*eg* Athena to promote women in science).

- Central funding linked to equal opportunities strategies.
- A review of the HESA monitoring data, including adjustments made to include all staff in the aggregate staff record.
- The issuing and subsequent re-launching of an equal opportunities framework sponsored by HE employers and trade unions.

The Independent Inquiry into Pay and Conditions in Higher Education (*Bett Report, 1999*) made recommendations in several areas including pay structures, minimum pay levels, training, non-standard contracts and equal opportunities. In May 2000, in response to developments such as the Bett Report and the report of the inquiry into the death of Stephen Lawrence, HE employers and trade unions issued *Equal Opportunities in Employment: a Framework for Partnership*. A recognition that the guidance had not had a high profile in the sector, together with recent and forthcoming legislative changes, led to the substantial redrafting of the document and its re-launch in 2003 as *Partnership for Equality: Action for Higher Education*.

In November 2000, the Government released £330 million over three years to improve the management of HR in higher education. The response from HEFCE, *Rewarding and developing staff in higher education (HEFCE 01/16)* required institutions to submit HR strategies with reference to six human resource priority areas, including one on equal opportunities. Institutions were asked to develop equal opportunity targets, with programmes to implement good practice throughout the institution.

Despite these various initiatives there continue to be known inequalities within the HE sector, particularly with regard to gender, ethnicity and disability. There is a dearth of information about other potentially disadvantaged groups in the HE sector, although all aspects of equality and diversity fall within the remit of the ECU. The European Union (EU) Directives are reflected in the Employment Equality (Sexual Orientation) Regulations 2003, Employment Equality (Religion or Belief) Regulations 2003, and Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

1.1.2 Staffing data

The most comprehensive source of data on staff in HE is provided by the Higher Education Statistics Agency (HESA). HESA requires institutions to submit returns providing individualised staff records for all staff with a contract of employment and/or eligible to pay Class 1 National Insurance contributions. As from 1 August 2003, new requirements were introduced which amend the original record in several ways. The record now requires the inclusion of non-academic as well as academic staff, and has been subject to recent change in order to update the ethnic categories used.

1.1.3 Identifying inequalities

There has to date been little work conducted on the social composition of academics, although recently important survey and analysis work has examined ethnicity and gender. Women across all ethnic groups are more likely than men to be on fixed-term contracts, and minority ethnic staff experience a broad range of disadvantage and discrimination (Carter, Fenton and Modood, 1999). This discrimination is particularly focussed in certain discipline areas and within certain institution types.

Theories of why these and other inequalities exist are broader in reach and apply equally to other areas that may result in disadvantage (Fenton, Carter and Modood, 2000). In considering discrimination and disadvantage experienced by certain individuals within the HE system, it is

important to consider two dimensions: entry to the profession/s and experiences within it/them. A group may be excluded from a professional group, either tacitly or explicitly, and entry restricted to a few 'eligible' individuals, based on hostility towards outsiders or in an attempt to preserve 'scarcity'. Also, discrimination by those with power to allow entry to a profession or occupational group can ensure that individuals with certain characteristics are excluded from areas of the labour market. The requirement for certain credentials can also be discriminatory, as access to credentials may be more difficult for some groups and/or the assessment of credentials in itself may be biased towards those with the best 'social fit'.

In order that individuals receive fair treatment once they have entered the system, it is important to acknowledge the role of institutional culture. Carefully designed procedures are required to ensure fair treatment. The equal opportunities model requires institutions to reflect on their cultures and make necessary changes to the way in which they recruit and develop staff.

However, whilst it is possible to examine the extent of disadvantage experienced by certain groups, without full and complete information on individual circumstances, it is very hard to introduce procedures to combat this. Over the past decade, understanding of discrimination faced by gay people in the UK labour market has increased. Social and Community Planning Research (SCPR) reports that (in a first study of its kind to be based on random sampling techniques) 4 per cent of gay people had experienced losing a job because of their sexual orientation, 8 per cent had been refused promotion and 21 per cent had been harassed at work (Snape, Thomson and Chetwynd 1995). Research within the higher education sector by 'Aut-and-Proud', the lesbian, gay, bisexual and transgender (LBGT) group of the Association of University Teachers (AUT), reports the operation of a 'glass ceiling'. It also found that LBG respondents 'do not feel comfortable in the workplace', hide their sexuality, and perceive discrimination and harassment (AUT, 2001a).

Analysis of HESA data by the AUT also highlights inequalities in relation to disabled staff within HE. Disabled staff are under-represented within HE compared with the population as a whole (0.9 per cent of academic staff are disabled compared with 19 per cent of the working age population in UK). But a further issue is the fact that for 11 per cent of staff, their disability status is unknown. This raises serious doubts about whether effective monitoring of the issue is possible. The extent of disability is more than ten times higher in the Labour Force Survey (LFS) amongst 'university teachers' than that reported by HESA (AUT 2001b). Non-disclosure of disability is therefore a serious issue.

1.1.4 Equal opportunities monitoring

Equal opportunities monitoring enables employers to check the effectiveness of their policies and procedures. A survey of 59 employers indicated that self-classification by job applicants is the most common technique, followed by self-monitoring by new recruits (IRS, 2001). Workforce audits were also increasing in popularity. Only half of the employers were actually monitoring the take-up of equal opportunities initiatives (*eg* childcare provision).

1.1.5 Non-disclosure

People with diversity factors which are not observable, such as sexual orientation, may choose not to disclose the characteristic which is associated with discrimination in the work setting, in order to avoid discrimination penalties, *eg* being turned down for promotion. There is evidence to suggest that gay workers may face economic and social sanctions if they disclose their sexual

orientations to disapproving co-workers or supervisors. However, some people do disclose personal information despite the risks.

Work conducted in the United States suggests that those that do disclose a sensitive status may do so because they trade off the risk of discrimination against future potential gains, *eg* higher self-esteem, financial benefits for partners, or political change in terms of acceptance in the workplace (Wood, 1993). It is argued that disclosure is a consequence of a rational choice based on the relative costs and benefits in the labour market. The costs include potential loss of income. The benefits include an easier access to social capital. '*A strategy of "passing" as a heterosexual may interfere with the social interactions of the individual, increase the costs of job search and reduce his or her productivity in the workplace*' (Calandrino, 1999).

1.1.6 Group identification

Everyone's identity has multiple aspects, including diversity factors such as their gender, age, ethnicity, sexual orientation and religious affiliation among other characteristics. The degree to which individuals identify with other people who share similar characteristics varies, and is not well understood.

Some people will have particular issues around conflicting aspects of their identity. For example, a recent study sponsored by the Economic and Social Research Council (ESRC), on the lives of British lesbian, gay and bisexual Muslims of Asian descent, found that religious censure pressurises many to compartmentalise their sexuality and religion (Yip, 2003).

Some people will not identify themselves with a particular group, though work colleagues may identify them with that group. This was a particular challenge for this project. It is not simply that people sometimes choose not to disclose some personal characteristic but that discrimination can occur irrespective of an individual's identification with a group.

A recent study of the Disability Discrimination Act (DDA) conducted by the IES, found that one of the major factors which determined whether applicants were able to draw on the provisions of the Act was the extent to which they considered themselves to be covered by it. Even if the applicants were aware of the DDA, they often did not realise that it might apply to them, because their definition of disability was narrower than that of the legislation. Many applicants with conditions such as depression or other mental illnesses did not identify themselves as disabled. Many thought disability had to involve mobility problems, some even restricted the definition to wheelchair users. However, some of these individuals still reported that they experienced a deep sense of injustice at what had happened to them; they felt discriminated against without necessarily identifying with a disadvantaged group. Some individuals began to identify with the group following a particular incident of discrimination (Hurstfield *et al.*, 2004).

A different aspect of group identity is that work colleagues may assume an individual identifies with a particular group, and this in itself is based on prejudices. The authors of an analysis of the pay gap between gay and non-gay people comment that any analysis of discrimination against gay people faces a problem in that they do not know what it is that employers or colleagues are reacting against. It could be known that someone is gay or it might be that they display 'camp' behaviour. If it is the latter, then given that not all gay people are 'camp' and that all not 'camp' people are gay, analysis of discrimination can be very complex (Arabsheibani, Marin and Wadsworth, 2001).

1.1.7 Harassment

We know relatively little about the extent and nature of harassment experienced by different groups overall, and in the context of HE in particular. A large scale survey of the '*Quality of working Life in the London NHS*' conducted by IES from 2000 to 2002 (Robinson and Perryman, 2004) showed that 26 per cent of staff in the London NHS Trusts/Primary Care Trusts experienced harassment or violence in 2002. Verbal harassment was the most common form of abuse, and violence the next most common form. Racial harassment was experienced by 6 per cent and sexual harassment by 3 per cent of staff. Patients and their relatives/friends were by far the most common source of harassment and violence in these workplaces, and on occasions, the source was colleagues and managers. The study showed that younger staff are more likely to be harassed than older staff; a higher proportion of minority ethnic staff and staff with a medical condition or disability had been harassed in the previous year compared with other staff.

1.2 Project objectives

The objectives of this project were to:

- Identify, in approximate terms, the extent of non-disclosed/disclosed information on areas such as sexual orientation and disability.
- Delineate ways in which the survey participants may experience discrimination and how this influences their work.
- Identify to what extent these individuals have benefited from equal opportunity activities.
- Gather views and make recommendations as to what actions need to be taken.

1.3 Sample of higher education institutions

The survey was distributed to 5,000 staff working in HE, using a two stage interval (random) sampling method. This involved selecting ten higher education institutions (HEIs) by size (staff numbers) which then forwarded the questionnaires and reminders to a random sample of their staff.

The ten HEIs were distributed geographically across Great Britain, and across different parameters, such as type of institution and ranking, as shown in Table 1.1.

Table 1.1: The ten institutions in the survey

Characteristics	Number
Scotland	1
Wales	1
North of England	4
The Midlands	2
London and the South East	3
	4
Specialist HE colleges	2
New universities	4
HEIs with teaching scores* at or above the median of 21.6 (max 24)	5
HEIs with research scores above the median of 4.3 (max 7)	4

* HEIs ranking in The Times (THES, 21 May 2004)

Source: IES Survey, 2004

1.4 Survey achieved sample

Approximately 19 per cent of employees were contacted in each university. Universities were encouraged to use random interval sampling, and support to do this was provided by the researchers where required. The overall response rate was 27 per cent. Appendix 1, Table A1.1 shows the response rates varied across the HEIs from 22 to 40 per cent, with a median response rate of 27 per cent and a mean of 28 per cent.

The achieved sample of respondents has a slightly higher proportion of women than would be expected from the staff record (see Appendix 1, Table A1.2). A high proportion of respondents to the survey chose to declare their ethnic origin; less than 2 per cent of individuals chose not to select an ethnic origin, as can be seen in Appendix 1, Table A1.3. The ethnic origin for 18 per cent of staff working in HE is not known from the staff aggregate record (HESA data). The response pattern emerging from this previously unknown segment suggests that non-respondents may be distributed proportionally amongst all the ethnic categories and do not represent a particular ethnic group (see discussion in Chapter 5). The age distribution of respondents to the survey is broadly similar to the HESA 2001/2002 staff record, as can be seen in Appendix 1, Table A1.4.

1.5 Analysis

After a thorough data cleaning and a check for missing data, IES analysed the responses using SPSS, a statistical package. Numbers permitting, analyses of survey responses were carried out according to the following categories:

- biographical characteristics (gender, ethnicity, sexual orientation, disability *etc*)
- employment details (*eg* work, job groups, pay, patterns of work *etc*)
- type of work (*eg* academic vs non-academic occupations).

Aside from factual questions, questions were designed to gauge the level of satisfaction and dissatisfaction with a range of features of working in HE. They were of two main types:

- Satisfaction with job or communications: where respondents, for example, are asked to indicate the extent to which they are satisfied or dissatisfied with their '*ability to deliver good services*' (from strongly dissatisfied, dissatisfied, neither satisfied nor dissatisfied, satisfied, very satisfied).
- Attitudes to working in HEI: for example, respondents are asked to indicate the extent to which they agree or disagree with '*My manager supports me when things go wrong*' (from strongly disagree, disagree, neither agree nor disagree, agree, strongly agree).
- Attitudes to equal opportunities: for example, respondents are asked to indicate the extent to which they agree or disagree with '*Commitment to equal opportunities comes right from the top*'.

Negatively worded statements have been changed to positive for the purpose of analysis. These are pooled together and clustered using a statistical procedure.

To increase the clarity and user friendliness of the survey findings, results are also presented in tables when relevant and in a graphical format throughout the text of this report. Please note that the number of total respondents may vary due to missing responses in some categories.

1.6 Structure of the report

The following chapters present the survey findings from the 1,359 completed questionnaires, and make suggestions for further action.

- Chapter 2 gives a profile of respondents in terms of biographical and employment details.
- Chapter 3 examines respondents' experiences of working for their institution and describes key aspects of job satisfaction.
- Chapter 4 discusses equal opportunities policies and practices.
- Chapter 5 details attitudes to equal opportunities monitoring.
- Chapter 6 examines experiences of harassment.
- Chapter 7 presents our conclusions and recommendations.

2. Profile of survey respondents

Chapter highlights

- Of the 1,359 participants in the survey, slightly more respondents are females; 75 are from minority ethnic groups; 66 people have a disability; and 62 are non-heterosexual.
- All things being equal, the higher proportion of female respondents tend to be younger, hold a masters or first degree, belong to a Christian church, be more likely to report a health issue, and to care for an older or disabled adult.
- Female respondents tend to be administrative or clerical staff with a shorter length of service and time in their current role, work part-time, be more concentrated in the lower salary bands, and contribute equally to the household income.
- Male respondents tend to be older, hold a doctorate, when they belong to a religion be affiliated to non-Christian religious groups, be more likely to report a disability, and if they are older report a health issue, and to care for children.
- Male respondents are more likely to be academics with longer length of service and time in current role, are concentrated in the higher pay bands, and are likely to be the major contributor to household income and a union member.
- The small proportion of minority ethnic respondents tend to be younger, both male and female, and are more likely to belong to a religious group. More are found in non-academic work, with shorter length of service, on a temporary or fixed-term contract, and in the lowest salary band.

This chapter describes the biographical and employment details of the 1,359 respondents to the survey. When numbers allow, characteristics of respondents have been compared across genders, and the nature of work (*ie* academic vs non-academic).

2.1 Who are the respondents?

The biographical characteristics of respondents are given in Table 2.1 according to gender. These provide a rich source of data to profile the respondents. Some characteristics have been compared with the HESA data to check the validity of the sample (see Appendix 1). We start with a discussion of the different groups of respondents.

2.1.1 Gender

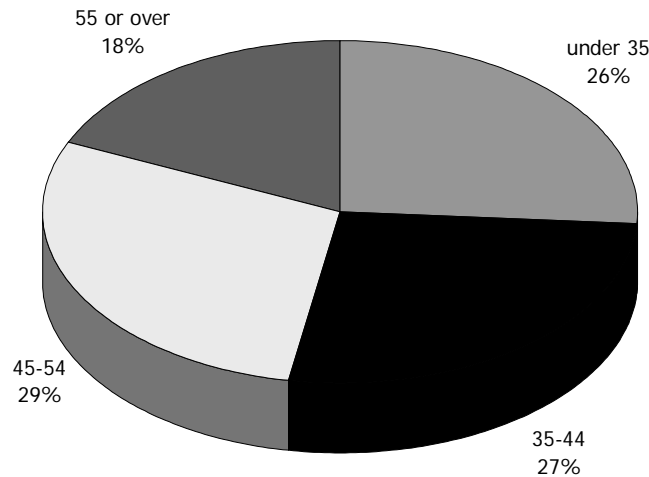
As shown by Table 2.1, more than half of the achieved sample are female, though this proportion varied across different institutions, from 38 to 69 per cent, with an average of 58 per cent of female staff across all HEIs.

Table 2.1: Biographical and personal information, by gender

		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Age	under 35	96	18	241	32	337	26
	35-44	147	27	200	27	347	27
	45-54	156	29	218	29	374	29
	55 or over	148	27	92	12	240	18
Sexual orientation	Heterosexual	514	94	701	96	1,215	95
	Non-heterosexual	33	6	29	4	62	5
Ethnicity	White	530	94	725	94	1,255	94
	Minority ethnic	31	6	44	6	75	6
Religion	C of E	127	24	222	31	349	28
	Other Christian	123	23	188	26	311	25
	Other religion	35	7	35	5	70	6
	Non-religious	239	46	280	39	519	42
Disability	Disabled	33	6	33	4	66	5
	Health problems but not disabled	85	16	113	15	198	15
	No disability or health problem	427	78	603	81	1,030	80
Caring responsibility	Adults only	41	7	67	9	108	8
	Children only	164	30	185	24	349	27
	Both	18	3	20	3	38	3
	None	332	60	489	64	821	62
Highest qualification	Doctorate	234	45	163	23	397	32
	Masters	85	16	133	19	218	18
	Other postgraduate inc PGCE, professional qualification	21	4	43	6	64	5
	First degree	80	15	185	26	265	21
	Other qualification	104	20	185	26	289	23
Total		568	42	775	58	1,343	100

Source: IES Survey, 2004

Figure 2.1: Age of respondents



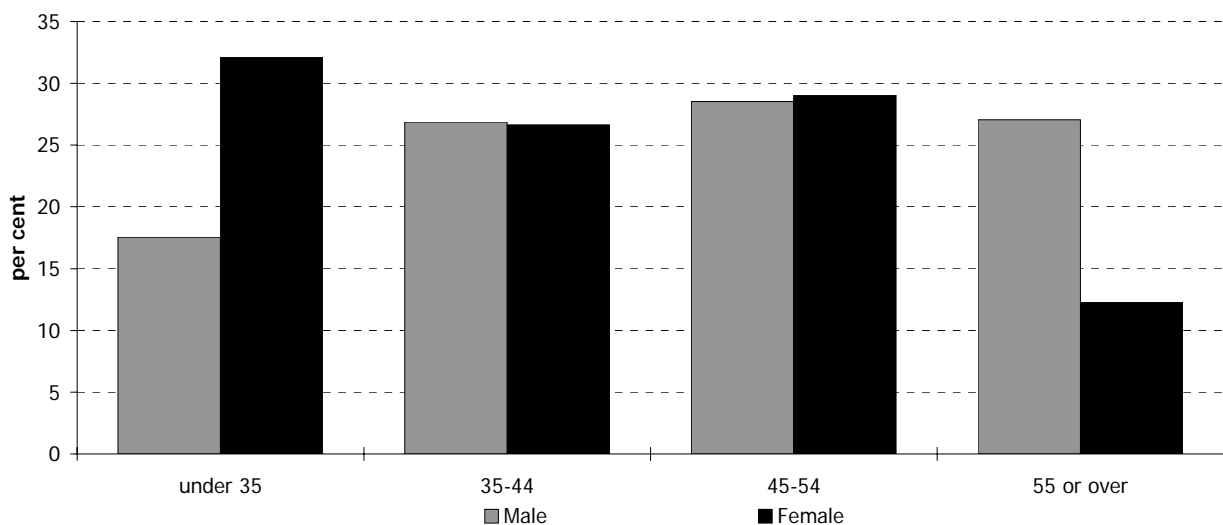
Source: IES, 2004

2.1.2 Age

Figure 2.1 illustrates the proportion of respondents in each of the four age groups. This shows that the respondents are fairly evenly distributed across the age groups. A smaller proportion of respondents are aged over 55.

Figure 2.2 shows that female respondents tend to be younger compared with their male counterparts (32 per cent of females, compared with 18 per cent of males are aged under 35). Conversely, male respondents tend to be older (12 per cent of female, compared with 27 per cent of male respondents are aged 55 and over). Overall, the mean age of male respondents was 46 while the mean age of female respondents was 41.

Figure 2.2: Age by gender



Source: IES, 2004

Minority ethnic respondents tend to be younger than white respondents (with an average age of 37 compared to 43). In the under 45 age group, the proportion of minority ethnic respondents is 9 per cent, while only 2 per cent of the 45 and over age group indicated that they were from a minority ethnic group.

The mean age across universities varied from 40 to 51. This is related to some degree to the gender profile of different universities.

2.1.3 Sexual orientation

Ninety-five per cent of respondents who answered the question on sexual orientation identified themselves as heterosexual. Of the remaining 5 per cent:

- 2 per cent described themselves as gay
- 1 per cent as lesbian
- 1 per cent as bisexual, and
- 1 per cent as other.

The mean age of those identifying themselves as heterosexual was 43, while the mean age of those using one of the other options to answer this question was 39. There is some indication that older respondents were less likely to answer this question; the mean age of respondents who did not answer this question is 46. This is discussed further in Chapter 6, on attitudes to monitoring.

2.1.4 Ethnicity

Ninety-four per cent of the sample who answered this question identified themselves as white, and 6 per cent as belonging to a minority ethnic group. These included:

- 3 per cent of Asian origin
- 1 per cent Black, including African and Caribbean
- 1 per cent Chinese or other, and
- 1 per cent of Mixed ethnicity.

The proportion of responses from minority ethnic staff was similar for both male and female respondents (as shown in Table 2.1).

The proportion of responses from minority ethnic staff varied by institution, ranging from 8 per cent to 2 per cent.

2.1.5 Religion

Forty-one per cent of respondents indicated that they were either atheist or had no religion. More than one-quarter of respondents described their religion as Church of England, and a further quarter described their religion as being Roman Catholic or Other Christian. A small proportion of respondents (6 per cent) selected another religion (Buddhist, Hindu, Jewish, Muslim, Sikh or Other religion).

A higher proportion of female respondents indicate that they belong to, or are affiliated with, a particular religion (61 per cent compared to 54 per cent (see Table 2.1).

Although female respondents are more likely than male respondents to be affiliated to either the Church of England or another Christian church, males are more likely than females to be affiliated to one of the other religious groups.

On the whole, respondents with a religious affiliation are slightly older than those without a religious affiliation; however, there is some variation depending on the category of religion.

Belonging to a religious group is more likely to be associated with ethnicity. More than three-quarters of minority ethnic respondents have a religious affiliation compared with 57 per cent of white respondents.

2.1.6 Disability

A small group of respondents (5 per cent) identified themselves as being disabled, according to the DDA definition, while a further 15 per cent said that they had health issues which did not constitute a disability. The majority of respondents (80 per cent) reported no disability or health issues.

