



Pay and Employment Equity Monitoring & Analysis Report

2019-2020 Update

from the

Pay and Employment Equity
Implementation Group



TEU | TE HAUTŪ
KAHURANGI
TERTIARY EDUCATION UNION

MASSEY UNIVERSITY
Te Kunenga ki Pūrehuroa



INTRODUCTION

The Pay and Employment Equity Implementation Group, as part of its function, monitors the implementation of the recommendations of the Massey University Pay and Employment Equity review undertaken in 2009. To this end, the group publishes updates on the data that underpinned the review – first, with a report in December 2016 and then an update in 2019. This is the third update on the progress adding the data for 2019 and 2020. Consistent with previous reports, women represented 60% of the workforce at Massey in April 2020.

The gender wage gap was of primary concern in the 2009 assessment with a gap of 21.5%. This overall gap has been reducing over recent years and in particular amongst general staff. The report reveals that in 2009 the gender wage gap amongst general staff was 17.2% but by 2020 the gap was 10.25% - a reduction of 7%. By contrast, the gender wage gap for academic staff had widened over the same period by almost 2%, from 13.9% in 2009 to 15.76% in 2020. While the overall gender wage gap has reduced marginally (from 21.5% in 2009 to 18% in 2020), there has been significant and encouraging progress in key areas, as Massey addresses the factors contributing to the wage gap.

Some of the positive improvements include:

- The percentage of senior roles held by women has increased from 24% in 2009 to 55% in 2020.
- Amongst **academic** staff -
 - The proportion of women in senior academic and research leadership positions has increased from 23% in 2009 to 44% in 2020.
 - In recent years Massey has experienced higher participation and success rates of women academics at all levels up to and including Associate Professor.
 - Continuation of assisting women with applying for promotion and ensuring gender equity during the promotion process should continue to narrow the gender gap.
 - For Associate Professors –
 - More women than men were promoted to Associate Professor in 2018, which sets up a strong pipeline effect for more women to move to Professor.
 - In every year from 2014 to 2020, women’s success rates in promotion to Associate Professor have exceeded men’s (average 67% versus 57% across that period).
 - There is no obvious gender difference in pay for Associate Professors.
 - For Professors –
 - Women in Professorial roles increased from 16% to 28% from 2009 to 2020.
 - Between 2018-2020 the number of women successful in professorial promotions has increased, with a 100% success rate in 2020.
 - For Associate Heads of School (a key development role for Head of School/Institute roles) –
 - Of 11 additional AHOS positions, 64% of the appointees were women. (Women Heads of schools/institutes are still just 24%, but 55% of academic Director roles).
 - For Associate Professor and Professor as a combined group across colleges -
 - In 7 of 20 Schools/Institutes, women hold 50% - 100% of these senior academic roles, and in 3 of these, the proportion of women at that level is significantly higher than the proportion in the academic workforce in the school.
 - But, for others, the representation is low relative to quite high levels of women’s participation in the total academic workforce in the School.
 - The investment in Unconscious Bias training has been undertaken with academic promotion panels and this is now mandatory and appears to be supporting positive progress.
- Amongst **General Staff** –

- There is a high representation of women in general staff¹ grades and while in six grades male salaries remain higher than women's salaries, the wage gap continues to reduce. In 2009 it was 17.2% and is now 10.25%.
- In two general staff grades, women earned on average more than men in the same grades.
- Of women across all General staff pay grades, the percentage of women in the top General grades (G-I) rose from 13% to 20% from 2009 to 2020.
- Women comprised 65% of all new appointments made to Grade H/I appointments between 2009 and 2020.

It is recognised that any reduction in inequalities does not happen by chance, but rather by consistent and concerted action to address such inequalities. Massey University has committed to reducing the gender pay gap and improving gender equality. There are still significant areas where improvements can and must be made. Regular monitoring of data and reports such as this form an integral part of this. So too is challenging policies and practices to ensure they are free from gender bias, whether conscious or not and providing support and encouragement in areas where statistics seem difficult to shift.

It is recognised that there is still a lot of work to be done both in terms of reducing the wage gap and ensuring that as women progress within and through grades, issues of potential inequity are addressed. Key touchpoints in the appointments, promotions and pay systems need to continue to be under conscious control and supported by such mind-shift interventions as the very successful Unconscious Bias training begun in 2018 and which is now mandatory training for academic promotion committees. A key measure for moderating the pay gap for Professors would be to revise the historical approach to the annual review of salaries for this group which perpetuates and exacerbates the effect of a high proportion of males in this group.

We are proud that Massey University was the only university to undertake a full review in 2009 in conjunction with the Tertiary Education Union. The Pay and Employment Equity Implementation Group continues to have joint representation and will continue to work towards implementing the recommendations of the review and giving an account of the progress towards the aspiration to achieve pay equity at Massey.

The Pay and Employment Equity Implementation Group

Nov 2022

¹ As with the previous report, it is noted that general staff are also referred to as Professional Services staff. The original review referred to general staff so this has been retained in this report.

PART ONE – Workforce Data

As of April 2020, there were 3,636 staff at Massey University; of these 60% were women and 40% were men. This is similar to the findings of the initial PaEE report when the employment at Massey in December 2009 was assessed. In 2009, there were 3,403 staff at Massey and of these 1,907 (56%) were women and 1,496 (44%) were men.

From 2009 to 2015, the workforce in terms of the number of individuals employed at Massey decreased by approximately 3%. In 2009, academic staff represented a total of 1,221 FTEs; in 2015, academic staff represented a total of 1,194 FTEs. By 2020 academic staff had increased to 1,382 FTEs, an increase of 13% since 2009. Since 2015 the University has experienced growth in many areas and occupations in FTE but has remained at similar levels of Headcount.

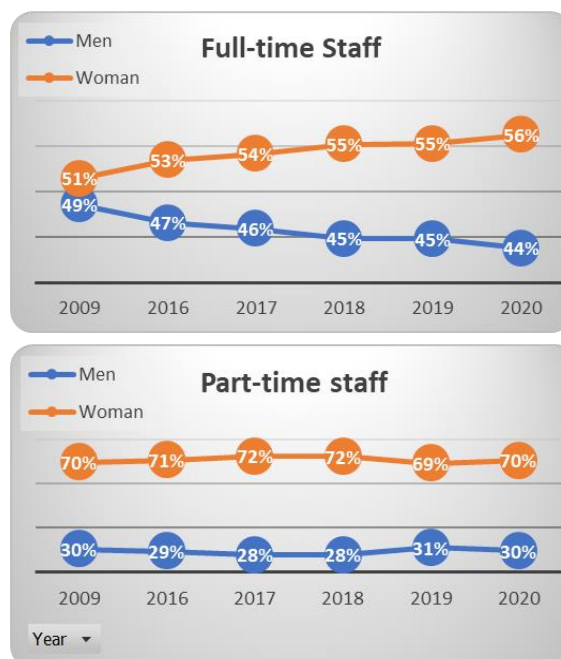
Women continue to be more likely to work part-time (PT) than men, consistently making up around 70% of part-time workers between 2009 and 2020 (see table 1). However, the picture looks different for academic and general staff.

In 2020, 21% of female academics and 13% of male academics were working part-time. This represents a notable reduction of academics working part-time since 2009 when 30% of female and 17% of male academics were working part-time.

The proportion of general staff working part-time has been more consistent over the same period (33% females PT in 2009 vs 31% in 2020; 18% males PT in 2009 vs 17% in 2020).

Table 1. 2009 to 2020 comparison of full-time (FT) and part-time (PT) staff (Based on Headcount).

Year	Gender	Full time	Part Time	Total	Full Time %	Part Time %
2009	Woman	1,305	602	1,907	51%	70%
	Men	1,233	262	1,495	49%	30%
	Total	2,538	864	3,402		
2016	Woman	1,404	691	2,095	53%	71%
	Men	1,223	289	1,512	47%	29%
	Total	2,627	980	3,607		
2017	Woman	1,409	735	2,144	54%	72%
	Men	1,195	281	1,476	46%	28%
	Total	2,604	1,016	3,620		
2018	Woman	1,448	709	2,157	55%	72%
	Men	1,176	273	1,449	45%	28%
	Total	2,624	982	3,606		
2019	Woman	1,453	684	2,137	55%	69%
	Men	1,178	307	1,485	45%	31%
	Total	2,631	991	3,622		
2020	Woman	1,483	704	2,187	56%	70%
	Men	1,154	295	1,449	44%	30%
	Total	2,637	999	3,636		



The gender wage gap was of primary concern in the 2009 assessment. The findings are summarised in Table 2. In 2009, the gender wage gap between all men and all women at Massey (excluding the Vice-Chancellor) for base salary was 21.5%. By 2020 the overall wage gap had reduced to 18.24%. This reduction was entirely due to a lessening of the gender wage gap amongst general staff.

