Gender and academic promotion

A case study of Massey University

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NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

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Most of all we thank the 619 Massey staff members who completed and returned questionnaires, and who provided thoughtful and insightful comments on their perceptions and experiences of promotion.

We appreciate the time and effort of those promotion committee members and chairs interviewed. These interviews provided a richer understanding of the process and role of the parties. We undertook to protect their anonymity and hence we do not name them individually.

Within NZCER, Karen Vaughan contributed to the design of the research. Natasha Kenneally organised the printing and distribution of the questionnaire to campuses. Ben Gardiner played a key role in coding the responses to the questionnaires and their analysis. Robyn Baker provided support and feedback. Lorraine Thompson, Christine Williams and Doreen Leacock formatted the report. Kristina Louis provided library support.

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Executive Summary

Introduction

In 2004, the Association of University Staff (AUS) commissioned the New Zealand Council for Educational Research (NZCER) to undertake a case study of gender and promotion at one New Zealand university. It addressed two core questions:

1. Do male and female academics have different experiences and perceptions of promotion?
2. If male and female academics do have different experiences and perceptions of promotion, what factors may be involved?

A case study approach was chosen to enable the perceptions and experiences of male and female academics within one institution, but across different disciplines, to be explored. Massey University was selected because of its size and its willingness to participate in the study. The primary method of data collection was a structured questionnaire sent to all academic staff members. The case study also draws on contextual information provided through the analysis of promotion documentation and data, and interviews with key people involved in the promotion process.

Massey University

At the time of the survey, 44 percent of the academic staff at Massey University were women. Women were under-represented at all ranks above lecturer, and over-represented at the lecturer level, and the level below. They were slightly under-represented among those who had permanent positions, and were thus able to apply for promotion.

There is an annual promotion round with three levels of promotion: Level 1, Level 2, and Professorial Level. Each level has a separate committee, and includes observers. The criteria for promotion were jointly developed by the University and AUS and are available on the university intranet. Promotions can include both accelerated movement across salary increments within a rank, and, from the rank of lecturer up, movement into a higher rank.

Survey respondents

There were 619 respondents to the survey sent to academic staff at Massey in March 2004, a response rate of 40 percent. Compared with all Massey academic staff, women were slightly over-represented (300 responses, 48 percent), and men were slightly under-represented (306 responses, 49 percent). Another 13 respondents (2 percent) did not state their gender.

Three of the five colleges had distinct gender profiles among respondents: Humanities and Social Sciences (almost 40 percent of the women, 18 percent of the men); Sciences (15 percent of the women, 40 percent of the men); and Education (14 percent of the women, 8 percent of the men).

Rank: The overall response rate was highest among professors (49 percent). Fifty-four percent of all women at professor or associate professor rank responded, compared with 41 percent of their male peers. Female lecturers were over-represented in the responses, compared with the proportion of women at this rank on Massey University staff (32 percent, compared with 24 percent). Those in positions below the lecturer rank were under-represented (22 percent of female respondents, compared with 38 percent of female academic staff, and 9 percent of male respondents, compared with 19 percent of male academic staff). This was probably because they cannot move to a higher rank through promotion, but only through application for a new position.

Full-time/part-time: Full-time staff were 83 percent of the respondents, the same proportion for Massey academic staff as a whole. In the lowest rank, 44 percent of respondents worked part-time. Women were twice as likely as men to be working part-time, with the gender difference most marked at the lecturer level.

Permanent employment: Overall, 63 percent of the women responding were permanently employed, compared with 74 percent of the men. Women were twice as likely as men (27 percent, compared with 15 percent) to have probationary status. There was no gender difference in the proportion (8 percent overall) employed on limited term contracts.

Qualifications: Overall, men were more likely than women to have a PhD as their highest qualification (58 percent, compared with 40 percent), but the differences within each academic rank were not statistically significant. At the lowest level, 69 percent were undertaking postgraduate studies, as were 40 percent of the lecturers, 19 percent of the senior lecturers, and 2 percent of the associate professors. Women were almost twice as likely as men to be currently enrolled in a postgraduate programme to advance their academic career (41 percent, compared with 22 percent). At senior lecturer level, 27 percent of women and 12 percent of men were doing so. Women were more likely than men to be undertaking postgraduate studies in all the colleges other than Education. Women were also more likely than men to have completed a research-based qualification in the past two years (20 percent, compared with 13 percent). Female senior lecturers were twice as likely to have done this as male senior lecturers (19 percent, compared with 8 percent).

Age: Half of the men were aged 50 or over, compared with 38 percent of the women. This difference was most marked at senior levels. At the level below the lecturer rank, women were

older on average than their male peers; their average age was almost the same as for female lecturers.

Academic career experience

Women were more likely (54 percent) than men (45 percent) to have begun their academic career at Massey University. Men were more likely than women to have begun their academic career at a New Zealand tertiary institution other than a university (23 percent, compared with 9 percent). Those at professor or associate professor level were the least likely to have begun their career at Massey (39 percent), whereas those below the lecturer level (where women outnumbered men by almost three to one) were the most likely to have done so (67 percent).

One in three men had spent more than 20 years in academic employment, compared with one in 10 women. More than one in five men had been employed for more than 20 years at Massey, compared with one in 20 women. Among women, 31 percent were in their first, second or third year there, and 37 percent had been in academic employment for no more than five years, compared with 22 percent and 20 percent respectively of the men. Women in the senior ranks in particular tended to have had shorter academic careers than their male peers, reflecting the increasing participation of women in the academic workforce in recent years.

More men (50 percent) than women (41 percent) had begun their academic careers at lecturer level. More women than men had begun below the lecturer level, and they were more likely than men to have been employed for longer at that level: 6 percent of females at this level, but no males, had been employed at that level for more than 20 years. This was the only rank at which the mean length of time in academic employment was longer for women than for men.

Just under a quarter of respondents - 26 percent of the women and 21 percent of the men - were still in their first academic position. Respondents had spent an average of four years in their first academic position, with no difference between men and women. Length of time in first academic position was unrelated to people's current position.

Women were less likely than men applied for any kind of promotion while they were in their first academic position (35 percent, compared with 42 percent). Of those who had done so, men were marginally more likely than women to have succeeded (67 percent, compared with 56 percent). Women were more likely to have partially succeeded (15 percent, compared with 7 percent). Partial success includes outcomes such as moving to a higher step on the applicant's present salary scale, when the application was to move to a higher scale.

Respondents had made their next career move in a variety of ways. Women were considerably less likely than men to have applied for promotion within the same university, and only half as likely to have applied for a similar position in another country. But they were similarly likely to have completed a research-based qualification as their next career move, or applied for a higher position at another university in the same country.

Academic work

Hours: Full-time academics employed by Massey spent an average of 49 hours a week on their work. The higher the position, the higher the average time spent on work. There were no significant gender differences in relation to time spent on work, either for those employed full-time, or for those employed part-time. There were some small gender differences within academic ranks.

Activities: Teaching was the dominant activity in academic staff workloads, followed by research and administration. Women spent a slightly higher average proportion of their time teaching than men did, and men spent a slightly higher average proportion of their time in administration and service to the university than women did. There were some small gender differences in time spent on activities within each rank.

Changes to teaching: An increase in EFTS was reported by 46 percent of respondents, and a decrease by 12 percent, with the rest reporting no trend, no change, or that they did not know. Women were less likely than men to know what changes there had been to their teaching area since 2000, in keeping with women being more likely to have joined the Massey staff since 2000.

Research: Men were slightly more likely than women to have completed research projects, published from recent research projects, been the primary researcher, contributed to research projects, and presented more than three papers at international conferences. This difference may be related to the fact that women were more likely than men to have completed a research based qualification in the previous two years, and to be at an earlier stage in their career.

Pastoral care: This generally took less than 10 percent of academics' time. Women in probationary positions were more likely than their male peers to spend more than 20 percent of their time on pastoral care.

Service: Less than a fifth of the academics responding thought they had no opportunity to contribute to the university as an organisation. Paper co-ordination, administration, providing course advice and student support were the three areas where around half or more of the academics reported an ongoing involvement. Women were slightly less likely to be involved in implementing established policies, or representing the university on external bodies, which were more likely to occur for those in senior positions. Senior academics were also more likely to have ongoing involvement in contributions to their discipline or profession. Women were more likely to say they had no opportunities to make such contributions. This was related to there being more women in the lower ranks; within each rank, there were no gender differences.

Service to the community was less pronounced than service to the university or to one's discipline or profession. It was most likely to occur on a regular or ongoing basis in relation to providing professional expertise to public information, results of work to community life, and involvement in community organisations. There were some small gender differences here.

Satisfaction: Main sources of satisfaction were the area of teaching or research academic staff were engaged in, their current position, and support from colleagues. Main sources of dissatisfaction for around half of the respondents were salary levels relative to peers in other organisations, and salary in relation to the demands of their job. Around a third expressed dissatisfaction with their time for research, and their mix of teaching, research, and service.

Men were more likely than women to say they were very dissatisfied with their salary, relative to their peers in similar roles (21 percent, compared with 11 percent). Among those with positions below the lecturer level, women were much more dissatisfied than men with their salary in relation to the demands of their job (42 percent, compared with 23 percent). Among senior lecturers, women were much more likely than men to be dissatisfied or very dissatisfied with the time spent on teaching undergraduate courses (26 percent, compared with 13 percent).

Promotion experience at Massey University

The 2003 promotion round at Massey University: Data from Massey University showed that women were somewhat less likely than men to apply for promotion of any kind (whether within the same rank, to a higher rank, or to obtain a new position). In the 2003 round, 14 percent (59 of 417) of the permanently employed full-time women applied, compared with 17 percent (108 of 651) of the permanently employed full-time men. Application rates varied by rank, with those employed below the lecturer rank (86 percent) and senior lecturers (45 percent) the most likely to apply. The higher the rank, the lower the proportion of applications coming from women. Academics employed part-time (of whom a higher proportion were women) were less likely to apply than those employed full-time, but they had similar results if they did.

Success rates were similar for women and men: 43 percent obtained the promotion they sought, and a further 30 percent obtained some of what they had sought. The success rate (both full and partial, and including applications for new positions) was greatest at the lecturer level and the level below.

Respondents' aspirations: This area showed some marked differences between women and men. Women were only half as likely as men to feel they had reached the level they aspired to, either at Massey (12 percent, compared with 26 percent), or in their academic career (10 percent, compared with 18 percent). This was particularly marked for female senior lecturers and those at the level below.

Women were more interested than men in having mentors who could provide them with some guidance in progressing their careers, and role models. They were also more interested in attending workshops on career progression.

Respondents' applications and outcomes: Among respondents, 59 percent of the women had made at least one application for promotion at Massey University, as had 67 percent of the men.

Overall, 49 percent had experienced only success; 40 percent had sometimes experienced failure, and 10 percent had never succeeded.

Women and men had had similar experiences of success, although men were more likely than women to have had mixed success, and to have applied for promotion a greater number of times.

Women with successful application experience were more likely than men to have been promoted only once or twice (77 percent, compared with 61 percent), as were women with mixed success (75 percent, compared with 56 percent of men). This may be related to a shorter length of academic employment for senior female academics.

Within each academic rank, male and female respondents were similarly likely to have made applications, and their results were also similar. More senior academics had applied for promotion at least once. Only 9 percent of professors/associate professors and 17 percent of senior lecturers had never applied for promotion at Massey, compared with 61 percent of both lecturers and those at the level below.

This may in part reflect incremental salary scales. At the lowest level it may also reflect the lack of opportunities for promotion. Complete lack of success was much more common among those lecturers and those at the level below who had applied (32 percent and 25 percent respectively) than among those senior academics who had applied (4 percent).

Applying for promotion is not a frequent process for many academics. This would indicate the value of having clear criteria and processes for when people do apply.

Understanding the promotion process and criteria

Despite the Massey promotion process giving equal weight to teaching and research, both men and women viewed research as the most important criterion in promotion decisions. They also gave more weight to university administration than to teaching, though they spent much more of their time on teaching than on research or administration. These views were unrelated to gender, or differences in promotion experience.

Women were more likely to see promotion criteria as an incentive to enrol in a research-based qualification, perhaps because fewer women had doctoral degrees. This was also true of those who had yet to apply for promotion, or those whose applications had failed. Men were somewhat more likely to look at increasing their involvement in teaching because of its inclusion in promotion criteria.

Around half would step up their involvement in research because of its perceived weight in promotion decisions. More than half the academics responding thought that the PBRF would impact on promotions and on academic careers, with women seeing more impact than men, partially because they were less likely to be in senior positions.

Views of the promotion process

Satisfaction: Levels of satisfaction with the Massey promotion process did not reach 50 percent for any of the aspects asked about. This may be because many respondents did not have personal experience of applying for promotion at Massey University.

Satisfaction levels were highest in relation to the support and advice that academics had from their own teaching areas. Dissatisfaction levels were highest in relation to the opportunities for promotion, the recognition given to teaching and pastoral support, and overall satisfaction with the current Massey promotion processes.

Fewer women than men expressed overall satisfaction with the promotion processes (13 percent, compared with 24 percent). Women were also somewhat less likely than men to report satisfaction with their opportunities for promotion (20 percent, compared with 29 percent), or with recognition of their service to the university (11 percent, compared with 19 percent). They were marginally less likely than men to report satisfaction with the support and advice that they received from within their own department or teaching area.

Dissatisfaction: The main points of dissatisfaction with the Massey promotion process were lack of opportunity, and teaching workloads. Even 30 percent of those who had been successful expressed overall dissatisfaction with the process. Women who had had mixed success expressed more dissatisfaction with a wide range of aspects than their male colleagues.

In terms of rank, satisfaction rates were highest for professors, followed by associate professors. Senior lecturers showed the highest dissatisfaction overall. Male lecturers were much more likely than female lecturers to be dissatisfied or very dissatisfied with their personal experience of the promotion process, and with the recognition of their research for promotion purposes. Among professors and associate professors, 27 percent of the women were dissatisfied or very dissatisfied with the support they received from colleagues, compared with 10 percent of the men, and 45 percent were dissatisfied or very dissatisfied with the support or advice they received from their department in relation to promotion and progression, compared with only 14 percent of the men.

Barriers to promotion: More than half the academics responding identified the lack of time or opportunity to develop their research profile, or the extent of their teaching workload, as barriers to getting promoted. Just over a third identified their Head of School's level of support for them, or their non-completion of a doctoral degree.

Women were more likely than men to identify barriers they had experienced in relation to promotion. In addition to those mentioned above, they were also more likely to think they did not have time to put together an application or lacked knowledge about the application process, and to see their programme's campus profile as a barrier.

Women were over five times more likely than men to say that having time out of their career for family reasons had been a barrier to their promotion, and three times as likely to mention lack of affordable childcare.

Disadvantage/discrimination: Around a third of the Massey academics responding to the survey felt they had been disadvantaged or discriminated against in relation to promotion. The main reasons were to do with lack of time to develop a research record, or perceived lack of recognition for teaching, or personal differences with heads of school or department. Those whose applications had had mixed or no success were more likely to think this than those who had succeeded. Women whose success had been mixed were more likely to think they had been disadvantaged or discriminated against than men whose success had been mixed.

Views of university support for promotions

Women were much less likely than men to think that Massey University was doing a good or very good job in addressing perceived discrimination, or promoting a climate free of discrimination. This gender difference was particularly marked at the senior levels. Women who had had mixed success or had been successful were more critical than men with these experiences of efforts to address disadvantage or discrimination in relation to promotion.

Academic staff were more positive about the university's provision of information about promotion procedures, and training and development related to career progression, than they were about its efforts to provide informal mentoring or help, or addressing perceived discrimination. This is consistent with other responses that indicate some deeper and less direct issues around the promotion process other than information – primarily a sense that research is valued more highly than teaching, yet teaching workloads erode the time needed to complete research-based degrees and undertake and publish research.

Not surprisingly, those who had succeeded or had some success in their promotion applications were most positive about information about the promotion process and career development, and support. However, less than a third of these thought the university was good or better at providing training and development to enhance career progression, or supporting informal mentoring or help.

Conclusions

The study reported here addressed the relationship between gender and academic promotion. This is important for two reasons.

First, while New Zealand has done better than other countries in addressing the uneven distribution of men and women among the academic ranks in New Zealand universities, there is still a clear imbalance.

Secondly, many academics in senior ranks are now 50 years of age or older. This "graying" of the universities is also occurring in other countries. New Zealand universities will need to develop

strategies to develop those in the lower and middle ranks to take the place of those likely to retire in the future. The increasing emphasis on research outcomes through the introduction of the PBRF also underlines the importance of institutional strategies to make the most of the potential existing in lower academic ranks.

Women are now commencing academic careers at Massey and in other New Zealand tertiary education institutions in at least equal numbers to men. The lower ranks of Massey University are increasingly female, the senior ranks are ageing and male.

The low numbers of women in senior academic positions mean that there are too few to be effective as role models and to provide the kind of informal support which has helped academics win promotion in the past. This indicates that universities will need to develop institutional mechanisms. Massey University instituted a pilot mentoring scheme in 2004.

The findings of this study indicate a number of strategies to improve the representation of women in senior academic ranks, and women's level of satisfaction with the promotion process:

- clear criteria for workloads, so that there is greater opportunity for those at the lower academic ranks to complete research-based qualifications and publish from research
- monitoring teaching workloads and support, particularly for emerging researchers
- an examination of positions at the lowest level, and possible new pathways from that level to the lecturer level
- making promotion application exemplars available within each college
- including workshops tailored to the needs of senior academics in TDU support
- providing written feedback to all unsuccessful candidates for promotion
- expanding the mentoring programme
- giving more recognition to career mentoring in the promotion criteria
- ensuring that lack of good quality, affordable childcare is not a barrier to women's aspirations and promotion.

1. Introduction

The research reported on here was undertaken by the New Zealand Council for Educational Research (NZCER). It addressed two core questions within the context of a case study of gender and promotion undertaken at one New Zealand university: Massey University. These questions were:

3. Do male and female academics have different experiences and perceptions of promotion?
4. If male and female academics do have different experiences and perceptions of promotion, what factors may be involved?

The study was commissioned by the Association of University Staff (AUS). The AUS Status of Women Committee has long been concerned about the persisting pattern of gender differences in academic staffing in New Zealand universities, whereby women are disproportionately clustered in the lower ranks.

While there has been some improvement in recent years, universities have the lowest proportions of higher ranked positions held by women in the tertiary sector. Although 42 percent of all academic staff are now women,[1] they still occupy only 16 percent of professor and associate professor positions in universities,[2] and 29 percent of senior academic positions generally (including deans/heads of school, heads of department/faculty, principals and senior lecturers).[3] This is, however, a marked improvement over the 17 percent of senior academic positions that were held by women in 1997. Some of this improvement may be due to changes in university practices, and some may be due to the expansion of university employment over this period. Between 1997 and 2003, total full-time equivalent positions (FTEs) for academic staff increased by 19 percent (from 6612 to 7880), and the numbers of staff in senior academic positions increased by 41 percent (from 3115 to 4386).

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1 http://www.aus.ac.nz/publications/tertiary_update/2004/No25.htm#1

2 Olsson, S. & McGregor, J. (2004). *New Zealand Census of women's participation in governance and professional life.* Wellington: Human Rights Commission and New Zealand Centre for Women and Leadership, Massey University.

3 Ministry of Education (2004). *New Zealand's Tertiary Education Sector report – profile and trends 2003.* Wellington: author. (Available on www.minedu.govt.nz).

Table 1 shows how the total national numbers of female and male academic staff were distributed over the five main levels of academic employment in 2003.[4]

Table 1 **Academic positions by gender for New Zealand universities 2003**

Academic Position	**Female** (n=3743) %	**Male** (n=5227) %
Professor	2	11
Associate Professor	3	11
Senior Lecturer	29	37
Lecturer	28	19
Other teaching or combined teaching/research staff	37	21

Recent research into patterns of academic employment and remuneration for women and men, conducted as part of individual universities' desire to improve their proportions of women academics, has identified five groups of factors which may disadvantage women. These are related to appointment; remuneration; retention; support and inclusion; and promotion practices.[5] However, more information is available on the first four factors than on promotion. Promotion practices, and perceptions of them, are the focus of this study.

In 2001, the University of Auckland's EEO adviser analysed gender patterns in promotion, in relation to changes to promotion practices that came out of a 1997 Review of Promotions. These changes included giving equal weight to research, teaching, and community service in promotion criteria; having a clearer and more structured promotions process; and providing workshops on promotion. The data showed that following the changes, women at the University of Auckland made up an increasing proportion of those applying for promotions. They were still somewhat less likely to apply for promotion than men, but those women who did apply were equally likely (or more likely in some years) to succeed in their applications.[6] The current study provides data on promotions from Massey University, with a more in-depth look at experiences and views of promotion and academic career.

