



THE UNIVERSITY  
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

# University of Auckland Equity Profile 2016

Compiled by the Statistical Consulting Centre  
for the Equity Office – Te Ara Tautika

# Contents

<b>Introduction</b> .....	3
<b>Student Equity</b>	
Key Facts.....	5
Student enrolments.....	7
Māori and Pacific domestic enrolments.....	7
Undergraduate and postgraduate enrolments .....	8
Women in Science and Engineering enrolments.....	17
Student achievement .....	19
Successful course completions .....	19
Stage One successful course completions across faculties .....	23
New undergraduate retention/re-enrolment.....	23
Qualification completions.....	25
Students with disabilities and impairments.....	27
<b>Staff equity</b>	
Key facts .....	36
Ethnicity and equity .....	37
Māori staff.....	37
Māori academic staff.....	37
Māori professional staff.....	39
Pacific staff.....	42
Pacific academic staff .....	42
Pacific professional staff.....	44
Asian staff.....	45
Gender .....	46
Women academic staff.....	46
Senior women academic staff .....	48
Promotions success by gender .....	54
Professional staff.....	57
Professional women staff .....	57
Senior professional staff .....	57
Age .....	64
Glossary.....	66

# Introduction

In 2016, the University of Auckland continued to make progress in reaching student and staff equity goals that align with its strategic objectives.

This report presents data on staff and student participation and achievement in the University. The data used are taken from the University of Auckland's Decision Support System (DSS) in 31 December 2016

The Equity Office recognises that representation of diverse groups is only one indicator of equity progress. It is, however, a key measure of how well we succeed in meeting our goal to welcome and support those with the potential to succeed in a university of high international standing.

In student equity, the University met its 2016 targets for Māori and Pacific undergraduate enrolments as a proportion of Domestic Undergraduate Equivalent Full Time Students (EFTS). Enrolments for Māori postgraduate or Pacific postgraduate fell slightly below targets (*refer page 7*).

The proportion of Māori students enrolled at postgraduate level increased between 2012 and 2016, and the proportion of Pacific students increased slightly. Pacific students had the highest representation at undergraduate level and the lowest representation of any ethnic group at postgraduate level (*refer page 13-14*).

Women students remain underrepresented in Science and Mathematics, despite small improvements in some areas. Overall, women students make up half of the Science Faculty. Women were least represented in Engineering and Computer Science. The number and proportion of women in Computer Science showed fairly steady improvement since 2012 but there is almost no change between 2015 and 2016. In Engineering and Mathematics there was relatively limited improvement in the representation of women from 2012.

Male students are significantly underrepresented in Education and Social Work, and in areas of Medical and Health Sciences including Nursing and Pharmacy. This is a long term trend that requires focus including through work by the faculties supported by the Equity Office (*refer pages 19-20*).

Across the key measures of student achievement, for undergraduate SPRS there was minimal change in results for Māori students from 2015. For Pacific students there was an increase from 2015 for this measure. For Stage One successful course completions for new students and Stage One SPRS, there were increases in both Māori and Pacific students from 2015.

There were some outstanding Stage One successful course completion results for Māori and Pacific students across faculties, compared with total students.

Retention of new undergraduate Māori students decreased marginally from 2015 and decreased more significantly for Pacific and total students. Retention rates remain higher for Pacific and total students than for Māori students (*refer page 23*).

Student Disability Services (SDS) registrations showed a significant increase in 2015 and (since 2012 to 2015) and a slight increase between 2015 and 2016.

For students with disabilities, "invisible" disabilities remain the majority of impairments disclosed. Students with medical/OOS disabilities increased in 2016.

The percentage of Māori academic staff slightly exceeded the target. Pacific academic staff numbers increased but the percentage remained the same as in 2015 which is below the target.

The gender balance of academic staff remained substantially the same as in 2015. The proportion of academic women in senior positions did not meet their target.

It is estimated by the Statistical Consulting Centre, that if current trends continue the proportion of senior women academic staff will reach 50% by 2026.

Māori professional staff FTE numbers increased but did not meet the University target while Pacific professional staff slightly exceeded their target.

The percentage of senior women professional staff increased from 51% in 2015 to 52% in 2016 which exceeded the target of 49%.

In Science, women academics are under-represented in the Departments of Computer Science, Maths, and Physics. Women are under-represented in all departments in Engineering and in Medical Science and Medicine in the Faculty of Medical and Health Science.

In 2016, 38% of academic staff and 29% of professional staff were 51 years of age and over.

## Student Equity

### Key Facts

- The University met the 2016 targets for Māori and Pacific EFTS as a proportion of Domestic Undergraduate EFTS (9.0% actual vs. 8.9% target and 12 % vs. 11.5% respectively).
- Māori EFTS enrolled at the University decreased (1.6%) from 2,468 EFTS in 2015 to 2,428 EFTS in 2016. Māori EFTS were 9% greater in 2016 than in 2012, when they numbered 2,221 EFTS
- Pacific EFTS increased by 3 EFTS (0.1%) from 2,771 EFTS in 2015 to 2,774 EFTS in 2016. Between 2012 and 2016 Pacific EFTS increased by 289 (11.6%).
- The percentage of Māori EFTS enrolled in postgraduate studies in 2016 was 19.7% an increase from 17.6% in 2015. The percentage of Pacific EFTS enrolled in postgraduate studies in 2016 was 15.5%, an increase from 12.4% in 2015.
- In comparison, 25.5% of Pākehā/European EFTS, 21.8% of Asian EFTS were enrolled at postgraduate level. Middle Eastern, Latin American or African (MELAA) had the highest proportion of enrolments at postgraduate level at 39.8%.
- Women students made up 49.9% of the EFTS in the Faculty of Science and 24.6% of the EFTS in Engineering. The proportion of women enrolled in Mathematics decreased marginally between 2015 and 2016 from 34.6% to 34.2%. The proportion of women enrolled in Computer Science decreased slightly from 23.5% to 23.2% from 2015 to 2016, while in Physics it increased from 32.2% to 34.4%.
- The successful undergraduate course completions in 2016 of Māori students was 85.0%, a marginal increase from 84.3% in 2015. The successful course completion rate of Pacific students increased to 74.0% in 2016 from 73.5% in 2015. Rates for total students increased marginally, from 87.4 % in 2015 to 88.0% in 2016.
- For 2016, the undergraduate (SPRS) for Māori was 91.1% an increase from 90.6% in 2015. The Pacific Stage One pass rate of 80.9% in 2015 increased to 82.1%. The total undergraduate (SPRS) increased from 91.1% to 91.9% from 2015 to 2016.
- The Stage One successful course completions of new Māori students increased to 80.2% in 2016 from 76.8% in 2015. For new Pacific students it increased to 64.2% from 62.8% in 2015.
- Retention of new undergraduate Māori students was 0.3% lower for 2016 than for 2015 decreasing from 78.6% to 78.3%. Māori students had lower retention rates than total students across all faculties.
- Retention of new undergraduate Pacific students increased by 1.0% from 83.2% in 2015 to 84.2% in 2016. Pacific students had higher retention rates than total students in Arts (79.8% vs. 77.7%), B&E (90.4% vs. 80.1%), Engineering (94.7% vs. 94.1%), and Law (86.7% vs. 75.7%).
- The retention of total new undergraduates rose, from 84.9% to 86.5% for 2015 to 2016.
- The rate of degree level or higher qualifications obtained by domestic students within five years was 66%, up 1.0% from 65.0% from 2015. For Māori students, the figure was 53%, a decrease of 2.0% from 55.0% in 2015.

- The qualification completion rate for Pacific students in 2016 was 49.0%, a decrease of 2.0% from the 2015 rate of 51.0%. From 2012 the total decrease in the qualification completion rate for Pacific students was 1%.
- The qualification completion rates of Māori students increased by 3.7% from 2012 to 2016 and for total students there was an increase of 4% for this period.
- There was an increase of 0.6% (from 788 in 2015 to 793 in 2016) in the number of students seeking assistance from SDS.
- “Invisible” disabilities, such as specific learning and mental health issues continued to make up the largest section of those impairments disclosed, together representing 64% of the primary impairments disclosed.
- Over the past five years, the number of students with specific learning disabilities seeking assistance has increased from 244 to 316. This has been an established trend over the past five years.
- Of particular note in 2015 was a significant decrease in the number of students’ medical/OOS disabilities (from 85 in 2014 to 64 in 2015), but this has again risen to 82 in 2016.
- Women continued to make up a higher percentage of the students registered with SDS than men, which is consistent with their representation in the wider student body.
- The faculties of Arts, Education and Social Work and Science had the highest proportions of students who register with SDS, unchanged from 2012.
- The proportion of students with impairments who are enrolled in taught postgraduate courses was 33.9% in 2016, a slight increase from 32.2% in 2015.

## Student enrolments

### Māori and Pacific domestic enrolments<sup>8</sup>

Figure 1 below shows Māori and Pacific domestic Equivalent Full Time Student (EFTS) enrolments for 2012 to 2016. Between 2015 and 2016, in actual numbers, there was a decrease in Māori EFTS (which showed a lower rate of increase in recent years), while Pacific EFTS was very similar to 2015.

In 2016, there were 2,428 Māori EFTS enrolled at the University of Auckland. This was a decrease of 40 EFTS (1.6%) from 2,468 EFTS in 2015. Largely due to the 2015 increase, Māori EFTS increased by 318 EFTS (15%) between 2012 and 2016, faster than total domestic EFTS which increased by 2% during the same period.

Pacific EFTS were 2,774 total domestic EFTS in 2016. This is an increase of 3 EFTS (0.1%) from 2,771 EFTS in 2015. Between 2012 and 2016 Pacific EFTS increased by 289 EFTS.

**Figure 1: Māori and Pacific Domestic EFTS 2012 to 2016**

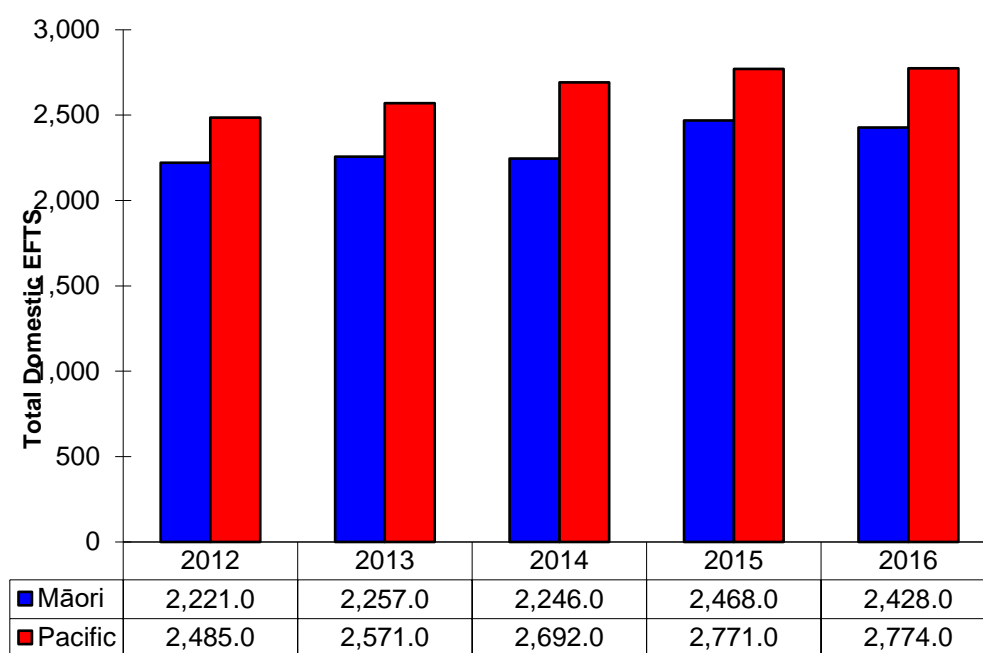


Figure 1a shows that at year end 2016<sup>9</sup>, University met all the four targets for Māori and Pacific Domestic EFTS. The target for Māori undergraduate EFTS was 8.9%, while the actual was 9.0%. Pacific EFTS as a proportion of all domestic undergraduate EFTS was 12%, above the target of 11.5%.

<sup>8</sup> Enrolments are measured in terms of Equivalent Full-time Students or EFTS.

<sup>9</sup> This report uses data taken from the UoA DSS end of December whereas 1a uses data from the UoA KPIs 2016.

## Undergraduate and postgraduate enrolments

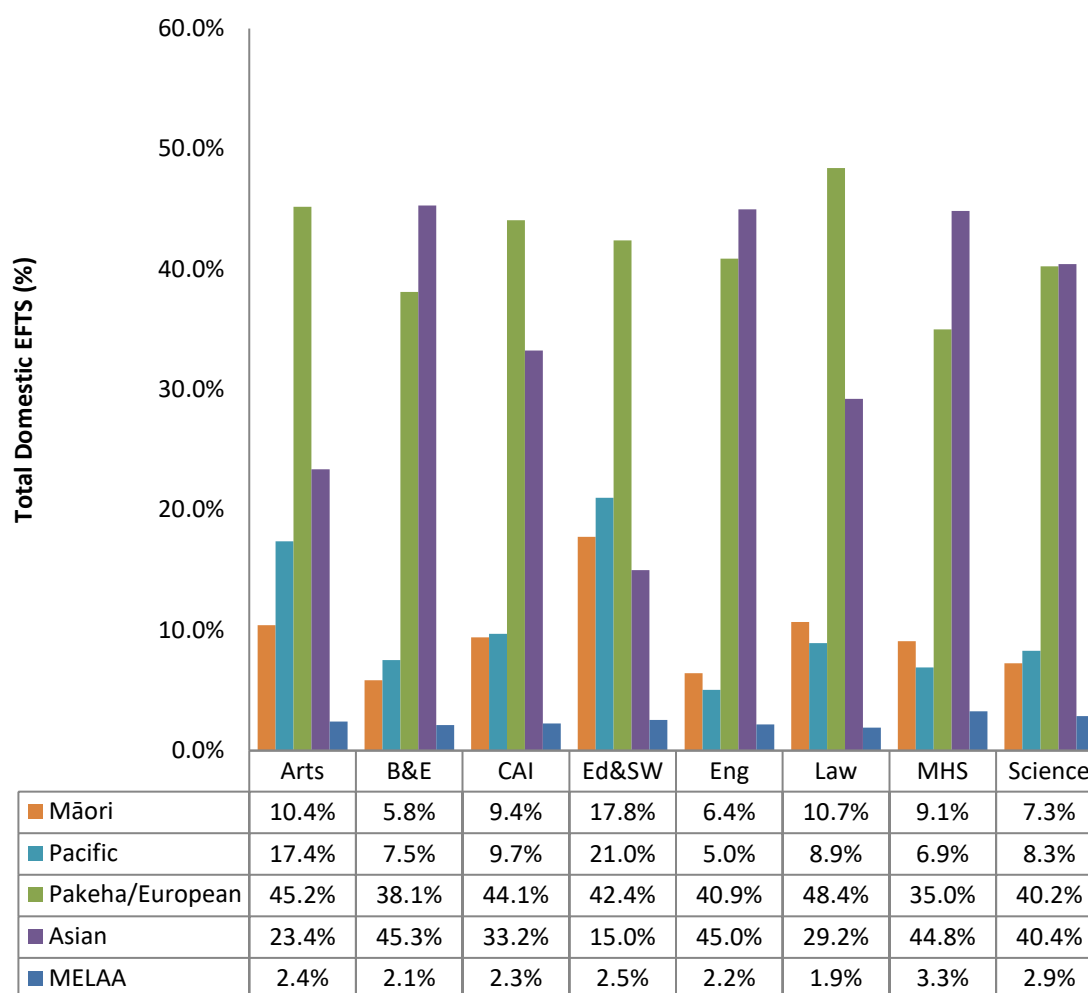
The figure for Māori EFTS as a proportion of postgraduate EFTS was 6.5 %; .8% away from the target of 7.3%. The figure for Pacific EFTS as a proportion of postgraduate EFTS was 7.5%, meeting the target of 7.5%.

**1a: Māori and Pacific EFTS proportions - targets and actual figures 2016**

Target	2016 actual	2016 target	2016 Actual/target
% Māori undergraduate students (Domestic EFTS)	9.0%	8.9%	54%
% Pacific students undergraduate (Domestic EFTS)	12.0%	11.5%	56.5%
% Māori postgraduate students (Domestic EFTS)	6.5%	7.3%	49.3%
% Pacific postgraduate students (Domestic EFTS)	6.2%	7.5%	45.3%

Figure 2a below shows Domestic **undergraduate** EFTS by ethnicity and faculty.

**Figure 2a: Distribution of Domestic EFTS by Ethnic Group within Faculty for Undergraduate (2016)**



Data taken from the UoA Student Report DSS 31 December 2016



Figure 2b below shows the actual figure achieved in faculties for 2016 targets for Māori EFTS as a proportion of all domestic undergraduate EFTS. Education and Law had the highest Māori EFTS as a proportion of all domestic undergraduate EFTS (> 10%).

**Figure 2b: Māori EFTS as % of faculty undergraduate domestic EFTS, Actual 2016**

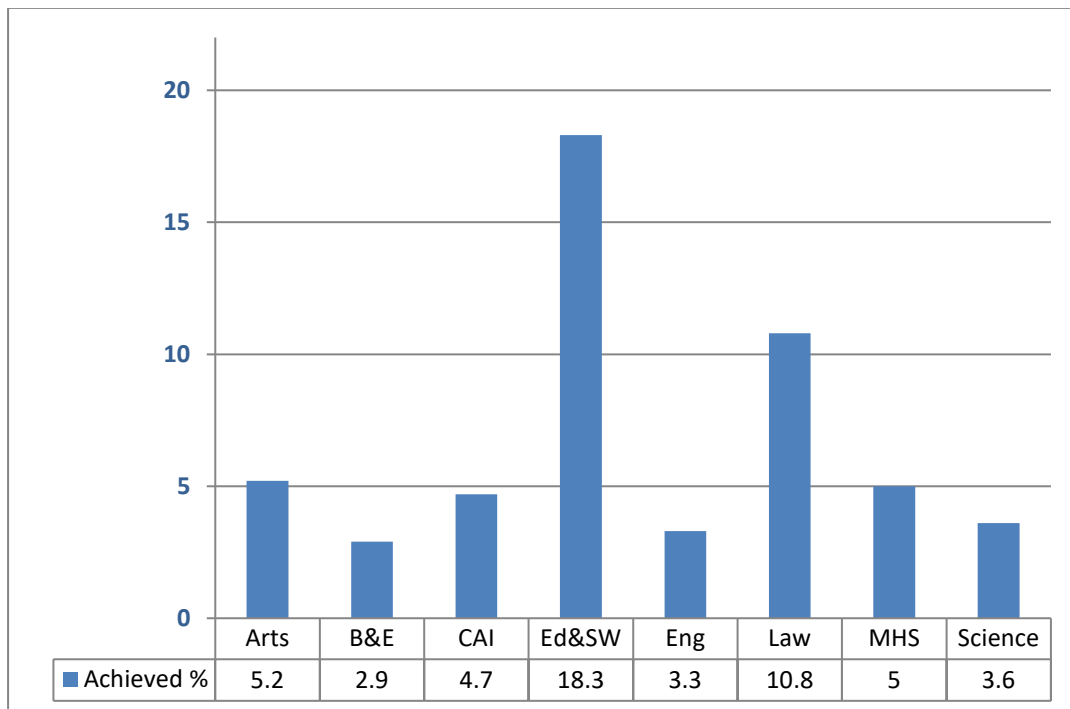


Figure 2c below shows that Education and Social Work and Law had the highest percentages of Pacific EFTS as a proportion of undergraduate domestic EFTS.

**Figure 2c: Pacific EFTS as % of faculty undergraduate domestic EFTS, Actual 2016**

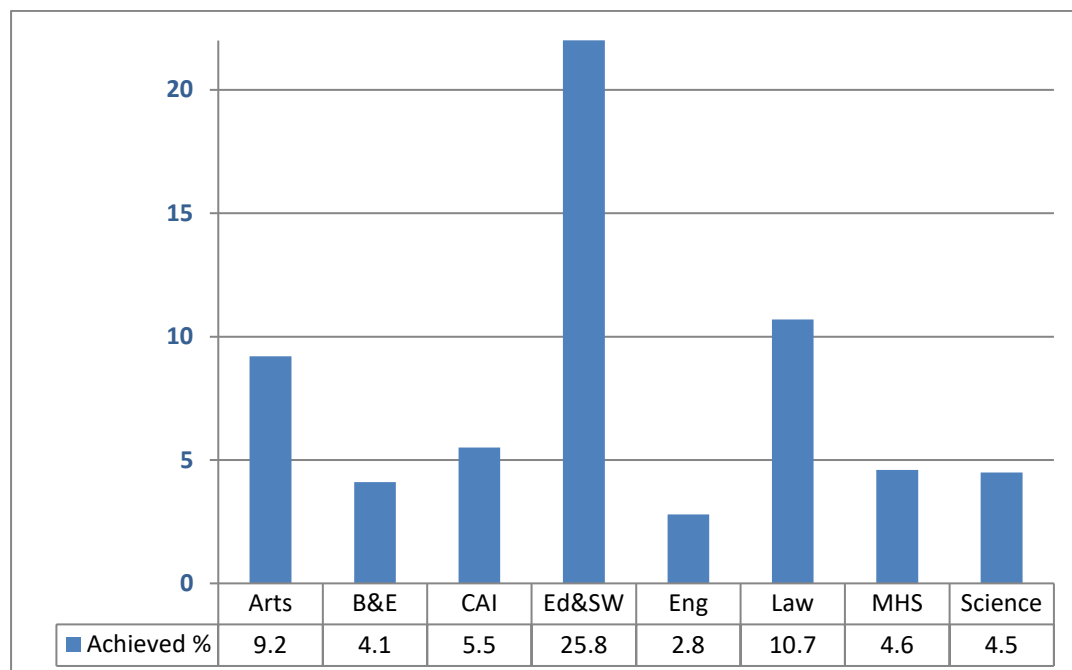
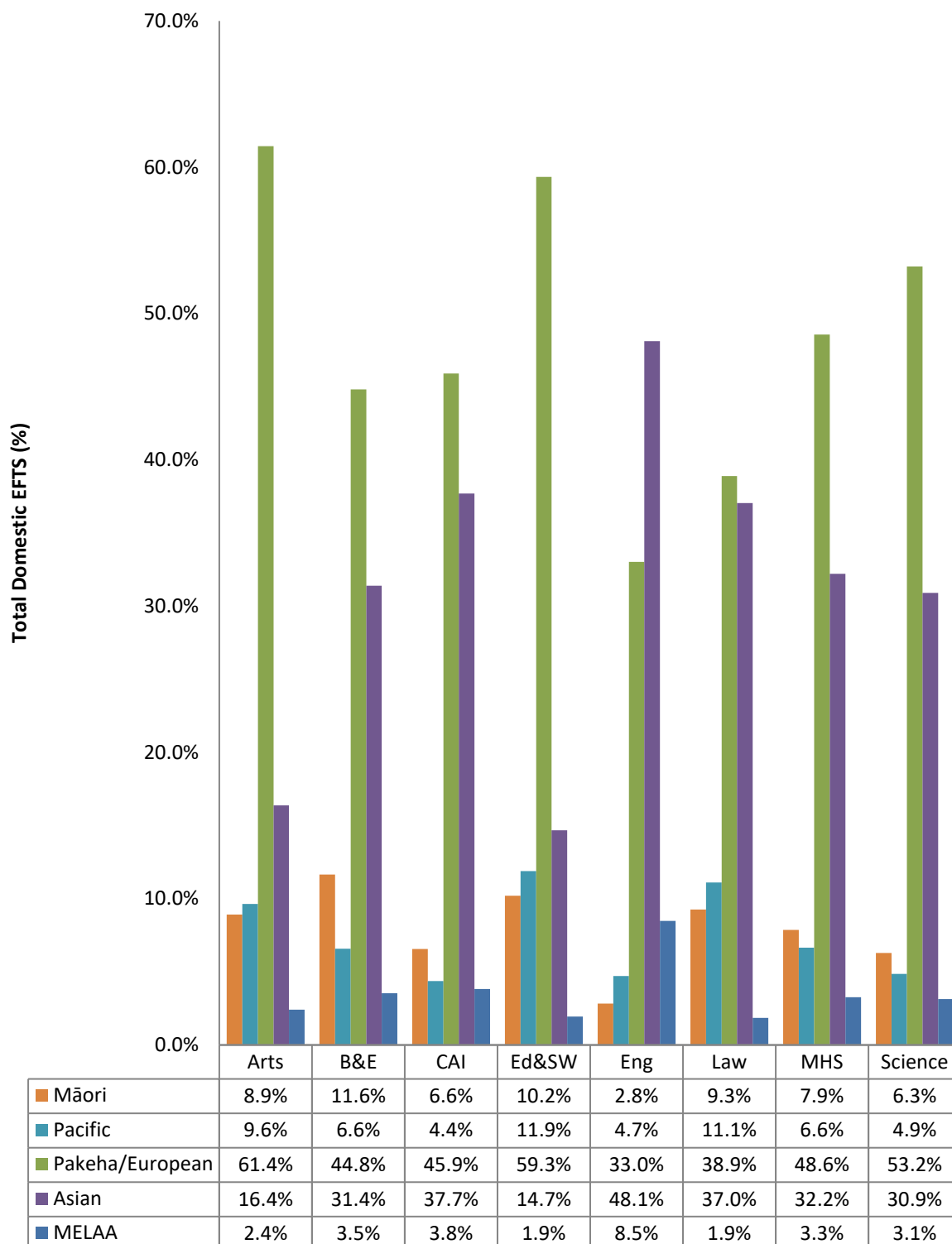
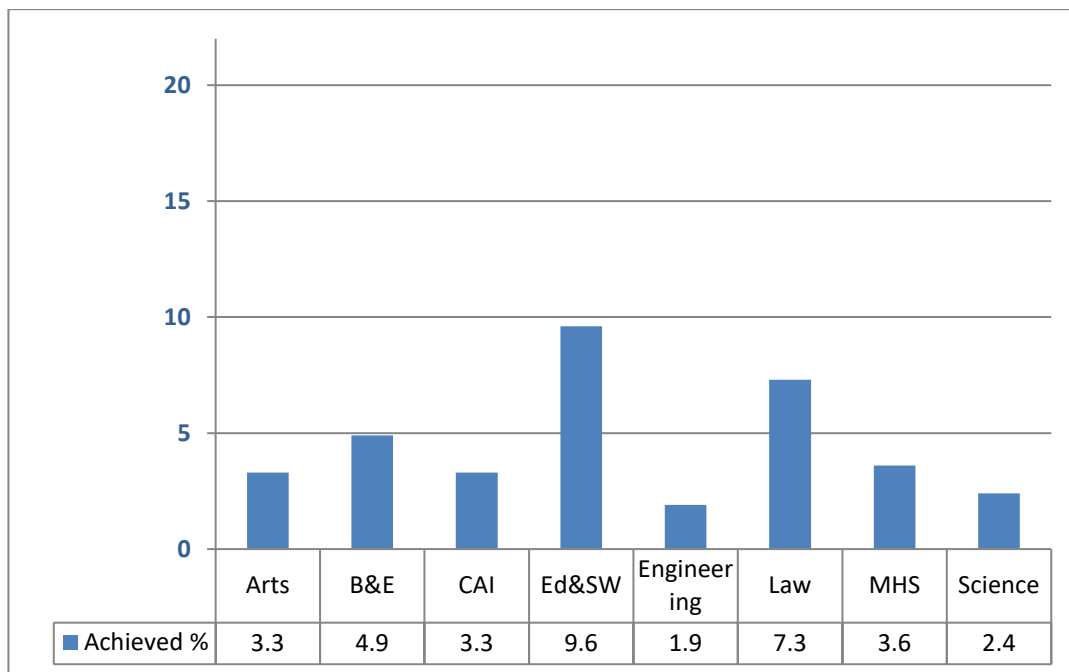


Figure 2d below shows the distribution of domestic **postgraduate** EFTS by ethnic group and faculty. Education and Social Work, Law, Arts and FMHS have the highest proportions of Māori EFTS. Education and Social Work, Arts, Law, and CAI have the highest proportions of Pacific postgraduate EFTS. Education and Social Work, Arts, Law, and CAI have the highest proportions of Pacific postgraduate EFTS.

