



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

Service Division Report 2018

The Equity Office – Te Ara Tautika

Section 1: Overview

Overview

The Equity Office contributes to the University being a safe, inclusive and equitable place to study and work.

Recent achievements supporting staff and student wellbeing include establishing a university-wide programme to ensure physical, digital, work and study environments are safe, accessible and inclusive for staff and students with disabilities; enhanced equity communications; and developing equity training with key stakeholders. Unconscious bias and family violence training continue to be provided across the University. The PVC Equity is a member of the Universities New Zealand working group on preventing sexual violence in the sector.

The Equity Office's leadership enhances the University's reputation, helps attract, retain and support talented people and contributes to New Zealanders' economic and social wellbeing. The Pro Vice-Chancellor, Equity provides strategic equity leadership and advises Council and the Vice-Chancellor on fulfilling statutory and compliance obligations.

The Equity Office's relationship with the Office of the Pro Vice-Chancellor Māori and the Rūnanga support the University to meet its commitment to the Treaty of Waitangi. The relationship with the Pro Vice-Chancellor Pacific advances priorities for Pacific staff and students.

Equity Office activities include equity governance, strategy, policy, programmes, projects, resources, training, monitoring and reporting, maintaining networks and providing advice. Leadership and coordination of the Equity Leadership Committee, Equity Community of Interest, Tuākana Learning Community and the Undergraduate Targeted Admission Schemes (UTAS) Community of Interest and managing Student Disability Services are key functions.

The Equity Office's work uses robust evidence and strong relationships with staff, students and other stakeholders - including those engaged in governance, research, teaching and learning.

Key student and staff equity priorities are to increase the recruitment, retention and success of Māori, Pacific and LGBTI students and staff, low socio-economic background students, students and staff with disabilities and students from refugee backgrounds.

Achieving key objectives

Key objective 1:

Enhance training, information and communications, contributing to a safe, inclusive and equitable University environment

Significant achievements and major challenges:

Significant achievements:

- Establishment of the Disability Programme, Communications and Digital Accessibility work stream
- Development of Staff Equity web pages that provide resource, policy and support for University staff

Major challenges:

- Dynamic changes in digital technology
- Resourcing requirements
- Enhancing equity awareness given competing demands on time
- Lack of consistency across the University in implementing best practice in equity

Strategic initiatives to improve/maintain performance and address challenges:

- Enhanced communications strategies, training and engagement with stakeholders, including enabling best practice in recruitment and selection
- Identify awareness of support and resources through surveys of staff and students
- Disability Programme Communications and Digital Accessibility work stream to identify gaps in accessibility and help ensure compliance

KPI that measures the achievement of the objective:

- Develop website resource for prospective students with disabilities, their families/whanau and schools and increase traffic annually
- Increase usage of staff equity pages on the website by 15 percent by 2020

Update

- In 2018 the Equity Office:
 - Held a photographic exhibition, in response to student requests, celebrating students from refugee backgrounds. Social media engagement on the exhibition reached 33,771 people. Very positive feedback was received from students and staff
 - Sent welcome newsletters, including tips for life at the University, to enrolled students from refugee backgrounds that received a 62.3% open rate
 - Conducted an Awareness Survey with students, regarding University disability support services, and publicised the results with the Disability Programme Advisory Group and on the website
 - Commenced development of website material for prospective students with disabilities
 - Lead the University presence at Pride Parade, doubling attendance on 2017 through multiple platform promotions and collaboration with AUSA
 - Assisted with promotion of and support for inclusive teaching and learning resources
 - Delivered ten well received Unconscious Bias workshops to faculties and service divisions, tailoring programmes to meet local needs. Unconscious Bias training for SLT and another senior audience was organised with Professor Robert Wood from UNSW
 - Unconscious bias resources have consistently been in the top 30 equity viewed pages of the University website, and the landing page was the fourth most viewed equity related webpage with 3,769 page views
 - Provided training on equity in recruitment
 - Produced guidelines on trans staff transitioning
 - Established the University's Harassment Governance Group and, in collaboration with the Gender-based Harassment Working Group, developed information and processes that support staff and students with issues of harassment
 - Developed harassment website resources. These have received 1,276 page views in the last four months
 - Increased awareness of equity related news and information across the University through the Equity in the News monthly update

Key objective 2:

Contribute to increasing participation of students and staff who are Māori and from equity groups

Significant achievements and major challenges:

Significant achievements:

