

Pay and Employment Equity Monitoring & Analysis Report

January 2019

from the

Pay and Employment Equity
Implementation Group



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 now, with this second report updating the data for 2017 and 2018.

Women represent 60% of the workforce at Massey and the report reveals that over the last two years, while the overall gender wage gap has reduced marginally (from 21.5% in 2009 to 19.6% in 2018), 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 58% in 2018.
- The wage gap for women in senior roles has reduced from 20% in 2009 to 8% in 2018.
- The wage gap at HOD and HOS level has reduced to 10% in 2018.
- Amongst **academic** staff -
 - The proportion of women in senior academic and research leadership positions has increased from 23% in 2009 to 43% in 2018, and the wage gap reduced from 20% to 8%.
 - 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 2014 to 2017, 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 25% from 2009 to 2018.
 - 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. However women Heads of School/Institute are still just 26% (but 51% of academic Director roles).
 - For Associate Professor and Professor as a combined group, when looked at from a college by college perspective it’s a mixed result –
 - 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.
 - A recent investment in Unconscious Bias training has been undertaken with academic promotion panels, 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 11%.
 - In three general staff grades women earned 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 2018.

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.

- Women comprised 65% of all new appointments made to Grade H/I appointments between 2009 and 2015.

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, that issues of potential inequity are addressed, but key touch points in the appointments, promotions and pay systems are under more conscious control, and supported by such mind-shift interventions as the very successful Unconscious Bias training delivered in 2018. 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

January 2019

PART ONE – Workforce Data

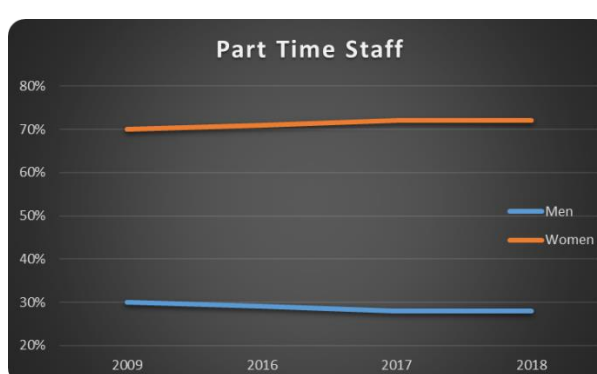
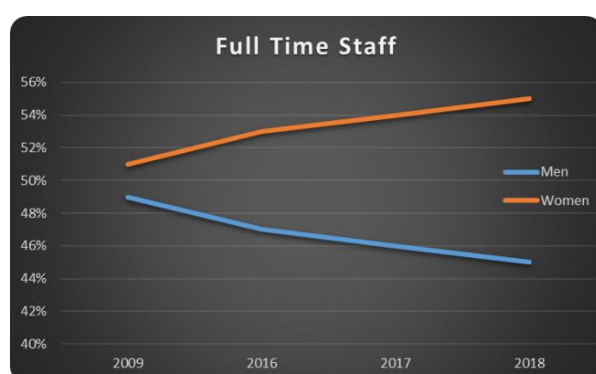
As of April 2018, there were 3,606 staff at Massey University; of these 60% were women and 40% men. This is similar to the findings of the initial PaEE report when the employment at Massey in December 2009 was assessed. In 2009, there were 3,403 staff at Massey and of these 1,907 (56%) were women and 1,496 (44%) were men. Thus gender representation at Massey has changed by 4%.

From 2009 to 2015, the workforce in terms of 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. This is a reduction of approximately 2%. Since 2015 the University has experienced growth in many areas and occupations in FTE but has remained at similar levels of Headcount.

Women have been, and continue to be, more likely to be part-time (PT) compared to men. In 2009, 30% of female academics were PT, and 17% of males were PT. In 2018, 36% of female academics were PT, and 19% of male academics were PT. In 2009, this disparity also held true for general staff (33% females PT versus 18% males PT). The 2009 PaEE report, using information from a Massey-wide survey conducted at that time, noted that PT positions largely existed for operational reasons and were not conducive to career-building; however, most of those in PT work were happy with their situation.

Table 1. 2009 to 2016 comparison of full-time (FT) and part-time (PT) staff (Based on Headcount).

Year	Gender	FT	PT	Total	FT %	PT %	Total %
2009	Women	1,305	602	1,907	51%	70%	56%
2009	Men	1,233	262	1,495	49%	30%	44%
2009	Total	2,538	864	3,402			
2016	Women	1,404	691	2,095	53%	71%	58%
2016	Men	1,223	289	1,512	47%	29%	42%
2016	Total	2,627	980	3,607			
2017	Women	1,409	735	2,144	54%	72%	59%
2017	Men	1,195	281	1,476	46%	28%	41%
2017	Total	2,604	1,016	3,620			
2018	Women	1,448	709	2,157	55%	72%	60%
2018	Men	1,176	273	1,449	45%	28%	40%
2018	Total	2,624	982	3,606			