Of the 20 per cent of respondents with health issues, 11 per cent had more than one health problem, medical condition or impairment. The most common health problems were unseen conditions such as diabetes, epilepsy or asthma. The second most common category of health problem involved mental health issues, including depression and anxiety.

Male respondents were slightly more likely than females to indicate that they had a disability (6 per cent compared with 4 per cent). This difference is more pronounced in the 44 and under age group than in the 45 and over age group; therefore it is not a result of male respondents being, on average, older than female respondents.

Although there was little difference, overall, in the proportion of male and female respondents who declared that they were not disabled but did have some health problem, there was some variation when examined by age group. Male respondents in the older age group (55 and over) were more likely than females *in the same age group* to report a health issue (24 per cent compared to 14 per cent). In contrast, females in the under 35 age group were more likely than males *in the same age group* to report a health issue (15 per cent compared with 10 per cent).

2.1.7 Caring responsibilities

Two-thirds of the respondents had no caring responsibilities for either children, or older or disabled adults. More than one-quarter of respondents had caring responsibilities for at least one child under the age of 16. Eight per cent of respondents had caring responsibilities for at least one older or disabled adult, and 3 per cent had caring responsibilities for both children and adults.

Male respondents were slightly more likely than females to indicate that they had caring responsibilities for dependent children, or older or disabled adults (60 per cent compared with 56 per cent). Female respondents were more likely to care for older or disabled adults, and male respondents to be responsible for children.

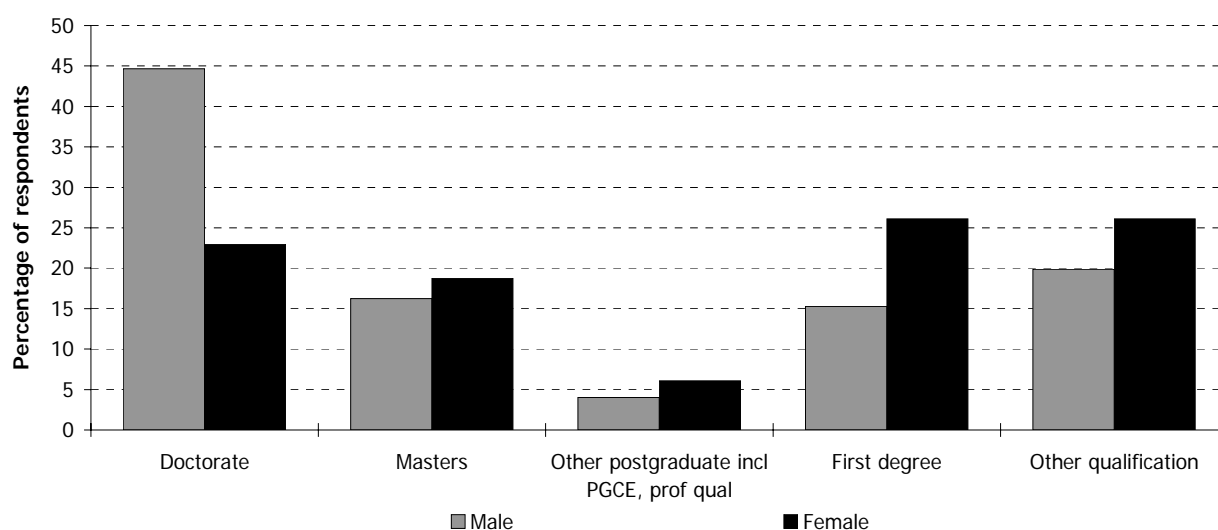
Not surprisingly, the mean age of those caring for older or disabled adults (51 years) was higher than both the mean age of those caring for dependent children and those with no caring responsibilities (42 years).

Minority ethnic respondents were more likely to indicate that they have caring responsibilities compared with their white counterparts (48 per cent compared with 37 per cent). In particular, minority ethnic respondents were considerably more likely to be caring for both children and adults; 12 per cent of minority ethnic respondents compared to 2 per cent of white respondents.

2.1.8 Educational background

The highest level of qualification for one-third of respondents was a doctorate, for 18 per cent a Masters (higher degree), and for a further 5 per cent, another type of postgraduate qualification (a PGCE or professional qualification). Twenty-one per cent of respondents had a first degree as their highest qualification, and 23 per cent had another type of qualification (*eg* HND, BTEC, A-level, GCSE, O-level, NVQ).

Figure 2.3: Highest qualification by gender



Source: IES, 2004

Figure 2.3 shows that a greater proportion of male respondents than female respondents hold a postgraduate qualification (65 per cent, and 48 per cent respectively). Male respondents were almost twice as likely as female respondents to hold a doctorate (45 per cent and 23 per cent respectively).

Respondents whose highest qualification was a first degree were, on average, younger (36 years) than respondents with either a higher or a lower level of qualification (between 43 and 45 years).

White respondents were more likely than minority ethnic respondents to have a postgraduate qualification which was not a doctorate, while minority ethnic respondents were slightly more likely to have a doctorate.

2.2 What do respondents do?

The employment characteristics of respondents are given in Table 2.2 according to gender, and Table 2.3 according to the nature of work.

2.2.1 Nature of work

Respondents were asked to provide their job title and indicate what general category of work they were involved in (academic, research, professional, administration or clerical, manual, technical, or management).

Looking first at the nature of the work, Table 2.3 demonstrates that staff involved in academic work form one-third of the responses to this survey, making them the largest single staff group to reply.

Table 2.2: Employment details, by gender

		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Nature of work	Academic	249	44	199	26	448	34
	Professional	46	8	71	9	117	9
	Admin or clerical	45	8	283	37	328	25
	Research	65	11	76	10	141	11
	Manual	51	9	39	5	90	7
	Technical	63	11	36	5	99	7
	Management	45	8	53	7	98	7
Length of service	Less than 2 yrs	95	17	172	23	267	20
	From 2 to 5 yrs	92	16	187	25	279	21
	From 5 to 20 yrs	101	18	139	18	240	18
	From 10 to 20 yrs	129	23	188	25	317	24
	More than 20 yrs	145	26	76	10	221	17
Time in current role	Less than 2 yrs	137	25	255	34	392	30
	From 2 to 5 yrs	155	28	239	31	394	30
	From 5 to 10 yrs	130	23	155	20	285	22
	More than 10 yrs	137	25	111	15	248	19
FTE annual salary	Less than £14K	41	8	98	14	139	11
	From £14K, but less than £20K	72	13	211	30	283	23
	From £20K, but less than £30K	133	25	182	26	315	25
	From £30K, but less than £40K	143	26	143	20	286	23
	From £40K, but less than £50K	84	16	53	7	137	11
	£50K or more	67	12	26	4	93	7
Contribution to household income	I am the sole provider	183	33	192	25	375	28
	I share this role on an equal basis	137	24	297	39	434	33
	I am the main contributor	208	37	112	15	320	24
	I am the minor contributor	32	6	162	21	194	15
Total		568	42	775	58	1,343	100

Source: IES Survey, 2004

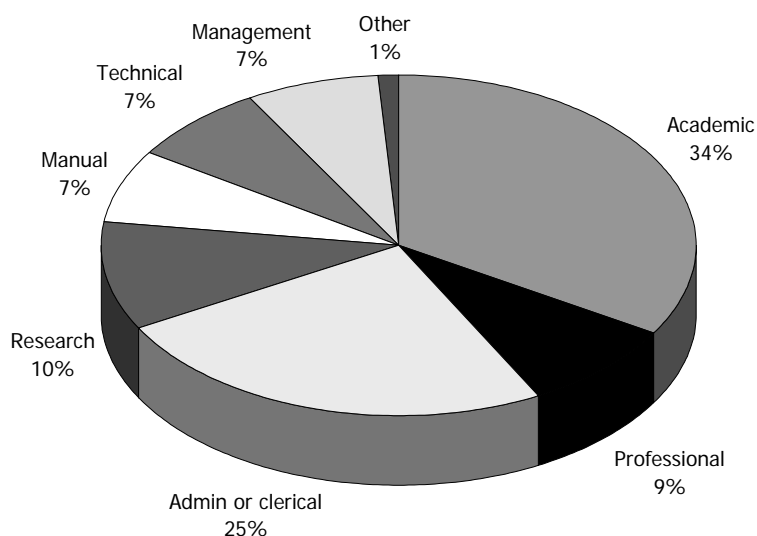
Table 2.3: Employment details, by nature of work

		Academic including research		Non-Academic		Total	
		N	%	N	%	N	%
Length of service	Less than 2 yrs	129	22	141	19	270	20
	From 2 to 5 yrs	114	19	166	22	280	21
	From 5 to 20 yrs	111	19	129	17	240	18
	From 10 yrs to 20 years	127	22	188	25	315	24
	More than 20 yrs	105	18	116	16	221	17
Time in current role	Less than 2 yrs	178	31	217	29	395	30
	From 2 to 5 yrs	178	31	216	29	394	30
	From 5 to 10 yrs	133	23	153	21	286	22
	More than 10 years	93	16	153	21	246	19
Full-time equivalent salary	Less than £14K	11	2	129	19	140	11
	From £14K, but less than £20K	26	5	257	37	283	23
	From £20K, but less than £30K	160	28	154	22	314	25
	From £30K, but less than £40K	193	34	93	13	286	23
	From £40K, but less than £50K	99	18	38	5	137	11
	£50K or more	73	13	20	3	93	7
Household income	I am the sole provider	165	28	210	29	375	28
	I share this role on an equal basis	203	35	235	32	438	33
	I am the main contributor	164	28	153	21	317	24
	I am the minor contributor	55	9	137	19	192	15
All cases		594	100	759	100	1353	100

Source: IES Survey, 2004

Staff involved in administrative and clerical work form the second largest group, making up a further quarter of the responses. Staff doing research and professional jobs were the next largest groups, making up 10 per cent and 9 per cent of the achieved sample respectively. Those involved in manual, technical and management roles each make up approximately 7 per cent of the responses each. This is illustrated in Figure 2.4.

Figure 2. 4: Nature of work



Source: IES, 2004

Female respondents were more concentrated in non-academic roles, while male respondents were more concentrated in academic work, as shown in Table 2.2. More specifically, 26 per cent of female respondents were involved in academic work, while 44 per cent of male respondents were involved in the same work. Female staff were most concentrated in administrative or clerical work, accounting for 37 per cent of all female respondents.

White respondents are more likely than minority ethnic respondents to be involved in academic and research work; 44 per cent and 38 per cent respectively. However, white respondents are also less likely to work in an academic department (67 and 77 per cent respectively).

Respondents employed in academic or research jobs were less likely than their non-academic colleagues to indicate that they had a religious affiliation (48 per cent and 68 per cent respectively).

Although there is a small difference in the proportion of academic and non-academic respondents who declared that they had a disability, non-academic respondents were more likely than those involved in academic/research work to have a non-disabling health issue (19 per cent compared to 11 per cent), as shown in Table 2.4.

Table 2.4: Biographical and personal information, by nature of work

		Nature of work					
		Academic inc research		Non-academic		Total	
		N	%	N	%	N	%
Gender	Male	314	53	253	34	567	42
	Female	275	47	495	66	770	58
Age	under 35	129	23	210	29	339	26
	35-44	172	30	176	24	348	27
	45-54	152	27	218	30	370	29
	55 or over	115	20	124	17	239	18
Ethnicity	White	553	95	700	94	1,253	94
	Minority ethnic	29	5	47	6	76	6
Sexual orientation	Heterosexual	537	95	674	95	1,211	95
	Non-heterosexual	30	5	34	5	64	5
Religion	C of E	123	23	225	32	348	28
	Other Christian	109	20	203	29	312	25
	Other religion	26	5	45	6	71	6
	Non-religious	283	52	239	34	522	42
Disability	Disabled	26	4	40	6	66	5
	Health problems but not disabled	64	11	135	19	199	15
	No disability or health problem	489	84	542	76	1,031	80
Caring responsibility	Adults only	31	5	77	10	108	8
	Children only	171	29	177	24	348	26
	Both	18	3	20	3	38	3
	None	362	62	460	63	822	62
Highest qualification	Doctorate	360	63	38	6	398	32
	Masters	127	22	90	14	217	18
	Other postgraduate inc PGCE, professional qualification	14	2	50	8	64	5
	First degree	66	11	202	30	268	22
	Other qualification	7	<2	283	43	290	23
Total		594	44	759	56	1,353	100

Source: IES Survey, 2004

Although there is little difference in the proportion of academic and non-academic respondents with caring responsibilities generally, non-academic respondents were more likely than those involved in academic/research work to be responsible for an older or disabled adult (13 per cent compared to 8 per cent) but less likely to be responsible for children (27 per cent compared to 33 per cent).

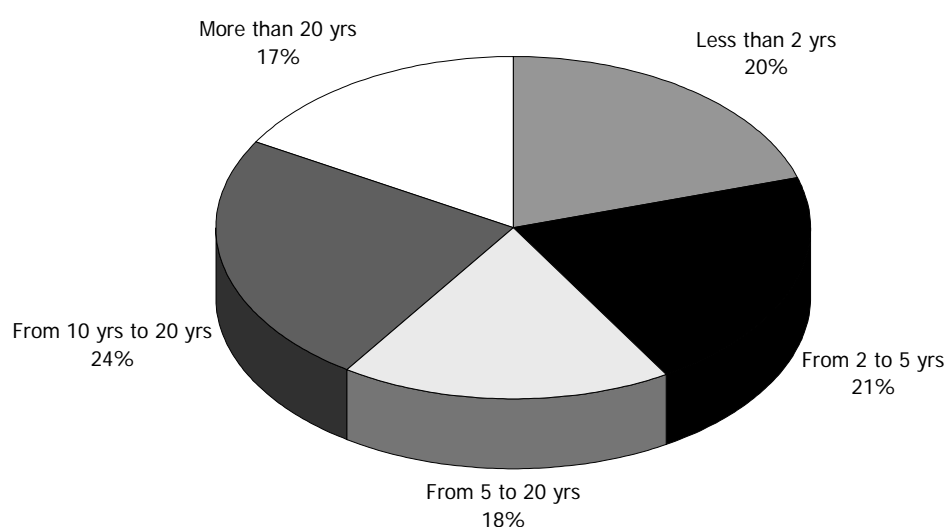
2.2.2 Length of service

The average length of service is ten years, though this covers a range from nine months to 47 years.

One-fifth of respondents have worked in their institution for less than two years, just over one-fifth have worked there between two and five years, 18 per cent for between five and ten years, 24 per cent for between ten and 20 years, and 17 per cent have been there for more than 20 years (see Figure 2.5).

Compared with their male colleagues, female respondents tend to have a shorter length of service, being more concentrated in the lower service time bands. Twenty-five per cent of females have worked in the institution for less than five years and 23 per cent for less than two years, compared to 16 and 17 per cent of males (see Table 2.2).

Figure 2.5: Length of service of respondents



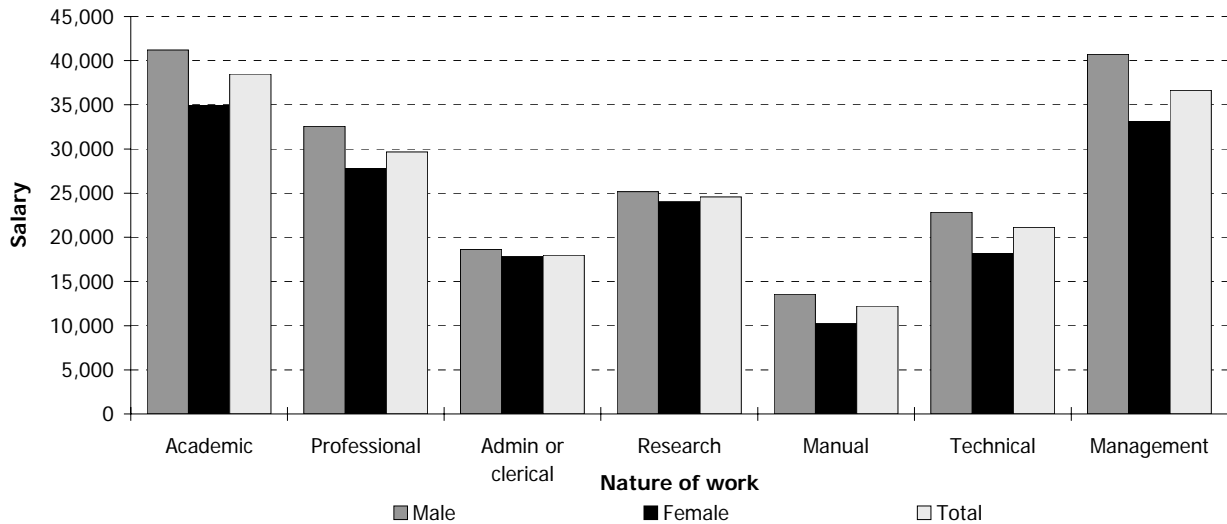
Source: IES, 2004

Minority ethnic respondents also have a shorter length of service than white respondents (27 per cent have been at the institution for less than two years, and 28 per cent for less than five years, compared to 20 per cent of white respondents).

2.2.3 Time in current post

Turning to the length of time in the current post, 30 per cent of respondents have been in their current role for less than two years, while a further 30 per cent have been in their current role for less than five years. Of those that have been in their current role for five years or more, slightly more have been in that role for less than ten years.

Figure 2.6: Average salary (£) for different types of work, by gender



Source: IES, 2004

As would be expected, some respondents will have joined the institution for a particular role from which they have not moved, and their length of service at the institution will be the same as their length of time in the current post. This is the situation for 52 per cent of respondents.

Staff involved in either managerial or academic work were most likely to have changed roles during their time at the institution (63 and 53 per cent respectively appeared to have changed roles since joining). Research staff were least likely to have changed roles, followed by manual staff (32 per cent and 46 per cent respectively had been in the same role since joining).

Both male and female respondents were equally likely to have changed roles since joining the institution. White respondents were more likely than minority ethnic respondents to have changed roles since joining (49 and 40 per cent respectively). This reflects the fact that minority ethnic respondents generally have a lower length of service, which in turn is related to likelihood of moving roles.

2.2.4 Salary bands

Respondents were asked to provide information on their salary as either a full-time equivalent annual salary or as an hourly rate. Where an hourly rate was provided, a proxy full-time equivalent salary was calculated on the basis of a 39 hour week. The mean full-time equivalent salary across all groups was £27,956.

Eleven per cent of respondents earned less than £14,000 per annum; 23 per cent earned at least £14,000 but less than £20,000; a further 25 per cent earned from £20,000 to £30,000; 23 per cent earned from £30,000 to £40,000; 11 per cent earned from £40,000 to £50,000; and 7 per cent earned more than £50,000.

The average full-time equivalent salary for male respondents was £32,324, while the average full-time equivalent salary for female respondents was £24,696. Figure 2.6 shows that the average salary for female respondents is consistently lower than for male respondents.

The average for white respondents was £28,342, while the average for minority ethnic respondents was £21,473; and 24 per cent of minority ethnic respondents earned less than £14,000.

While these differences between males and females and between white and minority ethnic staff reflect variations in the average length of service and time in post, these headline figures highlight an overall pay gap that has been widely documented and remains a concern.

Twenty-eight per cent of respondents are the sole income provider in the household; 33 per cent share this role on a fairly equal basis; 24 per cent are the main contributor to household income; and 15 per cent are a minor contributor (see Table 2.2).

2.3 Where do respondents work?

Further employment characteristics of respondents are given in Table 2.5 according to gender, and in Table 2.6 according to the nature of work.

2.3.1 Work environment

In addition, respondents were asked to indicate whether they worked in an academic department/school or not. This allowed us to capture, in addition to the nature of work, some information about the work environment. Male respondents were more likely than female respondents to work in an academic department, 74 per cent and 66 per cent respectively, as shown in Table 2.6.