- Good attendance and high satisfaction from participants in outreach events
- Strong participation with the Tuākana Learning Community
- University systems support a non-binary gender identification option for students and staff

Major challenges:

- Uneven success of Māori and Pacific students
- Incomplete data on students from refugee backgrounds, LGBTI and low socio-economic backgrounds
- Students with disabilities data is incomplete
- Negative perceptions of Auckland city
- Under-representation in STEMM areas

Strategic initiatives to improve/maintain performance and address challenges:

- Equity Office policy, advocacy, stakeholder engagement, communications, support provision and outreach
- Developing a project to address STEMM issues
- Work to obtain students from refugee backgrounds and LGBTI data; and provision of a non-binary gender identification option

KPI that measures the achievement of the objective:

- Increase the percentage of Māori and Pacific students attending Equity Office outreach events who indicate they will apply to study at the University
- A plan will be implemented by 2020 to support STEMM recruitment and retention for Māori and equity groups
- Increase the percentage of Māori and Pacific students registered to participate in the Tuākana Learning Community

Update

- In 2018 the Equity Office:
 - Developed and held extensive consultation on information for the participation of trans and gender diverse students and staff in sport and recreation
 - Developed good practice documents on UTAS, and supporting LGBTI students and students from refugee backgrounds
 - Obtained systems changes to gather data on students and staff from refugee backgrounds and who identify as LGBTI; and worked to get this information into reporting formats
 - Delivered information events for school students who are Māori and Pacific, and from refugee backgrounds
 - Held a hui for tertiary education staff, from across New Zealand, who are supporting students from refugee backgrounds

- Coordinated and supported the LGBTI Network, Students from Refugee Background Advisory Group, UTAS Community of Interest, Equity Community of Interest
- Participated in the drafting of a Te Reo Māori Policy to enhance the usage of the language and make the University an attractive environment for Māori staff and students
- Celebrated the University's compliance with the Rainbow-inclusive Workplaces Standard (NZS 8200:2015 Rainbow-inclusive workplaces: A standard for gender and sexual diversity in workplaces)
- Achieved an increase of 57% in social media engagement with Our Village Our Kainga for Māori and Pacific prospective and current students
- Implemented two pilot initiatives for year 9 Māori and Pacific secondary school students
- Developed a student leaders networking forum, for all executive members involved in Māori and Pacific student groups
- Produced the Māori and Pacific prospectuses – a valued resource of information and contacts for Māori and Pacific students, communities, schools, family and whanau
- Led a review of Equity Office Māori and Pacific secondary school programmes, in collaboration with stakeholders across the University
- Managed the use of TECEF to support Māori and Pacific students across the University
- Plans, policies, guidelines and disclosure of information web resources received 4,202 page views, and were the third most viewed of the equity related pages on the University website
- Through increased communication and engagement with our Māori and Pacific communities, BEAMS and STEAM 2018 have received the highest number of registrations in four years
- 100% of parents at the Māori and Pacific Parents Evening said they felt the University is a good place for their family member/child

Key objective 3:

A safe, inclusive, accessible and equitable environment that supports staff and students with disabilities to succeed

Significant achievements and major challenges:

Significant achievements:

- Establishment of the Disability Programme
- Equity Office now has access to staff disability data

Major challenges:

- Resource implications of implementing the Disability Programme
- Students with disabilities data remain incomplete

Strategic initiatives to improve/maintain performance and address challenges:

Implementation of the Disability Programme

KPI that measures the achievement of the objective:

- By 2020, gaps between compliance and best practice in physical environment accessibility at the University have been identified and strategies developed for future enhancement
- By 2020, gaps between compliance and best practice in digital environment accessibility at the University have been identified and strategies developed for future enhancement

Update

- In 2018 the Equity Office:
 - Undertook and implemented a number of actions in the Disability Programme, to enhance support for students and staff with disabilities
 - Coordinated and supported the Disability Programme Advisory Group
 - Undertook an extensive update on “Staff with Disabilities and their Managers Guidelines”
 - Established a system of obtaining reports on staff with disabilities in collaboration with HRIT

Section 2: Monitoring performance related to the University's strategic objectives

(Budget 2018 & Forecast 2019-2020)

