



**THE UNIVERSITY  
OF AUCKLAND**

**NEW ZEALAND**

Te Whare Wānanga o Tāmaki Makaurau

# **Equity 2013 Statistics Report**

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

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# Introduction

In 2013, the University of Auckland continues to make progress in reaching student and staff equity goals that support the University to achieve its strategic objectives.

This report presents statistics on staff and student participation and achievement in the University. 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.

2013 is the first year of reporting against the new University Strategic Plan 2013-2020. Some Key Performance Indicators for equity remain the same but some have changed from the 2005-2012 Strategic Plan. The data in this Equity 2013 Statistics Report reflects these changes.

In terms of student equity, the University met its 2013 target for Pacific undergraduate enrolments (as a proportion of Domestic Undergraduate EFTS), although not for Pacific postgraduates, nor for Māori undergraduates or postgraduates. The proportion of female students went up in Engineering, Computer Science, and Mathematics from 2012 to 2013. Student achievement remains challenging, but retention of new undergraduate Māori and Pacific students increased (as did the overall rate).

In terms of staff equity, Māori and Pacific academic staff followed the general trend of decreasing FTE (although Pacific staff dropped more sharply than the overall trend), while Māori and Pacific professional staff FTE increased – also in line with the general trend. However, these changes did not significantly impact on percentages.

The proportion of senior women academics increased to 27% (154.1 FTE) in 2013, from 26% in 2012 (148.5 FTE). The percentage of women academic staff has remained the same in 2013 (44.7%) compared to 2012 (45.0%).

## Student Equity

### Key Facts

- Māori EFTS enrolled at the University increased by 36 EFTS (1.6%) 2012-2013 to 2257 EFTS. However, while Māori EFTS increased by 24% 2006-2013, the percentage of total EFTS who are Māori was 7.9% in 2013, or only 0.8% more than in 2006.
- Pacific EFTS increased by 86 EFTS (2.5%) 2012-2013 to 2571 EFTS. Pacific EFTS increased by 10.3% 2006-2013, but their proportion of total EFTS was 0.1% lower in 2013 (9%) than in 2006.
- The University met its 2013 target for Pacific students as a proportion of Domestic Undergraduate EFTS (10.6% actual vs 10.4% target), but did not meet its target for Pacific postgraduate students, nor for Māori undergraduate or postgraduate students.
- No faculty achieved all targets for these four KPIs (proportions of Māori and Pacific undergraduates, and of Māori and Pacific postgraduates), although Education achieved three out of the four. All faculties achieved at least one of their four KPI targets.
- At 17.7%, the percentage of Māori students enrolled in postgraduate studies in 2013 remained similar to 2012. The percentage of Pacific students enrolled in postgraduate studies in 2013 decreased to 14.1% from 15% in 2012. In comparison, 20.3% of Asian students and 23.2% of Pakeha/European students were enrolled at postgraduate level.
- Women students made up 50.1% of the EFTS in the Faculty of Science as a whole.
- The percentage of women enrolled in Engineering, Computer Science, and Mathematics increased between 2012 and 2013. The percentage of women enrolled in Physics declined slightly from 32.7% in 2012 to 32.0% in 2013.
- The successful undergraduate course completions in 2013 of Māori students were 83.3% of all enrolments, a decrease from 86.0% in 2012. The successful course completion rate of Pacific students in 2013 was 73.0%, a decrease from 77.2% in 2012. Overall rates also decreased, from 89.5% in 2012 to 87.7% in 2013.
- Neither Māori nor Pacific successful course completions (excl theses) reached their 2013 targets. The Māori rate was 82.9% vs a target of 88%; the Pacific rate was 74.4% vs a target of 77%.
- In 2013, the Māori successful undergraduate course completion rate was higher than the overall rate in FMHS - 95.1% compared to 94.6%. The Pacific successful undergraduate course completion rate was highest in Medical and Health Sciences (87.4%) and Law (85.4%), and lowest in Science (57.7%).
- Only Law and FMHS increased their successful Māori course completion rate from 2012 to 2013. The rate of Māori undergraduate course completions dropped in every other faculty. In 2013, every faculty had a lower Pacific undergraduate successful course completion rate than in 2012.

- The Māori Stage One successful course completion rate of 75.7% declined 2.2% from 2012. The Pacific Stage One successful course completion rate of 64.8% declined 2.9% from 2012. The overall Stage One successful course completion rate has increased from 80.8% to 83.1% during this period.
- Retention of new undergraduate Māori students was 2.1% higher in 2013 than in 2012. Māori students had higher retention rates than students overall in NICA I (81.3% vs 80.9%), Law (100% vs 80%), and FMHS (87.5% vs 85.5%). The retention of new undergraduate Pacific students also increased, by 1.7%, as did the retention of new undergraduates overall. Pacific students had higher retention rates than students overall in B&E (94.4% vs 88.3%), NICA I (81.8% vs 80.9%), Law (88.2% vs 80%) and FMHS (94.1% vs 85.5%), and for conjoint students (93.3% vs 90.2%).
- The rate of degree level or higher qualifications obtained by domestic students within five years, was 64.0%. For Māori students the figure was 51.7%, an increase from 49.3% in 2012. The qualification completion rate for Pacific students was 43%, a significant decrease from the 2012 rate of 50%.
- There was a slight increase of 0.9% (from 743 in 2012 to 750 in 2013) in the number of students seeking assistance from Student Disability Services.
- “Invisible” disabilities, such as specific learning and mental health issues continue to make up the largest section of those impairments disclosed, together representing 56% of the primary impairments disclosed. Over the past six years, the number of students with specific learning disabilities seeking assistance has increased dramatically from 136 to 253.
- In 2013 there was a further significant increase in the number of students’ medical/ OOS disabilities (from 86 in 2012 to 104 in 2013).
- Proportionally fewer Māori and Pacific students who disclosed their disability at enrolment subsequently registered with SDS.
- Women continue to make up a higher percentage of the students registered with Student Disability Services than men, but the gap is closing. In 2013, women accounted for 55.4% of registered students and men accounted for 44.6%.
- The percentage of students with impairments who are enrolled in taught postgraduate courses increased between 2012 (16%) and 2013 (24.9%).

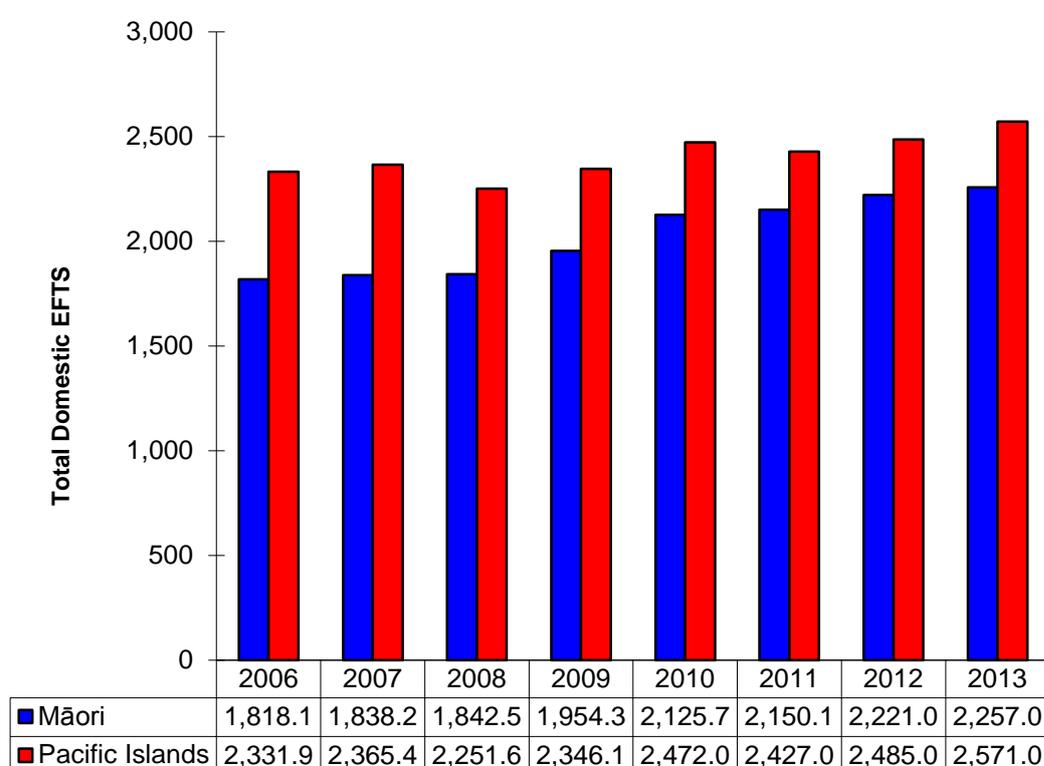
## Student enrolments

### Māori and Pacific domestic enrolments<sup>1</sup>

In 2013 there were 2,257 Māori EFTS enrolled at the University. This was an increase of 36 EFTS (1.6%) from 2012. While Māori EFTS increased by 24% 2006-2013, the percentage of total EFTS who are Māori increased only slightly, by 0.8%, during this period, to 7.9%.

Pacific students comprised 9.0% of total domestic EFTS in 2013, and their 2,571 EFTS in total represented an increase of 86 EFTS (2.5%) from 2012. While Pacific EFTS increased by 10.3% 2006-2013, their proportion of total EFTS remained approximately the same (a decrease of 0.1%), during the same period.

**Figure 1: Māori and Pacific Domestic EFTS 2006-2013**



From 2005 to 2012, the University's KPIs included increasing the Māori and Pacific proportions of domestic EFTS in total (2005-2012 Objective 10 and Objective 13). For 2013-2020, these KPIs have been split into increasing the Māori and Pacific proportions of undergraduate EFTS and of postgraduate EFTS (Objective 4).

Figure 1a shows that in 2013, of the four targets for proportions of Domestic EFTS, the University met only its target for undergraduate Pacific students. Pacific EFTS as a proportion of all domestic undergraduate EFTS improved 0.5% between 2012 and 2013, from 10.1% to 10.6%. The other three proportions remained within 0.1% of the previous year's figures. The figure for Pacific EFTS as a proportion of postgraduate EFTS

<sup>1</sup> Enrolments are measured in terms of Equivalent Full-time Students or EFTS.

was the furthest away from target, both in terms of EFTS percentage (0.5%) and as a percentage of the target (92%).

**1a: Māori and Pacific EFTS proportions, 2013 targets and actual figures**

Target	2013 actual	2013 target	Actual/ target
% Māori undergraduate students (Domestic EFTS)	8.1%	8.5%	95%
% Pacific students undergraduate (Domestic EFTS)	10.6%	10.4%	102%
% Māori postgraduate students (Domestic EFTS)	5.8%	6.0%	97%
% Pacific postgraduate students (Domestic EFTS)	5.9%	6.4%	92%

Figure 2 shows Domestic EFTS by ethnicity for **undergraduate** students only.

**Figure 2: Distribution of Domestic EFTS by Ethnic Group within Faculty for Undergraduate (2013)**

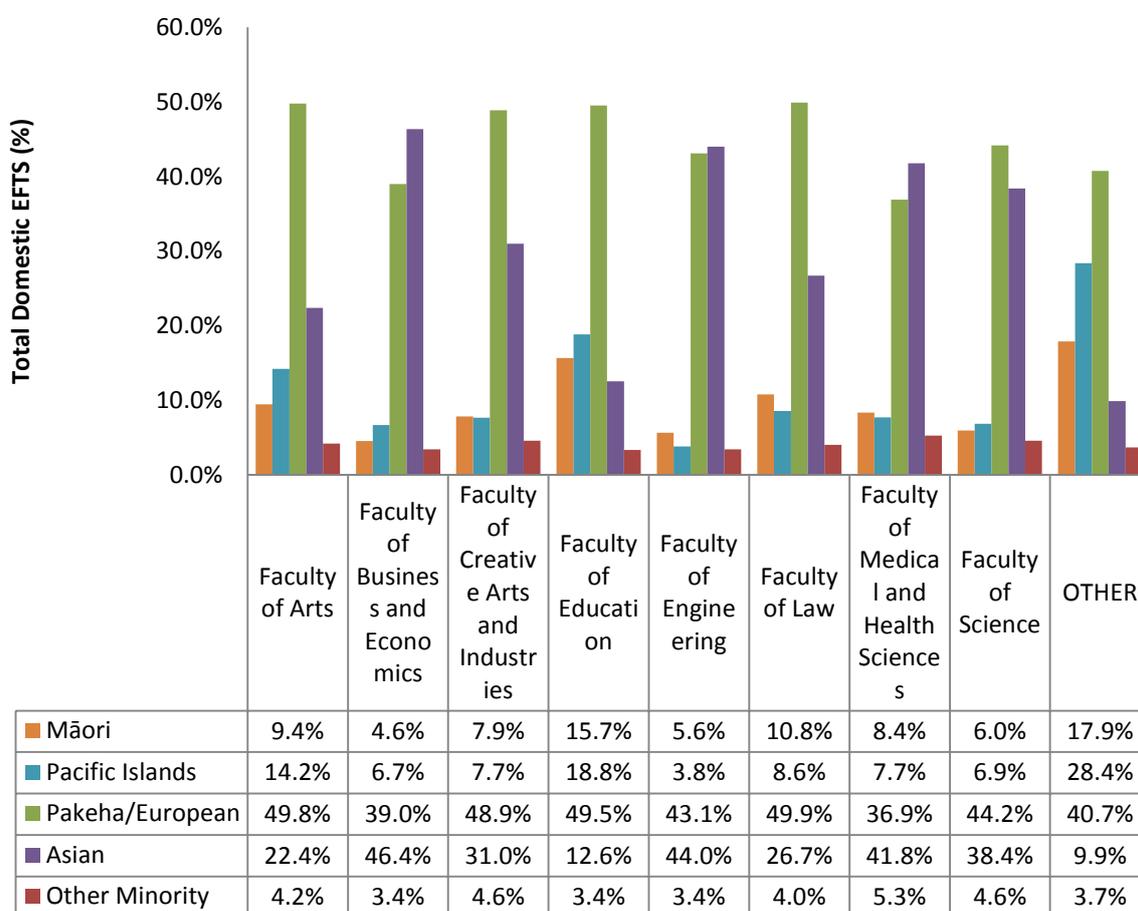


Figure 2b shows that only three faculties met their targets for Māori EFTS as a proportion of all domestic undergraduate EFTS: Business & Economics, Science and FMHS. The University total was 8.1%, lower than the target of 8.5% (fig 1a).

As the green line descends from left (faculties who achieved target) to right (faculties who did not achieve target), the red columns generally increase, showing that the higher a faculty's proportional target for undergraduate Māori EFTS, the further away the faculty was from achieving it in 2013. The exception is FMHS, which achieved its target of 9%, the fourth highest target for any faculty.

**Figure 2b: 2013 Māori EFTS as % of faculty undergraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)**

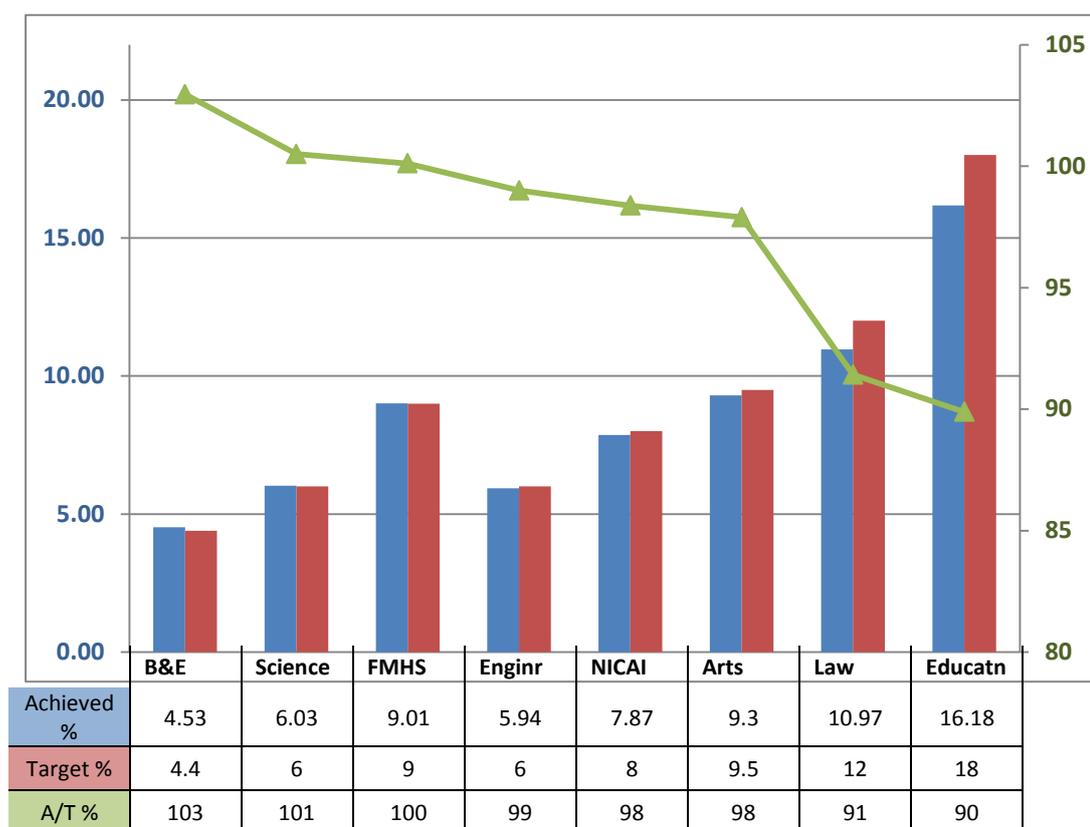


Figure 2c shows that five of the eight faculties met their targets for Pacific EFTS as a proportion of their undergraduate domestic EFTS. The University total was 10.6%, higher than the target of 10.4% (fig 1a). Engineering and Arts exceeded their minimum targets by over ten percent, and Science and Education exceeded theirs by over five percent. There was no correlation between the size of a faculty's proportional Pacific undergraduate target and their proximity to achieving it.