Table 2.5: Work environment, by gender

		Gender				Total	
		Male		Female			
		N	%	N	%		
Work in academic dept	Yes	409	74	500	66	909	69
	No	143	26	258	34	401	31
Works full-time or part-time	Full-time	529	93	576	75	1,105	83
	Part-time	38	7	193	25	231	17
Contract type	Permanent/open ended	450	80	533	70	983	74
	Temporary/fixed term/casual	115	20	233	30	348	26
Union membership	Big four	249	45	283	37	532	40
	Other union	61	11	71	9	132	10
	No union	246	44	416	54	662	50
Total		568	42	775	58	1,343	100

Source: IES Survey, 2004

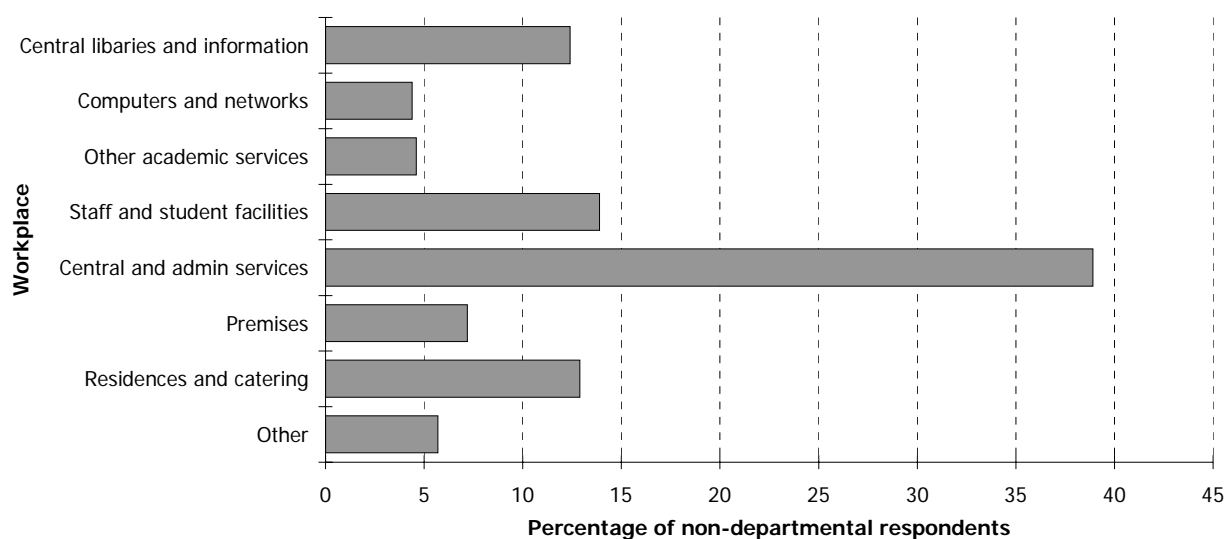
Table 2.6: Work environment, by nature of work

		Nature of work					
		Academic inc research		Non-academic		Total	
		N	%	N	%	N	%
Works full time or part time	Full time	515	87	596	79	1111	83
	Part time	76	13	154	21	230	17
Contract type	Permanent/ open ended	390	66	597	80	987	74
	Temporary/ fixed term/ casual	201	34	146	20	347	26
Union membership	Big four	263	45	270	36	533	40
	Other union	70	12	65	9	135	10
	No union	253	43	412	55	665	50
All cases		594	100	759	100	1353	100

Source: IES Survey, 2004

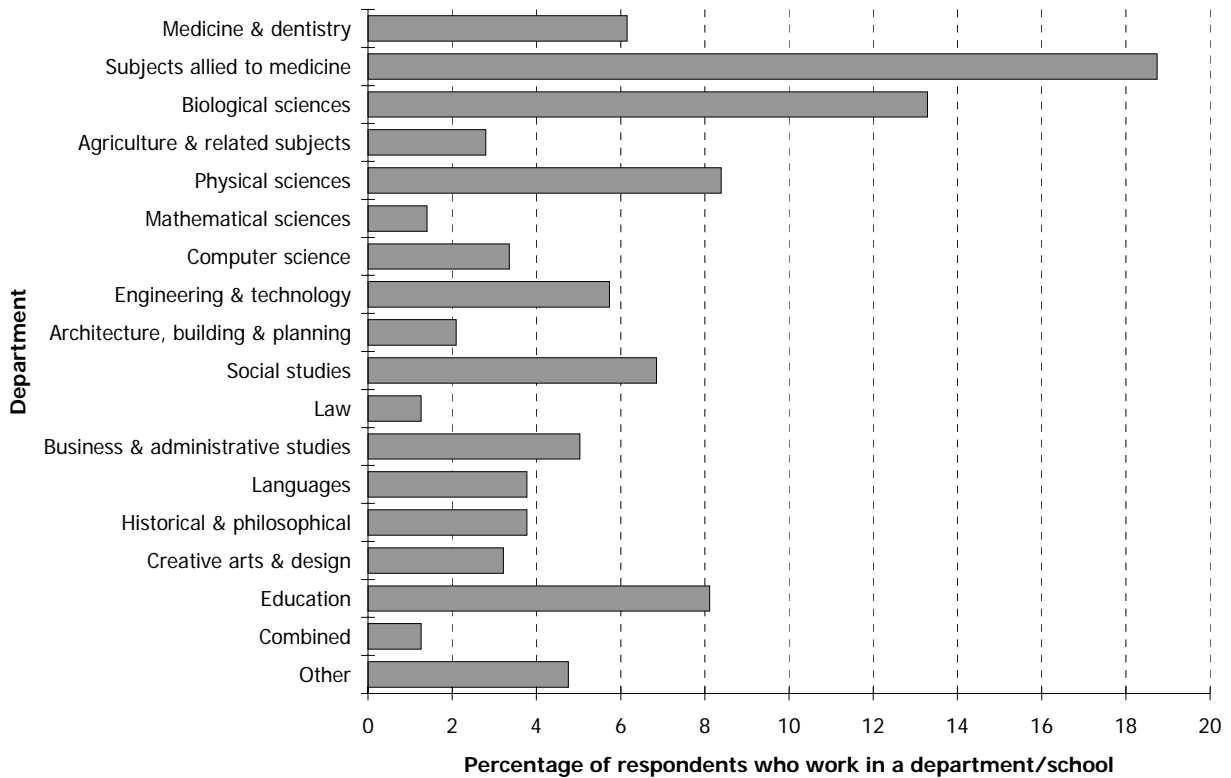
More than two-thirds of respondents (69 per cent) work in an academic department. The remainder (31 per cent) work in central libraries and information services, computer and network services, other academic services, staff and student facilities, central and administrative services, premises, residences, and catering. The most common area of work amongst those respondents who work outside departments is that of central and administrative services, who make up 39 per cent of this group. Figure 2.7 shows a complete breakdown of where non-departmental respondents work.

Figure 2.7: Where do respondents work? (non-departmental respondents)



Source: IES, 2004

Figure 2.8: Where do respondents work? (respondents based in departments)



Source: IES, 2004

Of those that work in academic departments, the most common type of department is subjects allied to medicine, followed by biological sciences, physical sciences, and education. Figure 2.8 shows the complete breakdown of departments in which respondents work.

2.3.2 Working patterns

Eighty-two per cent of respondents work full-time, 15 per cent work part-time, and the remainder work term-time only or other working hours. In subsequent analysis, these types of working patterns have been regrouped as full-time (whether term-time only or all year round), and all other types of working pattern.

As expected, female respondents are more likely to work part-time than male respondents (25 per cent and 7 per cent respectively).

Minority ethnic respondents are slightly less likely than white respondents to work full-time (79 per cent and 83 per cent respectively).

2.3.3 Contracts

Seventy-four per cent work on a permanent or open-ended contract, 22 per cent have a temporary or fixed-term contract. The remainder have a more casual employment arrangement, are paid on an hourly basis, or have some other type of contract. For subsequent analyses, these types of employment contract have been simplified into two groups: those on permanent or open-ended contracts, and those with any other type of contract.

Seventy-nine per cent of male respondents were on a permanent or open-ended contract, compared to 69 per cent of female respondents.

Seventy-five per cent of white respondents work on a permanent or open-ended contract, while only 57 per cent of minority ethnic staff work on that type of contract.

2.3.4 Union membership

Half of the respondents were members of a trade union. The largest proportion of these were members of the AUT (44 per cent), followed by Unison (24 per cent), NATFHE (12 per cent), and Amicus-MSF (8 per cent). However, a range of other unions were also represented including the TGWU, the RCN, the BMA, and the NUT.

Male respondents were more likely than female respondents to say that they were a member of any union: 56 per cent and 46 per cent respectively. Looking at union members only, female respondents are more likely than males to be a member of Unison (29 per cent compared to 14 per cent), while male respondents are more likely than females to be a member of the AUT (47 per cent compared to 35 per cent), reflecting the fact that more women are employed in non-academic roles.

Thirty-eight per cent of minority ethnic respondents belonged to a union, compared to 51 per cent of white respondents.

The level of union membership did not tend to vary much across different institutions, with most having about 50 per cent. However, one institution only had 21 per cent of respondents registered with a union.

By profiling respondents in this way, it is possible to highlight key groups in the HE population, those whose views, opinions and intentions it might be most useful to probe in more depth. Analyses of this kind are presented in the chapters that follow. We turn to respondents' experience of working in their HEI.

3. Experiences of working in HE

Chapter highlights

- Working in HE is associated with three clusters: a caring institution, a supportive culture and being developed.
- Job satisfaction is related to the way performance is managed, the level of autonomy and communication, and the amount of stress experienced.
- Survey participants are the most positive overall about working in a supportive culture and the most satisfied with their level of autonomy.
- Academics are the most dissatisfied with the amount of stress they experience.
- More administrative and clerical female staff believe they are being developed compared with their male counterparts.
- Male manual survey participants are the most negative about being developed, and dissatisfied with most aspects related to job satisfaction.
- Women in the survey are more positive about their institution caring for them.
- Respondents caring for an older or disabled adult are less satisfied with communication, their autonomy, and stress level.
- Respondents with a self-identified disability or health problem are less positive about all aspects of working in HE.
- Union members, particularly those from the main groups, on the whole hold less positive views than their non-unionised colleagues.

In this chapter, we discuss the findings related to the attitudes of staff in the survey about working in their institution and their level of satisfaction with aspects related to their job. One of the main objectives of the survey has been to delineate ways in which the survey participants may experience discrimination and how this influences their work. Perceptions of equal opportunities are likely to be influenced by how staff feel about working in their institution, and the extent to which they are satisfied or dissatisfied with their job. Although the work itself is a key element, satisfaction is also likely to be associated with a range of other factors. In turn, these factors are likely to impact on staff attitudes to their institution as a whole.

3.1 Working in HE clusters

In order to establish a baseline of key areas of satisfaction and concerns amongst staff, the survey asked respondents to express their general views about working in their institution by agreeing or disagreeing with 13 attitude statements such as, '*I am treated with dignity here*' (from

1: 'strongly disagree', 2: 'disagree', 3: 'neither agree nor disagree', 4: 'agree' and 5: 'strongly agree'). These included statements about the institution, working environment, relationships with manager, training, pay, and support.

Responses to these statements have been clustered using factor analysis, a statistical procedure to identify sets of attitude statements that cluster around a unifying theme or concept. Statements can then be combined into clusters or scales.

Table 3.1 indicates that working in HE is associated with three clusters: the extent to which respondents feel their HEI is a 'caring institution', whether there is a 'supportive culture', and whether they are 'being developed'. On the whole, respondents hold mostly positive views about many features of working for their institution. They are more positive about the culture and the degree of support they experience. They are less so about the extent to which they are being developed and whether they feel their institution cares for them.

We discuss each attitude cluster below and use these to compare different groups of staff.

3.1.1 A caring institution

Figure 3.1 displays the spread of responses for the statements included in the cluster. The

Table 3.1: Key clusters associated with working in HE

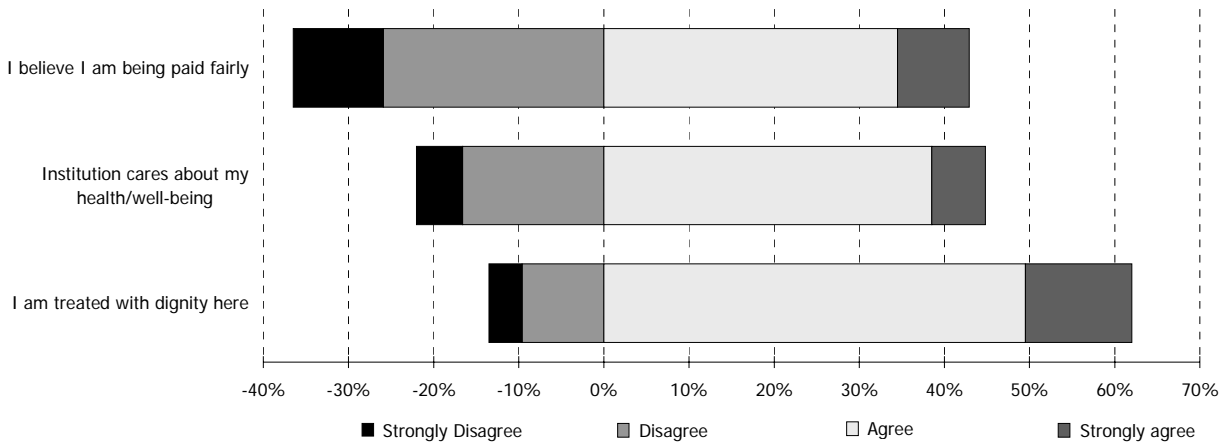
Working in HE clusters	Statements	N	Means*	SD
Caring institution	3	1,324	3.28	.830
Supportive culture	6	1,305	3.70	.665
Being developed	4	1,309	3.30	.841

* from 1: 'strongly disagree' to 5: 'strongly agree'

Source: IES Survey, 2004

presence of views on pay and well-being indicate that this cluster is more about extrinsic than intrinsic factors (*eg* pay as a motivator). Perhaps not surprisingly, views about 'pay being fair' are the most negative, with more than one-third of respondents strongly disagreeing or disagreeing with this statement. Views are more positive about being treated with dignity and fairly neutral about whether their health and well-being are cared for.

Figure 3.1: Caring institution

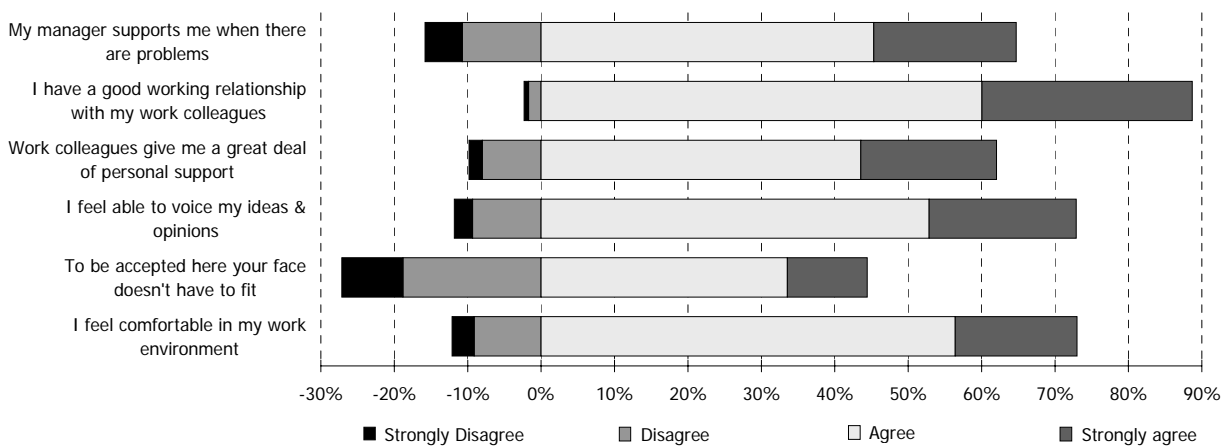


Source: IES, 2004

3.1.2 Supportive culture

Figure 3.2 shows that survey participants hold the most positive views about the culture of their HEI. The majority of respondents agree or strongly agree that they have a good relationship with their work colleagues (88 per cent) and two-thirds that their manager supports them when there are problems. They are also happy about the amount of personal support they get from their work colleagues: 62 per cent agree or strongly agree that their work colleagues provide them with a great deal of personal support. They also do not believe their ‘face has to fit’ to be accepted (44 per cent did not believe this to be an issue while 27 per cent did).

Figure 3.2: Supportive culture



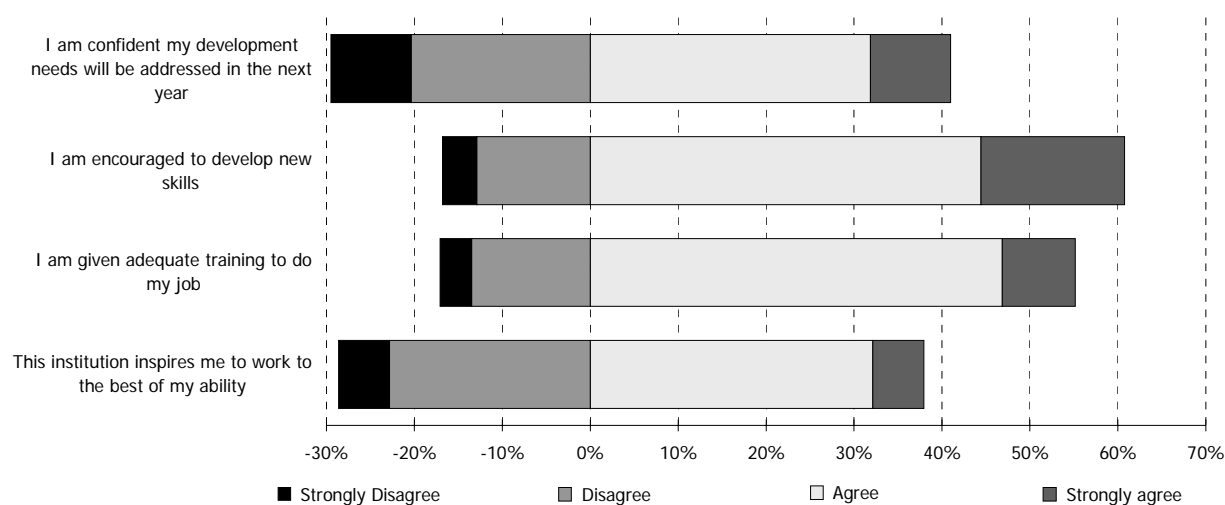
Source: IES, 2004

3.1.3 Being developed

The more positive aspects about the development provided seem to be about being encouraged to develop new skills and access to training (61 per cent and 55 per cent respectively agree or strongly agree) as shown in Figure 3.3. More neutral views emerge about the extent to which

their institution inspires them to work to the best of their ability. Respondents are less confident that their development needs will be addressed (33 per cent strongly disagree or disagree).

Figure 3.3: Being developed



Source: IES, 2004

3.2 Job satisfaction

In order to establish a baseline of key areas of satisfaction with job-related aspects, the survey asked respondents to express their level of satisfaction or dissatisfaction by rating 15 aspects related to their job such as, ‘the clarity of your work objectives’ (from 1: ‘very dissatisfied’, 2: ‘dissatisfied’, 3: ‘neither dissatisfied nor satisfied’, 4: ‘satisfied’ and 5: ‘very satisfied’). These included statements about the job in general, stress, promotion and working patterns. There are three clusters associated with satisfaction with job-related aspects (see Table 3.2). Respondents tended to be the least satisfied with the way their performance is managed and the amount of stress they experience, compared with the level of communications and autonomy they enjoy in their institution.

Table 3.2: Key clusters associated with job satisfaction

Job satisfaction clusters	Statements	N	Means*	SD
Performance management	5	1,282	3.19	.822
Communication	3	1,296	3.31	.754
Autonomy	3	1,284	3.50	.780
Stress	4	1,318	3.23	.848

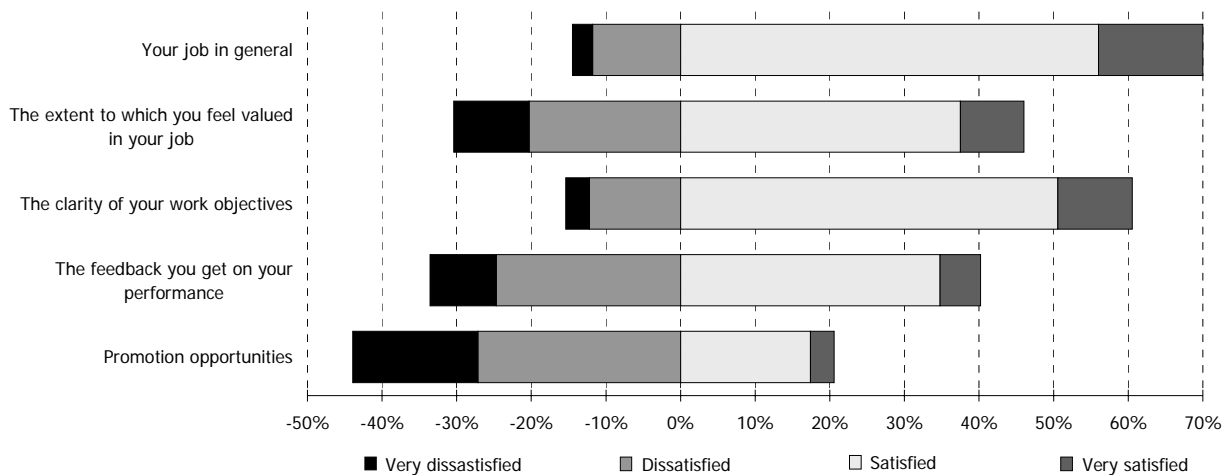
* from 1: ‘very dissatisfied’ to 5: ‘very satisfied’

Source: IES Survey, 2004

3.2.1 Performance management

This cluster covers aspects related to respondents' job and development opportunities (see Figure 3.4). Staff in the survey express the most satisfaction about their job and the clarity of their work objectives (70 per cent and 60 per cent respectively are satisfied or very satisfied). Views about the extent they feel valued in their job are more polarised. Some dissatisfaction is reported with the feedback these staff get on their performance (33 per cent are very dissatisfied or dissatisfied). Respondents are the most dissatisfied about their promotion opportunities (44 per cent are very dissatisfied or dissatisfied).

Figure 3.4: Performance management

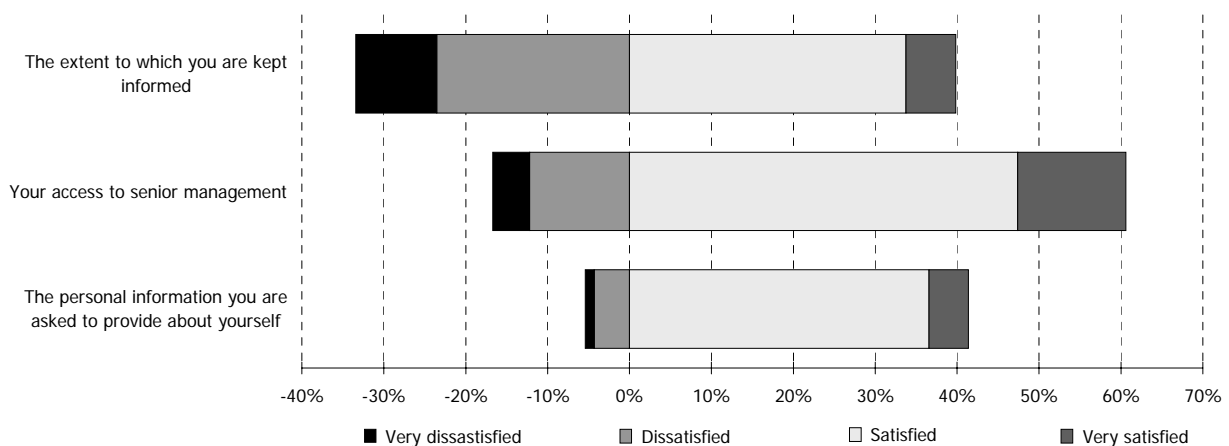


Source: IES, 2004

3.2.2 Communication

Communication concerns both giving and receiving information as well as having access to senior management, as shown in Figure 3.5. Most respondents are neutral (53 per cent) or fairly satisfied about the personal information they are asked to provide about themselves. They are, however, dissatisfied about the extent to which they are kept informed.