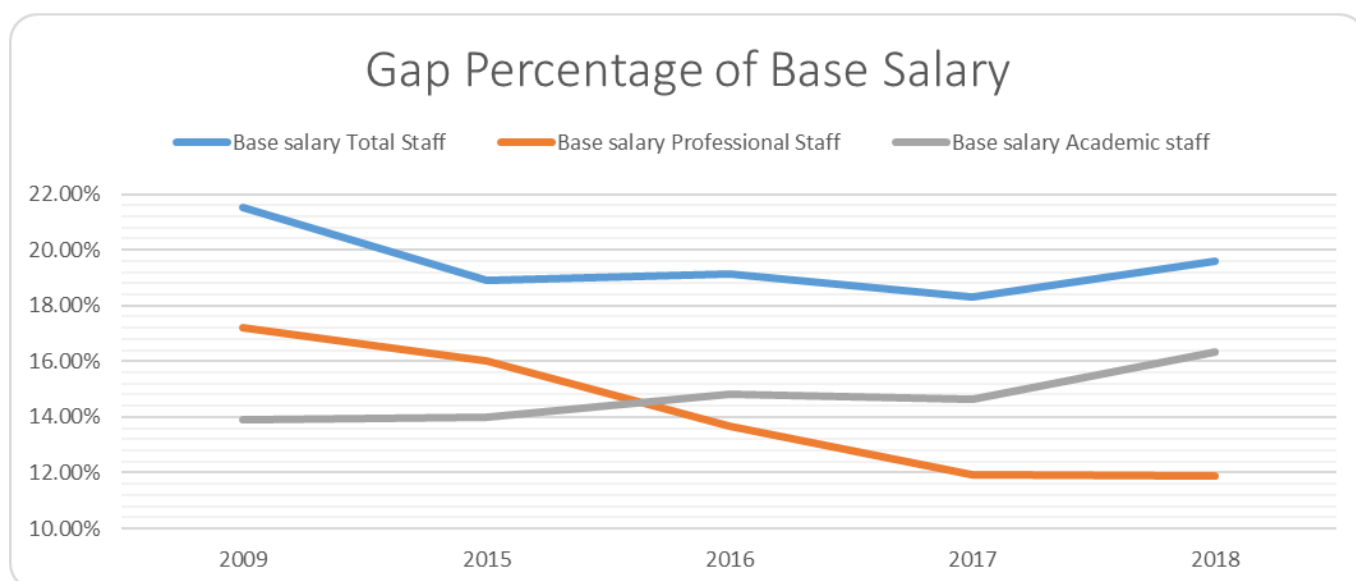


The gender wage gap was of primary concern in the 2009 assessment. The findings are summarised in Table 2. In 2009, the gender wage gap between all men and all women at Massey (excluding the Vice-Chancellor) for base salary was 21.5%. In 2016, this was reduced to 19.1%; thus, approximately 11% of the wage gap was eliminated. This was mainly due to a lessening of the gender wage gap amongst general staff. In 2009, the gender wage gap amongst general staff was 17.2%, reduced to 16% in 2015 and a further reduction to 13.67% in 2016. In 2009,

the gender wage gap amongst academic staff was 13.9%, remaining static at 14% in 2015, but increasing slightly in 2016 to 14.84%. 2017 and 2018 show minor negative changes.

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
Total staff	M: 1495 (44%) F: 1907 (56%)	M: 1127 (43%) F: 1471 (57%)	M: 1349 (44%) F: 1727 (56%)	M: 1323 (42%) F: 1799 (58%)	M: 1306 (42%) F: 1828 (58%)
Professional (General) staff	M: 729 (36%) F: 1281 (64%)	M: 653 (36%) F: 1159 (64%)	M: 630 (38%) F: 1042 (62%)	M: 605 (36%) F: 1081 (64%)	M: 593 (36%) F: 1077 (64%)
Academic staff	M: 766 (55%) F: 626 (45%)	M: 750 (50%) F: 750 (50%)	M: 719 (51%) F: 630 (49%)	M: 718 (50%) F: 718 (50%)	M: 713 (49%) F: 751 (51%)
Base salary: Total staff	M: \$79,069 F: \$62,092 (⚡21.5%)	M: \$88,971 F: \$72,136 (⚡18.9%)	M: \$88,819 F: \$73,523 (⚡19.13%)	M: \$90,506 F: \$75,566 (⚡18.3%)	M: \$92,834 F: \$76,539 (⚡19.6%)
Base salary: General Staff	M: \$64,257 F: \$53,226 (⚡17.2%)	M: \$73,628 F: \$61,876 (⚡16.0%)	M: \$71,368 F: \$62,393 (⚡13.67%)	M: \$72,403 F: \$64,376 (⚡11.95%)	M: \$72,973 F: \$64,939 (⚡11.87%)
Base salary: Academic staff	M: \$93,166 F: \$80,233 (⚡13.9%)	M: \$102,330 F: \$87,991 (⚡14.0%)	M: \$103,499 F: \$89,228 (⚡14.84%)	M: \$105,189 F: \$90,898 (⚡14.63%)	M: \$108,532 F: \$92,228 (⚡16.32%)



SENIOR LEADERS

The senior leadership team (SLT) includes the Vice-Chancellor, Assistant Vice-Chancellors 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.