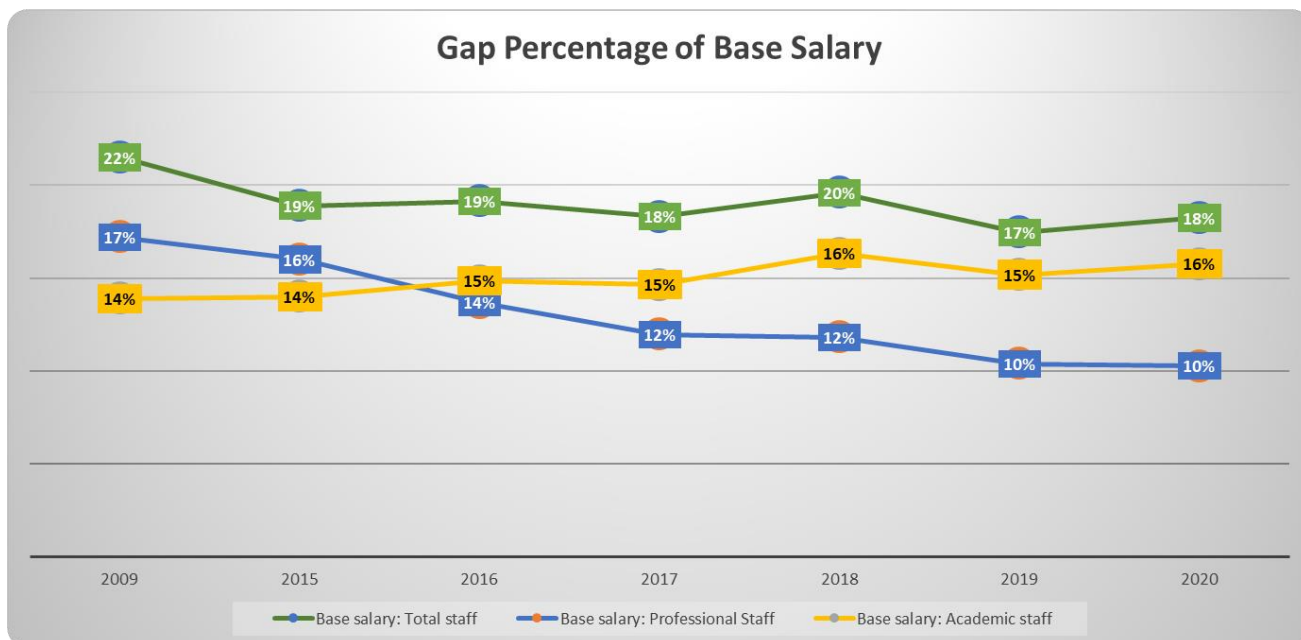
In 2009, the gender wage gap amongst general staff was 17.2%, but by 2020 this had reduced to 10.25%, a reduction of almost 7%. By contrast, the gender wage gap for academic staff had widened over the same period by almost 2%, from 13.9% in 2009 to 15.76% in 2020 (see Figure 1).

Table 2. Massey staff (FTE) by gender and base salary.

M = male; F = female; ↓ gender wage gap unfavourable to women).

Measure		2009	2015	2016	2017	2018	2019	2020
Total staff	M:	1495	1127	1349	1323	1306	1329	1301
	F:	1907	1471	1727	1799	1828	1822	1863
Professional (General) staff	M:	729	653	630	605	593	640	632
	F:	1281	1159	1042	1081	1077	1104	1149
Academic staff	M:	766	750	719	718	713	689	669
	F:	626	750	630	718	751	719	714
Base salary: Total staff	M:	\$79,069	\$88,971	\$88,819	\$90,506	\$92,834	\$94,352	\$98,520
	F:	\$62,092	\$72,136	\$73,523	\$75,566	\$76,539	\$79,408	\$82,325
	%	(↓21.5%)	(↓18.9%)	(↓19.13%)	(↓18.3%)	(↓19.6%)	(↓17.5%)	(↓18.24%)
Base salary: Professional (General) Staff	M:	\$64,257	\$73,628	\$71,368	\$72,403	\$72,973	\$75,684	\$78,597
	F:	\$53,226	\$61,876	\$62,393	\$64,376	\$64,939	\$68,314	\$71,052
	%	(↓17.2%)	(↓16.0%)	(↓13.67%)	(↓11.95%)	(↓11.87%)	(↓10.4%)	(↓10.25%)
Base salary: Academic staff	M:	\$93,166	\$102,330	\$103,499	\$105,189	\$108,532	\$111,043	\$116,531
	F:	\$80,233	\$87,991	\$89,228	\$90,898	\$92,228	\$95,439	\$99,589
	%	(↓13.9%)	(↓14.0%)	(↓14.84%)	(↓14.63%)	(↓16.32%)	(↓15.2%)	(↓15.76%)

Figure 1. Gap percentage of base salary



SENIOR LEADERS

The senior leadership team (SLT) includes the Vice-Chancellor, Deputy Vice-Chancellors/ Provost of services, and Pro Vice-Chancellors of colleges. In 2009, this group contained 3 women and 9 men (25% women). In 2011, this had changed to 6 women and 6 men (50% women). In 2015, the profile had returned to 3 women and 9 men (25% women). In 2016 this changed again to 4 women and 8 men (33% women). 2017 saw a change with the new VC appointment and also other senior roles resulting in the percentage of woman exceeding men (58% women), as shown in Table 3. By 2020 the percentage is at 55% women.

Table 3. Massey Senior Leadership Team staff by gender.

SLT Role	2009	2015	2016	2017	2018	2019	2020
Vice Chancellor	M	M	M	F	F	F	F
DVC – Students and Alumni	M	M	M	M	M	M	M
DVC – Maori	M	M	M	F	F	M	M
DVC – People and Culture	M	M	M	M	M	M	M
DVC – Finance & Technology	M	F	F	F	F	F	F
Provost	M	F	F	F	F	F	F
Pro VC – College of Humanities and Social Sciences	F	M	M	M	M	M	F
Pro VC – College of Creative Arts	F	F	F	F	F	F	F
Pro VC – College of Sciences	M	M	M	M	M	M	M
Pro VC – Massey Business School ²	M	M	M	M	M	M	M
Pro VC – College of Health	n/a	M	M	F	F	F	F
Pro VC – College of Education	M	n/a	n/a	n/a	n/a	n/a	n/a
Assistant VC – External Relations	F	F	F	F	n/a	n/a	n/a
Total % of women	25%	25%	33%	58%	55%	45%	55%

Table 4 shows the proportion of men versus women who held academic and research leadership positions during the periods assessed. These positions encompass Institute and Foundation Directors, and School and Institute Heads.

Table 4. Academic and research leadership positions by gender

2009	2015	2016	2017	2018	2019	2020
M: 28 (77%) F: 8 (23%)	M: 19 (68%) F: 9 (32%)	M: 22 (59%) F: 15 (41%)	M: 26 (67%) F: 13 (33%)	M: 42 (57%) F: 32 (43%)	M: 46 (58%) F: 35 (43%)	M: 44 (56%) F: 35 (44%)

By 2018 the number of staff in this group had increased and also the women's representation had moved close to males from 23% in 2009 to 43% in 2018. By 2020 it was 44%.

However, when the numbers are broken down into Institute and Foundation Directors, and School and Institute Head roles some interesting patterns emerge. While the proportional split of females and males in Director roles has remained relatively balanced since 2018 (50% male, 50% females in 2019; 45% males, 55% females in 2020), the heads of school/institute roles show a different pattern. Between 2018 to 2020 the proportion of females in **Head of School/Institute** roles has stayed consistent with 76% male and 24% female during 2019 and 2020. The

² The College of Business is now the Massey Business School, but given this is a historical comparison, we have continued to use College of Business/COB in this document.

pay gap for this group of staff was 17% in 2019 but has increased to 19% by 2020. By contrast, the pay gap between female and male Directors in 2019 was 12% but had risen to 15% by 2020.

In 2015, there were also an additional 11 Associate Head of School positions, 7 (64%) of which were held by women. This suggests that deliberate succession planning has taken place between 2009 and 2015, which has included a strong effort toward gender equality in these areas.

PART TWO – Academic Staff

It was noted in the 2009 PaEE report that men significantly outnumbered women in the Associate Professor and Professor positions.

Table 5 shows the relative numbers and proportions of women and men holding academic titles (regardless of their job role) between 2009 and 2020. In 2009, women held two-thirds of the lower-paying (Associate Lecturer, Tutor, Senior Tutor) positions, and one-third of the higher-paying (Senior Lecturer R2, Assoc Professor, Professor) positions. This situation is not unique to Massey; a 2012 news article cited the proportion of women Professors to be similarly low at Otago (13%), Waikato (24%), and other New Zealand universities.

Female Massey academics have made progress and now occupy more of the Professor positions than they did eleven years ago. A change from 16% of Professors being women (2009) to 28% of Professors being women (2020) represents an improvement. While the percentage of women professors has increased it should be noted that the overall number of professors has increased by 57 since 2009 and women professors had increased by 34, being 59% of this growth.

Table 5. Massey academic staff by position and gender.

Position		2009	2015	2016	2017	2018	2019	2020
Assistant Lecturer	M	13 (29%)	10 (40%)	4 (44%)	3 (27%)	12 (28%)	10 (30%)	14 (38%)
	F	32 (71%)	15 (60%)	5 (56%)	8 (73%)	31 (72%)	23 (70%)	23 (62%)
Tutor/ELT	M	22 (26%)	34 (28%)	34 (36%)	48 (33%)	47 (36%)	46 (38%)	33 (36%)
	F	62 (74%)	89 (72%)	60 (64%)	96 (67%)	84 (64%)	74 (62%)	58 (64%)
Senior Tutor /Senior ELT	M	58 (36%)	58 (35%)	64 (42%)	56 (35%)	56 (31%)	57 (30%)	50 (27%)
	F	101 (64%)	110 (65%)	87 (58%)	105 (65%)	125 (69%)	130 (70%)	137 (73%)
Lecturer/RO	M	171 (47%)	149 (47%)	140(43%)	127 (40%)	122 (39%)	109 (40%)	100 (40%)
	F	195 (53%)	165 (53%)	183 (57%)	188 (60%)	187 (61%)	162 (60%)	152 (60%)
Senior Lec 1/SRO 1	M	212 (60%)	165 (51%)	141 (49%)	157 (50%)	168 (50%)	163 (58%)	158 (58%)
	F	144 (40%)	158 (49%)	144 (51%)	157 (50%)	167 (50%)	160 (42%)	147 (42%)
Senior Lec 2/SRO 2	M	99 (67%)	85 (56%)	77 (57%)	78 (55%)	86 (55%)	98 (58%)	101 (43%)
	F	49 (33%)	68 (44%)	58 (43%)	64 (45%)	69 (45%)	72 (42%)	74 (57%)
Assoc Professor	M	85 (66%)	101 (64%)	92 (65%)	79 (64%)	97 (61%)	86 (56%)	94 (53%)
	F	43 (34%)	56 (36%)	49 (35%)	45 (36%)	61 (39%)	68 (44%)	82 (47%)
Professor	M	123 (84%)	140 (77%)	136 (76%)	136 (74%)	151 (75%)	135 (73%)	145 (72%)
	F	23 (16%)	41 (23%)	44 (24%)	48 (26%)	51 (25%)	49 (37%)	57 (28%)

When assessed by College, there continue to be distinct differences in gender parity at the top academic positions by 2020. The College of Creative Arts (CoCA) had reached gender parity in 2015 but this declined in the following years (Figure 2). The College of Humanities & Social Sciences (CoHSS) and College of Health (CoH) have attained gender parity up to Associate Professor level. The Colleges of Business (CoB) and Sciences (CoB) remain weighted in favour of men, particularly within Associate Professor and Professor levels. Although efforts have been directed

towards hiring and promoting academic women, further efforts should be concentrated towards the achievement of parity, especially in these two Colleges.