Figure 3.5: Communication

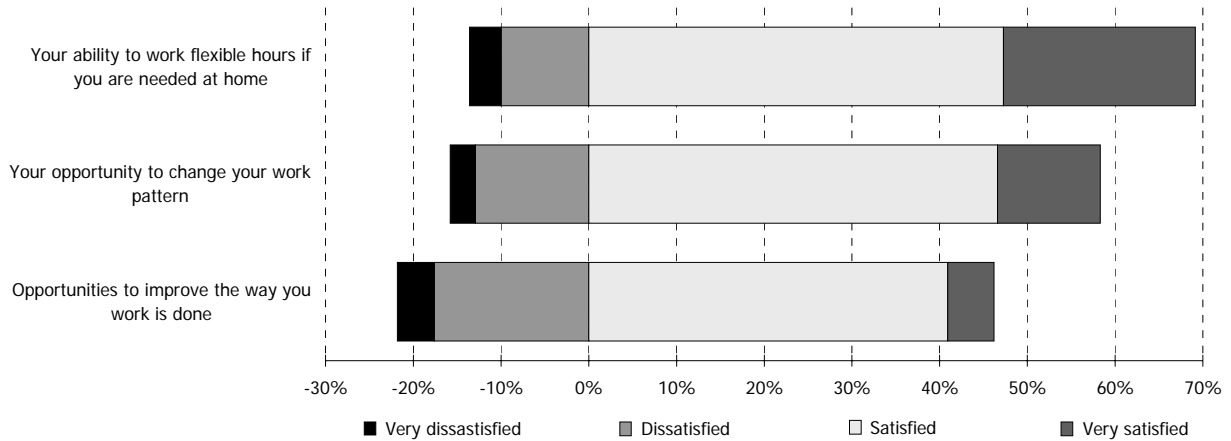


Source: IES, 2004

3.2.3 Autonomy

Figure 3.6 shows that this cluster reflects the amount of control respondents perceive to have over their working life. Most satisfaction is reported with flexible working and changing work patterns (69 per cent and 58 per cent respectively are satisfied or very satisfied). Respondents are, however, less satisfied about the opportunity to improve the way their work is done.

Figure 3.6: Autonomy

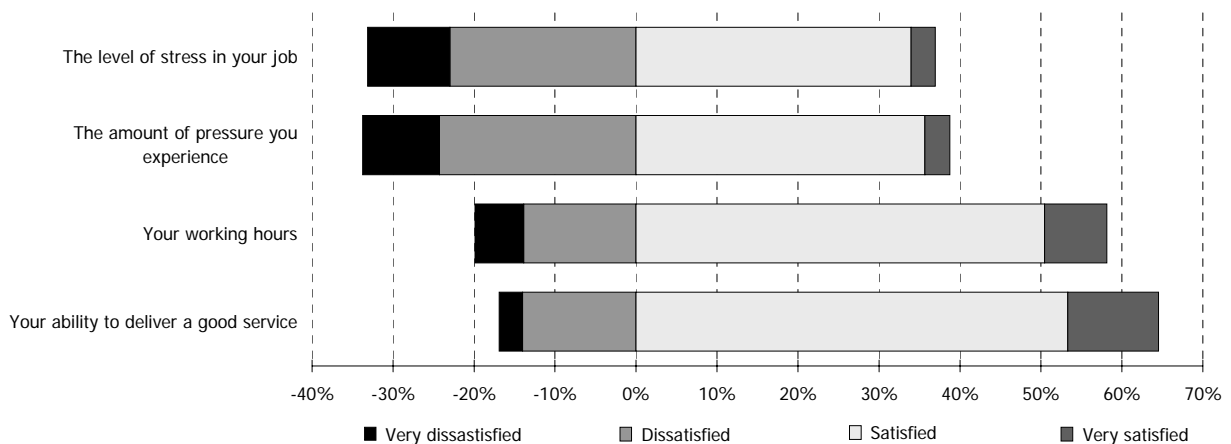


Source: IES, 2004

3.2.4 Stress

Respondents' perception of the level of stress and amount of pressure in their job is highlighted in this cluster (see Figure 3.7). Not surprisingly, perhaps, more than one-third of respondents are dissatisfied with the level of stress and amount of pressure they experience in their job. This, however, does not seem to impact on their ability to deliver a good service (65 per cent are satisfied or very satisfied).

Figure 3.7: Stress



Source: IES, 2004

3.3 What makes a difference?

In this section, we gauge the extent to which staff attitudes to working in HE and their level of job satisfaction may differ according to their personal or employment background. We only report the findings that have been shown to be statistically significant. However, caution needs to be exerted because of the smaller number of respondents with comparisons at the sub-group level (eg biographical background by employment sub-groups).

3.3.1 Academic vs non-academic

Comparing the views of academic respondents overall with their non-academic counterparts shows that:

- Academics are dissatisfied with the level of stress they experience in their jobs (40 are very dissatisfied or dissatisfied) but express satisfaction with their level of autonomy and the way their performance is managed.
- Non-academic female staff are more positive about the supportive culture of their HEI and the way their performance is managed than male non-academic staff.
- Being developed yields more positive responses from non-academic female staff. However, this is due, to a large degree, to male administrative and clerical staff being less positive about being developed compared with their female colleagues.

3.3.2 Manual staff

The views of the small group of manual staff in the survey indicate that male manual staff compared with their female counterparts:

- Hold negative views about the extent to which they are being developed.
- Express dissatisfaction with the way their performance is managed, their level of autonomy, and all aspects of communication in their HEI.

3.3.3 Gender

Comparing views expressed by female against their male counterparts shows that:

- Women believe more strongly than men that their institution cares for them. They are more positive about all aspects making up this cluster.
- Women respondents are more positive than men respondents about being developed. A greater proportion of male respondents strongly disagree with being '*confident that their development needs will be addressed*' (12 per cent against 6 per cent). This is mainly due to the administrative and clerical staff in the sample (see Section 1.3.1).

3.3.4 Caring responsibilities

- Those caring for a disabled or elderly relative are less satisfied than non-carers with the extent to which their institution communicates with them .
- Adult carers are also less satisfied with their level of autonomy compared with all other caring groups.

- Compared with respondents caring for children and those with no caring responsibilities, adult carers are more dissatisfied with the amount of stress they experience.

3.3.5 Respondents with a disability

- Respondents with a disability report higher levels of stress.
- Compared with non-disabled respondents, self-identified disabled people and those with health problems agree less about all factors related to working in HE.

3.3.6 Union membership

- Union members of the four main groups are less positive about many aspects of working in HE, in particular about having a caring institution and being developed. Not surprisingly, 39 per cent strongly disagree or disagree with '*I believe I am being paid fairly*'. More than a third of union members are not confident that '*their development needs will be addressed in the next year*'.
- Union members are also less satisfied about many aspects of their jobs, including the way their performance is managed, the communications, and their level of autonomy and stress. They are dissatisfied with the '*feedback they get on their performance*' (39 per cent), their '*access to senior management*' (20 per cent), the '*opportunities to improve the way their work is done*' (32 per cent) and the '*level of stress*' (42 per cent).

This chapter has examined the attitudes of survey participants to work in HE and their satisfaction with their work environment. The clusters emerging will be used to monitor and gauge the impact of equal opportunities activities reviewed in the next chapter.

4. Equal opportunities activities

Chapter highlights

- Almost all respondents are aware that their HEI has an equal opportunities policy. Respondents who did not know are, however, those who may benefit from the policy the most (*eg* minority ethnic, hourly paid, technical and manual staff).
- More vulnerable groups are less likely to know where to get a copy of the policy, and what it covers. Manual and technical staff are more negative about the impact of the policy.
- A third of respondents have attended equal opportunities training. These tend to be academics and management, male, working full-time and permanent.
- Attending equal opportunities training has a large and highly significant impact on awareness of what the policy covers and the belief that it will make a difference.
- Perceptions of equal opportunities are associated with the HEI's level of commitment to equal opportunities and the extent to which it leads to real outcomes.
- Being trained, being confident in the protection afforded by the policy, and rating the training as effective - all have a significant positive impact on perceptions of equal opportunities activities.
- Respondents who have received equal opportunities training hold more positive views about all aspects of working in HE and have higher levels of job satisfaction, in particular with those aspects related to training.

This chapter discusses the views of survey participants with regard to the equal opportunities activities in their HEI. Under recommendations from the Higher Education Funding Council for England (HEFCE), all HEIs have to have in place at least an equal opportunities policy. Respondents' level of awareness of equal opportunities policies and whether they have attended training are examined. Perceptions of the effectiveness or otherwise of these activities are also considered in this chapter.

4.1 Awareness of equal opportunity policies

Respondents were asked whether their HEI had an equal opportunities policy and whether they knew where to get a copy (see Appendix 2, Tables A2.1 and A2.2).

4.1.1 Have HEIs got a policy?

While most of the respondents, overall, were aware that their HEI had an equal opportunities policy (92 per cent), the analysis of those who did not know is interesting. This includes the following groups:

- 10 per cent of respondents from a minority ethnic group and non-unionised
- 11 per cent of respondents in the younger age group (under 35)
- 12 per cent of professional respondents
- 13 per cent of technical respondents and of those working part-time
- 14 per cent of respondents on a temporary or fixed-term contract
- 16 per cent of survey participants in the research group
- 20 per cent of manual staff and of hourly paid staff responding to the survey.

While the numbers of respondents who did not know are small, it indicates that HEIs have some work to do in publicising their equal opportunities policy. This analysis suggests groups that may best be targeted.

4.1.2 Know where to get a copy?

The need to publicise the policy is further reinforced by the fact that fewer respondents knew where to find a copy. Appendix 2, Tables A2.3 and A2.4, indicates whether respondents know where they can get a copy of the equal opportunities policy. Findings show that:

- Slightly more than three-quarters of respondents, overall, know where to get a copy of the policy.
- Part-time staff and staff on temporary contracts, as well as those caring for adults, are slightly less likely to know where they can obtain a copy.
- Only 66 per cent of minority ethnic respondents and 57 per cent of manual staff know where to get a copy.

4.2 Impact of equal opportunities policy

Knowing the institution has a policy and where to get a copy is only a first step in developing an awareness of equal opportunities. Staff need to know what the policy covers and to believe it will have some impact.

4.2.1 Know what the policy covers?

The findings shown in Appendix 2, Tables A2.5 and A2.6 mirror those already discussed above, in particular:

- Fourteen per cent of minority ethnic respondents, 11 per cent of respondents caring for both children and adults, and 10 per cent of those in the 'other religion' group have no clear idea of what the policy covers.
- Thirteen per cent of manual respondents and 8 per cent of temporary staff in the survey have no clear idea of what the policy covers.

- Eleven per cent of manual staff and 8 per cent of temporary staff ‘don’t know’.

4.2.2 Does the policy protect you?

Appendix 2, Tables A2.7 and A2.8 show whether respondents feel the policy protects them from discrimination.

- Only slightly more than one-quarter of respondents believe it definitely does protect them, and 48 per cent feel it protects them to some extent.
- Female respondents are less certain (only 23 per cent definitely believe it does).
- Almost one-third of manual respondents do not know whether the policy protects them from discrimination, and 18 per cent of technical staff believe it definitely does not.

4.3 Equal opportunities training

Equal opportunities training facilitates the implementation of the policy. However, attending training is not sufficient, it has to be perceived to be effective to have some impact.

4.3.1 Have received training?

Overall, one-third of respondents have attended an equal opportunities training event of some kind, as shown in Appendix 2, Tables A2.9 and A2.10. The proportion of respondents trained varied significantly across the institutions from 5 per cent to 61 per cent. Responses indicate that those who have been trained include:

- More males than females (37 per cent compared with 30 per cent) and a larger proportion of the small numbers of non-heterosexual respondents (44 per cent).
- More respondents in the academic and management groups (43 and 56 per cent respectively).
- Fewer respondents working part-time (26 per cent compared with 35 per cent working full-time) and on temporary or fixed contracts (21 per cent against 38 per cent on permanent contracts).

4.3.2 Was the training effective?

Two thirds of those that had received training believe it was either very effective or effective. Further details are shown in Appendix 2, Tables A2.11 and A2.12, though differences between most subgroups are not statistically significant.

4.3.3 Impact of training

Turning to the impact of training on the knowledge of what the policy covers, and the belief it will protect them, Table 4.1 shows that training has a large and highly significant impact on respondents’ awareness of equal opportunities and their belief that the policy will make a difference.

Table 4.1: Does equal opportunities training have an impact? (whole sample)

Equal opportunities training	Yes		No	
	N	%	N	%
Know what policy covers?				
Very clear idea	179	42	99	13
Some idea	235	55	587	74
No idea	13	3	109	14
Policy protects you?				
Yes definitely	156	36	179	22
Some extent	205	48	382	48
No	31	7	84	10
Don't know	33	8	150	19
Total	439	35	882	65

Source: IES survey, 2004

4.4 Equal opportunities clusters

In order to establish a baseline of key areas of satisfaction and concerns amongst staff, the survey asked respondents to express their views about equal opportunities in their institution by agreeing or disagreeing with eight attitude statements such as, ‘*management recognise and value a diverse workforce*’ (from 1: ‘strongly disagree’, 2: ‘disagree’, 3: ‘neither agree nor disagree’, 4: ‘agree’ and 5: ‘strongly agree’). These included statements about the commitment to equal opportunities, tackling harassment and bullying, and actions to implement equal opportunities.

Responses to these statements have been clustered using factor analysis, a statistical procedure to identify sets of attitude statements that cluster around a unifying theme or concept. Statements can then be combined into clusters or scales.

Table 4.2 indicates that perceptions of equal opportunities in HEI are associated with two clusters: the extent to which respondents feel their HEI is committed to equal opportunities, and whether this commitment leads to real outcomes. On the whole, respondents hold mostly positive views about many features of equal opportunities in their institution. They are more positive about the commitment to equal opportunities of their institution than about its outcomes, *ie* whether they perceive any changes.

Table 4. 2: Key aspects associated with equal opportunities policies and practices in HE

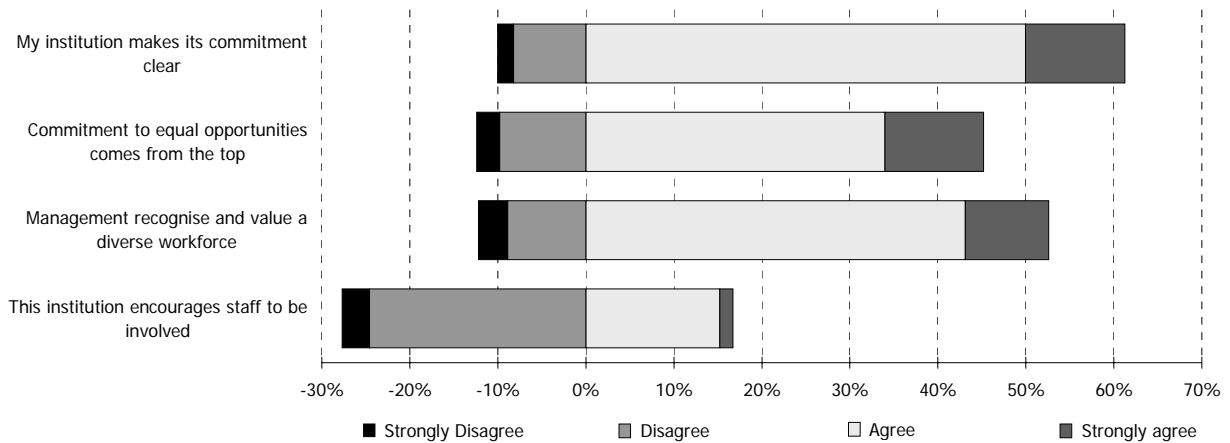
Equal opportunities clusters	Statements	Cases	Means	SD
Commitment to equal opportunities	4	1,306	3.34	.670
Equal opportunities outcomes	4	1,314	3.29	.736

Source: IES Survey, 2004

4.4.1 Commitment to equal opportunities

Figure 4.1 displays the attitude statements that make up this cluster. It shows that respondents hold positive views about their institution being committed to equal opportunities. They agree, for example, that the institution makes its commitment clear, commitment comes from the top and a diverse workforce is valued. They do not believe, however, that their institution encourages them sufficiently to be involved in equal opportunities initiatives.

Figure 4.1: Commitment to equal opportunities

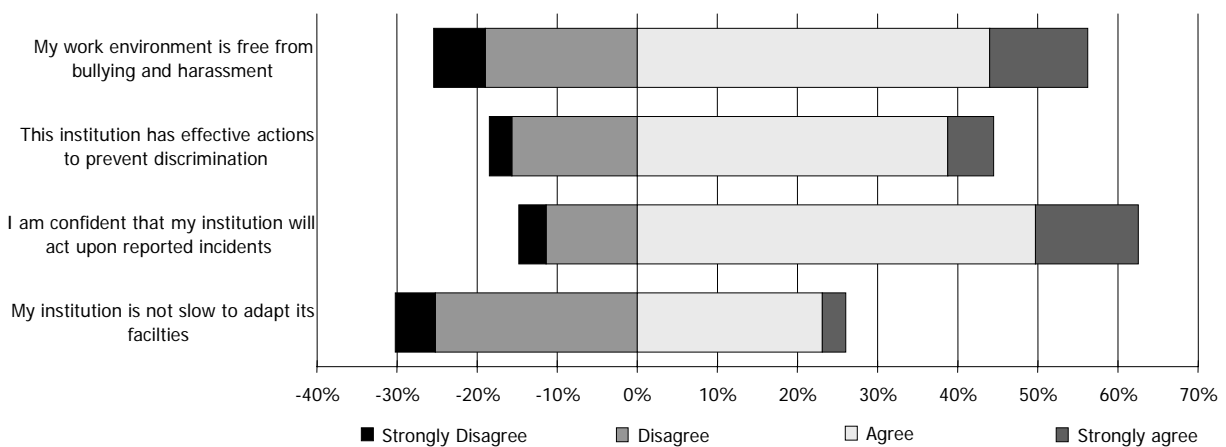


Source: IES Survey, 2004

4.4.2 Outcomes of equal opportunities activities

Figure 4.2 demonstrates that overall respondents are somewhat positive about the outcomes of equal opportunities activities. In particular, they tend to believe that their institution is free from bullying and harassment and will act upon any reported incident. They are slightly more neutral about their institution having effective action to prevent discrimination and the extent to which their employer has adapted its facilities.

Figure 4.2: Equal opportunities outcomes



Source: IES Survey, 2004

4.5 What makes a difference to perceptions of equal opportunities?

4.5.1 Being trained

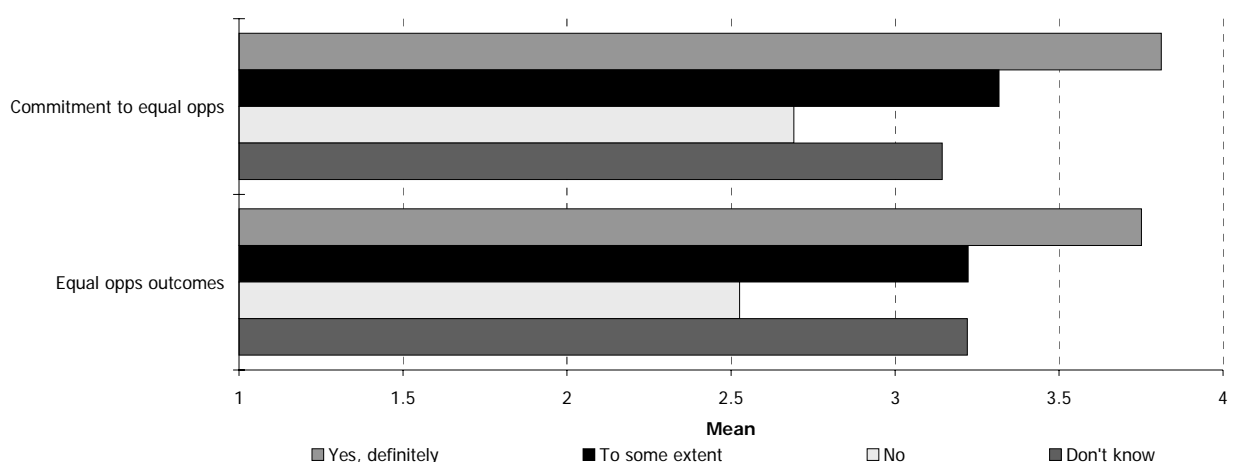
Respondents who have attended equal opportunities training are significantly more likely to hold positive views about their institution being committed to equal opportunities and to believe that activities lead to some real outcomes. In particular:

- More than one-quarter of the survey participants who have been trained agree or strongly agree that their '*institution encourages staff to be involved in equal opportunities initiatives*' compared with 11 per cent of those who have not attended training.
- More than half of the trained participants to the survey believe their '*institution has effective actions to prevent discrimination*' (58 per cent compared with 37 per cent of untrained respondents).
- Fewer of those who have been trained agree or strongly agree that their '*institution is slow to adapt its facilities*'.

4.5.2 Confidence in policy

We saw earlier that being trained had a highly pronounced impact on knowledge and belief that the policy protects them from discrimination. Figure 4.3 also demonstrates a significant impact on perceptions of equal opportunities. Figure 4.3 shows that respondents who definitely believe their equal opportunities policy protects them against discrimination are significantly more likely to have positive views about their HEI's level of commitment to equal opportunities and the outcomes of equal opportunity activities. By contrast, those who do not believe the policy protects them hold negative views about their institution's level of commitment to equal opportunities, and do not believe that it leads to any real outcomes.

Figure 4.3: Impact of confidence in policy. Feel that policy protects you?



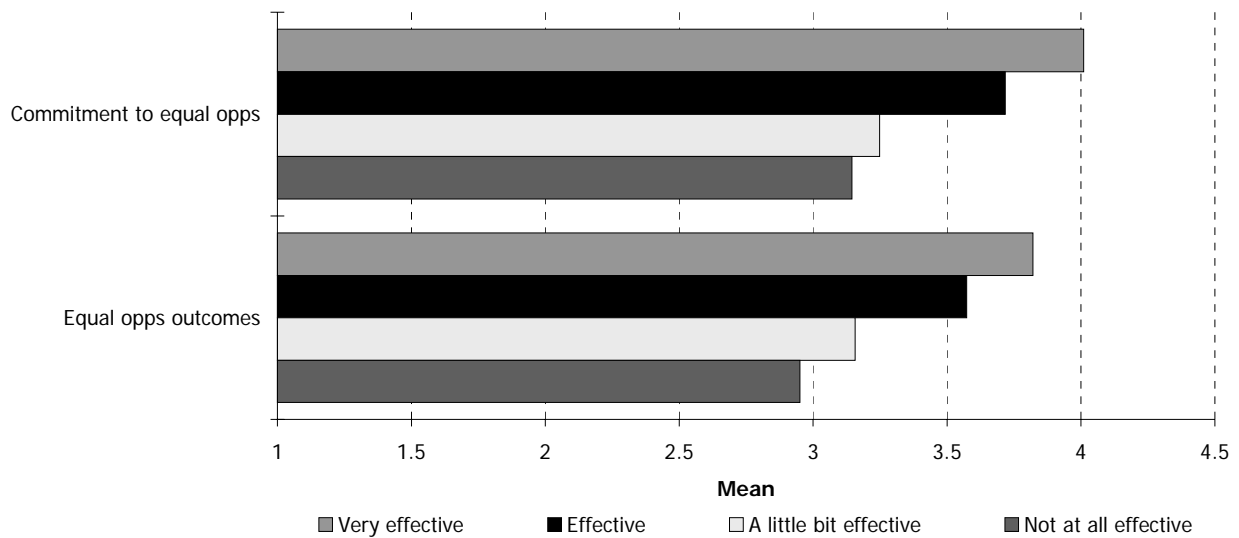
Source: IES Survey, 2004

4.5.3 Training being effective

Figure 4.4 demonstrates the same pattern according to the perceived effectiveness of training. The small number of respondents who do not rate their equal opportunities training also hold negative views about the extent to which equal opportunities activities lead to real outcomes.