Table 3. *Massey senior staff by gender.*

SLT Role	2009	2015	2016	2017	2018
Vice Chancellor	M	M	M	F	F
Assistant VC – Operations International & University Registrar	M	M	M	M	M
Assistant VC – Maori and Pasifika	M	M	M	F	F
Assistant VC – People and Organisational Development	M	M	M	M	M
Assistant VC – Strategy Finance, IT & Commercial	M	F	F	F	F
Assistant VC – Research, Academic & Enterprise	M	F	F	F	F
Pro VC – College of Humanities and Social Sciences	F	M	M	M	M
Pro VC – College of Creative Arts	F	F	F	F	F
Pro VC – College of Sciences	M	M	M	M	M
Pro VC – College of Business ²	M	M	M	M	M
Pro VC – College of Health	n/a	M	M	F	F
Pro VC – College of Education	M	n/a	n/a	n/a	
Assistant VC – External Relations	F	F	F	F	n/a
Total % of women	25%	25%	33%	58%	55%

Table 4 shows the proportion of men versus women who held academic and research leadership positions during the time periods assessed. These positions encompass Institute and Foundation Directors, and School and Institute Heads. It is unclear why the total number of these positions was greater in 2009 than in 2015; however, comparisons are made difficult by the fact that the job titles/categories have changed over the years, so it cannot always be guaranteed that the same positions are being compared. In 2009, the women in this category earned 20% less than the men; salary data was not available to the committee for 2015 or 2016.

By 2018 the numbers of staff in this group have increased and also the women representation has moved close to males moving from 23% in 2009 to 43% in 2018. The wage gap during this period has reduced from 20% to 8%.

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.

Table 4. College director/head positions by gender

Academic	2009	2015	2016	2017	2018
Heads/Directors	M: 28 (77%)	M: 19 (68%)	M: 22 (59%)	M: 26 (67%)	M: 42 (57%)
Colleges	F: 8 (23%)	F: 9 (32%)	F: 15 (41%)	F: 13 (33%)	F: 32 (43%)

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, and has included a strong effort towards gender equality for these areas. It will be of interest to determine whether, five years hence, these women move up to full Head positions rather than remaining in supporting roles.

2018 comparison:

College 2018 HoS/I M: 17 (74%) F: 6 (26%) Directors M: 25 49% F26 (51%)
 Massey 2018 HoD M: 63 (59%) F: 43 (41%) Directors M: 36 (50%) F: 36 (50%)

By comparison, Service Areas HoD and senior positions show that 44% are held by women with a pay gap of 10%.

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) in 2009 versus 2015 and 2016. In 2009, women held two-thirds of the low-paying (Assoc Lec, Tutor, Sr Tutor) positions, and one-third of the high-paying (SLR2, Assoc Prof, Prof) positions.

Despite women holding 50% of the academic positions in 2016, parity has not been achieved. Less than a quarter of Massey Professors are women. 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. However, female Massey academics have made progress and now occupy more of the Professor positions than they did six years ago. A change from 15% of Professors being women (2009) to 24% of Professors being women (2016) represents a significant improvement, and has completed one-fifth of the change needed to achieve true gender parity at the Professor level. While the percentage of women professors has increased it should be noted that the overall number of professors has also increased.

Table 5. Massey academic staff by position and gender.

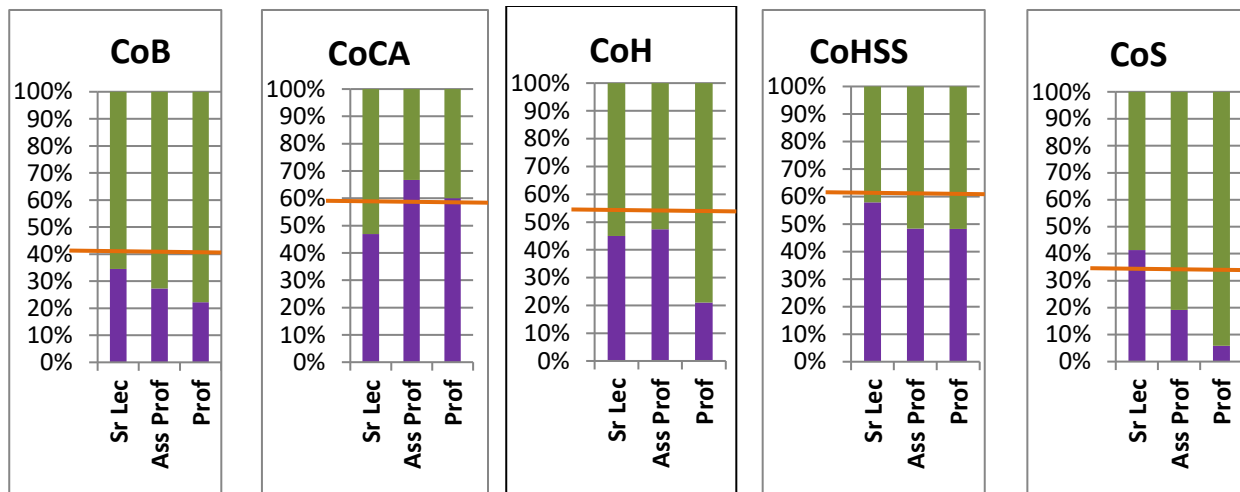
Position	2009	2015	2016	2017	2018
Assistant Lecturer	M: 13 (29%) F: 32 (71%)	M: 10 (40%) F: 15 (60%)	M: 4 (44%) F: 5 (56%)	M: 3 (27%) F: 8 (73%)	M: 12 (28%) F: 31 (72%)
Tutor/ELT	M: 22 (26%) F: 62 (74%)	M: 34 (28%) F: 89 (72%)	M: 34 (36%) F: 60 (64%)	M: 48 (33%) F: 96 (67%)	M: 47 (36%) F: 84 (64%)
Senior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