[4] Ibid.

[5] Recent US examples include MIT (http://web.mit.edu/faculty/reports/overview); and John Hopkins (www.jhu.edu/news_info/reports/womenfac/report).

[6] Toft, Prue. (2001). Equity and promotions at the University of Auckland. Paper given at Equal Opportunity Practitioners in Higher Education Australia conference, Canberra, 28–30 November. (www.eophea.anu.edu.au/PrueToft.rtf)

Research methodology

A case study approach was chosen to enable the perceptions and experiences of male and female academics within one institution, but across different disciplines, to be explored. Massey University was selected because of its size and its willingness to participate in the study. The primary method of data collection was a structured questionnaire sent to all academic staff members. The case study also draws on contextual information provided through the analysis of promotion documentation and data, and interviews with key people involved in the promotion process.

The survey

A survey questionnaire was developed to be administered to all academic staff of Massey University. In developing items for the questionnaire, attention was paid to previous studies of academic employment or promotion, including two studies of workload and stress in New Zealand universities.[7] The items asked respondents to select from a set number of options, or to rate factors on a scale. After each question, provision was made for respondents to make comments or to add additional information. There were also a small number of open-ended questions.

Feedback on early drafts of the questionnaire was sought from members of the AUS Status of Women Committee, and from the then Director of Human Resources at Massey University. The draft questionnaire was trialled with a small group of Massey academic staff members at the Wellington campus. The information from this trial was used to finalise the questionnaire. The trial also provided an opportunity to seek views on the promotion process.

The questionnaire was designed using SurveyPro, a research software tool, which enables the scanning of fixed responses. Further analysis of the data was done using SAS software[8] and R.[9] The open-ended responses and comments made by respondents were manually recorded, coded, and analysed.

Frequencies and cross-tabulations were produced for male and female respondents. Comparisons were also made between the responses according to nature of employment contract, current

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7 Boyd, S. & Wylie, C. (1994). *Workload and stress in New Zealand Universities.* Wellington: New Zealand Council for Educational Research; Chalmers, A. (1998). *Workload and stress in New Zealand Universities: A follow-up to the 1994 study*. Wellington: New Zealand Council for Educational Research.

8 SAS Institute Inc. (1999–2001). Version 8.02 of the SAS system for Windows. Cary, NC, USA: SAS Institute Inc.

9 R development core team. (2003). R: a language and environment for statistical computing. Vienna: Austria: R development core team.

position, age, and college. Cross-tabulations were tested for significance using chi-square tests. Tests of significance do not imply causal relationships, simply statistical association. The differences reported are significant at the $p \leq 0.05$ level. Some differences which might show significance in a larger sample are also reported with their p-value.

Information on continuous measures such as age and length of service was collected by offering the respondents a choice of sets (e.g. 0-5 years), rather than asking for specific figures. Approximate estimates of means and standard deviations for these measures were calculated using class midpoints.

Distribution of the questionnaire

Massey University decided that it would not be in keeping with its policy and practice to provide NZCER with a list of names and addresses of academic staff members. It agreed to allow AUS members to distribute the questionnaire to staff members' mail-boxes in March 2004. This was not an ideal method of distribution, as feedback indicated that some staff in smaller centres were initially overlooked, and some non-academic staff received questionnaires which they either returned blank, or discarded. A stamped and addressed return envelope was provided with each questionnaire. In addition, two email messages were sent to all staff by Human Resources. The first informed them about the distribution of the questionnaire and its purpose, and provided contact details for queries or to request a questionnaire; the second reminded academic staff to complete and return the questionnaire. These messages prompted a number of requests for questionnaires from staff members who may have been missed out in the first distribution.

Outline of the report

Chapter 2 outlines the case study institution, Massey University, giving a brief description of its history, organisation, campuses, academic staffing, and academic promotion process. Chapter 3 provides a profile of the survey respondents. Chapter 4 looks at respondents' first academic position, and the length of time spent in academic employment in general, and at Massey University in particular. Chapter 5 outlines respondents' current working hours, workloads, and job satisfaction.

Chapter 6 reports on promotion experience at Massey, looking first at the 2003 promotion round at Massey University, then at respondents' aspirations and experiences in applying for promotion. Chapter 7 sets out respondents' understandings of promotion criteria, and the extent to which such understandings may influence their work. Chapter 8 presents respondents' perceptions of the academic promotion process and barriers to promotion. Chapter 9 outlines respondents' views of university support for promotions. The concluding chapter draws together the findings from the case study in relation to the two research questions, and makes some suggestions to improve over time the current gender imbalance at senior levels of academic employment.

2. Massey University and its promotion processes

Profile of Massey University

Massey University operates through three campuses – Albany in Auckland, Palmerston North, and Wellington. Massey's main base is in Palmerston North, where it developed from an agricultural college to a university, and established a reputation as a major provider of university-level extramural programmes. The Albany campus was established in 1993 and has grown steadily since. What was previously the Palmerston North Teachers' College merged with the university in 1996. In 1999, Wellington Polytechnic merged with Massey University.

Massey University is organised around five colleges: Business, Education, Humanities and Social Sciences, Sciences, and Design, Fine Arts and Music. The campuses differ from each other in their academic profiles. Palmerston North is the main campus and offers the greatest range of programmes. The College of Design, Fine Arts and Music is situated mainly in Wellington. The College of Business is spread across the three campuses, with the Pro Vice-Chancellor Business located in Albany.

Within a single college, there may be different campus cultures and traditions. For instance, the core of the College of Education on the Wellington campus grew out of the Wellington Polytechnic, and its focus is on adult education and training; the core of the College of Education on the Palmerston North campus is teacher education for early childhood, primary, and secondary school teachers. The College of Science, while operating on all campuses, is centred at Turitea; in addition to pure science subjects such as chemistry and physics, it offers a number of "agriculturally" oriented programmes, including veterinary science. Massey University also has a number of small research centres and institutes, for example the Adidas Rugby Institute in Palmerston North.

In total Massey University had 21,527 Equivalent Full-time Students (EFTS) for a total of 39,745 enrolments in the year to December 2003.[10] The university has a high number of extramural students, with over 20,239, the equivalent of 6,529 EFTS, enrolled in that year.

[10] New Zealand Universities Academic Audit Unit, *Massey University Academic Audit Report Cycle 3 December 2003.*

Academic staffing

Data provided by Massey University showed that at 31 March 2004, there were 1546 academic staff members, of whom 681 (44 percent) were female, and 865 (56 percent) were male. There were 1134 permanent academic staff members (including those on probation/on tenure track), making up 73 percent of the total. Of these, 468 (41 percent, close to the national average of 42 percent) were female, and 666 (59 percent) were male.

The university's Vice-Chancellor is Professor Judith Kinnear, who in 2002 became the first woman to head a New Zealand university. Each of the three campuses has a Deputy Vice-Chancellor; at the time the research was carried out, all the Deputy Vice-Chancellors were men. Each of the five colleges is headed by a Pro Vice-Chancellor; one of the current Pro Vice-Chancellors is a woman – the first woman to hold this rank. During the 2003 promotion round, all five Pro Vice-Chancellors were men.

Massey University had a slightly higher proportion of women among those at professor and associate professor rank than the national average: 17 percent and 18 percent respectively, compared with 16 percent overall.

The next table gives the overall proportions of women at each level at Massey University as at 1 December 2004. Given that women then made up 43 percent of all academic staff, they were under-represented at all ranks above lecturer, and were over-represented at the ranks of lecturer and below.

It should be noted that the senior lecturer category used in the text and tables in this report also covers senior researchers. The lecturer category also covers researchers. The 'other academic staff' category covers tutors, senior tutors, associate lecturers, junior research officers and graduate assistants.

Table 2 **Proportion of women at each level of academic position at Massey University**[11]

Academic Position	Proportion Female (total 43%) %	Number of women (total 657) %
Professor (n=123)	17	21
Associate Professor (n=113)	20	23
Senior Lecturer (n=451)	35	158
Lecturer (n=409)	50	204
Other academic staff (n=418)	60	251

The next table looks at this information in relation to the distribution of positions within each gender. Almost twice as high a proportion of women as of men were in 'other' positions. At this

[11] Data for tables 2, 3, and 4 supplied by Massey University.

level, movement forward on an academic career path, including movement from tutor to senior tutor, is not by promotion but by application for a vacant higher position.

Table 3 **Distribution of female and male academic staff by academic position at Massey University, December 2004**

Academic Position	Female (n=657) %	Male (n=857) %
Professor	3	12
Associate Professor	4	11
Senior Lecturer	24	34
Lecturer	31	24
Other academic staff	38	19

Gender distribution varies among the five colleges. Education has the highest overall proportion of female academic staff, and Sciences has the lowest proportion.

Table 4 **Proportion of women academic staff for the five Massey colleges, December 2004**

Academic Position	Proportion of college academic staff who are female %
Education	63
Humanities & Social Sciences	59
Design, Fine Arts & Music	40
Business	38
Sciences	27

The academic promotion policy at Massey University

Massey University's promotion process is set out in a booklet which is available electronically to all staff. Those involved in the promotions committee are asked to judge applications against the criteria set out in the booklet. The criteria were developed jointly by Massey University's Human Resources staff and the Association of University Staff. They are reviewed annually and fine-tuning occurs. The current study is based on the experience of academic promotion up to and including the 2003 promotion round, for which the 2003 booklet is the reference point.[12]

Levels of promotion

There are three levels of promotion at Massey. A level 1 promotion is defined as:

(a) movement over a bar;

[12] Massey University Academic Promotion Round 2003 booklet, March 2003.

(b) movement to a higher grade;

(c) acceleration within the Tutor/Senior Tutor, Lecturer/Research Officer, Senior Lecturer Range 1/Senior Research Officer Range 1 scales.

A level 2 promotion is defined as:

(a) movement to and within Senior Lecturer Range 2/Senior Research Officer Range 2 grades;

(b) movement to Associate Professor grade.

A level 3 promotion is defined as movement to the rank and salary of professor.

It should be noted that for those who are appointed at a level below that of lecturer, there is *no promotional path* from that level on through to lecturer and above. The only forms of promotion available at this level are acceleration within the relevant scale. A person appointed as a tutor can apply to become a senior tutor or lecturer when a vacancy is advertised, but this means applying for appointment to a completely new job, rather than for a promotion, and the promotion process therefore does not apply.

The lecturer scale has nine steps. Someone appointed at Step 1 would therefore usually take nine years to progress to the top of the scale if they did not apply for promotion. Most lecturers would move incrementally through Stage 1 without applying for promotion to the next rank of senior lecturer; more often they would apply to move up more than one step within the lecturer scale.

Eligibility for promotion

To be eligible to apply for promotion within the lecturer grade or to grades above it, an academic staff member needs to be at lecturer level or above, be permanently appointed (that is, on a continuing employment agreement, not a limited term contract), and have confirmation of appointment. Probationary[13] staff are also eligible to apply for promotion, with the outcome of their application being subject to being confirmed in their position. The probation period for new academic staff appointed at lecturer level or above is generally three years. To be eligible for promotion to the level of professor, academic staff should usually have attained senior academic rank, normally at the associate professor level.

Massey University also allows a Head of Department/Institute/School to make a recommendation on behalf of a staff member, and this takes the place of a formal application. These recommendations are considered through the same process as formal applications. One aspect of the promotions process which the data in this study cannot address is whether there are any gender differences related to those promotions that occur through recommendation, rather than

[13] This includes those in tenure track positions.

application. No data was available from the Massey Human Resources section on the promotions that have occurred as a result of recommendation.

In 2003, promotion applications were required to be lodged by 2 May with the Head of Department/ Institute/School, who then had two weeks to make a statement on each application, rank them in order of preference, and send them to the Pro Vice-Chancellor for their college. Applicants have the right to be supplied with a copy of the statement related to their application, but are not told their ranking. Heads of Department/Institute/School cannot stop eligible staff members applying.

Promotions committees and decision-making

As well as the University Promotions Committee, each College has its own College Promotions Committee. Level 1 promotion decisions are made by this committee, with the University Promotions Committee moderating the decisions. There are three types of decision: successful, partially successful, and unsuccessful. The University Promotions Committee does not re-consider every level 1 application, but they do scrutinise the decisions, and look for justification for unusual promotions (such as a quadruple increment), and for decisions around the divide of successful and unsuccessful. Level 2 promotion decisions are made by the University Promotions Committee, drawing from the recommendations from the college committees. Decisions on applications for promotion to the rank of professor are made by a separate Professorial Promotions Committee.

Each College Promotions Committee is chaired by that college's Pro Vice-Chancellor, who also plays the major role in selecting the other committee members. Prior to the promotions round, the Pro Vice-Chancellor calls for expressions of interest in membership of the committee from staff not applying for promotions. The Pro Vice-Chancellors seek to ensure that the committees include both men and women, the different school/institute and campus perspectives, and members from the different academic ranks. Academic staff are told who the members are.

Each committee has up to seven academic staff members, as well as an independent observer appointed by the academic staff unions and the Vice-Chancellor. The independent observer's role is to observe and monitor the committee's processes and decision-making. They do not read the applications, nor do they take part in the discussions. The independent observer reports on the committee's processes and decision-making to the Vice-Chancellor, academic staff unions, and to their College Committee.

One member of the committee usually undertakes responsibility for monitoring equity issues. It is this person's role to ask "equity questions" or add "equity perspectives". An example would be the situation where the applicant had a gap in their career or in their research activity that could be linked to time taken for childcare. At least one committee chair does not appoint an individual member with responsibility for equity, but instead instructs all members to take responsibility for monitoring equity and fairness.

The University Promotions Committee is chaired by the Vice-Chancellor. All the Pro Vice-Chancellors and also the Assistant to the Vice-Chancellor (Equity and Ethics) are members, with the Director Human Resources in attendance. In serving on both the college and university promotions committees, Pro Vice-Chancellors act as bridges between them, presenting the particular college and campus contexts for decisions, and in the subsequent year drawing on their knowledge and understanding of the university decision-making process to inform the college process.

The Professorial Promotions Committee is made up of the Vice-Chancellor, who chairs the committee, and one Professor elected from each of the colleges. The Assistant to the Vice-Chancellor (Equity and Ethics) and the Director Human Resources are in attendance. The Vice-Chancellor appoints replacements for members who are unable to attend the meetings.

Application and assessment

Applicants for promotion are required to prepare and submit their applications according to a set format. They are required to provide a full curriculum vitae; evidence against the promotion criteria, including the results of student evaluations of teaching; and names of referees.

Assessment of applications for promotion considers three fields of contribution within the context in which the applicant is employed: teaching, research and scholarship, and service. The information to staff states that while service is an important contributing factor, the emphasis will be placed on teaching and research.

A two-step assessment process is used. First, the relevant promotions committee initially assesses whether the candidate has reached and sustained the level of competence appropriate to their current position in teaching and research. Secondly, for level 1, applicants need to demonstrate sustained merit in teaching and research; for level 2, applicants need to demonstrate sustained excellence; and for the rank of associate professor, applicants need to demonstrate sustained distinction. Those seeking promotion to professor in 2003 needed to demonstrate outstanding leadership and sustained excellence in two of the following areas, and high performance in the third:[14]

1. research and professional practice
2. teaching, assessment, and curriculum development
3. service to the university and the community.

[14] In 2004 Massey University made changes to the criteria for promotion to professor. Requirements are either outstanding performance and leadership in research and research training (including creative works and performances), or high performance and leadership in research and research training combined with outstanding leadership in teaching and/or service. Full details on the criteria are available at http://hrs.massey.ac.nz/docs/PathwaysToProfessor2004.pdf (accessed August 2004).

During the trial of the questionnaire and in informal discussions with Massey staff members prior to the research, it was said that teaching was not valued by the university, but research was. The Human Resources Director emphasised that research and teaching were regarded as equally important. The merger of the College of Education with the University meant that a significant number of staff members moved from a practically oriented culture with expert teachers to a research and academically oriented culture. The merger with the Polytechnic brought in staff from an application oriented culture, where teaching was informed by practice, to one that emphasised teaching informed by research. In the field of education, the promotions policy allows for the scholarship of teaching and learning to be recognised as research, and provides definitions of research which are inclusive of practical and creative endeavours.

The Academic Promotion Round 2003 booklet provided some details on the assessment criteria and the evidence applicants need to present to support their application. The details include examples of what may be considered in terms of research or disciplinary contribution relevant to disciplines such as music, art, and engineering. These examples suggest that in such fields, performances, recordings, productions, exhibitions, plans, reports, designs, patents, and software which arise from creative or professional activity in the scholarly field may be counted as equivalent to research projects and publications in other academic fields. Some guidance is provided as to what constitutes merit, distinction, and excellence. The evidence from interviews with members of promotion committees is that the consideration of an application for promotion takes account of the context the applicant is in, and the overall contribution they have made to their area or to the university.

Assistance to applicants

Assistance and guidance is available to staff through the Training and Development Unit (TDU), which provides consultancy services to individuals and scheduled workshops on each campus. It also tailors workshops to meet the needs of a school or college. The promotion booklet refers staff to the TDU for assistance with "Teaching Portfolios", and with ways to present evidence, such as assessment by a Small Group Instructional Diagnosis (SGID), an evaluation method where a small group of students provides in-depth information about their instructional experience.

The TDU also provides a range of programmes designed to enhance teaching skills, a research management skills programme, and a management and leadership development programme. The research management programme includes components designed for new or emerging researchers, including one on establishing a research career, and a workshop on the preparation of papers, posters, and publications. Workshops are offered on obtaining external research funds in general, and one specifically on the Marsden Fund. The TDU programmes are offered on the three main campuses, Albany, Palmerston North, and Wellington.

In 2004, a women's pilot mentoring programme has been offered by the TDU, after this was negotiated by AUS. TDU and AUS are currently negotiating for this to become a full-scale, fully

funded programme catering for both women and men. From time to time, both TDU and AUS have run promotions workshops specifically for women.

Reporting on the promotion round

The policy is for applicants to be advised of the outcome of their application in writing, and to invite unsuccessful applicants to discuss the outcome with the Pro Vice-Chancellor of their college. After the meeting, the applicants are able to request a written feedback report.

At the conclusion of the promotion round, names of those promoted and brief descriptions of the promotions are published. In addition, an analysis of the ethnic and gender characteristics of the promotion round decisions is carried out, reported to Council, and made available on the Massey University intranet home page.

Review process

A Promotions Review Committee is charged with reviewing the procedures used by the various promotions committees, considering their reports and the reports from the independent observers, and an overall report from the Vice-Chancellor, and considering applicants' written requests for reconsideration on procedural grounds. There was one request for reconsideration in the 2003 promotion round.

Promotions that sit outside the formal process

Recently, promotions have also been offered between the annual promotion rounds. This situation, which is rare, occurs when an academic is offered a more favourable position in another institution, and the Pro Vice-Chancellor, with the approval of the Vice-Chancellor, makes a counter offer of a promotion. This change acknowledges that the circumstances of individuals may change during a year, and provides Pro Vice-Chancellors with the ability to retain staff who may otherwise move to another institution. No information was available about the number of these promotions, or the gender of the recipients.

On occasion, the Pro Vice-Chancellors also have the right to recognise a contribution that does not meet the requirements for promotion, but is seen as significant. An example would be where an academic staff member was working long hours and carrying a heavy workload, but was not able to present evidence which met the teaching and research criteria. In these instances recognition would take the form of a one-off bonus. This is a reward, rather than a promotion, and it does not contribute to the career progression of the recipient.

3. Profile of survey respondents

A total of 619 responses were received to the questionnaire, compared with total academic staff numbers of 1546, giving an overall response rate of 40 percent. Women were slightly over-represented among the respondents (300 responses, 48 percent of the total, whereas in March 2004 there were 681 women employed, making up 44 percent of the total academic staff). Men were slightly under-represented (306 responses, 49 percent of the total, whereas in March 2004 there were 865 men employed, making up 56 percent of the academic staff). Another 13 respondents (2 percent) did not state their gender.

Three of the five colleges had distinct profiles in terms of gender among respondents:[15] Education, Humanities and Social Sciences, and Science. Forty percent of the male respondents worked in Science, compared with only 15 percent of the women. Humanities and Social Science employed almost 40 percent of the women, compared with 18 percent of the men. Education employed 14 percent of the women, and 8 percent of the men. Similar percentages of men and women (9 percent in each case) indicated that their employment resulted from the merger with the Polytechnic, but 8 percent of the women indicated that their employment resulted from the merger with the College of Education, compared with only 2 percent of the men. As discussed below, differences between disciplines also affected levels of qualification.