Although it is not possible to say which is cause and which effect, these findings show HEIs' equal opportunities practices have a highly significant impact on beliefs and perceived outcomes. They highlight the benefits that can be gained from well run and implemented equal opportunities activities.

Figure 4.4: Impact of training effectiveness. How effective was training?



Source: IES Survey, 2004

4.5.4 Background of respondents

Revisiting the findings highlights significant differences between the different groups of respondents.

Commitment to equal opportunities

- Compared with administrative and clerical staff, other respondents including manual and technical staff have more neutral views. Almost half of administrative and clerical respondents agree or strongly agree that '*management recognise and value a diverse workforce*' while staff in the other groups are almost twice as likely to strongly disagree or disagree (42 per cent).

Equal opportunities outcomes

- Those working part-time and on temporary or fixed-term contracts hold slightly more positive views than their full-time and permanent colleagues. Twice as many permanent staff strongly disagree or disagree that they are '*confident their institution will act upon reported incidents*' (18 per cent and 7 per cent respectively). Slightly more than two-thirds of

respondents working part-time strongly agree or agree that their *'work environment is free from bullying or harassment'* compared with 54 per cent of full-time staff.

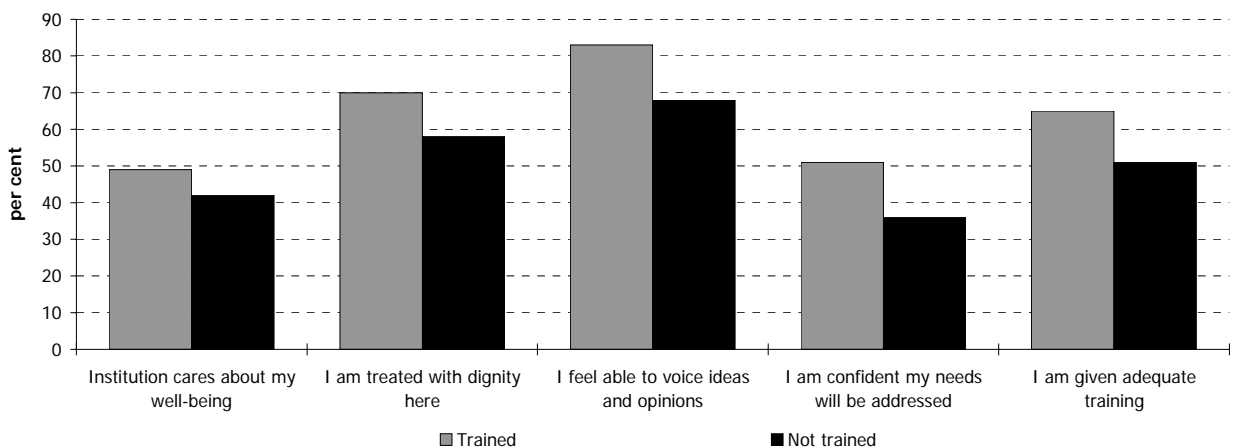
- Younger respondents (under 35) are more positive about equal opportunities outcomes than staff in the middle (35 to 44) and late middle-age groups (45 to 54). Younger respondents are more likely to strongly agree or agree that they are *'confident their institution will act upon reported incidents'* (68 per cent under 35 compared with 60 per cent middle-age and 58 per cent late middle-age).
- Respondents with a disability or with health problems hold more neutral views about equal opportunities outcomes than respondents who did not report a disability or health problem. Disabled respondents are much more likely to strongly disagree or disagree that their *'work environment is free from bullying or harassment'* (41 per cent compared with 31 per cent of those with health problems, and 23 per cent without a disability or health problem).
- Compared with those who have no caring responsibilities, respondents caring for both adults and children are more likely to strongly disagree or disagree that their *'institution has effective actions to prevent discrimination'* (24 per cent compared with 16 per cent).

4.6 Impact on attitudes to working in HE

Further analyses show that attending equal opportunities training has a significantly positive impact on all aspects of working in HE and job satisfaction clusters.

As Figure 4.5 illustrates, respondents who have received equal opportunities training are more likely to believe that they are treated with dignity and to feel able to voice ideas and opinions. They are more positive about being developed, in particular about being given adequate training, and more likely to believe that their development needs will be addressed.

Figure 4.5: Impact of equal opportunities training on attitude to working in HE*

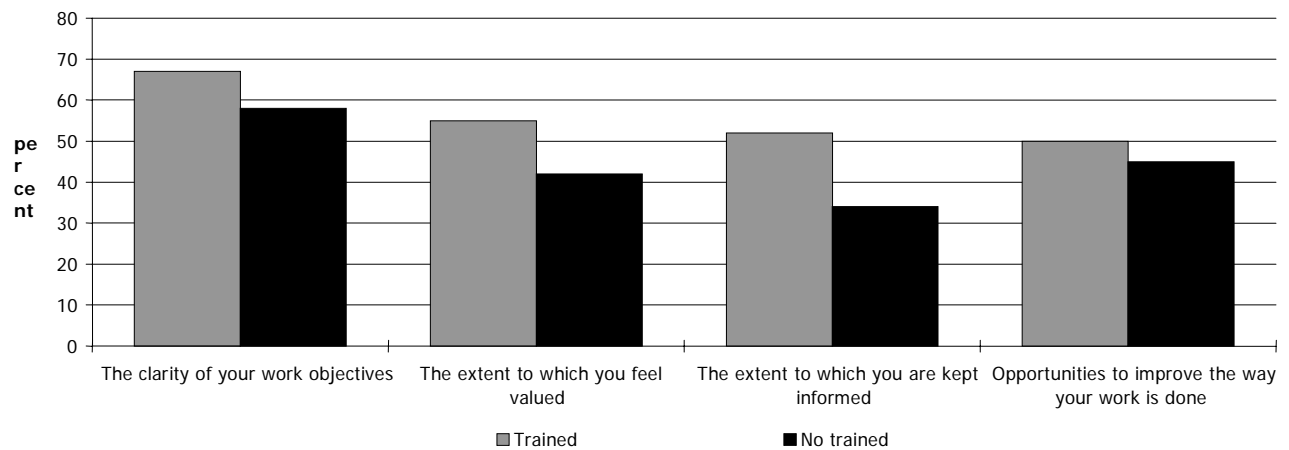


* those who strongly agree or agree

Source: IES Survey, 2004

Equal opportunities training has a positive impact on job satisfaction. Trained respondents are more satisfied with the extent to which they feel valued, the extent to which they are kept informed, and opportunities to improve the way their job is done (see Figure 4.6).

Figure 4.6: Impact of EO training on job satisfaction*



* those who are very satisfied or satisfied

Source: IES Survey, 2004

4.7 What could improve equal opportunities in HEI?

Respondents were asked: 'what do you think could be done to improve equality and fairness for staff working at this institution?'. An analysis of the written suggestions shows them to fall within the following themes:

- *Training*: equal opportunities training and guidelines of good practice issued to all staff.
- *Policies*: family friendly policies (eg better childcare facilities, better maternity pay).
- *HR processes*: implement transparent processes (eg for recruitment, promotion, proper career paths) which define an inclusive way of working; work with the staff to design these processes; better support from HR.
- *Management style*: increase senior management commitment; remove the culture of favouritism; more collegiate and participative culture; more accountable top management.
- *Job and workload*: transparent job grading and salary setting and more careful distribution of workload among academic staff; create proper jobs not fixed term contracts; greater parity between research and teaching.
- *Monitoring and audit*: regular reviews of salaries against gender and race; pay and training audits.
- *Promotion of equal opportunities*: promote equality between academics and other staff; encourage staff to organise themselves into groups to discuss issues; stronger case made to students about equality; more women and minority ethnic staff in senior positions; mainstreaming of diversity issues; appoint a network of equal opportunities officers in each school.
- *Inclusion*: attending to the needs of all staff (eg full time single employees, working class, older men and women.).

- *Access*: equip older buildings to be more accessible for people with disabilities.
- *External and independent support*: an appeals procedure beyond the university for cases of harassment; an independent person to talk to, allowing staff to voice concerns without feeling discriminated against; external inspection by appropriate standards body.

Training is by far the most often mentioned suggestion to improve equal opportunities. HEIs, however, need to monitor the impact of these equal opportunities initiatives. The next chapter examines respondents' reactions and attitudes to equal monitoring practices.

5. Equal opportunities monitoring

Chapter highlights

- Most respondents who could remember an equal opportunities monitoring form returned the form with their job application. Less than 1 per cent completed the form partially or did not return it and 2 per cent indicated that they omitted some evidence.
- The proportion of respondents who only complete the form partially or do not return it is higher when monitoring existing staff than job applicants.
- While the proportion of respondents who did not disclose personal information was small compared with HESA data, analysis indicates that religion and sexual orientation information are more likely to be withheld.
- Twelve per cent of respondents did not answer one of the core biographical information questions, whilst 4 per cent omitted two or more.
- Attitudes to monitoring are associated with two clusters: belief in equal opportunities monitoring, and trust in the privacy of the information.
- Those who have omitted two or more questions on personal information have less positive attitudes towards monitoring.
- Respondents from minority ethnic groups are less trusting in the confidentiality of the information.
- Minority ethnic respondents are less trusting than white respondents in the confidentiality of information. Those with a disability agree more than those with no disability or health problem that they do not believe in labelling themselves.

A primary focus of this survey was to look at what can be done to improve equality of opportunity for members of minority groups who may be unlikely to disclose their minority status, or report incidences of discrimination. With this in mind, the research team sought out the views of people who are more likely to have chosen *not* to disclose their (minority) status to their colleagues at work. They included staff with mental health issues, staff with specific learning disabilities, gay, lesbian, or bisexual staff, staff with religious affiliations and staff with caring responsibilities (*eg* for children or elderly relatives). This chapter presents the findings related to the completion of the monitoring form and disclosure of personal information. Attitudes of respondents towards equal opportunities monitoring and its impact on attitudes to work, as a whole, are also discussed.

5.1 Completion of equal opportunities monitoring

5.1.1 Monitoring job applicants

Respondents were asked about their responses to equal opportunities (EO) monitoring forms. Given that many respondents had joined their HEI many years ago, a high proportion of respondents either could not remember completing a form (32 per cent) or said that there was no EO form to complete (20 per cent). Respondents who could remember an EO monitoring form with their job application generally indicated that they completed it. Less than 1 per cent of respondents declared that they either only partially completed the form or that they did not return the form at all. It is interesting, however, to find that 7 per cent of respondents with less than five years service indicated that there was no EO form to complete when they applied for their job (see Table 5.1).

Table 5.1: Proportion of respondents who do not complete EO form on job applications

When you applied for this job, did you?	N	%
Complete the EO form fully	634	47
Complete the EO but omit some information	6	<1
Not return the EO form	5	<1
Cannot remember	433	32
There was no EO form	269	20
Total	1,347	100

Source: IES Survey, 2004

5.1.2 Monitoring existing staff

Respondents were also asked about how they reacted to requests to provide updated information about themselves by Personnel. One-third of respondents replied that they were not aware of any on-going monitoring or updating procedure, while 63 per cent of respondents complete such forms fully. Three per cent partially complete the form and 3 per cent do not return the form. The number of respondents who are unwilling to complete such forms, as a proportion of those who complete the forms fully, is notably higher for on-going monitoring than for job entry monitoring (see Table 5.2).

Table 5.2: Proportion of respondents who do not complete EO form for personnel records

When asked for information for personnel records, do you?	N	%
Complete the form fully	845	63
Complete the form but omit some information	37	3
Not return the EO form	12	1
Not aware of monitoring/update	442	33
Total	1,336	100

Source: IES Survey, 2004

5.1.3 Omitting evidence

Respondents were asked whether they omitted relevant evidence about skills or employment history from their curriculum vitae or application form because they felt it might identify them as a member of a minority group. Table 5.3 shows the proportion of respondents who complete and partially complete job applications. Only 2 per cent of respondents indicated that they omitted some relevant evidence from their application. While small, it would be worth investigating further.

The reasons given by respondents for omitting information fell into three main groups of answers:

- They were concerned it would cause a detriment to them in either the recruitment process or in the new job.
- They had concerns about intrusion into personal life.
- They felt it gave the wrong impression.

Table 5.3: Proportion of respondents who omit information from job applications

Did you omit evidence from your application?	N	%
No, completed the form or CV fully	1,184	89
Yes, omitted some evidence	26	2
Cannot remember	61	5
Application form or CV not required	63	5
Total	1,334	100

Source: IES Survey, 2004

5.2 Non disclosure

In this section, we examine the pattern of missing responses to the personal information questions included in the questionnaire. This may suggest which questions respondents find the most intrusive.

5.2.1 Which information is not disclosed?

Table 5.4 presents the proportion of respondents who did not answer each of the biographical questions.

Table 5.4: Percentage of respondents who did not disclose some personal information

Biographical information question	%
Gender	1
What was your age on 31 March 2004?	4
How would you describe your sexual orientation?	6
How would you describe your ethnic group?	2
Which of the following religions, bodies or belief systems, if any, do you belong to or affiliate with?	7
Would you say you have a disability?	4

Source: IES Survey, 2004

The reasons why people chose not to answer one question in a questionnaire, while answering another, is complex. Factors such as fatigue towards the end of a form feature highly. All these questions appeared together towards the end of the questionnaire. However, a final question about union membership which followed these questions had a response rate of over 98 per cent. The complexity of the question may also be a factor. On the other hand, a reasonably complex question on ethnicity also attracted a response rate of 98 per cent.

The content of these questions is important and several of these questions are likely to be considered inappropriate or intrusive by at least some respondents. Most respondents answered the questions on gender and on ethnic background (99 and 98 per cent respectively). Seven per cent of respondents chose not to answer the question regarding religion and belief, while 6 per cent chose not to answer the question on sexual orientation.

One respondent commented:

'I do not believe that knowing someone's sexual orientation in advance of there being discrimination occurring is a factor required by these surveys. I chose not to answer. Race, colour, disability and possibly religion can all be seen by others. Sexual orientation cannot be seen unless the individual chooses to show or divulge it. Therefore I do not believe you need to ask this.' (Technical, male, white.)

5.2.2 How many questions are not answered?

Eighty-four per cent of respondents answered all six central biographical questions (gender, age, ethnicity, sexual orientation, disability and religion). Twelve per cent did not answer at least one of these six questions, and 4 per cent did not answer two or more of the questions.

Significant variations in the amount of personal information withheld were observed according to the nature of the respondent's job, as shown in Table 5.5. Respondents in the manual staff group are almost three times as likely, and those in the technical group almost twice as likely, to withhold two or more biographical details compared with respondents, overall.

Table 5.6: Non-disclosure according to nature of work

	All key biographical details given		At least one of six biographical details withheld		Two or more biographical details withheld	
	N	%	N	%	N	%
Academic	372	82	57	13	24	5
Professional	107	86	15	13	1	1
Admin or clerical	283	85	38	11	13	4
Research	125	89	16	11	0	0
Manual	66	71	17	18	10	11
Technical	88	87	6	6	7	7
Management	84	86	11	11	3	3
Total	1,133	84	162	12	58	4

Source: IES Survey, 2004

5.3 Attitudes to monitoring

In order to establish a baseline of attitudes to equal opportunities monitoring, respondents were asked to indicate to what extent they agree or disagree with 14 statements around monitoring such as ‘*I trust my details will be kept confidential*’ (from 1: ‘strongly disagree’, 2: ‘disagree’, 3: ‘neither agree nor disagree’, 4: ‘agree’ and 5: ‘strongly agree’). A number of statements were phrased negatively such as ‘*employers have no right to ask such questions*’ and these statements have been reversed. Responses to the statements have been clustered using factor analysis, a statistical procedure to identify sets of attitude statements that cluster around a unifying theme or concept. Statements can then be combined into clusters or scales.

Table 5.6 indicates that attitudes to equal opportunities monitoring are associated with two clusters: the extent to which respondents believe in monitoring and whether they trust the information will remain private. On the whole, respondents have a strong belief in equal opportunities monitoring and remain positive, if slightly less so, in their level of trust that information will remain private.

We discuss each attitude cluster below and use these to compare different groups of staff.

Table 5.5: Key clusters associated with equal opportunities monitoring

EO monitoring clusters	Statements	N	Means*	SD
Belief in monitoring	4	1293	3.76	.590
Trust in privacy	6	1262	3.49	.527

* from 1: ‘strongly disagree’ to 5: ‘strongly agree’

Source: IES Survey, 2004

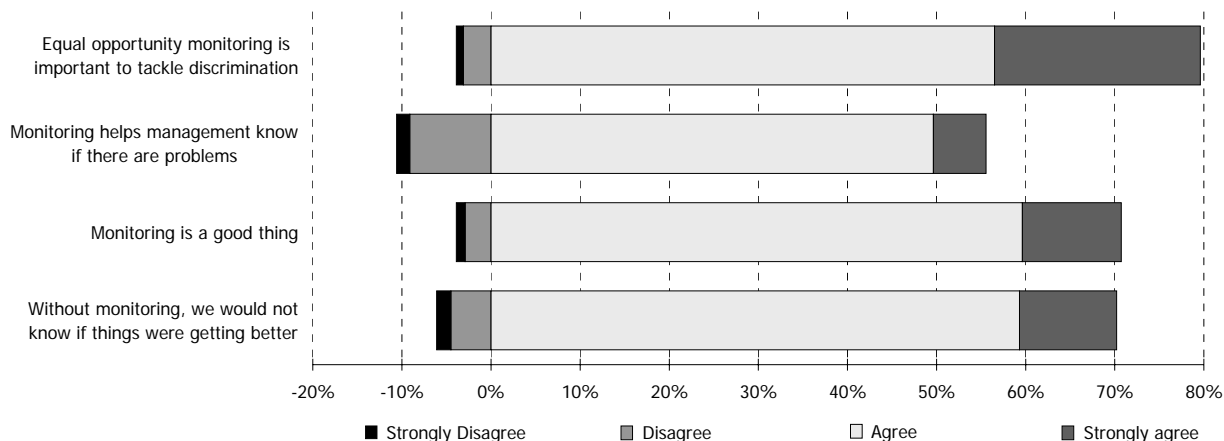
5.3.1 Belief in monitoring

Figure 5.1 displays the attitude statements that make up this cluster. It shows that respondents’ belief in monitoring is very high. They believe strongly that monitoring is important to tackle discrimination.

However, one respondent cautioned that:

'Monitoring must be linked to reflection and action. To be seen to be doing is not the same as actually doing.' (Academic, male, white)

Figure 5.1: Belief in monitoring

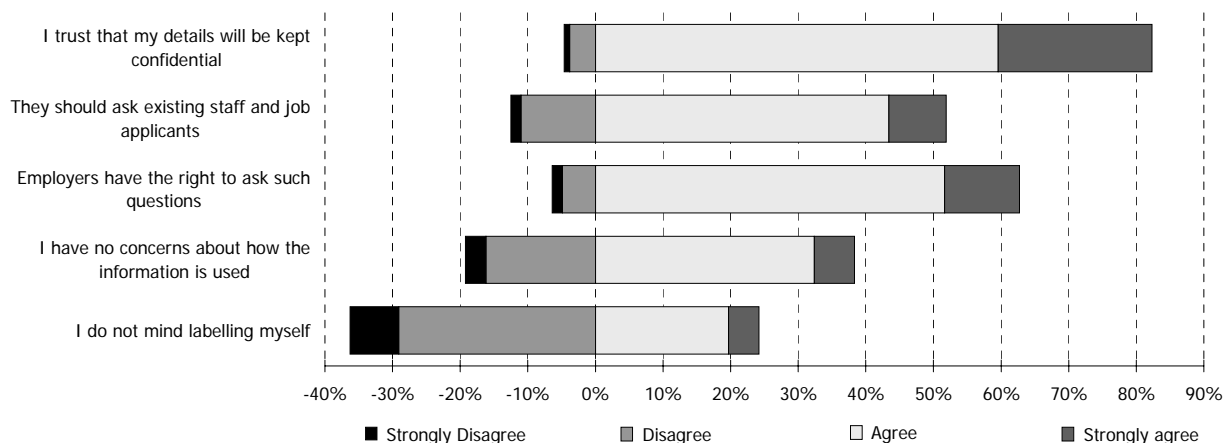


Source: IES Survey, 2004

5.3.2 Trust in the confidentiality of information

Figure 5.2 shows that respondents trust their details will be kept confidential and that employers have the right to ask such questions. They are more neutral about the way the information is used and more circumspect about giving themselves a label.