When assessed by College, there were distinct differences in gender parity at the top academic positions in 2015 (data by college not available for 2009). The College of Creative Arts has reached gender parity (Figure 1), with 60% of its 137 academics being female, and the proportion of associate/full professors being female also at or above 60%. The College of Humanities & Social Sciences has not yet attained gender parity (62% of its 423 academics are female; less than 50% of associate/full professors are female). The College of Health (of 257 academics, 55% are female) has likewise has not yet attained gender parity, particularly at the full professor level. The Colleges of Business (of 216 academics, 41% are female) and Science (of 468 academics, 35% are female) remain weighted in favour of men (Figure 1), 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 the Colleges of Business and Science.

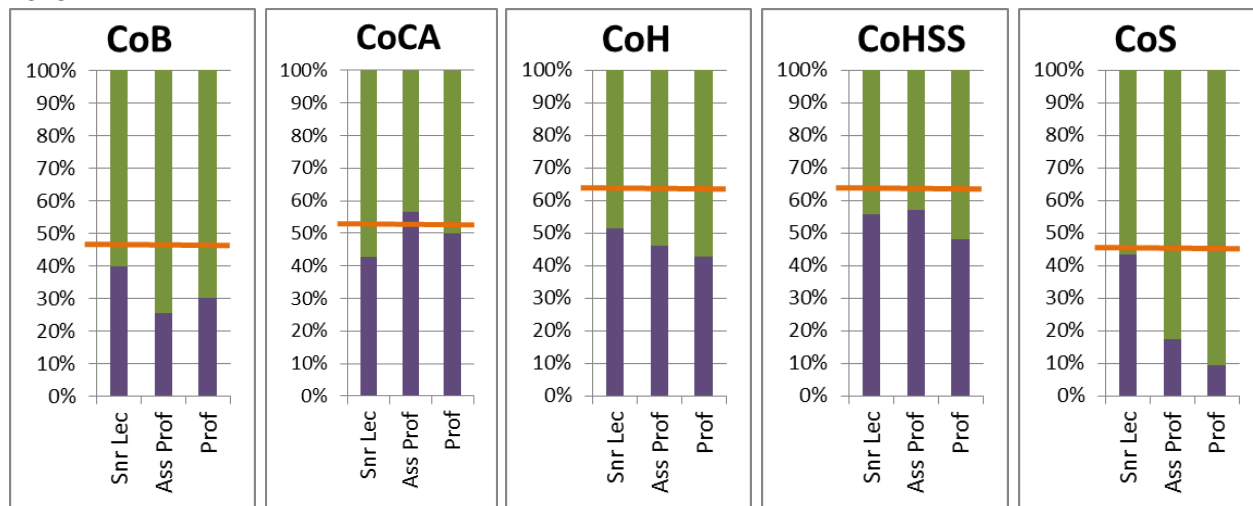
Within the academic workforce, Associate Professors and Professors are the most visible, desirable, highly paid, and highly esteemed positions. An absence of women in these positions may not go unnoticed by undergraduate students, postgraduate students, or junior staff. Women have formed at least half 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 absent in the Associate Professor and Professor positions of visibility and leadership in many areas, as shown in Figure 1.

Figure 1. Gender inequity in senior academia by College, 2015 and 2018. Purple bars indicate women; green bars indicate men; orange line indicates the proportion of all academics in the College that are female.

