Service Division Report 2019
The Equity Office – Te Ara Tautika

Section 1: Overview

Overview

The context for equity work has been particularly challenging this year. The Christchurch terrorist attacks had a profound effect on our society and university. Many students and staff expressed determination to prevent racism and other discrimination on our campuses where possible and to respond effectively if and when it does occur. The Pro Vice-Chancellor, Equity was invited to listen to student experiences of harassment and discrimination at a significant hui which led to the student "The Path to Change" report and the student/staff Special Working Group of which she was a member.

This work was aligned with the Harassment Governance Group established on the recommendation of the PVC Equity, that has overseen the development of university-wide training and communication for staff and students on addressing bullying, harassment and discrimination.

In March a Hokinga Mauri ceremony was held to mark the Pro Vice-Chancellor, Equity transferring the governance, funding and administration of the University of Auckland's Tertiary Education Commission (TEC) Funding for Māori and Pacific students to the Pro-Vice Chancellors Māori and Pacific, Professor Cindy Kiro and Associate Professor Toeolesulusulu Damon Salesa.

This change means that key decisions about Māori and Pacific students will be made by members of their community, with active support from the Equity Office. Consequently, achievement of Objective 4 is transferred to these portfolios.

Achievements to enhance a safe, inclusive and equitable environment have included a pilot outreach strategy hosting secondary school students from refugee backgrounds from three schools on campus to encourage their future enrolment and also supporting establishment of a students from refugee backgrounds club and communications to raise the profile of these students in response to their request for such work.

To enhance the success of students with disabilities, the Pro Vice-Chancellor (Equity) has signed a Memorandum of Understanding with Workbridge on behalf of the University of Auckland. This new relationship has increased opportunities for meaningful employment for students and alumni with disabilities. Other achievements in disabilities included an on-going university-wide programme to ensure physical, digital, work and study environments are safe, accessible and inclusive. Two new scholarship opportunities for students with disabilities were launched this year – the Muriel Roberts Study Abroad Award and the Pong, Tams and Ko Scholarship.

Contributions to gender equity have included complex work in developing the "Inclusion of Trans and Gender Diverse Students and Staff in Sport and Recreation Guidelines" and associated FAQs. A draft staff gender equity framework has been developed to support senior leadership team members to introduce gender equity initiatives relevant to their portfolios. Unconscious bias and family violence training continue to be provided across the University with positive evaluations.

Distributed equity leadership by students and staff has increased in 2019 with more local equity committees, including in both LSRIs, and active engagement with student leaders in advisory groups, committees and other networks.

Objectives

Objective 1:

Enhancing the knowledge and skills of students and staff to ensure a safe, inclusive and equitable University

Significant achievements and major challenges:

Significant achievements:
- Establishment of the Disability Programme work streams: Physical Environment; Culture and Work/Study environment; and Communications and Digital Accessibility
- Survey of 10,000 students on awareness of University disability services
- Development of staff equity web pages
- Increased awareness of students from a refugee background

Major challenges:
- Changes in digital technology
- Enhancing equity awareness and implementation 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:

- Enhancing communications and training
- Identifying awareness of support and resources, through feedback from staff and students
- Increasing the awareness of support for students from refugee backgrounds
- Strategic review of resources and interventions aimed at addressing unconscious bias, with emphasis on priority audiences

KPI that measures the achievement of the objective:

- Evaluations of unconscious bias workshops indicate participants' positive motivation to reduce harmful biases

Update

In 2019 the Equity Office:
- Held an outreach event for students from refugee backgrounds that demystified the university and helped them see themselves as future University of Auckland students. This year the Equity Office catered for approximately 45 refugee-background high school students from three Auckland schools, 100% of whom said they were satisfied or very satisfied with the event
- Provided the Students from Refugee Backgrounds Club with communications and marketing support that ensured increased awareness and engagement with their inaugural Refugee Week on campus. In addition to extensive communications in internal staff and student-facing channels, an article on the University's support for the event and students from refugee backgrounds generally was published in external media
- Participated in a forum to establish a national tertiary network to support refugee-background and asylum-seeking students held at Victoria University of Wellington