Overall, the survey responses are representative of the Colleges of Business (25 percent, compared with 23 percent in the Massey figures) and Education (11 percent, compared with 10 percent in the Massey figures); but are over-representative of the College of Humanities & Social Sciences (28 percent, compared with 19 percent in the Massey figures), and somewhat under-representative of the College of Sciences (28 percent, compared with 35 percent in the Massey figures), and of the College of Design, Fine Arts and Music (5 percent, compared with 7 percent in the Massey figures). Table 5 summarises respondents' location and college.

[15] The totals do not add up to 100 percent for this section, since 105 of the academic staff were not employed by colleges.

Table 5 **Respondents by location/college and gender**

	Female (n=300) %	Male (n=306) %	Total (n=619*) %
Location			
Albany	16	18	17
Hokowhitu	15	8	12
Turitea	49	60	55
Wellington	17	13	15
College			
Education	14	8	11
Humanities & Social Sciences	39	18	28
Design, Fine Arts and Music	4	5	5
Business	23	27	25
Sciences	15	40	28
Other	3	1	2

* 13 respondents did not state their gender.

Current academic rank and employment status

Respondents' academic rank is shown in Table 6 below. Only 8 percent of the women responding were professors or associate professors, compared with 25 percent of the men. Forty percent of the women responding were at the level of senior lecturer or above, compared with 63 percent of the men. Over one in five (22 percent) of the women were in other academic jobs, compared with fewer than one in 10 (9 percent) of the men, and were therefore not eligible for promotion to lecturer, though they were eligible for accelerated advancement within their existing level.

Table 6 **Respondents by academic position and gender**

Academic Position	Female (n=300)		Male (n=306)	
		%		%
Professor	11	4	38	12
Associate Professor	11	4	41	13
Senior Lecturer	97	32	113	37
Lecturer	108	36	82	27
Other	67	22	26	9

The overall response rate was highest among professors (49 percent responded). Among professors and associate professors there was a higher response rate from women: 22 (54 percent), compared with 79 (41 percent) of men.

The survey response was over-representative of female senior lecturers (32 percent, compared with 24 percent), and under-representative of the lowest academic level (22 percent of female respondents, compared with 38 percent of female academic staff, and 9 percent of male respondents, compared with 20 percent of male academic staff), probably because these staff could be promoted only within their own level.

Terms of employment

Full-time staff comprised 83 percent of the respondents, the same proportion as in the full Massey academic staff profile. Among female respondents, 77 percent worked full-time, as did 78 percent of Massey female staff overall. Among male respondents, 88 percent worked full-time, as did 87 percent of Massey male staff overall.

Overall, although most of the women and men who responded were working full-time, women were twice as likely as men to be working part-time (22 percent, compared with 11 percent). This is largely because at lecturer level, a higher proportion of women than men were working part-time (20 percent, compared with 6 percent).

There was an indication that male professors may be more likely than female professors to be working part-time (18 percent, compared with 9 percent); but the numbers of women professors were too small to test for statistical significance. The proportions working part-time were similar for women and men in all other ranks. Part-time status was highest (44 percent, with no gender difference) among those employed at the lowest rank – tutors, senior tutors, assistant lecturers, junior research officers, and graduate assistants. This rank included 22 percent of female respondents, compared with 9 percent of male respondents.

Among the respondents, 69 percent had permanent employment. Women were less likely than men to be permanently employed (63 percent, compared with 74 percent). In Massey's total academic staff, 69 percent of the women were permanently employed, compared with 77 percent of the men.

At lecturer level and above, new full-time academic staff are appointed on probation for three years unless they are on a limited term contract), and 21 percent of all respondents had probationary status. Women were twice as likely as men to have probationary status (27 percent, compared with 15 percent). There was no gender difference in the overall proportion (8 percent) who were employed on limited term contracts. Table 7 summarises respondents' terms of employment.

Table 7 **Respondents by terms of employment and gender**

	Female n=300) %	Male n=306) %	Total n=619*) %
Full-time			
Full-time	77	88	83
Part-time	22	11	16
Employment status			
Permanent	63	74	68
Probation*	27	15	21
Limited term	7	9	8
Limited term at some stage previously	28	25	26

* Academic appointees at lecturer level and above are on probation for 3 years.

The majority of respondents at the senior lecturer level or higher were permanent employees, compared with just over half those at lecturer level. Sixteen percent of the male professors had probationary status, whereas none of the female professors did. This may reflect differing patterns of recruitment from outside academia.

At lecturer level, women were more likely than men to have probationary status (27 percent, compared with 13 percent). They were less likely than men to be on limited term contracts (15 percent, compared with 27 percent).

Twenty-two percent of those in senior positions had at some stage been employed on a limited term contract. Senior level female academics were more likely than their male counterparts to have been employed for a limited term at some stage (30 percent, compared with 18 percent), suggesting that there may have been some different pathways in academic career progression for women and men. Given that female lecturers were now *less* likely than their male counterparts to be on limited term contracts, this may be changing.

At the other academic positions level, just over a quarter of respondents were permanent employees, and 68 percent had probationary status. No gender differences in terms of employment were evident at this level.

Qualifications and current study

Overall, men were more likely than women to have a PhD as their highest qualification (58 percent, compared with 40 percent), but the differences within each rank were not statistically significant.

The lower the rank, the more likely it was that postgraduate studies were being undertaken: 69 percent of those at the 'other' level were undertaking postgraduate studies, as were 40 percent of the lecturers, 19 percent of the senior lecturers, and 2 percent of the associate professors.

Women were almost twice as likely as men to be currently enrolled in a postgraduate programme to advance their academic career (41 percent, compared with 22 percent). Women were more likely than men to be undertaking postgraduate studies in all the colleges other than Education.

In terms of rank, the gender difference was particularly evident at the senior lecturer level, where 27 percent of women were undertaking postgraduate studies, compared with 12 percent of their male colleagues. There were no statistically significant gender differences at the lecturer or lower levels. Women were also more likely than men to have completed a research-based qualification in the past two years (20 percent, compared with 13 percent). Female senior lecturers were twice as likely to have done this as male senior lecturers (19 percent, compared with 8 percent). This was the only rank where there was a statistically significant gender difference. Possibly this is related to the higher proportion of women in this rank who joined Massey from the former college of education (15 percent, compared with 5 percent of male senior lecturers).

The next table summarises overall gender differences in relation to qualifications and current study.

Table 8 **Highest qualification and current study by gender**

Highest qualification	Female %	Male %	Total %
PhD	40	58	48
Masters	42	27	34
BA	10	5	7
Currently undertaking postgraduate study	41	22	31
Completed a research-based qualification in past 2 years	20	13	17

The female-male gap in terms of doctoral qualifications is most evident in the Colleges of Science and of Humanities and Social Sciences, as the next table shows.

Table 9 **Highest qualification and college**

College	PhD		Master	
	Female %	Male %	Female %	Male %
Business n=154)	28	40	54	42
Education n=67)	27	39	54	48
Humanities and Social Sciences n=175)	49	69	40	20
Science n=171)	59	77	24	11
Design, Fine Arts and Music n=28)	8	7	31	60

Age

Women respondents had a somewhat younger profile than their male colleagues: half of the male respondents were aged 50 or over, compared with only 38 percent of the female respondents. However, this did not hold true across every academic rank, as the next table shows.

Table 10 **Median ages for respondents in permanent academic positions**

Academic Position	Female n=300) *Median age*	Male n=306) *Median age*
Professor	50.5	56.3
Associate Professor	48.5	55.5
Senior Lecturer	50.3	50.5
Lecturer	42.8	41.9
Other	42.5	36.2

Among professors and associate professors, the median ages for women were markedly lower (around 6-7 years) than for men. However, the number of women at this rank is small (n=22). Among senior lecturers, the median age was almost the same for women and men. Among lecturers, the median age for women was slightly higher than for men. Among other academic

ranks, the median age for women was clearly higher than for men, by over 6 years; the median age for women at this level was almost the same as the median age for women at lecturer level.

Ethnicity and sexuality

Most respondents identified themselves as European or Päkehä (71 percent), with similar proportions of females (74 percent) and males (68 percent). Just over 6 percent identified themselves as New Zealand Mäori, with a higher proportion of females (9 percent) than males (4 percent). Six percent identified as Asian, with a higher proportion of males (8 percent) than females (4 percent).

Males were more likely than females to decline to state their ethnicity (8 percent, compared with 4 percent). Of the 15 percent of respondents who selected the category of "Other", most identified as Australian, American, or Canadian. There were no gender differences in this category. The numbers identifying as Mäori, Asian, or Pacific Island were too small to use in further analysis while protecting anonymity.

We asked about sexual orientation to see if this was related to any sense of discrimination in promotion experiences. Three-quarters of the respondents described themselves as heterosexual no gender differences). Four percent of the women described themselves as lesbian, and 2 percent of the men as homosexual. One percent described themselves as bisexual, with no gender differences). Twenty-two percent did not answer this question. The numbers identifying as other than heterosexual were too small to use in further analysis.

4. Academic career experience

This chapter looks at the academic career experience of the respondents. It begins with employment at Massey University, the length of time respondents have been employed there, and the total time respondents have spent in academic employment. Next, it looks at the initial academic position held by respondents, the length of time spent at the initial level of appointment, and subsequent career moves.

Employment at Massey University

Just under half the respondents began their academic career at Massey University. Overall, 16 percent had come from a New Zealand tertiary institution other than a university (this includes those from the College of Education and from Wellington Polytechnic), and 10 percent from another New Zealand university. Eleven percent had started at an overseas university, and 9 percent in an overseas tertiary institution other than a university. Academics aged between 35 and 39 years, or over 60 years, were less likely to have begun their academic life at Massey than those in other age groups.

Women were more likely than men to have begun their academic career at Massey (54 percent, compared with 45 percent). Men were more likely than women to have come to Massey after beginning their academic career at a New Zealand tertiary institution other than a university (23 percent, compared with 9 percent).

There were wide variations by rank. Those at professor or associate professor level were the least likely to have begun their career at Massey (39 percent), whereas those at the other level were the most likely (67 percent). In each rank, men were more likely than women to have come from a New Zealand tertiary institution other than a university. Senior women academics were more likely than senior men to have joined Massey from another New Zealand university (13 percent, compared with 5 percent). There were no other statistically significant gender differences related to academic rank.

Length of time employed by Massey

The most striking gender difference in length of time employed by Massey University was in the group employed for more than 20 years. More than one in five men were in this group, compared with only one in 20 women. Women were more likely to be newcomers to Massey: 31 percent were in their first, second or third year there, compared with 22 percent of the men.

Table 11 **Length of time employed by Massey University**

Years)	Female n=300) %	Male n=306) %	Total n=619*) %
1	12	8	10
2	10	7	9
3	9	7	8
4–5	22	19	20
6–10	22	16	19
11–20	18	18	18
21+	5	22	14

* 13 respondents did not report their gender.

Career length and rank

Developing a teaching, research, and service profile that meets the criteria for promotion usually takes some years. At the lower end of the scale for length of time spent in academic employment, 37 percent of the women had been in academic employment for no more than five years, compared with 20 percent of the men. Similar proportions of women and men had been in academic employment for between 6 and 20 years (51 percent and 46 percent respectively). At the higher end, men were much more likely than women (33 percent, compared with just 10 percent) to have spent more than 20 years in academic employment.

Table 12 **Length of time spent in academic employment**

Years)	Female n=300 %	Male n=306 %	Total n=619* %
1–5	37	20	29
6–10	21	15	18
11–20	30	31	30
More than 20 years	10	33	22

* Details on gender not available for 13 respondents.

When rank and length of employment are looked at together (see Table 13), men in the senior and middle ranks were more likely to have been in academic employment for more than 21 years, whereas their female peers were more likely to have been in academic employment for between 6 and 20 years. This difference reflects the increasing participation of women in the academic workforce in recent years.

Conversely, women in the lowest rank were less likely than men (48 percent, compared with 62 percent) to have been employed for 1-3 years. They were more likely than men (37 percent, compared with 23 percent) to have been employed for between 4 and 10 years, and almost equally as likely to have been employed for 11 years or more. Six percent of the women, but no men, had been employed at this level for 21 or more years.

Table 13 **Current position and total time in academic employment**

Years	Professor Female (n=11) Male (n=38) %	Associate Professor Female (n=11) Male (n=41) %	Senior Lecturer Female (n=97) Male (n=113) %	Lecturer Female (n=108) Male (n=82) %	Other Female (n=67) Male (n=26) %
1–3					
female	-	-	2	22	48
male	7	-	3	22	62
4–5					
female	-	9	4	27	21
male	5	-	2	18	15
6–10					
female	18	18	25	23	16
male	5	5	16	24	8
11–20					
female	45	27	54	22	7
male	16	22	42	30	15
21 or more years					
female	36	36	12	5	6
male	68	73	36	5	-

Note: Incomplete information was available for 25 respondents.

For professors, the average length of time in academic employment was 18.5 years (s.d. 8.0) for women, and 24.4 years (s.d. 10) for men. For associate professors, it was 17.7 years (s.d. 9.5) for women, and 25 years (s.d. 7.6) for men. For senior lecturers, it was 14.4 years (s.d. 7.0) for women, and 18.2 years (s.d. 7.6) for men. For lecturers, it was 8.5 years (s.d. 6.9) for women, and 9.2 (s.d. 6.8) for men. Only at the lowest rank was the mean length of time in academic employment longer for women, at 5.8 years (s.d. 6.9), than for men, at 4.6 years (s.d. 5.2).

First academic position

Table 14 provides information on the first-ever academic position for all respondents. Just over half the women had first been appointed at the lowest level, compared with 39 percent of the men. Conversely, while only 41 percent of the women had begun at lecturer level, 50 percent of the men had done so.

Table 14 **First academic position**

First Academic Position	Female N=300 %	Male n=306 %	Total n=619* %
Professor	0	1	<1
Associate Professor	<1	1	1
Senior Lecturer	4	6	5
Lecturer	41	50	45
Other	52	39	45

* 13 respondents did not indicate their gender.

Just over half of the respondents had spent three years or less in their first academic position. The average length of time spent in the first academic position was 4.1 years (s.d. 3.0), with no difference between men and women.

Table 15 **Length of time in first academic position**

Years	Female (n=300) %	Male (n=306) %	Total (n=619*) %
1–3	54	57	55
4–6	23	26	25
7–10	10	8	9
10+	6	6	6

* 13 respondents did not indicate their gender.

There was no significant relationship between people's current positions, and the length of time they had spent in their first academic position. Among senior lecturers, women were less likely than men to have spent only three years or less in their first academic position (39 percent, compared with 53 percent). There were no other gender differences within academic ranks.

Next career move after first academic position

Respondents had made their next career move in a variety of ways, as Table 16 shows. Just under a quarter of respondents were still in their first academic position. Of those who were no longer in their first academic position, 32 percent had applied for promotion in the same university, and 22 percent had completed a research-based qualification. Thirteen percent had applied for a higher position at another university in the same country, and 12 percent had applied for a similar position in another country. Another 32 percent had done something else, including applying for a different position at the same university.

More than half the respondents (58 percent) had not applied for promotion while they were in their first academic position. We cannot tell how many of these would have been eligible to apply for promotion, since we do not have details about the promotion policies of their first employers. Among the remaining 42 percent, 17 percent had applied within one to two years, and 19 percent had applied within three to six years. A small group (4 percent) had applied only after seven or more years.

Women were less likely to have applied for promotion in their initial position: 35 percent had done so, compared with 42 percent of the men. Of those who had applied, men were marginally more likely to have succeeded (67 percent, compared with 56 percent, $p=0.07$). Women were more likely to have partially succeeded (15 percent, compared with 7 percent). Partial success includes outcomes such as moving to a higher step on the applicant's present salary scale, when the application was to move to a higher scale.

As Table 16 shows, women were considerably less likely than men to have applied for promotion within the same university in their next career move, and only half as likely to have applied for a similar position in another country (6 percent, compared with 12 percent). Men and women were similarly likely to have completed a research-based qualification as their next career move, or to have applied for a higher position at another university in the same country.

Table 16 **Next career move after first position**

	Female (n=300) %	Male (n=306) %	Total (n=619) %
Still in first position	26	21	23
Applied for promotion in same university	19	30	25
Applied for similar position in another country	6	12	9
Completed a research-based qualification	19	14	17
Applied for higher position at another university in the same country	10	10	10

Among lecturers, men were more likely to have made their first career move from their first academic position by applying for promotion within the same university (22 percent had done so, compared with 9 percent of women). Female lecturers and senior lecturers were more likely to have completed a research-based qualification (23 percent, compared with 12 percent of males). We cannot tell from our data whether this was because they were less likely than their male counterparts to have gained a research-based qualification in their first position.

5. Academic work

This chapter looks at the work of the academic staff who responded to the survey. An academic role typically involves teaching, research, and service. "Teaching" as specified in the questionnaire included planning, assessment, evaluation, and student enquiries. "Service" included administration, committee work, and other similar contributions to the university, the relevant academic discipline, or the community.

Workload

The average number of hours spent on university-related work per week for those employed full-time was 49.1 hours s.d. (9.5). The average for women, at 49.3 hours s.d. (10.3), was slightly higher than for men, at 48.7 hours s.d. (8.8). The higher the position, the higher the workload, though at every level there was at least one academic working more than 70 hours a week. Professors worked for 55 hours a week (s.d. 7.7) on average, associate professors for 52.4 hours (s.d. 8.2), senior lecturers for 49.3 hours (s.d. 8.1), lecturers for 48.9 hours (s.d. 9.2), and those below this level for 42.1 hours (s.d. 11.4).

Those employed part-time spent, on average, 26.0 hours (s.d. 14.3) per week on university-related work. There was also no significant gender difference here: the average for women was 26.0 (s.d. 13.5), and for men, 26.39 (s.d. 16.2). Part-time senior lecturers and above spent an average of 31.9 hours (s.d. 16.7), lecturers 27.0 hours (s.d. 11.53), and those at lower levels 21.1 hours (s.d. 12.4).

How academics' time is spent

Teaching is the dominant activity in academic staff workloads, followed by research and administration. Around half the academic staff indicated that pastoral care for students and service to the university took under 10 percent of their time.

Women spent a slightly higher average proportion of their time teaching than men did, and men spent a slightly higher average proportion of their time in administration and service to the university than women did. These two differences are likely to reflect the higher proportions of women in lower ranked positions.

Table 17 **Mean percentage of time spent in various activities**

Aspect of Work	Female (n=288)		Male (n=300)	
	Mean	s.d.	Mean	s.d.
Teaching	45.3	22.5	42	18.9
Research	26.1	23.0	25.3	18.2
Administration	15.5	12.4	17.6	14.3
Pastoral care	10.6	8.7	9.8	7.3
Service to the university	7.8	6.9	8.8	6.9

There were some small gender differences within academic ranks. At the professor and associate professor levels, women spent slightly more of their time, on average, on research (29 percent of their time, compared with 26 percent for men), and men spent slightly more time on administration (23 percent, compared with 20 percent for women). Among senior lecturers, men spent 44 percent of their time, on average, on teaching, compared with 40 percent for women. Among lecturers, women spent slightly more of their time on teaching than men did (47 percent, compared with 43 percent). Both men and women in the lowest level of academic jobs spent a high proportion of their time on teaching (53 percent for women, 56 percent for men). Women at this level spent slightly more of their time on research than men did (25 percent, compared with 21 percent).

There were also gender differences in the proportion of time spent on teaching by those in probationary/tenure track positions: 35 percent of the men spent more than half their time on teaching, compared with 21 percent of the women (see Table A2 in Appendix 1 for details). This is likely to be related to the higher proportion of males in other academic jobs saying that their workload did not include research (31 percent compared with 15 percent of females at this level).

Teaching work

Ideally, a study of gender differences in promotion experience would include information about the nature of academics' teaching responsibilities. It was beyond the parameters of the questionnaire to gather data from the diverse disciplines which could be validly compared, such as numbers of students each academic was directly responsible for, both in internal and extramural mode, course levels, numbers of assignments designed, examinations prepared and marked, hours spent in tutorial and laboratory work with students. We have reported the general time spent on teaching and related activities. Here we look in more detail at whether there are any differences in the time spent on providing pastoral care and support to students in terms of employment status and gender, and changes to size of teaching area since 2000.

Pastoral care and support

In terms of providing pastoral care and support to students, there were only slight differences for men and women overall. Both women and men in permanent positions were more likely than those in probationary positions to spend less than 10 percent of their time on pastoral care. Among those in probationary positions, 14 percent of the women said they spent more than 20 percent of their time on such care, whereas none of the men reported spending this proportion of time on it.