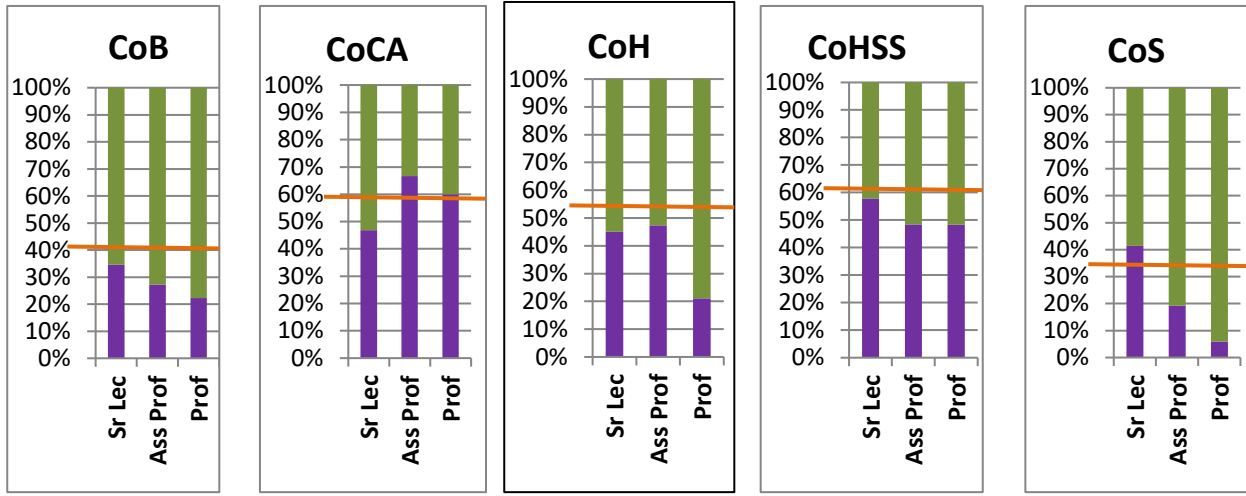
Within the academic workforce, Associate Professors and Professors are the most visible, highly paid, and highly esteemed positions. An absence of women in these positions may not go unnoticed by undergraduate students, postgraduate students, or junior staff. Women have formed at least half the graduating class for decades in many areas including veterinary studies. Women make up approximately half of the permanent teaching and research academics (Lec/RO, Sr Lec/SRO, Assoc Prof, and Prof) staff in most schools and institutes at Massey. Yet, women still remain largely unrepresented in the Associate Professor and Professor positions of visibility and leadership in many areas, as shown in Figure 1.

Because some disciplines tend to attract men and women unequally in line with broader societal gender stereotypes, it is to be expected that numbers of academics within those areas will also reflect gender imbalances. For example, education is stereotyped as a “woman’s” field and attracts greater numbers of women to the profession. In 2020, the Institute of Education academic staff was comprised of 83% women. By contrast, fundamental sciences are often seen as a more “male field” and this is reflected in the proportion of academic staff being 62% male. However, the proportion of women at the higher levels should match their proportion of the overall academic staff within a given institute. As shown in Table 6, however, that is not always the case. For example, in the School of Communication, women make up 51% of the academics but only 14% of Associate Professor and Professor. A similar situation is seen in the Schools of Accountancy, Psychology, and Veterinary Sciences.

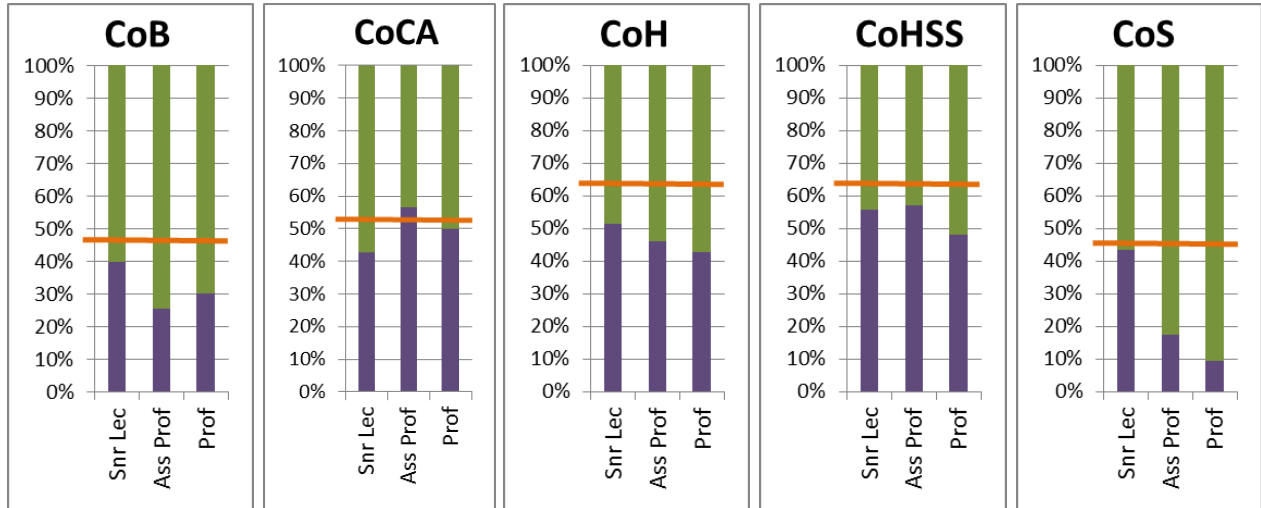
Figure 2. Gender inequity in senior academia by College 2015 to 2020.

Purple bars indicate women; green bars indicate men; orange line indicates the proportion of all academics in the College that are female.