Figure 5.2: Trust in privacy



Source: IES Survey, 2004

5.4 What makes a difference to attitudes to monitoring?

5.4.1 Background of respondents

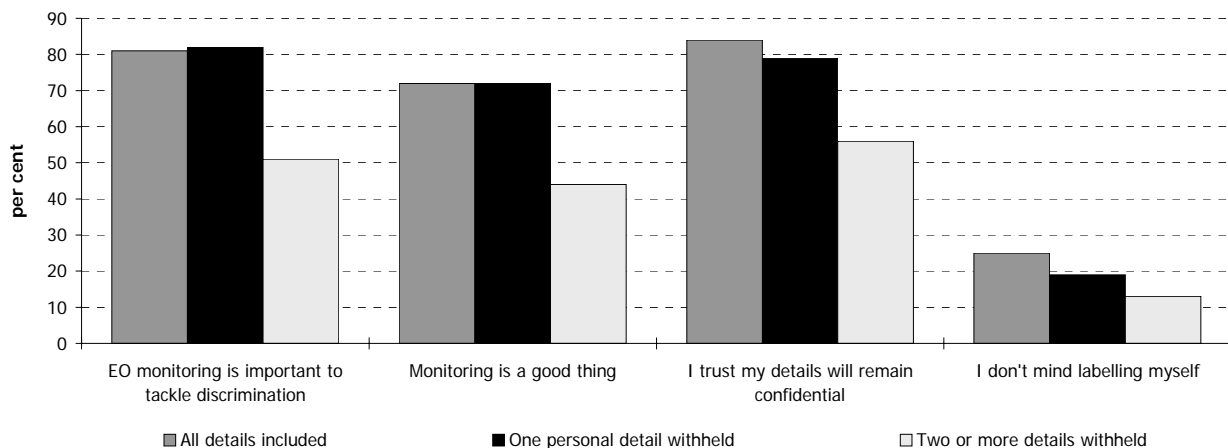
There was little variation in respondents' belief in monitoring; it remained fairly high irrespective of respondents' backgrounds. By contrast, trust in the privacy of the information varied significantly according to the following characteristics of respondents' backgrounds.

- Minority ethnic respondents were less trusting about the privacy of the information compared with white respondents.
- Adult carers were less positive than respondents with no caring responsibilities.
- More non-academic respondents agree or strongly agree with '*I do not believe in labelling myself*' compared with their academic counterparts.
- The same pattern is observed for respondents with a disability compared with respondents with no disability or health problem. More respondents with a disability agree that they do not believe in labelling themselves.

5.4.2 Amount of information not disclosed

Respondents who have not disclosed two or more key personal details are less likely to believe in monitoring and less likely to trust that their details will remain confidential, as shown in Figure 5.3.

Figure 5.3: Attitudes to monitoring according to non-disclosure*



* those who strongly agree or agree

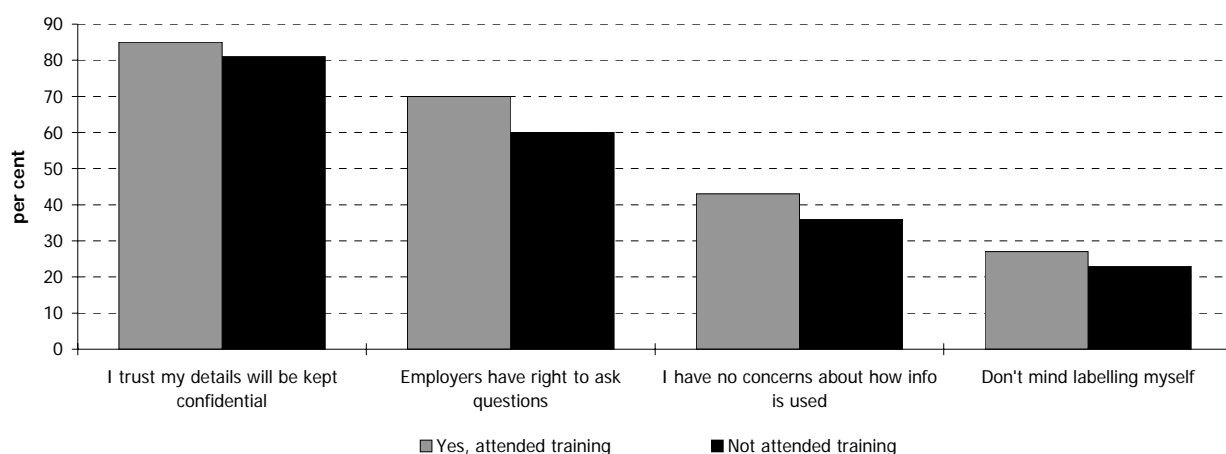
Source: IES Survey, 2004

5.4.3 Attending equal opportunities training

Respondents who have attended equal opportunities training tend to be slightly more trusting in the privacy of the information than those who have not attended training (see Figure 5.4).

A strong belief in the benefit of equal opportunities monitoring emerged as a consistent finding across the different groups of respondents. Attitudes are somewhat moderated by the trust in the privacy of the information and respondents' ability or willingness to choose a category 'label' that best represents their background. In turn, disclosing personal information and attitudes to monitoring are more likely to be influenced by whether their working environment is free from harassment.

Figure 5.4: Trust in privacy according to whether attended EO training*



* those who strongly agree or agree

Source: IES Survey, 2004

6. Experiences of harassment

Chapter highlights

- Seventeen per cent of respondents have personally experienced some form of harassment at work in the last 12 months.
- The most common form of harassment involved unwelcome comments and verbal assault.
- Senior colleagues are the source of unwelcome comments and verbal assaults; other colleagues are the source of abusive emails and offensive jokes.
- Only one-third of respondents who had experienced harassment had reported it. Those who had reported an incident were not likely to be satisfied with the response.
- Respondents in the middle age group, those who declared a disability or health issue, and respondents with caring responsibilities for children and adults are more likely to have experienced an incidence of harassment.
- Technical and manual workers, working full-time on a permanent contract, and members of a union report more experience of harassment than their counterparts.
- Those who have experienced harassment also report they have witnessed a colleague being harassed.

In exploratory interviews conducted at an early stage of this project, harassment was a key concern identified by representatives of several of these staff groups. The inclusion of several questions on harassment was in addition to other broad questions on equal opportunities. Respondents' experiences of harassment are presented in this chapter.

6.1 Incidence of harassment

6.1.1 Nature and source of harassment

Seventeen per cent of respondents reported in the survey that they had personally experienced harassment within the previous 12 months. The incidence of harassment did not vary significantly across the institutions in the sample, ranging from 12 per cent to 22 per cent. The most common form of harassment experienced was unwelcome comments, while the second most common form was verbal assault. Table 6.1 shows the nature and source of harassment, presented as a proportion of respondents who indicated that they had experienced harassment. Of the 17 per cent of respondents who had experienced harassment, 37 per cent had experienced harassment in the form of unwelcome comments from colleagues. Percentages add up to considerably more than 100 per cent because some individuals may have experienced more than one type of harassment, or been harassed by seniors, colleagues and students.

Table 6.1 shows that senior colleagues were the most likely source of unwelcome comments and verbal assault, closely followed by other colleagues who were most likely to be the source of abusive emails/memos and offensive jokes.

6.1.2 Reporting of incidents

Reporting of incidents was low. Approximately one-third of respondents who had experienced

Table 6.1: Nature and source of harassment (as percentage of respondents who said they had experienced harassment)

	From colleagues		From seniors		From students		From any source	
	N	%	N	%	N	%	N	%
Unwelcome comments	82	37	86	38	19	8	157	72
Offensive jokes	15	7	15	7	3	1	27	12
Abusive emails/memos	27	12	19	8	9	4	50	23
Verbal assault	35	16	43	19	15	7	86	39
Physical assault and sexual advances	12	6	3	1	4	3	19	3
Other	16	7	22	10	2	1	36	16
Any type of harassment	121	54	123	55	52	23	-	-

*Base=224, ie those who had experienced harassment

Source: IES Survey, 2004

unwelcome comments, abusive emails or memos, verbal or physical assault had reported the harassment. Reporting levels were lower for other types of harassment such as offensive jokes and unwelcome sexual advances. See Table 6.2.

The reasons given for not reporting an incident are listed in order in Table 6.3, with the most common reason being that they 'thought it would make matters worse'.

Table 6.2: Reporting levels (as a percentage of respondents who said they had experienced that type of harassment)

	Experienced		Reported	
	N	%	N	%
Unwelcome comments	157	72	51	32
Offensive jokes	27	12	5	19
Abusive emails/memos	50	23	18	36
Verbal assault	86	39	31	36
Physical assault or sexual advances	19	3	5	26
Other	36	16	9	25

Source: IES Survey, 2004

One academic commented that:

'The university has an extremely serious and widespread problem with bullying/harassment of both junior staff and students by staff in more senior management positions (some Heads of department, some Faculty Deans, Head of Personnel etc). This seems to be part of an institutional culture in which bullies quickly learn that they are safe from any disciplinary procedures, sanctions etc ...which exist on paper only. The only hope which I can see would be for an outside, independent body thoroughly to investigate...' (Female, minority ethnic, academic)

Another academic respondent commented:

'The main problem is that none of the university managers are capable of investigating complaints in a fair and timely way. Cases drag on for months until the complainant gets sick of it and leaves. Investigations are not fair to either party.' (Male, white, academic.)

6.1.3 Satisfaction with response

Respondents who had personally experienced harassment and reported the incident were asked to what extent they were satisfied with the response, choosing from four options; 1: 'very satisfied', 2: 'satisfied', 3: 'a little satisfied', 4: 'not at all satisfied'. Of the 101 respondents who

Table 6.3: Reasons for not reporting harassment

Reason	% of those who did not report an incident
Thought it would make matters worse	46
Did not think the complaint would be taken seriously	43
Just wanted to forget about it	26
Thought it may harm career prospects	24
Thought it would be seen as a weakness	21
Did not know who to go to	7

Source: IES Survey, 2004

answered this question, 47 per cent were *not at all satisfied* with the response, and 30 per cent were only *a little satisfied*, leaving only 23 per cent who were either satisfied or very satisfied with the response.

Aspects of the response which caused dissatisfaction fell into three main types of reason:

- supposed to be investigated but nothing actually done
- no follow-up, no explanation given
- response was slow, lack of urgency to resolve problem.

The most common problem was that the complaint was not actually investigated as promised: this was mentioned by 28 per cent of respondents who had reported harassment. The other aspects of the response, *ie* no follow-up/explanation and speed of response were mentioned by 15 and 11 per cent of respondents who had reported harassment, respectively.

Other aspects of the response caused dissatisfaction but were mentioned less frequently. For example, some respondents:

- believed that there was no satisfactory system in place

- felt that it made the situation worse
- were told to be quiet
- felt it had not been managed sensitively.

The aspects of the response which were satisfying fell into two types of reason:

- 18 per cent of those who reported an incident mentioned the '*response was effective*'
- 15 per cent mentioned that the complaint was '*taken seriously*'.

6.2 Who is most at risk?

In this section, we take a closer look at the biographical and employment backgrounds of those who have reported that they have experienced harassment.

As noted in Section 6.1, 17 per cent of all respondents have experienced harassment during the past 12 months. Now we consider whether some staff are more or less likely to experience harassment. Appendix 3, Table A3.1 presents the background of the 17 per cent of respondents who have experienced harassment. We comment on statistically significant differences below.

6.2.1 Biographical factors

Age

The middle age group of respondents (35 to 44) reported significantly more experience of harassment. Twenty-two per cent of respondents in the 35 to 44 age group reported that they had experienced harassment compared with 17 per cent in the 45 to 54 age group, 15 per cent in the under 35 age group and only 13 per cent in the 55 and older age group.

Disability and health issues

Disability and health issues have a significant association with whether respondents experience harassment. Thirty per cent of those who declared themselves to be disabled had been harassed, compared to 24 per cent of those with health issues and only 14 per cent of those with no health issues or disability.

Caring responsibilities

Caring responsibilities were also significantly associated with experience of harassment. Twenty-nine per cent of those who had caring responsibilities for both adults and children report that they have experienced harassment in the last 12 months. Twenty-three per cent of those caring for adults only report that they have experienced harassment, compared to 16 and 15 per cent for those with children only or those with no caring responsibilities.

6.2.2 Employment factors

Nature of work

Experience of harassment is associated with the nature of work in which respondents are engaged. For example, 30 per cent of those engaged in technical work, and 22 per cent of manual workers report that they have been harassed in the last 12 months.

In contrast, 10 per cent of those engaged in research report being harassed, while 12 per cent of professional staff report being harassed. Full details are presented in Appendix 3, Table A3.2; statistically significant differences are highlighted below.

Time in current role

Time in role also appears to be associated with harassment, with 21 per cent of respondents who have been in their role for more than ten years reporting that they have been harassed in the past 12 months. At the other end of the scale, 13 per cent of respondents who have been in their current role for less than ten years report being harassed in the past two years.

Working pattern

Eighteen per cent of respondents who work full-time report having experienced harassment compared to 10 per cent of respondents who work part-time.

Contract permanence

Eighteen per cent of respondents who have a permanent or open-ended contract report having experienced harassment, compared to 12 per cent of respondents who work on a temporary, casual or fixed-term basis.

Union

Union membership also has an association with experiences of harassment. Twenty-one per cent of respondents who are members of one of the four main unions, and 19 per cent of respondents who are members of another union, report experiencing harassment during the past 12 months. In contrast, 13 per cent of respondents who do not belong to any union report that they have experienced harassment during the past 12 months.

A number of reasons may underpin this pattern of response, *eg*:

- union members may be more aware of harassment due to education and awareness programmes run by unions
- certain aspects of the profile of union members may underlie the pattern
- union membership itself may lead to victimisation in some environments.

6.3 Witnessing harassment

Seventeen respondents reported in the survey that they had witnessed other colleagues being harassed. There is some association between experiencing and witnessing harassment, with 44

per cent of those who report experiencing harassment also reporting that they had witnessed a colleague being harassed.

6.3.1 Nature and source of witnessed harassment

Respondents were asked an open question about the form that the harassment took. Some respondents described the nature of the harassment and some described the source.

Table 6.4 shows that the most common forms of harassment which respondents had witnessed were unwelcome comments and verbal assaults, each mentioned by one-third of respondents who had witnessed harassment. Bullying was mentioned by 14 per cent, followed by 11 per cent who were aware of abusive emails and memos. Again, it would appear that harassment by staff was more common than by students.

The pattern in terms of nature and source of harassment is similar to that found for those who personally experienced harassment.

Table 6.4: Nature of harassment witnessed by respondents (as a percentage of respondents who witnessed harassment)

	N	% of cases
Unwelcome comments	75	34
Verbal assault	73	33
Bullying	31	14
Abusive emails/memos	24	11
Other forms (misc.)	22	10
Harassment by staff	15	7
Offensive jokes	13	6
Unwelcome sexual advances	9	4
Harassment by students	7	3
Physical assault	6	3
Discrimination	5	2

Source: IES Survey, 2004

6.3.2 Why did they not report it?

Thirty-eight per cent of respondents who witnessed harassment, and did not report it, indicated that they thought reporting it would make matters worse. Twenty per cent did not report it because they thought it would be held against them personally, and 20 per cent felt it was a private matter. Seven per cent might have reported it if they knew who they could go to about the matter (see Table 6.5).

Table 6.5: Reasons given for not reporting witnessed harassment

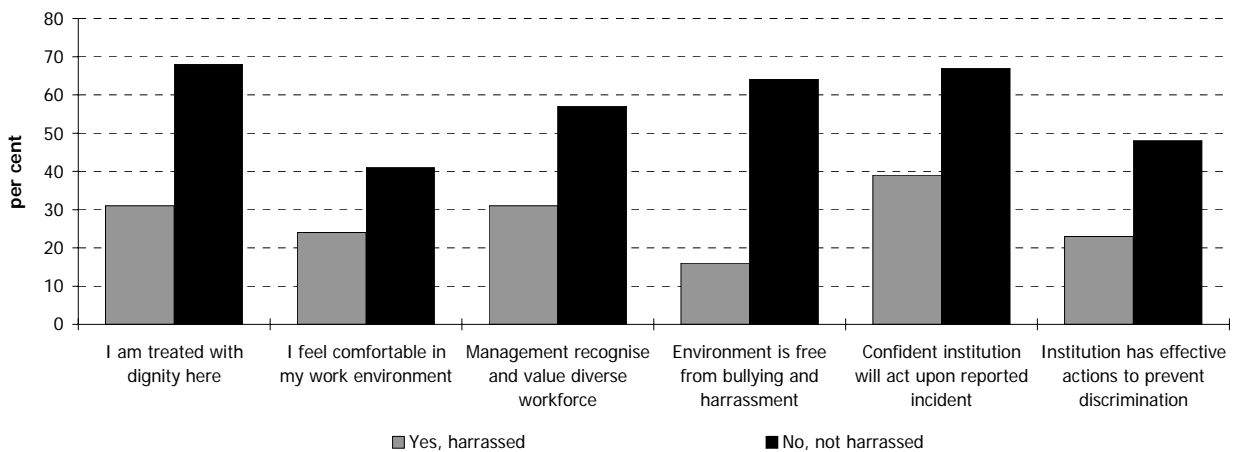
	N	%
Thought it would make matters worse	62	38
Other reason not reported	57	35
Thought it may be held against me	33	20
Felt it was private matter	32	20
Did not know who to go to	12	7

Source: IES Survey, 2004

6.4 Impact of harassment

The analyses of attitudes to work and equal opportunities activities, according to whether respondents have reported incidences of harassment, show that harassment has a highly significant impact on attitudes. Respondents who have experienced harassment are the most negative of all respondents, as shown in Figure 6.1.

Figure 6.1: Impact of harassment on attitudes to equal opportunities



*those who strongly agree or agree

Source: IES Survey, 2004

Most negative

Respondents who have experienced harassment are more negative about:

- the way their performance is managed
- their belief that they have a caring institution
- the amount of stress they experience
- the level of communication.

6.4.1 Neutral

Respondents who have experienced harassment are also more neutral about the following compared with those who have not been harassed, who are positive:

- supportive culture
- autonomy
- commitment to equal opportunities.

6.4.2 Attitudes to equal opportunities

Respondents who have experienced harassment are also more negative about the outcomes of the equal opportunities activities of their HEI, as shown in Figure 6.1. It shows that respondents who have experienced harassment are:

- Less likely to believe they are treated with dignity; to feel comfortable in their work environment; or to feel inspired by their institution.
- More dissatisfied with the level of stress in their job.
- Less likely to believe that their institution recognises and values a diverse workforce.

Findings emerging from the survey have highlighted a combination of positive and negative attitudes towards working in HE, job satisfaction, and outcomes of equal opportunities initiatives. Perceptions of respondents have been mediated by the extent to which they believe they are treated with dignity in practice and the impact this has on aspects of job performance.

7. Conclusions and Recommendations

The survey findings have provided a rich source of data. It remains for us to explore how they have served to elucidate the objectives of the project. We follow this discussion with our recommendations.

7.1 Non disclosure

Objective 1: *'identify in approximate terms, the extent of non-disclosed/disclosed information on areas such as sexual orientation and disability.'*

In order to address this objective, we:

- examined the response to the survey overall compared with HESA data
- expanded questions on personal information to include more meaningful categories likely to elicit hidden inequalities (*eg* unseen health issues)
- analysed patterns of non-response
- sought information about participants' behaviour in completing equal opportunities monitoring forms
- explored participants' views and attitudes towards monitoring.

The following findings are of direct relevance to this objective:

- Less than 2 per cent of the survey respondents chose not to select an ethnic origin, compared with 18 per cent for the HESA data.
- Given the random nature of the sampling, and the fact that the achieved sample is broadly in line with HESA data, participants may have felt more comfortable responding to an independent survey. The strength of this conclusion is, however, somewhat limited by the smaller size of the achieved sample than had been anticipated.
- Given that the increased disclosure of ethnicity is spread across all groups of participants, it would seem that non-disclosure occurs for all ethnic categories rather than just one particular group. This could be a sampling effect, either as a result of minority ethnic respondents deciding not to return the survey or not being targeted by the institutions distributing the survey in the first place.
- We aimed to identify hidden inequalities, *ie* the people who have an option of not disclosing their (minority) status, such as those with unseen health problems. While a small group of respondents (5 per cent) identified themselves as disabled, according to the DDA definition, a further 15 per cent said that they had health issues which did not constitute a disability.

- The most common problems were unseen conditions such as diabetes; the second most common category involved mental health issues such as depression. More than half had more than one health problem.
- The pattern of missing responses to the personal information questions indicated that religion or belief and/or sexual orientation were more likely to be withheld (7 per cent did not disclose this information), suggesting that participants may have found these questions the most intrusive.
- The pattern of completion of EO monitoring forms showed that most participants who could remember a form returned this with their job application. A small number (2 per cent) did not return it, partially completed it, or omitted some evidence.
- The proportion of participants who complete the form partially, or do not return it, is higher for monitoring existing staff than for job applicants.
- Participants' attitudes towards monitoring reflect their belief in the value of monitoring for equal opportunities and the extent to which they trust that the information will remain confidential.
- Those who have omitted two or more questions on personal information have less positive attitudes towards monitoring. Participants from minority ethnic groups, or with a DDA recognised disability, and/or from non-academic occupations — manual and technical in particular — tend to agree the most that they do not believe in labelling themselves.

7.2 Experiences of working in HE

Objective 2: *'delineate ways in which the survey participants may experience discrimination and how this influences their work'*.

To address this objective, we:

- checked whether and how participants experience different patterns of employment
- established a baseline of key areas of satisfaction and concerns amongst staff about their jobs and working for their institution, and
- compared how views differed according to different groups and their experience of harassment.

Findings show that:

- Female and minority ethnic respondents are significantly more likely to be employed on temporary or fixed contracts.
- The average full-time equivalent salary for male respondents was £32,324, compared with £24,696 for female respondents.
- Not surprisingly, those on a permanent contract earn a significantly higher salary than those on a temporary contract (average full-time equivalent £29,274 compared with £24,472).
- The average salary for female respondents was consistently lower, across the different occupational groups, than for male respondents. This pattern is consistent irrespective of the type of employment contract.
- The average salary for white respondents was £28,342, while the average for minority ethnic respondents was £21,473. Almost a quarter of the small number of minority ethnic

respondents earned less than £14,000. The small number of minority ethnic respondents in academic occupations earn significantly less than their white counterparts.

- A similar pattern to that found for gender seemed to emerge for minority ethnic respondents. Numbers in subgroups are however too small to draw any conclusion. This would need checking with a larger sample, as it may indicate that minority ethnic staff may earn consistently less than their white counterparts across all occupations, and the effect may be compounded for female minority ethnic respondents.
- Staff attitudes about working in HE are associated with the extent to which their institution cares for them, the support they get from colleagues and managers, and the extent to which they are being developed. Job satisfaction is related to the way staff performance is managed, the level of autonomy and communication, and the amount of stress experienced.
- Academic participants are the most dissatisfied with the amount of stress they experience. Research participants are more satisfied with their level of autonomy compared with academic participants. Respondents from manual occupations are the least satisfied with the level of autonomy in their job.
- Administrative and clerical and manual participants who are males are less positive about the extent to which they are being developed compared with their female counterparts. Male manual respondents are also dissatisfied with most aspects of job satisfaction including the way their performance is managed.
- Respondents with a self-identified disability report higher levels of stress; and, together with those with health problems, are less positive about all aspects of working for their HEI.
- Those respondents who care for an adult are less satisfied with their level of autonomy and the amount of stress they experience.
- Seventeen per cent of respondents have personally experienced some form of harassment at work. This is more likely to involve unwelcome comments and verbal assault from senior colleagues, and abusive emails and offensive jokes from colleagues.
- Incidents of harassment are unlikely to be reported, and those who report them are unlikely to be satisfied with the response of their HEI.
- Non-academic respondents in technical and manual occupations are more likely to experience harassment at work.
- Respondents in the middle age group, those who declare a disability or health issue, and respondents with caring responsibilities for children and adults are more likely to experience harassment at work.