Table 18 **Time spent on providing pastoral care and support to students**

	1–10 %	11–20 %	21–30 %	31–40 %	41–50 %	N/A
All respondents	48	25	5	2	1	5
All female	50	24	6	2	1	5
All male	47	27	3	2	>1	5
Permanent female	55	26	6	1	1	2
Permanent male	48	29	4	1	0	2
Probation female	26	24	8	3	3	21
Probation male	20	40	0	0	0	20

Changes in the size of teaching area

To see whether there were any differences related to change in workload, we asked what changes had occurred to the size of teaching area as measured by equivalent full-time students EFTS) since 2000. An increase in size was reported by 46 percent of respondents, and a decrease by 12 percent, with the rest reporting no trend, no change, or that they did not know. Women were less likely than men to know what changes there had been to their teaching area since 2000. This is in keeping with women being more likely than men to have joined the Massey staff since 2000. This was the only gender difference.

Change in full-time internal enrolments was seen as the reason for change in the size of their school or teaching area for 38 percent of the respondents. Seven percent mentioned changes in part-time internal enrolments. Restructuring was mentioned by 18 percent. Change in extramural enrolments was also mentioned, both for part-time (14 percent of respondents), and for full-time enrolments (13 percent of respondents).

Seventy-seven respondents provided additional explanations for the size of their teaching area having changed. They gave a variety of reasons for both increases and decreases. Two reasons given for increases were international enrolments and the introduction of new courses or papers. One reason for decreases was said to be poor marketing.

Research/scholarship

Massey University encompasses a diverse range of disciplines, and offers programmes from sub-degree level through to doctoral level. This requires a broad interpretation of what constitutes research/scholarship and contribution to new knowledge in a field. Teaching informed by research is shaped by the context of learners and practice. The promotion criteria used at Massey University reflect the diversity of its academy: "Contributions in this field may occur through achievements in research, scholarship, artistic activity and/or professional activity."

The traditional entry to academic employment in fields such as philosophy, mathematics, literature, and languages is based on having served an "apprenticeship" as a researcher through completion of a research degree, typically a doctorate. The university also has a number of professional programmes, including nursing, teacher education, and veterinary medicine. Those teaching in such professional programmes are usually required to be well versed in current practice, and to be "expert" practitioners. The Wellington campus offers a range of design, fine arts, and music programmes. The Palmerston North and Wellington campus offer degrees in Mäori Art and Design. Again, teachers in such programmes need to be practising experts or "masters". In these fields, it is common for an academic staff member to commence a higher research degree after appointment.

While there were no significant gender differences in the average proportion of time spent on research, women were more likely than men (11 percent, compared with 5 percent) to spend more than 60 percent of their time on research. Men were slightly more likely than women to have completed research projects, to have published from recent research projects, to be the primary researcher, to have contributed to research projects, and to have presented more than three papers at international conferences. One reason for this difference may lie in the survey item related to completing a research-based qualification. More women (20 percent) than men (13 percent) reported completing a research-based qualification in the previous two years. This may have taken their research time; it may also provide the basis for future research presentations and publications and gaining funding for research in the future.

Table 19 **Research activity of respondents in past 2 years**

Activity	Female (n=300) %	Male (n=306) %	Total (n=619) %
Engaged in research	88	92	90
Increased research activity following introduction of PBRF	29	24	26
Completed one or more research projects	67	75	70
Published from a recent research project	58	69	63
Completed a research-based qualification	20	13	17
Been the primary researcher/project leader of a research project team	38	46	42
Directly contributed to a number of research projects	51	59	55
Been involved in an advisory role to colleagues' research projects	48	55	51
Written a peer-reviewed study guide for an extramural course)	28	33	31
Completed performance, productions, exhibitions arising from creative work in my field of appointment	15	17	16
Completed plans, designs, patents, software arising from professional activity in the field of my appointment	10	15	12
Presented at scholarly meetings and conferences	70	75	72
Presented a paper* at a major international conference	42	50	46
Presented a paper* at a major NZ/Australian conference	57	54	55
Presented more than 3 papers* at NZ conferences	22	22	22
Presented more than 3 papers* at international conferences	16	24	20
Successfully applied for internal research funding	39	34	36
Successfully applied for external research funding	25	29	27

***** Paper or performance or composition or exhibition.

** 13 respondents did not report their gender.

Service work

Service is a factor in academic promotions at Massey, and at other universities. Massey University's Academic Promotion Booklet sets out the criteria and evidence specific to service for promotions, clarifying what may be evidence at level 1 and 2, and what is required for promotion to professor. The service category encompasses an academic staff member's contribution to the university, to their discipline or profession, and to the community. Each was explored in the questionnaire.

Service to the university

An applicant may demonstrate their contribution in service to the university by way of their involvement in administration, committees, and related work at one or all of the department/institute, college, campus or university levels.

Table 20 **Level of involvement to service to the university**

	Ongoing %	Regular %	Occasional %	Never %	No Opportunity %
Administrative duties					
Female n=300) = 606	46	23	21	4	3
Male (n=306)	46	25	22	4	2
Total (n=619)	45	24	21	4	3
Programme co-ordination					
Female	32	10	18	24	12
Male	38	12	21	20	8
Total	34	12	19	21	10
Paper co-ordination					
Female	70	8	5	8	6
Male	71	15	5	5	3
Total	69	12	5	6	4
Providing course advice and student support					
Female	59	20	14	3	3
Male	59	23	13	3	1
Total	58	22	13	3	1
Participation in staff recruitment and selection					
Female	18	9	30	24	16
Male	20	10	37	22	9
Total	19	9	33	23	12
Contributions to the university's EEO/EedO obligations					
Total	4	3	11	51	26
Female	5	4	11	48	26
Male	2	3	11	56	26
Committee membership, participation, and leadership					
Female	28	23	19	16	11
Male	31	23	25	12	7
Total	29	23	22	14	9
Contributions to strategic planning and reporting					
Female	13	8	40	22	13
Male	16	9	35	26	12
Total	14	9	37	24	13
Contributions to policy development					
Female	9	9	33	30	16
Male	11	12	33	30	12
Total	10	11	33	29	14
Contributions to the university's Treaty of Waitangi obligations					
Female	8	9	19	39	22
Male	4	3	19	51	21
Total	6	6	19	45	21
Assistance in the resolution of interpersonal issues					
Female	8	9	32	30	17
Male	7	6	41	32	13
Total	7	8	36	31	15
Contribution to colleagues' professional development					
Female	14	14	30	26	13
Male	13	14	31	27	14
Total	13	14	30	26	13
Engagement in departmental or college or university quality assurance activities					
Female	11	12	31	28	14
Male	13	14	33	28	10
Total	12	13	32	27	12
Representing the university on external bodies					
Female	9	4	19	40	24
Male	7	9	24	41	18
Total	8	7	21	40	21
Contributions to the implementation of established policies (ethics, occupational health & safety, etc)					
Female	9	7	19	40	21
Male	9	5	30	41	14
Total	9	6	25	40	17
Contribution to the university/college policy and operations through union activities					
Female	4	4	19	56	14
Male	5	5	17	61	10
Total	5	5	18	58	12

Note: The sample size is constant through the table.

Gender differences were not marked. Contribution to the implementation of established policies showed the greatest difference: 19 percent of women reported having occasional involvement, compared with 30 percent of men, and 21 percent of women reported having no opportunity to contribute in this way, compared with 14 percent of men. Women were also less likely than men to represent the university on external bodies, and more likely to report having no opportunity to do so.

Additional analysis showed a significant correlation between position and contribution to the implementation of established policies, with the likelihood of making a contribution increasing with rank. While these differences may be partly related to position, they may also enhance men's chances of promotion, through increasing their visibility.

Women were also less likely than men to be involved on a regular basis in "paper co-ordination" (8 percent, compared with 15 percent). Women were more likely than men to contribute regularly to the university's Treaty of Waitangi obligations (9 percent, compared with 3 percent); this is consistent with having more women than men who were Maori (9 percent, compared with 4 percent) among the respondents.

The majority of respondents (74 percent of women, and 82 percent of men) reported never being involved, or having no opportunity to be involved, in the university's EEO or EedO obligations. However, more women than men were involved on an ongoing or regular basis (9 percent, compared with 5 percent).

A number of respondents added additional comments, mainly explaining their responses, for instance:

> These answers reflect the stage of my career rather than a lack of commitment to service. (female)

Service to discipline/profession

Contribution to the academic staff member's discipline or profession may take a number of forms, including professional activities, administration, committee work, and leadership. The quality and quantity of evidence of service to a discipline required for promotion needs to recognise the diversity of disciplines involved. The questionnaire asked respondents to rate their level of involvement in service to their profession or discipline in relation to items including: maintaining professional expertise; holding office; serving as a reviewer; organising events; and recognition.

Professors were most likely to have ongoing involvement. Lecturers and those in other academic jobs were most likely to say they had no opportunity for such involvement. Patterns of service to one's discipline or profession were largely similar for women and men (see Table [27] in Appendix 1). Men were slightly more likely to hold office, serve as a referee or reviewer, and be recognised for their contribution to their discipline. Women were more likely to state on all items that they had lacked the opportunity: for example, 14 percent of the women indicated that they

had no opportunity to serve as a reviewer or a referee for a professional journal or similar, compared with 7 percent of the men. This reflects the fact that only 8 percent of women respondents were professors or associate professors, compared with 25 percent of men, while 22 percent of women were in other academic jobs, compared with 9 percent of men.

Within each rank, there were no statistically significant differences between women and men. A small number of respondents (31) provided additional comments, some to provide examples of specific involvement, such as being an external moderator. Nine respondents' comments indicated that workload prevented them from providing service to their discipline. Another eight respondents thought that service to their discipline carried little weight for promotion. These comments came equally from women and men.

Service to community

The booklet of criteria for promotion at Massey University specifically includes the area of contributions to the community. The activities listed in the promotion booklet as examples were used in the questionnaire.

This was not typically a strong area of activity for the respondents. For only three aspects - public information, endeavour to community life, and contribution to community organisations - did 20 percent or more say that they made a regular or ongoing contribution of professional expertise.

Women were slightly more likely to indicate that they had no opportunity to contribute their professional expertise in the way of public information, or to the university's role as critic and conscience of society. However, women were more likely to be contributing to bodies such as iwi organisations or school boards, as well as to Mäori experience and Mätauranga Mäori. Men were more likely to report that they never made such contributions. In the area of race relations, 19 percent of the women reported making either ongoing or regular contributions, compared with 10 percent of the men.

Table 21 **Service to community**

	Ongoing	Regular	Occasional	Never	No Opportunity
	%	%	%	%	%
Contributions of professional expertise to public information					
Female n=300	11	14	44	17	12
Male n=306	15	14	44	18	6
Total n=619*	13	15	43	17	9
Contributions of research, scholarship, or artistic endeavour to community life in New Zealand					
Female	10	9	33	32	11
Male	9	13	37	28	9
Total	10	11	35	30	10
Development of community initiatives					
Female	8	7	29	39	12
Male	5	7	28	45	11
Total	7	7	28	41	11
Contribution to the university's role as "critic and conscience of society"					
Female	8	6	30	35	17
Male	6	8	37	34	10
Total	7	7	34	34	13
Contribution to community organisations relevant to discipline/area of expertise (e.g. iwi organisations; boards of trustees)					
Female	16	10	18	37	17
Male	8	11	24	40	13
Total	12	11	21	37	15
Contributions to the understanding of Mäori experience, Mätauranga Mäori**					
Female	6	4	15	50	20
Male	2	3	12	58	22
Total	4	4	14	53	21
Contribution to race relations and/or cultural understanding					
Female	9	10	21	42	15
Male	4	6	23	47	17
Total	6	8	22	44	16
Recognition of service to community through awards, prizes, and honours					
Female	3	1	11	64	16
Male	2	2	14	67	11
Total	3	1	12	64	14

* 13 respondents did not report their gender. ** Mäori forms of knowledge.

Of the 25 respondents who added additional comments, 15 provided examples of their contribution, such as being involved in Waitangi Tribunal claims, local and national community organisations, in the local school, and in industry. A small number stated that community service is not valued in promotions:

> I would never advise a beginning colleague to 'waste' their time on such activities if they want to get a promotion. (female)

> On childcare management committee but not relevant to my area of expertise. *(*female)

Satisfaction with work

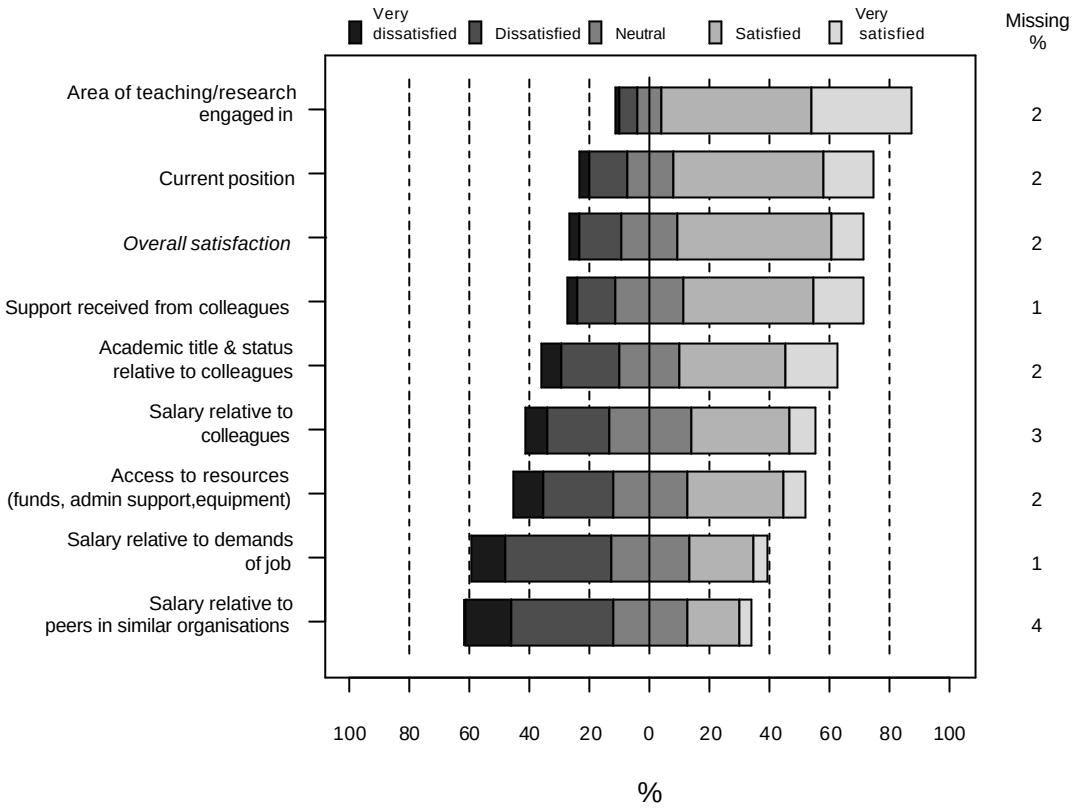
A number of items in the questionnaire addressed the question of satisfaction with aspects of academic work. These included current position, academic title, salary, manageability of teaching load, access to resources for research, support, time spent on components of role, and overall job satisfaction. The majority, 62 percent, expressed overall satisfaction with their jobs, and 17 percent expressed dissatisfaction. These findings are similar to those of a 1998 national survey of university staff, which reported that 60 percent were satisfied and 22 percent were dissatisfied with their jobs (Chalmers, 1998).[16]

Most respondents were satisfied or very satisfied with the area of teaching and research they were engaged in, their current position, support from colleagues, and their job overall. Twenty–six percent of respondents were dissatisfied or very dissatisfied with their academic title and status relative to colleagues. Just over half were dissatisfied with their salary relative to peers in other organisations, and 47 percent were dissatisfied with their salary relative to the demands of their job.

Men were more likely than women to say they were very dissatisfied with their salary relative to their peers in similar roles (21 percent, compared with 11 percent). Among those in other academic jobs, women were much more dissatisfied than men with their salary in relation to the demands of their job (42 percent, compared with 23 percent). Female senior lecturers were much more likely than their male peers to be dissatisfied or very dissatisfied with the time spent on teaching undergraduate courses (26 percent, compared with 13 percent). There were no other statistically significant gender differences related to levels of satisfaction with academic work.

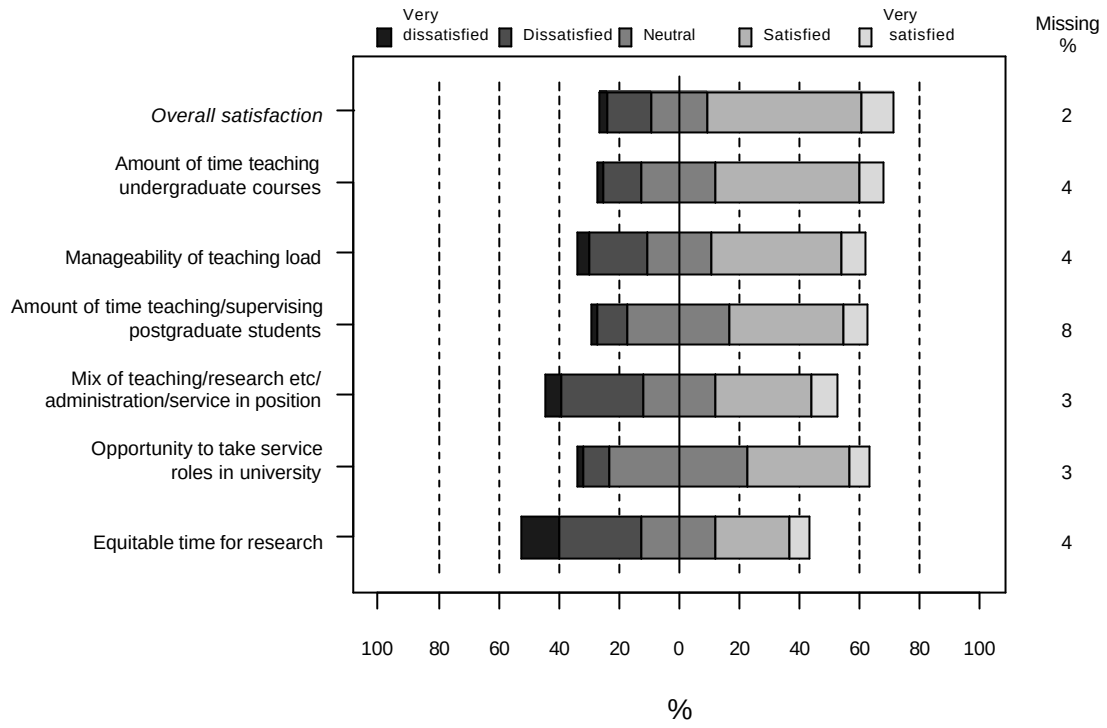
[16] Chalmers, A. (1998). *Workload and stress in New Zealand Universities: A follow-up to the 1994 study.* Wellington: New Zealand Council for Educational Research.

Figure 1 **Satisfaction with work, position, and salary**



Around half were satisfied with the manageability of their teaching load, the time they spent teaching undergraduate courses, and working with postgraduate students. Views on the manageability of teaching load were related to the total number of hours worked, but not the proportion of time spent teaching, or current position. Fifty-two percent of those who were not satisfied that their teaching load was manageable were working 50 hours or more a week (the average number of hours per week was just under 50), as were 47 percent of those who were neutral about their teaching load. This contrasts with the 32 percent who worked 50 hours or more a week who were satisfied that they could manage their teaching load.

Figure 2 **Satisfaction with time and opportunity for aspects of job**



Time for research was the area of most dissatisfaction, with 38 percent expressing dissatisfaction that they had equitable time for research, and 33 percent with their mix of teaching, research, and service. Views on whether time for research was equitable with others in similar positions were not related to gender. Nor were they related to the overall number of hours worked on average, or to current position. They were related to the proportion of time spent on research: 62 percent of those who thought they did not have equitable time for research spent less than 20 percent of their time on research, compared with 40 percent of those who were neutral about this, and 17 percent of those who felt they had an equitable amount of time for research.