**Figure 2c: 2013 Pacific EFTS as % of faculty undergraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)**

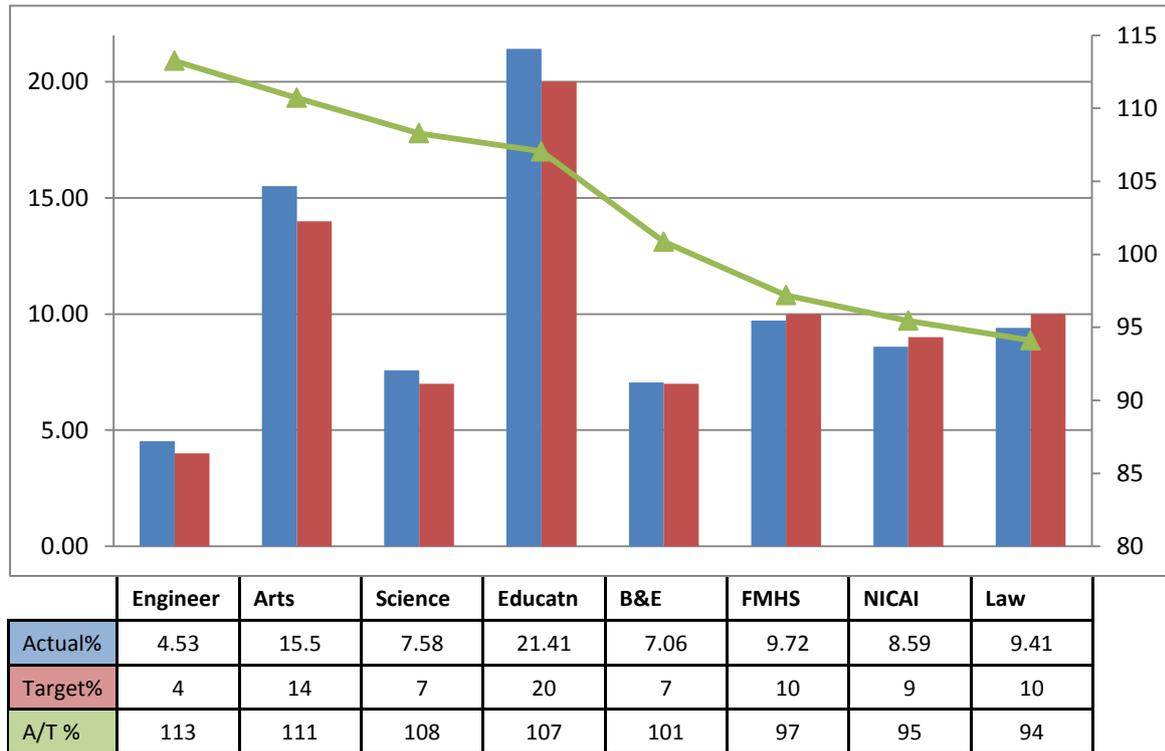


Figure 2d displays domestic **postgraduate** EFTS distribution by ethnic group per faculty.

**Figure 2d: Distribution of Domestic EFTS by Ethnic Group within Faculty for Postgraduate (2013)**

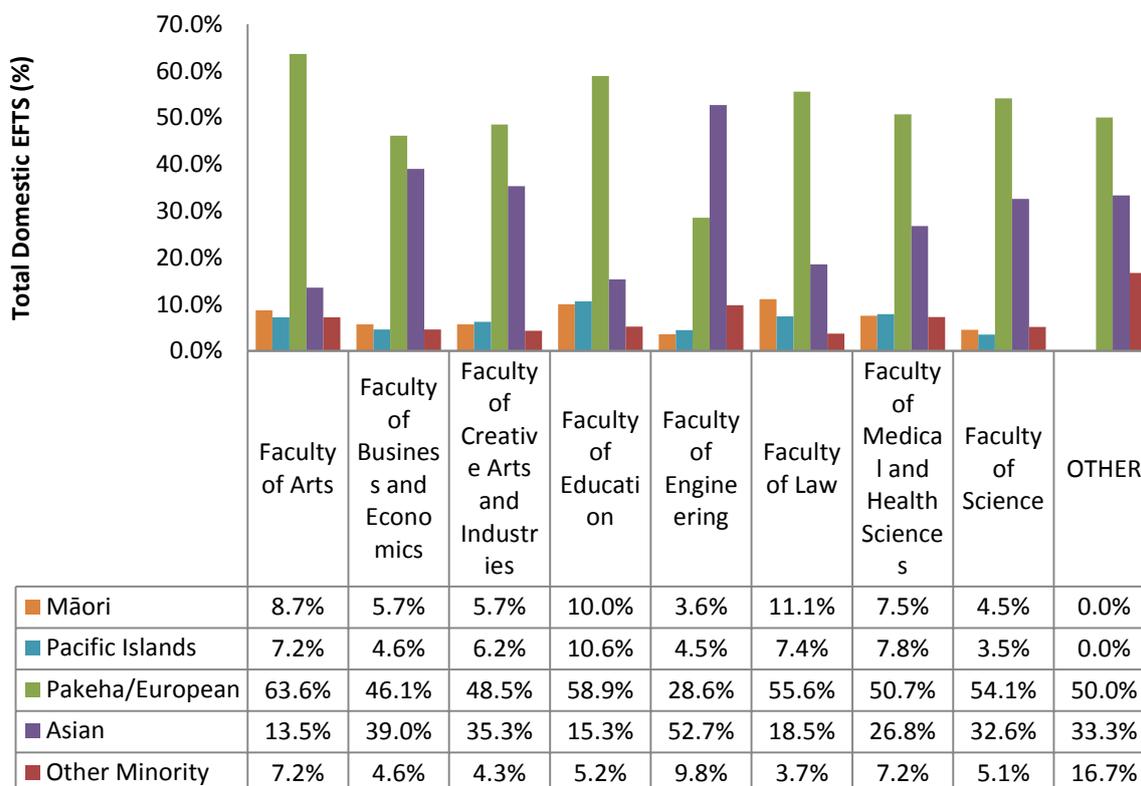
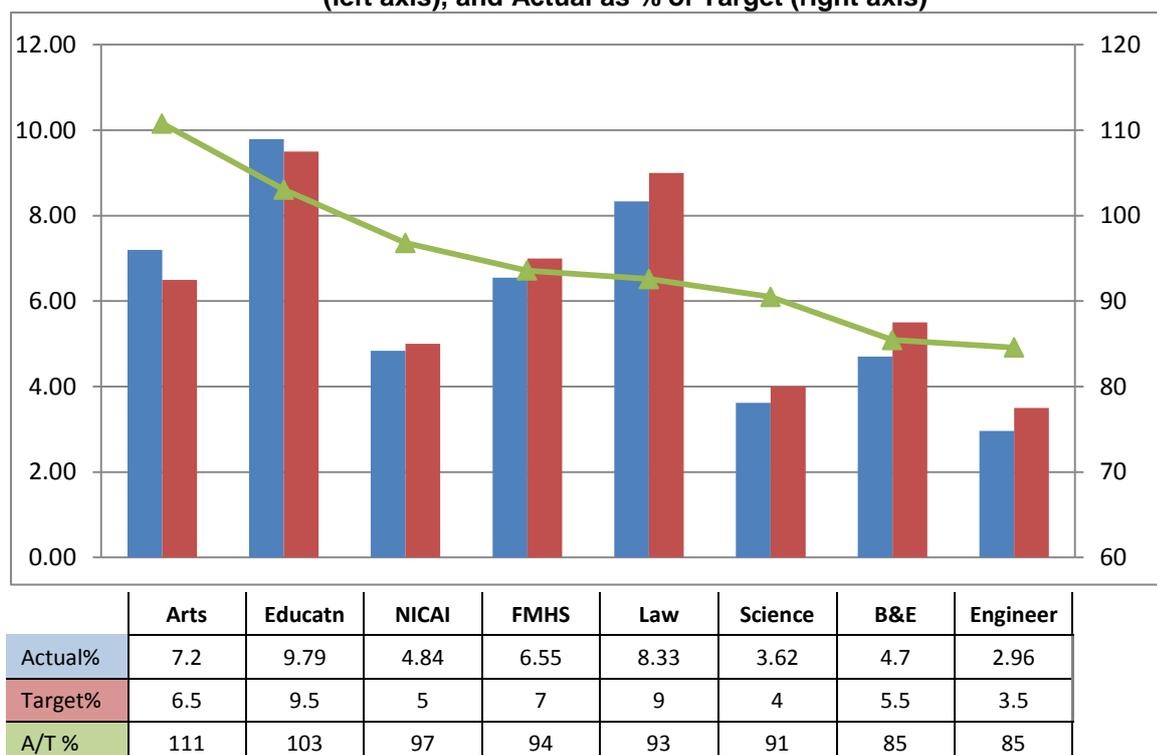


Figure 2e shows that only Arts and Education achieved target or higher for Māori EFTS as a proportion of Faculty domestic postgraduate EFTS.

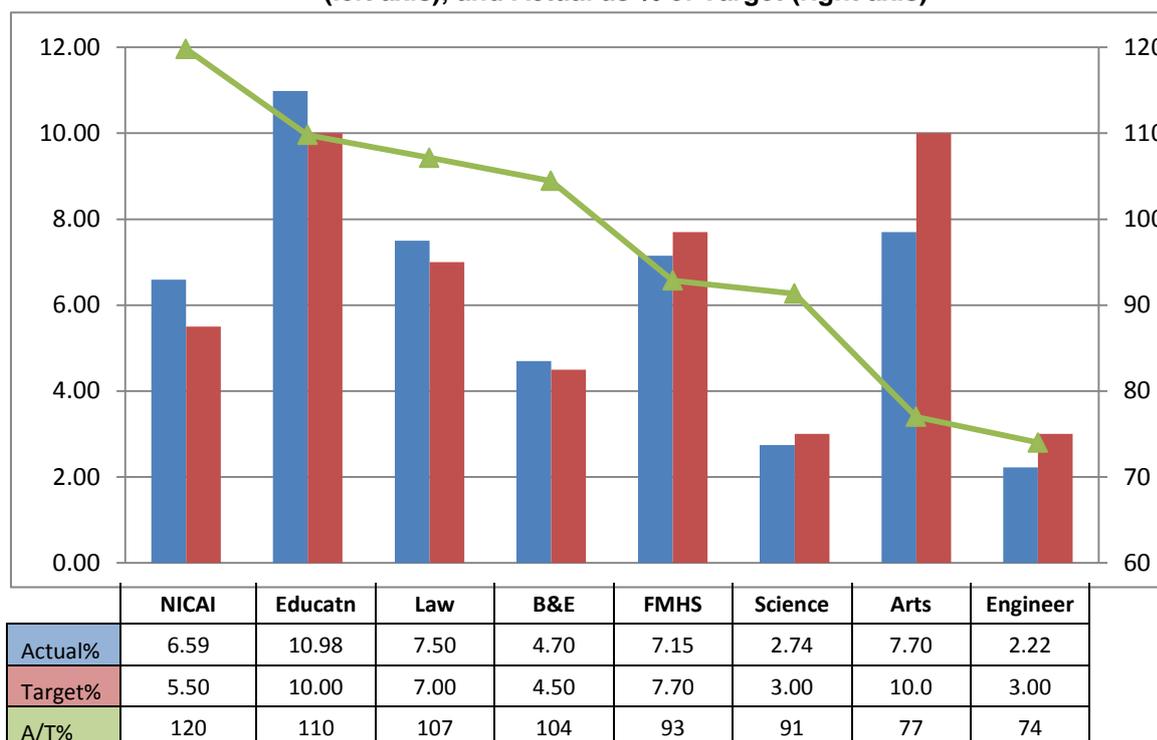
**Figure 2e: 2013 Māori EFTS as % of faculty postgraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)**



The University total for Māori EFTS as a proportion of total domestic postgraduate EFTS was 5.8%, lower than the target of 6.0% (fig 1a).

Figure 2f shows that four faculties achieved target or higher for Pacific EFTS as a proportion of Faculty domestic postgraduate EFTS: NICA I, Education, Law and B&E. However, the University total was 5.9%, lower than the target of 6.4% (fig 1a). This is partially due to the large difference between actual and target returned by the Faculty of Arts, which is significant as a large faculty with a high proportion target.

**Figure 2f: 2013 Pacific EFTS as % of faculty postgraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)**



Education was the only faculty to achieve target or above for both Māori and Pacific EFTS as a proportion of the faculty's postgraduate domestic EFTS.

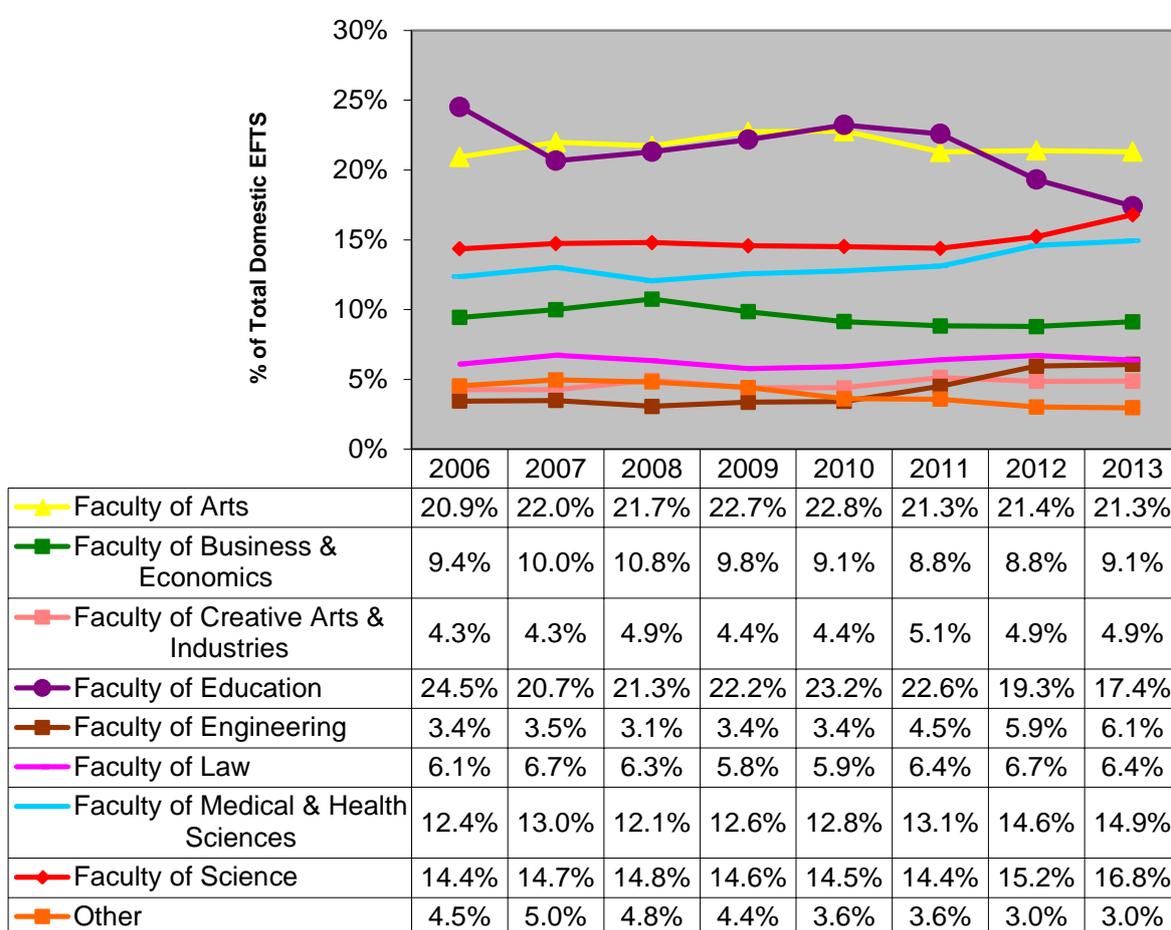
The range of faculty achievement against target was wider for postgraduate EFTS (Māori: 85%-111%, difference of 26%; Pacific: 74%-120%, difference of 46%) than for undergraduate EFTS (Māori: 90%-103%, difference of 13%; Pacific: 94%-113%, difference of 19%). This is likely due to the smaller numbers and percentages of EFTS involved. The range was also wider for Pacific EFTS than for Māori EFTS for both postgraduate and undergraduate EFTS.

No faculty achieved all targets for four KPIs, although Education achieved three of the four. All faculties achieved at least one of the four KPIs.

Figure 3 shows the percentage of total Māori EFTS enrolled in each faculty over 2006-2013.<sup>2</sup> The spread of Māori EFTS across the University became slightly more even over this time: in 2006, the spread was between 3.4% and 24.5% (21.1% difference), with Engineering having the lowest percentage, and Education having the highest. In 2013, the spread was between 3.0% and 21.3% (18.3% difference), with "Other" (including the Large Scale Research Institutes) having the lowest percentage, and Arts having the highest. The percentage of total Māori EFTS enrolled in Education increased gradually between 2007 and 2010 but has been declining since 2011. This is at least partially mirrored by the fact that the total EFTS overall in Education has also been declining, since 2011.

Arts (21.3%), Education (17.4%) and Science (16.8%) had the largest shares of total Māori EFTS at the University in 2013. Engineering (6.1%), Medical and Health Sciences (14.1%) and Business and Economics (9.1%) all showed slight increases over 2012. Creative Arts & Industries did not change from 2012. Education showed a 1.9 % decrease from 2012 to 2013. Science's share of total Māori EFTS increased by 1.6% in 2013.