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UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2017 – 2020 (highlight the priorities that are focused to shift)	Relevant KPIs	2017 Actual	2018 Target/Forecast	2019 Target	2020 Target
Enhance training, information and communications contributing to a safe, inclusive and equitable University environment								
GO04 GO14 HR03 EE20 EE18 EE13 EE06 EE07	Staff Equity Student Equity	<p>Current performance rating: 3 Future performance rating: 4</p> <p>There is potential for further enhancement to delivering communications, information and training, on University policies and support that ensure a safe inclusive and equitable environment.</p> <p>This objective builds upon the increasing uptake of information disseminated by the Equity Office - in particular via digital platforms.</p> <p>It responds to requests from staff and students, and is a key means of contributing to increasing participation and success for staff and students who are Māori or from equity groups.</p>	Increasing delivery and uptake of communications and training materials that contribute to a safe inclusive and equitable University environment.	<ol style="list-style-type: none"> 1. Develop website resource for prospective students with disabilities, their families/whanau and schools, and increase traffic annually 2. Increase unique page views of staff equity pages on the website by 15% by 2020 	<ol style="list-style-type: none"> 1. N/A 2. 3270 baseline 	<ol style="list-style-type: none"> 1. Achieved (material developed) 2. Achieved 	<ol style="list-style-type: none"> 1. Unique page views to increase by tbc 2. N/A 	<ol style="list-style-type: none"> 1. Unique page views to increase by tbc 2. N/A

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2017 – 2020 (highlight the priorities that are focused to shift)	Relevant KPIs	2017 Actual	2018 Target/Forecast	2019 Target	2020 Target
Contribute to increasing participation of students and staff who are Māori and Equity groups								
EE29 EE11 EE18 F105 F108 GA03 GA05 GA07 G002 G005 G009 GO12 GO13 SS05 SS10 SS15	Student Equity Staff Equity	<p>Current performance rating: 3 Future performance rating: 4</p> <p>There is potential for the Equity Office to further enhance the participation of students and staff who are Māori and from equity groups through its policy, advocacy, stakeholder engagement, communications and support provision.</p> <p>The Equity Office will promote study at the University and future career pathways through its outreach events - to students, schools, their whānau, families and communities.</p> <p>It will increase its work to promote participation of Māori, Pacific and women in STEMM by developing and sharing further information on pathways for development and leadership opportunities.</p> <p>The Equity Office delivers support for Māori and Pacific students' retention and success at the University, including through its Māori and Pacific student advisers and coordination of the Tuākana Learning Community.</p>	Enhancing participation of students and staff who are Māori and from equity groups through policy, advocacy, outreach events, Tuākana, Student Disability Services and tools that guide progression in STEMM.	<ol style="list-style-type: none"> Increase the percentage of Māori and Pacific students attending Equity Office outreach events who indicate they will apply to study at the University A plan will be implemented by 2020 to support STEMM recruitment and retention for Māori and equity groups Increase the percentage of Māori and Pacific students registered to participate in the Tuākana Learning Community 	<ol style="list-style-type: none"> Achieved Achieved (plan started) N/A 	<ol style="list-style-type: none"> Achieved N/A N/A 	<ol style="list-style-type: none"> 75% N/A N/A 	<ol style="list-style-type: none"> 75% N/A N/A

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2017 – 2020 (highlight the priorities that are focused to shift)	Relevant KPIs	2017 Actual	2018 Target/Forecast	2019 Target	2020 Target
		For students with disabilities, support for retention and success is delivered via Student Disability Services.						
A safe, inclusive, accessible and equitable environment that supports staff and students with disabilities to succeed								
EE11 F105 F108 GO02 GO09 GO14 HR03 SS10 SS13 SS14 SS15 SS17	Staff Equity Student Equity	<p>Current performance rating: 3 Future performance rating: 4</p> <p>The Equity Office is leading the implementation of a University-wide Disability Programme, which will provide a more coordinated approach to ensuring that the University is a safe, inclusive, accessible and equitable place where staff and students with disabilities can succeed.</p> <p>KPIs will guide and monitor the Programme's effectiveness.</p>	Priority areas for the Disability Programme include the Culture Work/Study Environment, Physical Environment and Communications and Digital Accessibility.	<ol style="list-style-type: none"> By 2020 gaps between compliance and best practice in physical environment accessibility at the University have been identified; and strategies developed for future enhancement By 2020 gaps between compliance and best practice in digital environment accessibility at the University have been identified; and strategies developed for future enhancement 	<ol style="list-style-type: none"> Achieved (work started) Achieved (work started) 	<ol style="list-style-type: none"> Achieved (work scoping) Achieved (work scoping) 	<ol style="list-style-type: none"> Initial draft completed Initial draft completed 	<ol style="list-style-type: none"> Achieved Achieved