This question generated additional comments from 26 percent of the respondents. Typically, the comments outlined dissatisfaction with aspects of work, but some underlined satisfaction. Heavy teaching loads and lack of time for research were common sources of dissatisfaction:

> Generally lack of time for research because of heavy teaching load yet teaching undervalued. (female)
>
> I have a teaching load of 2–4 times greater than other staff. Some staff have good research output and gain promotion. I feel I am supporting them – but they get the credit. I love my work but it is too much and unfair. (male)
>
> Great balance of interests, activities, jobs, etc. Great colleagues and peer support. But workload too much on all fronts. Increasing expectations. (female)
>
> Active researchers have the same teaching load as those who are non-active or occasionally active. (female)

I feel disappointed at the jealousy of some less successful colleagues. I think some people are more successful because they work harder and take up opportunities that are open to all. I'm disappointed at the toxic culture of resentment that operates in some areas. (female)

6. Promotion experience at Massey University

The 2003 Promotion Round at Massey University

Data on promotion applications and success rates in the 2003 promotion round was obtained from the Department of Human Resources at Massey University. The findings in this section are therefore based not on survey respondents, but on the academic staff as a whole.

Applications

The overall figures for those in permanent positions (which exclude 24 senior staff), as at 1 August 2003, give a rough indicator of the proportion of those eligible who applied for promotion. More men were permanently employed, and men were also somewhat more likely to apply for promotion than women were. This meant that close to twice as many applications came from men as from women: 17 percent (108 of 651) of the permanently employed full-time men applied for promotion, compared with 14 percent (59 of 417) of the permanently employed full-time women.

Table 22 **Applications for promotion by academic rank and proportion of women 2003**

Academic Position	Proportion applying for promotion %	Proportion of applications coming from women %
Professor	8	17
Associate Professor	17	20
Senior Lecturer	45	35
Lecturer	27	50
Other	86	60

Note: Data from Massey University's Department of Human Resources

As Table 22 shows, application rates varied by rank. In relation to the numbers of women in each rank, a higher proportion of the female senior lecturers and those in other academic jobs applied for promotion, but a lower proportion of the female lecturers and professors applied.

The applications for promotion were more likely to come from those in senior positions than from those at lecturer level or below, perhaps reflecting the greater room for annual salary increments, without the need to apply for promotion, within the lecturer scale than above it. Ten percent of the

applications were from lecturers or those in other academic jobs, 57 percent from senior lecturers, 17 percent from associate professors, and 15 percent from professors.

Results

Among those who applied for any kind of promotion in the 2003 round (including applications for promotion within the same rank, to a higher rank, or for a new position), 43 percent obtained the promotion they sought, and a further 30 percent obtained part of what they had sought. A partial success included outcomes such as moving to a higher step on the applicant's present salary scale, when the application was to move to a higher scale.

Table 23 summarises the results of promotion applications by academic staff in 2003. Although women applicants in 2003 appeared on the surface to have a higher success rate than men, the differences were not statistically significant.

The Department of Human Resources at Massey University was unable to supply information which would indicate what kind of promotion an applicant was applying for, nor could they identify numbers of promotions resulting from an application made on behalf of a staff member by their Head of School or similar.

Table 23 **Results of promotion applications by Massey University academic staff in 2003**

	Female (n=59) %	Male (n=108) %	Total (n=167) %
Successful	51	38	43
Partially successful	24	33	30
Successful either partially or fully	75	71	73

Note: Data from Massey University's Department of Human Resources

Respondents' aspirations, applications for promotion and outcomes at Massey University

Aspirations

This area showed some marked differences between male and female respondents. . Women were only half as likely as men to feel they had reached the level they aspired to, either at Massey (12 percent, compared with 26 percent), or in their academic career (10 percent, compared with 18 percent). More women than men (33 percent, compared with 26 percent) felt they had a mentor, and mentors were markedly more important to women than to men: 71 percent would really like to have one, or liked having one, compared with 48 percent of men. This view was particularly strong below the ranks of professor and associate professor (74 percent of women, compared with 53 percent of men). Women were also more interested in attending workshops on career progression than men were (58 percent, compared with 37 percent).

Women were more likely than men to consider that they lacked appropriate role models for their academic career (40 percent, compared with 16 percent), but this gender difference was not statistically significant at the lowest level (31 percent of the 67 women at this level, compared with 23 percent of the 26 men).

Among professors and associate professors, women were more likely than men to feel they had not reached the level they aspired to in their academic career (68 percent, compared with 34 percent). This was also true of women in the lowest rank (87 percent, compared with 65 percent of men), perhaps indicating more interest among women at this rank in pursuing an academic career, or the absence of means to advance without winning a higher position. Among senior lecturers, women were somewhat more likely than men to consider themselves ambitious in terms of their academic career (59 percent, compared with 46 percent).

Table 24 **Views on academic career**

Aspect Female (n=300) Male (n=306)	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Advanced to level aspired at Massey					
Female	3	8	10	41	33
Male	11	14	13	32	27
Reached level aspire to in academic career					
Female	3	7	6	45	36
Male	9	9	13	32	35
Would apply for position in another institution to advance career					
Female	14	27	30	16	7
Male	13	26	25	20	10
Have a plan for academic career					
Female	17	54	18	6	1
Male	20	49	21	6	1
Have been encouraged to apply for promotion					
Female	7	20	21	26	17
Male	6	28	22	18	20
Have someone who regard as a mentor					
Female	11	23	14	28	21
Male	7	19	16	27	27
Aware of career opportunities in own field					
Female	14	49	21	9	4
Male	16	56	16	7	3
Really like having/or to have a mentor					
Female	33	39	17	5	1
Male	12	36	30	11	6
Lack appropriate role models for academic career					
Female	15	25	21	25	10
Male	5	12	26	30	21
Ambitious in terms of academic career					
Female	21	42	24	9	2
Male	17	39	26	13	3
Would attend workshops on academic progression					
Female	18	40	27	10	2
Male	8	29	27	19	11

Applications and outcomes

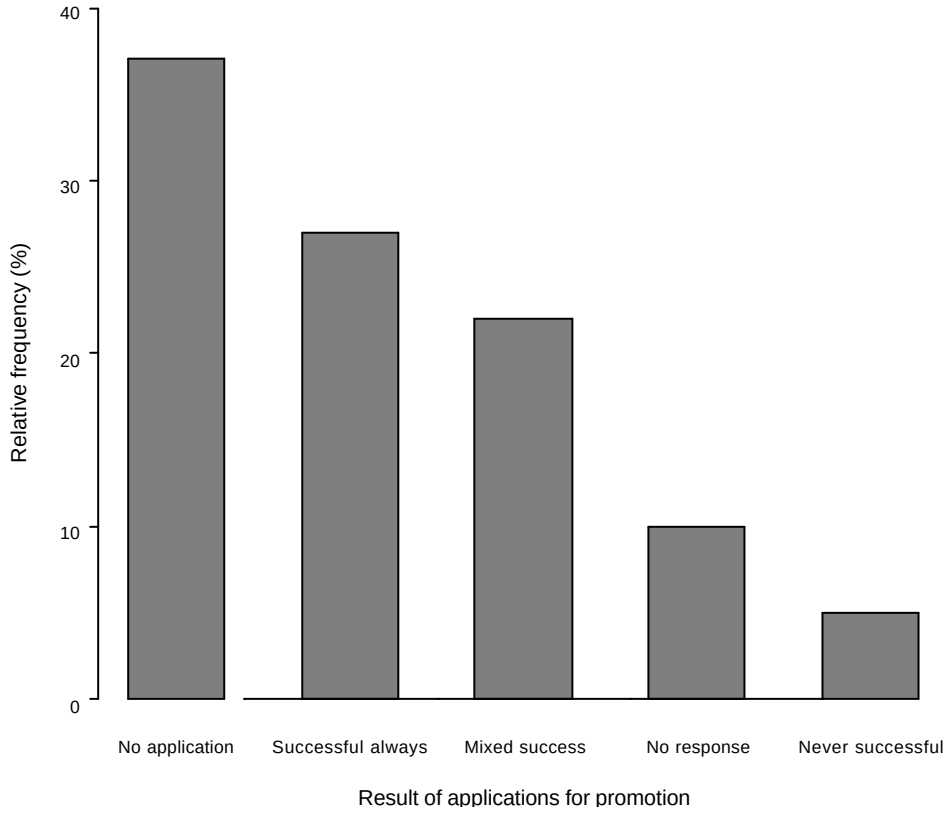
Survey respondents were asked to indicate how many applications for promotion at Massey University they had made, and how many successful promotions, partially successful promotions, and unsuccessful promotions had resulted.

Overall, 59 percent of the women responding to the survey had made at least one application for promotion at Massey University, as had 67 percent of the men. There were no statistically significant gender differences in the success rates of those who had made applications for promotion: 49 percent had experienced only success; 40 percent had sometimes experienced failure, and 10 percent had never succeeded. Men were more likely than women to have had mixed success.

Table 25 **Respondents' promotion application outcomes at Massey University over time**

	Female N=141 %	Male n=185 %	Total n=326 %
Always successful	53	46	49
Mixture of success & lack of success	28	45	40
Always unsuccessful	10	9	10

Results of applications for promotion



Men were more likely than women to have applied for promotion a greater number of times. However, they were also more likely to be among those whose numerous applications had been unsuccessful. Although the figures are low, 8 percent of the men had made four or more unsuccessful applications for promotion, compared with only 1 percent of the women.

Women with successful application experience were more likely than men to have been promoted only once or twice (77 percent, compared with 61 percent). The same pattern was also evident for women with mixed success (75 percent, compared with 56 percent of men).

The higher their academic rank, the more likely it was that respondents had applied for promotion. Within each academic rank, women and men were just as likely to have made applications, and to have had similar experiences of success. However, among those who had applied at each level, lecturers and those in the lowest rank were more likely never to have succeeded (32 percent and 25 percent respectively of those who had applied, compared with 4 percent of senior academics).

Table 26 **Respondents' promotion applications and outcomes by academic rank**

	Professors & Associate Professors (n=105) %	Senior lecturers (n=214) %	Lecturers (n=192) %	Others (n=96) %	All academic staff (n=623) %
Never applied	9	17	61	61	37
Always successful	41	41	13	12	27
Mixture of success & lack of success	44	35	6	4	22
Always unsuccessful	3	4	9	5	5

Those employed part-time were more likely than full-time employees to have made no application for promotion (52 percent, compared with 34 percent), but part-time staff who did apply for promotion were just as likely to succeed as those employed full-time.

It is worth noting that applying for promotion is not a frequent process for many academics. This would indicate the value of having clear criteria and processes for when people do apply. At both the lecturer and other academic jobs levels, 61 percent of respondents had never applied for promotion at Massey University. Infrequent applications may in part reflect the existence of incremental salary scales at these levels. At the lowest level, they may also reflect the fact that obtaining a higher position required staff to apply for a new job, rather than for promotion.

7. Understanding the promotion process and criteria

This chapter looks at how academics view the importance of selected factors in Massey's promotion decisions. It also looks at the ways in which the promotion criteria influence work, and the anticipated impact of the Performance Based Research Fund (PBRF) on academic careers.

Understanding criteria for promotion decisions

Respondents were asked to rate the importance of selected factors in Massey's promotion decisions. The results for all respondents are shown in Table 27. There were no statistically significant differences in the responses of men and women.

Research, in the form of publications or winning funding, looms largest in Massey academic staff understanding of what is important in promotion decisions. Though the criteria state clearly that teaching will be given equal weight, only 36 percent of respondents believed that teaching quality was an important component of promotion decisions, despite the fact that they spent much more of their time on teaching than on research. They gave more weight to being involved in the university management, despite the criteria saying that service to the university would not be given as much weight as teaching.

Table 27 **Views of importance of criteria for promotion**

	Important (n=619) %
Number of publications in international peer-reviewed journals, or performances or exhibitions in international forums	91
Research funding won	85
Number of publications in local peer-reviewed journals, or performances or exhibitions in local forums	74
Conference papers, performances, or exhibitions	57
Involvement with management and leadership within the university	54
Service & contribution to university committees	40
Teaching quality	36

Lecturers and senior lecturers were markedly less likely than those above and below them to think that teaching quality was seen as important for promotion (34 percent of lecturers and 26 percent of senior lecturers, compared with 52 percent of professors and 48 percent of those below lecturer

level). Other views of what was important for promotion were similar across the levels of academic positions.

On the whole, these views were unrelated to differences in promotion experience, except for one area: those who were in the "unsuccessful" category were even less likely than others to see teaching quality as important to promotion decisions (18 percent). There were no gender differences in views.

Respondents were provided with the opportunity to identify other factors which they saw as important to promotion decisions. The factors most commonly identified by the 56 respondents who provided them were community service (18), and patronage/connections (14). Other factors mentioned were qualifications, job offers elsewhere, workload, age, gender, and ethnicity.

Influence of promotion criteria

Perhaps because teaching is intrinsic to most academics' routine work requirements, promotion criteria were more likely to have an influence on their involvement in research.

Table 28 **Views of the incentive influence of promotion criteria**

	Influence on Work (n=619) %
Involvement in research	56
Enrolment in or completion of research-based qualifications	34
Involvement in university committees	32
Involvement in teaching	29

Women were more likely to see promotion criteria as an incentive to enrol in a research-based qualification (41 percent, compared with 29 percent of men). Men were more likely to step up involvement in teaching because of the promotion criteria (33 percent, compared with 25 percent of women). There were no other statistically significant gender differences in whether promotion criteria acted as incentives to influence the nature of academics' work.

Links between promotion experience and influence of promotion criteria on work

Promotion criteria were no more likely to act as incentives for involvement in teaching, research, or university committees for those who had never applied for promotion or had experienced failure than for those who had succeeded or had some mixed success. They did act as an incentive to do or complete research-based qualifications for 45 percent of those who had experienced lack of success, and 42 percent of those who had yet to apply, compared with 30 percent of those who had experienced success, and 22 percent of those experiencing mixed success.

Views of the impact of the PBRF

When the 2003 promotion round was under way, university staff were preparing to submit portfolios for the Performance Based Research Fund (PBRF), the New Zealand equivalent of the English Research Assessment Exercise (RAE). Previously, research funds were distributed to tertiary institutions on the basis of equivalent full-time students EFTS), but with the PBRF the research component of funding will be distributed according to assessments of research quality. The Tertiary Education Commission (TEC) is phasing funding from the PRBF in from 2004 to 2007 as follows:

- 60 percent on the basis of evaluations of portfolios of evidence of research activity;
- 25 percent on the basis of completion of research degrees; and
- 15 percent on the basis of external research funds gained by the institution.

Individual portfolios of evidence of research activity were assessed by disciplinary panels in 2003. The PBRF scores for the first round were to be made available early in 2004. Academic staff were awaiting their scores when the survey went out. While the intention of the PBRF is to enhance research quality, there were concerns that the increased emphasis on research could lead to an undervaluing of teaching.

Not surprisingly, given the pre-eminence academics accorded to research in promotion decisions, more than half thought the new PBRF would have a large impact on promotions at Massey University. Among lecturers, 45 percent thought it would have a large impact on their own careers, decreasing to 24 percent among professors. The changes to the 2004 promotion criteria for professor are indeed indicative of an increasing emphasis on research.

Women were more likely to see the PBRF as having a large impact for all three aspects of their university careers.

Table 29 **Views of the impact of the PBRF, by gender**

View n=619)	Large impact		Medium Impact		Small-no Impact	
	Female %	Male %	Female %	Male %	Female %	Male %
Promotions at Massey	65	47	17	32	8	15
Academic careers	64	49	21	30	6	14
Own career	41	29	31	32	20	33

The PBRF was a topical issue, with 121 respondents providing additional comments. Fifteen of these, across the colleges, evenly divided between men and women, had not heard of the PBRF. Concerns about the impact of the PBRF outweighed the eight positive comments, which were almost all from men. Some illustrative comments:

> PBRF has the potential to critically wound weaker areas. As all research groupings are somewhat cyclical, PBRF has the potential long term to damage areas that currently are recognised as very strong. It only takes a few category A researchers to be lured away and

not replaced to have a catastrophic effect on a groupings' rankings. The university must look to maintain depth and breadth. (male)

PBRF is already affecting attitudes, values, and practices – in negative ways. It is further emphasising the value of research over the value of teaching. *(*female)

8. Views of the promotion process

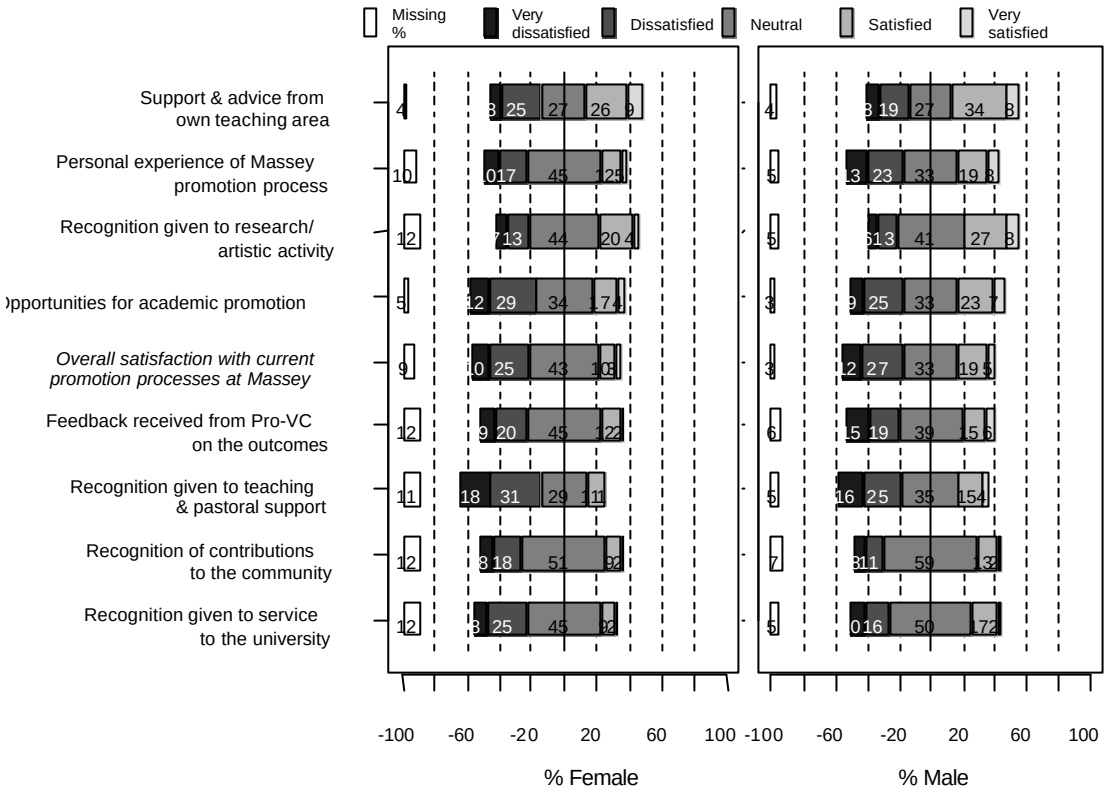
This chapter starts with an account of the respondents' satisfaction with their own experience of different aspects of the promotion process at Massey University, looks at the factors that may be perceived as barriers to promotion, and ends with perceptions of discrimination.

Satisfaction with aspects of the promotions process

Figure 6 shows that satisfaction levels did not reach 50 percent for any of the aspects asked about. This may be because many respondents did not have personal experience of applying for promotion at Massey University. Satisfaction levels were highest in relation to the support and advice that academics had from their own teaching areas. Dissatisfaction levels were highest in relation to the opportunities for promotion, the recognition given to teaching and pastoral support, and overall satisfaction with the current Massey promotion processes.

Fewer women than men expressed overall satisfaction with the promotion processes (13 percent, compared with 24 percent). Women were also somewhat less likely than men to report satisfaction with their opportunities for promotion (20 percent, compared with 29 percent), or with recognition of their service to the university (11 percent, compared with 19 percent). They were marginally less likely than men to report satisfaction with the support and advice that they received from within their own department or teaching area (35 percent, compared with 43 percent, p-value = .08).

Figure 3 **Satisfaction levels with Massey University's promotion process, by gender**



Overall satisfaction rates were highest for professors, followed by associate professors. Senior lecturers showed the highest dissatisfaction overall.

Table 30 **Overall satisfaction with current promotion processes at Massey University by academic rank**

	Satisfied %	Neutral %	Dissatisfied %
Professor	65	14	16
Associate Professor	39	30	30
Senior Lecturer	16	33	48
Lecturer	9	45	38
Other	11	51	28

Male lecturers were much more likely than female lecturers to be dissatisfied or very dissatisfied with their personal experience of the promotion process (43 percent, compared with 21 percent), and with the recognition of their research for promotion purposes (29 percent, compared with 17 percent). Not surprisingly, this was mirrored in their overall levels of satisfaction with the current promotion process: 46 percent were dissatisfied or very dissatisfied, compared with 31 percent of female lecturers.

Among professors and associate professors, 27 percent of the women were dissatisfied or very dissatisfied with the support they received from colleagues, compared with 10 percent of the men.