**Figure 2d: Distribution of domestic postgraduate EFTS by ethnic group and faculty**

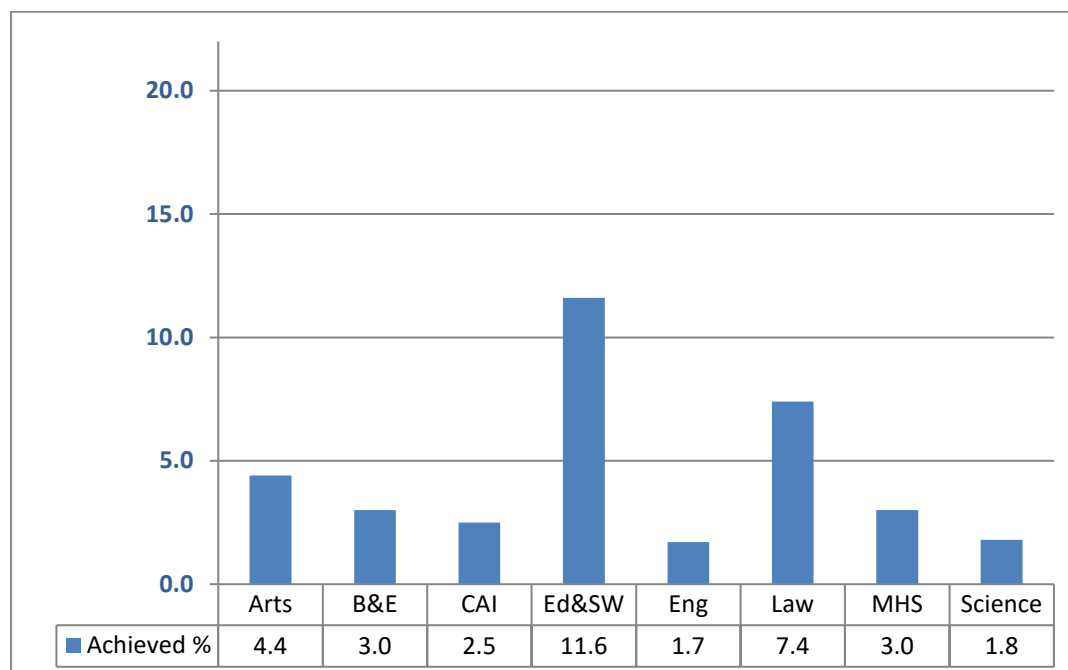


**Figure 2e: Māori EFTS as % of faculty postgraduate domestic EFTS, Actual 2016**



Data taken from the UoA Student Report DSS 31 December 2016

**Figure 2f: Pacific EFTS as % of faculty postgraduate domestic EFTS, Actual 2016**



Data taken from the UoA Student Report DSS 31 December 2016

Figure 3 below shows the percentage of total Māori EFTS enrolled in each faculty from 2012 to 2016<sup>10</sup>.

In 2012, the spread of Māori EFTS across faculties was between 4.9% in CAI and 21.4% in Arts (a 16.5% difference). In 2016, the spread of Māori EFTS across faculties was between 5.4% in CAI and 19.6% in Arts (a 14.2% difference). Science (18.9%), Education and Social Work (15.2%), and FMHS (15.9%), had the next greatest proportions of total Māori EFTS enrolled at the University in 2016.

Between 2012 and 2016 Science showed the greatest increase in the proportion of Māori EFTS enrolled, at 3.7% (from 15.2% to 18.9%), followed by Business and Economics with an increase of 2.9% from (8.8% to 11.7%). FMHS showed the next greatest increase in the proportion of Māori EFTS for this period at 1.3% (an increase from 14.6% to 15.9%).

Arts and Education and Social Work have both seen decreases in the proportion of Māori EFTS from 2012 to 2016. Arts showed a decrease from 21.4% in 2012 to 19.6% in 2016. Education and Social Work showed a greater level of decrease from 19.3% to 15.2% a decrease of 4.1%. Arts, Education and Social Work and Engineering showed decreases in the proportion of Māori EFTS enrolled from 2015 to 2016. The other faculties showed marginal increases in the number of total Māori EFTS enrolled for 2016, with Business and Economics showing the greatest increase (1.3%).

---

<sup>10</sup> This refers to the percentage of all Māori students at the University who are enrolled in each faculty, not the percentage of students in each faculty who are Māori.

**Figure 3: Māori domestic EFTS by faculty 2012 to 2016** (NB: Figure excludes 'Other')

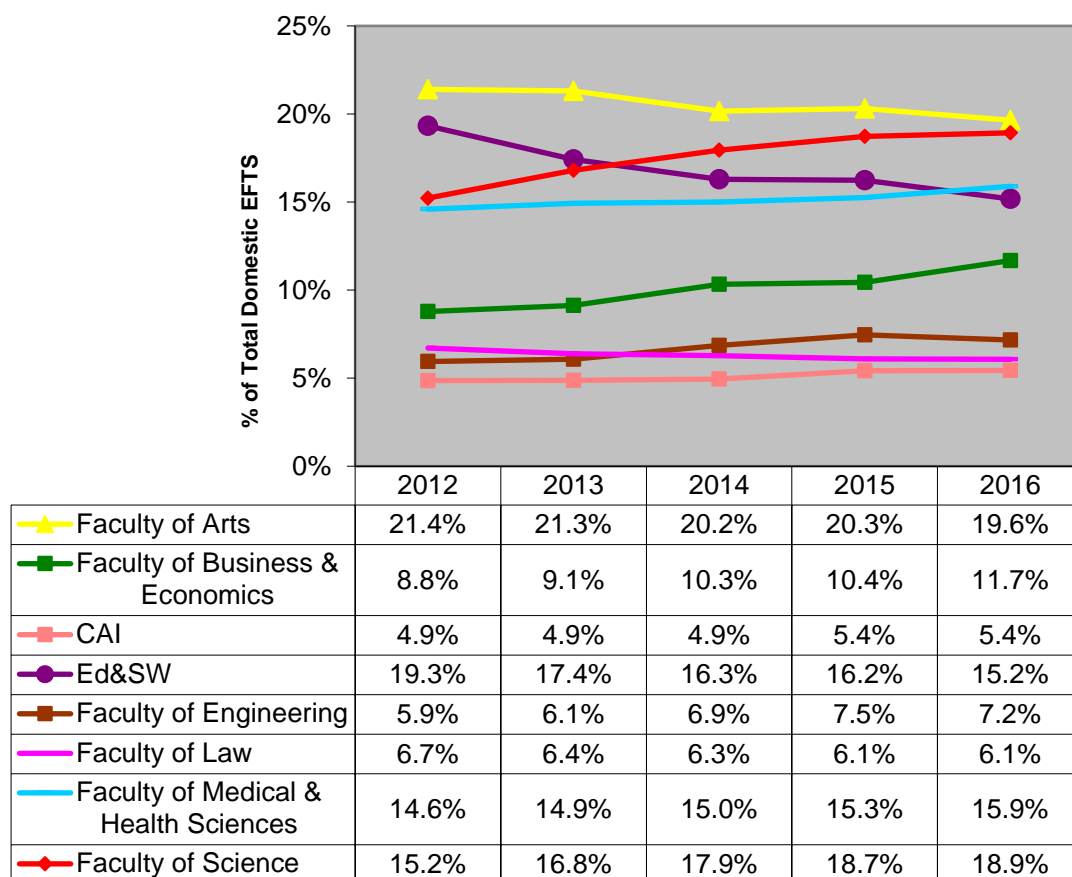


Figure 4 below shows the percentage of domestic Pacific EFTS enrolled in each faculty from 2012 to 2016.<sup>11</sup> In 2012, the spread of Pacific EFTS across faculties was between 26.8% in Arts and 3.5% in Engineering (a 23.3% difference).

By 2016, the spread of Pacific EFTS across faculties increased and was between 28.5% in Arts, and 4.6% in CAI and Law (a 23.9% difference). Therefore Arts remained the faculty with the most Pacific EFTS, further increasing its share of Pacific EFTS by 1.7% for the period from 2012 to 2016. Science (18.2%), Education and Social Work (15.8%), Business & Economics (12.0%) and FMHS (11.2%) had the next greatest proportions of total Pacific EFTS in 2016.

From 2012 to 2016, Science showed the largest increase in the proportion of Pacific EFTS enrolled, with an increase of 2.7% (from 15.5% to 18.2%), followed by Arts with an increase of 1.7% (from 26.8% to 28.5%) and Business and Economics with an increase of 0.8% (from 11.2% to 12.0%).

The largest decrease in the proportion of Pacific EFTS enrolled for this period was 2.0% in Education and Social Work. The next greatest decreases in the proportion of Pacific EFTS were 1.6% in Engineering and 1.1% in FMHS.

Arts, CAI, Engineering, Law, FMHS and Science increased their share of Pacific EFTS from 2015 to 2016. The largest increase in enrolments of Pacific EFTS for this period

<sup>11</sup> This refers to the percentage of all Pacific students who are enrolled in each faculty, not the percentage of students in each faculty who are Pacific.

was in CAI (0.6%), followed by Arts (0.5%) and Engineering (0.3%). Business and Economics, Education and Social Work, and Science were faculties showing decreases in total Pacific EFTS enrolments from 2015 to 2016.

**Figure 4: Pacific domestic EFTS by faculty 2012 to 2016** (NB: Figure excludes 'Other')

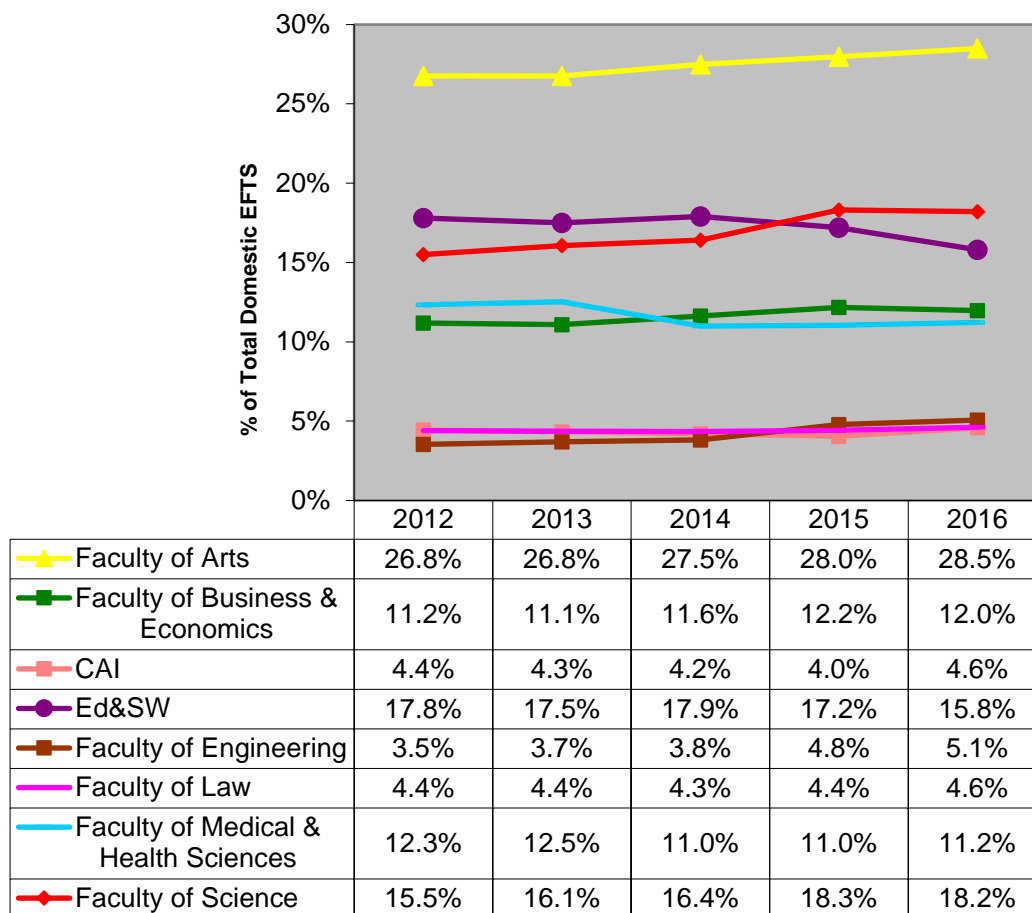


Figure 5a: Total Domestic EFTS by level of study and ethnic group 2016

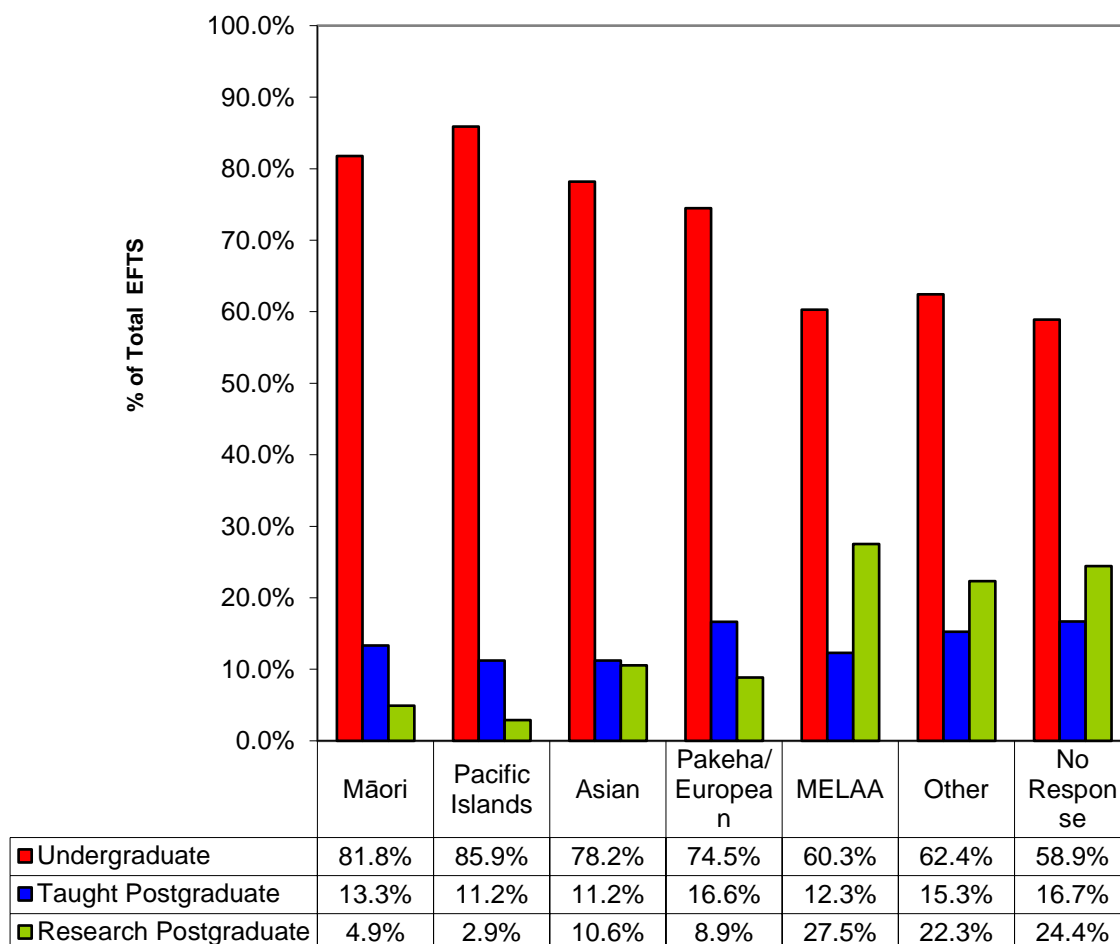
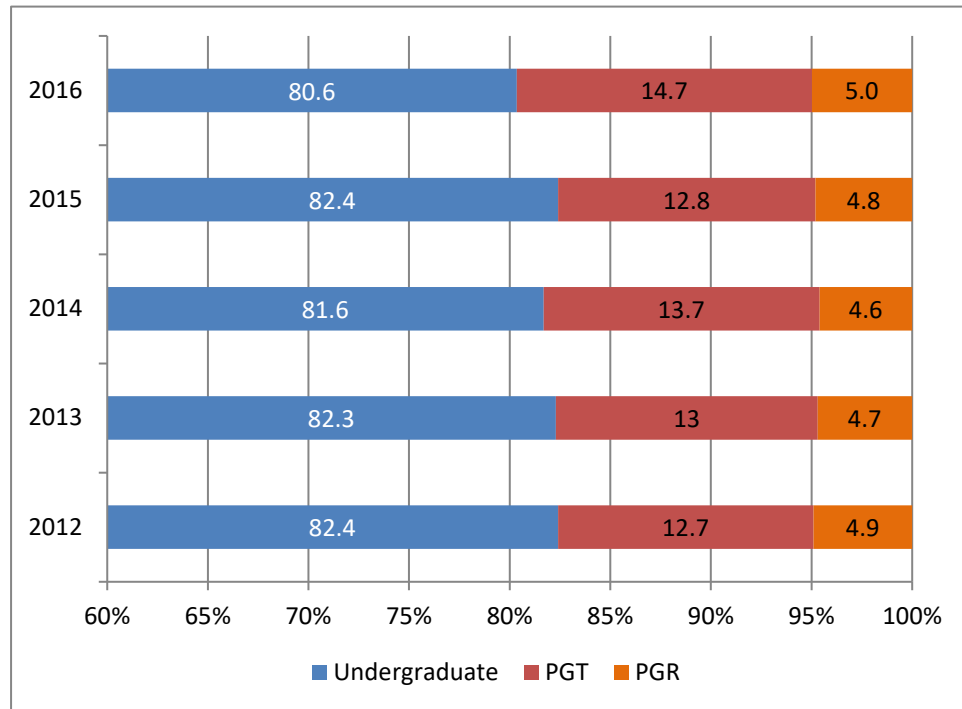


Figure 5b below shows 80.6% of Māori EFTS were enrolled in undergraduate studies a decrease of 1.8% from 2015. (Note the graph starts at 60%).

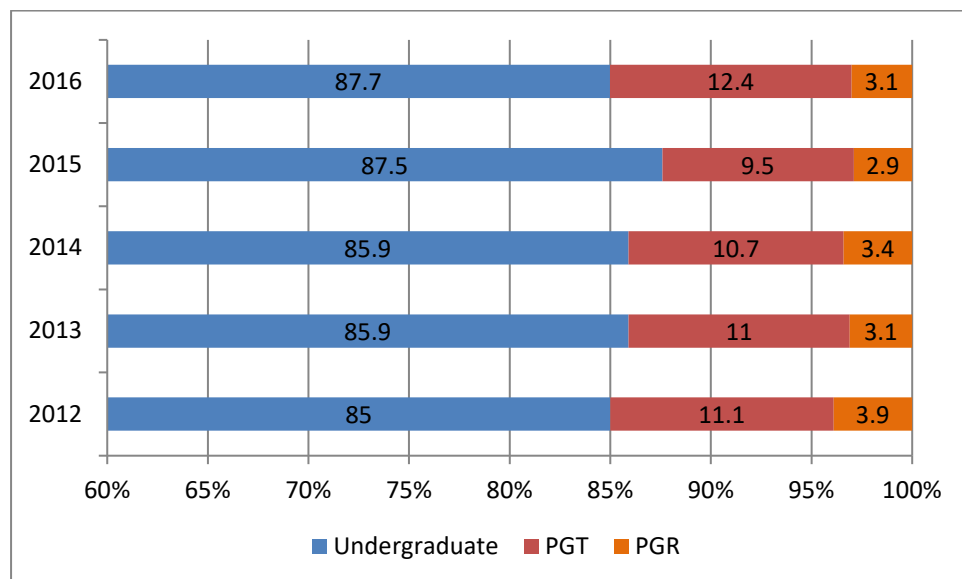
**Figure 5b: Māori EFTS at each level of study 2012 to 2016**



Data taken from the UoA Student Report DSS 31 December 2016

Figure 5c below shows the percentage of Pacific EFTS enrolled in undergraduate studies in 2016 was 87.7% an increase of 0.2% from 2015. (Note that the graph starts at 60%).

**Figure 5c: percentage of Pacific EFTS at each level of study 2012 to 2016**





## Women in Science and Engineering enrolments

Figures 6a and 6b below show 2016 enrolments in EFTS, by gender and faculty.<sup>12</sup> Women EFTS were most over-represented in Education and Social Work (79.0%) and most under-represented in Engineering in 2016 (24.6%).

**Figure 6a: Faculty and Large Scale Research Institute (LSRI) EFTS by gender 2016**

	ABI	Arts	Business & Economics	CAI	Education and Social Work	Engineering	Law	FMHS	Science	Liggins Institute	Total
Female	22	3,442	2,826	1,024	2,065	871	867	3,118	3,834	32	18,407
% Female	27.2%	65.5%	49.3%	61.7%	79.0%	24.6%	60.8%	68.0%	49.9%	76.2%	55.6%
Male	60	1,816	2,905	635	547	2,666	559	1,466	3,842	10	14,711
Total	81	5,258	5,731	1,660	2,613	3,537	1,426	4,584	7,676	42	33,118

The proportion of women EFTS enrolled in Engineering (see Figure 6b below) decreased marginally between 2015 and 2016, and has increased overall between 2012 and 2016 from 23.5% to 24.6% (by 1.1%). 2016 had the highest total women EFTS since 2012.

**Figure 6b: Engineering EFTS by gender 2012 to 2016**

	2012	2013	2014	2015	2016
Female	23.5%	24.5%	24.0%	24.2%	24.6%
Male	76.5%	75.5%	76.0%	75.8%	75.4%

Figure 6c below shows the gender breakdown of EFTS enrolled across academic units in the Faculty of Science. The proportion of women EFTS was lowest in Computer Science (23.2%), Physics (34.4%) and Mathematics (34.2%). The proportion of Women EFTS was highest in Psychology (75.8%), Biological Science (62.7%) and in Marine Science (58.3%). Women EFTS made up 49.9% of the EFTS in the Faculty of Science overall.