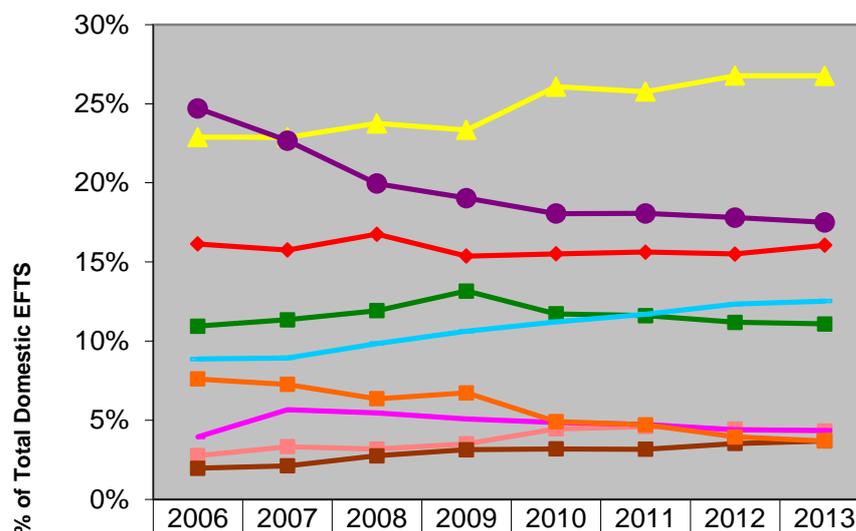
**Figure 3: Māori domestic EFTS by faculty 2006-2013**



<sup>2</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 4 below shows the percentage of domestic Pacific EFTS enrolled in each faculty over 2006-2013.<sup>3</sup> Arts (26.8%), Education (17.5%) and Science (16.1%) had the largest shares of Pacific EFTS at the University. The percentage of total Pacific EFTS enrolled in Education has decreased from 23.0% to 18.0% over the last seven years (again, at least partially mirroring declining EFTS overall in Education). Arts, Engineering and Medical and Health Sciences increased their share of Pacific EFTS over the last seven years.

**Figure 4: Pacific domestic EFTS by faculty 2006-2013**



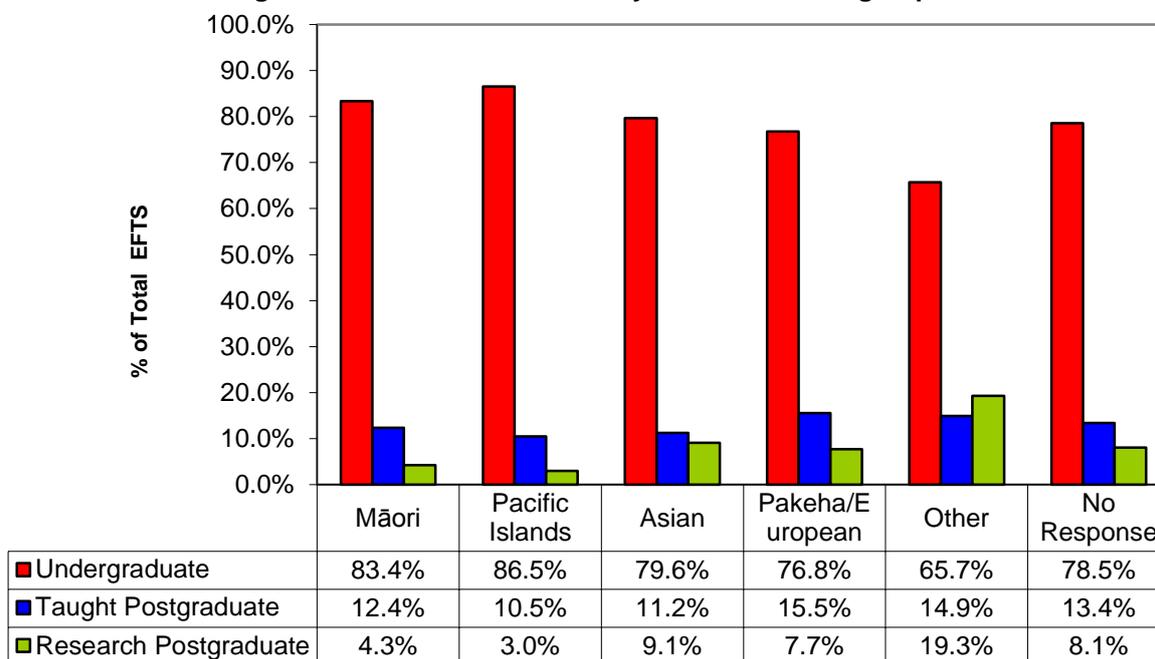
	2006	2007	2008	2009	2010	2011	2012	2013
▲ Faculty of Arts	22.9%	22.9%	23.8%	23.3%	26.1%	25.8%	26.8%	26.8%
■ Faculty of Business & Economics	10.9%	11.4%	11.9%	13.2%	11.7%	11.6%	11.2%	11.1%
■ Faculty of Creative Arts & Industries	2.8%	3.3%	3.2%	3.5%	4.5%	4.6%	4.4%	4.3%
● Faculty of Education	24.7%	22.7%	19.9%	19.0%	18.1%	18.1%	17.8%	17.5%
■ Faculty of Engineering	2.0%	2.1%	2.8%	3.1%	3.2%	3.2%	3.5%	3.7%
■ Faculty of Law	3.9%	5.7%	5.5%	5.1%	4.8%	4.7%	4.4%	4.4%
■ Faculty of Medical & Health Sciences	8.9%	8.9%	9.8%	10.6%	11.2%	11.7%	12.3%	12.5%
◆ Faculty of Science	16.1%	15.8%	16.8%	15.4%	15.5%	15.6%	15.5%	16.1%
■ Other	7.6%	7.3%	6.4%	6.7%	4.9%	4.7%	3.9%	3.7%

<sup>3</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.

## Undergraduate and postgraduate enrolments

Figure 5 below shows the 2013 distribution of total EFTS at undergraduate and postgraduate levels across the main ethnic groups at the University.

**Figure 5: Total Domestic EFTS by level and ethnic group**



As a proportion of **all** EFTS (Domestic and International), 2013-2020 Strategic Objective Five sets KPIs for Domestic EFTS by level for 2020 at  $\leq 65\%$  undergraduates,  $\geq 11\%$  postgraduate taught (PGT) and  $\geq 6\%$  postgraduate research (PGR, including 4% PhDs). As a proportion of **Domestic** EFTS, these KPIs equate to  $\leq 79.3\%$  for undergraduates,  $\geq 13.4\%$  for PGT, and  $\geq 7.5\%$  for PGR. Note that these are 2020 targets. Figure 5 shows that Māori, Pacific and Asian students were over-represented at undergraduate level at 83.4%, 86.5% and (a close) 79.6% respectively, compared to the overall Domestic 2020 target.

Māori and Pacific students were significantly under-represented at postgraduate level compared with other ethnic groups. 17.7% of Māori students, and 14.5% of Pacific students, were enrolled at postgraduate level compared to 20.3% of Asian students, and 23.2% of Pakeha/European students. 4.3% of Māori students, and 3% of Pacific students were studying at research postgraduate studies level compared to 9.1% of Asian students and 7.7% of Pakeha students.

The data show that Pacific students were most likely to be studying at undergraduate level and least likely to be enrolled in research postgraduate studies.

Figure 5a below shows that at 17.7%, the percentage of Māori students enrolled in postgraduate studies remains similar to 2012. (Note the graph starts at 60%.)

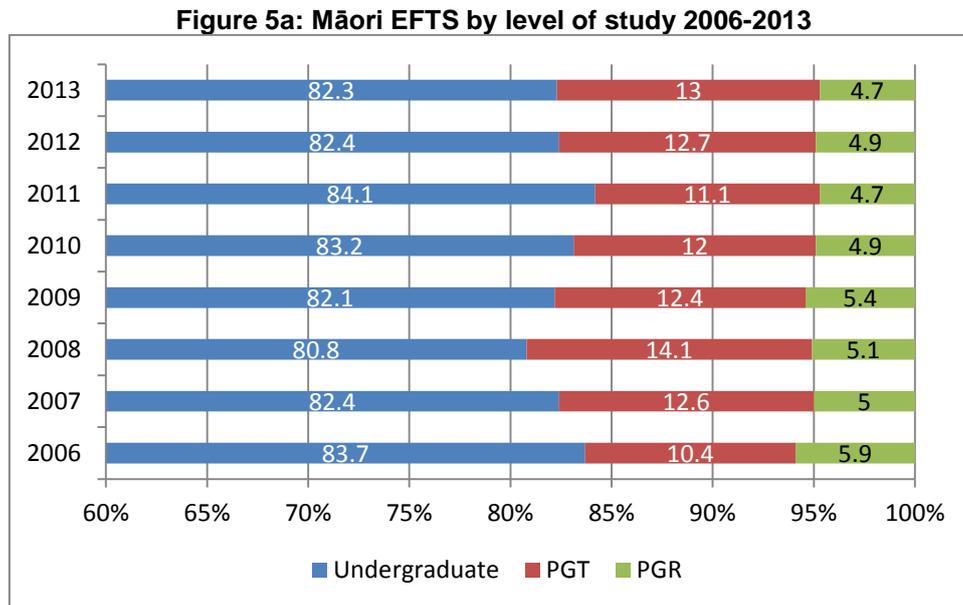
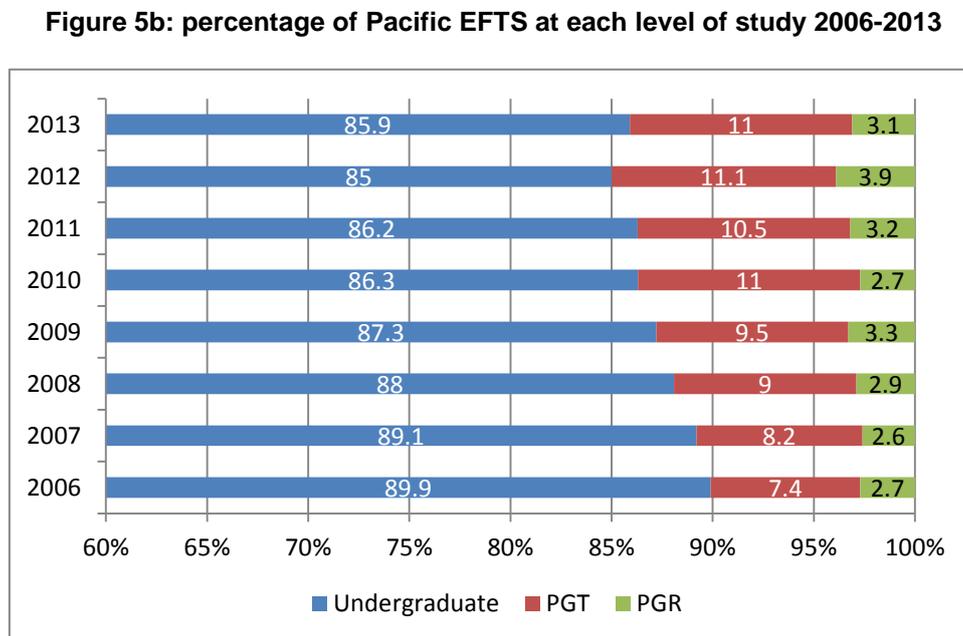


Figure 5b below shows the percentage of Pacific students enrolled in postgraduate studies in 2013 has decreased to 14.1% from 15% in 2012, mostly due to a decrease in the percentage of students in research postgraduate programmes. (Note that the graph starts at 60%.)



## Women in Science and Engineering enrolments

Tables 6a and 6b below display 2013 student enrolments by gender, across the faculties.<sup>4</sup> Despite an increase from 2008, women students were least represented in Engineering (24.5%), and they continued to be markedly over-represented in Education (79.3%). In Science, women were least represented in Computer Science (22.1.0%) and Physics (32.0%).

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

	ABI	Arts	Business and Economics	NICAI	Education	Engineering	Law	FMHS	Science	Liggins Institute	OTHER	Total
Female	19	3,768	2,576	1,009	2,356	785	793	2,855	3,820	35	289	18,306
% Female	27.1%	65.1%	46.2%	59.9%	79.3%	24.5%	57.5%	67.5%	50.1%	81.4%	59.2%	55.4%
Male	51	2,022	2,998	676	614	2,413	587	1,376	3,797	8	199	14,741
Total	70	5,791	5,574	1,685	2,970	3,198	1,379	4,230	7,618	43	488	33,047

**Table 6b: Engineering EFTS by gender 2006-2013**

	2006	2007	2008	2009	2010	2011	2012	2013
Female	21.2%	21.1%	20.5%	21.5%	22.4%	23.3%	23.5%	24.5%
Male	78.8%	78.9%	79.5%	78.5%	77.6%	76.7%	76.5%	75.5%

Table 6b above shows that the percentage of women enrolled in Engineering over 2006-2013 increased from 21.2% to 24.5%, and increased between 2012 and 2013 from 23.5% to 24.5%.

Table 6c below shows the gender breakdown of EFTS across Academic Units in the Faculty of Science. Women were least represented in Computer Science (22.1%), Physics (32.0%) and Mathematics (34.7%). Women students made up 50.1% of the EFTS in the Faculty of Science as a whole.

**Table 6c: Science Faculty EFTS by gender and academic unit**

	Bio Sci	Chem Sci	Comp Sci	Environ	Leigh Marine Research Centre	Maths	Physics	Psych	Sport & Exercise Sci	Statistics	Total
F	776	434	234	514	52	300	131	739	114	525	3,820
% F	61.4%	58.4%	22.1%	53.2%	57.1%	34.7%	32.0%	74.6%	52.3%	51.8%	50.1%
M	488	309	825	451	39	564	277	251	103	489	3,797
All	1,264	743	1,060	966	91	864	409	990	218	1,014	7,618

<sup>4</sup> Based on total EFTS, domestic and international

Table 6d below shows the gender breakdown of EFTS in the Computer Science Department over 2006-2013. Women comprised 22.1% (234 EFTS) of Computer Science EFTS in 2013, which is higher than 2012 (21.0%). Overall, the percentage of women has increased from 18.5% in 2006, and from 21% in 2012, to 22.1% in 2013.

**Table 6d: Computer Science EFTS by gender 2006-2013**

Computer Science	2006	2007	2008	2009	2010	2011	2012	2013
Female	18.5%	18.4%	19.4%	20.3%	21.3%	20.9%	21.0%	22.1%
Male	81.5%	81.6%	80.6%	79.7%	78.7%	79.1%	78.9%	77.9%

Table 6e below shows the gender breakdown of EFTS in the Physics Department over the period 2006–2013. Women comprised 32.0% (131 EFTS) of Physics enrolments in 2013. This is comparable to the 2012 ratio, which was 32.7% (134 EFTS).

**Table 6e: Physics EFTS by gender 2006-2013**

Physics	2006	2007	2008	2009	2010	2011	2012	2013
Female	28.7%	31.2%	32.7%	31.5%	34.6%	31.9%	32.7%	32.0%
Male	71.3%	68.8%	67.3%	68.5%	65.4%	68.1%	67.3%	67.7%

Table 6f below shows the gender breakdown of EFTS in the Mathematics Department over 2006-2013. Women comprised 34.7% (300 EFTS) of Mathematics EFTS in 2013. From 2008 to 2012 there was a decline in women in Mathematics, from 40.1% to 33.2%. However, from 2012 to 2013, there was an increase of 1.5%, from 33.2% to 34.7%.

**Table 6f: Mathematics EFTS by gender 2006-2013**

Mathematics	2006	2007	2008	2009	2010	2011	2012	2013
Female	37.5%	39.4%	40.1%	38.9%	37.2%	35.8%	33.2%	34.7%
Male	62.5%	60.6%	59.9%	61.1%	62.8%	64.2%	67.3%	67.7%

## Student achievement

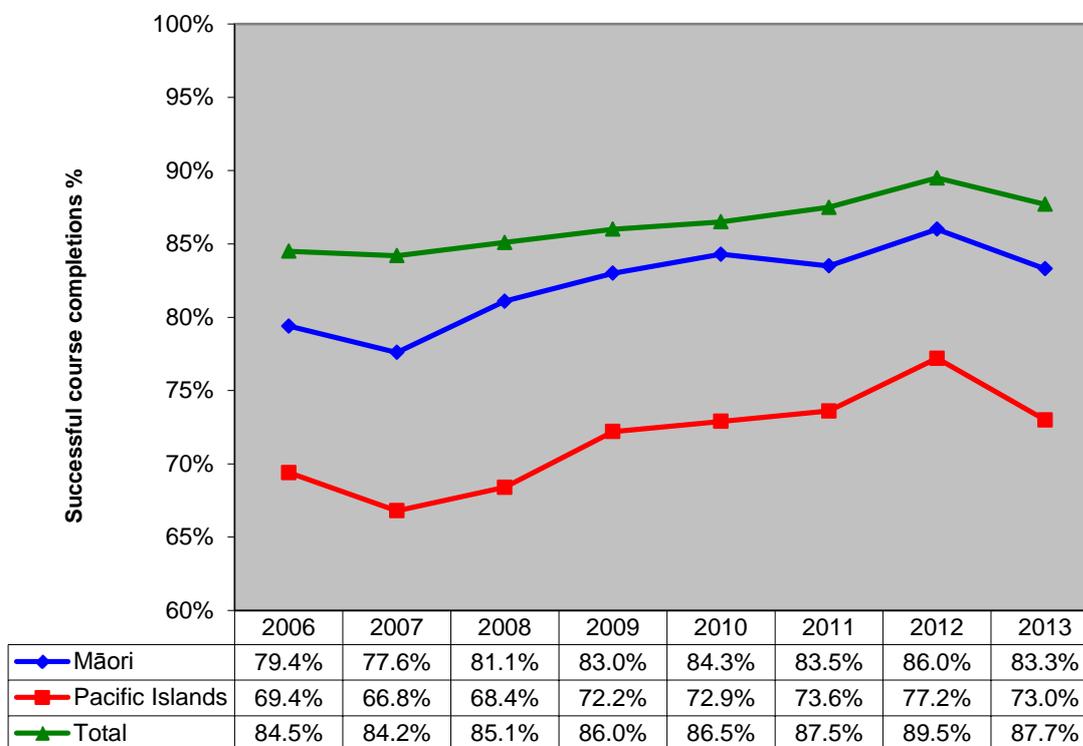
Student academic achievement can be measured by a range of indicators including:

- Successful course completions
- First-year retention

### Successful course completions

Figure 7 below shows the undergraduate successful course completions for Māori and Pacific students, and for students overall, for 2006-2013. The rate of overall undergraduate successful course completions increased from 84.5% in 2006 to 89.5% in 2012, but decreased slightly to 87.7% in 2013. The successful undergraduate course completions in 2013 of Māori students were 83.3% of all enrolments, a decrease from 86.0% in 2012. The successful course completion rate of Pacific students in 2013 was 73.0%, a decrease from 77.2% in 2012. (Graph starts at 60%).