The women were also much more likely to be dissatisfied or very dissatisfied with the support or advice they received from their department in relation to promotion and progression (45 percent, compared with 14 percent of the men).

While those who came into the "unsuccessful" category in terms of their actual promotion experience were most likely to express dissatisfaction with every aspect asked about, those who had had mixed success were not far behind them. The responses of those in the "successful" category and those who had never applied for promotion were similar, with about half the rate of dissatisfaction found in the other two groups. However, 30 percent of those in the "successful" category expressed dissatisfaction with the current promotion process.

Gender differences were evident in the views of those who had experienced mixed success. Women who had mixed success in their promotion applications were more likely to be dissatisfied or very dissatisfied with the support or advice they received from their department (47 percent, compared with 28 percent of men); their opportunities for promotion (61 percent, compared with 31 percent of men); recognition of their service to the university (61 percent, compared with 34 percent of men); recognition of their research (39 percent, compared with 22 percent of men); and recognition of their contributions to the community (27 percent, compared with 17 percent of men). However, this group did not express greater overall dissatisfaction with the promotion process than their male peers.

Women who had experienced nothing but success were also more likely than their male peers to feel dissatisfied with the university's recognition of their community service (31 percent, compared with 16 percent of men).

Men who had not had any personal experience of the promotions process were more likely than women who had also had no experience to express overall dissatisfaction with the current promotions process (37 percent, compared with 23 percent).

Comments on satisfaction with the promotion processes

Almost a third (185) of the respondents made additional comments. Thirty-five commented that they were new employees or had no personal knowledge of the promotions process. Twelve made positive statements, for example:

> Peer review panels have been a good innovation. I think the fairness and transparency of the process has improved over the time I have been here. (female)

Over half the positive statements came from women.

Other themes included dissatisfaction with:

- lack of information, feedback, or support received (27, over half from women), for example:

> When my promotion application was only partially successful I was not given any reason why; and when someone else got promoted surprisingly fast, no details were publicised of why he/she deserved such a jump in academic career. (male)

- the weight given to research in promotion decisions (28, half from women)

- the inability of staff on fixed contracts to apply for promotion 25, over half from women)

- experience of unfairness or inconsistency in promotion decisions 20, less than half from women), for example:

> In the Massey system some heads of areas are less qualified, or have achieved less, than staff 'under' them. In that case they may be reluctant for personal reasons to support a staff member's application for promotion. This is often also a gender issue – males not wanting female staff to earn more than they do. Also, look at the matter of the effect of promotion on area budgets! (female)

Fifteen saw the size of their workload as a barrier to their being promoted over half were women), for example:

> My workload and clinical service commitments are an impediment to promotion. Despite 'lip-service' to the contrary, 'teaching' is given little weight in the promotion process. female)

Other themes in the comments, made by fewer than ten each, were related to recognition of the need to gain qualifications to get promoted, difficulty with having to 'sell yourself' to get recognition, and criticisms of different aspects of the process.

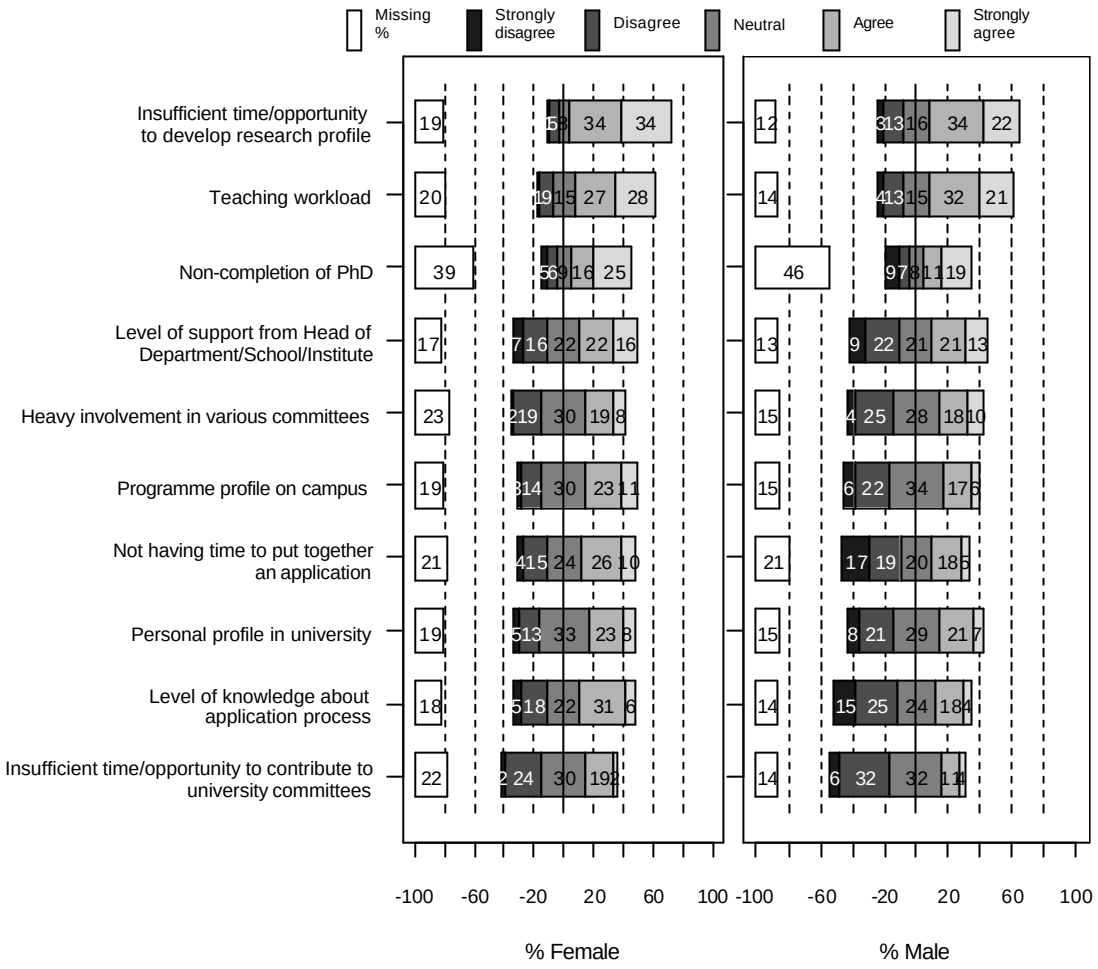
Barriers to academic promotion and progression

Work-related

What work-related barriers to their promotion did respondents perceive? More than half identified the lack of time or opportunity to develop their research profile, or their teaching workload. Just over a third identified their Head of School's level of support for them, or their non-completion of a doctoral degree.

Women were more likely than men to identify barriers they had experienced in relation to promotion. Not having completed a doctoral degree was identified by 41 percent of the women as a barrier, compared with 30 percent of the men. Women were more likely than men to strongly agree with the item *"I have insufficient time to develop my research profile"* (34 percent, compared with 23 percent), and to feel that they did not have time to put together an application (36 percent, compared with 23 percent). They were also more likely than men to feel that they lacked knowledge about the application process (36 percent, compared with 22 percent) ; that their programme's campus profile was a barrier (34 percent, compared with 23 percent); and that they had insufficient time or opportunity to contribute to university committees (21 percent, compared with 15 percent).

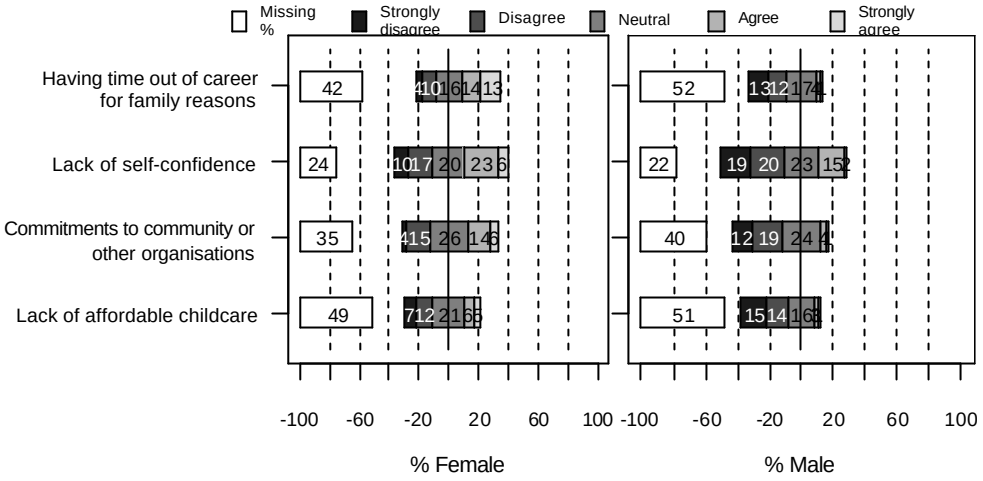
Figure 4 **Views of barriers to promotion**



Non-work related

Women were over five times more likely than men to say that having time out of their career for family reasons had been a barrier to their promotion (28 percent, compared with 5 percent). Lack of affordable childcare had been a barrier for (12 percent of the women, compared with 4 percent of the men.

Figure 5 **Views of non-work barriers to promotion**



Comments on barriers to promotion

Twenty-two percent of the respondents added comments here. One group (n=28) of comments indicated that the respondent had no experience of barriers either because they had always been successful or had never applied. Another group (n=16) indicated that they were ineligible for promotion because of their position including limited-term and still probationary).

Workload, especially teaching workload and its impact on either completing qualifications, or having time for research, was commented on by 15 respondents. Others commented on the timing of the promotion rounds, and perceived politics of promotion, lack of support from management, lack of recognition of contribution, especially teaching, and discrimination in terms of gender, age, and favouritism. There were no gender differences in the comments made here.

While a number cited the non-completion of a doctoral degree as a barrier, others were struggling to gain a Masters degree, largely because of workload:

> My contract allows promotion only once my Masters is complete. However, my overall workload is preventing me from completing my Masters. A catch-22. After 2½ years, some effort is being made to resolve this, but the result will be 3½ years with no opportunity for promotion, regardless of contribution and responsibilities. (male)

> In my programme, I have found it very difficult/impossible to get study leave, which means I find it hard to get my research done. This is my *x* year here and I have not had a sabbatical. The men, however, have all had their sabbaticals. Provision should be made for women to have their sabbatical and to have the option of taking it in NZ. (female)

The ramifications of decisions made at the time of amalgamations with the College of Education and Wellington Polytechnic continue to be felt:

> Amalgamation meant many appointed at higher level with less academic justification. Consequently clear inequity for those working under the scales from the beginning. Inequities of workload also made it difficult to find time to address areas, which would facilitate promotion. (female)

A small number of respondents perceived gender as a barrier to promotion:

> I feel that my being a Päkehä male has been a disadvantage in my ability to be promoted. Evidence = female and minority colleagues who have lower levels of performance being successful in promotion applications when I have not been applying for same level at same time to same committee. (male)

> I am a woman with 2 young children and I work part-time. I believe these factors impact on my promotion prospects. (female)

> Entering academics at 40 – teaching by 44 – age related. Lack of publication and career length work against you! (female)

Links between promotion experience and perceived barriers to promotion

Overall, most views about barriers to promotion were unrelated to personal experience of promotion. Those who had experienced success were just as likely as those who had not to see level of knowledge about the process, teaching workloads, or time to develop a research profile as barriers to their academic promotion. It may be that some answered this question in terms of potential difficulties as well as actual difficulties, which they had overcome. Where they did differ was in relation to identifying the level of support from their head of department or school as a barrier (58 percent of those experiencing lack of success, and 47 percent of those with mixed success, compared with 25 percent of those experiencing success). Personal profile in the university was seen as more of a barrier for those experiencing lack of success (39 percent), compared with those experiencing success 20 percent).

Women who had experienced mixed success in their promotion applications were more likely to agree that teaching workload was a barrier to their academic promotion (86 percent compared with 65 percent of men), that they had insufficient time or opportunity to develop a research profile (88 percent compared with 63 percent of men), that their heavy involvement in university administration had been a barrier to their promotion at Massey university (55 percent compared with 39 percent of men), and their level of knowledge about the application process (69 percent compared with 16 percent of men).[17]

The gender gap here was widest in relation to knowledge of the application process. There might perhaps be different patterns of experience: the mixed success of women in this category may have been more likely to be failure reflecting lack of knowledge and experiences that counted), followed by success learning from the first experience of what was needed).

[17] The numbers within each category of promotion success in relation to experience of items related to time out of career and lack of affordable childcare were too small to be able to analyse by gender.

Among those who had experienced only success, it was women who were more likely to say that a barrier to their promotion had been not having time to put together an application (40 percent, compared with 17 percent of men).

Experiences of discrimination or disadvantage

In reply to a question asking if they had ever felt they had been disadvantaged or discriminated against at Massey in relation to promotion, 17 percent of the respondents – 18 percent of women and 17 percent of men - felt they had been definitely discriminated against in relation to promotion at Massey, and another 17 percent (19 percent of women and 16 percent of men) felt they probably had.

Most of those who felt they had experienced discrimination provided an explanation of the form it took. The most common explanation was that of personal relationships with the head of their area. Other explanations included excessive workload, lack of qualifications, no recognition of contribution, lack of support from management, discrimination because of union involvement, issues related to mergers and changing structures, for example:

> Forced to change from Wellington employment contract – pressured. Forced to do PhD if I wanted to progress – but lack of support in assisting me to do. Huge work hours. (female)

Of the 29 respondents who cited disadvantage in relation to age, gender, ethnicity, or parenthood, 14 were women who saw gender as the basis for discrimination or disadvantage. For some this was historical, for example:

> The first time I was employed at Massey 1980s) my immediate superior assumed I was not interested in an academic 'career' because I had young children. (female)

Some experienced multiple disadvantage, for example:

> I believe that being a mother returning to paid work, being older, and being Asian and female discriminates against me.
>
> By having children and being on a fixed term contract for 4 years and so not being eligible for parental leave.

Four men cited gender as one of the grounds for their disadvantage.

Six women focused on lack of childcare, and having to wait for a place to become available, for example:

> I believe I am disadvantaged due to being a young mother, I regularly work away from campus, and struggle to find appropriate affordable childcare to allow me to do this adequately. To this end I will turn down some opportunities, e.g. courses in-service), conferences, seminars unless vital to my role. e.g. it will cost me more in childcare to teach 3 days in PN than I earn.

Others cited lack of value placed by the university on their discipline. This included three respondents who felt Mätauranga Mäori was not understood, for example:

> An emphasis on research outputs is problematic when research outputs required by Mäori communities and organisations are not valued in the research output system. (female)

Links between promotion experience and feelings of being disadvantaged

Lack of success or mixed success in promotion applications is not seen as the result of a totally fair process. Thirty percent of those who had experienced lack of success or mixed success in their applications for promotion thought they had definitely been disadvantaged or discriminated against at Massey in relation to promotion, and 36 percent of those who had had no success, and 29 percent who had had mixed success, thought this had probably happened to them. This compares with 14 percent of those who experienced success feeling they had been disadvantaged or discriminated against, and another 11 percent thinking this had probably happened to them.

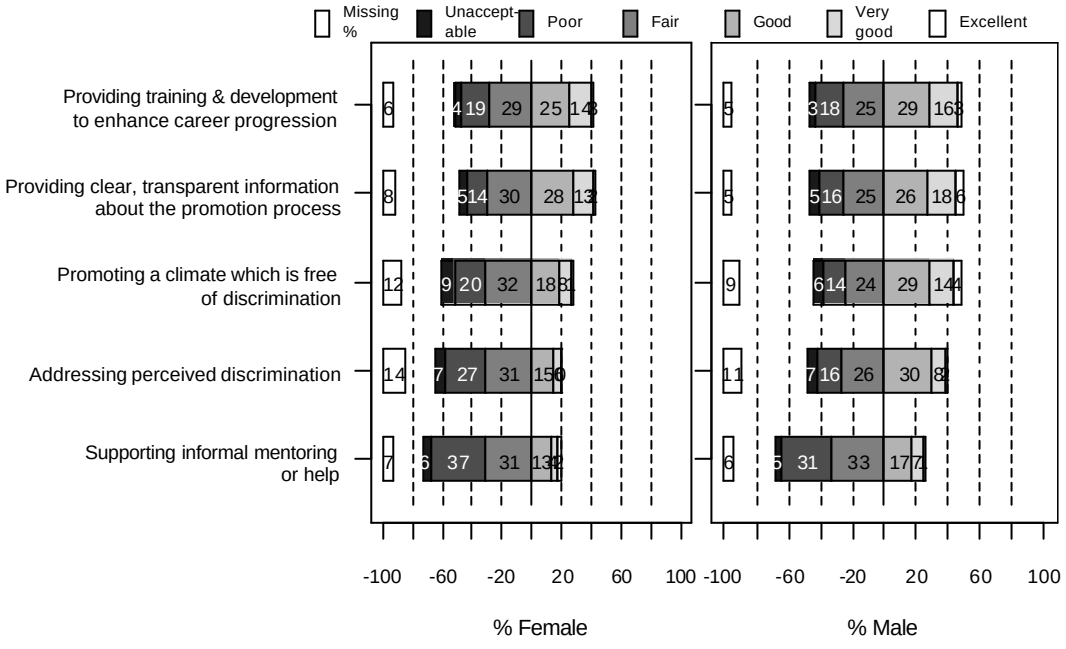
Among those who had had mixed success, women were more likely than men to think they had been disadvantaged or discriminated against at Massey University (76 percent, compared with 51 percent). This was the only gender difference here.

9. Views of university support for promotions

As the figures below show, women were much less likely than men to think that Massey University was doing a good or very good job in addressing perceived discrimination (21 percent, compared with 40 percent), or promoting a climate free of discrimination (27 percent, compared with 47 percent). This gender difference was particularly marked at the senior levels. Among professors and assistant professors, 23 percent of women rated Massey University as doing a good or better job in addressing perceived discrimination, compared with 52 percent of men. .

Women were a little less likely than men to think it was doing a good or very good job of providing information (43 percent, compared with 50 percent), or training and development (42 percent, compared with 48 percent). While neither men nor women rated the university's level of support for informal mentoring highly, once again women were less likely than men to view it as good or very good (19 percent, compared with 25 percent).

Figure 6 **Views of Massey support for promotions and careers**



Promotion experiences and views of promotion

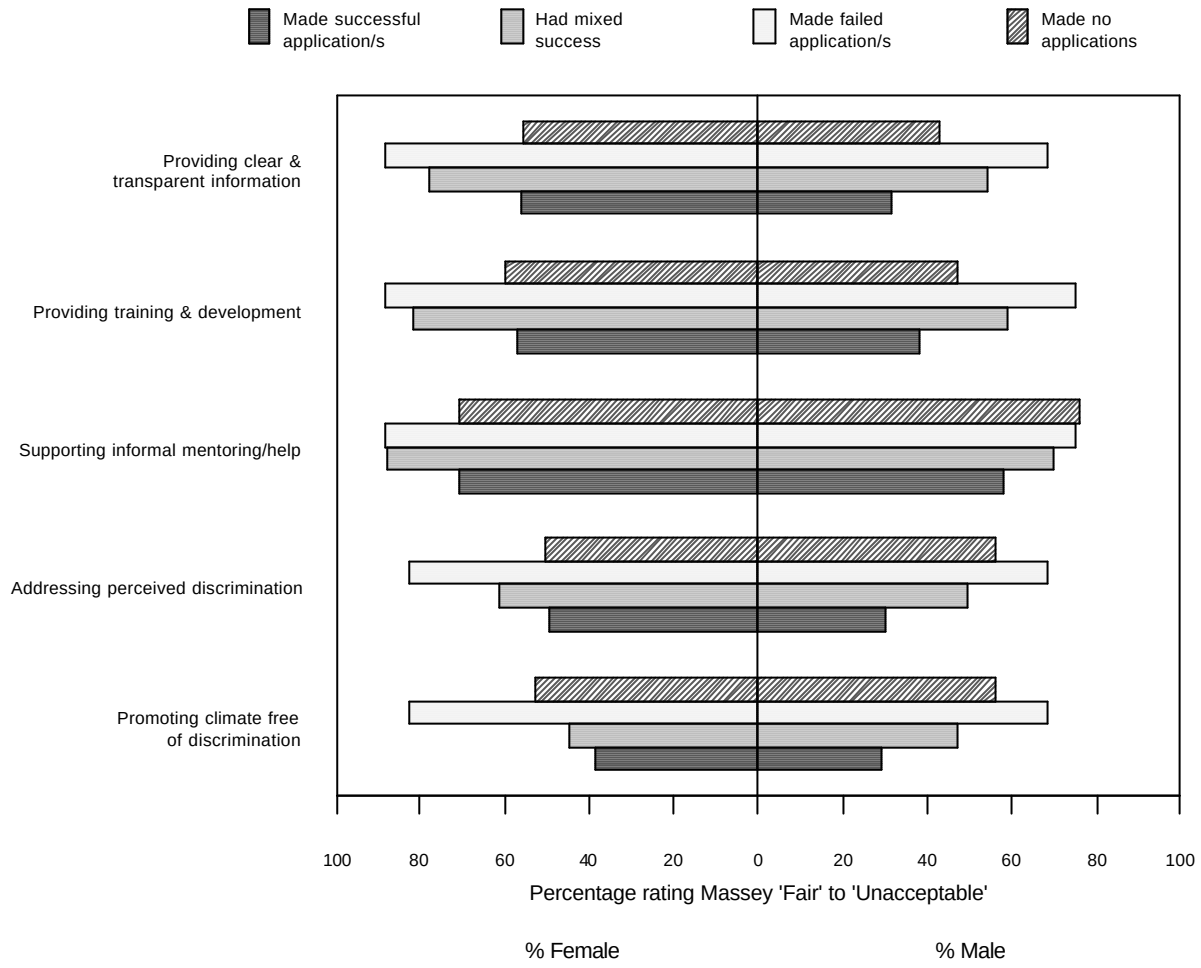
Not surprisingly, those who had succeeded or had some success in their promotion applications were most positive about Massey University's information about the promotion process and career development, and support. However, less than a third of these thought the university was good or better at providing training and development to enhance career progression, or supporting informal mentoring or help.