- Increased student participation in the students from refugee background advisory group from one to four members
- Obtained access to and provided analysis of data on students and staff from refugee backgrounds and those who identify as LGBTQITakatāpui+
- Supported Big Gay Out with positive feedback received from both current and prospective students
- Over 250 staff and year 4 and 5 FMHS curriculum students attended Family Violence training in 2019
- Increased unique page views of staff equity webpages by 28.98% to 27,039 as a result of revision of web page content for staff
- Increased awareness and engagement by staff and students in NZ Sign Language Week that included reaching 9,835 people on our 'Word of the Day' What's On social media posts; article in the student Craccum magazine; e-screens across the campuses; and a full uptake of the staff and student promoted sign language classes organised with Deaf Aotearoa
- Two seminars were provided for staff who combine parenting and a career, one on Parental Leave and one on Balancing Work and Home commitments. These were attended by 47 staff in person with extra staff zooming in remotely. Both seminars were highly rated with demand for more
- The University's Marketing and Communications Community of Practice have been provided with regular Equity Office updates and resources for use and sharing in their channels throughout the year
- Delivered 20 workshops to address unconscious bias with approximately 568 participants. 98% of participants either agreed strongly or agreed that as a result of the workshop they were more motivated to find ways to avoid acting on their biases. 89% reported that the workshop was relevant to their work.

Objective 2:

Contributing to increased gender equity for staff and students

Significant achievements and major challenges:

Significant achievements:
- Providing a comprehensive suite of policies that support gender equity
- ECE centres kohanga reo and kohungahunga provision
- Combining Parenting and a Career Programme
- Women in Leadership Programme contribution (including promotions training)
- Monitoring and reporting on academic promotions by gender
- Unconscious bias training
- Gender-based Harassment Working Group outcomes
- Name changes for trans and gender diverse students
- Gender Transitioning at Work Guidelines
- Compliance with the New Zealand standard for rainbow-inclusive workplaces

Major challenges:
- Gender imbalance in some faculties, schools and departments, service divisions and also within certain groups such as Māori and Pacific students, senior academics and occupational groupings
- Gender based harassment and discrimination

Strategic initiatives to improve/maintain performance and address challenges:

- Developing strategic interventions with SLT to increase the participation and success of professional and academic women in the University
- Advising on the Pay Equity Project
- Advising Human Resources on monitoring and reporting on the gender pipeline, including applicants, longlists, short lists and appointments of professional and academic female staff

KPI that measures the achievement of the objective:

- All faculties and service divisions have gender equity objectives to achieve University goals

Update

In 2019 the Equity Office:
- Presented an equity strategic intervention framework to the Equity Leadership Committee. On-going work will include considering application of a self-assessment tool to enable faculties, service divisions and LSRIs to evaluate their progress and select appropriate interventions.
- Provided advice on best practice for Pay Equity project
- Participated in consultation on the HR Smart Recruiters Project which will enable equity monitoring and reporting of all steps of the recruitment and appointment process
- Inclusion of Trans and Gender Diverse Students and Staff in Sport and Recreation Guidelines and associated FAQs completed

Objective 3:

Enhancing the success of staff and students with disabilities

Significant achievements and major challenges:

Significant achievements:
- Establishment of the Disability Programme
- Access to staff disability data

Major challenges:
- Low levels of disclosure of staff with disabilities

Strategic initiatives to improve/maintain performance and address challenges:

- Implementing actions in the Disability Programme
- Developing a website resource for prospective students with disabilities

KPI that measures the achievement of the objective:

- Increase use of website resource for prospective students with disabilities
- Identify gaps between compliance and best practice in physical environment accessibility
- Identify gaps between compliance and best practice in digital environment accessibility
- Increase the rate of disclosure for staff with disabilities

Update

In 2019 the Equity Office:

- Significantly redeveloped Student Disability Services' (SDS) webpages resulting in increased use and more visibility for prospective students of resources and information available for them, their families and schools.
- Developed nine profiles of students with disabilities who shared stories about their university studies and the support they received from SDS. The profiles received 514 unique page views in the first 2.5 months online
- Shared SDS student profiles with faculties, service divisions and LSRIs to raise awareness of students with disabilities and of the support available through SDS
- Enhanced SDS collateral to promote student voices
- Improved systems to enable students to book SDS appointments online for general advice and support, career advice and mental health support
- Negotiated an agreement to undertake a physical accessibility audit of a number of university buildings
- Initiated negotiations on the relocation of the Todd Foundation Centre for Students with Disabilities from the Recreation Centre and maintained visibility of this issue
- Developed two new scholarship opportunities for students with disabilities – the Muriel Roberts Study Abroad Award and the Pong, Tams and Ko Scholarship
- Initiated and signed a Memorandum of Understanding (MoU) with Workbridge to support students with disabilities into meaningful employment. Workbridge is a specialist employment service focused on supporting people with all types of disability, injury or illness. A Workbridge employment consultant is available on Thursday mornings on the city campus to meet students with the aim of connecting them with prospective employers. In the first few weeks of operation there have been 11 completed appointments with students, and one student who has been placed into paid and meaningful work.
- Collaborated with staff across the University on a range of Mental Health Awareness Week initiatives, including SDS mental health advisers visiting four faculty student centres to offer advice and support for students with disabilities and SDS creating a wellbeing space within their meeting area for students
- Provided 'Reasonable Accommodation' paper on barriers to participation and success for students with disabilities to support the NESTT Process redesign: Special Conditions for Assessment and Examination
- Contributed to revision to the employment application form to ensure questions relating to disability were appropriate, while not disadvantaging people with disability
- Continued development of additional staff information and resources