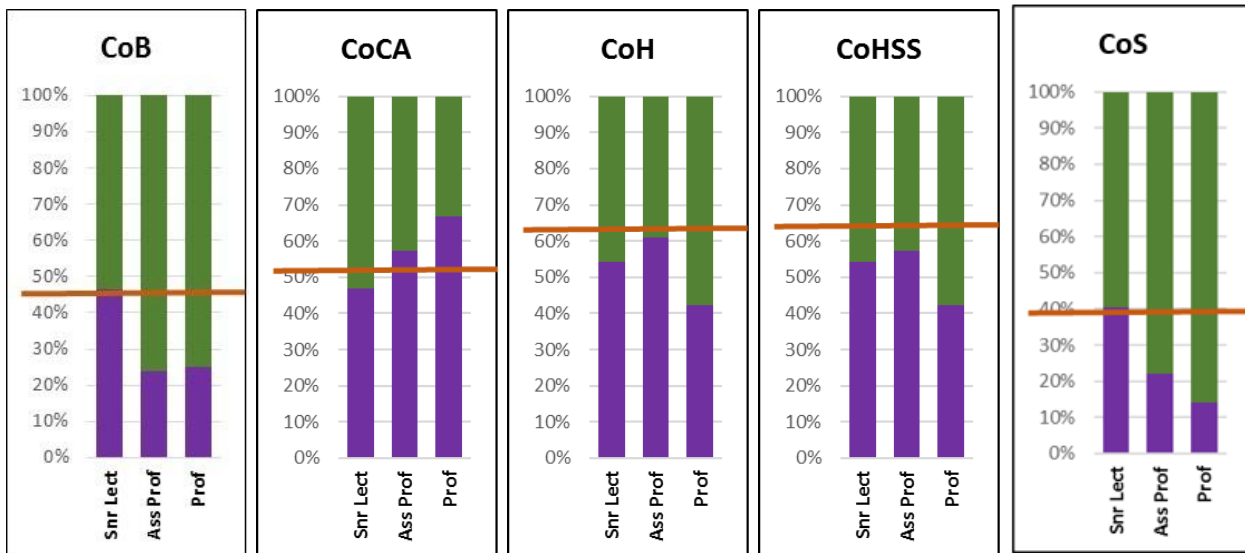
2015



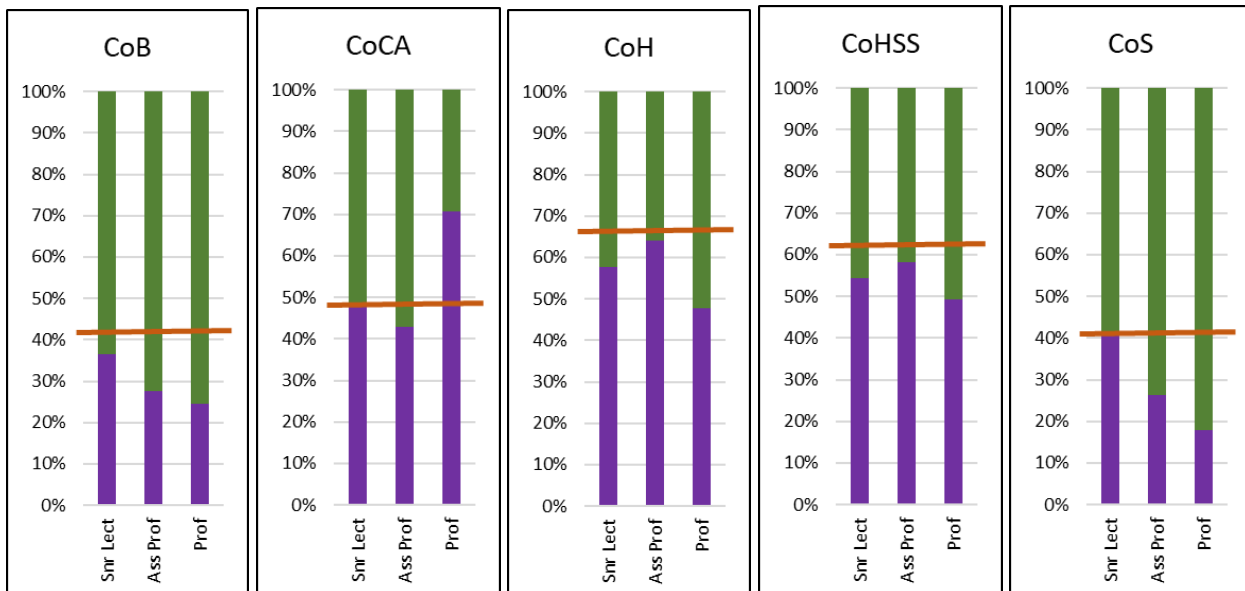
2016



2017




















































2018



It is possible that a gender imbalance within an institute reflects the normal situation of each gender’s interest in that field within the wider community. For example, education is considered to be a “woman’s” field and fundamental sciences a “man’s” field. If so, then it is to be expected that academics within an institute will not have gender parity, and indeed the Institute of Education academic staff is comprised of 81% women, while the Institute of Fundamental Sciences academic staff is comprised of 38% women. However, the proportion of women at the higher levels should match their proportion of the overall academic staff in that institute. As shown in Table 6, however, that is not always the case. For example, in the School of Communication, women make up 49% of the academics but only 23% of Associate Professor and Professor. A similar situation is seen in the School of Psychology.

For the 2018 Academic promotions round (1 January 2019 promotions) compulsory Unconscious Bias Training was implemented for all committees. This was positively supported by committee members. This training was also extended to Heads of Schools/Institutes.

Table 6. Massey 2016 to 2018 academic staff and professors within institutes/schools by gender.  Denotes improvement in % of women;  denotes deterioration in the percentage of woman;  denotes status quo.

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

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, although more efforts should be focussed towards 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, with a new Head of Institute who has 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.

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 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 was scheduled and the take-up of participants in this training has been overwhelmingly positive with a very high level of attendance by committee members.

Table 7. Female and male promotion rates 2011 – 2017 (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%	62%
2011-2017 (cumulative)	48	83	50%	66%
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%
2011-2017 (cumulative)	54	75	67%	57%

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.

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

The data above will to some degree reflect historical gender inequity, as many academics remain in a position for extended periods of time. To assess how much of the situation is historical carry-over, Professorial appointments made since the last PaEE review were assessed separately (Tables 8 and 9). From 2010 – 2016, a total of 11 women and 33 men were appointed to the level of Professor in one of the five colleges. Thus, although women comprise 50% of the academic workforce, they comprise only 25% of recent Professorial appointments; particularly, only 10% in the College of Science.