**Figure 6c: Science EFTS by gender and academic unit**

	Biological Sciences	Chemical Sciences	Computer Science	Environment	Exercise Sciences	Faculty of Science	Marine Science	Mathematics	Physics	Psychology	Statistics	Total
F	768	431	299	494	121	3	56	287	142	758	477	3,834
% F	62.7%	57.9%	23.2%	55.1%	53.1%	60.0%	58.3%	34.2%	34.4%	75.8%	50.6%	49.9%
M	456	313	988	402	108	3	40	553	271	243	465	3,842
All	1224	744	1,287	896	228	5	96	839	413	1,000	942	7,676

<sup>12</sup> Based on total EFTS, domestic and international

Figure 6d below shows the gender breakdown of EFTS enrolled in the Computer Science Department from 2012 to 2016. Women comprised 23.2% of Computer Science EFTS in 2016, 0.3% lower than 2015 at 23.5%. The proportion of women has increased by 2.2% from 21.0% in 2012, to 23.2% in 2016.

**Figure 6d: Computer Science EFTS by gender 2012 to 2016**

Computer Science	2012	2013	2014	2015	2016
Female	21.0%	22.1%	21.5%	23.5%	23.2%
Male	78.9%	77.9%	78.5%	76.5%	76.8%

Figure 6e below shows the gender breakdown of student enrolments (in EFTS) in the Physics Department from 2012–2016. Women comprised 34.4% (142 EFTS) of Physics enrolments in 2016. The proportion of women is comparable to 2015 at 32.2%.

**Figure 6e: Physics EFTS by gender 2012 to 2016**

Physics	2012	2013	2014	2015	2016
Female	32.7%	32.0%	32.3%	32.2%	34.4%
Male	67.3%	67.7%	67.7%	67.8%	65.6%

Figure 6f below shows the gender breakdown of student enrolments (in EFTS) in the Mathematics Department from 2012 to 2016. Women comprised 34.2% (287 EFTS) of Mathematics EFTS in 2016. This is a decrease of 0.2% or 19 EFTS from 34.6% in 2015, lower than the 2014 peak of 35.3%.

**Figure 6f: Mathematics EFTS by gender 2012 to 2016**

Mathematics	2012	2013	2014	2015	2016
Female	33.2%	34.7%	35.3%	34.6%	34.2%
Male	67.3%	67.7%	64.6%	65.4%	65.9%

## Student achievement

Student academic achievement is measured by a range of indicators including:

- Successful course completions
- Pass rates (unlike course completions, these do not include those students who withdrew or did not sit the final assessment)
- First-year retention

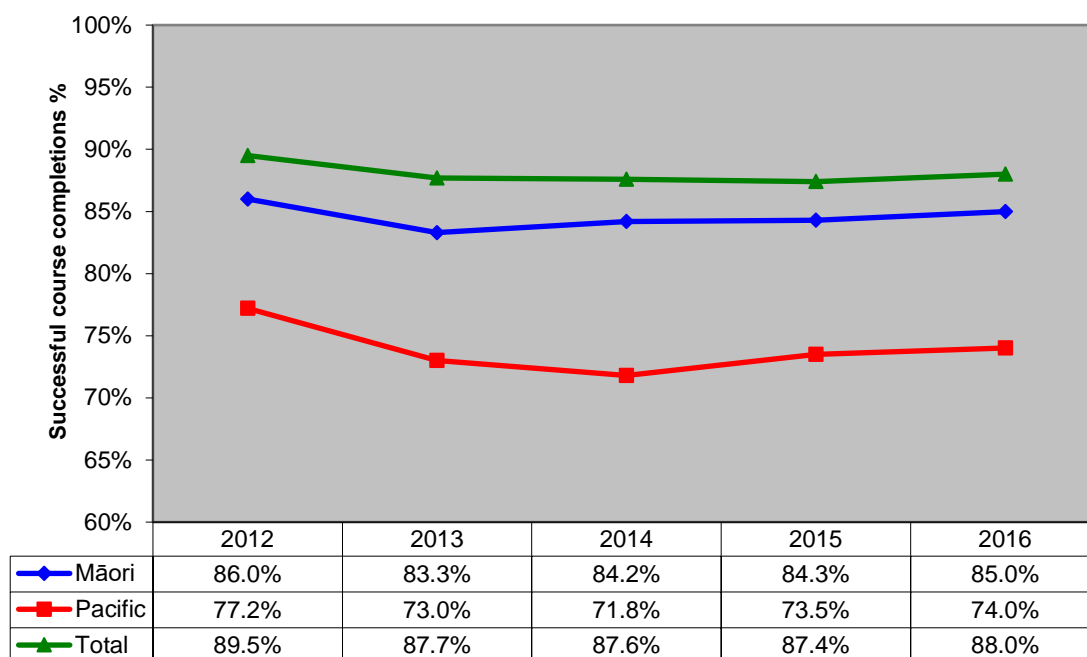
### Successful course completions

Figure 7 below shows the undergraduate successful course completions for Māori, Pacific and total students for 2012 to 2016. The rate of total students' undergraduate successful course completions was 89.5% in 2012 decreasing to 88.0% in 2016.

Successful undergraduate course completions of Māori students in 2016 were 85.0% of all enrolments, an increase of 0.7% from 2015.

Successful undergraduate course completions of Pacific students in 2016 were 74.0% which represented an increase of 0.5% from 73.5% in 2015. As for total and Māori completions, Pacific undergraduate course completions peaked in 2012, at 77.2% (Graph starts at 60%).

**Figure 7: Undergraduate successful course completions, total and by selected ethnic groups (SPR) 2012 to 2016**



Data taken from the UoA Student Report DSS 31 December 2016

Note the 2013 to 2020 KPIs targets and actuals vary from the undergraduate course completions measures as they measure successful course completions excluding these, meaning they include PGT courses as well as undergraduate courses.

## Undergraduate SPRS

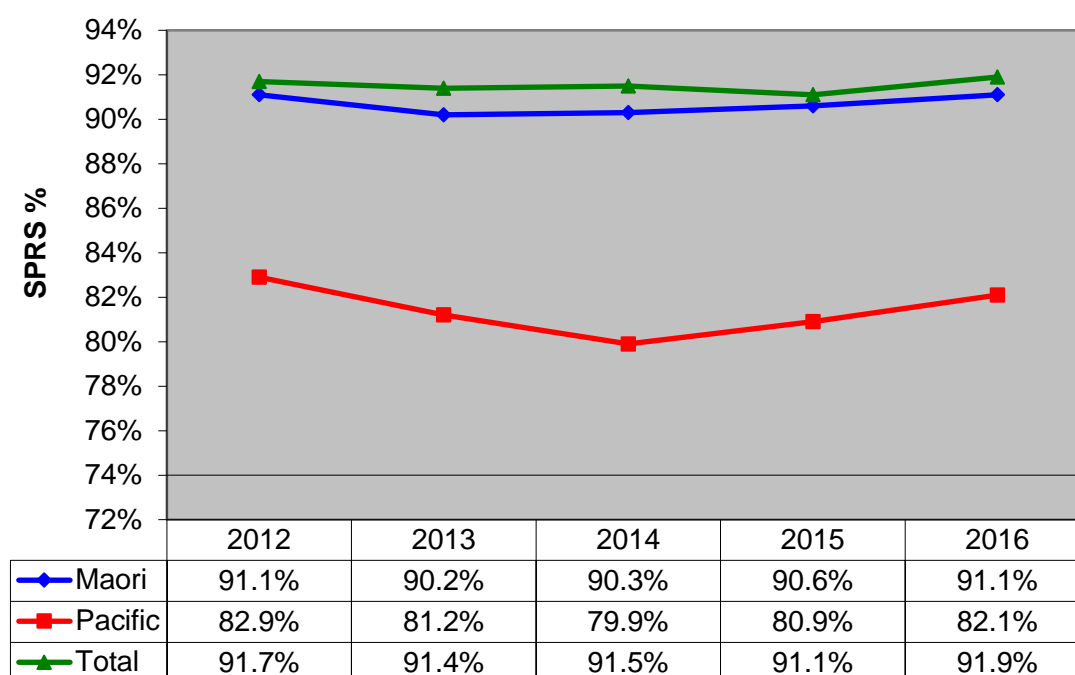
SPRS measures the pass rates of students who completed the course, excluding those who did not sit the exam (DNS), or withdrew from the course. Thus SPRS tends to be higher than SPR.

Figure 8 below shows the undergraduate SPRS for Māori and Pacific students (EFTS) and total students from 2012 to 2016. The SPRS for total students in 2016 was 91.9%, 0.2% higher than that of 2012 (91.7%). The figure has remained relatively steady since 2012.

The SPRS of Māori EFTS remained the same (91.1%) and SPRS for Pacific EFTS decreased by 0.8% (from 82.9% to 82.1%) from 2012 to 2016.

Undergraduate SPRS for 2016 showed an increase for Māori of 0.5% and an increase of Pacific of 1.2% from 2015.

**Figure 8: Undergraduate student SPRS for total, Māori and Pacific students (EFTS) 2012 to 2016**



## Stage One successful course completions of new students

The successful course completions of Stage One new undergraduate students are a useful indicator of the effectiveness of teaching and learning for new undergraduate students.

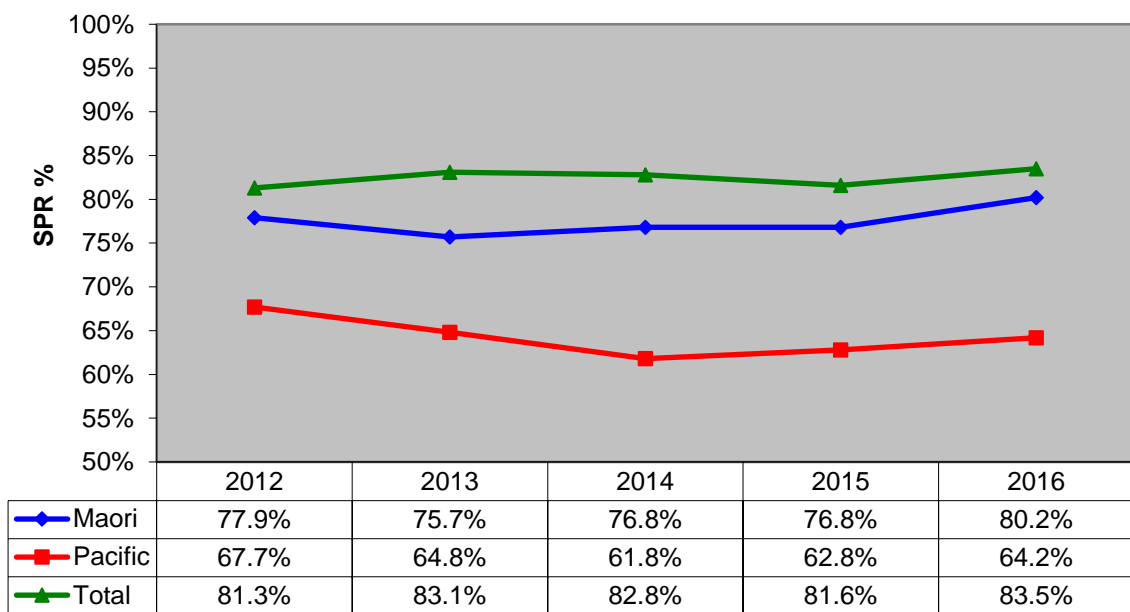
Figure 9 shows Stage One successful course completions from 2012 to 2016 for new students (EFTS). The total Stage One successful course completion rate has increased by 2.2% from 81.3% to 83.5% during this period, including an increase of 1.9% between 2015 and 2016.

In 2016 the Stage One successful course completion rate for Māori EFTS was 80.2%. The Stage One successful course completion rate for Pacific EFTS (64.2%) increased 1.4% from 62.8 to 64.2%.

For Stage One new undergraduate Māori EFTS, 19.8% did not complete their courses successfully.

In 2012, 22.1% of Stage One new undergraduate Māori EFTS and 32.3% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully (compared with 18.7% of total Stage One new undergraduate EFTS). In 2016, 35.8% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully (compared with 16.5% of total Stage One new undergraduate EFTS).

**Figure 9: Stage One successful course completions: Māori, Pacific and total new students (EFTS), 2012 to 2016**



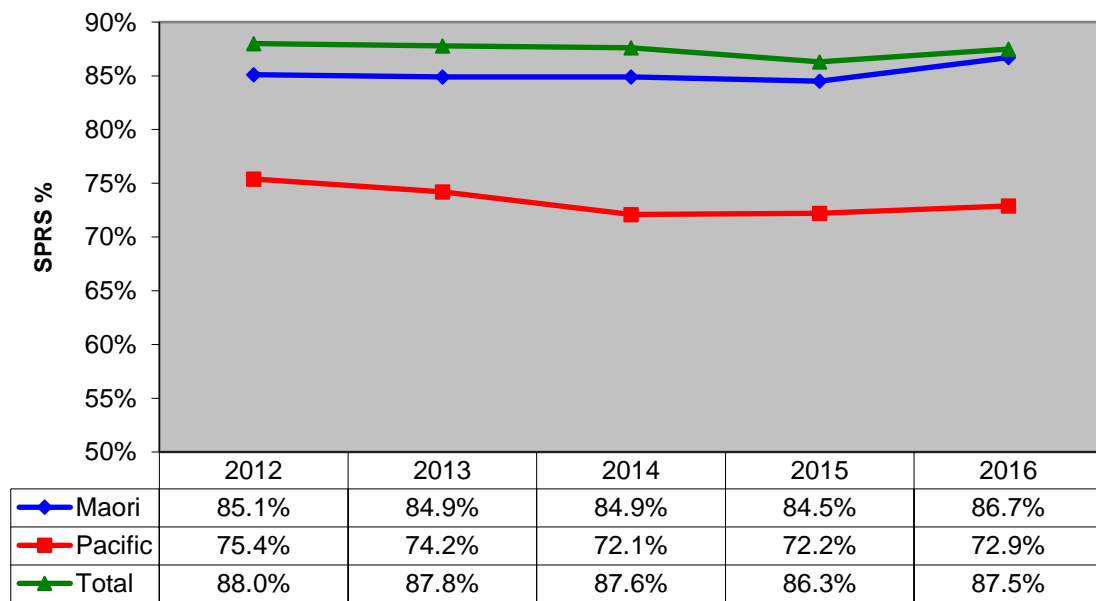
Data taken from the UoA Student Report DSS 31 December 2016

Figure 10 shows the Stage One SPRS of Māori EFTS in 2016 was 86.7%, an increase of 2.2% from 84.5% in 2015. This is 0.8% below the Stage One SPRS for total students in 2016 (87.5%).

The Stage One SPRS of Pacific students increased from 72.2% in 2015 to 72.9% in 2016. From 2012 to 2016, the Stage One SPRS for Pacific students decreased by 2.5% (from 75.4% to 72.9%).

For 2016, the Stage One SPRS for total students SPRS was 14.6% greater than for Pacific students (87.5% vs. 72.9%).

**Figure 10: Stage One SPRS for Māori, Pacific and total students (EFTS) 2012 to 2016**



Data taken from the UoA Student Report DSS 31 December 2016

## Stage One successful course completions across faculties

Figure 11 below compares the Stage One successful course completions in 2016 across faculties.

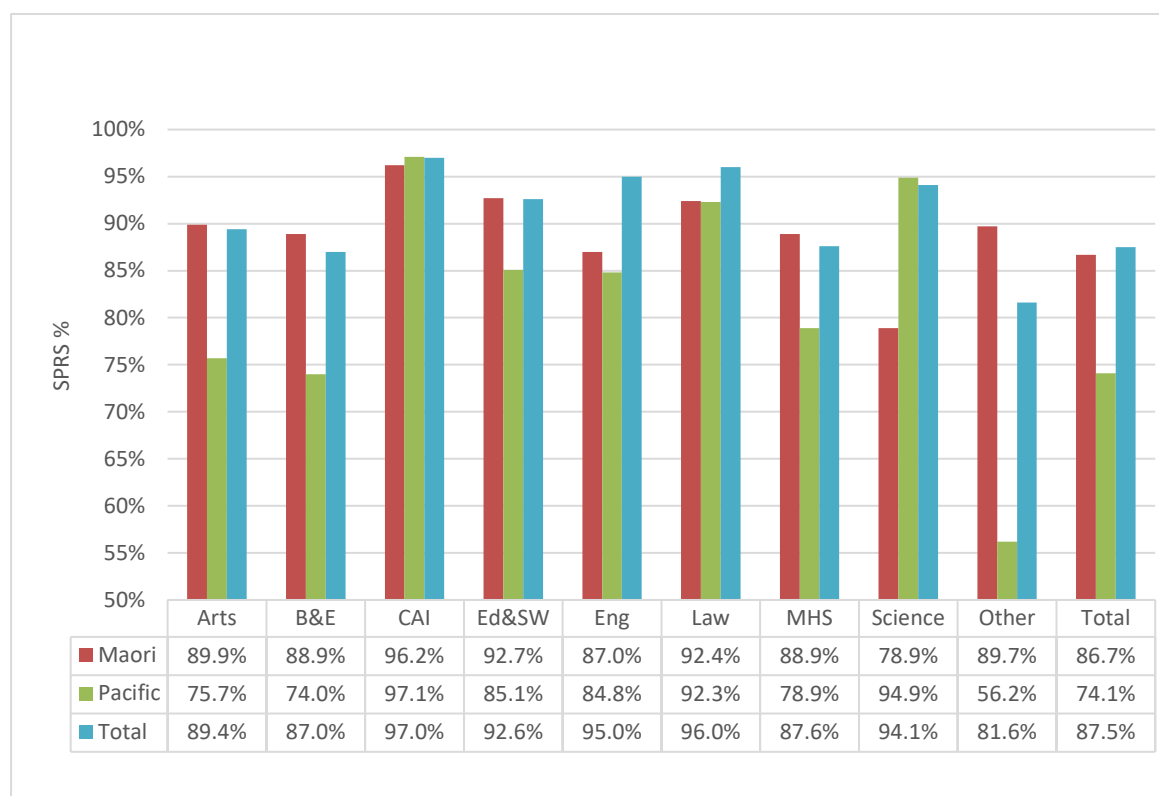
In 2016, the Stage One successful course completions rate for Māori students was highest in CAI (96.2%), Education and Social Work (92.7%), and Law (92.4%).

The rate for Māori students was higher than for total students in Arts (89.9% vs. 89.4%), Business & Economics (88.9% vs. 87.0%, Education and Social Work (92.7% vs. 92.6%) and Medical and Health Sciences (88.9% vs. 87.6%). The Stage One successful course completions rate for Māori students was lowest in Science (78.9%).

Pacific students' Stage One successful course completions in 2016 were highest (excluding Other) in CAI (97.1%), Science (94.9%), Law (92.3%). They were lowest in Medical and Health Sciences (78.9%) and Business & Economics (74.0%).

Pacific students' Stage One successful course completions exceeded total students in CAI (97.1% vs. 97.0%) and Science (94.9% vs. 94.1%). The greatest gap between Pacific students Stage One successful course completions and that of total students was in Arts (75.7% vs. 89.4%).

**Figure 11: Stage One successful course completions for Māori, Pacific and total students by faculty 2016**



## New undergraduate retention/re-enrolment

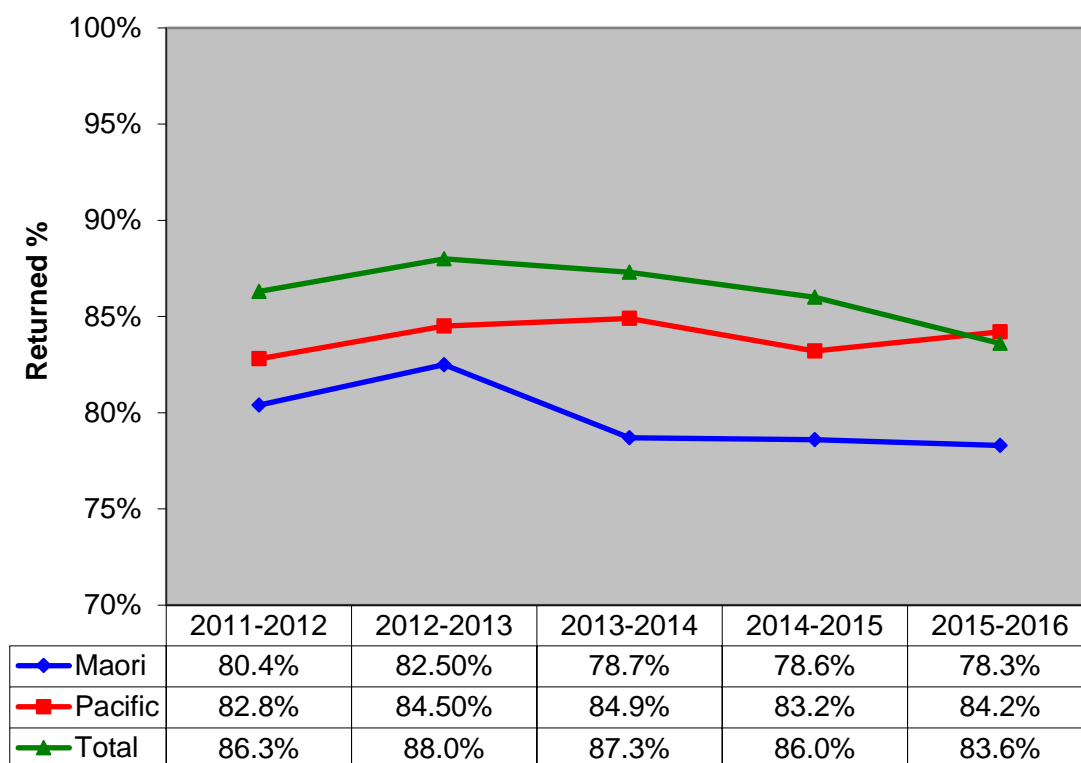
The new undergraduate retention rate measures the percentage and number of new undergraduate students (EFTS) who return the following year.

Figure 12 below shows that 83.6% of the total 2015 new undergraduate cohort returned in 2016. Retention of new undergraduate Māori EFTS in 2016 was 78.3%.

The new undergraduate retention rate of Pacific EFTS increased by 1% from 83.2% 2015 to 84.2% in 2016. The total new undergraduate students during the same period decreased by 2.4% from 86.0% to 83.6% (graph starts at 70%).

For the period from 2011/12 to 2015/16 the total new undergraduate retention rate decreased by 2.7% from 86.3% to 83.6%. For Māori EFTS the new undergraduate retention rate decreased by 2.1% from 80.4% to 78.3% during this period. For Pacific EFTS the new undergraduate retention rate increased by 1.4% from 82.8% to 84.2%.

**Figure 12: New undergraduate retention for Māori, Pacific and total EFTS, 2011/12 to 2015/16**

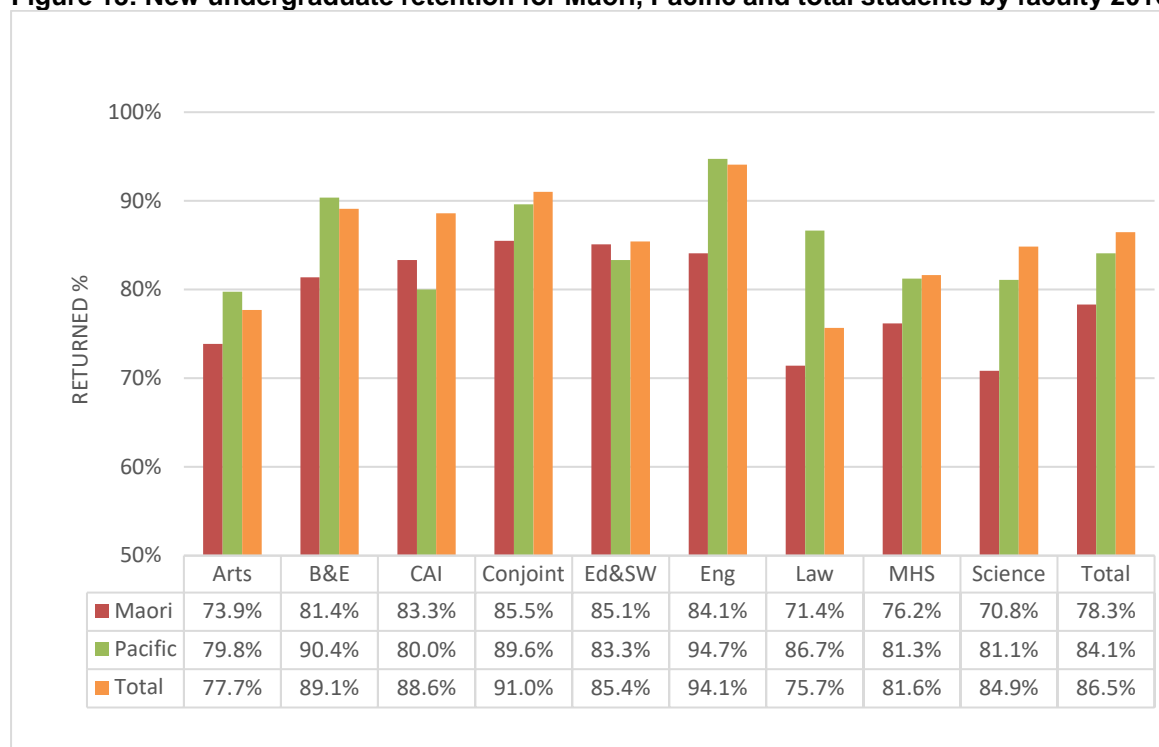


Data taken from the UoA Student Report DSS 31 December 2016



Figure 13 below shows new undergraduate students (EFTS) retention across faculties in 2016.