Objective 4:

Strengthening engagement of prospective and current Māori and/or Pacific students

Significant achievements and major challenges:

Significant achievements:

- Good attendance and high satisfaction from participants at outreach events
- Assistance to faculties, helping ensure strong participation with the Tuākana Learning Community
- Support for University Te Reo Māori Policy adoption.

Major challenges:
- Uneven success of Māori and Pacific students
- Better data capture of Pacific identities.

Strategic initiatives to improve/maintain performance and address challenges:

- Equity Office targeted outreach events for Māori and Pacific school students, encouraging them to attend the University
- Strategic communications, and collaboration with the Communications and Marketing Community of Practice, to increase awareness of Māori and Pacific language weeks
- Work to ensure the percentage of Māori and Pacific student registration with Student Disability Services is at a level that matches their proportion of the total student body
- Enhancing strategic and culturally appropriate support for Māori and Pacific student leaders
- Student Retention Strategy and review of UTAS
- Strategic advice and input into the University Te Reo Māori Policy and Procedures implementation.

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
- Increase visits to Equity Office social media platforms during Māori and Pacific language weeks
- Increase the number of Māori and Pacific students registered with Student Disability Services
- Increase satisfaction with support for Māori and Pacific student leaders.

Update

In 2019 the Equity Office:
- Transferred the governance, funding and management of the University of Auckland's Tertiary Education Commission Funding (TECEF) for Māori and Pacific students to the Pro Vice-Chancellors Māori and Pacific that also included their outreach events.
- Led the work programme for production of 14,000 Māori and Pacific Prospectuses for prospective Māori students and whānau and Pacific communities who consistently feedback their appreciation for these resources.

Operational risks

Capacity and capability resourcing.
Complex stakeholder engagement.

Prioritisation of resources

The Equity Office assigns resources to achieve strategic priorities.
The Equity Leadership Committee supports achievement of equity priorities across the University.

Budget strategies to remain within current levels of resourcing

Continued management of budgets across the office.

Section 2: Monitoring performance related to the University's strategic objectives (Budget 2019 & Forecast 2020-2021)

Service Division Report							
UniForum Code	**Core Function**	**Function Performance Story and Current State/Opportunities**	**Priorities 2019 – 2021** (highlight the priorities that are focused to shift)	**Relevant KPIs**	**2018 Actual**	**2019 Target/Forecast**	**2020 Target**	**2021 Target**
Enhancing the knowledge and skills of students and staff to ensure a safe, inclusive and equitable University							
EE6 EE7 EE11 EE13 EE20 EE28 EE29 GO01 GO02 GO03 GO04 GO05 GO06 GO07 GO13 GO12 GA03 GA07 HR03 HR04 HR07 FI08 SS17	Staff Equity Student Equity	**Current performance rating: 3** **Future performance rating: 4** There is potential to further develop communications about the support the University provides to Equity Groups; and to enhance the delivery of training to ensure a safe inclusive and equitable environment. This objective builds upon the increasing uptake of information disseminated by the Equity Office via digital platforms. It responds to requests from staff and students, and is a key means of contributing to increasing participation and success for staff and students from equity groups.	• Enhancing communications and training • Identifying awareness of support and resources, through feedback from staff and students • Increasing the awareness of support for students from refugee backgrounds • Strategic review of resources and interventions aimed at addressing unconscious bias with emphasis on priority audiences	1. Evaluations of unconscious bias workshops indicate participants' positive motivation to reduce harmful biases	N/A	1. Achieved	80%	80%

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2019 – 2021 (highlight the priorities that are focused to shift)	Relevant KPIs	2018 Actual	2019 Target/Forecast	2020 Target	2021 Target