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



The 2013-2020 KPIs are slightly different from undergraduate course completions however: they measure successful course completions excluding theses, meaning they include PGT courses as well as undergraduate courses.

Figure 7a shows that neither Māori nor Pacific successful course completions (excl theses) reached their 2013 targets.

**Figure 7a: Māori and Pacific course completions (excl theses), 2013 actual and target**

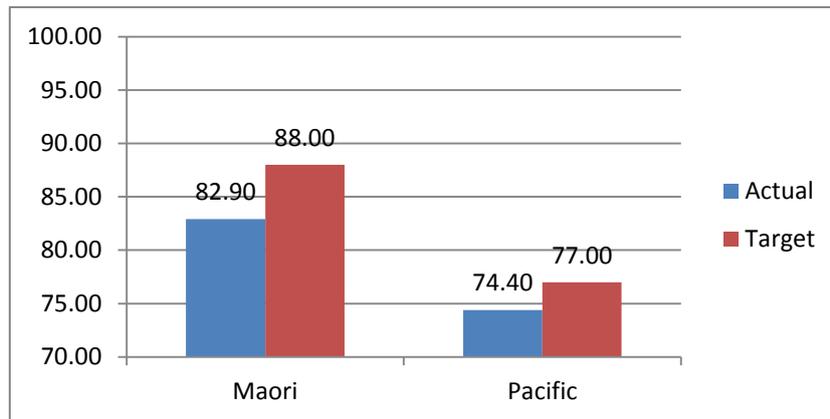


Figure 8 below shows the 2013 **undergraduate** successful course completions across the different faculties. The Māori successful course completion rate was highest in Medical and Health Sciences (95.1%) and Law (91.4%) and lowest in Arts (77.1%) and Science (74.5%). In FMHS, it was above the overall rate – 95.1% compared with 94.6%.

The Pacific successful course completion rate was highest in Medical and Health Sciences (87.4%) and Law (85.4%), and lowest in Science (57.7%).

**Figure 8: Undergraduate successful course completions across faculties 2013**

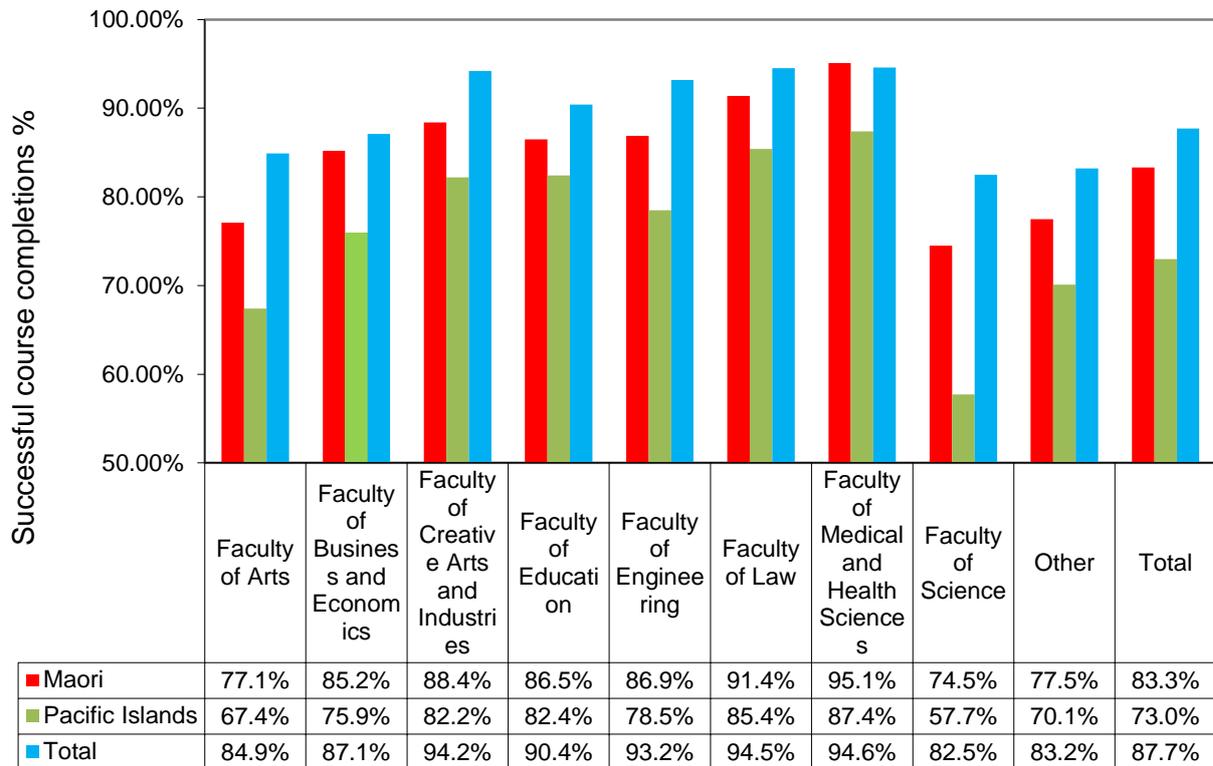


Figure 9 below shows the undergraduate successful course completion rate for Māori students across all faculties during the 2006-2013 period. The largest percentage increase in Māori successful course completions over this period can be observed for Education (78.5% to 86.5%), and Medical and Health Sciences (85.2% to 95.1%), Science (71.7% to 72.5%), and Arts (73.4% to 77.1%). The Faculty of Law also increased from 90.9% in 2006 to 91.4% in 2013.

Only Law and FMHS increased their course completions from 2012 to 2013. The rate of Māori undergraduate course completions dropped in every other faculty.

**Figure 9: Māori undergraduate successful course completions by faculty (2006 - 2013)**

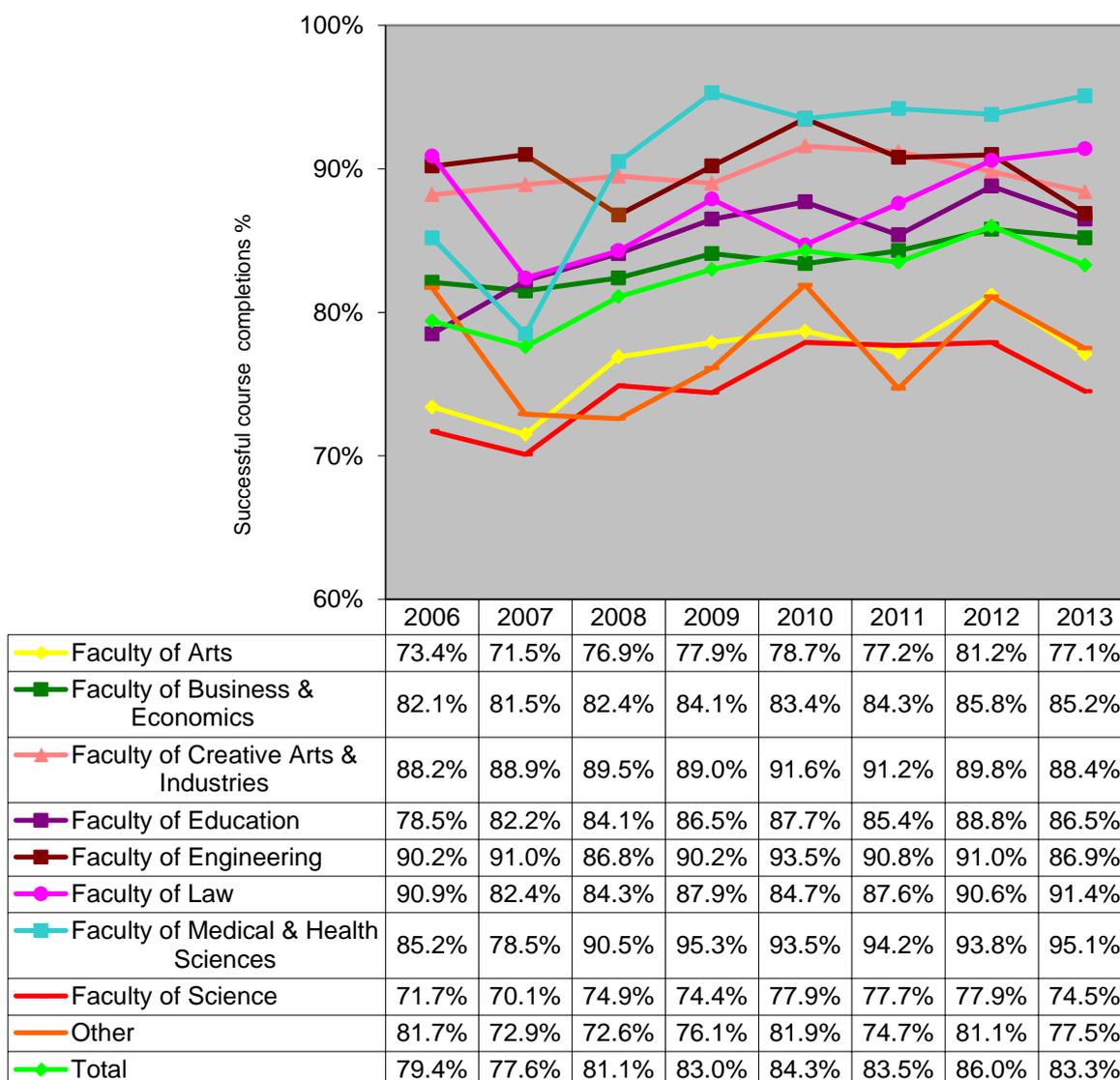
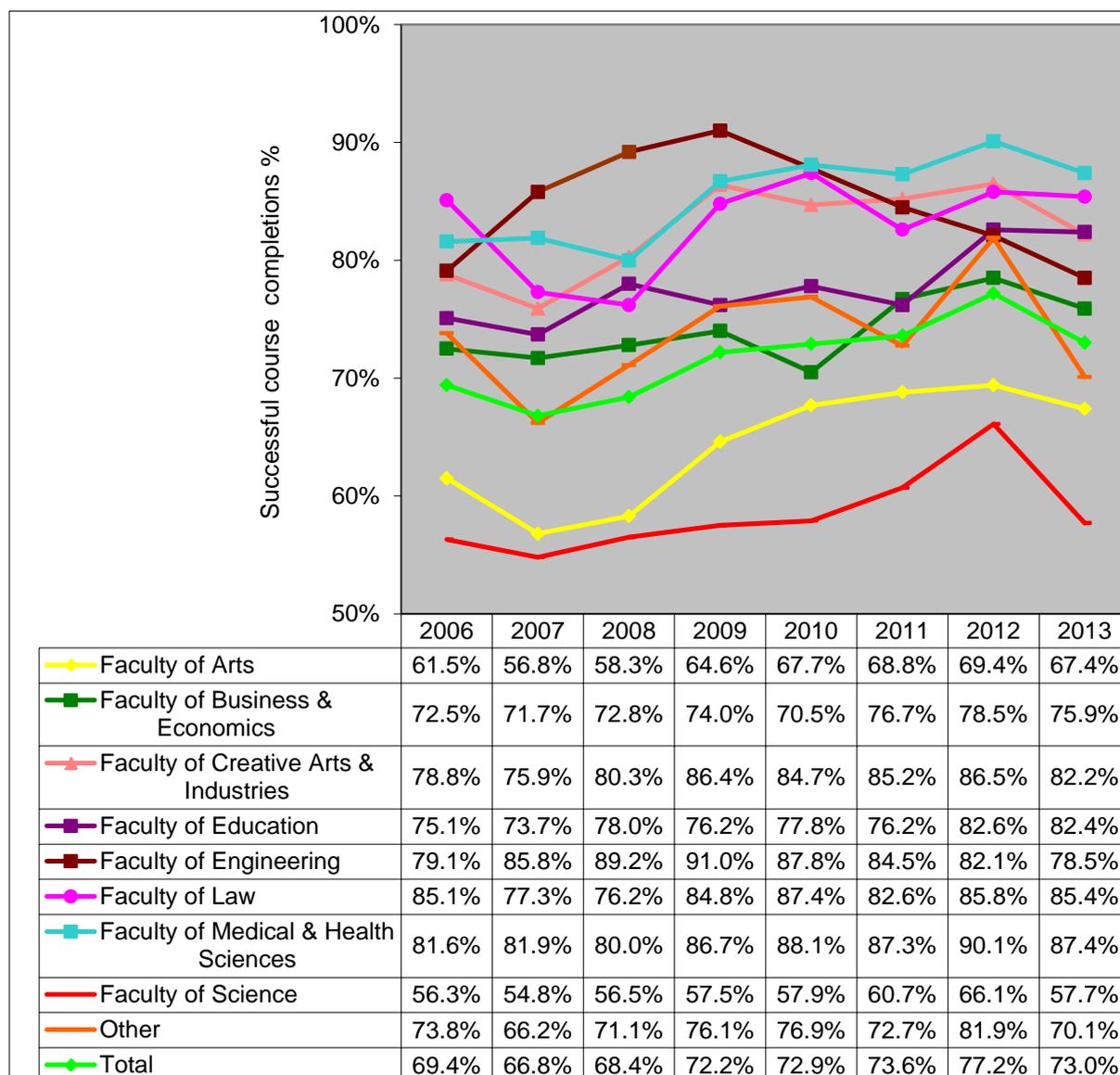


Figure 10 below shows the undergraduate successful course completion rates for Pacific students across the faculties during the 2006-2013 period. The largest increases in Pacific successful course completions over this period can be observed for Arts (from 61.5% to 67.4%), Medical and Health Sciences (from 81.6% to 87.4%) and Science (from 56.3% to 57.1%). The Faculty of Engineering, (79.1% to 78.5% for the period 2006 – 2013) dropped from a rate of 82.1% in 2012 and a peak of 91.0% in 2009.

In 2013, every faculty had a lower Pacific undergraduate successful course completion rate compared to 2012.

**Figure 10: Pacific undergraduate successful course completions by faculty (2006-2013)**

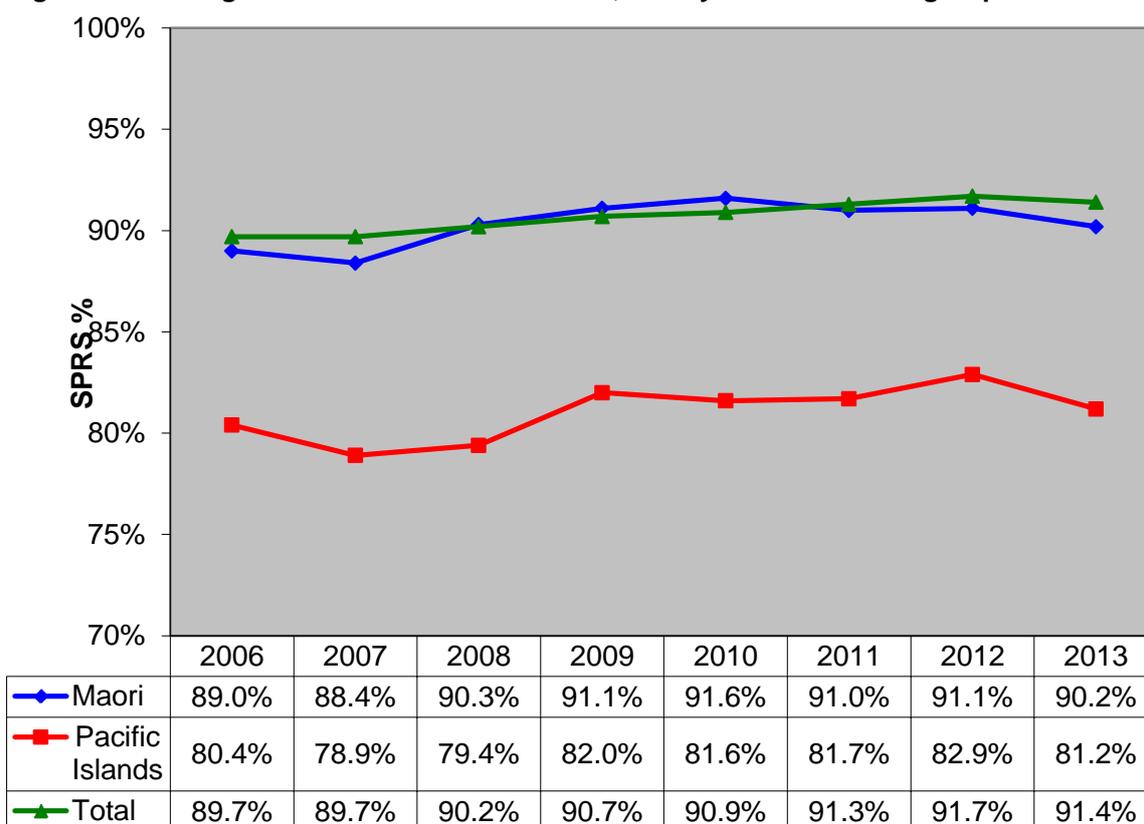


## Undergraduate SPRS

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 11 below shows the undergraduate SPRS across the main ethnic groups over 2006-2013. The overall SPRS in 2013 was 91.4%, an increase from 89.7% 2006, and almost the same as 2012. The SPRS of Māori students increased from 89.0% to 90.2% in the 2006-2013 period. That of Pacific students increased slightly, from 80.4% to 81.2%, during the same period. The undergraduate SPRS percentages for Māori and Pacific student were lower in 2013 compared with 2012.