**Figure 13: New undergraduate retention for Māori, Pacific and total students by faculty 2016**



New undergraduate Māori EFTS enrolled in Conjoint degrees (85.5%), Education and Social Work (85.1), Engineering (84.1%), and CAI (83.3%) had the highest retention rates for 2016. New undergraduate Māori EFTS enrolled in Business & Economics (81.4%), Law (71.4%), and Science (70.8%) had the lowest retention rates.

New undergraduate Pacific EFTS in Business & Economics (90.4%), Conjoint degrees (89.6%), Engineering (94.7%), and Law (86.7%) had the highest retention rates in 2016. New undergraduate Pacific EFTS in Arts (79.8%), CAI (80.0%), FMHS (81.3%), and Science (81.8%) had the lowest retention rates.

### Qualification completions

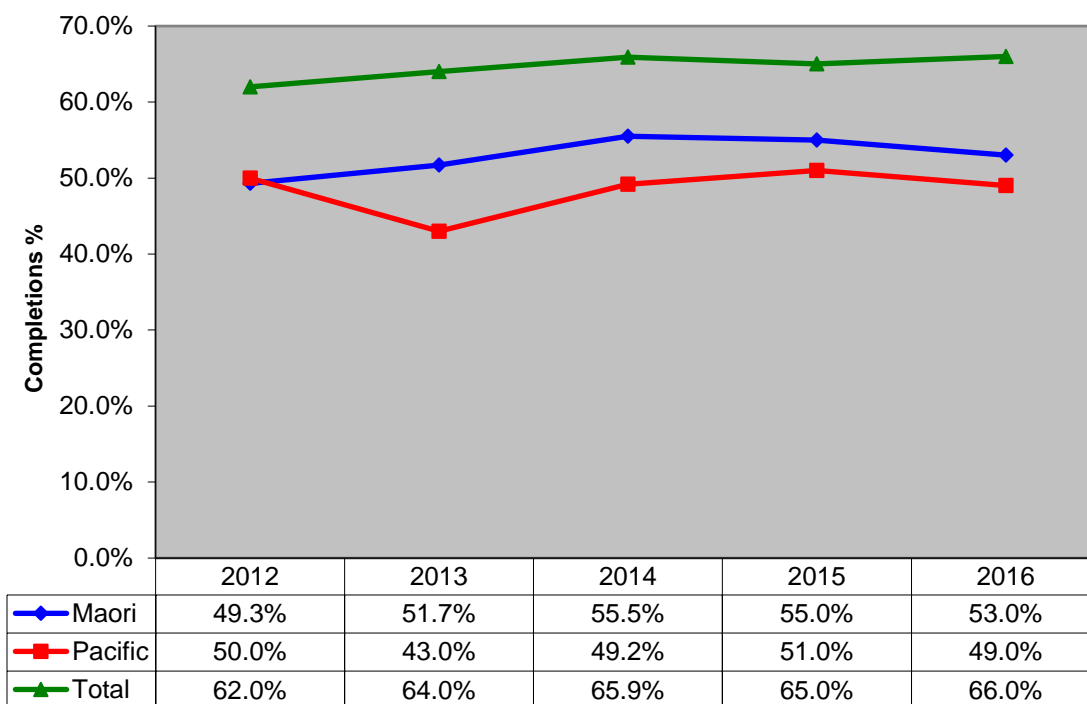
Figure 14 shows that the total qualification completion rate in 2016, for degree level or higher qualifications obtained by domestic students within five years, was 66.0%, up 1.0% from 65.0% in 2015.

For Māori students the qualification completion rate in 2016 was 53.0%, a decrease of 2% from 55.0% in 2015. The qualification completion rate for Pacific students in 2016 was 49.0%, a decrease of 2.0% from the 2015 rate of 51.0%, which was the highest rate recorded for the period from 2012 to 2016.

Māori qualification completion rates were 3.7% higher in 2016 than in 2012 (53.0% vs. 49.3%). Pacific qualification completion rates were 1.0% lower in 2016 than in 2012 (50.0% vs. 49.0%).

For total students there has been an increase of 4.0% from 2012 to 2016 (62.0% vs. 66.0%).

**Figure 14: Qualification completions for Māori, Pacific and total students 2012 to 2016**



## Students with disabilities and impairments

The statistical data that follow are a combination of Student Disability Services' internal statistics (including student registrations), and data extracted by the Planning and Quality Office *Decision Support System* (based on EFTS). It is important to note that disclosure of disability or impairment by students is voluntary, and as a result, these data do not necessarily reflect the total number of student EFTS with impairments at the University of Auckland.

Figure 15 below shows a slight increase of 0.6% (from 788 in 2015 to 793 in 2016) in the number of students seeking assistance from Student Disability Services.

**Figure 15: Students registered with Student Disability Services 2012-2015**

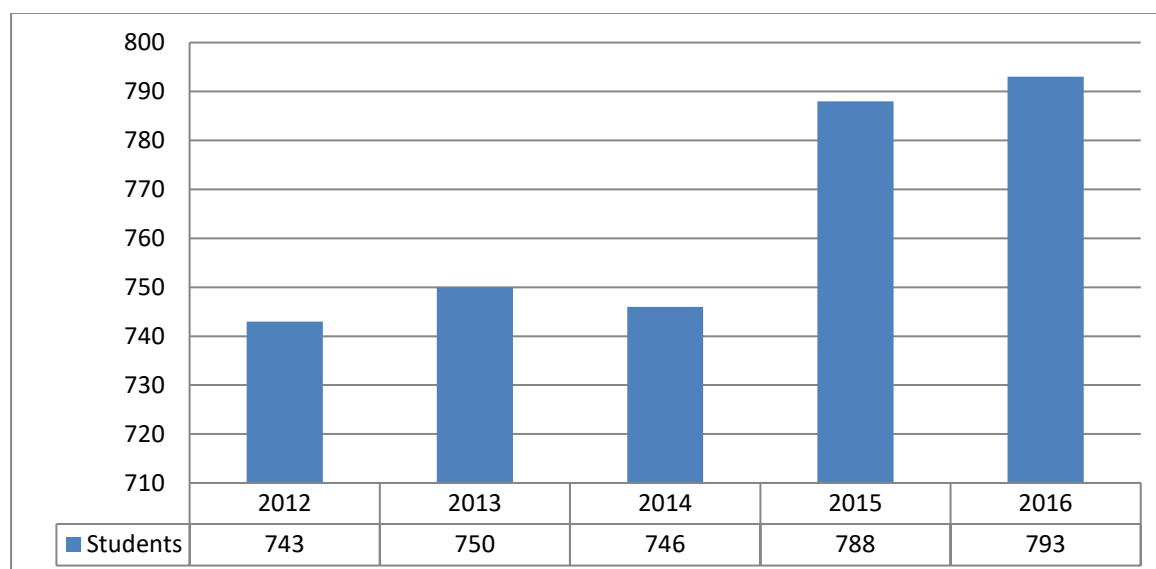


Figure 16 below shows the impairments that students disclosed as their primary impairment.

“Invisible” disabilities, such as specific learning and mental health issues, continue to make up the largest section of those impairments disclosed. Over the past five years, the number of students with specific learning disabilities seeking assistance has increased from 244 to 316.

In 2015, there was a significant decrease in the number of students' medical/ OOS disabilities (from 85 in 2014 to 64 in 2015), but this has increased again in 2016 (82 in 2016).

**Figure 16: Students registered with Student Disability Services by indicated primary impairment 2012-2016**

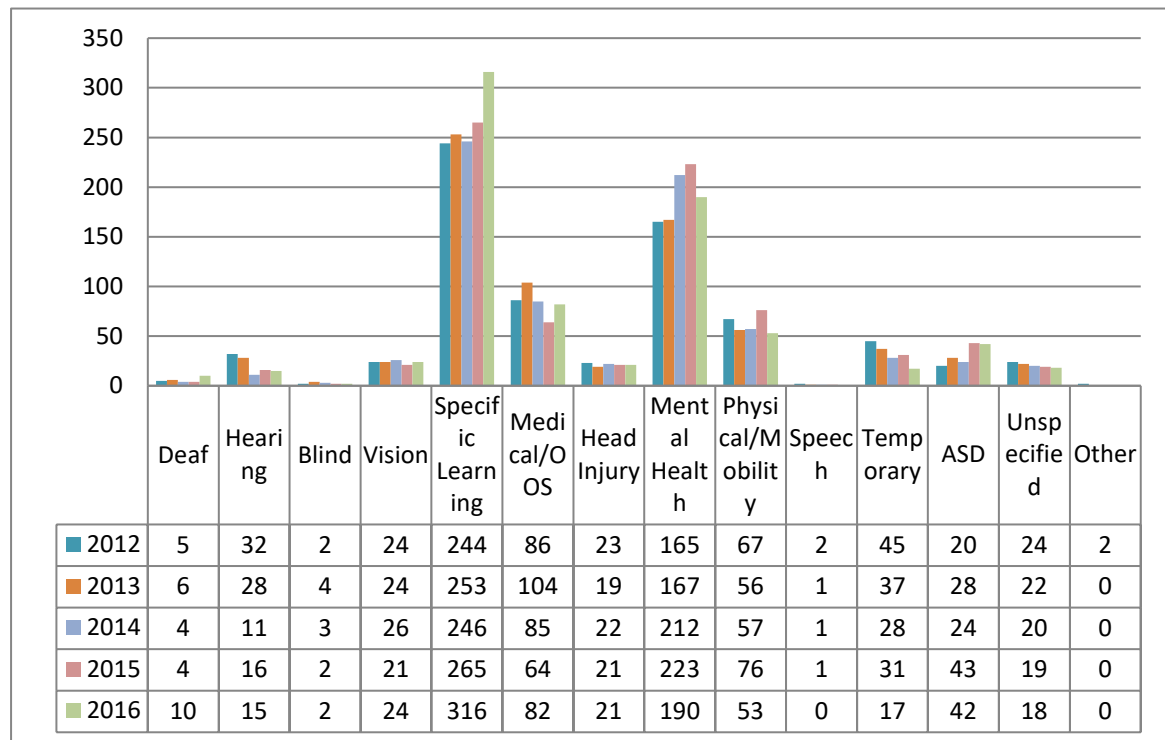


Figure 17 below shows the proportion of EFTS indicating an impairment at the point of enrolment by ethnicity.

**Figure 17: Percentage EFTS with disability 2016**

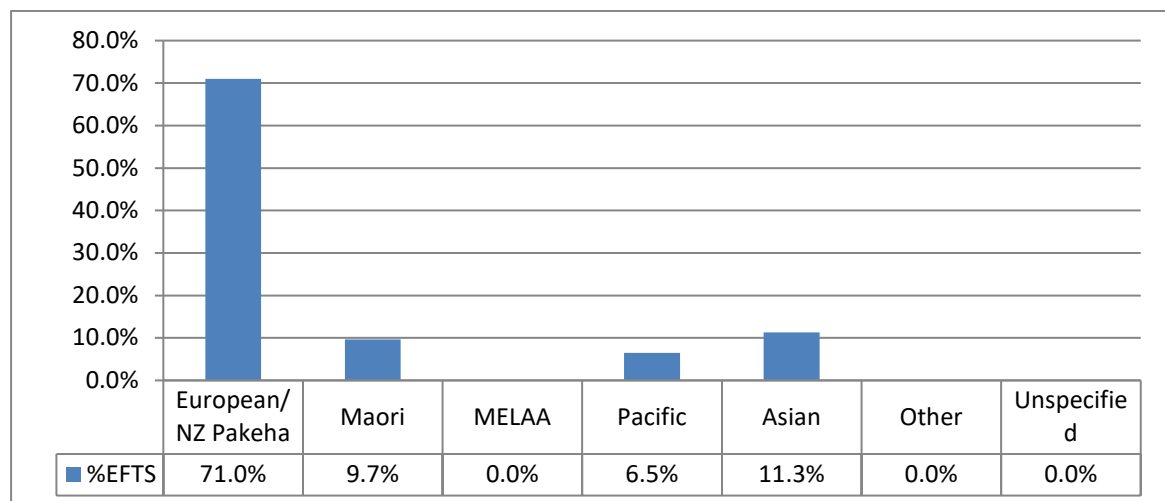


Figure 18 below shows the actual number of students who have registered with SDS by ethnicity. The number of Māori students registered with SDS increased from 67 to 82 between 2015 and 2016. As a proportion of students registered with SDS this is an increase from 9.8% to 10.4% of registrations. The number of Pacific students

decreased from 41 to 35 from 2015 to 2016. As a proportion of registrations this is a decrease from 5.6% to 4.4%.

**Figure 18: Students registered with Student Disability Services by ethnic group 2012-2016**

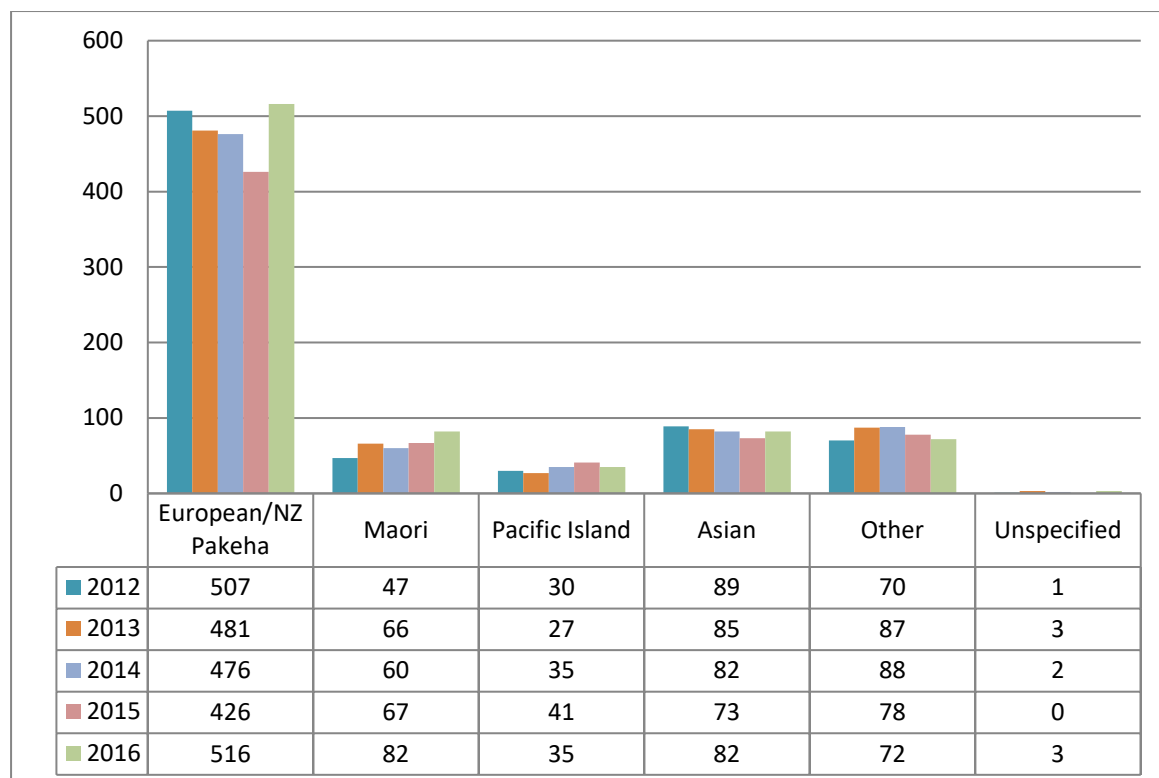


Figure 19 below shows that across all ethnic groups, except for Pacific, women currently make up a larger proportion of those indicating an impairment at the point of enrolment (note that these are not necessarily the same students who register with SDS, hence the difference in percentages from Figure 20).

**Figure 19: Percentage of EFTS with disability by gender and ethnicity 2016**

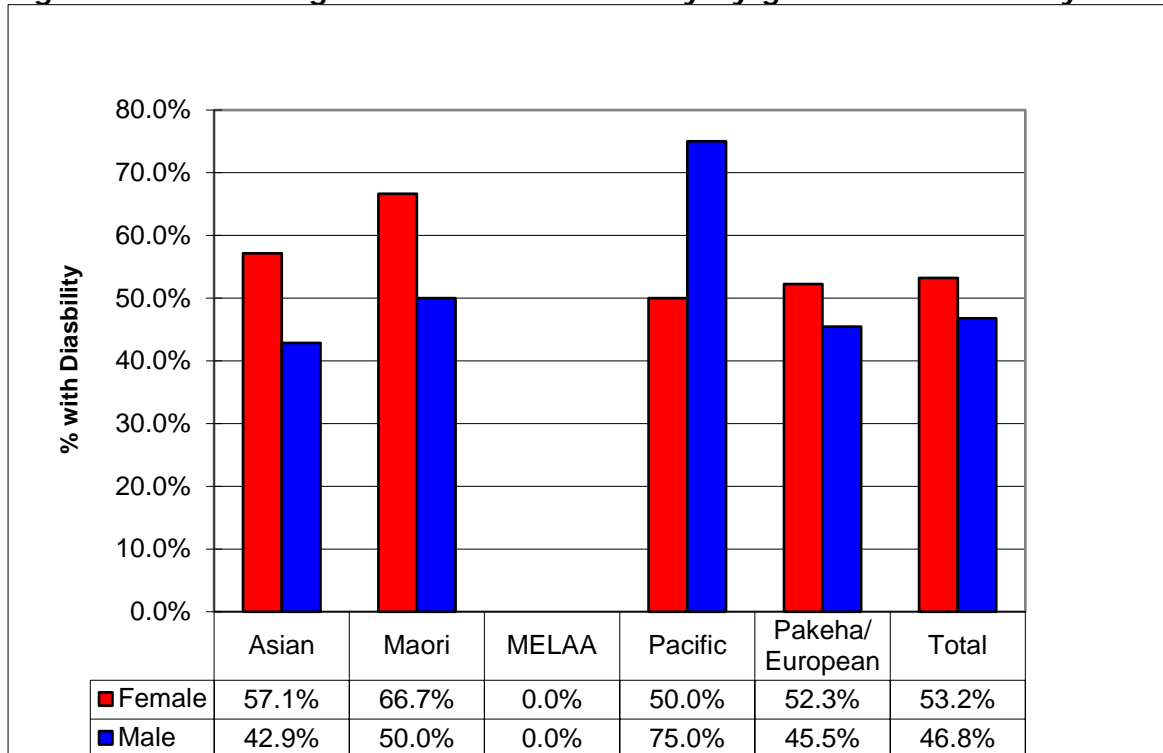


Figure 20 below shows that across all ethnic groups there are more females who register with SDS than males.

**Figure 20: Students registered with Student Disability Services by gender and ethnicity 2016**

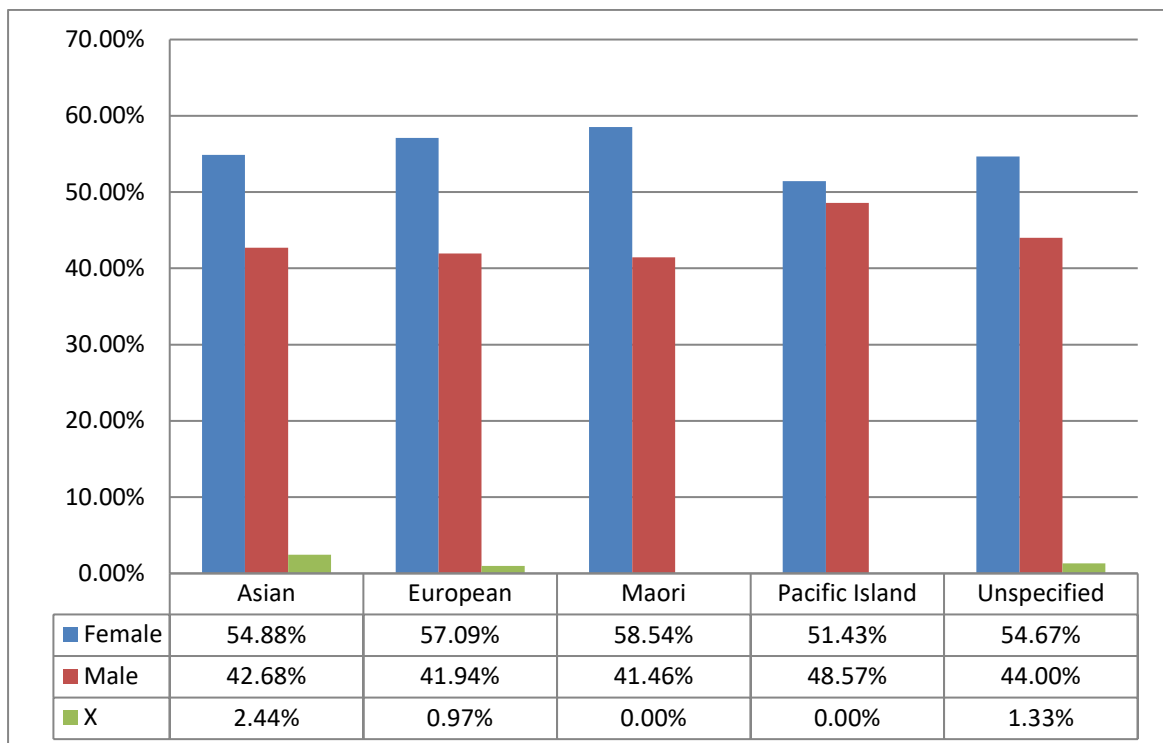


Figure 21 below shows that women continue to make up a higher percentage of the students registered with Student Disability Services than men, from 2012 to 2016.

**Figure 21: Students registered with Student Disability Services by gender (%) 2012-2016**

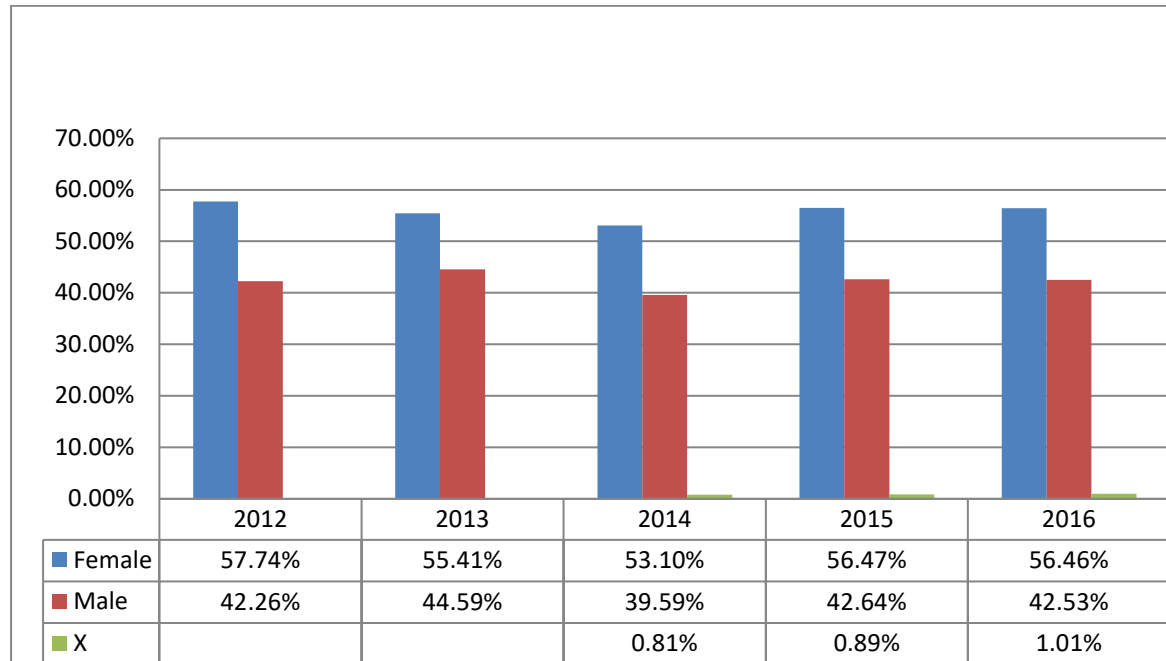


Figure 22 below shows that the Arts, Education and Social Work, and Science faculties continue to account for the largest proportion of students indicating at enrolment that they live with an impairment. This trend remains unchanged from 2012.