7.3 Impact of equal opportunities activities

Objective 3: *'identify to what extent these individuals have benefited from equal opportunities activities'*.

To address this objective we:

- checked the level of awareness of equal opportunities policies
- gauged the level of training given
- gathered views about perceived effectiveness of EO policies and other activities.

Findings show that:

- Although most respondents are aware that their HEI has an equal opportunities policy, there is a lack of awareness amongst more vulnerable groups (*eg* minority ethnic, hourly paid, technical and manual) about knowing where to get a copy and what the policy covers.
- Only about a quarter of respondents believe the policy definitely protects them, and female respondents are less certain. Almost one-third of manual staff do not know whether the policy protects them, and 18 per cent of technical staff believe it definitely does not protect them.
- A third of respondents have attended an equal opportunities training event. More than half the respondents who have been trained believe the training was very effective or effective.
- Attending equal opportunities training has a large and significant impact on awareness of what the policy covers and belief that it will make a difference.
- Perceptions of equal opportunities are associated with the HEI's level of commitment to equal opportunities and the extent to which it leads to real outcomes.
- Being trained, being confident in the protection afforded by the policy, and rating the training as effective — all have a significant positive impact on perceptions of equal opportunities activities.
- Respondents who have received equal opportunities training hold more positive views about all aspects of working in HE and have higher levels of job satisfaction, in particular for aspects related to training.
- By contrast, respondents who have experienced harassment are the most negative overall. They are less likely to believe they are treated with dignity; to feel comfortable about their work environment; or to feel inspired by their institution. They are also more dissatisfied about the level of stress in their job, and less likely to believe that their institution recognises and values a diverse workforce.

7.4 Recommendations

Objective 4: *'gather views and make recommendations as to what actions need to be taken'.*

To address this objective, we:

- sought suggestions from respondents about improvements that could be made by their HEI, and
- made recommendations about actions that need to be taken.

7.4.1 Staff feedback

Respondents were asked: *'what do you think could be done to improve equality and fairness for staff working at this institution?'.* An analysis of the written suggestions shows them to fall within the following themes:

- *Training:* equal opportunities training and guidelines of good practice issued to all staff.
- *Policies:* family friendly policies (*eg* better childcare facilities, better maternity pay).

- *HR processes*: Implement transparent processes (eg recruitment, promotion, proper career paths) which define an inclusive way of working; work with the staff to design these processes; better support from HR.
- *Management style*: increase senior management commitment; remove the culture of favouritism; more collegiate and participative culture; more accountable top management.
- *Job and workload*: transparent job grading and salary setting and more careful distribution of workload for academic staff; create proper jobs not fixed-term contracts; greater parity between research and teaching.
- *Monitoring and audit*: regular reviews of salaries against gender and race; pay and training audits.
- *Promotion of equal opportunities*: promote equality between academics and other staff; encourage staff to organise themselves into groups to discuss issues; stronger case made to students about equality; more women and minority ethnic staff in senior positions; mainstreaming of diversity issues; appoint a network of equal opportunities officers in each school.
- *Inclusion*: attending to the needs of all staff (eg full-time, single employees, working class, older men and women).
- *Access*: equip older buildings to be more accessible for people with disabilities.
- *External and independent support*: an appeals procedure beyond the university for cases of harassment; an independent person to talk to allow staff to voice concerns without feeling discriminated against; external inspection by appropriate standards body.

Training is by far the most often mentioned suggestion to improve equal opportunities. HEIs, however, need to monitor the impact of these equal opportunities initiatives.

7.4.2 Actions needed

It is evident from survey findings that HEFCE funds to support HR strategies and initiatives taken by HEIs have not reached the parts they were supposed to.

Actions for HEIs:

- Urgently review harassment policies and procedures for reporting; appoint a senior champion and anti-bullying buddies across the HEI.
- Review equal opportunities policies to ensure they are up to date and communicate these widely to all staff.
- Provide regular equal opportunities reports to show the HEI's progress in implementing policies.
- Provide equal opportunities training to all staff but this needs to be handled carefully, particularly training senior staff (eg compulsory vs voluntary).
- Create a network of equal opportunities responsibility across HEI departments
- Review equity of pay levels for existing staff and new recruits according to different biographical and employment backgrounds, in particular for gender and ethnic group.
- Review monitoring systems; publicise how they are used and demonstrate confidentiality. But recognise that some groups and/or individuals will not necessarily take part unless their level of trust and understanding of the use of the data are fostered.

- Review policies and practices in recruitment and promotion to ensure they are not discriminatory.
- Monitor the impact of policies via regular staff attitude surveys.

Actions for HESA:

- Consider the collection of anonymous data across HEIs via an independent annual survey.
- Review the type of data collected and develop more meaningful categories such as that for unseen health problems.

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Appendix 1: Comparison with HESA data

Some biographical details of the achieved sample in the IES survey, together with the 2001/2002 HESA staff aggregate data are presented below.

Table A1.1: Response rates

	Achieved sample	Share of sample %	Share of achieved sample %
Wales	86	7.6	6.3
Scotland	168	15.3	12.4
England 1	18	1.2	1.3
England 2	37	2.3	2.7
England 3	92	4.6	6.8
England 4	83	6.3	6.1
England 5	126	8.7	9.3
England 6	144	10.7	10.6
England 7	197	13.9	14.5
England 8	404	29.5	27.9

Source: IES Survey, 2004

Table A1.2: Gender, comparison of survey sample and HESA staff aggregate data

Gender	IES survey	HESA staff aggregate data
	%	%
Male	42	47
Female	57	53

Source: IES Survey, 2004, N=1,359; HESA 2001-2002 aggregate staff record

Table A1.3: Ethnicity, comparison of survey sample and HESA staff aggregate data

Ethnic origin	IES survey	HESA staff aggregate data
	%	%
White British/English/Welsh	74.8	67.1
White Scottish	10.3	7.4
White Irish	1.0	0.5
Other White	6.6	1.9
Mixed White & Black Caribbean	<0.4	<0.1
Mixed White & Asian	0.4	0.1
Other mixed background	0.3	0.1
Indian	1.3	1.1
Pakistani	0.7	0.3
Bangladeshi	<0.4	0.1
Other Asian background	0.4	0.5
Black Caribbean	0.7	0.7
Black African	0.4	0.6
Other Black background	<0.4	0.3
Chinese	0.7	0.9
Other ethnic background	0.4	1.2
Unknown/refused	1.8	17.5

Source: IES Survey, 2004, N=1,359; HESA 2001-2002 aggregate staff record

Table A1.4: Age, comparison of survey sample and HESA aggregate staff record

Age group	IES survey	HESA aggregate staff record
	%	%
under 25	5	7
25-29	9	10
30-34	11	13
35-39	12	13
40-44	13	14
45-49	15	13
50-54	13	13
55-59	12	11
60-64	5	5
65 and over	0	1
Unknown	4	1

Source: IES Survey, 2004, N=1,359; HESA 2001-2002 aggregate staff record

Appendix 2: Further tables on EO activities

Table A2.1: Does HEI have an EO policy (personal background)?

		Has an EO policy?	
		N	%
Gender	Male	518	92
	Female	710	92
Age	under 35	302	89
	35-44	322	93
	45-54	344	92
	55 or over	222	93
Sexual orientation	Heterosexual	1,118	92
	Non-heterosexual	60	95
Ethnicity	White	1,154	92
	Minority ethnic	68	90
Religion	C of E	316	91
	Other Christian	284	91
	Other religion	66	92
	Non-religious	488	94
Disability	Disabled	64	97
	Health problems but not disabled	190	96
	No disability or health problem	941	91
Caring responsibility	Adults only	99	91
	Children only	328	94
	Both	37	98
	None	751	91
Qualification	Doctorate	367	92
	Masters	201	92
	Other postgraduate incl PGCE, professional qualification	62	97
	First degree	249	93
	Other qualification	270	93
Total		1,243	92

Source: IES Survey, 2004

Table A2.2: Does HEI have an EO policy (work background)?

		Has an EO policy?	
		N	%
Nature of work	Academic	429	95
	Professional	103	88
	Admin or clerical	317	95
	Research	117	84
	Manual	74	80
	Technical	88	87
	Management	96	98
	Other	14	93
Work pattern	Full time	1,030	93
	Part time	203	87
Contract	Permanent	929	94
	Temporary	299	86
Union	Main groups	509	95
	Other union	122	90
	No union	596	90
Total		1,243	92

Source: IES Survey, 2004

Table A2.3: Do you know where to get a copy of the EO policy (personal background)?

		Know where to get copy of EO policy?	
		N	%
Gender	Male	425	81
	Female	569	78
Age	under 35	232	75
	35-44	256	78
	45-54	286	82
	55 or over	187	83
Sexual orientation	Heterosexual	906	80
	Non-heterosexual	49	78
Ethnicity	White	942	80
	Minority ethnic	47	66
Religion	C of E	261	81
	Other Christian	231	80
	Other religion	50	75
	Non-religious	392	79
Disability	Disabled	56	88
	Health problems but not disabled	147	77
	No disability or health problem	769	80
Caring responsibility	Adults only	69	69
	Children only	271	82
	Both	30	81
	None	613	80
Qualification	Doctorate	278	75
	Masters	177	86
	Other postgraduate inc PGCE, professional qualification	60	97
	First degree	201	79
	Other qualification	222	81
Total		1,004*	81

*Question only applies to those who knew that HEI had an EO policy

Source: IES Survey, 2004

Table A2.4: Do you know where to get a copy of EO policy (work background)?

		Know where to get copy of EO policy?	
		N	%
Nature of work	Academic	345	78
	Professional	93	88
	Admin or clerical	267	83
	Research	85	70
	Manual	46	57
	Technical	62	71
	Management	93	96
	Other	11	73
Work pattern	Full-time	841	81
	Part-time	155	73
Contract	Permanent	778	83
	Temporary	217	70
Union	Main groups	420	81
	Other union	109	87
	No union	464	76
Total		1,004	79

Source: IES Survey, 2004

Table A2.5: Do you know what the policy covers?(personal information) percentage

		I have a clear idea	I have some idea	No
Gender	Male	26	67	6
	Female	22	68	10
Age	under 35	14	75	11
	35-44	22	66	12
	45-54	28	66	7
	55 or over	31	65	4
Ethnicity	White	24	68	8
	Ethnic minority	12	70	18
Religion	Church of England	24	68	8
	Other Christian	23	67	10
	Other religion	15	68	17
	Non-religious	24	68	7
Disability	Disabled	30	64	6
	Health problems but not disabled	29	63	8
	No disability or health problem	22	69	9
Caring responsibility	Adults only	17	71	12
	Children only	25	67	8
	Both	11	76	14
	None	24	68	8
Total		23	66	9

Source: IES Survey, 2004

TableA2.6: Do you know what the policy covers? (work information) percentage

		I have a clear idea	I have some idea	No
Nature of work	Academic	28	65	6
	Professional	38	57	5
	Admin or clerical	16	75	10
	Research	9	82	9
	Manual	14	65	21
	Technical	16	64	20
	Management	43	57	
	Other	21	64	14
Work pattern	Full time	25	66	9
	Part time	16	76	9
Contract	Permanent/ open ended	27	65	8
	Temporary/ fixed term/ casual	12	78	10
Union	Big four	26	67	7
	Other union	33	61	7
	No union	20	70	10
Total		23	67	9

Source: IES Survey, 2004

TableA2.7: Feel that the policy protects you?(personal information) percentage

		Yes, definitely	To some extent	No	Don't know
Gender	Male	33	42	12	13
	Female	24	54	8	14
Age	under 35	24	52	5	18
	35-44	25	48	12	15
	45-54	29	50	9	12
	55 or over	36	43	12	9
Ethnicity	White	28	49	10	14
	Ethnic minority	31	49	4	15
Religion	Church of England	26	50	10	14
	Other Christian	31	47	8	14
	Other religion	32	43	8	17
	Non-religious	27	49	12	12
Disability	Disabled	25	53	14	8
	Health problems but not disabled	27	47	14	12
	No disability or health problem	29	48	8	15
Caring responsibility	Adults only	22	49	14	15
	Children only	26	49	10	15
	Both	27	54	8	11
	None	29	48	9	13
Total		28	49	10	14

Source: IES Survey, 2004

Table A2.8: Feel that policy protects you? (work information)

		Yes definitely	To some extent	No	Don't know
Nature of work	Academic	29	47	11	11
	Professional	34	44	8	14
	Admin or clerical	23	53	8	15
	Research	24	48	4	23
	Manual	23	31	13	29
	Technical	22	39	18	19
	Management	33	56	6	4
	Other	13	60	7	13
Work pattern	Full-time	27	48	10	14
	Part-time	25	45	7	19
Contract	Permanent	27	48	11	13
	Temporary	25	48	5	19
Union	Main groups	28	45	12	14
	Other union	27	47	12	13
	No union	26	50	7	15
Total		27	48	9	15

Source: IES Survey, 2004

Table A2.9: Who has received equal opportunities training (personal background)?

		Have received EO training?	
		N	%
Gender	Male	204	37
	Female	230	30
Age	under 35	72	22
	35-44	117	34
	45-54	142	39
	55 or over	87	38
Sexual orientation	Heterosexual	388	33
	Non-heterosexual	28	44
Ethnicity	White	412	34
	Minority ethnic	19	26
Religion	Church of England	118	35
	Other Christian	89	29
	Other religion	19	28
	Non-religious	175	34
Disability	Disabled	23	35
	Health problems but not disabled	63	33
	No disability or health problem	336	33
Caring responsibility	Adults only	33	31
	Children only	117	34
	Both	12	32
	None	267	33
Total		439	33

Source: IES Survey, 2004

Table A2.10: Who has received equal opportunities training (work background)?

		Have received EO training?	
		N	%
Job groups	Academic	188	43
	Professional	45	39
	Admin or clerical	85	26
	Research	25	18
	Manual	19	22
	Technical	19	20
	Management	52	56
Work pattern	Full-time	375	35
	Part-time	60	26
Contract	Permanent	362	38
	Temporary	73	21
Union	Main groups	189	36
	Other union	52	40
	No union	192	29
Total		439	33

Source: IES Survey, 2004

TableA 2.11: Biographical & personal information by whether training was effective

		Effective or very effective		A little or not effective		Total
		N	%	N	%	
Gender	Male	134	64	76	36	210
	Female	156	68	73	32	229
Age group	under 35	47	64	26	36	73
	35-44	72	63	43	37	115
	45-54	105	72	41	28	146
	55 or over	55	61	35	39	90
Religion	Church of England	87	74	31	26	118
	Other Christian	65	70	28	30	93
	Other religion	10	53	9	47	19
	Non-religious	112	64	63	36	175
Disability	Disabled	14	61	9	39	23
	Health problems but not disabled	41	63	24	37	65
	No disability or health problem	229	68	110	32	339
Caring responsibility	Adults only	18	53	16	47	34
	Children only	72	62	45	38	117
	None	188	69	83	31	271
Qualification	Doctorate	93	61	60	39	153
	Masters	57	74	20	26	77
	Other postgraduate inc PGCE, professional qualification	19	66	10	34	29
	First degree	49	62	30	38	79
	Other qualification	60	79	16	21	76
All cases		293	66	151	34	444

Source: IES Survey, 2004

Table A2.12: How effective was training? (work information)

		Effective or very effective		A little or not effective		Total
		N	%	N	%	
Full time or part time	Full time	245	64	137	36	382
	Part time	44	76	14	24	58
Contract type	Permanent/ open ended	241	65	131	35	372
	Temporary/ fixed term/ casual	49	72	19	28	68
Union membership	Big four	126	65	67	35	193
	Other union	35	67	17	33	52
	No union	130	67	63	33	193
All cases		293	66	151	34	444

Source: IES Survey, 2004

Appendix 3: Further tables on harassment

Table A3.1: Who experiences harassment (personal background)?

		Have experienced harassment?	
		N	%
Gender	Male	83	15
	Female	139	18
Age	under 35	49	15
	35-44	75	22
	45-54	61	17
	55 or over	30	13
Sexual orientation	Heterosexual	199	17
	Non-heterosexual	15	23
Ethnicity	White	203	16
	Minority ethnic	18	24
Religion	Church of England	53	15
	Other Christian	42	14
	Other religion	16	23
	Non-religious	91	18
Disability	Disabled	19	30
	Health problems but not disabled	48	24
	No disability or health problem	146	14
Caring responsibility	Adults only	25	23
	Children only	56	16
	Both	11	29
	None	126	15
Qualification	Doctorate	60	15
	Masters	32	15
	Other postgraduate inc PGCE, professional qualification	13	21
	First degree	43	16
	Other qualification	56	19
Total		224	17

Source: IES Survey, 2004

Table A3.2: Who experiences harassment (work background)?

		Have experienced harassment?	
		N	%
Nature of work	Academic	74	17
	Professional	14	12
	Admin or clerical	53	16
	Research	14	10
	Manual	19	22
	Technical	30	30
	Management	14	14
Length of service	Less than 2 yrs	35	13
	From 2 to 5 yrs	48	18
	From 5 to 20 yrs	46	19
	From 10 to 20 yrs	59	19
	More than 20 yrs	33	15
Time in current role	Less than 2 yrs	50	13
	From 2 to 5 yrs	69	18
	From 5 to 10 yrs	51	18
	More than 10 yrs	51	21
FTE annual salary	Less than £14K	22	16
	From £14K, but less than £20K	58	20
	From £20K, but less than £30K	53	17
	From £30K, but less than £40K	46	16
	From £40K, but less than £50K	21	15
	£50K or more	11	12
Contribution to household income	I am the sole provider	70	19
	I share this role on an equal basis	69	16
	I am the main contributor	58	18
	I am the minor contributor	22	12
Total		224	17

Source: IES Survey, 2004

Table A3.3: Who experiences harassment (work characteristics)?

		Have experienced harassment?	
		N	%
Works in academic dept	Yes	153	17
	No	62	16
Works full-time or part-time	Full-time	200	18
	Part-time	22	10
Contract type	Permanent/open ended	177	18
	Temporary/fixed term/casual	42	12
Union	Main unions	109	21
	Other union	25	19
	No union	88	13
Total		224	17

Source: IES Survey, 2004

Table A3.4: Personal background of those who witness harassment?

		Witnessed harassment towards colleagues	
		N	%
Gender	Male	89	16
	Female	133	18
Age	under 35	53	16
	35-44	54	16
	45-54	73	20
	55 or over	35	15
Ethnicity	White	210	17
	Minority ethnic	10	14
Religion	Church of England	57	17
	Other Christian	48	16
	Other religion	12	17
	Non-religious	94	18
Disability	Disabled	17	27
	Health problems but not disabled	44	23
	No disability or health problem	153	15
Caring responsibility	Adults only	26	24
	Children only	52	15
	Both	12	32
	None	130	16
Qualification	Doctorate	58	15
	Masters	45	21
	Other postgraduate inc PGCE, professional qualification	14	23
	First degree	40	15
	Other qualification	50	18
Total		225	17

Source: IES Survey, 2004

Table A3.5: Work background of those who witness harassment

		Witnessed harassment towards colleagues	
		N	%
Nature of work	Academic	84	19
	Professional	13	11
	Admin or clerical	55	17
	Research, other	12	8
	Manual	20	23
	Technical	22	22
	Management	17	18
Length of service	Less than 2 yrs	32	12
	From 2 to 5 yrs	46	17
	From 5 to 20 yrs	47	20
	From 10 to 20 yrs	56	18
	More than 20 yrs	38	18
Time in current role	Less than 2 yrs	54	14
	From 2 to 5 yrs	55	14
	From 5 to 10 yrs	61	22
	More than 10 yrs	51	21
FTE annual salary	Less than £14K	24	18
	From £14K, but less than £20K	53	19
	From £20K, but less than £30K	50	16
	From £30K, but less than £40K	45	16
	From £40K, but less than £50K	25	18
	£50K or more	20	22
Contribution to household income	I am the sole provider	64	18
	I share this role on an equal basis	72	17
	I am the main contributor	61	19
	I am the minor contributor	25	13
Total		225	17

Source: IES Survey, 2004

Table A3.6: Further work characteristics of those who witness harassment

		Witnessed harassment towards colleagues	
		N	%
Work in academic dept	Yes	154	17
	No	69	18
Works full-time or part-time	Full-time	198	18
	Part-time	23	10
Contract type	Permanent/open ended	182	19
	Temporary/fixed term/casual	39	12
Union membership	Main unions	120	23
	Other union	31	24
	No union	73	11
Total		225	17

Source: IES Survey, 2004

Appendix 4: Testimonials: in their own words

The questionnaire contained a limited number of open questions which enabled respondents to express their views and concerns in their own words. They were asked specifically ‘What do you think could be done to improve equality and fairness for staff working in this institution?’ within a section on Equal Opportunities: policies and practices. Thirty-six per cent of respondents offered suggestions to this open question, which have been reported elsewhere (see section 4.7). In addition, a half page comment box was provided at the end of the questionnaire. Almost one-quarter of respondents offered additional comments in the space provided. This appendix presents a selection of those comments, organised into general topics.

Monitoring

‘I feel that there is institutionalised sexism within this department. Partly due to it being run mostly by older men. Due to the fragmented management structure it is very difficult to deal with many personal issues without causing major upset. I am confident the university has all the correct policies in place to protect and train staff, but from a personal perspective these appear to be form filling exercises. Unless there is ‘buy in’ at all levels of management these policies do not work.’

(Technical, female, white)

‘Personally, I have experienced various sorts of discrimination not really covered by this questionnaire eg discrimination by virtue of being working class, non-recognition of my qualification because I am not working in an academic capacity etc, which are nonetheless hurtful to me.’

(Management, male, white)

‘I believe equal opportunities monitoring to be a good thing but should be extended further than just so called ‘race’ ie it does not take into account whether you (especially a man) have children or not. I often do not fill in forms as they only state what ethnic background I am from which really doesn’t help me as I am white and English.’