**Figure 11: Undergraduate student SPRS overall, and by selected ethnic group 2006-2013**



## Stage One successful course completions

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 12 below shows Stage One successful course completions over 2006-2013 for new students. The overall Stage One successful course completion rate has increased from 80.8% to 83.1% during this period. The Māori Stage One successful course completion rate of 75.7% declined 2.2% from 2012, continuing a decline since 2010, but still higher than the rate in 2006 (71.6%). The Pacific Stage One successful course completion rate of 64.8% declined 2.9% from 2012, and nearly is back to where it was in 2006 (64.4%). In 2013, 35.2% of Stage One new undergraduate Pacific EFTS did not

complete their courses successfully (compared with 16.9% of all Stage One new undergraduate EFTS). For Stage One new undergraduate Māori EFTS, 24.3% did not complete their courses successfully.

**Figure 12: Stage One successful course completions, new students, 2006-2013**

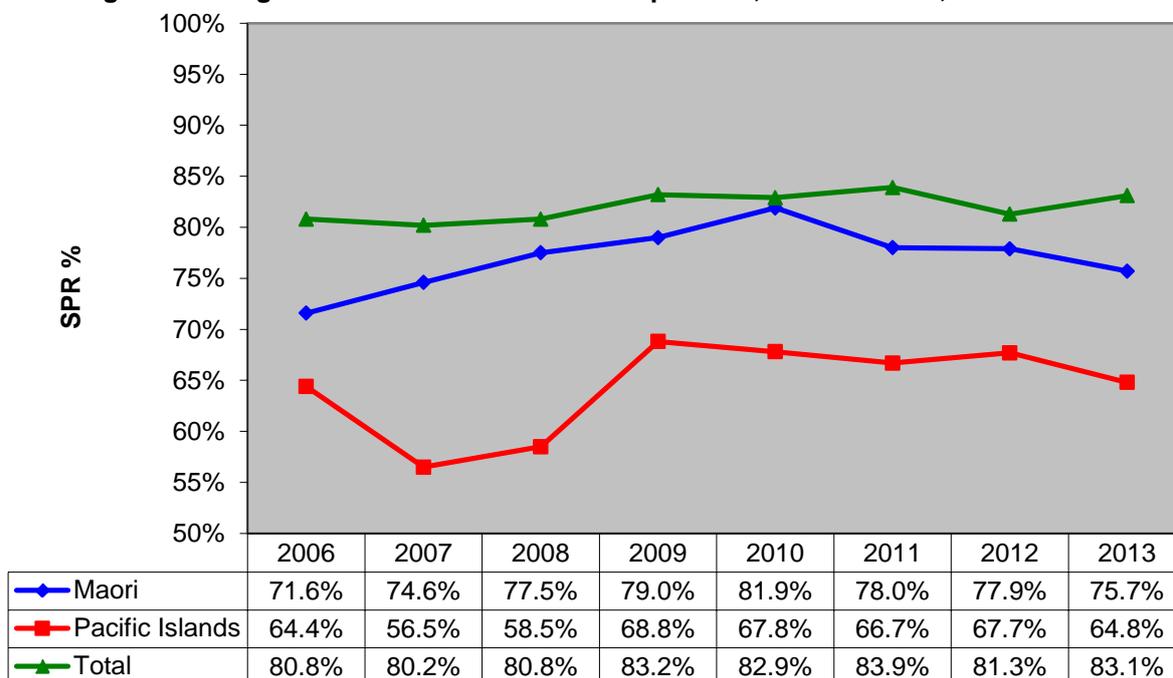
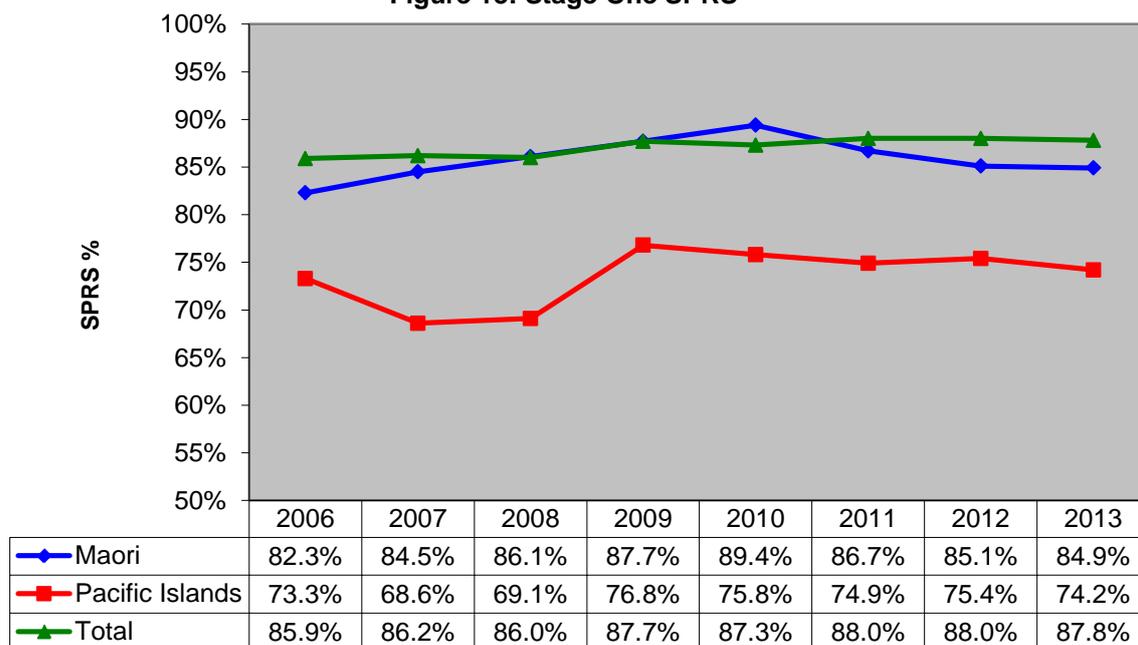


Figure 13 below shows the Stage One SPRS of Māori students in 2013 of 84.9% which, like 2012, is 2.9% below the overall Stage One SPRS across the University (87.8%), and represents a deceleration of a four year decline. Māori SPRS is 2.6% above the 2006 figure, while the total Stage One SPRS is 1.9% above the 2006 figure. The Stage One SPRS of Pacific students dropped a percentage point to 74.2% in 2013 from 2012.

**Figure 13: Stage One SPRS**

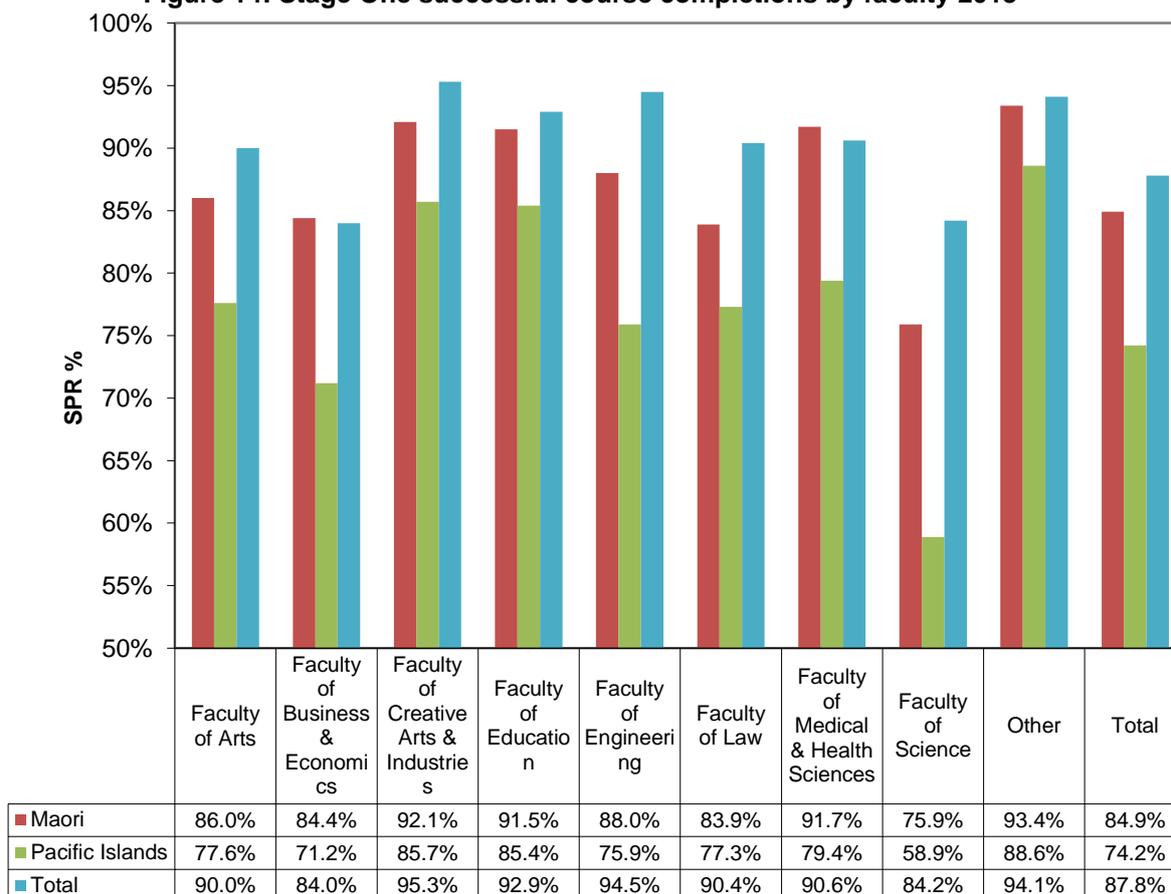


## Stage One successful course completions across faculties

Figure 14 compares the Stage One successful course completions in 2013 across faculties. The rate for Māori students was highest in NICA I (92.1%), Medical and Health Sciences (91.7%), and Education (91.5%). It was lowest in Science (75.9%). The rate for Māori students was higher than for students overall in B&E (84.4% vs 84.0%) and FMHS (91.7% vs 90.6%)

For Pacific students the rate was highest in NICA I (85.7%) and Education (85.4%) and lowest in B&E (71.2%) and Science (58.9%).

**Figure 14: Stage One successful course completions by faculty 2013**



## New undergraduate retention/re-enrolment

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

Figure 15 below shows that 88.0% of the 2012 first-year student cohort returned in 2013. Retention of new undergraduate Māori students was 2.1% higher in 2013 than in 2012. The retention of new undergraduate Pacific students also increased by 1.7% compared with 2012. These figures compare with an overall 1.7% increase in retention rates for all new undergraduate students during the same period. Overall Māori and Pacific new undergraduate retention rates were lower by 0.2% and 2.5% respectively for 2012/13 than they were for 2006/07. (Graph starts at 70%)

**Figure 15: New undergraduate retention 2005-06 – 2012-13**

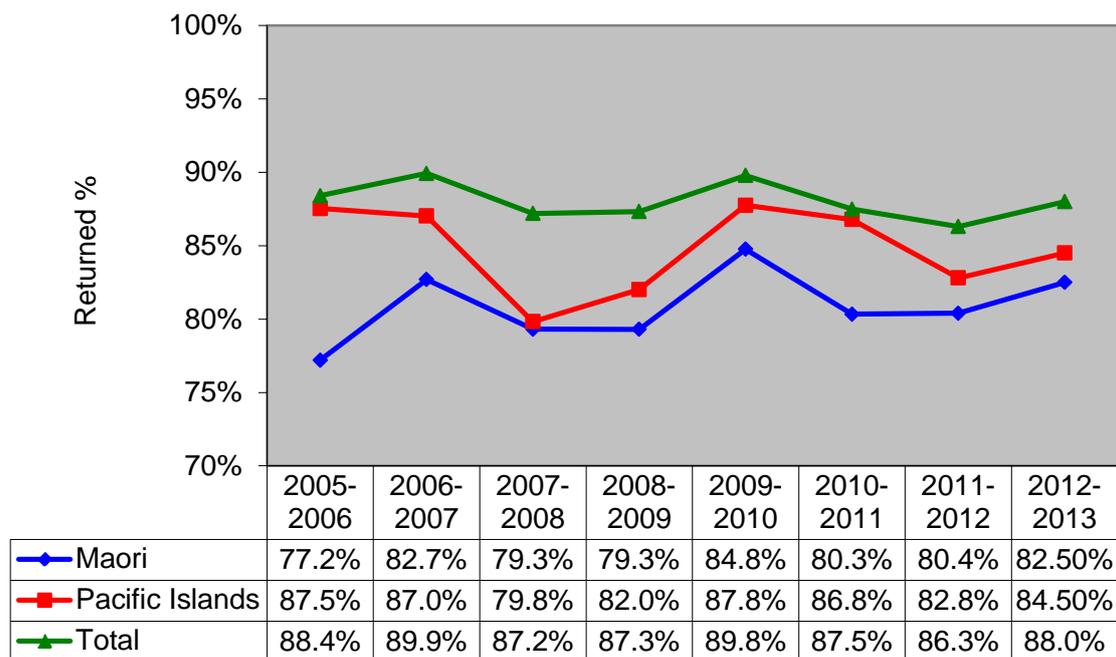
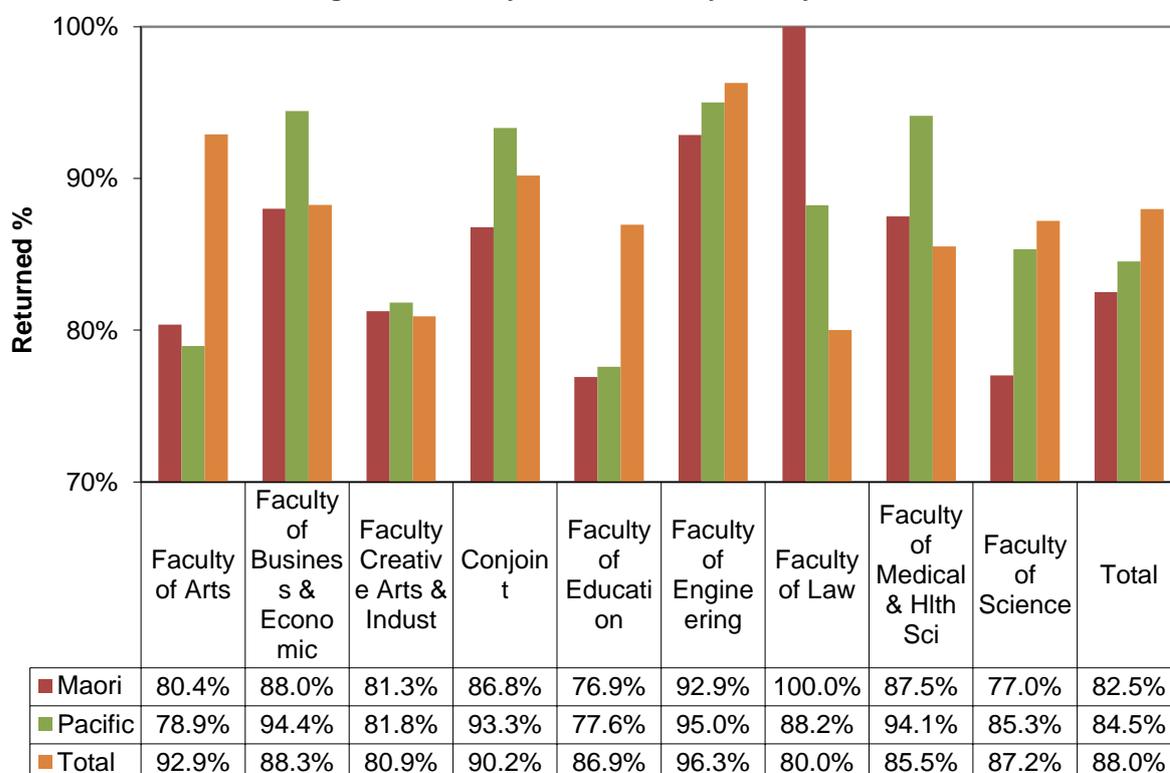


Figure 16 below shows new undergraduate retention across faculties in 2013.

**Figure 16: First-year retention by faculty**

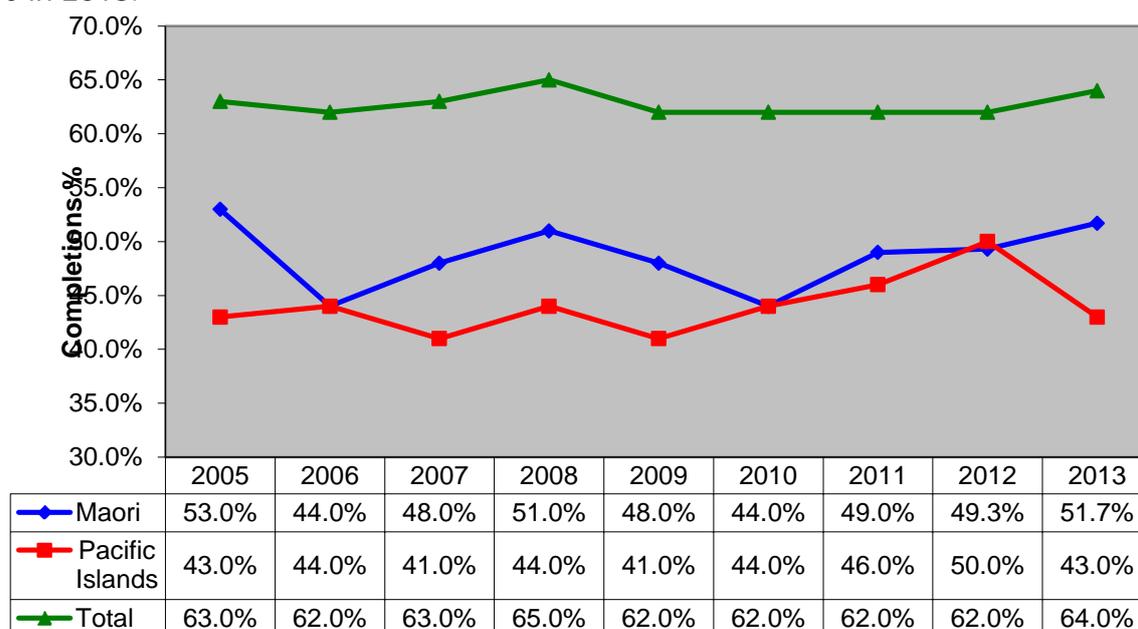


New undergraduate Māori students enrolled in Law (100%), Engineering (92.9%) and Medical and Health Sciences (87.5%) had the highest retention rates, while those enrolled in Science (77.0%), and Education (76.9%) had the lowest retention rates. Māori students had higher retention rates than students overall in NICAI (81.3% vs 80.9%), Law (100% vs 80%), and FMHS (87.5% vs 85.5%).