**Figure 22: Percentage of EFTS with disability by faculty 2012 to 2016**

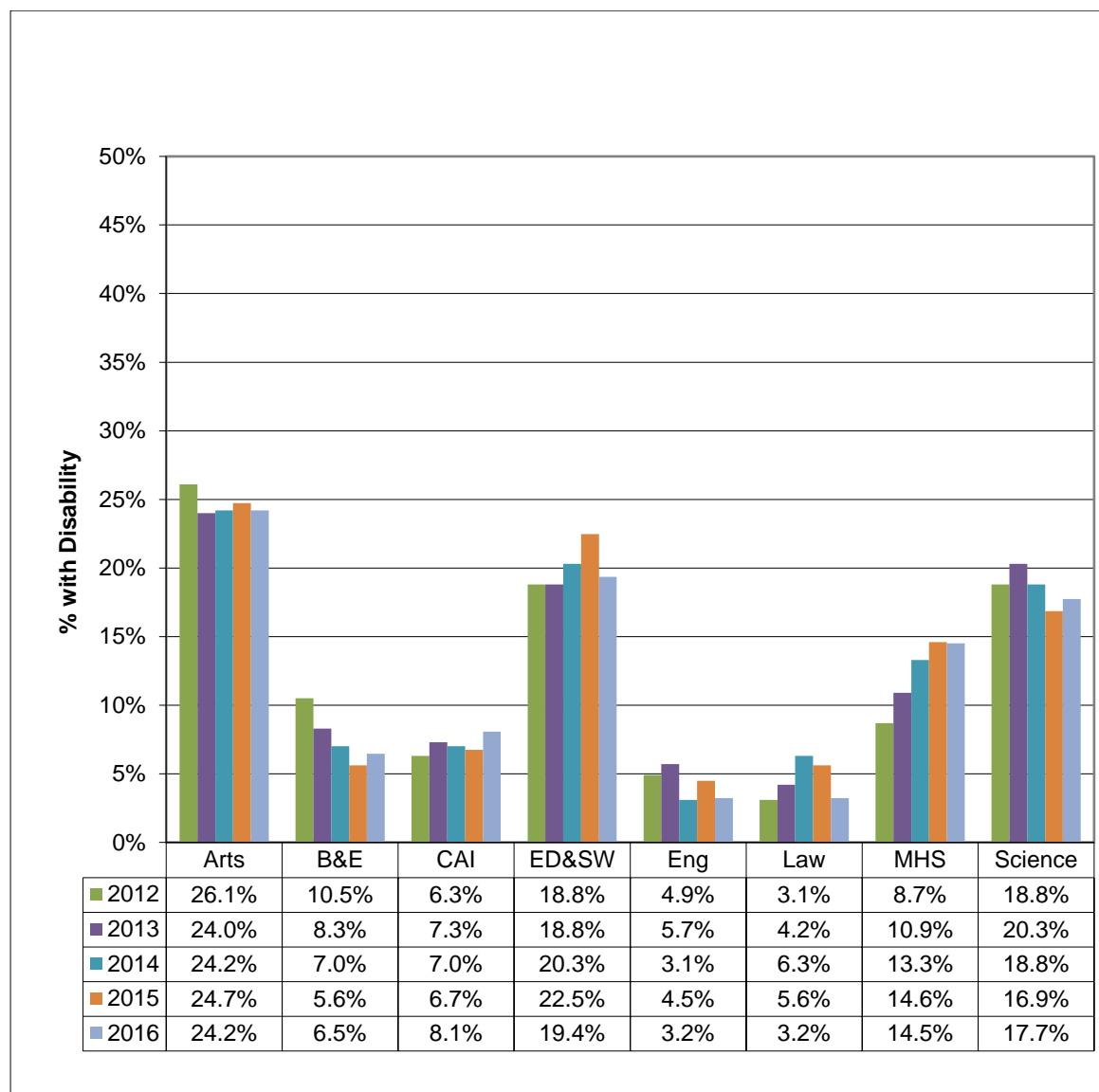




Figure 23 below shows that the Faculties of Arts, Science and Commerce, and Education and Social Work account for the highest proportion of students who register with Student Disability Services.

**Figure 23 Percentage of students registered with Student Disability Services by faculty 2012-2016**

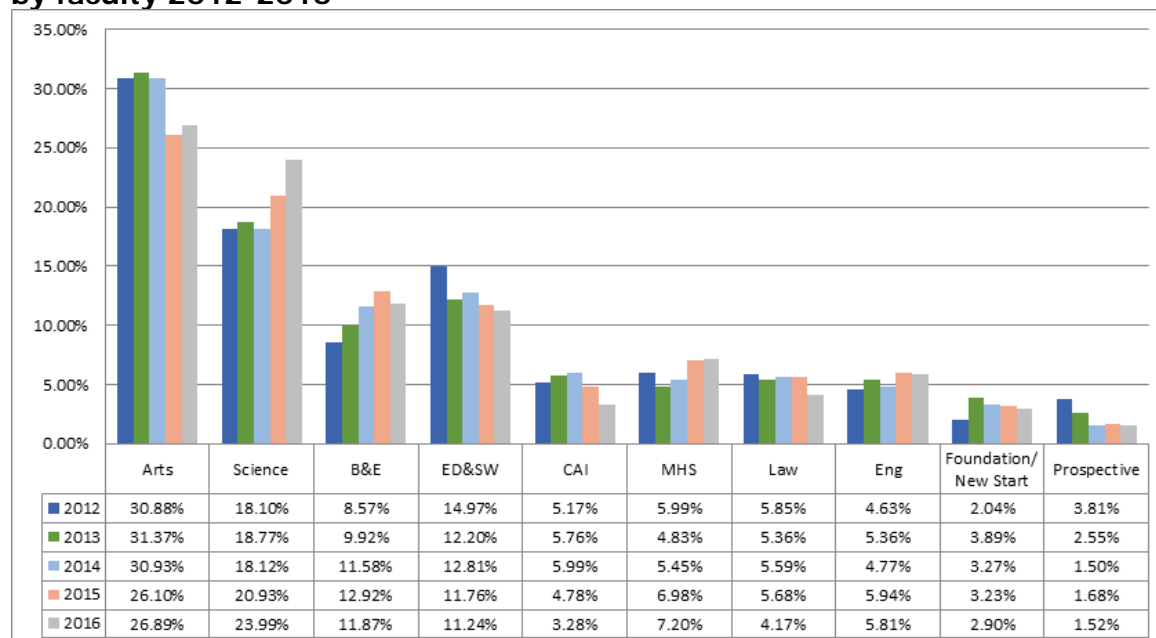


Figure 24 below shows an increase in the percentage of students with impairments, who were enrolled in taught and research postgraduate courses between 2015 and 2016 (from 16.0% to 33.9%). There has been a corresponding steady decline from 2012 in the percentage of students with impairments who are enrolled in undergraduate courses (from 72.8% in 2012 to 40.3% in 2016).

**Figure 24: Percentage of EFTS with disability by funding level 2012 to 2016**

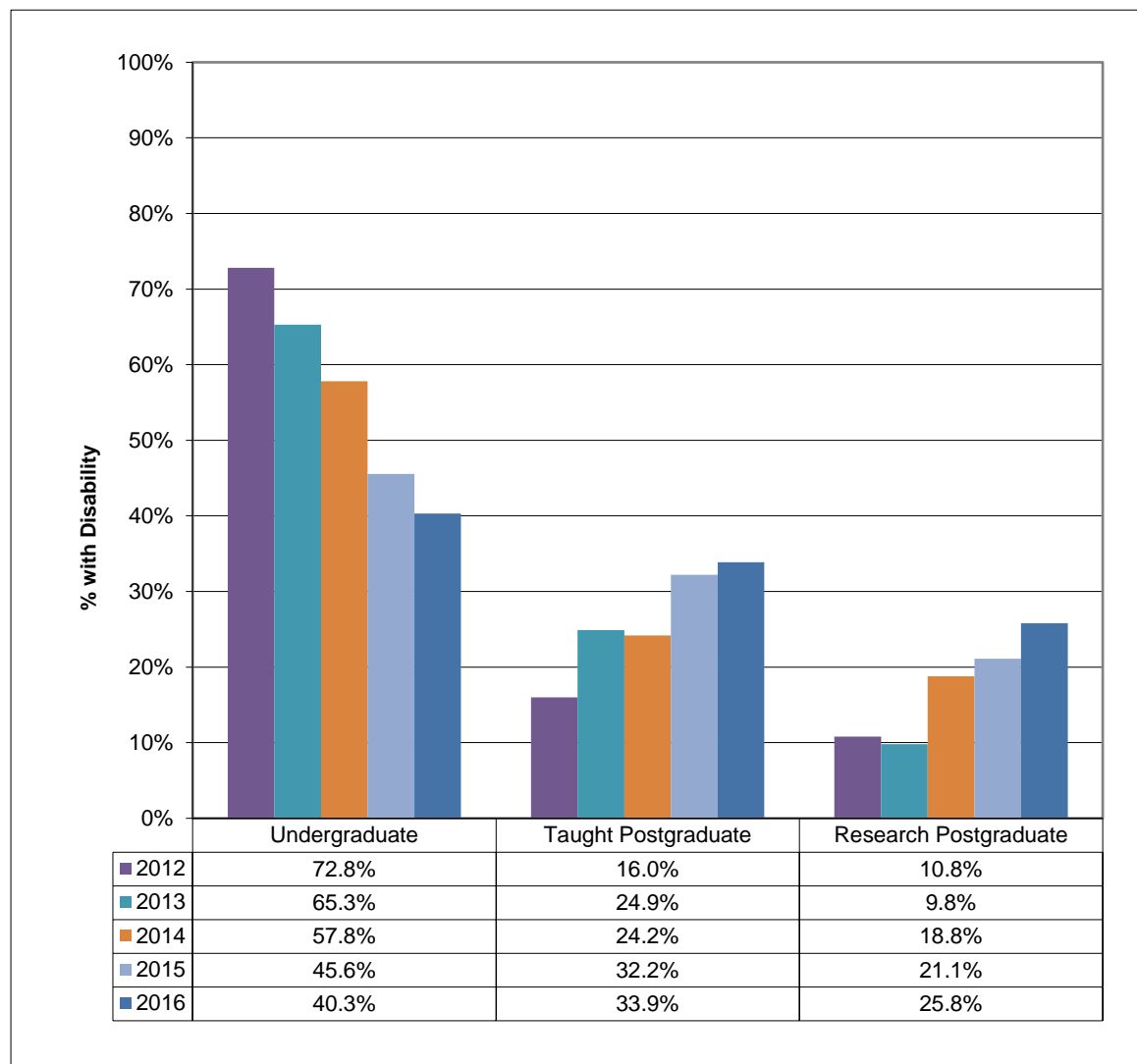
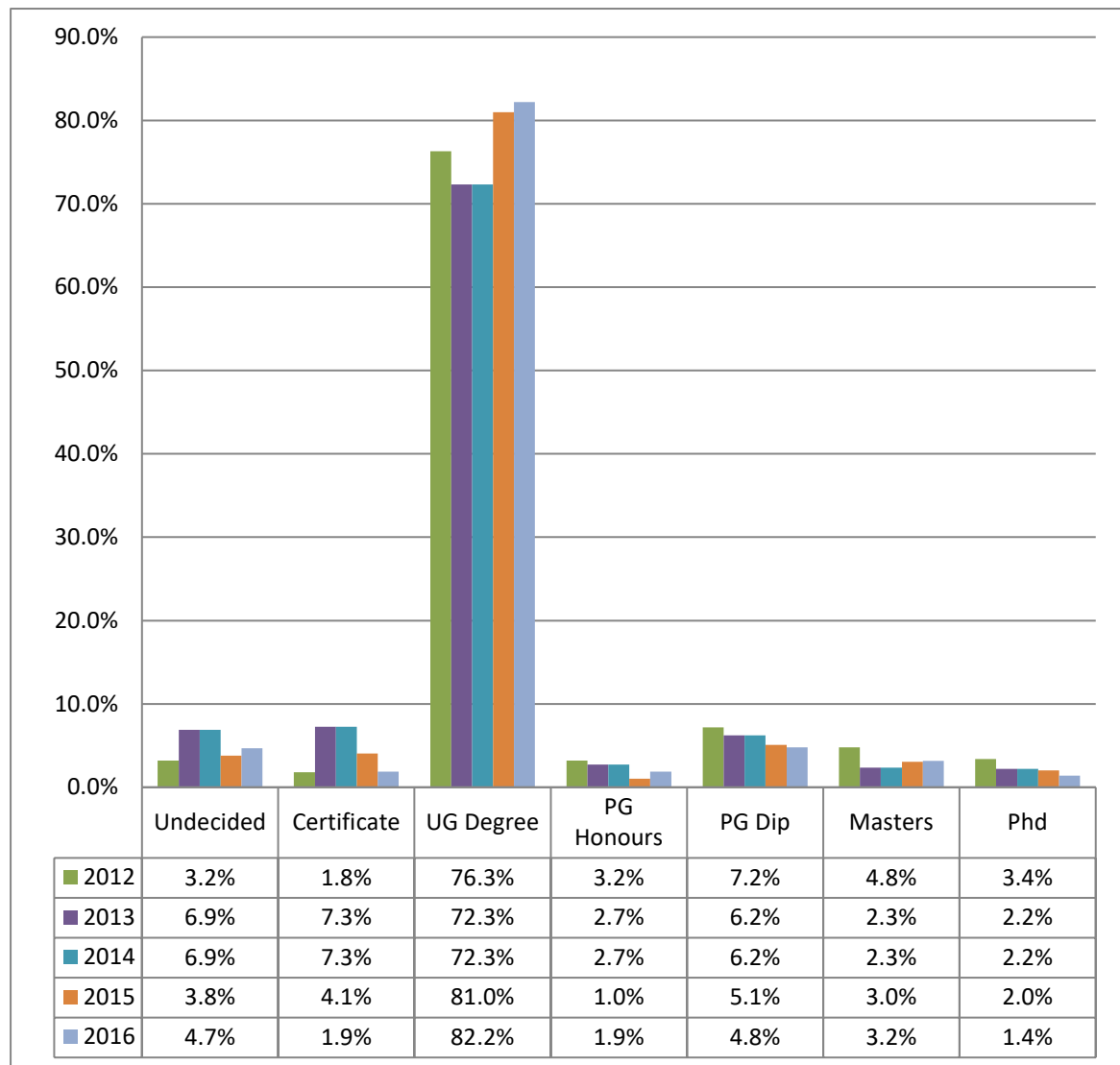


Figure 25 below shows an increase in the percentage of students registered with Student Disability Services who are undertaking an undergraduate degree (from 81.0% in 2015 to 82.2% in 2016), and a decrease in the percentages of students at PG Dip level, Certificate level, and PhD level. Students at Masters level increased by 0.2%, and students at PG Honours level increased by 0.9%.

**Figure 25: Percentage of students registered with Student Disability Services by levels 2010-2016**



## Staff equity

### Key facts

- This section describes the overall employment trends for Māori, Pacific, Asian, and female staff. It also provides an age profile of staff at the University.
- Māori academic FTE increased from 129.2 FTE in 2015 to 134.5 FTE in 2016, an increase of 3.9%. This represents an increase from 5.9% in 2015 to 6.1% in 2016 which is slightly above the target of 6.0%. Education and Social Work, Engineering, Law, MHS, and Science increased their proportion of Māori academic staff from 2015 to 2016.
- From 2015 to 2016, Pacific academic staff increased 3.3% from 51.9 FTE to 53.7 FTE. However, the proportion of academic staff who are Pacific remained the same as in 2015 at 2.4% which is below the target 3.2%. Arts, B&E, and Law increased their proportion of Pacific academic staff from 2015 to 2016.
- Māori professional staff increased from 195.1 FTE (6.2%) in 2015 to 227.5 FTE (6.7%) in 2016 an increase of 14.2%, which was below the target of 7.0%.
- Asian academic staff increased from 330.8 FTE (15.2%) in 2015 to 372.4 FTE (16.9%) in 2016. Asian professional staff increased from 670.7 FTE (23.2%) in 2015 to 777.4 FTE (25.6%) in 2016.
- In 2016, 45.8% of academic staff were women and 54.2% were men. This is approximately the same as 2015.
- The proportion of associate professors who are women increased from 37.8% (109.9 FTE) in 2015 to 38.8% (114.7 FTE) in 2016.
- The proportion of professors who are women increased from 23.2% (68.2 FTE) in 2015 to 24.7% (74.0 FTE) in 2016.
- The proportion of women in senior academic positions (associate professor and professor) reached 31.4%, an increase from 30.2% in 2015, but below the target of 33.0%.
- In 2016, 18 women (62% of the female applicants) and 21 men (75% of the male applicants) were promoted to associate professor.
- In 2016, 29 associate professors applied for promotion to professor (19 women and 10 men). 13 (68%) of women who applied and 7 men (70%) of those who applied were successful.
- It was estimated that if current trends continue the proportion of senior women academic staff will reach 50% by 2026.
- In 2016, out of 3,041.3 professional staff FTE, there were 227.5 FTE (7.5%) Māori professional staff, an increase of 32.4 FTE or 16.0% from 195.1 FTE (6.7%) in 2015. This was above the University target of 7.0%.
- Pacific professional FTE were 185.2 FTE (6.1%) in 2016, a 20.9% increase from 153.1 FTE (5.3%) in 2015 and above the target of 5.8%.
- All service divisions had more Pacific professional staff in 2016 than in 2015.
- Women were the majority among professional staff at around 62% of professional staff a trend that has remained consistent in recent years.
- The percentage of senior women professional staff increased from 51% in 2015 to 52% in 2016 which is above the target of 49%.
- In 2016, 38% of academic staff and 29% of professional staff were 51 years of age and over.

## Ethnicity and equity

Overall, academic staff increased by 1.2% from 2,181.8 FTE in 2015 to 2,208.6 FTE in 2016. Professional staff increased by 4.9% from 2,981.9 FTE in 2015 to 3041.3 FTE in 2016.

Māori academic FTE increased from 129.2 FTE (5.9%) in 2015 to 134.5 FTE (6.1%) in 2016, an increase of 3.9% which is above the target 6.0%.

Māori professional staff FTE increased from 195.1 FTE (6.2%) in 2015 to 227.5 FTE (6.7%) in 2016, an increase of 14.2% but this was below the target of 7.0%.

Pacific academic staff increased 3.3% from 51.9 FTE to 53.7 FTE from 2015 to 2016. The proportion of Pacific academic FTE remained the same at 2.4%. Pacific professional staff increased 17.3% from 153.1 FTE (5.3% of all professional FTE) to 185.2 FTE (6.1%) from 2015 to 2016.

Asian academic staff increased by 12.6% and Asian professional staff increased by 13.7%. Pākehā/European academic staff decreased by 4.3% and Pākehā/European professional staff increased by 3.4% from 2015 to 2016.

**Figure 26a: Academic and professional staff FTE and percentage by ethnicity 2016**

Group	Academic		Professional	
	FTE	%	FTE	%
<b>Māori</b>	134.5	6.1%	227.5	7.5%
<b>Pacific</b>	53.7	2.4%	185.2	6.1%
<b>Asian</b>	372.4	16.9%	777.4	25.6%
<b>Pākehā/European</b>	1,424.6	64.5%	1,595.8	52.5%
<b>No response</b>	19.7	0.9%	19.3	0.6%
<b>Other</b>	203.6	9.2%	236	7.8%
	2,208.6	100.0%	3,041.3	100.0%

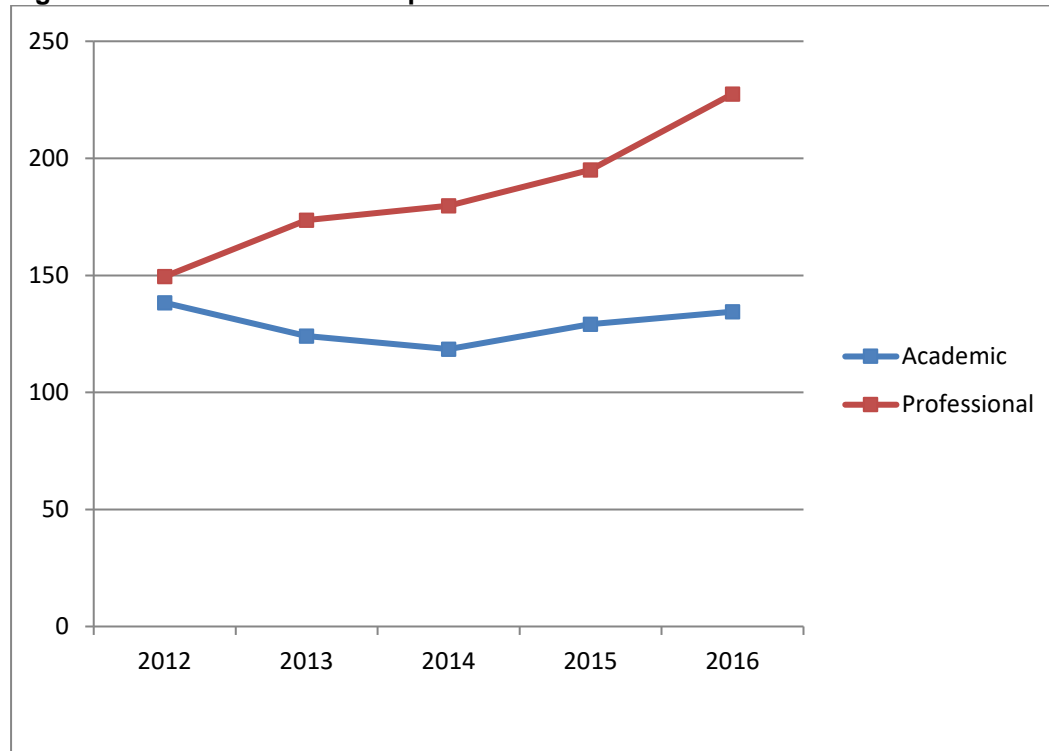
Data taken from the UoA HR Report DSS 31 December 2016

**Figure 26b: Māori and Pacific percentages, 2016 targets and actual figures**

Target	2016 actual	2016 target
% Māori staff in academic positions	6.1%	6.0%
% Māori staff in senior academic positions	4.7%	4.5%
% Pacific staff in academic positions	2.4%	3.2%
% Pacific staff in senior academic positions	0.5%	1.5%
% Māori professional staff	6.7%	7.0%
% Māori senior professional staff	5.8%	4.5%
% Pacific professional staff	6.1%	5.8%
% Pacific senior professional staff	3.9%	4.0%

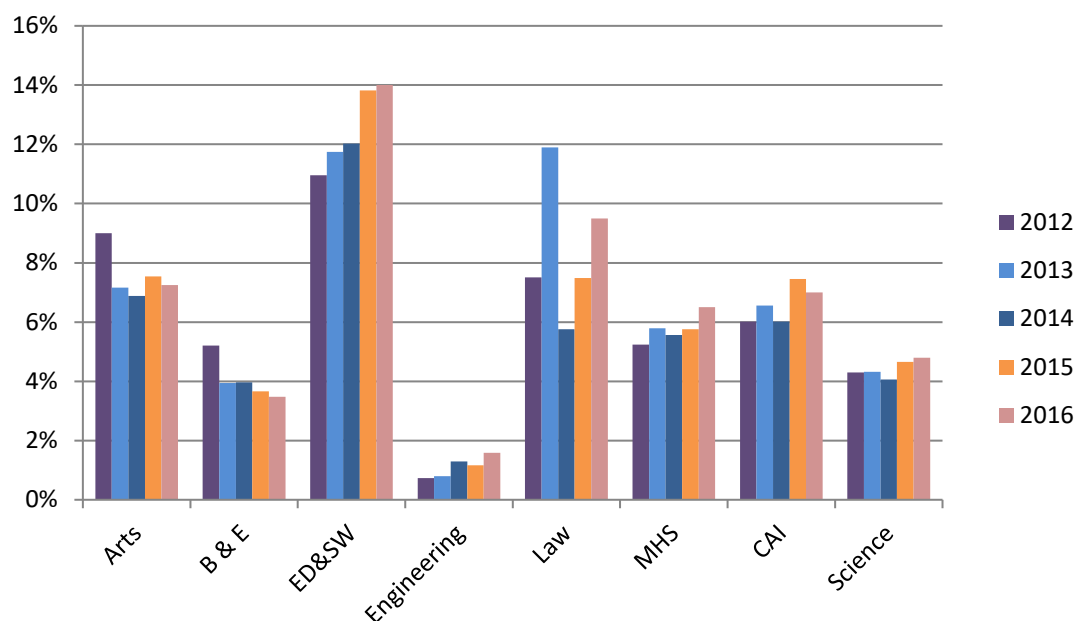
Data taken from UoA KPI 31 December 2016

**Figure 26: Māori academic and professional staff FTE 2012 to 2016**



Data taken from the UoA HR Report DSS 31 December 2016

**Figure 27: Māori academic staff percentages in faculties 2012 to 2016**



	2012		2013		2014		2015		2016	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
<b>Arts</b>	22.4	9.0	20.9	7.2	19.9	6.9	21.2	7.5	19.0	7.2%
<b>B&amp;E</b>	10.5	5.2	8.0	3.9	8.6	4.0	8	3.7	8.0	3.5%
<b>Ed&amp;SW</b>	22.1	11.0	24.1	11.8	24.3	12.0	27.1	13.8	26.6	14.0%
<b>Engineering</b>	1.4	0.7	1.5	0.8	2.4	1.3	2.2	1.2	3.1	1.6%
<b>Law</b>	4.1	7.5	5.9	11.9	2.8	5.8	3.9	7.5	4.6	9.5%
<b>MHS</b>	28.4	5.2	28.7	5.8	28.9	5.6	31.1	5.8	35.5	6.5%
<b>CAI</b>	7.6	6.0	7.4	6.6	8.0	7.4	7.9	7.5	7.7	7.0%
<b>Science</b>	23.3	4.3	21.3	4.3	20	4.1	23.5	4.7	24.0	4.8%

Data taken from the UoA HR Report DSS 31 December 2016

### Māori academic staff

Māori academic staff decreased from 138.3 FTE in 2012 to 134.5 FTE in 2016 (see Figure 26). The overall percentage of academic staff who are Māori increased slightly in 2016 (5.9% in 2015 and 6.1% in 2016). This is slightly above the target of 6.0%.