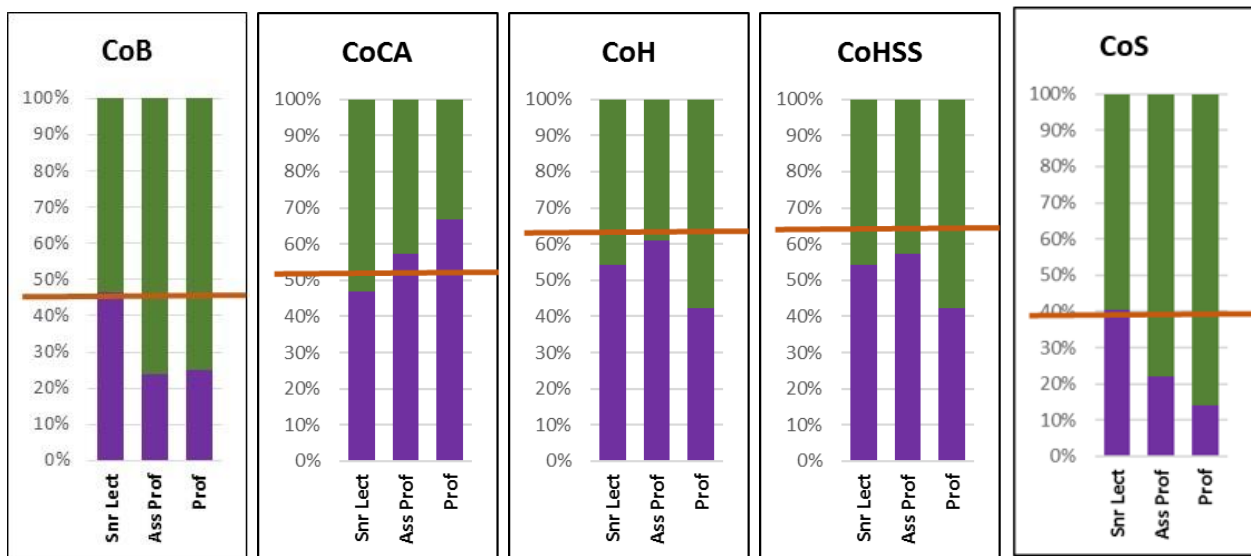
2015



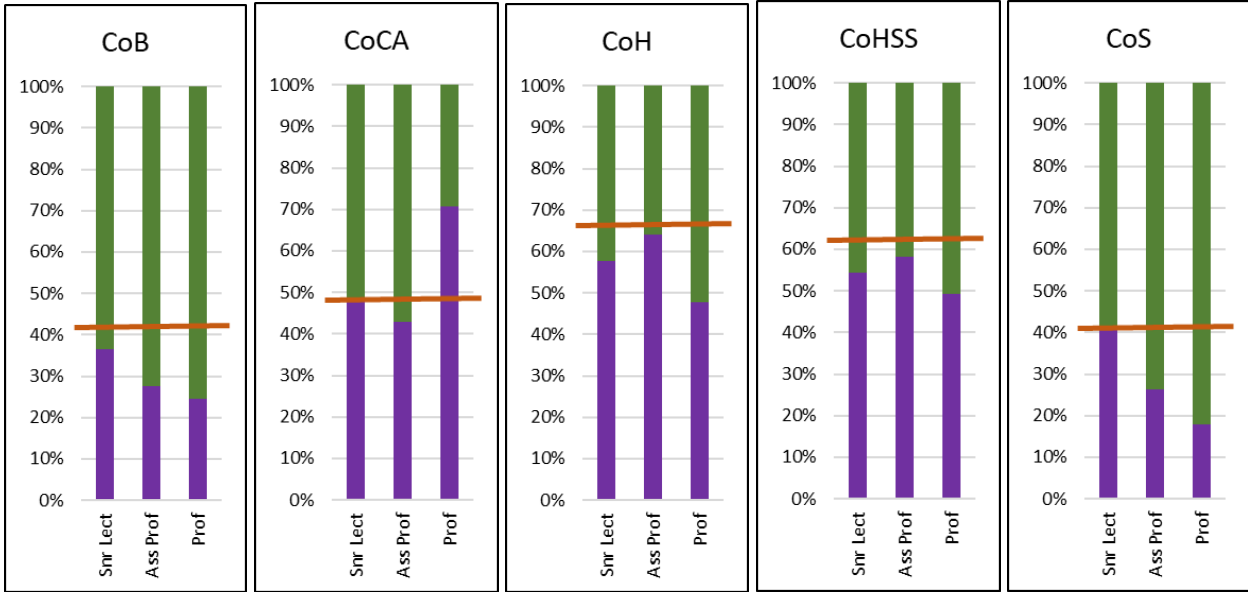
2016



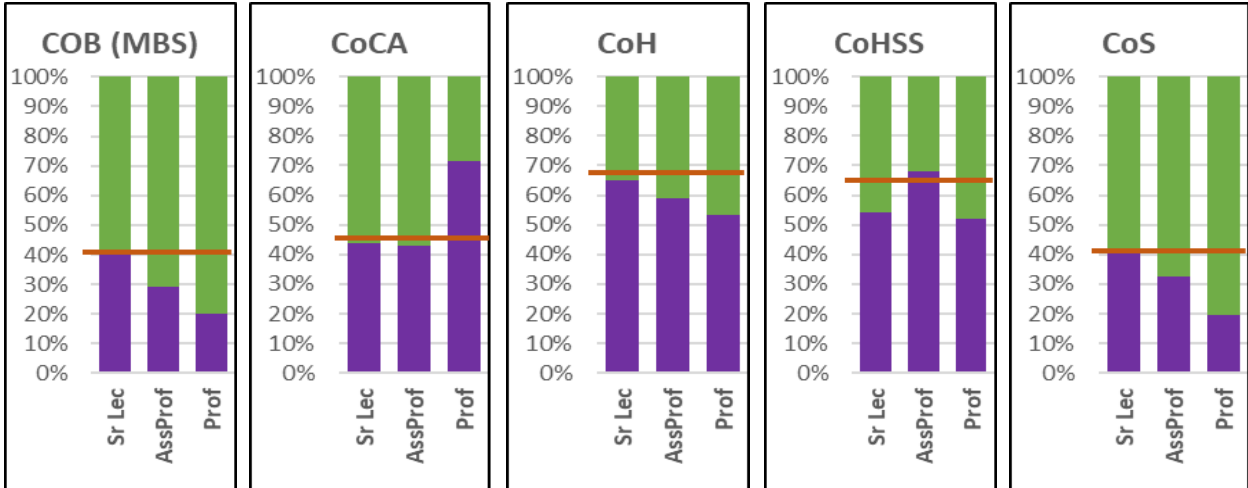
2017



2018



2019



2020

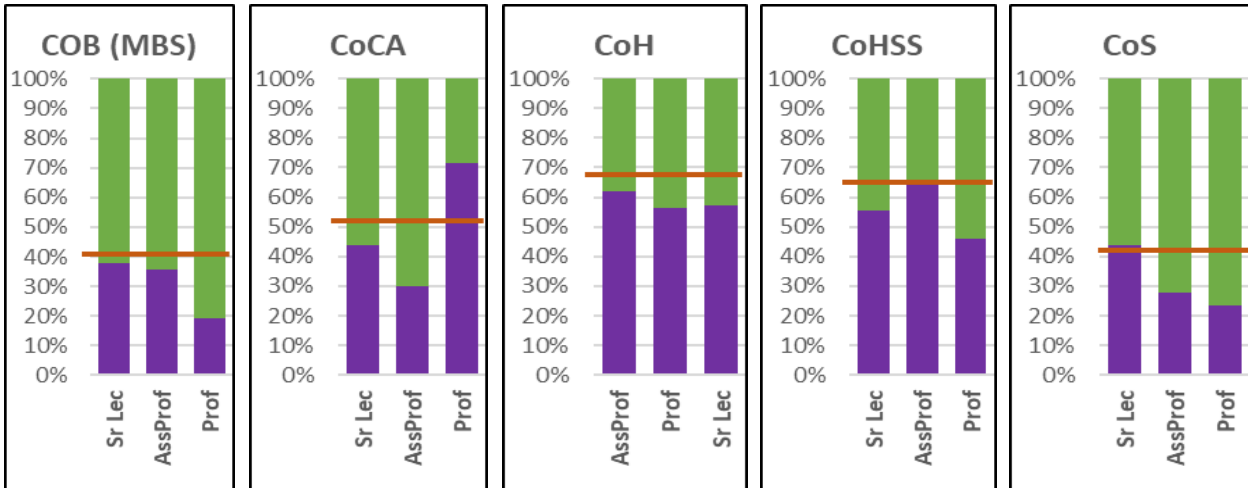


Table 6. Massey 2016 to 2020 academic staff and professors within institutes/schools by gender.

- 🟢 Denotes increase in the percentage of women since the previous year;
- 🔴 denotes a decrease in the percentage of women since the previous year;
- 🟡 denotes no change since the previous year.

Institutes & Schools	Total # academic staff					of academics, % women					Total # Assoc Prof & Prof					of Assoc Prof & Prof, % women								
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020				
Institute of Education	84	85	80	80	70	🔴	73%	76%	81%	83%	83%	🟡	14	13	10	9	10	🟢	64%	62%	90%	89%	90%	🟢
New Zealand Institute for Advanced Study	19	16	16	12	11	🔴	16%	19%	31%	25%	36%	🟢	8	6	6	5	5	🟡	13%	17%	17%	20%	20%	🟡
School of Accountancy	34	31	32	30	31	🟢	53%	45%	50%	50%	48%	🔴	5	6	7	6	8	🟢	40%	33%	29%	17%	25%	🟢
School of Agriculture and Environment	84	86	108	99	105	🟢	30%	30%	33%	35%	37%	🟢	27	32	43	38	40	🟢	19%	22%	21%	21%	20%	🔴
School of Art	47	45	40	36	37	🟢	53%	53%	55%	50%	51%	🟢	6	7	8	8	8	🟡	50%	57%	50%	50%	38%	🔴
School of Communication, Journalism and Marketing	63	76	79	78	77	🔴	51%	54%	49%	50%	51%	🟢	8	10	13	8	7	🔴	25%	30%	23%	25%	14%	🔴
School of Design	78	62	57	54	55	🟢	60%	60%	60%	54%	58%	🟢	2	3	5	5	7	🟢	50%	67%	60%	60%	57%	🔴
School of Economics and Finance	49	50	60	57	57	🟡	41%	42%	38%	37%	37%	🟡	15	17	18	16	18	🟢	20%	18%	22%	31%	33%	🟢
School of English and Media Studies	70	86	86	87	75	🔴	59%	62%	60%	62%	64%	🟢	3	4	4	4	3	🔴	67%	75%	75%	75%	67%	🔴
School of Food and Advanced Technology	88	88	48	93	89	🔴	52%	52%	44%	24%	19%	🔴	16	19	10	26	27	🟢	44%	47%	30%	12%	11%	🔴
School of Fundamental Sciences	97	95	84	92	87	🔴	37%	35%	38%	33%	38%	🟢	26	26	25	27	28	🟢	15%	15%	16%	22%	25%	🟢
School of Health Sciences	26	28	44	39	39	🟡	58%	61%	59%	62%	59%	🔴	5	4	7	6	7	🟢	40%	50%	43%	67%	57%	🔴
School of Humanities	73	74	63	60	63	🟢	48%	45%	48%	53%	49%	🔴	7	9	9	10	12	🟢	43%	33%	44%	50%	42%	🔴
School of Management	64	64	71	68	62	🔴	38%	42%	38%	41%	40%	🔴	10	11	12	12	14	🟢	30%	27%	25%	25%	36%	🟢
School of Natural and Computational Sciences	75	68	70	68	70	🟢	41%	46%	43%	41%	43%	🟢	12	11	15	17	20	🟢	17%	27%	33%	29%	30%	🟢
School of Nursing	47	63	51	47	38	🔴	81%	83%	88%	89%	89%	🟡	2	4	4	3	3	🟡	100%	100%	100%	100%	100%	🟡
School of People, Environment and Planning	75	76	83	80	72	🔴	64%	67%	65%	63%	56%	🔴	15	14	14	12	12	🟡	47%	43%	43%	50%	50%	🟡
School of Psychology	97	92	97	96	104	🟢	68%	68%	73%	74%	74%	🟡	14	12	11	10	12	🟢	36%	42%	36%	50%	58%	🟢
School of Social Work	26	26	22	21	22	🟢	77%	69%	68%	71%	73%	🟢	4	4	4	4	5	🟢	75%	75%	75%	75%	80%	🟢
School of Sport, Exercise and Nutrition	31	30	35	29	29	🟡	29%	30%	49%	41%	41%	🟡	4	4	9	10	12	🟢	0%	0%	33%	30%	42%	🟢
School of Veterinary Science	142	138	129	121	126	🟢	54%	54%	59%	61%	64%	🟢	27	30	23	25	28	🟢	4%	17%	22%	36%	39%	🟢
Te Putahi-a-Toi	17	18	21	25	22	🔴	47%	50%	57%	56%	64%	🟢	1	1	2	2	4	🟢	100%	100%	50%	50%	50%	🟡

It should be noted that in recent years, Massey is experiencing higher participation and success rates of female academics at all levels up to and including Associate Professor, particularly in 2016 and 2019, although more efforts should be focused on the level of Professor. This is creating a pipeline of high-quality female academics that should progress to higher levels. An example of the success of female academics in 2016 was from one institute in particular; IVABS. It is clear, that with a new Head of Institute who had an agenda of gender equality within the senior academic positions the progress has been significant. In recent years much of the recruitment activity has been centred on employing young female talent and providing support. This led to IVABS being the example of female success as a notable mention from the University Promotions Committee and Assistant Vice-Chancellor Research, Academic and Enterprise in 2016.