Table 8. Professorial appointments 2011 – 2017 by college and gender.

Colleges (2010-2016)	# Women appt'd Prof	# Men appt'd Prof
Massey Business School	3	6
College of Creative Arts	2	1
College of Health	3	9
College of Humanities and Social Sciences	4	4
College of Sciences	6	22

Table 9. Professor appointments in 2017.

Professor	Women	Men	Total	Women %	Men %
College of Business		1	1	0%	100%
College of Creative Arts	1		1	100%	0%
College of Health	1	3	4	25%	75%
College of Humanities and Social Sciences	1		1	100%	0%
College of Sciences	4	5	9	44%	56%
Total	7	9	16	44%	56%

Table 10. Associate Professor appointments in 2017.

ASSOCIATE PROFESSOR	Women	Men	Total	Women %	Men %
College of Business	1	-	1	100%	0%
College of Creative Arts	1	-	1	100%	0%
College of Health	1	1	2	50%	50%
College of Humanities & Social Sciences	1	1	2	50%	50%
College of Sciences	-	7	7	0%	100%

Applications for promotion to Associate Professor largely come from the pool of Senior Lecturers, who in turn are promoted from the pool of Lecturers. As shown in Figure 2, neither the frequency of success in promotion applications nor average pay differ between women and men attaining the rank of Senior Lecturer. However, while there is no obvious gender difference in pay for Associate Professors, the same is not true of promotion levels to this position.

Figure 2. Academic Promotions comparison of average salary 2014-2017.



These findings confirm that women have been, and continue to be, equally represented within academia in general but under-represented in the higher-level academic positions. However, recent steps taken by Massey to address this should eventuate in positive effects, as the women already exist in the ‘pipeline’. Continuation of assisting women with applying for promotion and ensuring gender equity during the promotions process should continue to narrow the gender gap.

Regular assessment of these data should be undertaken 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 2015.

In 2009, there were 1,625 general staff in grades A – I. Of these, 1,070 (66%) were women and 555 (34%) were men. In 2015, there were 1,570 General Staff in grades A – I. Of these, 1,051 (67%) were women, and 519 (33%) were men. The proportions of men and women amongst general staff has remained unchanged.

As shown in Table 11.1 and Table 11.2, in 2009, 31% of the general staff men were in grades A – D (the lower paying grades), and 30% of the general staff men were in grades G – I (the higher paying grades). In 2009, 45% of the women were in grades A – D and 14% of the women were in grades G – I. In 2015, the proportion of general staff holding positions in A-D decreased to 24% for men and 37% and women respectively. The proportion of male general staff holding positions in G – I rose slightly, to 35%, and of women increased to 20%. This trend continued in 2016 with a lower proportion of staff in grades A – D and growth in grades G – I. While this demonstrates an improvement, gender parity has not yet been achieved.

Table 11.1 Massey male and female general staff by grade.

Grade	2009		2015		2016		2017		2018	
	% of M	% of F	% of M	% of F	% of M	% of F	% of M	% of F	% of M	% of F
A	4%	2%	2%	2%	1%	1%	0%	1%	1%	1%
B	7%	6%	4%	4%	4%	2%	4%	2%	4%	2%
C	10%	16%	9%	11%	7%	9%	7%	9%	8%	10%
D	10%	20%	9%	20%	8%	21%	7%	21%	7%	20%
E	21%	27%	19%	26%	20%	26%	21%	27%	21%	28%
F	18%	15%	22%	19%	22%	18%	21%	19%	21%	19%
G	18%	9%	18%	12%	19%	12%	20%	13%	20%	11%
H	9%	3%	13%	6%	15%	7%	16%	8%	14%	7%
I	3%	1%	3%	2%	4%	2%	4%	2%	4%	2%
Total	100%	100%	100%	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 %.

Table 11.2. General staff by grade showing gender headcount and average salaries.

SLT Groups	F		M		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	

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 and 2016 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). “Pink” jobs are found in the library, advisor, and administration, while “blue” jobs are found in computing, aviation, and gardening.

Of the 1,159 female general staff in 2015, 65% are in the heavily female-dominated “pink” job categories and 5% are in the heavily male-dominated “blue” job categories. Of the 653 male general staff in 2015, 35% are in “blue” jobs and 24% are in “pink” jobs. This horizontal inequality clusters most women, but not most men, into occupations that are segregated to their own gender.

Table 12. Massey job categories 2015-2018 by gender representation.