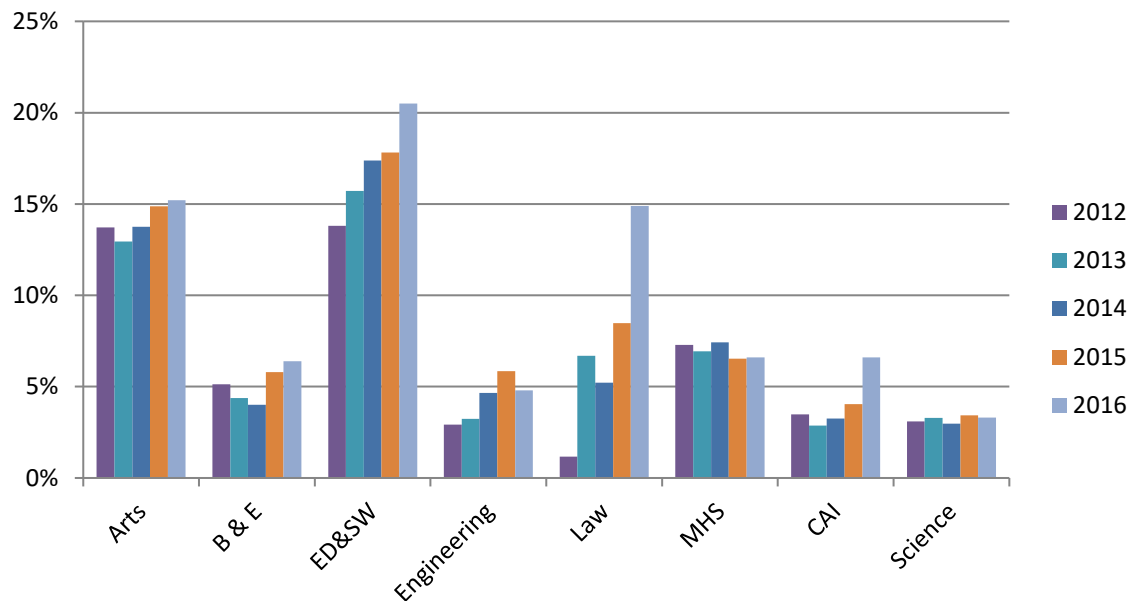
The faculties of Education and Social Work, CAI, Law, and Arts had the highest percentage of Māori academic staff in 2016 (14.0%, 7.0%, 9.5%, and 7.2% FTE respectively).

### Māori professional staff

In 2016 there were 227.5 FTE (6.7%) Māori professional staff. This represents an increase of 16% from 2015 (32.4 FTE) (see Figure 26) but it is below the target of 7.0%. Most Māori professional staff in 2016 were women (68.5%), which is above the overall percentage of women professional staff (62.0%).

The highest percentages of Māori professional staff in faculties were in the Faculty of Education and Social Work (20.5%), Faculty of Arts (15.2%), and Law (14.9%).

**Figure 28: Māori professional staff percentages in faculties 2012 – 2016**



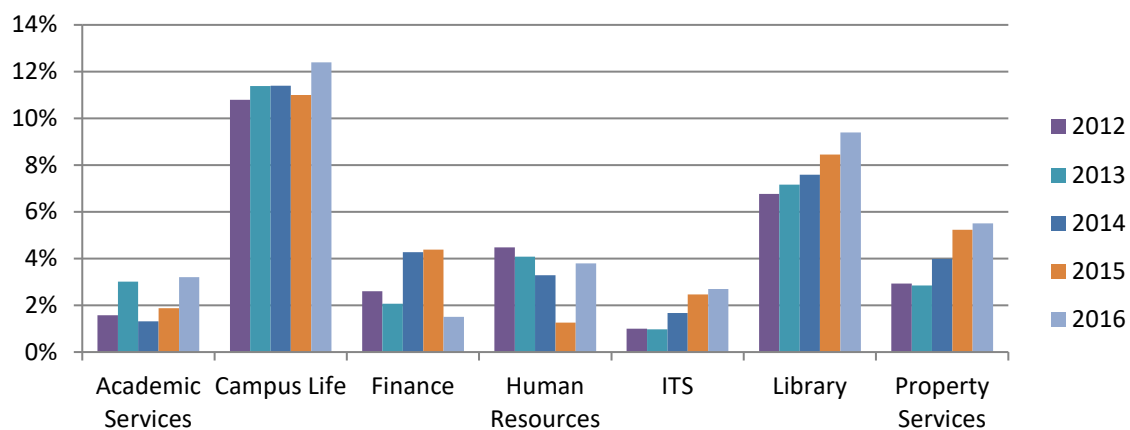
	2012		2013		2014		2015		2016	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
<b>Arts</b>	15.4	13.7	15.4	12.9	16.4	13.8	16.8	14.9	15.1	15.2%
<b>B&amp;E</b>	6.9	5.1	6.0	4.4	5.3	4.0	7.3	5.8	8.9	6.4%
<b>Ed&amp;SW</b>	20.9	13.8	29.6	15.7	32.5	17.4	35.0	17.8	42.9	20.5%
<b>Engineering</b>	3.6	2.9	4.5	3.2	6.9	4.7	9.6	5.8	7.9	4.8%
<b>Law</b>	0.3	1.2	1.7	6.7	1.2	5.2	1.9	8.5	3.6	14.9%
<b>MHS</b>	31	7.3	29.3	6.9	31.2	7.4	27.4	6.5	27.8	6.6%
<b>CAI</b>	2.3	3.5	2.0	2.9	2.2	3.2	2.6	4.0	3.9	6.6%
<b>Science</b>	7.6	3.1	9.5	3.3	8.8	3.0	10.0	3.4	9.8	3.3%

Data taken from the UoA HR Report DSS 31 December 2016

Of the Māori professional staff working in the University’s large service divisions, the highest number, 28.0 FTE (12.4% of division FTE), were employed in Campus Life. The Library employed the next largest number of Māori professional staff with 24 FTE (9.4%). The Library, Property Services, Human Resources, Academic Services, Campus Life, and ITS increased their numbers of Māori professional staff between 2015 and 2016.



**Figure 29: Māori professional staff percentages in largest service divisions, 2012 – 2016**



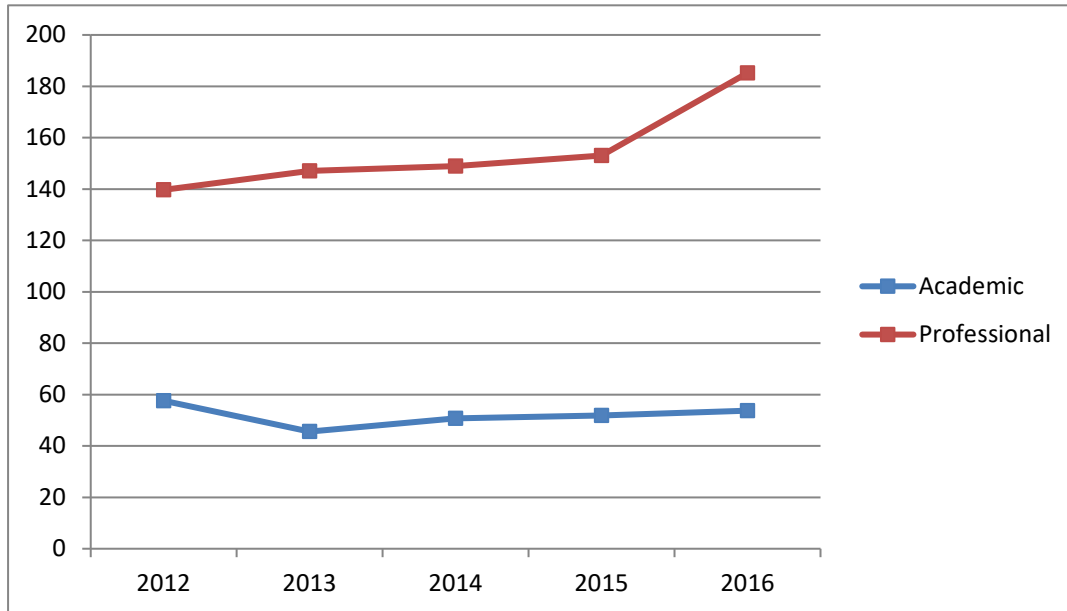
Service Divisions	2012		2013		2014		2015		2016	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	1.2	2.6%	1.0	2.1%	1.0	4.3%	1.0	4.4%	1.0	1.5%
Human Resources	2.9	4.5%	2.7	4.1%	2.4	3.3%	1.0	1.3%	3.0	3.8%
ITS	2.0	1.0%	2.0	1.0%	3.6	1.7%	5.9	2.5%	7.2	2.7%
Library	16.4	6.8%	17.0	7.2%	18.1	7.6%	20.3	8.5%	24.0	9.4%
Property Services	4.0	2.9%	3.8	2.8%	5.4	4.0%	7.3	5.2%	7.9	5.5%
Academic Services	1.2	1.6%	2.5	3.0%	1.2	1.3%	1.7	1.9%	3.8	3.2%
Campus Life	19.0	10.8%	21.3	11.4%	22.3	11.4%	23.2	11.0%	28.0	12.4%

Data taken from the UoA HR Report DSS 31 December 2016

## Pacific staff

There were a total of 238.9 FTE (4.6%) Pacific staff at the University in 2016. This was significantly below the percentage of Pacific people in the Auckland area (approximately 16%, Statistics NZ).

**Figure 30: Pacific academic and professional staff FTE 2012 to 2016**



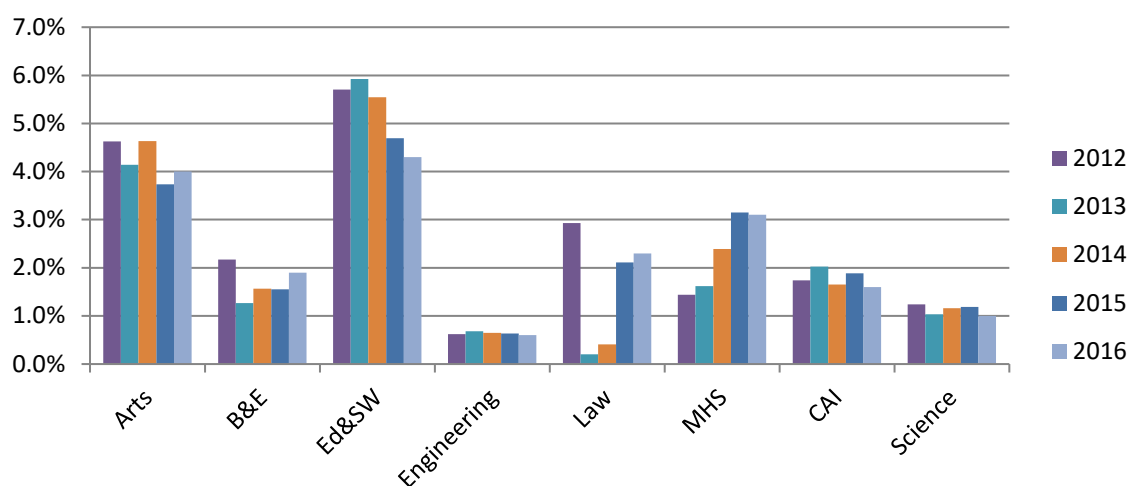
Data taken from the UoA HR Report DSS 31 December 2016

## Pacific academic staff

Pacific academic staff FTE comprises 53.7 FTE (2.4% of total academic FTE) in 2016, compared to 51.9 FTE (2.4%) in 2015. This is below the University target of 3.2%. The majority of Pacific academic staff were women (66%).

The highest faculty FTE percentage of Pacific academic staff was in Education and Social Work (4.3%) – 8.2 FTE. However, this represents a decline since reaching 5.9% (12.2 FTE) in 2013. Arts had the second highest percentage of Pacific academics with 4.0% (10.6 FTE). This represented an increase from 3.7% (10.5 FTE) in 2015. Law had the same percentage of Pacific academic staff as 2015. Science decreased from 0.2% from 2015 to 2016. FMHS stayed the same between 2015 and 2016, at 3.1% but has shown a steady increase since 2012.

**Figure 31: Pacific academic staff percentages in faculties 2012 – 2016**



Faculty	2012		2013		2014		2015		2016	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	15.8	4.6%	12.3	4.1%	13.4	4.6%	10.5	3.7%	10.6	4.0%
B&E	5.4	2.2%	2.6	1.3%	3.4	1.6%	3.4	1.6%	4.4	1.9%
Ed&SW	11.5	5.7%	12.2	5.9%	11.2	5.5%	9.2	4.7%	8.2	4.3%
Engineering	1.2	0.6%	1.2	0.7%	1.2	0.6%	1.2	0.6%	1.2	0.6%
Law	1.6	2.9%	0.1	0.2%	0.2	0.4%	1.1	2.1%	1.1	2.3%
FMHS	7.8	1.4%	8.1	1.6%	12.4	2.4%	17.0	3.1%	17.2	3.1%
CAI	2.2	1.7%	2.3	2.0%	1.8	1.7%	2.0	1.9%	1.8	1.6%
Science	6.7	1.2%	5.1	1.0%	5.7	1.2%	6.0	1.2%	5.2	1.0%

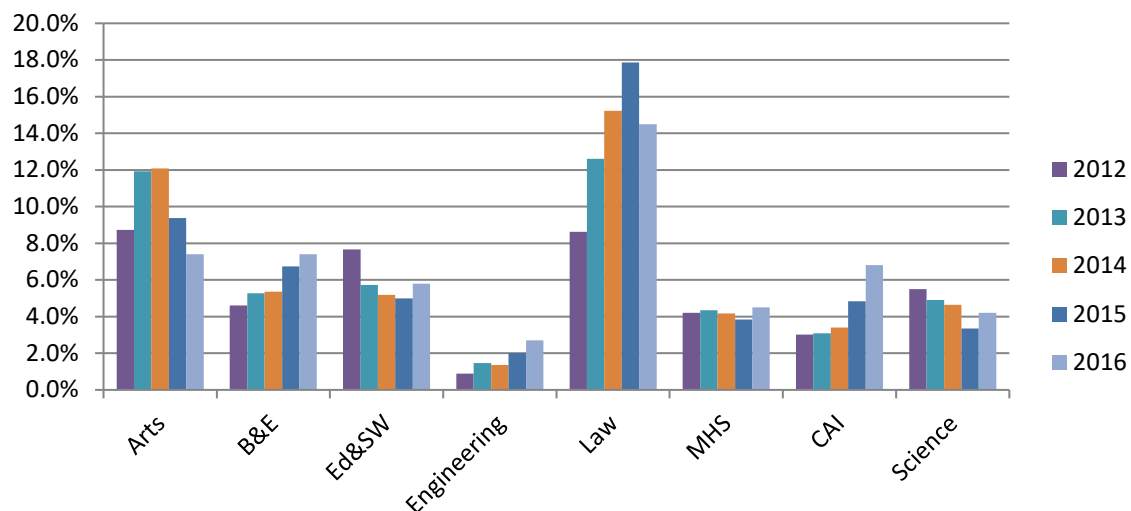
Data taken from the UoA HR Report DSS 31 December 2016

## Pacific professional staff

In 2016, there were 185.2 FTE (6.1%) Pacific professional staff in the faculties shown in Figure 32. This is slightly above the target of 6.0%. Law had the highest percentage of Pacific professional staff in 2016: 14.5% (3.5 FTE) and MHS had the highest number 17.4 FTE (4.5%).

Business and Economics, Engineering, Medical Health Sciences and Creative Arts and Industries, have all had small but consistent increases since 2012.

**Figure 32: Pacific professional staff percentages in faculties 2012 – 2016**



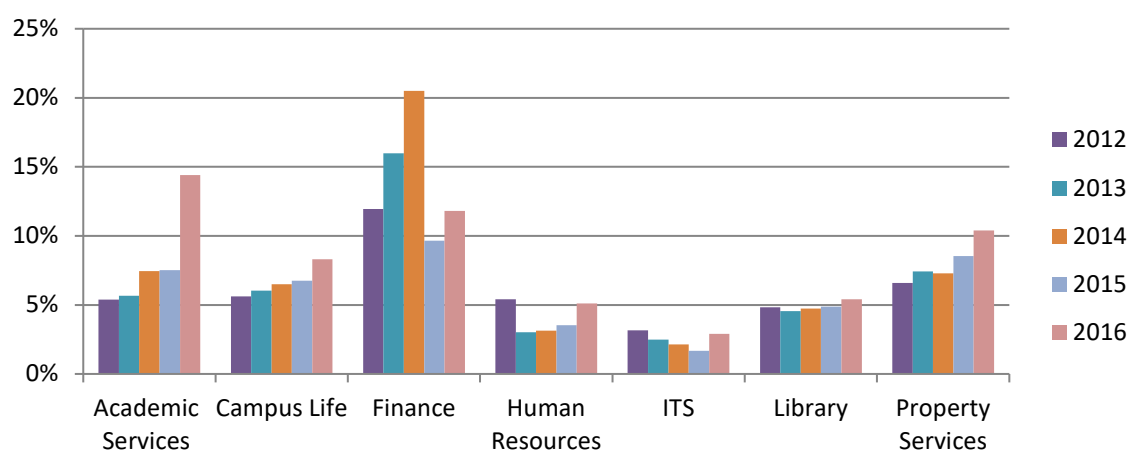
Faculty	2012		2013		2014		2015		2016	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	9.8	8.7%	14.6	11.9%	14.4	12.1%	10.6	9.4%	7.4	7.4%
B&E	6.2	4.6%	7.2	5.3%	7.1	5.4%	8.5	6.7%	10.2	7.4%
Ed&SW	11.6	7.7%	10.8	5.7%	9.7	5.2%	9.8	5.0%	12.2	5.8%
Eng	1.1	0.9%	2.0	1.5%	2.0	1.4%	3.3	2.0%	4.4	2.7%
Law	2.2	8.6%	3.2	12.6%	3.5	15.2%	4.0	17.9%	3.5	14.5%
MHS	17.9	4.2%	18.5	4.3%	17.5	4.2%	16.1	3.8%	17.4	4.5%
CAI	2	3.0%	2.2	3.1%	2.3	3.4%	3.1	4.8%	4	6.8%
Science	13.5	5.5%	14.2	4.9%	13.7	4.6%	9.8	3.4%	12.6	4.2%

\*percentages are based on total FTE per faculty

Data taken from the UoA HR Report DSS 31 December 2016

All service divisions had more Pacific professional staff in 2016 than in 2015.

**Figure 33: Pacific professional staff percentages in largest service divisions 2012 – 2016**



Service Divisions	2012		2013		2014		2015		2016	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	5.5	11.96%	7.7	16.0%	4.8	20.5%	2.2	9.6%	7.9	11.8%
Human Resources	3.5	5.40%	2.0	3.0%	2.3	3.2%	2.8	3.5%	4.0	5.1%
ITS	6.3	3.17%	5.1	2.5%	4.6	2.1%	4	1.7%	7.7	2.9%
Library	11.7	4.83%	10.8	4.6%	11.3	4.7%	11.7	4.9%	13.7	5.4%
Property Services	9.0	6.59%	9.9	7.4%	9.9	7.3%	11.9	8.5%	14.8	10.4%
Academic Services	4.1	5.39%	4.7	5.7%	6.8	7.5%	6.8	7.5%	17.3	14.4%
Campus Life	9.9	5.62%	11.3	6.0%	12.7	6.5%	14.2	6.8%	18.8	8.3%

Data taken from the UoA HR Report DSS 31 December 2016

### Asian staff

Ethnic identity is determined by self-definition. “Asian” covers a wide range of ethnicities including Chinese, Korean and Indian.

In 2012, there were 366.2 FTE (15.2% of all academic FTE) Asian academic staff and by 2016 this figure had increased to 372.4 FTE (16.9%). Asian professional staff numbers have increased from 522.9 FTE (20.0% of all professional staff) to 777.4 FTE (25.6%).

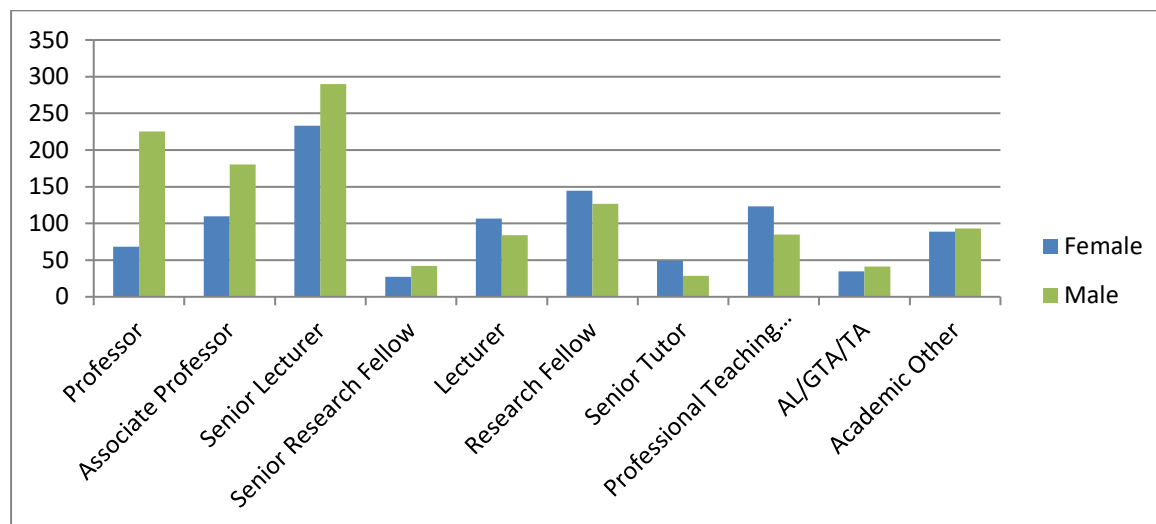
There were a total of 1149.8 FTE (21.9%) Asian staff at the University in 2016. This was the same as the Auckland Asian population of approximately 22% (Statistics NZ).

## Gender

### Women academic staff

In 2016, 1012.6 FTE academics out of 2208.6 (45.8%) were women and 1195.5 FTE (54.2%) were men. Numbers of women academic staff have risen from 848.8 FTE (43%) in 2006.

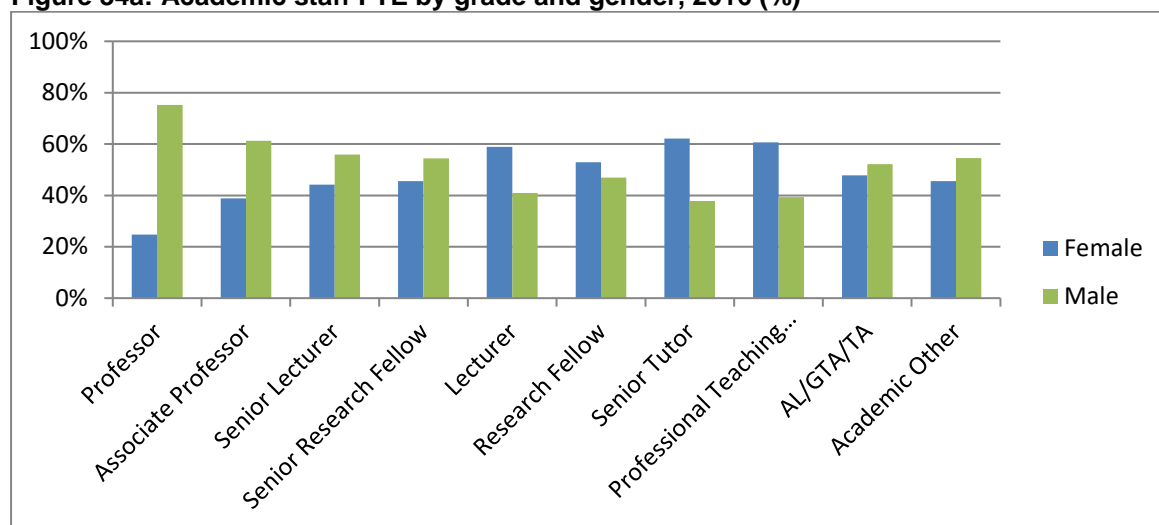
**Figure 34: Academic staff FTE by grade and gender, 2016 (FTE)**



Grade	Female		Male		Total FTE
	FTE	%	FTE	%	
Professor	74	24.7%	225.3	75.3%	299.3
Associate Professor	114.7	38.8%	181	61.2%	295.7
Senior Lecturer	230.9	44.1%	292.2	55.9%	523.1
Senior Research Fellow	31.7	45.5%	37.9	54.5%	69.6
Lecturer	113.6	59.0%	79	41.0%	192.7
Research Fellow	153.6	52.9%	136.2	46.9%	290.3
Senior Tutor	38.1	62.2%	23.2	37.8%	61.3
Professional Teaching Fellow	140.2	60.7%	90.8	39.3%	231
AL/GTA/TA	83	47.8%	90.7	52.2%	173.7
Academic Other	32.8	45.6%	39.2	54.5%	71.9
<b>Total</b>	<b>1,012.6</b>	<b>45.8%</b>	<b>1,195.5</b>	<b>54.1%</b>	<b>2,208.6</b>

\*Academic Other category includes: Academic Grade Unknown, Academic Grade Unknown Salary, Adjunct Associate Professor, Adjunct Professor, Adjunct Senior Lecturer, Assistant Research Fellow, Medical Academic ASM Scale, Post-Doctoral Fellow, Tutor and Unknown.