Table 7 shows the proportions of female versus male academic staff who have been promoted since 2011 to the level of Professor, and since 2014 to the level of Associate Professor. As can be seen from the table, there are inconsistencies in regards to participation rates and success rates of female academics applying and receiving a promotion to Professor. This continues to be an issue for the University and efforts should be focused on providing support, guidance, and ensuring University promotions guidelines and processes are free from gender bias.

In 2018 Bias Training for Academic Promotion’s committee members were scheduled and the take-up of participants in this training has been overwhelmingly positive with a complete level of attendance by committee members. This training has been extended to Heads of Schools/Institutes and since 2020 has been mandatory for promotions committee members.

Table 7. Female and male promotion rates 2011 – 2020 (Professor and Associate Professor).

Professor	# women applicants	# men applicants	% women successful	% men successful
2011	2	8	50%	62%
2012	10	14	40%	57%
2013	12	10	33%	80%
2014	6	7	50%	86%
2015	5	12	100%	83%
2016	3	16	66%	50%
2017	10	16	50%	63%
2018	9	10	67%	50%
2019	7	12	71%	50%
2020	4	9	100%	64%
<i>2011-2020 (cumulative)</i>	<i>68</i>	<i>114</i>	<i>63%</i>	<i>65%</i>
Associate Professor	# women applicants	# men applicants	% women successful	% men successful
2014	16	19	69%	63%
2015	7	17	57%	56%
2016	17	21	71%	57%
2017	14	18	64%	50%
2018	22	22	59%	32%
2019	24	23	83%	74%
2020	18	22	72%	86%
<i>2011-2020 (cumulative)</i>	<i>54</i>	<i>75</i>	<i>67%</i>	<i>57%</i>

Significant work continues to be undertaken by the University to support gender parity in promotion participation and success. Work includes:

- Introducing a revised set of promotions criteria and process (level 1 and 2) – including a new set of criteria and requiring staff to explicitly identify and discuss circumstances which explain performance relative to opportunity;
- Streamlining the application process;
- Consulting on revising the promotion criteria for promotions to Associate Professor and Professor. This will include discussing a Teaching Scholar and Clinical and General Practice track for promotion to professor.
- Introducing Te Kāhui Pou Mātauranga to review appropriate applications from Māori applying for Associate Professor and Professor promotions

While the intention of this work is not solely related to ensuring greater female participation and success rates regarding promotion, it is a strong consideration when working through this process.

Regular assessment of these data must continue to track changes in gender equity. Any school with consistent gender imbalances should be further examined. Schools and institutes with poor track records of gender equity may require additional assistance and encouragement to address issues contributing to gender inequity.

PART THREE – General Staff

It was noted in the 2009 PaEE report that women were over-represented amongst all general staff but under-represented in the higher grades. The gender wage gap amongst general staff was largely due to this situation. Gender representation amongst general staff grades was re-examined for 2020.

The proportions of men and women amongst general staff has remained unchanged between 2009-2020. In 2009, there were 1,625 general staff and of these, 1,070 (66%) were women and 555 (34%) were men. In 2020, there were 1 641 General Staff. Of these, 1,128 (69%) were women, and 513 (31%) were men (See Table 10).

As shown in Table 8, in 2009, 31% of the general staff men were in the lower-paying grades (1 to 3), and 30% of the general staff men were in the higher paying grades (6 – 8). Whereas, 45% of the women were in the lower-paying grades (1 – 3) and 28% of the women were in the higher pay grades (6 to 8).

In 2020, women held 29% of the general staff positions in grades 1 to 3 and 28% of the general staff positions in grades 6 to 8.

While this demonstrates an improvement, gender parity has not yet been achieved.

Table 8. Massey male and female general staff by grade.

Grade	2009 % of M	2015 % of M	2016 % of M	2017 % of M	2018 % of M	2019 % of M	2020 % of M
1	11%	7%	5%	4%	5%	4%	3%
2	10%	9%	7%	7%	8%	7%	7%
3	10%	9%	8%	7%	7%	6%	8%
4	21%	19%	20%	21%	21%	20%	22%
5	18%	22%	22%	21%	21%	23%	21%
6	18%	18%	19%	20%	20%	21%	20%
7	9%	13%	15%	16%	14%	15%	15%
8	3%	3%	4%	4%	4%	3%	4%
Total	100%	100%	100%	100%	100%	100%	100%

Grade	2009 % of F	2015 % of F	2016 % of F	2017 % of F	2018 % of F	2019 % of F	2020 % of F
1	9%	6%	3%	2%	3%	3%	2%
2	16%	11%	9%	8%	10%	9%	8%
3	20%	20%	21%	21%	20%	19%	18%
4	27%	26%	26%	27%	28%	28%	27%
5	15%	19%	18%	19%	19%	20%	16%
6	9%	12%	12%	13%	11%	13%	18%
7	3%	6%	7%	8%	7%	7%	8%
8	1%	2%	2%	2%	2%	2%	2%
Total	100%	100%	100%	100%	100%	100%	100%

In 2009, 66 men and 50 women held positions in grades H or I. In 2015, 87 men and 89 women held positions in grades H or I. This suggests that between 2009 and 2015, 21 men and 39 women were appointed or promoted

to new H/I positions. Women made up 67% of all general staff in 2015 and made up 65% of these new H/I positions. These findings suggest that between 2009 and 2015 there was an increase in women being hired or promoted into the senior general staff positions and show a general trend towards reaching gender equity in these job roles. 2018 continues with a far higher representation by Women, yet in 5 of the grades male salaries remain higher by 1 to 3 %. This trend continues in 2020, with 97 men and 116 women holding positions in grade H or I.

Please note that grades were changed in 2019 as follows:

Grades A & B became Grade 1
 Grade C became Grade 2
 Grade D became Grade 3
 Grade E became Grade 4
 Grade F became Grade 5
 Grade G became Grade 6
 Grade H became Grade 7
 Grade I became Grade 8

Table 9. General staff by grade showing gender headcount and average salaries 2018.

SLT Groups	Female		Male		Total Headcount	Total Avg Salary	% Gap
	Headcount	Avg Salary	Headcount	Avg Salary			
GENA	16	34,901	5	33,157	21	34,486	5%
GENB	22	39,316	23	40,578	45	39,961	-3%
GENC	107	43,370	40	44,729	147	43,740	-3%
GEND	219	49,933	34	50,733	253	50,041	-2%
GENE	311	56,661	110	57,583	421	56,902	-2%
GENF	213	65,079	108	65,051	321	65,069	0%
GENG	128	77,128	105	76,502	233	76,846	1%
GENH	82	90,403	75	90,803	157	90,594	0%
GENI	21	103,565	19	105,798	40	104,625	-2%
Total	1,119	60,718	519	67,102	1,638	62,740	

*In 2018, general staff were 32% male, 68% female

Table 10. General staff by grade showing gender headcount and average salaries 2019

Grade	Female		Male		Total Headcount		Headcount Gap	Salary % Gap
	Headcount	Average Salary	Headcount	Average Salary	Headcount	Average Salary		
GEN1	31	39,767	23	41,886	54	40,669	26%	5%
GEN2	94	44,779	38	45,770	132	45,065	60%	2%
GEN3	210	51,637	33	50,729	243	51,514	84%	2%
GEN4	304	58,013	108	58,436	412	58,124	64%	1%
GEN5	217	66,045	119	66,097	336	66,063	45%	0%
GEN6	138	78,587	110	77,236	248	77,988	20%	2%
GEN7	77	90,309	80	92,200	157	91,272	-4%	2%
GEN8	21	103,048	18	107,658	39	105,175	14%	4%

*In 2019, general staff were 33% male, 67% female

Table 11. General staff by grade showing gender headcount and average salaries 2020

Grade	Female		Male		Total Headcount		Headcount Gap	Salary % Gap
	Headcount	Average Salary	Headcount	Average Salary	Headcount	Average Salary		
GEN1	25	42,932	15	44,241	40	43,423	40%	-3%
GEN2	90	47,137	38	47,566	128	47,265	58%	-1%
GEN3	207	52,906	40	51,852	247	52,735	81%	2%
GEN4	305	59,714	114	59,337	419	59,611	63%	1%
GEN5	182	67,642	106	68,097	288	67,810	42%	-1%
GEN6	203	77,978	103	79,585	306	78,519	49%	-2%
GEN7	96	93,172	77	93,952	173	93,519	20%	-1%
GEN8	20	106,616	20	109,006	40	107,811	0%	-2%

*In 2020, general staff were 31% male, 69% female

Assessment utilising Job Evaluation Comparisons

The Mercer Job Evaluation IPE system is used for job evaluations for Professional Services jobs across the University. This system measures factors in each job and this determines a points score. The score is then converted to a position class that is in turn linked to Massey grades. For example, jobs scoring between 51 to 75 points equals Position Class **41** which relates to grade **GEN2**.

When comparing gender salaries by position class this shows a strong alignment of salaries between genders.