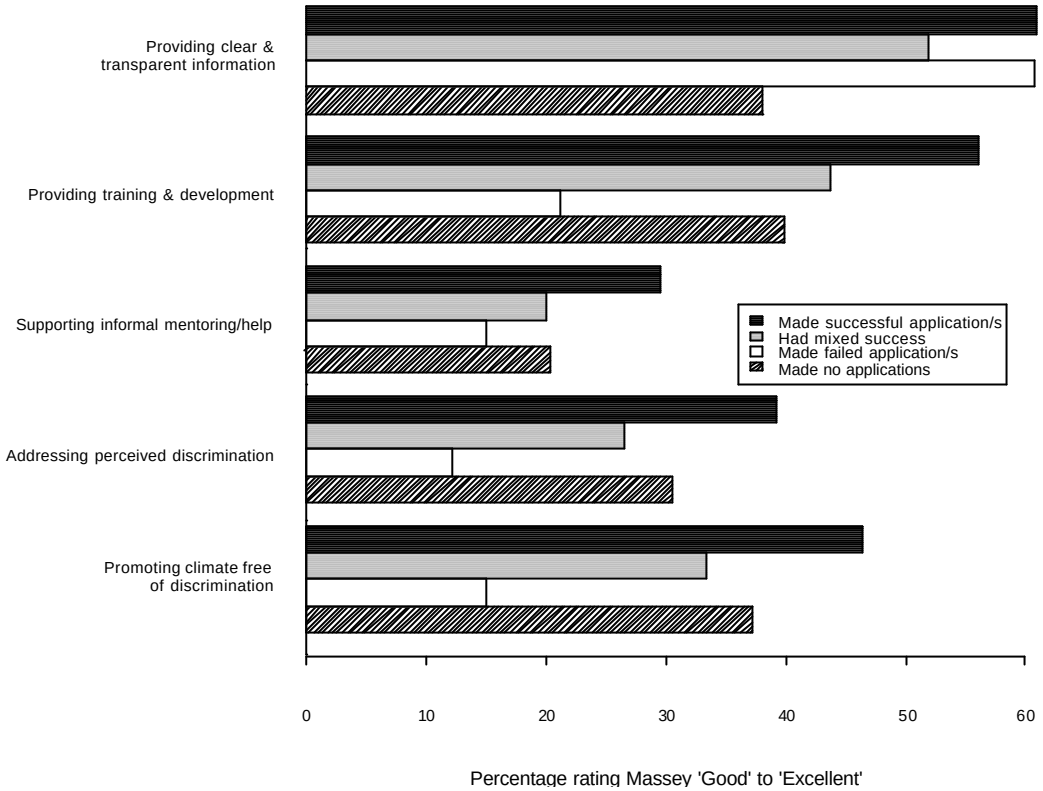
Among those who had had mixed success, women were more likely than men to think they had been disadvantaged or discriminated against at Massey University (76 percent, compared with 51 percent). They were also more likely to think the university was doing a less than good job of addressing discrimination (82 percent, compared with 59 percent of men). Women who had successful application experience were also more likely than their male counterparts to think this (57 percent, compared with 38 percent).

The same patterns were evident in relation to views on whether the university was promoting a climate free of discrimination: 78 percent of women who had mixed promotion experience thought it was doing a less than good job in this respect, compared with 54 percent of men, and so did 56 percent of women who had successful application experience, compared with 31 percent of men.

Women who had successful application experience were more likely than men to rate Massey as university's provision of training and development to enhance career progression as less than good (49 percent, compared with 30 percent).

Figure 7 **Promotion application experience and views of Massey support for promotions**





An open-ended question asked respondents what they appreciated about Massey University's promotion policy and process. Overall, 26 percent made comments here, of whom just over half gave examples of what they appreciated. There were no gender differences. Respondents appreciated the training and support offered through the TDU, the appeals process, improvements in recent years, the nature of the promotions committees, and the guidelines provided, for example:

> Much more open than it was, with an important peer review element which takes it out of the hands of one person – when you've served yourself on a promotion review panel, you realise the immense care everyone takes to be fair. (female)

> The recent attempt to provide indication lists of the kinds of teaching/research/service activities that will be recognised by promotion. (female)

> TDU beginning to address promotion support issues. Clarity of forms. Peer review process. Union presence at peer review process and report. Freeing up some of the 'bars' and some encouragement for young/new to be 'fast tracked'. (female)

Possibly because of the nature of the items in the previous section, there were a number of negative responses related to perceived discrimination, usually of a personal nature, the politics of promotion, and lack of understanding of the process. Some comments were both positive and negative, for example:

> TDU offer some good courses. I do get emails and mail about promotion policy but I don't even bother to look at it. Why bother when you know your school doesn't have the money to

> support it, your HoS doesn't perceive you to be worthy of it, when I don't even know myself if I have the capability. I don't get any good feedback about the job I'm doing! (female)
>
> Having been involved I am impressed by the fairness and impartiality of the process. It is the non-level playing field I have issue with. Person A presents with 80 contact hours, 3 book chapters and 5 international papers = promotion. Person B has 400 hours contact time, no support, 1 paper = no promotion. (male)
>
> The TDU has some very good courses, but my manager has made it clear she does not want me to do any skill development/PD in work time. (female)

A small number of other respondents made comments about a competitive environment, for example:

> Massey has good procedures. Our college does not implement them well. Most staff in our dept have no idea when the promotion round is on or how to apply. It's dog eat dog. (female)
>
> You only need to take a cursory look at promotions in the College to know that it is little more than a sham! Who you sleep with, or who supervised your PhD appears to be more important than the research output. (male)
>
> The easy steps are in salary range 1. Escalator. Range 2 is a war zone. (male)
>
> There are many hidden, and behind closed door deals that are outside the standard pathway. (female)

All seven of the comments with a gender dimension provided in response to the question "Please state what you appreciate about Massey University's promotion policy and process" are reproduced below:

> The actual promotion process seems clear and fair. What's difficult is the restricted access to promotion, and this particularly affects women. Very few get above the bar on the salary scale. Also affected are all the men who cannot apply for promotion at all. (female)
>
> I get the distinct impression that Massey is a 'boys' club' – strategic direction for Turitea campus sport, need I say more! (female)
>
> When I was in the College of Education the information about promotion was hard to get and whereas the men told other men, they did not pass it on to the women colleagues. It meant other women had to tell you what to do. (female)
>
> I was once excluded from a general Massey University research fund because I had received a grant from a women's research fund the previous year! No amount of protest made any difference! (female)
>
> My last (and only promotion) gained me a huge pay rise of $3 per week after tax). That's as positive as it gets. Oh, my male colleagues do better than I, not that it makes them any happier! It only happens once a year (i.e. it could be worse). (female)
>
> There is a lot of talk about 'promotions for the boys' – certainly there are associate profs whose contribution to learning and teaching is not terribly obvious or explicit. (female)

> I write this as one of the promotional minority – a white male, who has been loyal to Massey for 20 plus years. Massey doesn't realise that loyalty is a 2-way street – it would be nice to be shown some occasionally. (male)

An earlier chapter noted that women were more positive about mentoring than men. This was also reflected in the comments, which suggest that the residual effects of earlier inequities also need to be addressed, for example:

> Mentoring is available – but orientated to someone entering university as a young person. Not for a mature person switching professions. (female)

> The mentoring programme will, I hope, provide some momentum to the change in culture that will be required to allow women access to similar opportunities for career development as men; especially older women, who have taken time out of full-time paid employment to nurture families. (female)

> The new women's mentoring programme will address a number of concerns that women have regarding inconsistencies of promotion process. (female)

10. Conclusions

In this final chapter, we look at our findings in relation to the two research questions for the study, and then discuss these findings.

Do male and female academics have different experiences of promotion?

We found some differences in the promotion experiences of the male and female academics in permanent or probationary positions at Massey University. Men are still somewhat more likely to apply for promotion. They have been somewhat more successful than women in the past. However, when women do apply for promotion now, they are as likely to be successful as men are. This applies just as much to those employed part-time as to those employed full-time, and women are twice as likely to be employed part-time. These patterns are consistent with the University of Auckland study in 2001, whose revised promotion criteria are very similar to those of Massey University.[18]

Overall, apart from the fact that a higher proportion of women are employed at the lowest level, women and men had similar eligibility in employment terms to apply for promotion, in that there were similar proportions on limited term contracts. However, women were less likely to have a doctoral degree. Yet they were now more likely to be undertaking postgraduate studies to advance their career.

What factors may be involved?

Women do identify more work-related barriers to promotion than men do, particularly in relation to development of a research profile, completion of a doctoral degree, time to put together an application, and knowledge of the application process. One in four women also identified time taken out of academic life to take maternity or domestic leave as a barrier to their promotion, and more than one in ten identified lack of affordable childcare as a barrier.

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[18] Toft, Prue. (2001). Equity and promotions at the University of Auckland. Paper given at Equal Opportunity Practitioners in Higher Education Australia conference, Canberra, 28–30 November. (www.eophea.anu.edu.au/PrueToft.rtf)

On the whole, women are also less satisfied than men with the promotion processes. Women were more likely to express the view that they had not reached the level they aspired to at Massey, and for their academic career. They were more likely to want a mentor, lack role models, and to be interested in workshops on career progression.

Men were more likely to have a doctorate as their highest qualification, as do most of those in senior positions. They tended to have been in academic employment longer, and to be more likely to have a recent publication record. However, there were no gender differences in the overall number of hours spent on academic work, or the proportion of time given to research. It is academic rank that is most related to the proportion of time spent on research.

In the context of wanting to ensure that women and men have equal opportunity to have an academic career, it would seem that attention could be paid to ensuring that those in their initial jobs, whether at the lowest or lecturer level, completing doctorates, and beginning to publish, have the time to do so, so that they can establish research records. Given the disproportionate number of women at the lowest level, and their longer time spent at that level, it would also be worth looking at the positions at this level in relation to possible new pathways or support for progression. Women were more likely than men to have a position at the lowest level as their first academic job, and to be older than men when they were appointed to a job at this level. This may have implications for their career progression, particularly in relation to opportunities for completing research-based qualifications and publishing, and to the pattern and pace of their progression through the academic ranks.

If women are still not applying for promotion to quite the same extent as men, it may also be because of the continuing perception that research is given more weight than teaching in promotion decisions – and that the PBRF will increase this weight. Some individual comments indicated that actual experience in promotion committee decision-making helped individuals better understand what was required in successful applications. This suggests that approaches other than providing written information about the promotions criteria would be useful for all staff; backed by evidence that teaching is in fact given equal weight, perhaps by giving examples of successful and unsuccessful applications within each rank.

Discussion

The study reported here addressed the relationship between gender and academic promotion. This is important for two reasons.

First, while New Zealand has done better than other countries in addressing the uneven distribution of men and women among the academic ranks in New Zealand universities, there is still a clear imbalance. A 2000 international study of 10 university systems reported that women

made up a third of academic staff, but only 10 percent of professors.[19] In New Zealand, women comprise approximately 40 percent of academic staff, but women make up only 16 percent of the senior academic positions (professors and associate professors).

The explanation may lie in what Hargens and Long (2002)[20] refer to as "demographic inertia" when they argue it is erroneous to conclude that discrimination exists against women on the basis of the gap that exists between the numbers of women entering academic employment and their representation in the higher ranks. They suggest that it may take the length of an academic career before changes to the distribution of male and female academics in the higher ranks can be seen. Initial demographic conditions structure workforce composition 20 years later.

But can we wait 20 years? Many academics in senior ranks are now 50 years of age or older. This "graying" of the universities is also occurring in other countries, indicating that we cannot rely on recruitments from other countries to ensure we have strong experience and leadership in senior academic positions. New Zealand universities will need to develop strategies to develop those in the lower and middle ranks to take the place of those likely to retire in the future.

Women are now commencing academic careers at Massey and in other New Zealand tertiary education institutions in at least equal numbers to men. The lower ranks of Massey University are increasingly female, the senior ranks are ageing and male. The low numbers of women in senior academic positions mean that there are too few to be effective as role models and to provide the kind of informal support which has helped academics win promotion in the past. This indicates that universities will need to develop institutional mechanisms. Rosser (2002) came to similar conclusions, in the context of low numbers of women in the science and engineering disciplines. Massey University instituted a pilot mentoring scheme in 2004, and such initiatives augur well for the future.

The increasing emphasis on research outcomes through the introduction of the PBRF also underlines the importance of institutional strategies to make the most of the potential existing in lower academic ranks.

The findings of this study indicate a number of strategies to improve the representation of women in senior academic ranks, and women's level of satisfaction with the promotion process:

- clear criteria for workloads, so that there is greater opportunity for those at the lower academic ranks to complete research-based qualifications and publish from research
- monitoring teaching workloads and support, particularly for emerging researchers

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[19] Bain, O., & Cummings, W. (2000). Academe's glass ceiling: Societal, professional-organisational, and institutional barriers to the career advancement of academic women. *Comparative Education Review*, 44 (4), 494–514.

[20] Hargens, L.L., & Long, J.S. (2002). Demographic inertia and women's representation among faculty in higher education. *The Journal of Higher Education, 73*(4), 494–517.

- an examination of positions at the lowest level, and possible new pathways from that level to the lecturer level
- making promotion application exemplars available within each college
- including workshops tailored to the needs of senior academics in TDU support
- providing written feedback to all unsuccessful candidates for promotion
- expanding the mentoring programme
- giving more recognition to career mentoring in the promotion criteria
- ensuring that lack of good quality, affordable childcare is not a barrier to women's aspirations and promotion.

Appendix 1

Table A1 Approximate percentages of time spent on academic tasks

Aspect of Work	10% or less	11–20%	21–30%	31–40%	41–50%	51%+
Teaching	4	7	13	23	14	33
Research	21	20	19	15	6	11
Pastoral care	48	25	5	2	1	0
Administration	33	31	14	6	2	3
Service to university	54	15	4	2	0	0

Table A2 Time spent on teaching and related activities

	1–10 %	11–20 %	21–30 %	31–40 %	41–50 %	51–60 %	61–70 %	71–80 %	81+ %	N/A
All respondents	4	7	13	23	14	12	9	6	5	1
All female	4	8	13	18	13	13	9	7	8	1
All male	4	7	14	28	16	12	9	6	3	>1
Permanent female	2	9	12	23	14	17	8	5	6	0
Permanent male	3	6	16	27	18	14	8	4	1	>1
Probation female	8	5	18	16	8	5	8	8	0	1
Probation male	10	10	0	35	5	5	15	15	0	>1

Table A3 Level of involvement in service to discipline or profession

Aspect	Female %	Male %	Total %
Developing and maintaining professional expertise through fieldwork / practicuums			
Ongoing	29	31	30
Regular	19	20	19
Occasional	25	22	23
Never	13	15	14
No opportunity	10	9	9
Office held in professional bodies			
Ongoing	24	24	24
Regular	7	12	10
Occasional	19	25	21
Never	33	29	31
No opportunity	13	7	10
Serving as a reviewer/referee*			
Ongoing	22	27	24
Regular	9	18	14
Occasional	28	26	27
Never	25	20	22
No opportunity	14	7	10
Organisation of conference/s, seminar/s, exhibition/s, and concert/s			
Ongoing	11	13	12
Regular	11	11	11
Occasional	38	41	39
Never	25	25	24
No opportunity	12	7	9
Recognition of contribution through awards, prizes, and honours			
Ongoing	3	6	5
Regular	2	5	4
Occasional	32	33	32
Never	47	46	46
No opportu nity	13	7	10

* For professional or scholarly journal/music performance etc.

Table A4 Satisfaction levels with aspects of work

Aspect Female n=300 Male n=306	Satisfied %	Neutral %	Dissatisfied %
Current position			
Female	66	17	15
Male	67	15	17
Total	67	16	15
Academic title and status relative to colleagues			
Female	48	21	28
Male	56	20	23
Total	52	21	26
Salary relative to colleagues			
Female	39	28	30
Male	45	27	26
Total	42	27	28
Salary relative to peers in similar roles in other organisations			
Female	20	28	48
Male	24	22	51
Total	22	25	49
Salary relative to demands of job			
Female	27	25	46
Male	26	27	46
Total	27	26	46
Manageability of teaching load			
Female	46	22	26
Male	57	20	22
Total	51	21	24
Time for research is equitable with others in similar positions			
Female	28	24	44
Male	34	26	37
Total	31	25	40
Support received from colleagues			
Female	57	23	19
Male	63	22	15
Total	58	22	17
Opportunity to take on service roles in university			
Female	41	45	10
Male	39	48	10
Total	40	46	10
Mix of teaching, research, administration, and service			
Female	38	24	34
Male	43	24	32
Total	41	24	33
Amount of time spent teaching undergraduate courses			
Female	52	25	18
Male	61	26	12
Total	56	25	15
Amount of time spent teaching/supervising postgraduate students			
Female	40	38	12
Male	53	30	13
Total	46	34	12
Area of teaching or research engaged in			
Female	79	9	10
Male	86	8	5
Total	83	8	7
Access to resources (research funds/administration support/equipment)			
Female	40	24	33
Male	40	25	34
Total	40	24	33
Overall job satisfaction			
Female	61	18	18
Male	63	21	15
Total	62	19	17

Table A5 Views on academic career by gender

Aspect Female n=300 Male n=306	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
Advanced to level aspired at Massey					
Female	3	8	10	41	33
Male	11	14	13	32	27
Reached level aspire to in academic career					
Female	3	7	6	45	36
Male	9	9	13	32	35
Would apply for position in another institution to advance career					
Female	14	27	30	16	7
Male	13	26	25	20	10
Have a plan for academic career					
Female	17	54	18	6	1
Male	20	49	21	6	1
Have been encouraged to apply for promotion					
Female	7	20	21	26	17
Male	6	28	22	18	20
Have someone who regard as a mentor					
Female	11	23	14	28	21
Male	7	19	16	27	27
Aware of career opportunities in own field					
Female	14	49	21	9	4
Male	16	56	16	7	3
Really like having/or to have a mentor					
Female	33	39	17	5	1
Male	12	36	30	11	6
Lack appropriate role models for academic career					
Female	15	25	21	25	10
Male	5	12	26	30	21
Ambitious in terms of academic career					
Female	21	42	24	9	2
Male	17	39	26	13	3
Would attend workshops on academic progression					
Female	18	40	27	10	2
Male	8	29	27	19	11

Table A6 Satisfaction levels with experience of promotion and progression at Massey University

Aspect Female n=300 Male n=306	Satisfied %	Neutral %	Dissatisfied %
Support and advice you receive from within your department or teaching area			
Female	35	27	33
Male	43	27	27
Total	39	27	30
Your opportunities for academic promotion			
Female	21	34	41
Male	30	33	33
Total	26	33	36
Your personal experience with the promotion process at Massey			
Female	17	45	27
Male	26	33	36
Total	22	39	31
Feedback received from the Pro Vice-Chancellor on the outcomes, including requirements for successful promotions			
Female	14	45	29
Male	21	39	34
Total	18	42	31
Recognition given to teaching and pastoral support of students for promotion purposes			
Female	12	29	48
Male	19	32	42
Total	16	32	45
Recognition given to service to the university for promotion purposes			
Female	11	45	33
Male	19	50	26
Total	15	47	29
Recognition of your research/artistic activity for promotion purposes			
Female	24	44	20
Male	36	41	19
Total	30	42	20
Recognition of contributions made to community (e.g. iwi organisations, community activities)			
Female	11	51	24
Male	15	59	19
Total	13	54	23
Your overall satisfaction with current promotion processes at Massey University			
Female	13	43	35
Male	24	33	40
Total	19	38	37

Table A7 Barriers to academic promotion

Female n=300 Male n=306	Agree %	Neutral %	Disagree %
Teaching workload			
Female	55	15	9
Male	54	15	17
Total	54	15	13
Insufficient time or opportunity to develop research profile			
Female	68	8	6
Male	56	16	16
Total	54	15	13
Heavy involvement in department/institute/school and/or university committees or similar			
Female	26	30	20
Male	28	28	29
Total	27	29	25
Insufficient time or opportunity to university committees or similar			
Female	21	30	27
Male	15	32	38
Total	18	31	32
Level of support from Head of Department/Institute/School			
Female	38	22	23
Male	35	21	31
Total	36	21	27
Personal profile in the university			
Female	31	33	18
Male	27	29	29
Total	28	31	24
Programme profile on your campus			
Female	34	30	17
Male	23	34	27
Total	28	32	22
Level of knowledge about the application process			
Female	36	22	23
Male	22	24	40
Total	28	23	32
Non-completion of PhD			
Female	41	9	11
Male	30	9	16
Total	35	9	13
Commitments to community/whänau/iwi/Mäori/Pasifika/other organisations			
Female	19	26	19
Male	5	24	31
Total	12	25	25
Having time out of career for maternity/parental/domestic leave			
Female	28	16	14
Male	5	17	26
Total	16	16	20
Lack of affordable childcare			
Female	12	21	18
Male	3	16	29
Total	7	19	23
Lack of self-confidence			
Female	29	20	27
Male	17	23	38
Total	23	21	33
Not having time to put together an application			
Female	36	24	19
Male	23	20	36
Total	27	22	28

Appendix 2: Questionnaire

Instructions

Your responses will be scanned. To ensure that the scanner will read your answers correctly, please give your responses by **colouring in the bubbles**. The scanner will not read the responses correctly if you make ticks or crosses that go outside the bubbles. So mark your selection like this 0 and not like this 0 and not like this 0. If you use the (soft) pencil provided, you can erase the mark should you want to change your answer.