**Figure 34a: Academic staff FTE by grade and gender, 2016 (%)**



Data taken from the UoA HR Report DSS 31 December 2016

The numbers of women and men at lecturer level were 113.6 FTE and 79.0 FTE respectively, followed by decreasing proportions of women in the senior grades.

Currently the greatest numbers of both female and male academics are at senior lecturer grade (230.9 FTE and 292.2 FTE respectively). This is important for enlarging the pool of eligible applicants to associate professor and professor, as internal promotions will usually be from the senior lecturer grade. The percentage of lecturers who are women has remained relatively consistent from 2006 although the actual numbers have decreased from 147 FTE in 2006 to 113.6 FTE in 2016.

### **Women Academic Staff in STEMM**

In Science, women academics are under-represented in the Departments of Computer Science, Maths, and Physics. Women are under-represented in all departments in Engineering and in Medical Science and Medicine in the Faculty of Medical and Health Science.

Figure 34 b: Women academic staff FTE in Science by grade and gender, 2016 (%)

	Bio Sci		Chem Sci		Comp Sci		Environ		Leigh Marine Research Centre		Maths		Physics		Psych		Sport & Ex. Sci		Statistics	
	Female		Female		Female		Female		Female		Female		Female		Female		Female		Female	
Grade	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professor	6.1	46.2%	2.6	28.9%	1	11.1%	1	12.5%			1	9.3%			3.3	45.2%				
Associate Professor	2.2	16.4%	1.4	21.5%	1	13.9%	2.1	19.1%			2	35.7%	1.4	14.6%	7.4	51.4%	1	35.7%	3.5	44.9%
Senior Lecturer	5.8	27.6%	1.3	16.5%	2	13.7%	7.9	44.6%	0.2	3.5%	1.7	19.3%	1.3	17.6%	7.5	70.1%			2.9	25.4%
Senior RF	2.4	92.3%	0.5	16.7%															1	71.4%
Lecturer	3	96.8%	2.3	45.1%	1	17.9%	3.8	64.4%			0.5	20.0%	0.2	10.0%	5	83.3%			1	33.3%
Research Fellow	12.1	56.5%	4.4	58.7%	0.1	2.6%	1.9	63.3%	0.6	100%	0.2	33.3%	4.3	44.3%	0.8	28.6%			0.2	14.3%
Senior Tutor	2	66.7%	0.3	13.6%	1	33.3%	2	66.7%							2.6	100.0%			0.7	100.0%
PTF	3.6	100%	1.2	36.4%	4.1	74.5%	0.2	5.7%			3	66.7%	2.3	62.2%	6.1	88.4%	0.7	31.8%	4.4	56.4%
AL/GTA/TA	4.4	55.7%	1.7	36.2%	2.5	21.7%	3.1	67.4%			0.8	15.1%	1.1	24.4%	5.9	76.6%	0.4	40.0%	2.3	30.3%
Academic Other					0.4	36.4%	0.4	80.0%							0.4	100.0%	0.4	100%		
<b>Total</b>	41.6	46.6%	15.7	31.9%	13	21.2%	22.5	39.3%	0.8	8.2%	9.1	24.0%	10.5	24.6%	39	65.0%	2.6	17.4%	15.8	34.7%



Figure 34c: Women academic staff FTE in Engineering by grade and gender, 2016 (%)

	<b>Engineering</b>	
	<b>Female</b>	
<b>Grade</b>	FTE	%
<b>Professor</b>	1	29.4%
<b>Associate Professor</b>		
<b>Senior Lecturer</b>	2.4	26.7%
<b>Senior RF</b>		
<b>Lecturer</b>	0.8	13.6%
<b>Research Fellow</b>	0.7	20.0%
<b>PTF</b>	0.4	8.5%
<b>AL/GTA/TA</b>	0.9	20.9%
<b>Total</b>	6.2	17.1%

**Figure 34d:**  
**Women academic staff FTE in Faculty of Medical Health Sciences by grade and gender, 2016 (%)**

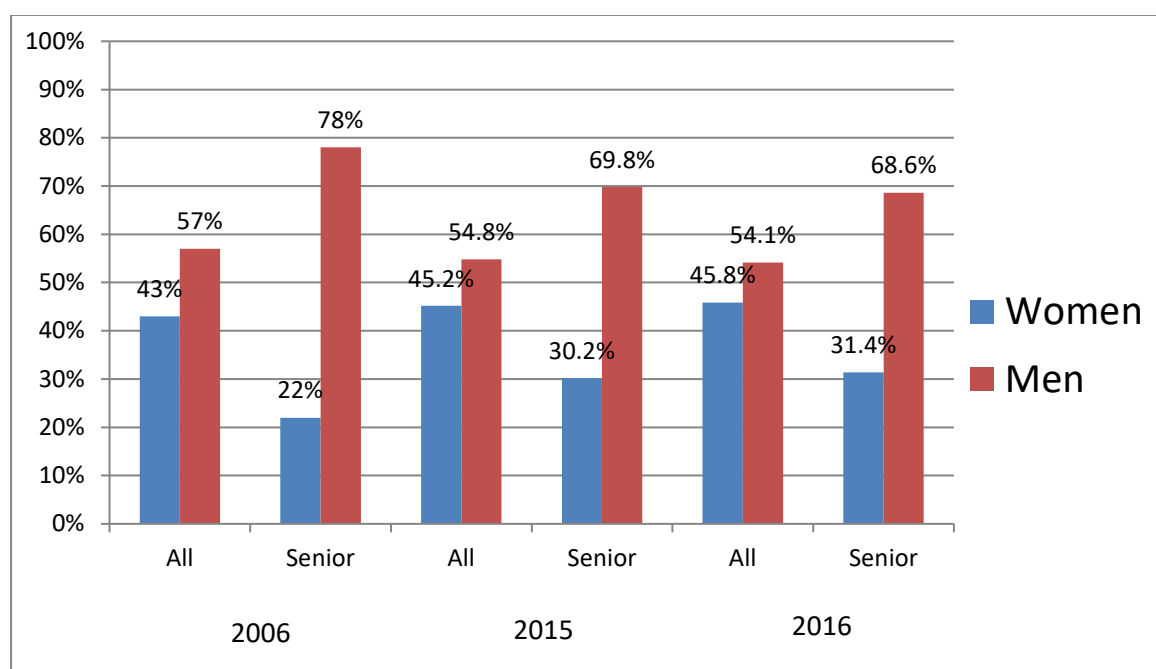
	Medical Science		Medicine		Nursing		Pharmacy		Population Health	
	Female		Female		Female		Female		Female	
Grade	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
<b>Professor</b>	3.3	17.0%	6.6	30.6%	0.6	37.5%	1.2	54.5%	3.9	31.7%
<b>Associate Professor</b>	8.9	36.9%	6.5	35.9%	2.3	69.7%	1.8	100%	5	56.8%
<b>Senior lecturer</b>	9.1	66.4%	14.1	49.5%	11.4	79.2%	3.2	60.4%	12.1	54.8%
<b>Senior RF</b>	6.9	40.8%	4.7	83.9%	0.8	100%	0.0	0.0%	4.5	62.5%
<b>Lecturer</b>	1.3	35.1%	4.9	98.0%	2.5	100%	2	100%	4.1	80.4%
<b>Research Fellow</b>	31.1	53.5%	29.6	65.8%	3.2	100%	1.1	84.6%	13.5	74.6%
<b>Senior Tutor</b>	1.5	27.3%	0.0	0.0%	0.0	0.0%	3.6	100%	0.5	100.0%
<b>PTF</b>	10.9	88.6%	3.9	58.2%	15.6	94.0%	2.1	75.0%	4.8	67.6%
<b>AL/GTA/TA</b>	4.7	58.8%	2.4	80.0%	1.1	91.7%	0.6	85.7%	1.9	61.3%
<b>Academic Other</b>	1.8	27.7%	0.5	3.0%	0.5	83.3%	0.3	75.0%	1.1	61.1%
<b>Total</b>	79.4	47.2%	73.3	48.8%	38.1	86.2%	15.9	75.4%	51.6	59.8%

## Senior women academic staff

The proportion of associate professors who are women increased significantly from 25.5% (59.5 FTE) in 2006 to 38.8% (114.7 FTE) in 2016. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 25.2% (74.0 FTE) in 2016.

In 2006, 22% (97.3 FTE) of all senior academics (professors and associate professors) were women and by 2016 this had risen to 31.4% (192.5 FTE). This represents an increase of 95.2 FTE (49.5%) since 2006, and is 1.6% away from the University's target for senior women academic staff in 2016 (33.0%).

**Figure 35: Senior academic staff percentages by gender, 2006, 2015, and 2016**

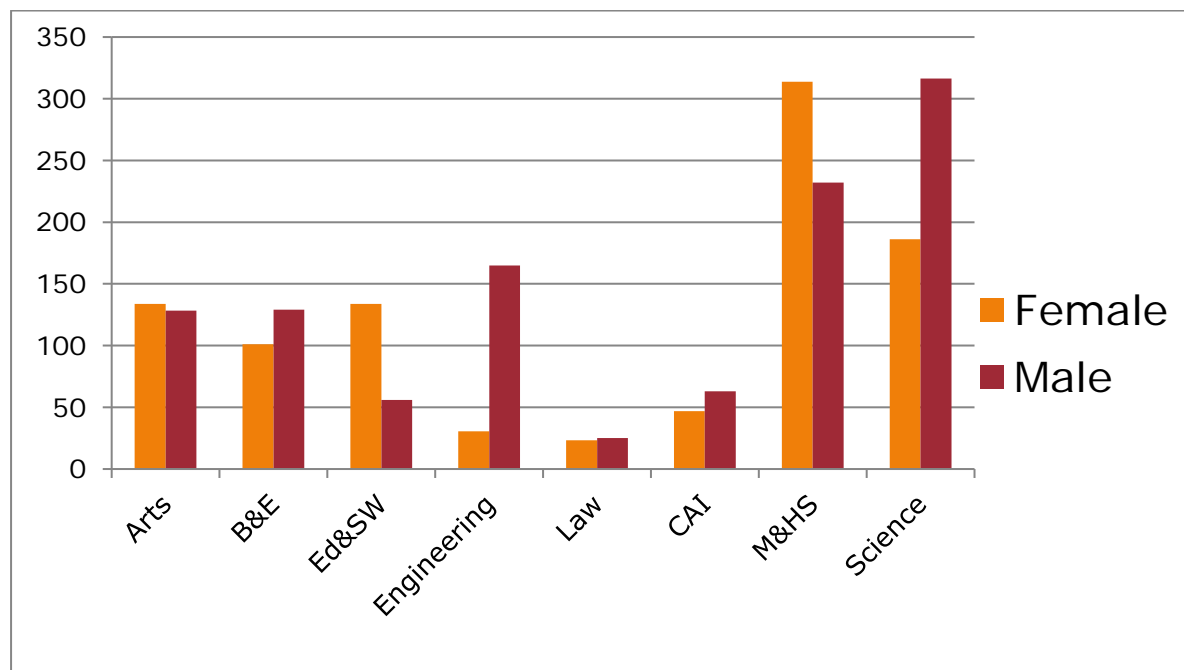


	2006		2015		2016	
	All	Senior	All	Senior	All	Senior
Women	43% 849 FTE	22% 97 FTE	45.2% 985.6 FTE	30.2% 181.9 FTE	45.8% 1012.6 FTE	31.4% 192.5 FTE
Men	57% 1,129 FTE	78% 349 FTE	54.8% 1,196.1 FTE	69.8% 420.4 FTE	54.1% 1,195.5 FTE	68.6% 420.8 FTE

Data taken from the UoA HR Report DSS 31 December 2016

Women academic staff outnumbered men in the Faculties of Arts, Education and Social Work, and Medical and Health Sciences but they only held the majority of senior positions in the Faculty of Education and Social Work. Other faculties showed significantly fewer women in senior positions (Fig 36). As shown in Figure 34, more women held positions such as professional teaching fellow, which do not have a career path through to senior academic positions.

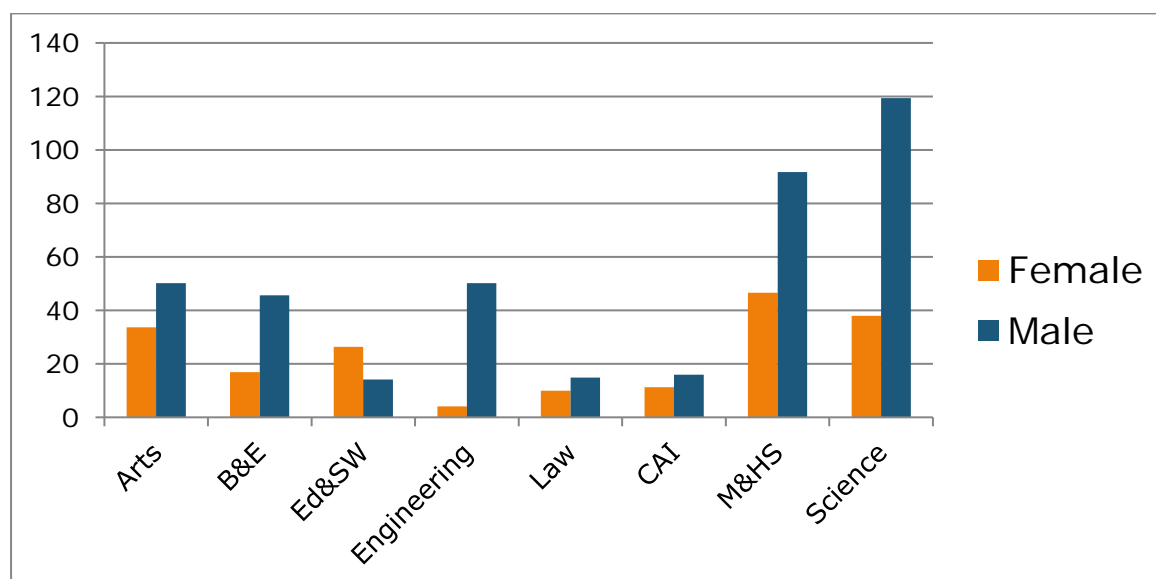
**Figure 36: All academics in faculties by gender, FTE 2016**



Faculty	Female		Male		Total FTE
	FTE	%	FTE	%	
Arts	133.9	51.1%	128.4	49.0%	262.2
B&E	101	43.9%	129.1	56.1%	230.1
Ed & SW	133.8	70.5%	56.1	29.5%	189.9
Engineering	30.6	15.7%	164.8	84.3%	195.4
Law	23.3	48.2%	25.1	52.0%	48.3
CAI	46.8	42.7%	62.9	57.3%	109.7
MHS	313.9	57.4%	232.2	42.5%	546.5
Science	186.2	37.1%	316.3	62.9%	502.5

Data taken from the UoA HR Report DSS 31 December 2016

**Figure 37: Senior academics in faculties by gender**



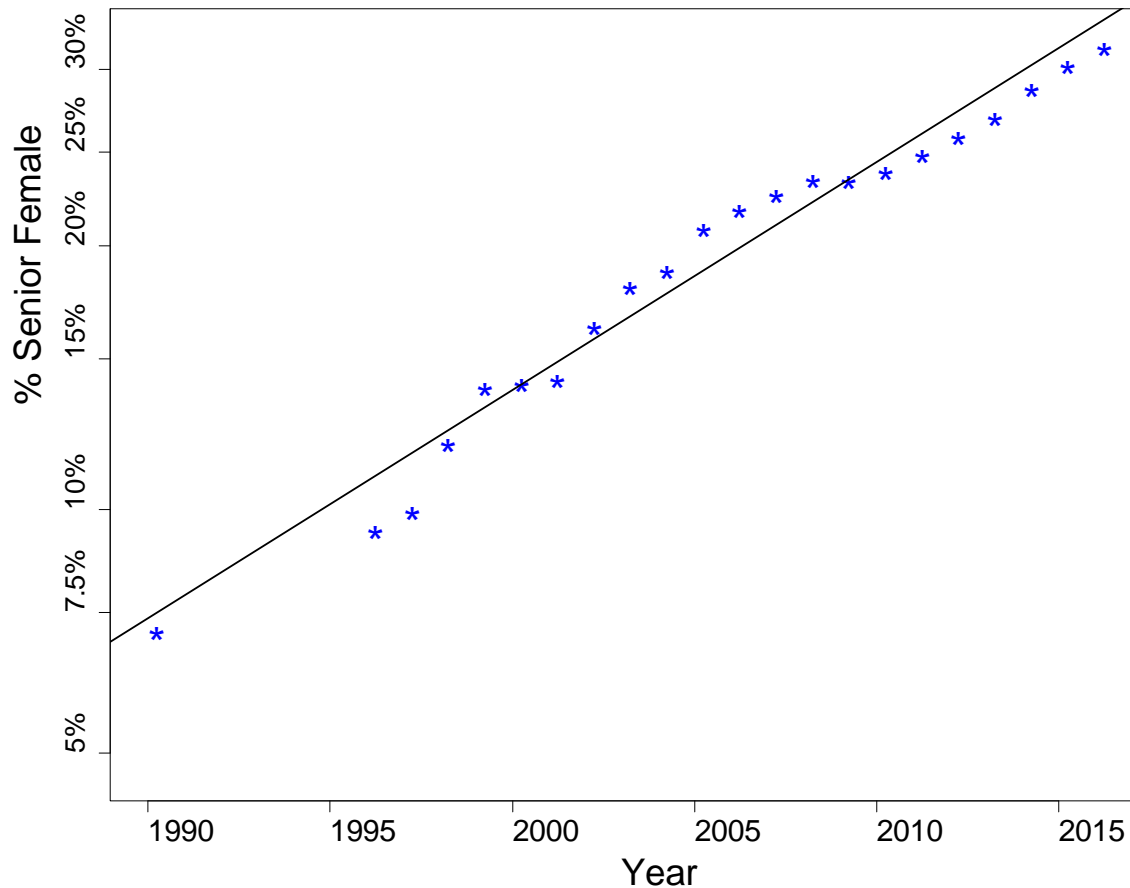
Faculty	Female		Male		Total
	FTE	%	FTE	%	FTE
Arts	33.6	40.0%	50.2	60.0%	83.9
B&E	16.9	27.0%	45.6	73.0%	62.5
Ed&SW	26.3	64.9%	14.2	35.1%	40.5
Engineering	4.1	7.6%	50.2	92.4%	54.3
Law	10	40.2%	14.9	59.8%	24.9
CAI	11.3	41.5%	15.9	58.5%	27.2
M&HS	46.6	33.7%	91.7	66.3%	138.3
Science	38	24.1%	119.4	75.9%	157.4

Data taken from the UoA HR Report DSS 31 December 2016

## Promotions success by gender

It was estimated that the percentage of senior women will reach 50% in 2026 if the trend of the last 15 years continues. The 95% confidence interval is<sup>13</sup> that this will occur between January 2024 and March 2028<sup>14</sup>.

**Figure 38: Projected increase of senior women academic staff<sup>15</sup>**



### Note

The 2026 estimate is an extrapolation well outside the range of the data from 1990 to 2016 and so its use is contingent on the assumption that the relationship displayed in the figure does not change over the next 10 years.

<sup>13</sup>Seber & Lee, *Linear Regression Analysis*, 2003, p146.

<sup>14</sup> This was checked using a bootstrap method, Efron & Tibshirani, *An Introduction to the Bootstrap*, 1993. The bootstrap confidence interval is (2022.7, 2026.7). Alternative bootstrap interval (2021.8, 2026.8).

<sup>15</sup>Since the response variable is a %, it is transformed before analysis to ensure that i) fitted values remain in the range 0 – 100%, and ii) to take account of the fact that very small and very large percentages (close to 0%, 100%) are much less variable than those around 50%.

## Promotions to associate professor 2016

Increasing the numbers of women associate professors and professors is essential for gender equity. In 2016, for the first time there was an equal gender balance of applicants to associate professor.

Staff are entitled to apply for promotion to associate professor from any grade which makes it difficult to identify an “eligible” group but typically they will be in the top two steps of the senior lecturer grade (7 and 8). The number of applications from women has been between 16 and 29 and applications from men have fluctuated from 26 to 35 over the last five years.

Over the last five years, 65% of women applicants and 61% of male applicants were successful in being promoted to associate professor.

**Figure 39: Academic promotions to associate professor: application and success rates by gender 2012–2016**

	2012		2013		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M
<b>Applicants</b>	20 36%	35 64%	16 38%	26 62%	20 36%	35 64%	23 42%	32 58%	29 50%	28 50%
<b>Success% of gender</b>	16 80%	23 66%	11 69%	14 54%	16 80%	23 66%	12 52%	22 65%	18 62%	21 75%

Compiled from data provided by Human Resources

## Promotions to professor 2016

In 2016, 29 associate professors applied for promotion to professor (19 women and 10 men). The number of women applicants represented 12% of women associate professors compared with male applicants representing 6% of male associate professors. Of those who applied 13 women (representing 68% of women who applied) and 7 men (70% of those who applied) were successful.

**Figure 40: Academic promotions to professor: application, progression and success rates by gender 2012–2016**

	2012		2013		2014		2015		2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Applicants</b>	5	16	4	14	5	16	7	20	19	10
<b>Progressed</b>	4	13	3	11	4	12	7	13	16	7
<b>Success % of gender</b>	4	13	3	10	4	12	7	12	13	7
	80%	81%	75%	71%	80%	75%	100%	60%	68%	70%

Compiled from data provided by Human Resources



## Professional staff

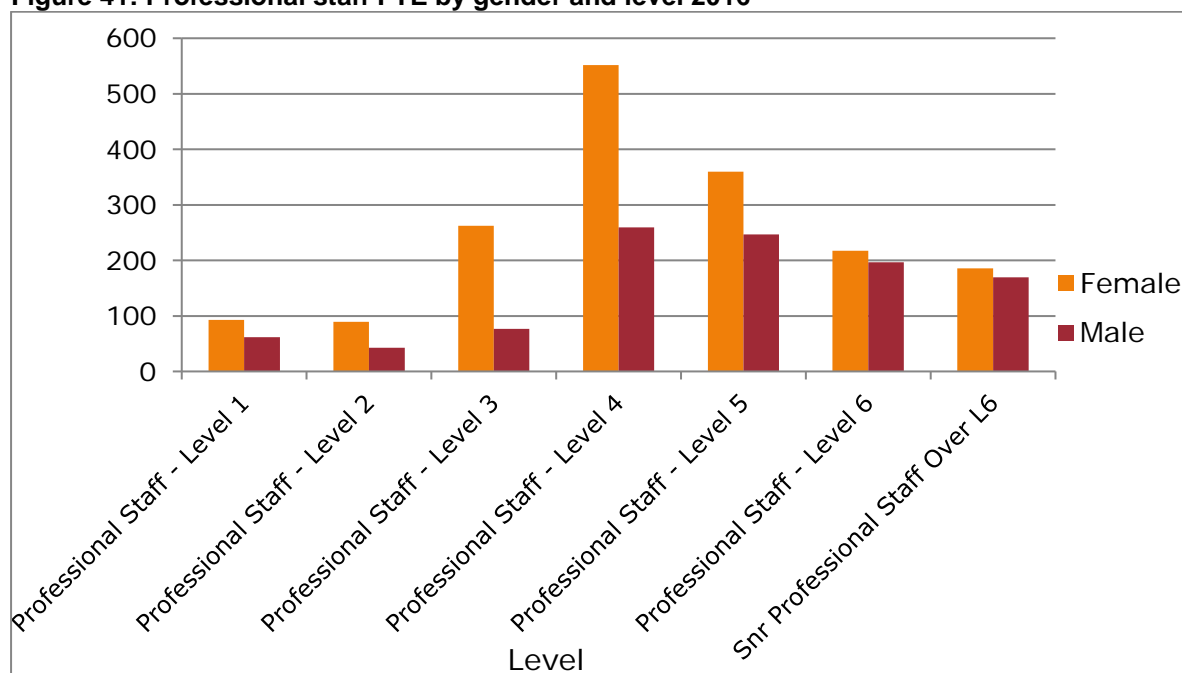
### Professional staff women

In 2016 there were 1,758.8 FTE women professional staff and 1,053.3 FTE men giving a total of 2,815 professional staff FTE.

Women are in the majority among professional staff – consistently around 62% (including in 2016).

Unlike academic staff who have a clear progression from lecturer to professor, professional staff do not have incremental step increases or a “promotions” process of regular opportunities for application to higher grades.