(Research, male, white)

‘My only concern is that having ticked the box on [the] EO form stating myself as disabled, that my job was offered to fill an EO quota. I constantly find myself feeling I have to “prove” my ability. Was also alarmed to find myself at Occupational Health being assessed for “fitness to work” after being given the job and being in post for several weeks already.’

(Research, female, white)

Equal opportunities

'I believe my institution has a fair and transparent policy towards equal opportunities. I have seen no evidence or been subjected to discrimination so far. If I do experience discrimination in the future I believe the university will take my opinions seriously and act on them.'

(Academic, male, minority ethnic)

'I have a rather naïve view of "equal opportunities" in that I always assume it applies primarily to race and then to gender. However, it is clear from this survey that other types of discrimination exist and are indeed quite prevalent in the workplace. I would still, however, be reluctant to approach EO staff at my workplace with my "problems". I have experienced discrimination, abuse and intimidation due to my age and my lack of qualifications. But is this in the same league as someone who has experienced racism in the workplace? If so, EO should certainly in my institution be rebranded and advertised in such a way that all staff feel able to approach it when experiencing discrimination of any kind.'

(Administrative, female, white)

'I think there is a need for training to be provided for people who are working alongside "minority/disabled" colleagues due to perhaps little information or understanding. For example a person may be wheelchair bound but what are the guidelines for etiquette – should you offer to open doors, make a drink etc, or would this be seen as a lack of respect/independence/ misunderstanding of one's disability. The same applies for minorities whose cultures may not be honoured (eg holidays, religious days etc) although I do not see this as being a particular problem in an HE establishment.'

(Research, female, minority ethnic)

'Higher education is riddled with institutional and personal racism and sexism. Unfortunately this is complemented by a complacency about these issues that infects higher education establishments from the top to the bottom. Those who work in higher education, and especially academics, are quick to point the finger at other organisations such as the police and accuse them of institutional racism, when they should start looking for the problem a lot closer to home.'

(Academic, male, white)

'Audit each department's equal opportunities practice. Ask for a report detailing when training and support has been given to individual staff and when measures are in place to identify training and professional development needs. Audit annually for the first three years then at longer intervals.'

'I think equal opps will work most effectively when it is fully integrated into the continuing professional development and training needs of staff. In the case of technical staff I think that appraisals would be far more effective if the training and professional development needs identified formed the basis for the report and audit I mentioned in my answer to Q.B14. If departments had to show that they were being proactive to an independent auditor then some real action might be

taken. I think the appraisal should just form part of an ongoing dialogue between staff and line managers.'

(Administrative or clerical, male, white)

'Compared with other organisations I have worked for (eg local government/FE colleges) there is a distinct lack of awareness of equal opportunities issues in the workplace. Our commitment to equal opps is very much "tick box". I suspect gender imbalance in senior positions is a major consideration here.'

(Professional, male, white)

Career development/opportunities

'Discrimination against women is inherent in the system. We are appointed lower on the salary scale because we often have not had full time careers due to child rearing or other caring commitments. As women are concentrated in teaching-heavy posts we do not get as much opportunity to conduct research and are thus drawn in to a vicious cycle. Employers say they want to introduce performance related pay. This will make the salary differential even more pronounced as they will likely define the contributions made wholly or mostly by women as less valuable than research.'

(Academic, white, female)

'So far as I am concerned the university's EO policy is just tokenism until they take action to address the issue of equal pay between men and women doing the same job... I am one of a number of women here who are paid less than men who were appointed after me, with worse qualifications, but who have uninterrupted careers.'

(Female, white)

'Last manager promoted his son's pal to supervisor after only being in my position for about six weeks. Also promoted one of the supervisor's relatives to position of supervision in a very short time (just before said supervisor retired).I will not be applying for any other promotion as I have a good idea who will get it.'

(Manual, male, white)

'This form, like the university's policy, is good for making sure discrimination on basis of obvious differences eg gender/race/disability is minimised, but the real equal opps challenge now is to root out deep-seated "people-like-us" culture, which seems prevalent. Seems to be a great deal of nepotism, mystification, promotion/opportunities on grounds of personal favour.'

(Academic, female, minority ethnic)

'In the research sector it is hard to monitor both input by staff and output, so work is piled on (in terms of expectations for research bids won, papers written, students supervised etc) until one says "enough". If one is unable to say "enough" then too much will be expected. But I recognise the problem, so perhaps it's a case of saying that it is alright to say "enough". I think there is effectively discrimination against contract researchers as compared with lecturers because they are not

expected to stay. But married women are less free to move, so they cannot move on to get promoted.'

(Research, female, white)

'Equality relates to job role as well as ethnicity. I am a career researcher getting income in excess of £22,000 annually. Yet I have a short term contract, no rights to access to career development opportunities and no access to senior management. Little wonder there is a brain drain!'

(Research, female, white)

'I feel this institution only cares about academic staff who are treated very differently from non-academics (ie can work at home, come and go as they please etc). We are not offered the same equality when it comes to pay scale, no automatic advancement on scale etc. No recognition for extra qualifications gained or new skills. We are not encouraged to develop as they do not want to pay us more — no room for promotion.'

(Administrative, female, white)

'I have had personal experience of the benefits of equal opportunities as I initially entered a male dominated world as the first female caretaker at my institution. I have proudly led the way and other females have followed the same path. I found no problems and was accepted by male colleagues as an equal from the start.'

(Management, female, white)

'I think the faculty has treated me reasonably fairly in eventually upgrading me after nine years' service, but my dignity is a little offended in that although I do academic work and teach mostly postgraduate students, I am listed as "other-related staff".'

(Academic, male, white)

'Whilst I believe it important to not allow prejudices to affect decision making in employment matters, I also believe that most people want to feel that they have achieved their goals fairly and on merit rather than as a result of special consideration or positive discrimination.'

(Technical, female, minority ethnic)

'With regard to providing training, I have had to really badger them for it and when qualified still they consider manual staff "unskilled". It doesn't appear to work the same way for secretarial and academic staff.'

Manual, male, ethnic

'In my previous post I went for promotion in my department. During the interview the head of department recommended that "I go blonde". I was stunned at this and replied "I wouldn't suit it". The woman who got the job was blonde. I asked another interviewer did he remember the comment, he denied hearing it leaving me feeling I could not complain. A month later during another conversation he suddenly remembered hearing it. I then had a meeting with the head of department, whose attitude was I thought "you would take it as a joke" as I already worked there. I felt I had no option but to leave and get a job in another department.'

(Technical, female, white)

'After four years I have been offered a permanent contract but only after I was shortlisted at a neighbouring institution. I have now crossed the great divide and from September will be permanent. It is very hard for temporary staff to make that leap. They are teaching to order and here can't access sabbaticals, new lecturer/teaching relief, and other institutional ways to support the RAE-directed activity, and hence getting a permanent job. My difficulties are compounded by having a young child and simply being unable to put in the extra hours my younger and child free colleagues can. My salvation here has come because a new professor recognised my potential and helped me through research related and funded activity to find the space to become marketable. The possibility is great but intense RAE pressure very difficult if you are not young, childless, have a wife at home to do all domestic chores.'

(Research, female, white)

'I worked part time for 11½ years while my children were young. I am a single parent. I and other women in my position are constantly overlooked for opportunities for development and promotion. The goalposts are constantly moved as soon as you achieve them. I have watched people younger and less qualified than me come in and be given opportunity and promotion denied to me. I feel that my experience and seniority is constantly being exploited but not rewarded. By being part time I seem to have relinquished all chances of promotion and now have been told I am too old.'

(Academic, female, white)

'I have not experienced harassment but I generally feel undervalued in the organisation. There is no supervision structure in place and many of us feel we waste time and effort trying to get appropriate guidance and support. Most of us are on short-term contracts that can be renewed – as we are in a full time research department. There is a feeling of needing to keep your head down and not rock the boat if you hope to get your contract renewed.'

(Research, female, ethnic minority)

'I have completed 2 NVQs as well as working full time and last year spent 4 months off work due to "work related stress" all because my line manager couldn't make decisions and left the workload to me which senior management knew all about. The university should do drugs and alcohol tests on the workers and when the results come through a few surprises would be in store (they now are doing this on school children so why not on workers).'

(Administrative, female, white)

Family-friendly

'I have recently had a baby and am experiencing working within the university as a young mum. The government has recently changed the maternity rights. I was angry that the university provided only minimum pay. I did not feel that the university supported me at all during my pregnancy or maternity leave. I did not have a risk assessment done whilst pregnant and at work. I had to take annual leave rather than maternity pay as I could not survive on this. I had to go back to work when my baby was five months old for financial reasons. There are no facilities for expressing milk or time given to do

this. There are no nursery facilities at [Name of HEI] for children under two years. Please do something. This university does not recognise the needs of young and growing families.'

(Academic, female, white)

'Family friendly policies should not just be for people with children and who are part time. As a full time employee with no children I feel I am the one who has to cover without recognition or thanks eg maternity leave.'

(Administrative, female, white)

'I am extremely happy with my current employer's willingness to allow me flexible working following the birth of my child eg, PT working, working from home. However, I feel that I am now "trapped" in my current post as I strongly doubt I would be able to move to another position either here or with another organisation, where similar arrangement would be acceptable.'

(Administrative, female, white)

'In regards to equal opportunities the main pressure for me is to manage my senior post which is full time whilst also being the main carer of two young children and supporting elderly parents. I have noticed there are very few women at my level with these responsibilities.'

(Management, female, white)

Hidden inequalities

'The university has fine ideas on paper but in practice those at the bottom of the pile are often sidelined or ignored when it comes to things like equal opportunities. The very people most in need of this questionnaire would not be able to read it or fill it in, therefore they won't fill it in. This is what keeps them at the bottom of the pile. Who comes into work at 6am to notice the cleaners shivering with cold in the depth of winter because there isn't any heating on? By the time managers arrive the place is nice and warm.'

(Manual, white, male)

'I think this is a very important survey — all HE institutions have EO policies but it's the implementation, monitoring and evaluation that matter. As a lesbian, I feel happier in [Name of HEI], but would welcome a caucus — in fact have discussed setting one up with gay colleagues but think this should come from Personnel, not us. "Coming out" as someone with manic depression is much harder, but important for myself and others. I have not had a major episode for seven years but still feel vulnerable to prejudice and ignorance from many.'

(Professional, female, white)

'My department makes more profit than any other department in the faculty, yet we have the lowest number of promoted staff. Until recently our profits were used to pay for other department's debts. We are an all female department within a largely male faculty.'

(Academic, female, white)

'Senior management, in my opinion have harassed certain groups of staff, describing them as "problem area", not interesting "not vibrant" etc without justifying these statements fully.'

(Academic, white, male)

'I do feel intermittently bullied by one colleague, whose behaviour has also been noted by other colleagues, but not by our manager, who either wants to turn a blind eye, or doesn't know how to tackle the situation. The bullying comes in the form of academic point-scoring, dismissive or overtly rude behaviour in meetings, or ignoring me in social situations. It is childish and sad, but still very successful in making me feel undermined professionally.'

(Academic, female, minority ethnic)

'I am not happy with my seniors or the clique, conservative upper echelons. It's a bit like working in the Court of Louis XV! Secretive and socially challenged. But I guess they mean well, and all equal opps mechanisms are firmly in place. Senior females like me do not necessarily enjoy the climate.'

(Management, female, white)

'We have an Arabian PhD student and she has to do her prayers in one of the multi user offices at a dead end of the corridor, because there is no prayer room available. This must be quite embarrassing for her. An institution of our size should provide a prayer room.'

(Research, male, minority ethnic)

'Discrimination in my view exists in the form of senior staff treating our environment like a school and therefore applying pressure in terms of working hours, rather than work completed and deadlines met. People work with different levels of efficiency and can get more done without having to work long hours. I feel discriminated in that I feel I would be more appreciated if seen in my office working late or at weekends, although I am still achieving my deadlines and more. I think monitoring efficiently is important as people who work efficiently may need to work fewer hours in order not to push themselves too hard.'

(Academic, male minority ethnic)

Harassment

'When you work in personnel you suffer a detriment as you cannot "go to personnel" if you feel harassed and bullied. Particularly if the bully is the Head of the Department ... (I'm glad this is confidential, this is the first time I've said that).'

(Female, management, white)

'After two separate incidents I no longer "come out" at any point in my classes. Unlike some subjects, for [subject] it can have pertinence .. But it's not worth the rift at the moment.'

(Academic, male, ethnic minority)

'My complaint is being monitored by my harassment officer, which I am very pleased about. Things have changed for myself since I spoke to this person and got my complaint registered with her. I feel more in

control of the situation. The person who was bullying me also does the same to other colleagues, but I only wish they would take the same action as myself.'

(Manual, female, white)

'The more subtle "bullying and harassment" which local academics (and other managers) exert on younger/junior colleagues whose careers depend on senior support. Examples include unreasonable teaching loads/jobs which demand a lot of time and effort for little recognition. Many senior staff are ruthless in using others and "cherry picking" their own duties. This usually happens because of downward pressure on local managers from senior management who are besotted with finance and "targets" and have lost touch with what a university is for. They see it as a business only.'

(Academic, white, male)

'Equal opportunities look good on paper but in practice do not really work mainly due to prejudices and personal feelings of management (obviously not all). But when discrimination (another form of bullying) is reported and senior management back the person discriminating (bullying) on more than four occasions, it obviously makes a mockery of equal opportunities.'

(Manual, male, white)

'It seems to be the practice that if junior colleagues are bullied by senior staff that the junior colleagues are relocated and that is the end of it. Despite senior bullying incidents by [Name], all the junior staff have been moved — he remains in post! Could this be because he is black and threatened to play the race card. Discrimination works against white people too.'

(Administrative, female, white)

'Although I value equal opportunities in general there are still some holes that need filling. When someone is off work for over 10 weeks due to stress and on the verge of a nervous breakdown, reports this to the Director as being due to bullying and harassment from their line manager, is found another job in the same institution but different department (even though they like the job itself and all the other people), and nothing is done about the person causing this problem. It happens again with the next person and everyone is aware of it and this next person leaves, and nothing is ever done about this manipulative, two-faced bully as they have a certain position and couldn't possibly be guilty of bullying! What is the point in complaining, it makes equal opportunities a laughing stock.'

(Administrative, female, white)

'I have been physically attacked at work. It was poorly dealt with. A Chinese colleague also shared an office. She was made to feel awful by colleagues. I reported it to the Dean of School who largely ignored it, I said the treatment of my colleague was "almost racist". It was brushed over, no disciplinary action taken. My colleague was moved and eventually left. It was poorly done. Things tend to be swept under the carpet where I work. It's results and money that counts, I do not feel valued and respected by the school.'

(Academic, male, white)

'Generally working here has been great. There was one incident where someone I had never met sent two rude emails. Apart from that my working environment has been harmonious and my colleagues professional and respectful.'

(Technical, female, white)

Appendix 5: Research approach and methodological issues

Development of questionnaire

In order to develop the questionnaire, we sought the views of a range of stakeholders. The project was publicised through networks active in HE and exploratory interviews were conducted prior to designing the questionnaire. The questionnaire was developed in consultation with steering group members and colleagues within IES. Draft questionnaires were also circulated to all unions active in the HE sector.

Qualitative interviews

It was important that the questionnaire was inclusive and encouraged responses from everyone, including people who generally choose not to disclose personal information. With this in mind the research team particularly sought out the views of people who are more likely to have chosen *not* to disclose their (minority) status to their colleagues at work, for example:

- staff with mental illness or a history of mental health issues
- staff with specific learning disabilities
- gay, lesbian, or bisexual staff
- staff with religious affiliations
- staff with caring responsibilities (*eg* children or elderly relatives).

Fifteen interviews (face-to-face and telephone) were conducted in total, including individuals with experience of working in HE and representative of minority groups working inside and outside HE.

Pilot survey

A pilot survey was conducted in a university which was not selected as a sample site for the main survey. Fifty final draft questionnaires were distributed with a covering letter to individuals from a range of job groups in the pilot site. Eleven returns were received. It should be noted that for the pilot no reminders were sent out, and we clearly stated that the survey was in the pilot stage; which is likely to have influenced people's motivation to respond.

The letter accompanying the questionnaires invited staff to contact IES if they had any queries or concerns in relation to the survey. Small adjustments following the pilot were made to finalise the questionnaire. The pilot questionnaire included a question on the length of time required to complete the survey, which revealed that the questionnaire took on average ten minutes to complete.

Sampling and response rate

Sampling of primary units

The sample of institutions was restricted to England, Scotland and Wales (Northern Ireland institutions were removed). The sample was split into these three 'regions' and then sorted in order of increasing size (staff numbers). Three very small institutions, with fewer than 100 staff, were removed as it was thought liaising with these institutions to forward a very small number of questionnaires was not a good use of resources. Institutions involved in the other projects were highlighted but were not removed (Case-studies: JNCHES/ECU Higher Education Race Equality Project on Communication and Consultation; Implementation Project). One institution in Scotland and one institution in Wales were randomly selected. Eight institutions in England were selected using interval sampling (starting from a random number). If a selected institution was already involved in another project, the institution that appeared either before or after was chosen, *ie* the institution with a similar number of staff. A replacement institution was selected for each institution based on size using the same rule.

Recruitment of institutions

Recruiting the ten institutions took considerable time and effort. The main issue was accessing the appropriate person. Once we spoke to the right person the barriers were generally resolved quickly, though the process overall put pressure on the timing of the survey.

In addition, there was some preference amongst the institutions we approached for mid-June, or towards the end of term. While this introduced the possibility that term-time only staff would not have a chance to reply, some institutions felt that they could not help with the distribution in May.

Of those institutions that gave an outright 'no', the reason given was 'survey/consultation fatigue', saying that they had recently conducted or were planning to conduct their own staff survey.

Distribution of questionnaire to individuals

We prepared individual packs of questionnaires with a covering letter and reply paid envelope in a sealed envelope. Institutions were asked to draw the sample, produce and apply address labels, and distribute the packs internally.

We emphasised that the sample needed to be selected randomly, and provided support to do this where required.

We also emphasised that the survey needed to include **all types of employees**, including:

- part-time employees, casual and hourly paid employees, as well as full-time employees
- temporary/fixed term, as well as permanent employees
- non-academic as well as academic employees.

If some employees' records were only available on a secondary database or indeed in paper format we asked them to divide their allocation proportionally across the different databases.

We asked institutions to produce two sets of address labels, one for the main mail out and one the reminder. **No sample frame was retained**, in order to ensure the responses remained anonymous, so no cross-reference with personnel records was possible.

We left the survey in the field for six weeks, with a blanket reminder distributed at the two week stage, *ie* every selected individual received a reminder, as it was not possible to identify who had replied.

Questionnaires were sent to work rather than home addresses as consultation had shown that this was thought to be less invasive. Responses were returned direct to our survey administrator via pre-paid envelopes.

Response rate

The final achieved response rate was 27 per cent. This has meant that the numbers of respondents in some key groups are relatively small, and has limited some of the analysis that is possible and meaningful to carry out.

The possibility of achieving a low response was identified from the outset as a relatively high risk and action was taken to reduce this risk, specifically we:

- requested support from main unions
- explained the purpose of research in the covering letter and how individuals were selected for survey
- emphasised the confidentiality and anonymity of the survey and ensured that the address on the return envelope was not a university address
- sent a reminder two weeks after the first contact.

We also sought to publicise the survey and project aims within institutions (*eg* staff newsletters, networks or intranets), though the success of this was modest in some institutions, due to time pressure.

Statistical notes

The analysis for Chapter 2 is descriptive in nature only, and inferential statistical tests have not been applied. In subsequent chapters, differences between groups which are highlighted in the body of the text of this report have been tested for significance using a Chi square test or an independent samples T-test where relevant. Differences between groups which are evident in the tables (but not mentioned in the text) may not be statistically significant.

Factor analysis has been used to construct scales based on some attitude statements in order to summarise the findings. These are presented in Chapters 3 and 4. The reliability of those scales has been confirmed with a correlation coefficient, Cronbach's Alpha of .8 or above.

For brevity, missing cases have not been identified in each table. However, the percentages have been calculated on valid cases only. The report text highlights where questions only apply to a section of the sample, for example those who have experienced harassment or those who have undergone training. Filters have been applied to isolate the appropriate subgroup.

Lessons for future research

The major risk to this project was the possibility that a very low response rate would be achieved and some of the actions we took to reduce this risk are described above. An additional option for future work of this nature would be to increase the overall sample.

Timing

The original plan was to pilot the survey in April and run the main survey in May. This timetable was put under pressure for reasons mentioned above. This may have impacted on the level of response which we have achieved from staff who work term-time only. This is an important staff group for this study, as this is an area in which direct and indirect discrimination may be prevalent. Alternative times of the year need to be considered for such a survey.

In addition, significant extra time and resources would need to be allocated to the process of recruiting and liaising with institutions in future research. Additional measures which may increase the response rate would be to:

- leave the questionnaire in the field for an extended period
- send additional reminders.

Sample size and sampling alternatives

As mentioned above, the lower than desired response rate has obviously meant that the numbers of respondents in some minority groups are very small and it has not been possible to conduct detailed analysis on the attitudes of these groups. This is a common problem in survey research when attempting to separately capture the views of minority groups. Researchers often supplement a main sample with 'booster samples' in these circumstances, in order that meaningful analysis can be conducted on the attitudes of minority groups. As the focus of this survey was on less visible minorities, the opportunity for using booster samples was limited. It was simply not possible to identify a sample frame from which a stratified sample could be drawn.

So although it was known in advance that, for example, the proportion of gay or lesbian respondents was likely to be very small, it was not possible to use a booster sample or to over-sample some key minority groups in any way. The best alternative (in addition to raising the response rate), would be to send the questionnaire to a much larger sample of staff.

Marketing a support within the chosen HEIs

An additional benefit of sampling a larger number of staff could be that there would be a larger proportion of staff in each institution being contacted, if the number of institutions remained the same. This would increase the general level of awareness in the relevant HEIs of the survey and its aims. It might also further reassure individuals who receive a questionnaire that they have not been singled out for attention, if they are aware that several of their colleagues have also received a questionnaire. These two effects may actually increase the response rate in the absence of other action.

However, in addition to increasing the sampling ratio, more intensive work needs to be conducted on marketing within the institutions. The resources required are substantial, and should not be underestimated.