Professional Services	2015		2016		2017		2018	
Job Family	% F (# F)	% M (# M)	% F (# F)	% M (# M)	%F (#F)	%M (#M)	%F (#F)	%M (#M)
Catering Staff	50% (7)	50% (7)	56% (14)	44% (11)	64% (14)	36% (8)	60% (15)	40% (10)
Gardener	27% (4)	73% (11)	29% (4)	71% (10)	27% (4)	73% (11)	33% (4)	67% (8)
Aviation Staff	0% (0)	100% (18)	15% (4)	85% (22)	17% (4)	83% (19)	12% (3)	88% (22)
Printery Staff	63% (15)	38% (9)	61% (14)	39% (9)	62% (13)	38% (8)	64% (14)	36% (8)
Librarian/Libr Assistant	76% (94)	24% (30)	74% (86)	26% (31)	75% (86)	25% (29)	78% (89)	22% (25)
Technician	51% (110)	49% (105)	53% (125)	47% (112)	54% (127)	46% (108)	54% (118)	46% (99)
General Services Staff	15% (8)	85% (47)	18% (9)	82% (41)	19% (9)	81% (39)	18% (8)	82% (37)
Farm Staff	40% (4)	60% (6)	17% (2)	83% (10)	17% (2)	83% (10)	15% (2)	85% (11)
Research Support (General)	68% (63)	32% (30)	71% (97)	29% (40)	75% (100)	25% (34)	75% (97)	25% (33)
Student/Com Services	66% (84)	34% (44)	63% (93)	37% (54)	63% (90)	37% (52)	65% (99)	35% (53)
Admin Staff	84% (645)	16% (122)	81% (680)	19% (159)	81% (688)	19% (159)	82% (694)	18% (157)
Information and Communications Technology	26% (49)	74% (140)	23% (43)	77% (140)	25% (44)	75% (134)	27% (49)	73% (134)
Teacher/Reg Advisor	88% (15)	12% (2)	82% (9)	18% (2)	82% (9)	18% (2)	80% (8)	20% (2)
Senior Professional	50% (22)	50% (22)	58% (29)	42% (21)	58% (28)	42% (20)	57% (25)	43% (19)
Senior Managers	41% (36)	59% (52)	40% (16)	60% (24)	39% (15)	61% (23)	40% (12)	60% (18)
Senior Executive	27% (3)	73% (8)	33% (4)	67% (8)	58% (7)	42% (5)	55% (6)	45% (5)

Comparing 2015 to 2018, 9 groups have increased participation by women, where 7 have reduced. While most changes are minor, more significant changes for women were:

- Aviation +12%
- Farm Staff -35%
- Research Support +7%
- Senior Professional +7%
- Senior Executive +28%

Academic	2015		2016		2017		2018	
Job Family Description: academic staff	% F (# F)	% M (# M)	% F (# F)	% M (# M)	%F (#F)	%M (#M)	%F (#F)	%M (#M)
Tutor	72% (89)	28% (34)	68% (92)	32% (44)	66% (101)	34% (52)	65% (86)	35% (46)
Clinical Teaching Associate	100% (18)	0% (0)	95% (18)	5% (1)	91% (30)	9% (3)	96% (24)	4% (1)
Senior Tutor	62% (93)	38% (58)	61% (118)	39% (75)	64% (114)	36% (64)	67% (115)	33% (57)
Lecturer	51% (128)	49% (123)	56% (159)	44% (124)	59% (161)	41% (111)	59% (156)	41% (107)
Research Staff (Academic)	56% (56)	43% (43)	62% (68)	38% (42)	66% (69)	34% (36)	67% (70)	33% (35)
Senior Lecturer	46% (196)	54% (229)	47% (210)	53% (236)	48% (216)	52% (237)	46% (205)	54% (237)
Associate Professor	35% (45)	65% (85)	36% (43)	64% (78)	37% (48)	63% (81)	38% (48)	62% (79)
Senior Academic / Managers	48% (10)	52% (11)	39% (34)	61% (54)	39% (32)	61% (51)	36% (32)	64% (56)
Professor	22% (32)	78% (115)	24% (37)	76% (116)	27% (43)	73% (116)	28% (49)	72% (126)

Comparing 2015 to 2018, 5 groups have increased participation by women, where 3 have reduced and one with no change. While most changes are minor, more significant changes for women were:

- Tutors -7%
- Senior Tutor +5%
- Lecturers +8%
- Research Staff +11%
- Senior Academic / Managers -12%

PART FIVE – Remuneration

The overall gender wage gap at Massey has reduced from 21.5% in 2009 to 19.6% in 2018. 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%. Among general staff, the gender wage gap decreased between 2009 (17.2%) and 2018 (11.87%).

Table 13 shows the 2015 and 2018 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.

Within the 10 academic job categories in 2015, men earned 1 – 19% more than women in 5 of the categories. Within the 11 general staff job categories in 2015, women earned 1 – 6% more than men in 3 of the categories, while men earned 1 – 19% more than women in 7 of the categories.

Comparison of the 2018 data (Table 13) shows that amongst academic categories, improvement was made in reducing the gender wage gap in 5 of the categories, while a slight gap increases occurred in 4 categories with no change in one. Tutors, Senior Tutors, Lecturers and Senior Lecturers continue to be well balanced.

Amongst general staff categories, the 7 categories in which women earned more than men all showed an increase in wages favouring women. In 6 the categories in which men earned more than women, the wage gap was very mixed with all having a 10% or more percentage favouring males.

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 within 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 13. Massey 2015 and 2016 gender difference in base salaries by job family. ▲ Women earn >1% more than men; ▼ women earn >1% less than men Mean Salary: (calculated as $\{[\text{women's salary} - \text{men's salary}] \times 100\} / [\text{men's salary}]$).

Salary difference (to women)

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%

Figure 3 What, we see in Academic groups is a progressive ongoing improvement in the gaps.