New undergraduate Pacific students in Engineering (95.0%), Medical and Health Sciences (94.1%), and Business and Economics (94.4%) had the highest retention rates in 2013. Pacific students in Education (77.6%) and Arts (78.9%) had the lowest retention rate. Pacific students had higher retention rates than students overall in B&E (94.4% vs 88.3%), NICAI (81.8% vs 80.9%), Law (88.2% vs 80%) and FMHS (94.1% vs 85.5%), and for conjoint students (93.3% vs 90.2%).

### Qualification completions

The overall qualification completion rate in 2013, for degree level or higher qualifications obtained by domestic students within five years, was 64.0%. For Māori students the figure was 51.7%, an increase from 49.3% in 2012. The qualification completion rate for Pacific students was 43%, a significant decrease from the 2012 rate of 50%. Māori qualification completion rates were lower in 2013 than in 2005 (51.7% vs 53%) while Pacific qualification completion rates were the same in 2013 as they were in 2005 (43%). For the total population there has been a slight increase from 63% in 2005 to 64% in 2013.



## 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 Office *Decision Support System* (based on EFTS). The source of these data is noted in each case. 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.

In comparison to the previous year in Figure 18, there was a slight increase of 0.9% (from 743 in 2012 to 750 in 2013) in the number of students seeking assistance from Student Disability Services.

**Figure 18: Students registered with Student Disability Services 2005-2013**

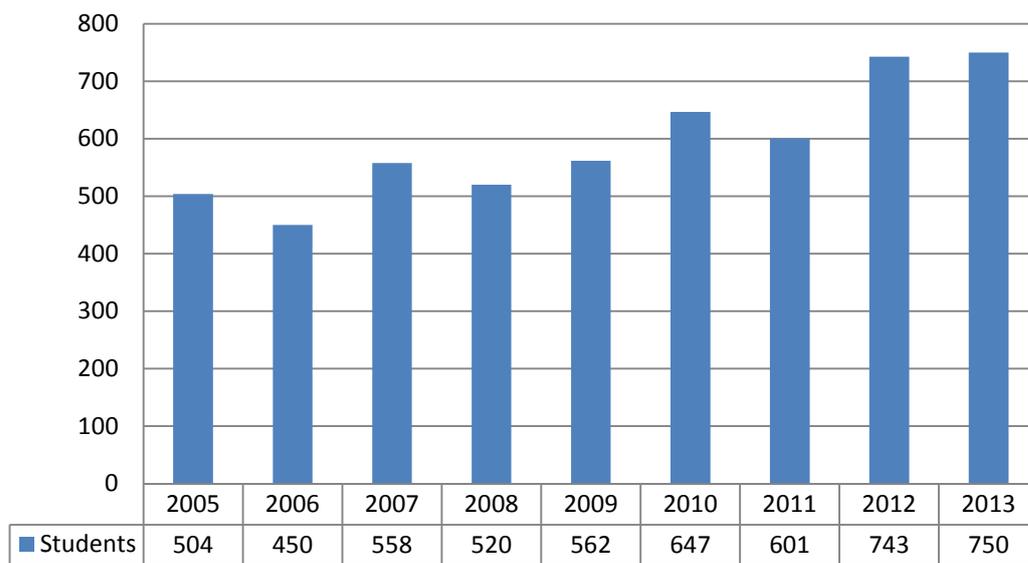
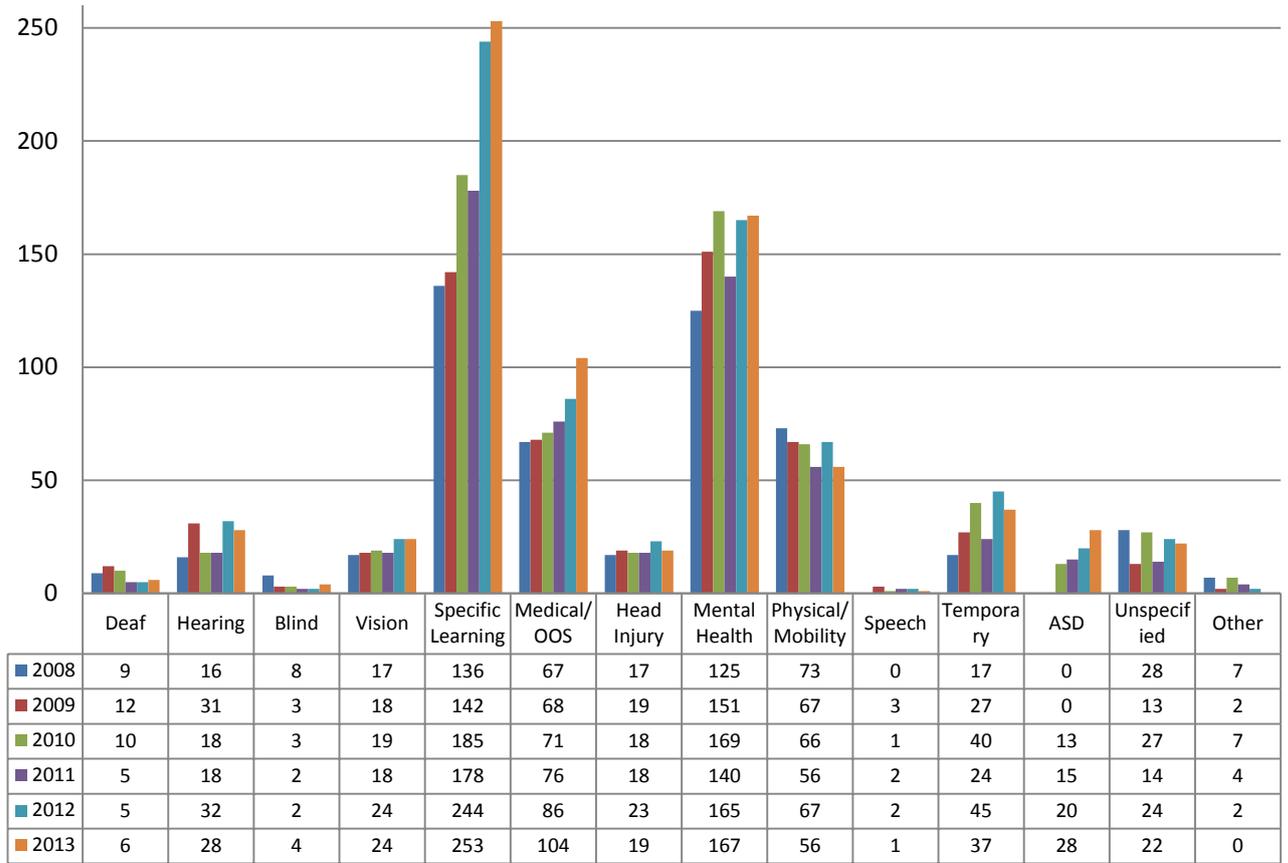


Figure 19 refers to the impairments that students disclosed as their primary impairment.

“Invisible” disabilities, such as specific learning and mental health issues continue to make up the largest section of those impairments disclosed, together representing 56% of the primary impairments disclosed. Over the past six years, the number of students with specific learning disabilities seeking assistance has increased dramatically from 136 to 253. This has been an established trend over the past six years.

Of particular note in 2013 was a further significant increase in the number of students' medical/ OOS disabilities (from 86 in 2012 to 104 in 2013).

**Figure 19: Students registered with Student Disability Services by indicated primary impairment 2008-2013**



Proportionally fewer Māori and Pacific students who disclosed their disability at enrolment subsequently registered with SDS.

**Figure 20: Percentages EFTS with disability and percentages Student Disability Services registrations by ethnicity 2013**

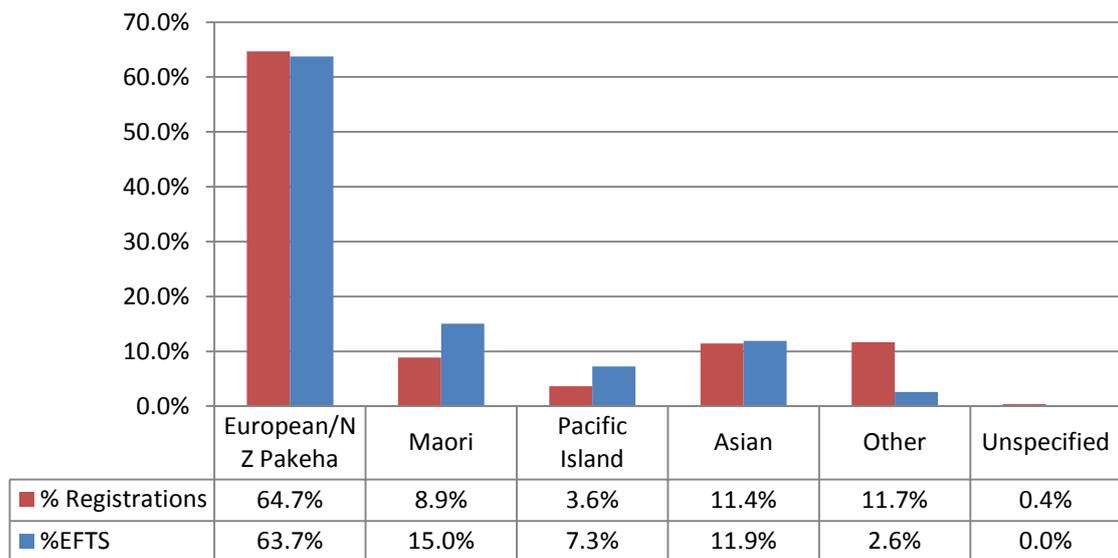


Figure 21 indicates students registered with SDS by ethnic group. The proportion of Māori students has increased from 6.3% in 2012 to 8.8% in 2013. The proportion of Pacific students has declined from 4.0% in 2012 to 3.6% in 2013. The 'Other' group of students has increased from 9.4% in 2012 to 11.6% in 2013.

**Figure 21: Students registered with Student Disability Services by ethnic group (%), 2009-2013**

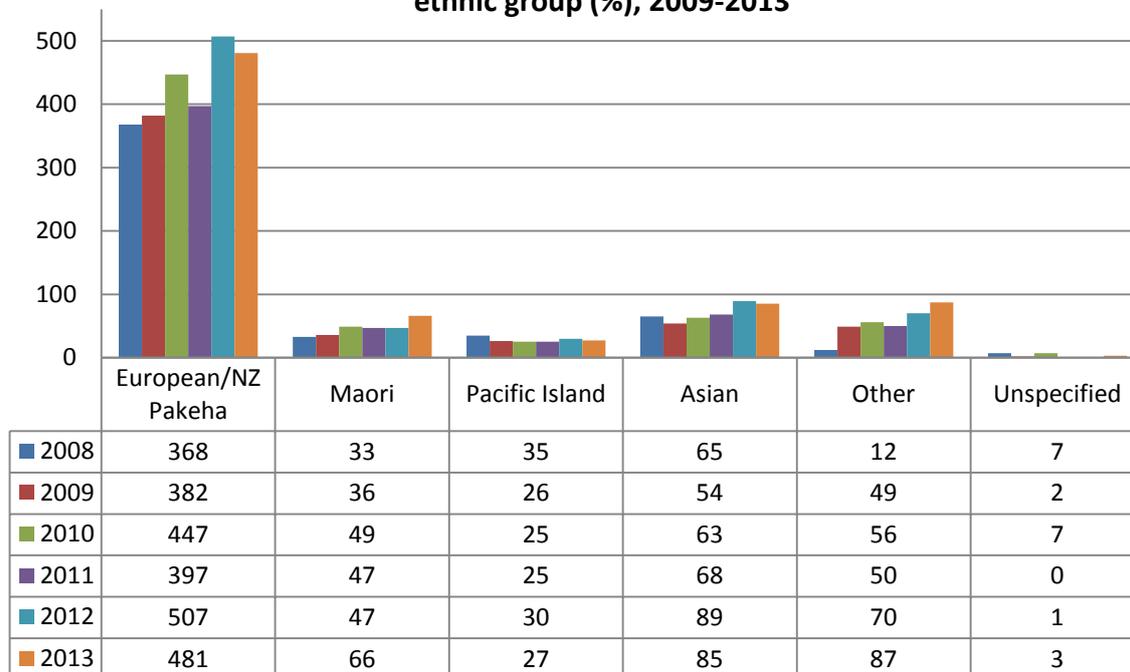


Figure 22 below shows that across all ethnic groups, except for Other, women currently make up a larger proportion of those indicating an impairment at the point of enrolment.

The Other ethnic group in 2013 has more males indicating an impairment, which is a change from past years.

**Figure 22: % EFTS with disability by gender, within ethnicity 2013**

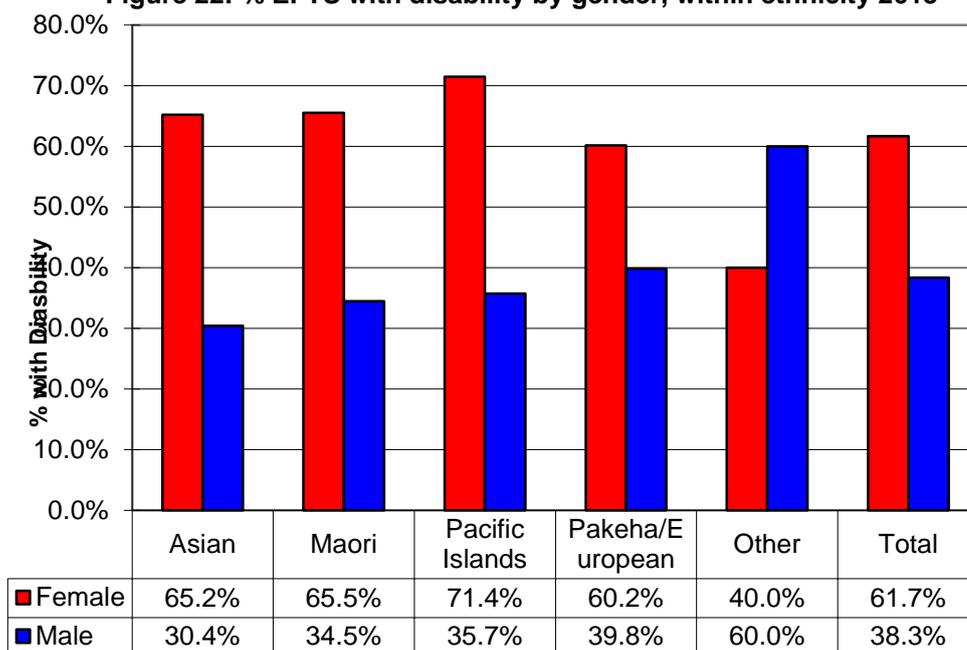


Figure 23 indicates that across all ethnic groups, except for Asian, there are more females who register with SDS than males. In 2013 there are more Asian females disclosing a disability to the University than there are Asian males.

**Figure 23: Students registered with Student Disability Services by gender and ethnicity 2013**

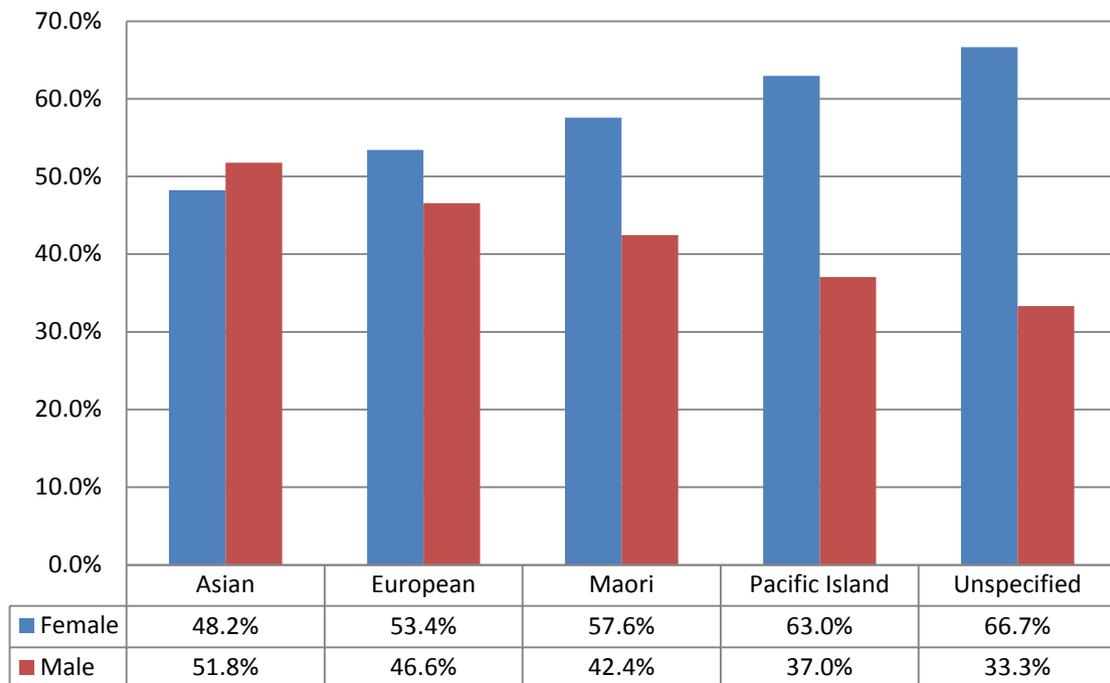


Figure 24 shows that women continue to make up a higher percentage of the students registered with Student Disability Services than men, from 2008 to 2013, but that the gap is closing.