Occupational Details

1 What is your current position? *(Shade one only)*

- 0 Professor
- 0 Associate Professor
- 0 Senior Lecturer/Research Officer
- 0 Lecturer/Researcher
- 0 Assistant Lecturer/Junior Research Officer
- 0 Senior English Language Teacher/English Language Teacher
- 0 Senior Tutor/Tutor
- 0 Graduate Assistant

2 What was the first position you were appointed to at Massey University? *(Shade one only)*

- 0 Professor
- 0 Associate Professor
- 0 Senior Lecturer/Research Officer
- 0 Lecturer/Researcher
- 0 Assistant Lecturer/Junior Research Officer
- 0 Senior English Language Teacher/English Language Teacher
- 0 Senior Tutor/Tutor
- 0 Graduate Assistant

3 Please indicate which College you work in:

- 0 Business
- 0 Education
- 0 Other (please describe): _____
- 0 Humanities and Social Sciences
- 0 Sciences
- 0 Design, Fine Arts and Music

4 Which campus are you located at (or attached to)?

- 0 Albany
- 0 Hokowhitu
- 0 Other (please describe): _____
- 0 Turitea
- 0 Wellington

5 Did your employment at Massey result from a merger? *(Shade one only)*

- 0 No, employed by Massey
- 0 Yes, with Wellington Polytechnic
- 0 Yes, with Palmerston North College of Education
- 0 Other (please describe): _____

Employment History

6 Please indicate the length of time you were employed by:

(a) Wellington Polytechnic or Palmerston North College of Education

- 0 Never employed by these institutions
- 0 1-3 years
- 0 4-5
- 0 6-10
- 0 11-20
- 0 21-30
- 0 31+

(b) Massey University

O This is my first year	O 6-10
O This is my second year	O 11-20
O This is my third year	O 21-30
O 4-5 years	O 31+

7 Please indicate the total time you have spent in academic employment.

O This is my first year	O 6-10
O This is my second year	O 11-20
O This is my third year	O 21-30
O 4-5 years	O 31+

Current Position

8 How long have you been in your current position (e.g. Senior Lecturer at Massey)?

O Less than one year	O 5-6
O 1-2 years	O 7-8
O 3-4	O 9+

9 Is your present position full-time?

O Yes O No

If you work part-time, please indicate your pro-rata status:

O 0.1 - 0.3 O 0.4 - 0.6 O 0.7 - 0.9

10 Are you employed on a permanent or limited term contract? *(Shade one only)*

O Permanent/tenured O Probation/tenure track O Limited term

O Other (please describe): _____

If you are a permanent/tenured staff member, have you ever been employed on a limited-term basis?

O Yes	O No
O Not sure	O Not applicable

11 What is the average number of hours you spend on university-related work per week? *(Shade one only)*

O 0-9	O 35-39	O 55-59
O 10-19	O 40-44	O 60-64
O 20-29	O 45-49	O 65-69
O 30-34	O 50-54	O 70+

12 Please indicate the approximate percentage of your work time spent on each of the following activities (note that the sum of the percentages in the rows should be about 100%). Give the average percentage over the year. *(Shade one bubble in each row)*

	Approximate percentage of your time									
	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81%+	Not part of workload
(a) Research and related activities (includes writing, publishing, creative & professional activity relevant to your academic position)	O	O	O	O	O	O	O	O	O	O
(b) Teaching and related activities (includes planning, assessment, evaluation, and student enquiries)	O	O	O	O	O	O	O	O	O	O
(c) Providing pastoral care and support to students	O	O	O	O	O	O	O	O	O	O
(d) Administration	O	O	O	O	O	O	O	O	O	O
(e) Service* to the university (includes contribution to committees & other institutional activities)	O	O	O	O	O	O	O	O	O	O
(f) Other: _____	O	O	O	O	O	O	O	O	O	O

*The term "service" in this questionnaire refers to service to the university and typically includes contribution to University and school/departmental committees, policy development, and institutional activities.

13 Has your teaching area (e.g. Public Policy) changed in size (EFTS) since 2000? *(Shade one only)*

O Numbers fluctuate, but no trend
O Large increase
O Small increase
O No change
O Large decrease
O Small decrease
O Don't know

14 If the size of your school or teaching area has changed, what is the reason for this? *(Shade all that apply)*

O Restructuring
O Change in full-time on campus enrolments
O Change in full-time distance enrolments
O Change in part-time on campus enrolments
O Change in part-time distance enrolments
O Other (please describe): _____

How you feel about your job

15 Please rate your satisfaction level with the following aspects of your work: *(Shade one bubble in each row)*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
(a) Your current position	0	0	0	0	0
(b) Your academic title and status relative to colleagues	0	0	0	0	0
(c) Your salary relative to colleagues	0	0	0	0	0
(d) Your salary relative to peers in similar roles in other organisations	0	0	0	0	0
(e) Your salary in relation to demands of your job	0	0	0	0	0
(f) Manageability of your teaching load	0	0	0	0	0
(g) Your time for research is equitable with others in similar positions	0	0	0	0	0
(h) The support you receive from colleagues	0	0	0	0	0
(i) Your opportunity to take on service roles in the university	0	0	0	0	0
(j) The mix of teaching, research/artistic activity, administration, and service in your position	0	0	0	0	0
(k) The amount of time you spend on teaching undergraduate courses	0	0	0	0	0
(l) The amount of time you spend teaching/supervising post-graduate students	0	0	0	0	0
(m) The area of teaching and/or research you are engaged in	0	0	0	0	0
(n) Your access to resources such as research funds, administration support, equipment	0	0	0	0	0
(o) Your overall job satisfaction	0	0	0	0	0
(p) Other: _____	0	0	0	0	0

Additional comments:

16 Please rate your satisfaction level with your experience of the following aspects of promotion and progression at Massey University: *(Shade one bubble in each row)*

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied
(a) Support and advice you receive from within your department or teaching area	O	O	O	O	O
(b) Your opportunities for academic promotion	O	O	O	O	O
(c) Your personal experience with the promotion process at Massey	O	O	O	O	O
(d) Feedback received from the Pro-Vice Chancellor on the outcomes, including requirements for successful promotions	O	O	O	O	O
(e) Recognition given to teaching and pastoral support of students for promotion purposes	O	O	O	O	O
(f) Recognition given to service to the university for promotion purposes	O	O	O	O	O
(g) Recognition of your research/artistic activity for promotion purposes	O	O	O	O	O
(h) Recognition of contributions made to community (e.g. iwi organisations, community activities)	O	O	O	O	O
(i) Your overall satisfaction with current promotion processes at Massey University	O	O	O	O	O

Additional comments:

Aspirations for academic advancement

17 Where was your first-ever academic position?

O Massey University
O Other NZ university
O Other (please describe): _____
O Other NZ tertiary institution
O Overseas university
O Overseas tertiary institution

18 What was your first-ever academic position? If it was overseas, please select the Massey position most similar to your first position. *(Shade one only)*

O Professor
O Associate Professor
O Senior Lecturer/Research Officer
O Lecturer/Researcher
O Assistant Lecturer/Junior Research Officer
O Senior English Language Teacher/English Language Teacher
O Senior Tutor/Tutor
O Graduate Assistant

19 How many years did you remain at the level of your first-ever academic appointment?

O 1
O 2
O 3
O 4-6
O 7-10
O 10+

20 In your first-ever position, after how many years did you apply for promotion?

O Never applied for promotion	O 3	O 10+
O After 1 year	O 4-6	
O 2	O 7-10	

21 Were you successful with your first application for promotion?

O Yes O Partially O No O Never applied

22 What was your next career move, after your first position? (Shade all that apply)

O Still in first position
O Applied for promotion in same university
O Applied for similar position in another country
O Other (please describe): _____
O Completed a research-based qualification
O Applied for a higher position at another university in the same country

23 Please indicate the number of times you have applied for promotion at Massey University:

	Number of applications					
	0	1	2	3	4	5+
(a) Number of successful promotions	O	O	O	O	O	O
(b) Number of partially successful promotions	O	O	O	O	O	O
(c) Number of unsuccessful promotions	O	O	O	O	O	O

24 Please indicate your level of agreement with the following statements: *(Shade one bubble in each row)*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
(a) I have advanced to the level I aspire to at Massey	O	O	O	O	O	O
(b) I have reached the level I aspire to in my academic career	O	O	O	O	O	O
(c) To further my career I will apply for positions at other institutions	O	O	O	O	O	O
(d) I have a plan for my academic career	O	O	O	O	O	O
(e) I have been encouraged to apply for promotion	O	O	O	O	O	O
(f) I have someone I regard as a mentor for my academic career	O	O	O	O	O	O
(g) I am aware of career opportunities in my field	O	O	O	O	O	O
(h) I would really like to have a mentor for my academic career/I really like having a mentor for my academic career	O	O	O	O	O	O
(i) I lack appropriate role models for my academic career (e.g. same gender/ethnicity)	O	O	O	O	O	O
(j) I am ambitious in terms of my academic career	O	O	O	O	O	O
(k) I would attend workshops or similar on academic career progression	O	O	O	O	O	O

Additional comments:

25 Please indicate how important you think the following factors are in Massey's promotion decisions: *(Shade one in each row)*

	Very Important	Important	Neutral	Not really important	Not at all important	N/A
(a) Winning research funding	0	0	0	0	0	0
(b) Number of publications in international peer reviewed journals/performances/exhibitions in international forums	0	0	0	0	0	0
(c) Number of publications in local peer reviewed journals/performances/exhibitions in local forums	0	0	0	0	0	0
(d) Presentation of conference papers/performances/exhibitions	0	0	0	0	0	0
(e) Teaching quality	0	0	0	0	0	0
(f) Involvement with management and leadership within the university	0	0	0	0	0	0
(g) Service and contribution to University College/Institute/Department/School committees	0	0	0	0	0	0
(h) Other: _____	0	0	0	0	0	0

26 Please indicate how much impact you think the PRBF will have on: *(Shade one in each row)*

	Large impact	Medium impact	Small impact	No impact
(a) Your career	0	0	0	0
(b) Promotions at Massey	0	0	0	0
(c) Academic careers in general	0	0	0	0

Additional comments:

Barriers to promotion

27 Please rate the extent to which you think the following factors might have been barriers to your academic promotion at Massey: *(Shade one bubble in each row)*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
(a) Teaching workload	0	0	0	0	0	0
(b) Insufficient time or opportunity to develop research profile	0	0	0	0	0	0
(c) Heavy involvement in department/institute/school and/or university committees etc	0	0	0	0	0	0
(d) Insufficient time or opportunity to contribute to university committees or similar	0	0	0	0	0	0
(e) Level of support from Head of Department/School/Institute	0	0	0	0	0	0
(f) Personal profile in the university	0	0	0	0	0	0
(g) Programme profile on your campus	0	0	0	0	0	0
(h) Level of knowledge about the application process	0	0	0	0	0	0
(i) Non-completion of PhD	0	0	0	0	0	0
(j) Commitments to community/whānau/iwi/Māori/Pasifika/other organisations	0	0	0	0	0	0
(k) Having time out of career for maternity/parental/domestic leave	0	0	0	0	0	0
(l) Lack of affordable childcare	0	0	0	0	0	0
(m) Lack of self-confidence	0	0	0	0	0	0
(n) Not having time to put together an application	0	0	0	0	0	0
Other barriers, please specify						
(o) 1	0	0	0	0	0	0
(p) 2	0	0	0	0	0	0

Additional comments:

28 Please write any suggestions you have for improving promotions policies at Massey in the box below:

Research Activities

29 Please indicate which of the following statements apply to you: *(Shade one bubble in each row)*

	Yes	No	N/A
Within the past 2 years I have:			
(a) Engaged in research	0	0	0
(b) Increased my research activity following the introduction of the PBRF	0	0	0
(c) Completed one (or more) research project(s)	0	0	0
(d) Published from a recent research project	0	0	0
(e) Completed a research-based qualification	0	0	0
(f) Been the primary researcher or project leader in a research team	0	0	0
(g) Directly contributed to a number of research projects (e.g. peer review)	0	0	0
(h) Been involved in an advisory role to colleagues' research projects	0	0	0
(i) Written a peer-reviewed study guide (for an extra-mural course)	0	0	0
(j) Completed performances, productions, exhibitions arising from creative work in my field of appointment	0	0	0
(k) Completed plans, designs, patents, software arising from professional activity in the field of my appointment	0	0	0
(l) Presented* at scholarly meetings and conferences	0	0	0
(m) Presented a paper* at a major international conference in my chosen discipline	0	0	0
(n) Presented a paper* at the major NZ/Australian conference in my chosen discipline	0	0	0
(o) Presented more than 3 papers* at New Zealand conferences	0	0	0
(p) Presented more than 3 papers* at international conferences	0	0	0
(q) Successfully applied for internal research funding	0	0	0
(r) Successfully applied for external research funding	0	0	0

**Paper or performance or composition or exhibition*

Additional comments about recognition of research contribution for promotion purposes:

Service Contributions

30 Please indicate your level of involvement in service to the university: *(Shade one bubble in each row)*

	Ongoing	Regular	Occasional	Never	No opportunity
(a) Administrative duties	0	0	0	0	0
(b) Programme co-ordination	0	0	0	0	0
(c) Paper/course co-ordination	0	0	0	0	0
(d) Providing course advice and student support	0	0	0	0	0
(e) Participation in staff recruitment and selection	0	0	0	0	0
(f) Contributions to the university's Equal Employment Opportunities/Equal Educational Opportunities obligations	0	0	0	0	0
(g) Committee membership, participation, and leadership	0	0	0	0	0
(h) Contributions to strategic planning and reporting	0	0	0	0	0
(i) Contributions to policy development	0	0	0	0	0
(j) Contributions to the university's Treaty of Waitangi obligations	0	0	0	0	0
(k) Assistance in the resolution of interpersonal issues	0	0	0	0	0
(l) Contributions to colleagues' professional development (e.g. mentoring, PRP, etc)	0	0	0	0	0
(m) Engagement in departmental or college or university quality assurance activities	0	0	0	0	0
(n) Representing the university on external bodies	0	0	0	0	0
(o) Contributions to the implementation of established policies (ethics, occupational health & safety, etc)	0	0	0	0	0
(p) Contributions to the university/college policy and operations through union activities	0	0	0	0	0

Additional comments about recognition of service contribution for promotion purposes:

31 Please indicate your level of involvement in service to your discipline or profession: *(Shade one bubble in each row)*

	Ongoing	Regular	Occasional	Never	No opportunity
(a) Developing and maintaining professional expertise through fieldwork practice	0	0	0	0	0
(b) Office held in professional societies/associations	0	0	0	0	0
(c) Serving as reviewer/referee or editor for professional or scholarly journal/music performance/etc	0	0	0	0	0
(d) Organisation of conference/s, seminar/s, exhibition/s, and concert/s	0	0	0	0	0
(e) Recognition of contribution through award/s, prize/s, and honours	0	0	0	0	0

Additional comments about recognition of contribution to discipline/profession for promotion purposes:

32 Please indicate your level of involvement in service to the community: *(Shade one bubble in each row)*

	Ongoing	Regular	Occasional	Never	No opportunity
(a) Contributions of professional expertise to public information	0	0	0	0	0
(b) Contributions of research, scholarship or artisitc endeavour to community life in New Zealand	0	0	0	0	0
(c) Development of community initiatives	0	0	0	0	0
(d) Contribution to the university's role as "critic and conscience of society"	0	0	0	0	0
(e) Contribution to community organisations relevant to discipline/area of expertise (e.g. Iwi organisations, Boards of Trustees)	0	0	0	0	0
(f) Contributions to the understanding of Māori experience and Mātauranga Māori*	0	0	0	0	0
(g) Contribution to race relations and/or cultural understanding	0	0	0	0	0
(h) Recognition of service to community through award/s, prize/s, and honours	0	0	0	0	0

(* Māori forms of knowledge)

Additional comments about recognition of contribution to the community for promotion purposes:

General questions

33 To what extent do promotion criteria influence your work? (Shade one bubble in each row)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Promotion criteria are incentives to my:						
(a) Involvement in teaching	0	0	0	0	0	0
(b) Involvement in research	0	0	0	0	0	0
(c) Involvement in university and departmental/college/institute committees and similar	0	0	0	0	0	0
(d) Enrolment in and/or achievement of research-based qualifications	0	0	0	0	0	0

34 Do you feel that you have ever been disadvantaged or discriminated against at Massey in relation to promotion? *(Shade one only)*

0 Definitely yes
0 Probably yes
0 Probably not
0 Definitely not
0 Not sure

If yes, what form did the disadvantage or discrimination take?

35 In your view how good a job does Massey University do in each of the following areas? *(Shade one bubble in each row)*

	Excellent	Very Good	Good	Fair	Poor	Unacceptable
(a) Providing clear and transparent information about the promotion process	0	0	0	0	0	0
(b) Providing training and development to enhance career progression	0	0	0	0	0	0
(c) Supporting informal mentoring or help	0	0	0	0	0	0
(d) Addressing perceived discrimination	0	0	0	0	0	0
(e) Promoting a climate which is free of discrimination	0	0	0	0	0	0

36 Please state what you appreciate about Massey University's promotion policy and process.

Background Information

37 What is your highest qualification? *(Shade one only)*

- O Trade Certificate/Diploma
- O Teachers College Diploma
- O Bachelors Degree
- O Other (please describe): _____
- O Honours Degree
- O Masters Degree
- O PhD

38 Are you currently undertaking postgraduate studies to advance your career?

- O Yes
- O No

39 Your gender

- O Female
- O Male

40 Your ethnicity *(Shade all that apply)*

- O European New Zealander/Pakeha
- O New Zealand Māori
- O Cook Island Māori
- O Other (please describe): _____
- O Pacific Island
- O Asian (including Indian sub-continent)
- O Decline to state

41 Age

- O 19-24
- O 25-29
- O 30-34
- O 35-39
- O 40-49
- O 50-59
- O 60+
- O Decline to state

42 Sexual orientation

- O Heterosexual
- O Lesbian/gay/homosexual
- O Other (please describe): _____
- O Bisexual
- O Decline to state

43 Are there any further comments you wish to make on academic promotion at Massey University?

Thank you very much for your help.

Please return this questionnaire to NZCER in the freepost envelope provided by Monday 22 March 2004.