Contributing to increased gender equity for staff and students

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2019 – 2021	Relevant KPIs	2018 Actual	2019 Target/Forecast	2020 Target	2021 Target
EE06 EE13 EE10 FI05 FI08 GO01 GO02 GO03 GO04 GO09 GO05 GO06 GO07 GO12 GO13 GA05 GA07 HR03 HR04 HR07	Student Equity Staff Equity	**Current performance rating**: 3 **Future performance rating**: 4 Following the decision not to establish a New Zealand Athena Swan (and the lack of access for NZ universities to participate in the Australian pilot), consideration was given to other ways to enhance gender equity. In 2018, faculties and some service divisions provided planning objectives to enhance gender equity. More support with initiatives was requested and a draft framework for staff gender equity was developed for SLT.	• Developing strategic interventions with SLT to increase the participation and success of professional and academic women in the University • Advising on the Pay Equity Project • Advising Human Resources on monitoring and reporting on the gender pipeline, including applicants, longlists, short lists and appointments of professional and academic female staff	1. All faculties and service divisions have gender equity objectives to achieve University goals	N/A	Achieved for all faculties, one LSRI and 7 service divisions	N/A	N/A

Enhancing the success of staff and students with disabilities

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2019 – 2021	Relevant KPIs	2018 Actual	2019 Target/Forecast	2020 Target	2021 Target
EE13 F108	Staff Equity	**Current performance rating**: 3 **Future performance rating**: 4	• Implementing actions in the Disability Programme					

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2019 – 2021 (highlight the priorities that are focused to shift)	Relevant KPIs	2018 Actual	2019 Target/Forecast	2020 Target	2021 Target
GA07 GO01 GO02 GO03 GO04 GO05 GO06 GO07 GO12 GO13 HR04 HR07 SS05 SS10 SS13 SS14 SS15 SS17	Student Equity	Disability Programme objectives have been progressed across a number of key areas relating to students and staff with disabilities. However, complexities associated with both digital and physical environment accessibility have delayed progress in these work programme areas.	• Developing a website resource for prospective students with disabilities	1. Increase use of website resource for prospective students with disabilities 2. Identify gaps between compliance and best practice in physical environment accessibility 3. Identify gaps between compliance and best practice in digital environment accessibility 4. Increase the rate of disclosure for staff with disabilities	1. website material developed 2. work progressing 3. Work progressing 4. baseline 339 including casuals	1. Achieved 2. initial draft completed 3. initial draft completed 4. increase by 3% Achieved	1. Usage to increase by 10% on 2019 2. Achieved 3. Achieved 4. increase by 4%	1. Usage to increase by 10% on 2020 2. N/A 3. N/A 4. N/A
Strengthening engagement of prospective and current Māori and/or Pacific students								
EE07 EE11 EE20 EE28 EE29 FI05 FI08 GA03 GA07	Staff Equity Student Equity	**Current performance rating: 3** **Future performance rating: 4**	• Equity Office targeted outreach events for Māori and Pacific school students, encouraging them to attend the University • Strategic communications, and	1. Increase the percentage of Māori and Pacific students attending Equity Office outreach events who indicate they will apply to study at the University	1. 72%	1.N/A [1]	N/A	N/A

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[1] 2020 and 2021 targets no longer relevant as the governance, funding and management of the University of Auckland's Tertiary Education Commission Funding (TECEF) for Māori and Pacific students was transferred to the Pro Vice-Chancellors Māori and Pacific in March 2019.

UniForum Code	Core Function	Function Performance Story and Current State/Opportunities	Priorities 2019 – 2021 (highlight the priorities that are focused to shift)	Relevant KPIs	2018 Actual	2019 Target/Forecast	2020 Target	2021 Target
GO01 GO02 GO03 GO04 GO05 GO06 GO07 GO12 GO13 SS10 SS13 SS14 SS15 SS17			collaboration with the Communications and Marketing Community of Practice, to increase awareness of Māori and Pacific language weeks • Work to ensure the percentage of Māori and Pacific student registration with Student Disability Services is at a level that matches their proportion of the total student body • Enhancing strategic and culturally appropriate support for Māori and Pacific student leaders • Student Retention Strategy and review of UTAS • Strategic advice and input into the University Te Reo Māori Policy and Procedures implementation	2. Increase visits to Equity Office social media platforms during Māori and Pacific language weeks 3. Increase the number of Māori and Pacific students registered with Student Disability Services 4. Increase satisfaction with support for Māori and Pacific student leaders	2. establish baseline 3. baseline established of 92 HC Māori and 36 HC Pacific students 4. develop measurement mechanism	2. N/A 3. increase baseline 4. N/A		