**Figure 24: Students registered with Student Disability Services by gender (%) 2009-2013**

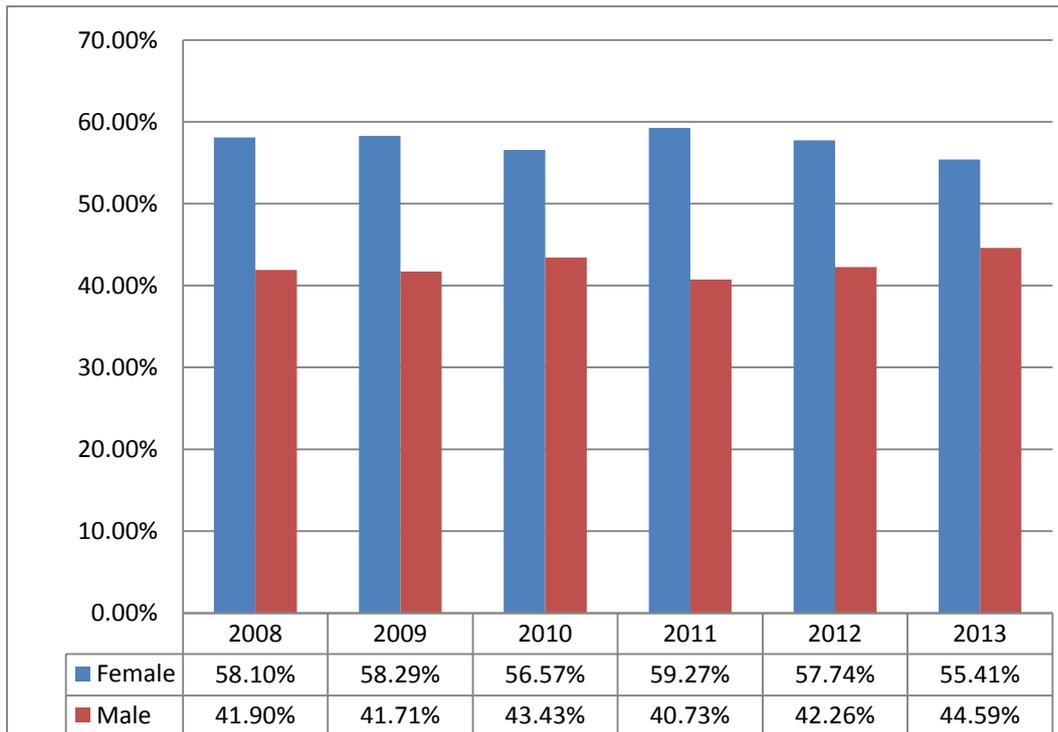


Figure 25 reflects that the Arts, Education and Science faculties continue to account for the largest proportion of students indicating at enrolment that they live with an impairment. This trend remains unchanged from 2012.

However, the proportion of all students indicating at enrolment that they live with an impairment has decreased in Arts, B&E and "Other" between 2012 and 2013; has remained the same in Education; and has increased in NICAI, Engineering, Law, FMHS and Science.

**Figure 25: Percentage of University EFTS with disability, by faculty 2010-2013**

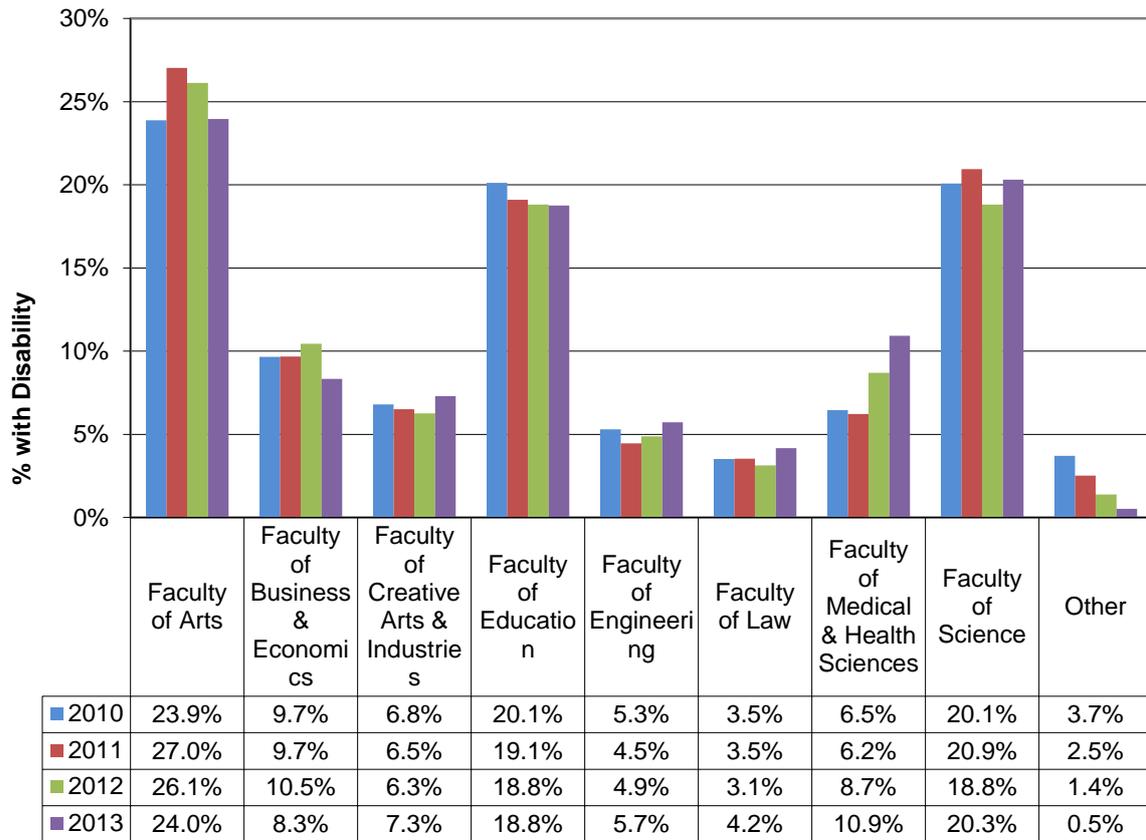


Figure 26 shows that the Faculties of Arts, Education and Science also account for the highest proportion of students who register with Student Disability Services, which is unchanged from 2012. However, the proportion of students who registered with SDS in Arts and B&E increased between 2012 and 2013, even though the proportion of all students indicating at enrolment that they live with an impairment for those two faculties decreased in the same timeframe. The proportion of students who registered with SDS from the Faculties of Science, Creative Arts & Industries and Engineering also increased, while it decreased from Education, FMHS and Law.

**Figure 26: Percentage of all students registered with Student Disability Services, by faculty 2009-2013**

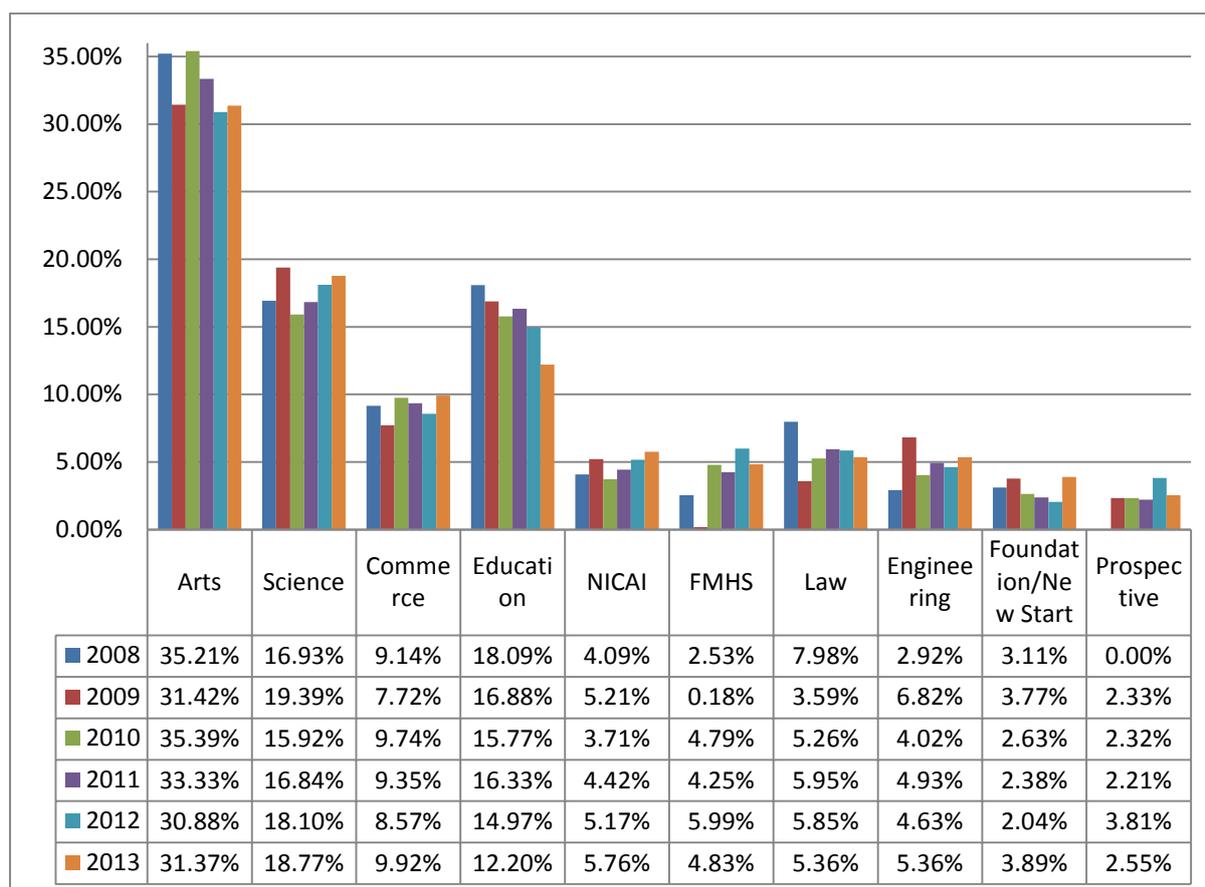


Figure 27 indicates an increase in the percentage of students with impairments, who are enrolled in taught postgraduate courses between 2012 and 2013. For undergraduate courses, there has been a gradual decline from 2010 in the percentage of students with impairments (from 79.1% in 2010 to 65.3% in 2013). The research postgraduate share is back at 2011 levels (9.8%).

**Figure 27: Percentage of EFTS with disability by funding level 2010-2013**

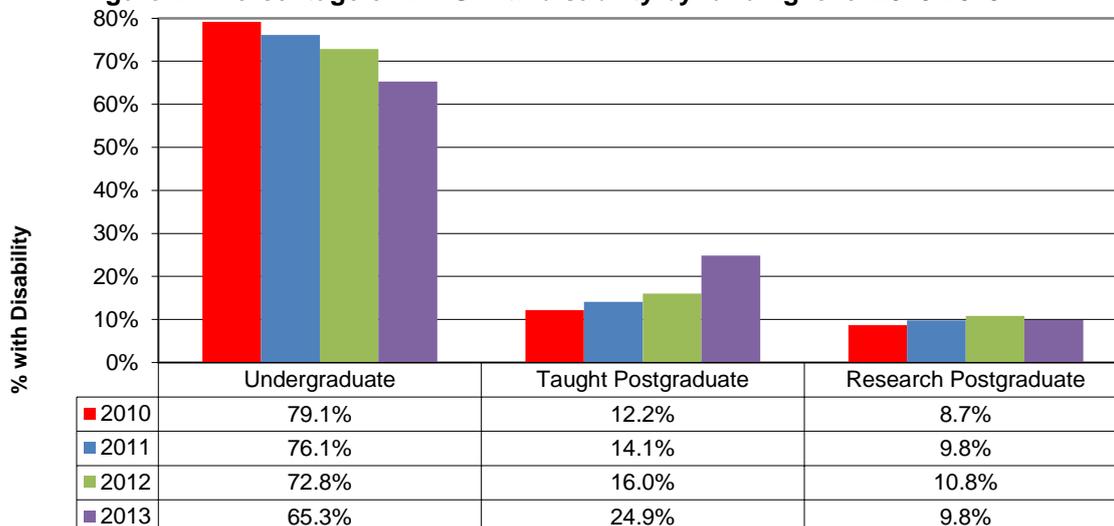
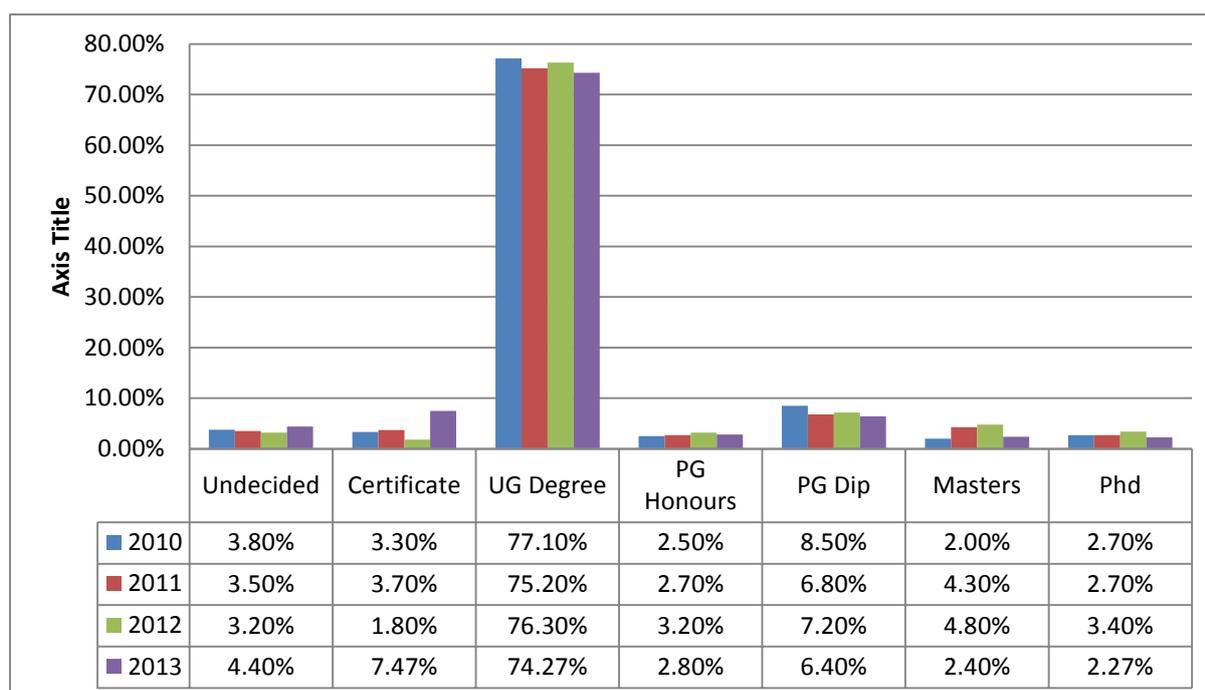


Figure 28 below shows an increase in the percentage of students registered with Student Disability Services who are undertaking certificate study (from 1.8% in 2012 to 7.5% in 2013), and a decrease in the percentages of students at undergraduate level, Masters level, and PhD level.

**Figure 28: Percentage of students registered with Student Disability Services by levels 2010-2013**



## Staff equity

### Key facts

This section describes the overall employment trends for Māori, Pacific, Asian, and women. It provides an age profile of staff at the University.

There was an overall decline of 10% academic staff. Māori academic FTE decreased from 138 FTE in 2012 to 124 FTE in 2013, a decrease of 10%. However, Māori academic FTE as a percentage of all academic FTE remained steady (5.7% in 2012 and 5.8% in 2013).

From 2012 to 2013, Pacific academic staff decreased 18% from 58 FTE to 46 FTE, which was a decrease in the proportion of academic FTE who are Pacific, from 2.4% to 2.1%.

Asian academic staff decreased by 19% to 297.6 FTE while there was an increase in Asian professional staff of 17% to 610.5 FTE from 2012-2013. Proportions of Asian staff were similar in 2013 to what they were in 2009: 14% for academic staff and 22% for professional staff.

Overall, all professional staff increased by 4.6% in 2013. Māori professional staff increased 2012-2013 from 150 FTE to 175 FTE, an increase of 17%. Pacific professional staff increased 5% from 140 FTE to 147 FTE.

In 2013, 44.7% of academics were women and 55.3% were men.

The proportion of associate professors who are women increased from 25.5% (59.5 FTE) in 2006 to 32.6% (88.9 FTE) in 2013. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 22.5% (61.5 FTE) in 2013.

In 2013, 18 women (72% of the female applicants) and 22 men (55% of the male applicants) were promoted to associate professor.

Four women and 16 men applied to be promoted to professor, and each gender had a 75% success rate.

In 2013, 39% of academic staff and 31% of professional staff were 51 years of age and over.