**Figure 41: Professional staff FTE by gender and level 2016**



Level	Female		Male		Total FTE
	FTE	%	FTE	%	
Professional staff -Level 1	92.7	60.0%	61.6	39.9%	154.5
Professional staff -Level 2	89.4	67.7%	42.6	32.3%	132
Professional staff -Level 3	262	77.4%	76.6	22.6%	338.6
Professional staff -Level 4	551.5	67.9%	259.4	31.9%	812.3
Professional staff -Level 5	360	59.3%	247	40.7%	607.1
Professional staff -Level 6	217.4	52.4%	196.7	47.4%	415
Senior professional staff over L6	185.7	52.2%	169.4	47.7%	355.5
<b>Total</b>	<b>1758.8</b>	<b>62.0%</b>	<b>1053.3</b>	<b>37.0%</b>	<b>2815</b>

Data taken from the UoA HR Report DSS 31 December 2016

**Professional staff by service division and faculty**

**Figure 41a: Professional female staff FTE by faculty and level 2016 (%)**

	Arts		B&E		CAI		ED&SW		Eng		Law		MHS		Sci	
Level	Female		Female		Female		Female		Female		Female		Female		Female	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professional Staff -Level 1	3.3	63.5%	6.1	53.5%	0.8	36.4%	2.6	56.5%	2.4	33.3%	1.1	61.1%	5.1	68.9%	8.6	72.3%
Professional Staff -Level 2	2	52.6%	2.8	58.3%	1.1	47.8%	5.1	73.9%	1.9	46.3%	0.6	100.0%	13.6	80.5%	12.5	77.2%
Professional Staff -Level 3	13.7	82.5%	16.9	96.6%	9.3	84.5%	10.9	91.6%	6.5	61.3%	2.4	100.0%	43.3	80.6%	25.3	71.9%
Professional Staff -Level 4	25.9	70.2%	30.4	74.3%	14.7	50.5%	31.6	83.2%	26.7	47.1%	9.8	88.3%	162.6	79.5%	76.7	65.4%
Professional Staff -Level 5	9.9	43.6%	18.4	73.3%	2.4	32.0%	16.5	68.2%	12.9	24.3%	2.2	75.9%	53.1	64.1%	34.8	52.1%
Professional Staff -Level 6	3.8	86.4%	14.6	74.1%	1.4	93.3%	10.6	70.7%	5.3	25.6%	0.6	37.5%	24.2	64.7%	13.4	44.4%
Senior Prof Staff over L6	5.6	56.0%	10.6	56.7%	3.3	62.3%	12.8	75.3%	5.4	50.9%	3	93.8%	9.7	58.8%	7.5	33.6%
Total	64.3	64.6%	99.9	72.3%	32.9	56.0%	90.1	76.6%	61.2	37.5%	19.9	83.6%	311.5	74.3%	178.9	59.7%

Percentages shown are calculated by the total FTE by level by faculty. E.g. Arts women professional staff – level 1 as a percentage of all Arts professional staff – level 1.

**Figure 41b: Professional female staff FTE by service division and level 2016 (%)**

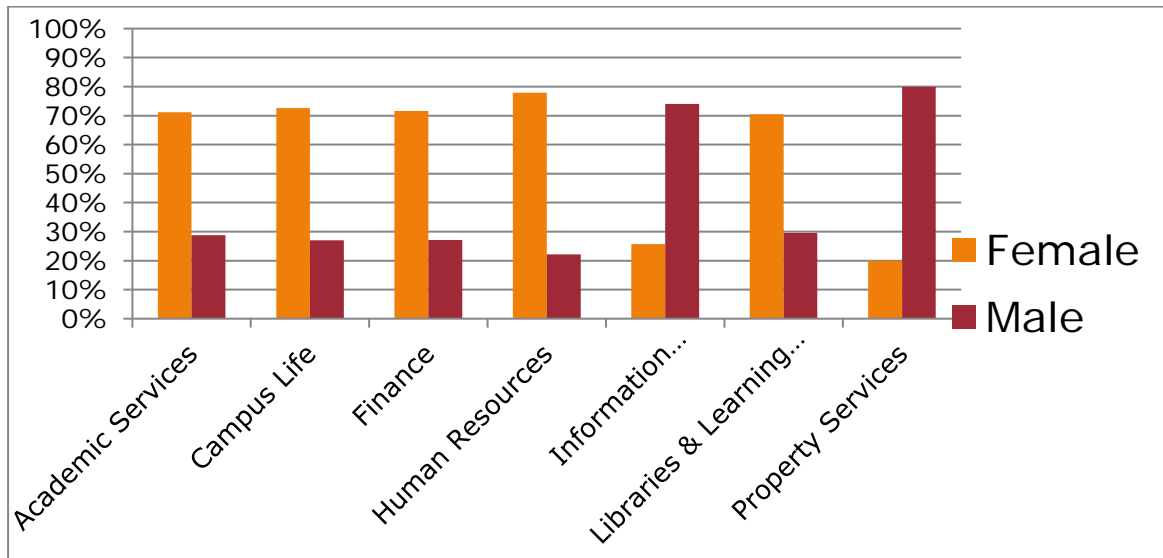
	Finance		Human Resources		ITS		Library		Property Services		Academic Services		Campus Life	
Level	Female		Female		Female		Female		Female		Female		Female	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professional Staff -Level 1	0.4	100.0%	1.2	70.6%	0.9	24.3%	5.3	46.5%	0.2	66.7%	6.8	64.8%	32.2	63.1%
Professional Staff -Level 2	0.5	33.3%			1.6	72.7%	16	65.3%	0.9	100.0%	3.1	66.0%	12.4	71.7%
Professional Staff -Level 3	23.7	90.8%	0.3	100.0%	2.7	28.1%	32.4	71.1%	2.3	100.0%	17.7	74.1%	18	71.4%
Professional Staff -Level 4	4.8	70.6%	18.5	69.8%	10.3	21.0%	20.8	63.2%	7	47.3%	32.6	73.1%	10.4	67.5%
Professional Staff -Level 5	4.8	67.6%	13.9	91.4%	23.3	35.5%	63.9	76.1%	2.5	23.1%	13	58.0%	15.3	74.6%
Professional Staff -Level 6	5.5	70.5%	8.2	80.4%	20.9	22.2%	27.3	70.9%	4.8	54.5%	5.4	88.5%	13.5	75.4%
Senior Prof Staff over L6	8.5	51.8%	19.4	80.5%	8	20.8%	12.9	76.3%	8.4	24.9%	7	87.5%	11.5	50.0%
Total	48.1	72.9%	61.5	78.8%	67.7	25.7%	178.6	70.4%	26.1	36.4%	85.6	71.2%	113.5	66.5%

Percentages shown are calculated by the total FTE by level by faculty. E.g. Arts women professional staff – level 1 as a percentage of all Arts professional staff – level 1.

**Figure 41b: Professional female staff FTE by service division and level 2016 (%)**

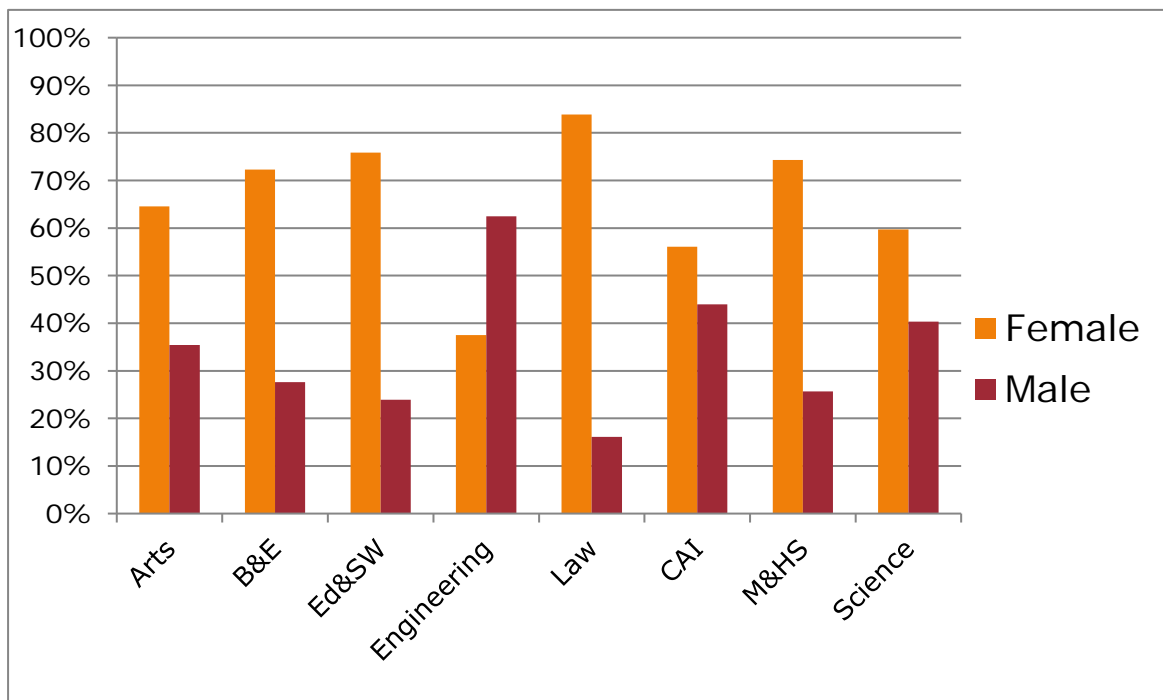
	Finance		Human Resources		ITS		Library		Property Services		Academic Services		Campus Life	
Level	Female		Female		Female		Female		Female		Female		Female	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professional Staff -Level 1	0.4	0.8%	1.2	2.0%	0.9	1.3%	5.3	3.0%	0.2	0.8%	6.8	7.9%	32.2	28.4%
Professional Staff -Level 2	0.5	1.0%		0.0%	1.6	2.4%	16	9.0%	0.9	3.4%	3.1	3.6%	12.4	10.9%
Professional Staff -Level 3	23.7	49.3%	0.3	0.5%	2.7	4.0%	32.4	18.1%	2.3	8.8%	17.7	20.7%	18	15.9%
Professional Staff -Level 4	4.8	10.0%	18.5	30.1%	10.3	15.2%	20.8	11.6%	7	26.8%	32.6	38.1%	10.4	9.2%
Professional Staff -Level 5	4.8	10.0%	13.9	22.6%	23.3	34.4%	63.9	35.8%	2.5	9.6%	13	15.2%	15.3	13.5%
Professional Staff -Level 6	5.5	11.4%	8.2	13.3%	20.9	30.9%	27.3	15.3%	4.8	18.4%	5.4	6.3%	13.5	11.9%
Senior Prof Staff over L6	8.5	17.7%	19.4	31.5%	8	11.8%	12.9	7.2%	8.4	32.2%	7	8.2%	11.5	10.1%
Total	48.1	100%	61.5	100%	67.7	100%	178.6	100%	26.1	100%	85.6	100%	113.5	100%

**Figure 42: Professional staff by service division and gender, 2016**



With the exception of Information Technology and Property Services, women are in the majority in service divisions.

**Figure 43: Professional staff by faculty and gender, 2016**



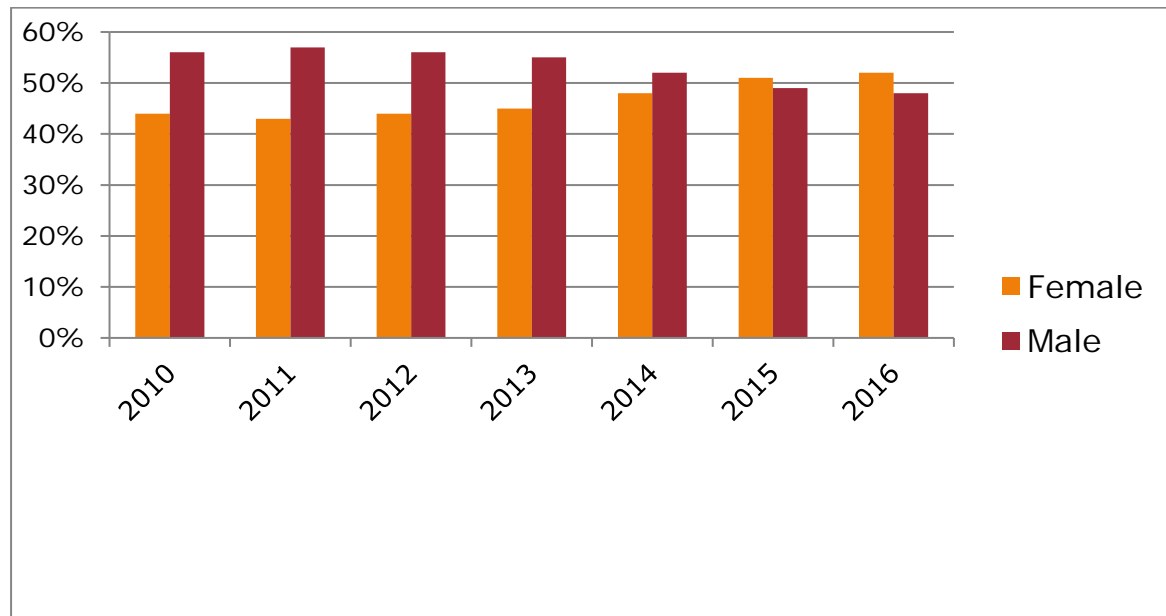
Data taken from the UoA HR Report DSS 31 December 2016

Apart from the Faculty of Engineering, women are in the majority in faculties.

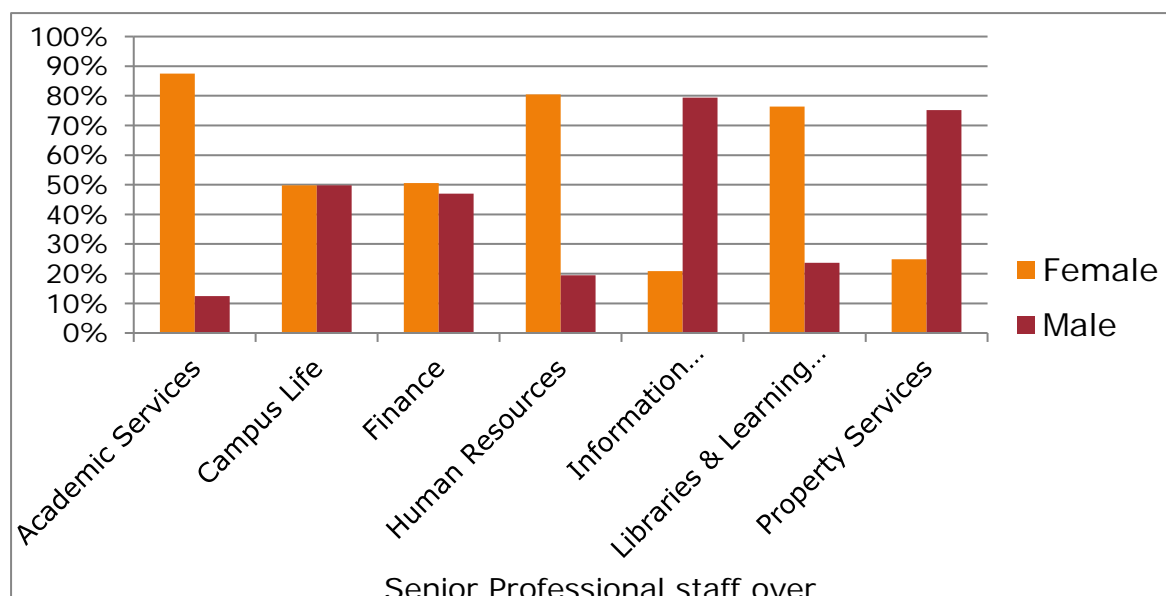
### Senior professional staff

Women hold 52% of senior positions (Professional staff above level 6)<sup>16</sup> which is higher than the target of 49%. This has been a consistently increasing percentage in recent years and for the first time in 2015 senior women outnumbered men.

**Figure 44: Senior professional staff percentages by gender 2010 – 2016**

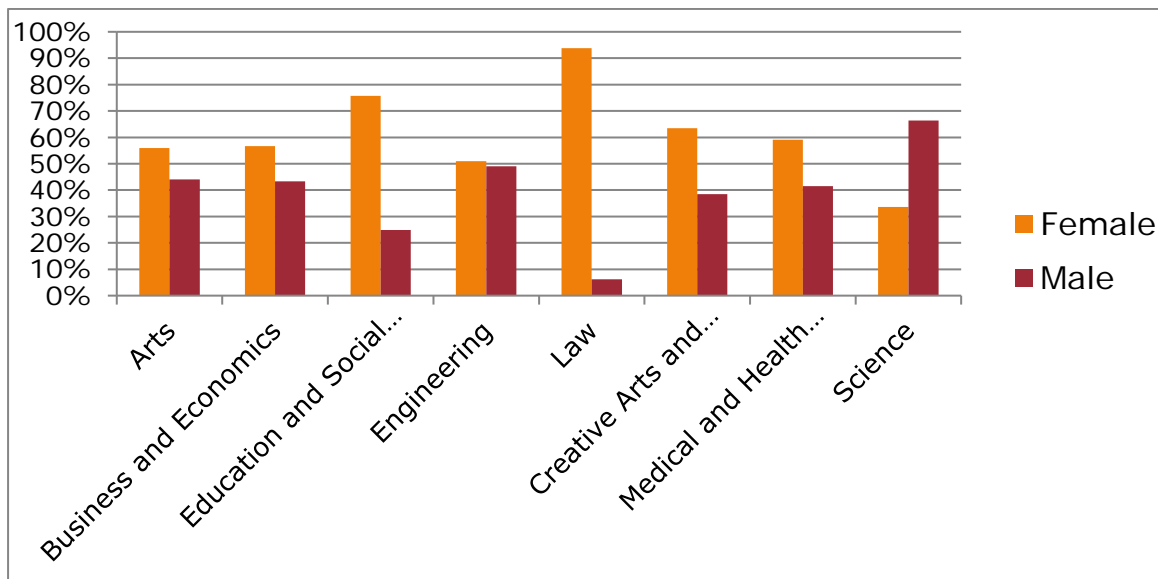


**Figure 45: Senior professional staff by service division and gender 2016**



<sup>16</sup> In 2013, the “Executive” category was replaced with “Senior Professional Staff over Level 6”. The “Executive” category was first reported in 2011. In 2010 there were 237.15 FTE in the category of “Above Level 6” and 11.60 FTE in the category “Senior Management”.

**Figure 46: Senior professional staff by faculty and gender, 2016**



Data taken from the UoA HR Report DSS 31 December 2016

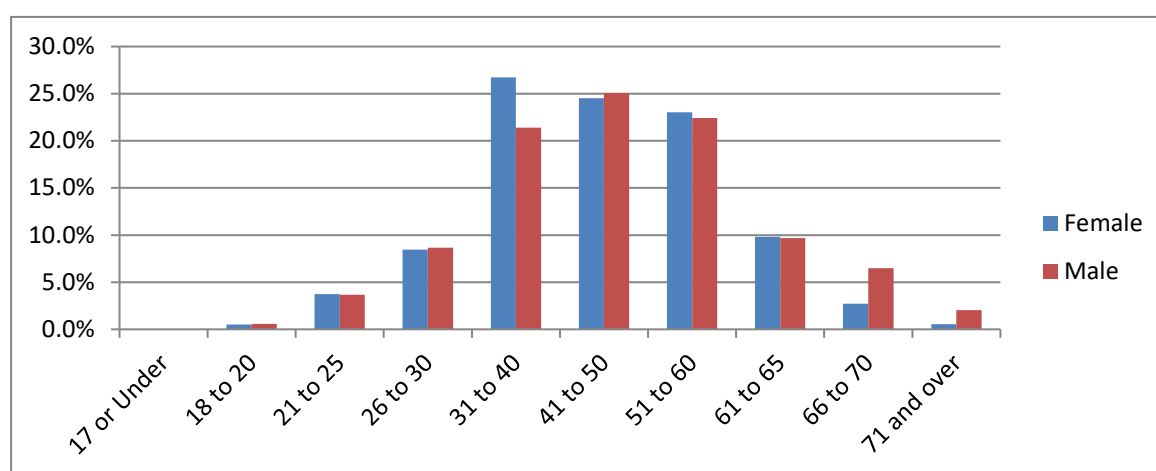
The only faculty in which men hold the majority of senior professional staff position is Science. This may be attributed to the number of senior male technicians in the faculty. In service divisions the same pattern of Information Technology and Property Services having more men in senior positions is repeated.

## Age

The BERL report on *Academic Workforce Planning 2010* noted that an aging workforce means that universities need to plan to retain talented staff. In 2016, 38.5% of academic staff and 29.3% of professional staff were 51 years of age and over.

The greatest percentage of women academic staff was in the 31 to 40 age group (27%) (Slightly above the 51 to 60 age group, which is 23%). The peak group for men is 41 to 50, with 25%). There were slightly more academic men over 50 years (41% compared with 36% women). Thirteen percent of women and 18% of men were 61 years and over.

**Figure 47: Academic staff percentages by age and gender 2016**

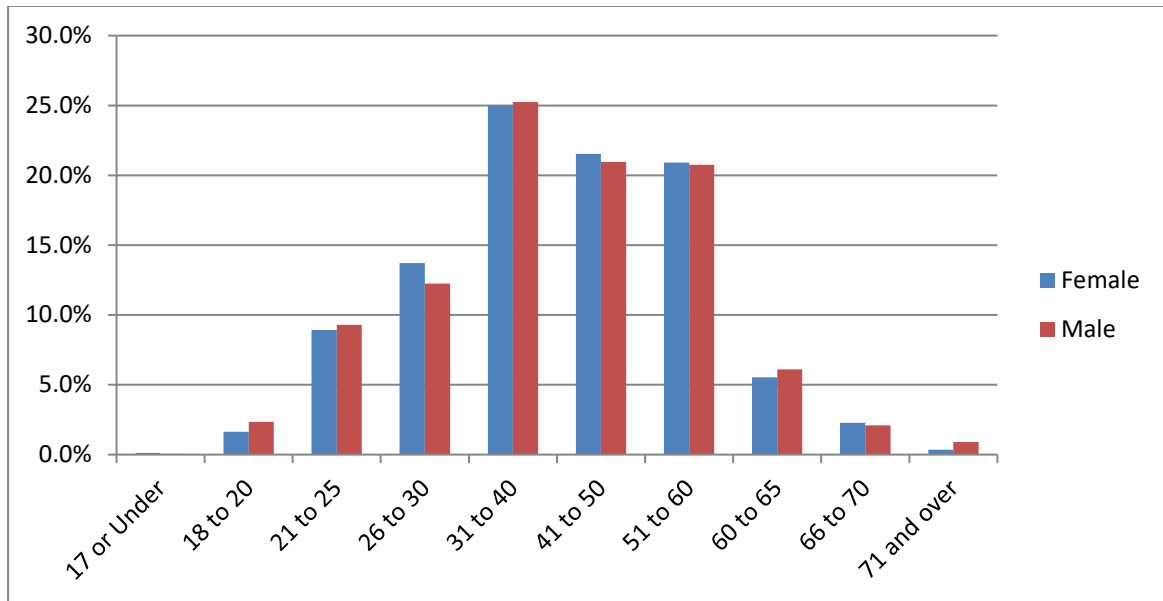


Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
<17	0	0.0%	0	0.0%	0	0.0%
18 to 20	5.1	0.5%	7	0.6%	12.2	0.6%
21 to 25	37.7	3.7%	43.9	3.7%	81.6	3.7%
26 to 30	85.5	8.4%	103.6	8.7%	189.1	8.6%
31 to 40	270.7	26.7%	255.7	21.4%	526.9	23.9%
41 to 50	248.2	24.5%	299.6	25.1%	547.8	24.8%
51 to 60	233.1	23.0%	267.9	22.4%	501	22.7%
61 to 65	99.4	9.8%	115.9	9.7%	215.3	9.7%
66 to 70	27.4	2.7%	77.4	6.5%	104.8	4.7%
71 >	5.4	0.5%	24.4	2.0%	29.8	1.3%
<b>Total</b>	<b>1012.5</b>	<b>100%</b>	<b>1195.4</b>	<b>100%</b>	<b>2208.6</b>	<b>100%</b>

Professional staff showed similar patterns with high percentages of men and women in the 31 to 40 age group. However, there is less gender differentiation in the age groups and professional staff tend to be younger than academics, with 47% of men and 46% of women below 40 years. Ten percent of women and 11% of men were 61 years and over.



**Figure 48: Professional staff percentages by age and gender 2016**



Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
<17	2.3	0.1%	0.7	0.1%	3	0.1%
18 to 20	30.9	1.6%	27.1	2.4%	57.9	1.9%
21 to 25	168.2	8.9%	107.1	9.3%	277	9.1%
26 to 30	258.6	13.7%	141.2	12.3%	400.1	13.2%
31 to 40	471.2	25.0%	290.9	25.2%	763.1	25.1%
41 to 50	405.9	21.5%	241.4	21.0%	648	21.3%
51 to 60	394.2	20.9%	239	20.7%	633.2	20.8%
60 to 65	104.4	5.5%	70.3	6.1%	175.3	5.8%
66 to 70	43	2.3%	24.1	2.1%	67.1	2.2%
71 >	6.40	0.3%	10.30	0.9%	16.7	0.5%
<b>Total</b>	<b>1885.1</b>	<b>100%</b>	<b>1152.1</b>	<b>100%</b>	<b>3041.3</b>	<b>100%</b>

## Glossary of terms

**AL/GTA/TA:** Assistant Lecturer/Graduate Teaching Assistant/Teaching Assistant

**B&E:** Faculty of Business and Economics

**CAI:** Faculty of Creative Arts and Industries

**DNC:** Did not complete the course

**DNS:** Did not sit the exam(s)

**Ed&SW:** Faculty of Education and Social Work

**EFTS:** Equivalent full-time student

**ENG:** Faculty of Engineering

**MELAA:** Middle Eastern, Latin American and Asian

**MHS:** Faculty of Medical and Health Sciences

**SDS:** Student Disability Services

**SPR:** Student Pass Rate = the sum of EFTS for all pass grades

**SPRS:** The sum of EFTS for all pass grades as a proportion of all EFTS for courses which have a pass or fail grade (i.e. excludes DNC, DNS, withdrawn and courses for which no grade has yet been assigned)

**STEMM:** Science Technology, Engineering, Mathematics and Medicine