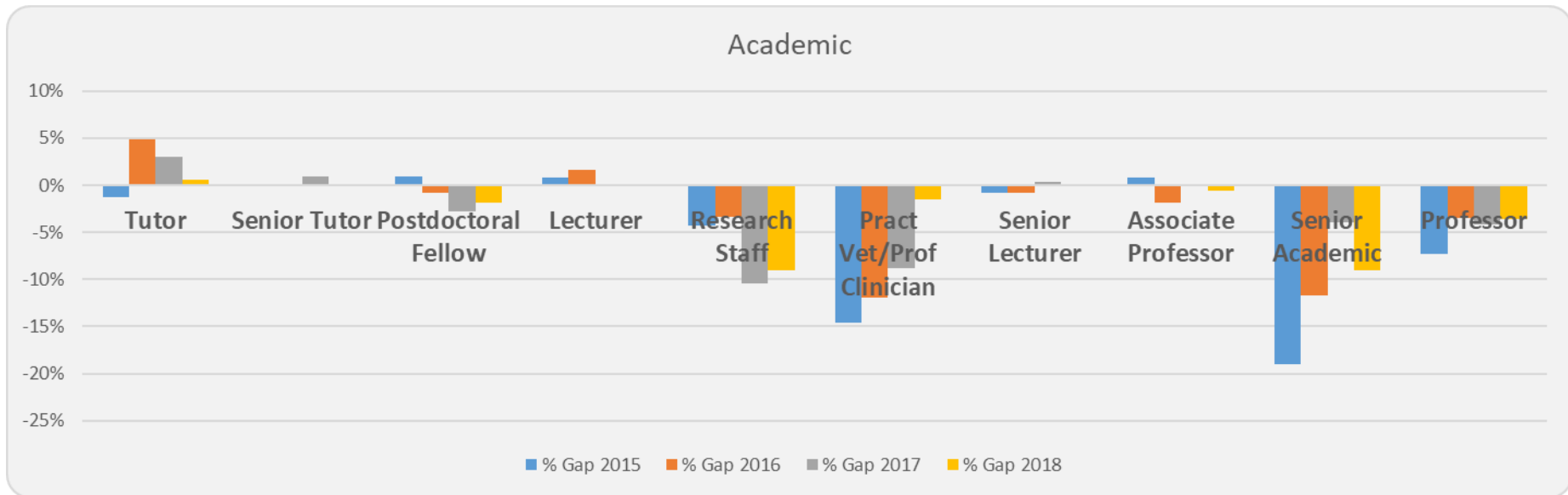
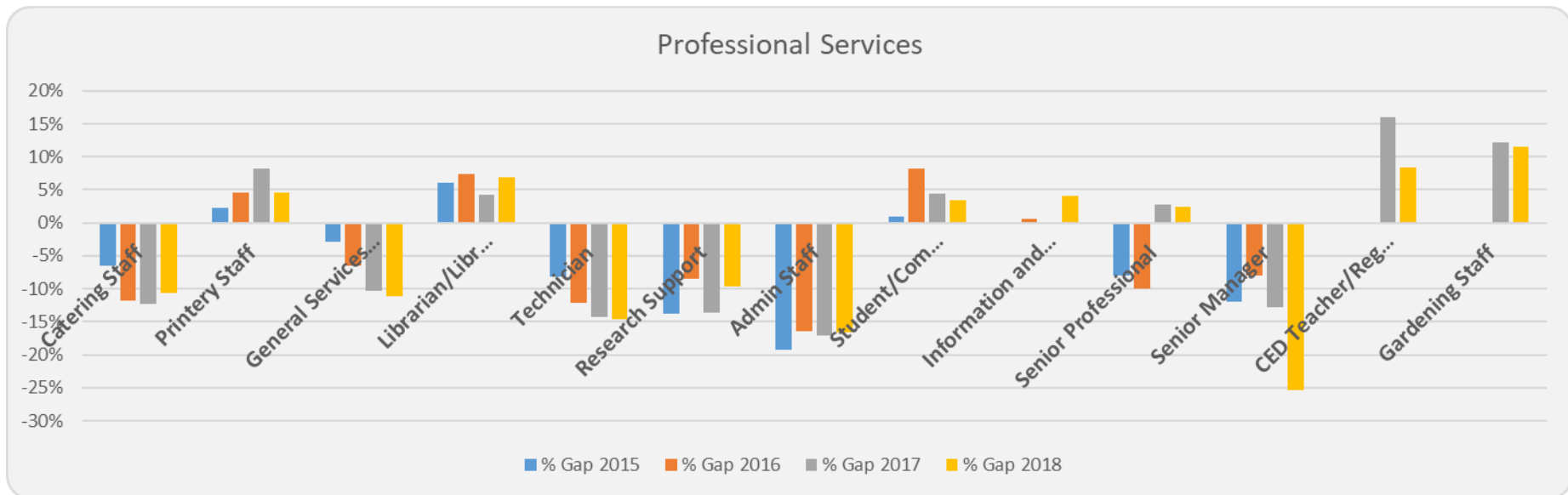


Figure 3 However, this is not the same for Professional services staff where it is a very mixed set of results.



CONCLUSION

A reduction in the gender pay gap and reduced inequalities for women is worthy of note. It is recognised that any reduction in inequalities does not happen by chance, rather by consistent and concerted action to address such inequalities.

Massey University has made a commitment 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.

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