Figure 3. Gender salaries by position class

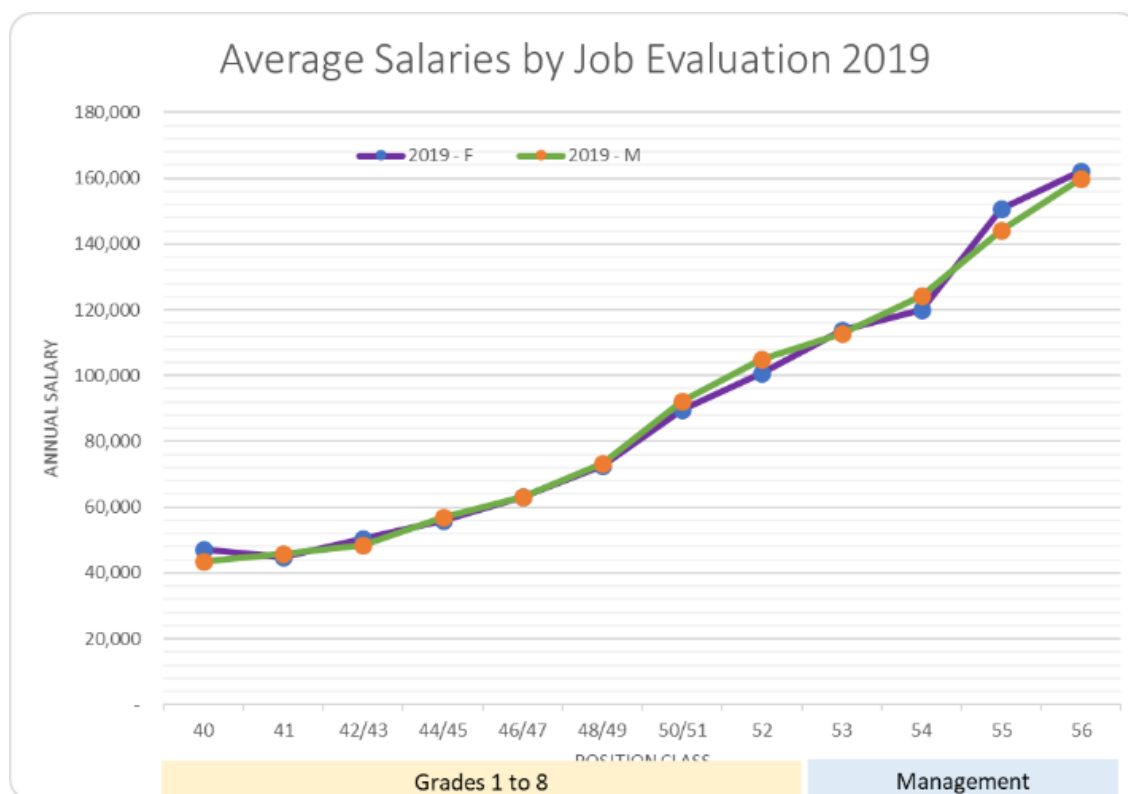


Figure 4 gender salaries by position class

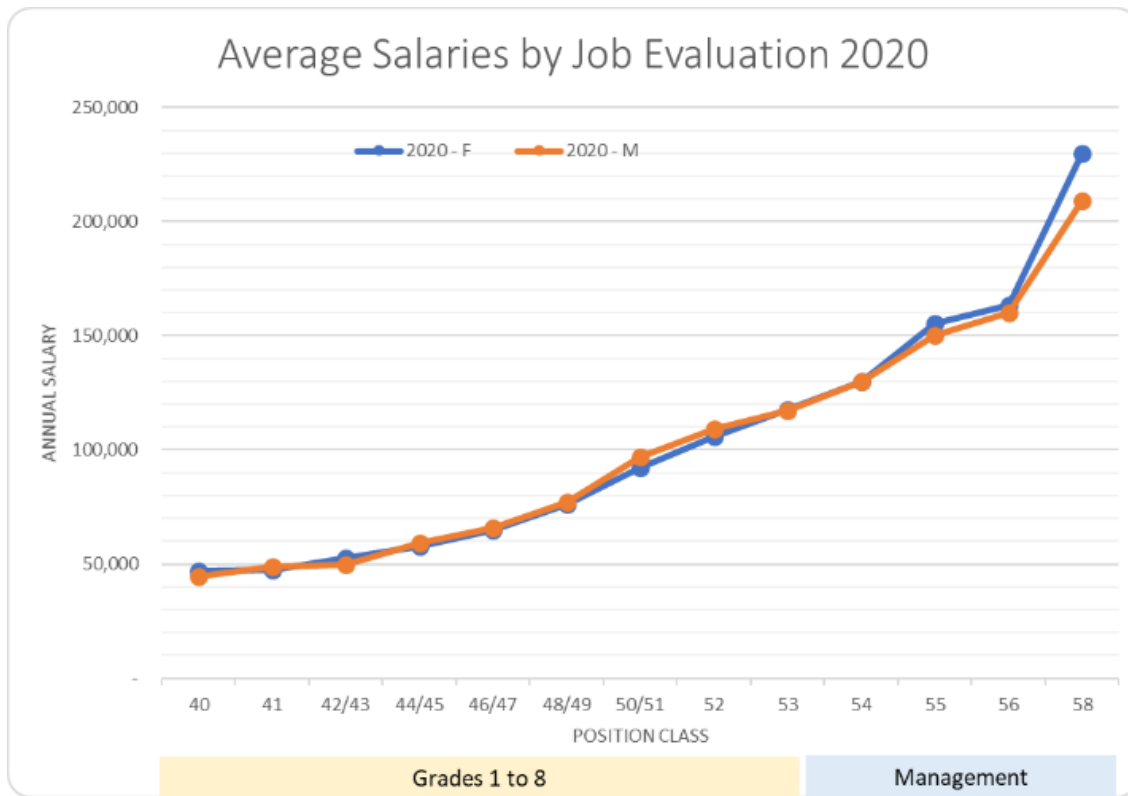


Table 12. Salary gap by position class

Position Class	2019 Salary Gap %	Percentage of Women in PC 2019	2020 Salary Gap %	Percentage of Women in PC 2020	IPE Points from	IPE Points to	IPE Position Class	Massey Grade
40	-7.3%	67%	-5.5%	67%	26	50	PC40	GEN1
41	2.1%	70%	3.0%	66%	51	75	PC41	GEN2
42/43	-3.5%	82%	-4.5%	79%	76	125	PC42/43	GEN3
44/45	1.7%	77%	1.9%	77%	126	175	PC44/45	GEN4
46/47	-0.3%	55%	1.4%	58%	176	225	PC46/47	GEN5
48/49	1.1%	73%	1.3%	74%	226	275	PC48/49	GEN6
50/51	3.1%	48%	4.8%	55%	276	325	PC50/51	GEN7
52	4.4%	56%	3.2%	61%	326	350	PC52	GEN8
53	-0.8%	38%	-0.7%	47%	351	375	PC53	Management Level
54	3.4%	60%	0.3%	62%	376	400	PC54	
55	-4.5%	36%	-3.5%	38%	401	425	PC55	
56	-1.4%	80%	-2.2%	67%	426	450	PC56	
58			-9.0%	33%	451	475	PC57	
					476	500	PC58	
					501	525	PC59	

PART FOUR – Occupational Segregation

Some job categories in the market generally (e.g. nurses), tend to be filled primarily by women, while others (e.g. mechanics) tend to be filled primarily by men. This is referred to as occupational segregation. Occupational segregation is a key reason for the gender pay gap at both the national and institutional levels.

The job families at Massey University in Table 12 are separated into two groups for 2015-2020 data: teaching (tutor to professor) and non-teaching (caterers to senior executives). Student positions (e.g. assistant lecturer) and practising professionals (e.g. clinicians) have been excluded from this data set. Male and female-dominated work roles are those held by >70% women or >65% men, matching the 2009 report's cut-offs.

Within each group, the job families are ranked by mean salary (from low to high). Within the academic (teaching and research) positions, women predominate in the lowest-paid categories (tutor and clinical teaching associate) while men predominate in the highest-paid categories (associate professor and professor). In the non-teaching categories, men predominate at the very highest level (senior academic manager and senior executive). Female-dominated jobs are found in the library, advisor, and administration, while male dominated jobs are found in computing, aviation, and gardening.

Table 13. Massey general staff job categories 2015-2020 by gender representation.

Professional Services	2015				2016				2017				2018				2019				2020			
Job Family	% F	# F	% M	# F	% F	# F	% M	# M	%F	#F	%M	#M	%F	#F	%M	#M	%F	#F	%M	#M	%F	#F	%M	#M
Administration Staff	84%	645	16%	122	81%	680	19%	159	81%	688	19%	159	82%	694	18%	157	88%	409	12%	57	88%	416	12%	58
Advisory / Specialists																	71%	178	29%	73	74%	204	26%	73
Aviation Staff	0%	0	100%	18	15%	4	85%	22	17%	4	83%	19	12%	3	88%	22	14%	4	86%	25	9%	3	91%	29
Catering / Hospitality Staff	50%	7	50%	7	56%	14	44%	11	64%	14	36%	8	60%	15	40%	10	50%	12	50%	12	64%	14	36%	8
CED Teacher/Reg Advisor	88%	15	12%	2	82%	9	18%	2	82%	9	18%	2	80%	8	20%	2	82%	9	18%	2	91%	10	9%	1
Farm Staff	40%	4	60%	6	17%	2	83%	10	17%	2	83%	10	15%	2	85%	11	8%	1	92%	11	25%	3	75%	9
Gardening Staff	27%	4	73%	11	29%	4	71%	10	27%	4	73%	11	33%	4	67%	8	36%	5	64%	9	36%	4	64%	7
General Services Staff	15%	8	85%	47	18%	9	82%	41	19%	9	81%	39	18%	8	82%	37	16%	7	84%	36	24%	11	76%	34
ICT Professional Staff	26%	49	74%	140	23%	43	77%	140	25%	44	75%	134	27%	49	73%	134	27%	53	73%	146	29%	57	71%	138
Librarian & Library Assistants	76%	94	24%	30	74%	86	26%	31	75%	86	25%	29	78%	89	22%	25	77%	87	23%	26	74%	77	26%	27
Managers																	73%	128	27%	48	75%	129	25%	42
Printery Staff	63%	15	38%	9	61%	14	39%	9	62%	13	38%	8	64%	14	36%	8	62%	13	38%	8	56%	10	44%	8
Research-only Support Staff	68%	63	32%	30	71%	97	29%	40	75%	100	25%	34	75%	97	25%	33	70%	86	30%	37	69%	88	31%	40
Senior Executive	27%	3	73%	8	33%	4	67%	8	58%	7	42%	5	55%	6	45%	5	40%	4	60%	6	42%	5	58%	7
Senior Manager	41%	36	59%	52	40%	16	60%	24	39%	15	61%	23	40%	12	60%	18	45%	9	55%	11	33%	7	67%	14
Senior Professional	50%	22	50%	22	58%	29	42%	21	58%	28	42%	20	57%	25	43%	19	51%	35	49%	33	51%	38	49%	36
Student/Community Services & Sup	66%	84	34%	44	63%	93	37%	54	63%	90	37%	52	65%	99	35%	53	58%	87	42%	63	66%	107	34%	56
Technicians	51%	110	49%	105	53%	125	47%	112	54%	127	46%	108	54%	118	46%	99	58%	135	42%	98	58%	139	42%	101
Vice-Chancellor	0%	1	100%	1	0%	1	100%	1	100%	1	0%	0	100%	1	0%	0	100%	1	0%	0	100%	1	0%	0

Comparing 2015 to 2020, 12 groups have increased participation by women, where 4 have reduced and 1 has not changed. While most changes are minor, more significant changes for women were found in 12 categories (See Table 14).

Table 14. General staff roles with notable percentage change in female participation

Increase in percentage female	
Senior Executive	+15%
Catering / Hospitality Staff	+14%
General Services Staff	+9%
Aviation Staff	+9%
Gardening Staff	+9%
Technicians	+7%
Administration Staff	+4%
ICT Professional Staff	+3%
CED Teacher/Reg Advisor	+3%

Decrease in percentage female	
Printery Staff	-7%
Senior Manager	-8%
Farm Staff	-15%

Table 15. Massey academic job categories 2015-2020 by gender representation.

Academic Job Family Description	2015				2016				2017				2018				2019				2020			
	% F	# F	% M	# M	% F	# F	% M	# M	% F	# F	% M	# M	% F	# F	% M	# M	% F	# F	% M	# M	% F	# F	% M	# M
Associate Professor	35%	45	65%	85	36%	43	64%	78	37%	48	63%	81	38%	48	62%	79	44%	54	56%	68	44%	63	56%	80
Clinical Teaching Associate	100%	18	0%	0	95%	18	5%	1	91%	30	9%	3	96%	24	4%	1	96%	22	4%	1	100%	13	0%	
Lecturer	51%	128	49%	123	56%	159	44%	124	59%	161	41%	111	59%	156	41%	107	58%	131	42%	93	58%	117	42%	84
Professor	22%	32	78%	115	24%	37	76%	116	27%	43	73%	116	28%	49	72%	126	30%	49	70%	117	31%	55	69%	122
Research-only academic staff	56%	56	43%	43	62%	68	38%	42	66%	69	34%	36	67%	70	33%	35	60%	62	40%	42	59%	67	41%	46
Senior Academic Manager	48%	10	52%	11	39%	34	61%	54	39%	32	61%	51	36%	32	64%	56	33%	23	67%	47	32%	21	68%	44
Senior Tutor	46%	196	54%	229	47%	210	53%	236	48%	216	52%	237	46%	205	54%	237	68%	123	32%	57	73%	132	27%	50
Snr Lecturer	62%	93	38%	58	61%	118	39%	75	64%	114	36%	64	67%	115	33%	57	47%	212	53%	243	47%	212	53%	242
Tutor	72%	89	28%	34	68%	92	32%	44	66%	101	34%	52	65%	86	35%	46	62%	74	38%	46	64%	58	36%	33

Comparing 2015 to 2020, 5 academic groups have increased participation by females, where 6 have reduced and one with no change (See table 16)

Table 16. Roles with notable percentage change in female participation

Increase in percentage female	
Professor	+9%
Associate professor	+9%
Lecturer	+7%
Research only academic staff	+3%
Senior Tutor	+27%

Decrease in percentage female	
Senior Academic Manager	-16%
Senior Lecturer	-15%
Tutor	-8%

PART FIVE – Remuneration

The overall gender wage gap at Massey has reduced from 21.5% in 2009 to 19.6% in 2018 and 18.4% in 2020.

Table 15 shows the 2015-2020 mean base salaries for men and women within the 21 Massey job categories for which there are at least 5 individuals within each gender. Salary differences of more than 1% that favour men (orange) or women (purple) are shown.

The gender wage gap among academics remained static between 2009 and 2017 (13.9% and 14.6% respectively) but increased slightly in 2018 to 16.32%. In 2020, it had dropped back slightly to 15.76%. Within the 10 academic job categories in 2020, men earned 1 – 22% more than women in 6 of the categories. These statistics demonstrate a general improvement in reducing gender pay gaps across a number of academic categories although notable gender pay differences remain between male and female professors, senior academics, practicing vets/clinicians and researchers.

Among general staff, the gender wage gap decreased between 2009 (17.2%), 2018 (11.87%,) and 2020 (10.25%). Within the 11 general staff job categories in 2020, women earned 1 – 8% more than men in 7 of the categories, while men earned 1 – 16% more than women in 8 of the categories. Improvement in closing the gender wage gap for general staff was made in 7 role categories, while a slight gap increase occurred in 6 categories, with no change in 2. Professional Services Staff and Senior Managers are well balanced.

It is difficult to assess changes in pay parity over time because job categories change, and complete data that includes job category and grade and gender and pay are not always available. Some job categories (e.g. lecturer) have a fairly narrow wage band and regular incremental wage rises, while other job categories (e.g. Student/Comm Services) encompass individuals whose salaries range from \$28,000 to a range over \$100,000. Nevertheless, it should be expected that even in a job category with such a wide range, the spread of salaries among the men and women should be fairly equivalent. If men earn significantly more than women in a job category, it suggests that women do not have the same opportunities as men within that job category.

Table 17. Massey 2015 -2020 gender difference in base salaries by job family.

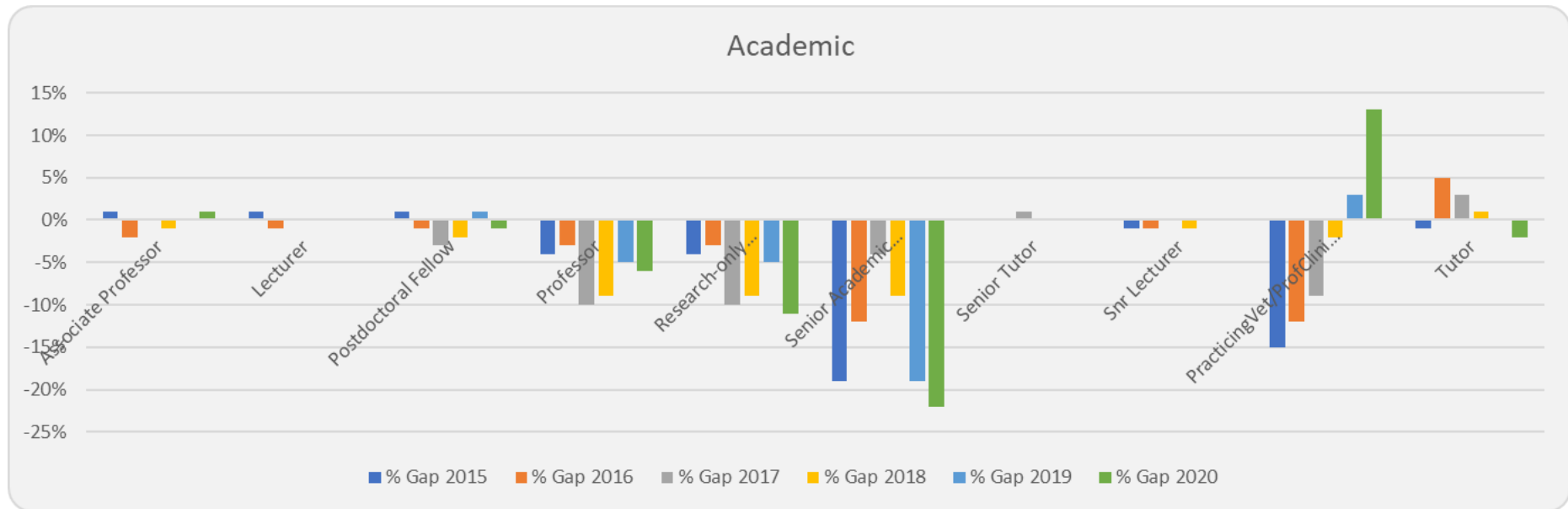
▲ Female workers earn >1% more than males; ▼ Females earn >1% less than males. Mean Salary: (calculated as $\{[women's\ salary - men's\ salary] \times 100\} / [men's\ salary]$).

Academic Groups	Women 2015	Men 2015	% Gap	Women 2016	Men 2016	% Gap	Women 2017	Men 2017	% Gap	Women 2018	Men 2018	% Gap
Tutor	\$62,135	\$62,927	-1%	\$63,918	\$60,972	5%	63,886	62,000	3%	\$65,393	\$65,007	1%
Senior Tutor	\$76,182	\$76,131	0%	\$76,774	\$76,647	0%	78,267	77,588	1%	\$78,921	\$78,813	0%
Postdoctoral Fellow	\$71,322	\$70,699	1%	\$71,222	\$71,782	-1%	71,996	74,021	-3%	\$74,220	\$75,667	-2%
Lecturer	\$82,001	\$81,368	1%	\$82,519	\$81,219	2%	83,368	83,280	0%	\$85,033	\$85,100	0%
Research Staff	\$80,779	\$84,390	-4%	\$80,409	\$83,210	-3%	80,191	89,551	-10%	\$79,366	\$87,238	-9%
Pract Vet/Prof Clinician	\$80,723	\$94,576	-15%	\$83,190	\$94,508	-12%	85,118	93,295	-9%	\$88,610	\$89,977	-2%
Senior Lecturer	\$101,199	\$102,005	-1%	\$102,439	\$103,299	-1%	104,881	104,578	0%	\$105,814	\$105,968	0%
Associate Professor	\$118,405	\$117,462	1%	\$117,053	\$119,270	-2%	121,312	121,328	0%	\$122,732	\$123,466	-1%
Senior Academic	\$118,540	\$146,263	-19%	\$129,930	\$147,185	-12%	138,958	144,636	-4%	\$146,709	\$161,385	-9%
Professor	\$140,790	\$151,904	-7%	\$146,452	\$151,751	-3%	147,237	153,608	-4%	\$150,094	\$155,697	-4%
Professional Services	Women 2015	Men 2015	% Gap	Women 2016	Men 2016	% Gap	Women 2017	Men 2017	% Gap	Women 2018	Men 2018	% Gap
Catering Staff	\$37,937	\$40,601	-7%	\$36,006	\$40,837	-12%	37,772	43,106	-12%	\$39,721	\$44,474	-11%
Printery Staff	\$47,257	\$46,204	2%	\$47,982	\$45,858	5%	49,747	45,952	8%	\$49,267	\$47,091	5%
General Services Staff	\$50,926	\$52,387	-3%	\$49,466	\$52,949	-7%	48,297	53,896	-10%	\$50,047	\$56,366	-11%
Librarian/Libr Assistant	\$51,929	\$48,934	6%	\$53,625	\$49,964	7%	54,329	52,126	4%	\$55,479	\$51,892	7%
Technician	\$51,625	\$56,242	-8%	\$51,465	\$58,581	-12%	51,942	60,646	-14%	\$52,859	\$61,937	-15%
Research Support	\$56,805	\$65,928	-14%	\$59,308	\$64,762	-8%	59,748	69,195	-14%	\$61,486	\$67,999	-10%
Admin Staff	\$59,351	\$73,537	-19%	\$61,225	\$73,251	-16%	62,966	75,943	-17%	\$63,731	\$76,464	-17%
Student/Com Services	\$61,528	\$60,908	1%	\$64,890	\$59,956	8%	63,776	61,069	4%	\$63,064	\$60,934	3%
Information and Communications Technology	\$73,273	\$73,187	0%	\$74,808	\$74,352	1%	76,290	76,501	0%	\$79,936	\$76,855	4%
Senior Professional	\$99,992	\$108,646	-8%	\$99,023	\$110,058	-10%	114,069	110,981	3%	\$120,849	\$117,890	3%
Senior Manager	\$127,052	\$144,233	-12%	\$137,637	\$149,562	-8%	133,493	153,033	-13%	\$120,780	\$161,686	-25%
CED Teacher/Reg Advisor							95,391	82,217	16%	\$90,997	\$83,993	8%
Gardening Staff							50,000	44,537	12%	\$51,060	\$45,764	12%

Academic Groups	Women 2019	Men 2019	% Gap	Women 2020	Men 2020	% Gap
Tutor	65,963	65,733	➡ 0%	67,168	68,283	⬇ -2%
Postdoctoral Fellow	77,180	76,188	➡ 1%	78,250	78,654	⬇ -1%
Senior Tutor	80,537	80,702	➡ 0%	82,470	82,671	➡ 0%
Research-only academic staff	82,615	86,873	⬇ -5%	83,773	92,737	⬇ -11%
Lecturer	85,601	85,777	➡ 0%	88,654	89,054	➡ 0%
PracticingVet/ProfClinician	91,302	105,683	⬇ -16%	92,416	106,579	⬇ -15%
SnrPracticingVet/ProfClinician	106,538	103,037	⬆ 3%	112,367	98,058	⬆ 13%
Snr Lecturer	107,550	107,628	➡ 0%	110,380	110,289	➡ 0%
Associate Professor	125,567	125,423	➡ 0%	128,877	128,027	➡ 1%
Senior Academic	129,188	153,986	⬇ -19%	133,740	163,579	⬇ -22%
Professor	150,404	157,801	⬇ -5%	153,996	162,762	⬇ -6%
Professional	Women 2019	Men 2019	% Gap	Women 2020	Men 2020	% Gap
Administration Staff	57,395	59,185	⬇ -3%	60,206	62,228	⬇ -3%
Advisory / Specialists	76,261	78,817	⬇ -3%	78,121	83,493	⬇ -7%
Catering / Hospitality Staff	43,009	48,292	⬇ -12%	45,167	52,341	⬇ -16%
CED Teacher/Reg Advisor	86,979	85,817	➡ 1%	85,044	89,500	⬇ -5%
Gardening Staff	49,101	47,765	⬆ 3%	53,713	51,136	⬆ 5%
General Services Staff	48,002	57,718	⬇ -20%	58,955	59,756	➡ -1%
ICT Professional Staff	83,875	80,687	⬆ 4%	84,784	83,222	⬆ 2%
Librarian & Library Assistants	57,037	55,616	⬆ 2%	61,673	58,736	⬆ 5%
Managers	86,809	103,519	⬇ -19%	90,850	105,544	⬇ -16%
Printery Staff	51,023	48,002	⬆ 6%	53,841	49,406	⬆ 8%
Research-only Support Staff	64,486	66,191	⬇ -3%	66,113	64,415	⬆ 3%
Senior Manager	138,798	170,258	⬇ -23%	171,090	168,687	➡ 1%
Senior Professional	122,505	130,186	⬇ -6%	123,134	126,616	⬇ -3%
Student/Community Services &	67,529	59,818	⬆ 11%	65,460	61,289	⬆ 6%
Technicians	54,040	63,420	⬇ -17%	56,230	64,646	⬇ -15%

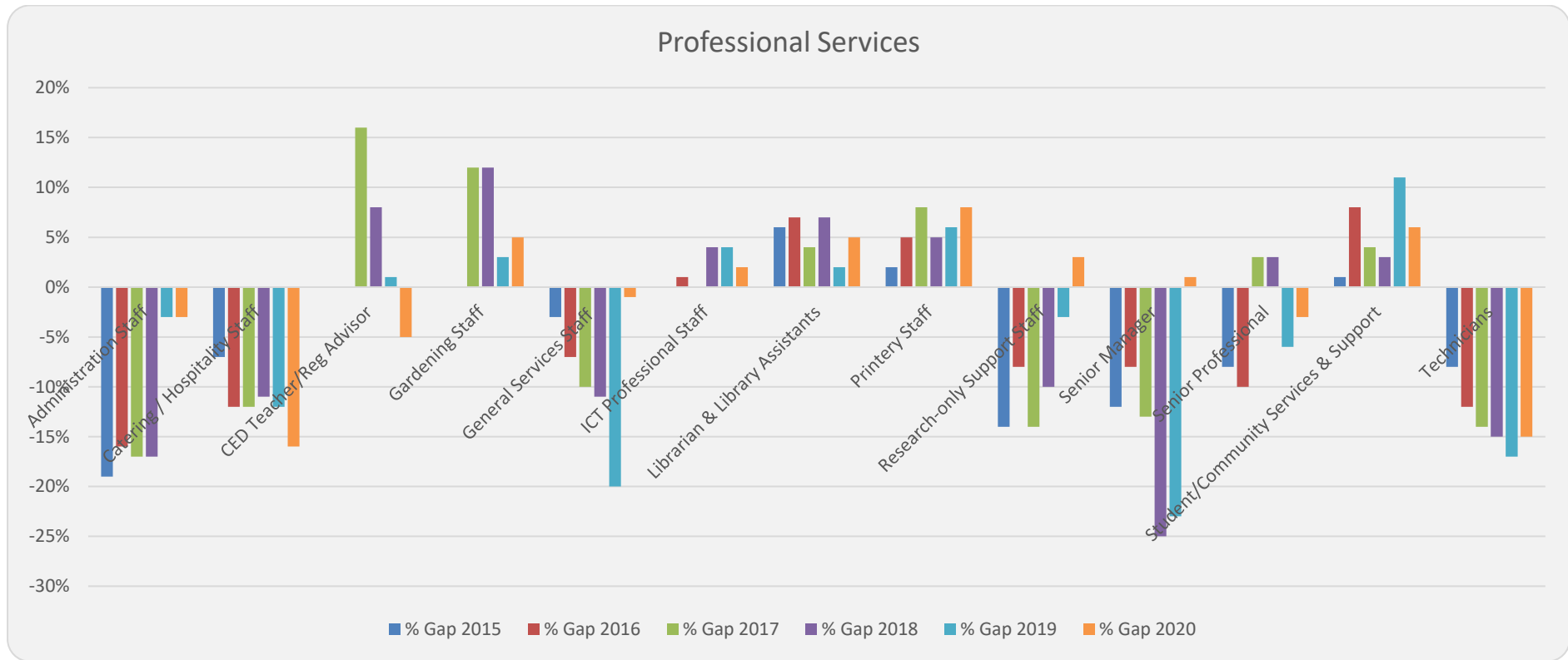
What, we see in Academic groups is a progressive ongoing improvement in most gaps.

Figure 5. Percentage gender pay gap for academic staff



However, this is not the same for Professional services staff where it is a very mixed set of results.

Figure 6. Percentage gender pay gap for professional services staff



CONCLUSION

A reduction in the gender pay gap and reduced inequalities for women is worthy of note. The overall gender wage gap has reduced from 21.5% in 2009 to 18% in 2020 whereas general staff, in particular, have moved from 17.2% in 2009 to 10.25% in 2020. It is recognised that any reduction in inequalities does not happen by chance, but rather by consistent and concerted action to address such inequalities.

Particular improvements include greater representation of women in senior roles and greater application and success in academic promotions, which in part has been achieved by introducing stronger promotion application and criteria. With greater numbers of women being promoted to Associate Professor, this creates a strong pipeline effect for more women to move to Professor in the future. Further, the increased appointment of women as Associate Head of Schools is a deliberate succession planning that has taken place in recent years and is a strong effort toward gender equality for senior appointments in the University.

Massey University has committed to reducing the gender pay gap and improving gender equality. There are still significant areas where improvements can and must be made. Regular monitoring of data and reports such as this form an integral part of this. So too is challenging policies and practices to ensure they are free from gender bias, whether conscious or not, and providing support and encouragement in areas where statistics seem difficult to shift.

Further areas of focus moving forward include efforts directed towards hiring and promoting academic women and Māori, as well as a concentrated effort towards the achievement of parity, especially in Colleges such as Business and Science. Further consideration also needs to be given to gender imbalance within a School to ensure that women are more proportionally represented, particularly in traditional gender fields of work. Of particular focus will be library and clerical/administration staff and a work plan will be developed to address these areas.

Massey University reaffirms its commitment to improving gender equality and ensuring that Massey is truly a good place for women to work.