## Ethnicity and equity

Overall, academic staff decreased by 12% from 2,425.3 FTE in 2012 to 2,131.3 in 2013. Professional staff increased by 4.6% from 2,661.7 FTE in 2012 to 2,784.6 FTE in 2013. "FTE" means "Full Time Equivalent".

Māori academic FTE decreased from 138 FTE in 2012 to 124 FTE in 2013, a decrease of 10%. However, Māori academic FTE as a percentage of all academic FTE remained steady (5.7% in 2012 and 5.8% in 2013). Māori professional staff increased 2012-2013 from 150 FTE to 175 FTE, an increase of 17%. Pacific academic staff decreased 18% from 58 FTE to 46 FTE, which was a decrease in the proportion of academic FTE who are Pacific, from 2.4% to 2.1%. Pacific professional staff increased 5% from 140 FTE to 147 FTE. Asian academic staff decreased by 19% while there was an increase in Asian professional staff of 17%. Pakeha/European academic staff decreased by 8.9% and Pakeha/European professional staff increased by 3.3% in this same period.

**Table 3: Academic and professional staff FTE and percentage by ethnicity 2013**

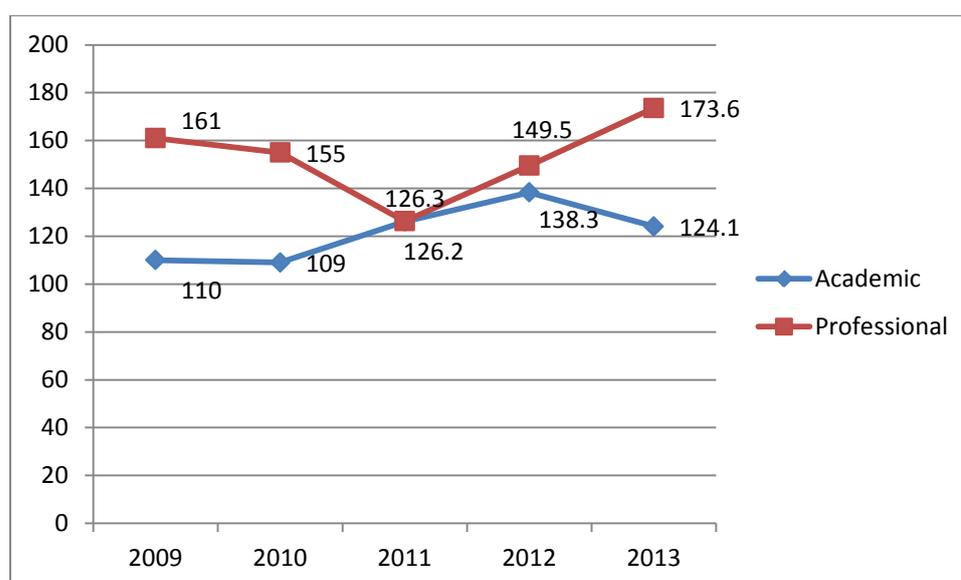
Group	Academic		Professional	
	FTE	%	FTE	%
<b>Māori</b>	124.1	5.8%	174.6	6.3%
<b>Pacific</b>	45.6	2.1%	147.1	5.3%
<b>Asian</b>	297.6	14.0%	610.5	22.0%
<b>Pakeha/European</b>	1372.3	64.4%	1488.4	53.6%
<b>Other</b>	291.7	13.7%	360.0	13.0%
	2131.3	100.0%	2784.6	100.0%

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### Māori staff

There was a total of 298.7 FTE Māori staff (6.1%) at the University in 2013 which is significantly below the percentage of Māori people in the Auckland area (approximately 11%, Statistics NZ).

**Figure 29 Māori academic and professional staff FTE 2009-2013**



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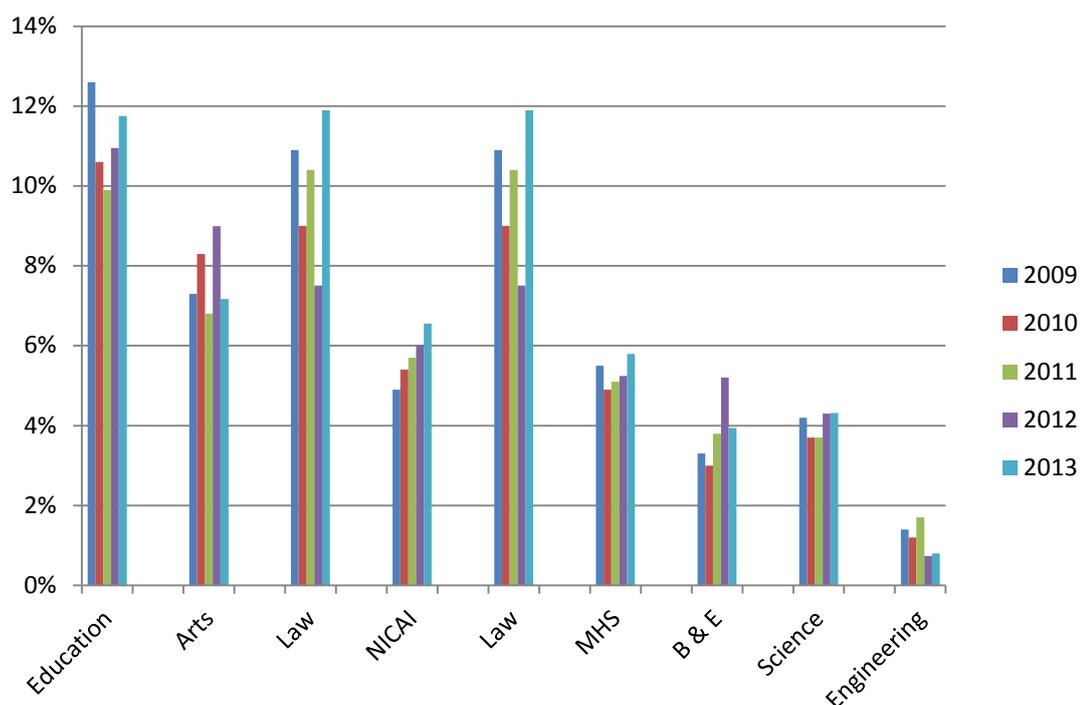
### Māori academic staff

The FTE of Māori academic staff increased from 110 FTE in 2009 to 138.3 FTE in 2012, but declined in 2013 to 124.1 (see Figure 29). This follows overall staff FTE trends: the overall percentage of academic staff who are Māori is largely unchanged (5.4% in 2009, 5.7% in 2012 and 5.8% in 2013). The majority of Māori academics are women (59%).

The Faculties of Law and Education had the highest percentage of Māori academic staff in 2013 (11.9% or 6 FTE, and 11.8% or 24 FTE respectively). The Faculty of Arts had the third highest percentage with 7.2%, a drop from 9% in 2012 (20.9 FTE).

The Faculty of Medical and Health Sciences has 6.6 more FTE Māori academics now than in 2009, reaching a total of 28.7 FTE, the largest number in the University, but this is only 5.8% of the faculty FTE in total. The Faculty of Business and Economics has gained 1.3 Māori FTE bringing the total to 8.0 FTE (3.9%). Engineering has 1.0 FTE less than in 2009 giving a total of 1.5 FTE (0.8%). NICA I has increased their proportion of Māori staff steadily since 2009 with 7.4 FTE (6.6%) and Science has 21.3 FTE (4.3%) (see Figure 30).

**Figure 30: Māori academic staff percentages in faculties 2009 -2013**



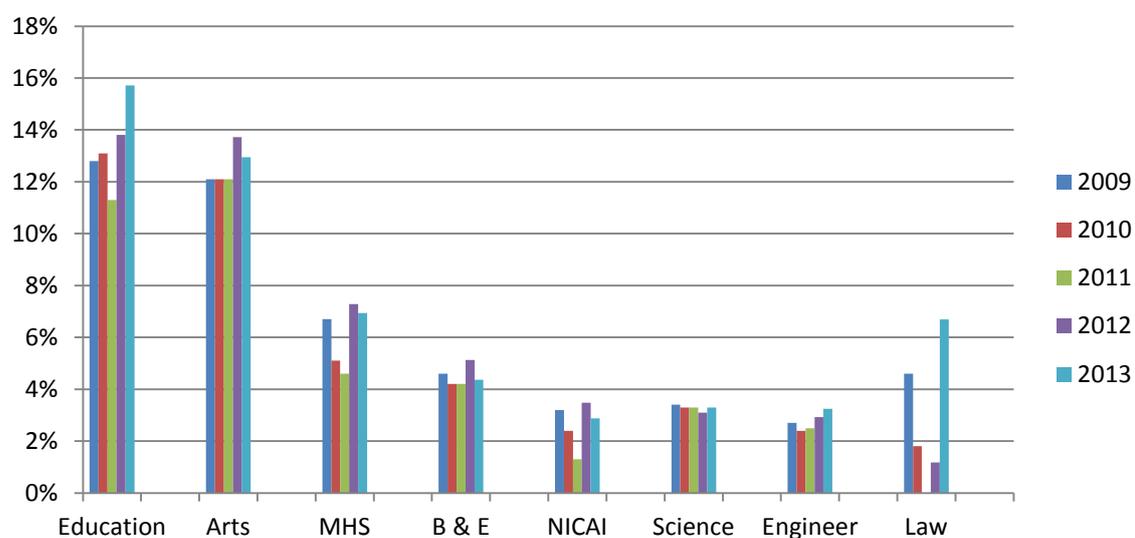
	2009		2010		2011		2012		2013	
	FTE	%								
<b>Arts</b>	20.5	7.3	25.5	8.3	21.0	6.8	22.4	9.0	20.9	7.2
<b>B&amp;E</b>	6.7	3.3	6.4	3.0	8.3	3.8	10.5	5.2	8.0	3.9
<b>Ed</b>	23.9	12.6	21.4	10.6	19.3	9.9	22.1	11.0	24.1	11.8
<b>Eng</b>	2.5	1.4	2.5	1.2	3.7	1.7	1.4	0.7	1.5	0.8
<b>Law</b>	5.0	10.0	4.3	9.0	5.0	10.4	4.1	7.5	5.9	11.9
<b>MHS</b>	22.1	5.5	22.6	4.9	24.3	5.1	28.4	5.2	28.7	5.8
<b>NICA I</b>	5.4	4.9	6.3	5.4	6.9	5.7	7.6	6.0	7.4	6.6
<b>Sci</b>	19.3	4.2	18.8	3.7	19.4	3.7	23.3	4.3%	21.3	4.3

## Māori professional staff

In 2013 there were 174.6 FTE (6.3%) Māori professional staff. This represents an increase of 25.1 FTE from 149.5 FTE (5.6%) in 2012 (see Figure 29). Most Māori professional staff in 2013 are women (72%), which is above the overall percentage of women professional staff (63.0%).

The highest percentages of Māori professional staff in faculties are in the Faculty of Education (15.7%), Faculty of Arts (12.9%), and Medical and Health Sciences (6.9%). Science, Engineering, and Business and Economics have maintained similar numbers since 2009. Law has had an increase from 1.2% in 2012 to 6.7% (1.4FTE) in 2013 (see Figure 31).

**Figure 31: Māori professional staff percentages in faculties 2009 – 2013**



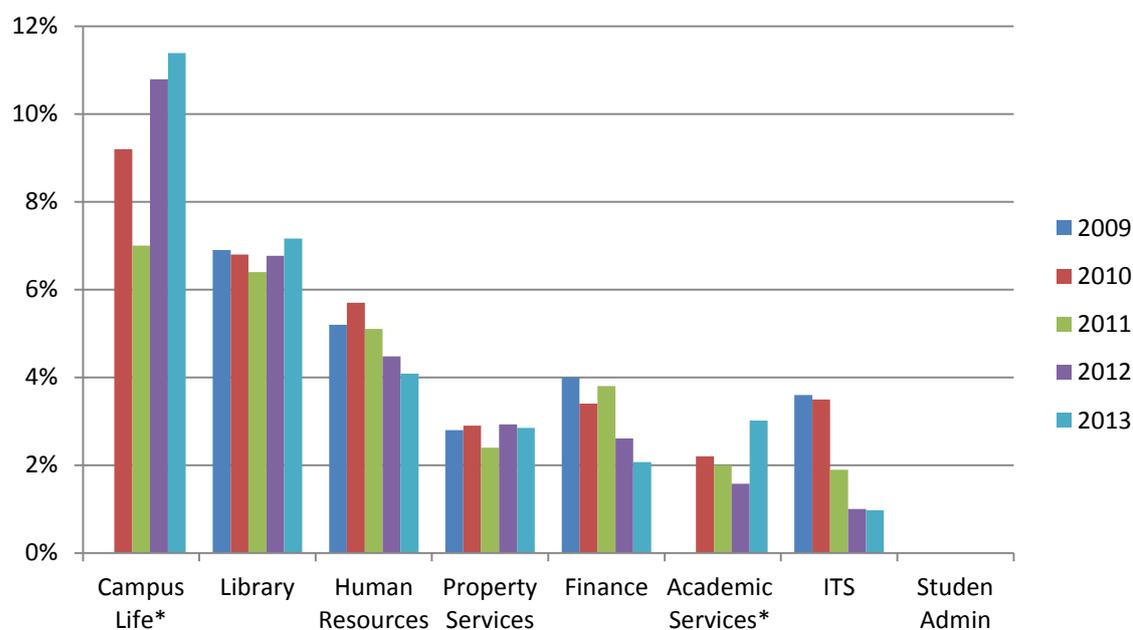
	2009		2010		2011		2012		2013	
	FTE	%								
<b>Arts</b>	13.0	12.1	12.2	12.1	12.0	12.1	15.4	13.7	15.4	12.9
<b>B&amp;E</b>	5.9	4.6	4.8	4.2	5.0	4.2	6.9	5.1	6.0	4.4
<b>Ed</b>	35.6	12.8	32.0	13.1	24.3	11.3	20.9	13.8	29.6	15.7
<b>Eng</b>	3.4	2.7	3.3	2.4	3.5	2.5	3.6	2.9	4.5	3.2
<b>Law</b>	1.2	4.6	0.4	1.8	0	0	0.3	1.2	1.7	6.7
<b>MHS</b>	22.8	6.7	18.6	5.1	17.8	4.6	31	7.3	29.3	6.9
<b>NICA I</b>	1.7	3.2	1.3	2.4	0.8	1.3	2.3	3.5	2.0	2.9
<b>Sci</b>	9.9	3.4	8.5	3.3	8.3	3.3	7.6	3.1	9.5	3.3

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Percentages are based on total FTE per faculty

Of the Māori professional staff working in the University's large service divisions, the highest number, 21.3 FTE (11.4% of division FTE), is employed in Campus Life. The Library employs the next largest group with 17.0 FTE (7.2%). The Library, Academic Services and Campus Life increased their numbers of Māori professional staff in 2013, from 2012.

**Figure 32: Māori professional staff percentages in largest service divisions 2009 – 2013**



Service Divisions	2009		2010		2011		2012		2013	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	1.0	4.0%	1.0	3.4%	1.0	3.8%	1.2	2.6%	1.0	2.1%
Human Resources	3.0	5.2%	3.8	5.7%	2.9	5.1%	2.9	4.5%	2.7	4.1%
ITS	7.5	3.6%	7.7	3.5%	3.7	1.9%	2.0	1.0%	2.0	1.0%
Library	16.5	6.9 %	15.0	6.8%	14.2	6.4%	16.4	6.8%	17.0	7.2%
Property Services	3.8	2.8%	4.0	2.9%	3.2	2.4%	4.0	2.9%	3.8	2.8%
Student Admin	19.6	7.1%								
Academic Services *			1.8	2.2%	1.5	2.0%	1.2	1.6%	2.5	3.0%
Campus Life *			10.9	9.2%	10.3	7.0%	19.0	10.8%	21.3	11.4%

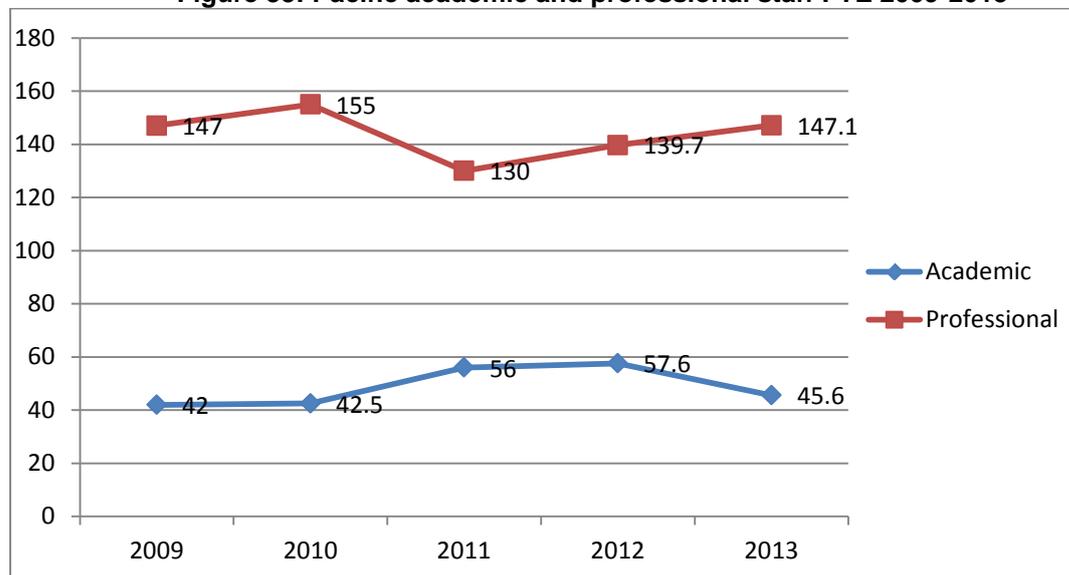
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\* "Academic Services" and "Campus Life" have replaced "Student Admin" since 2010

## Pacific staff

There were a total of 192.7 FTE (3.9%) Pacific staff at the University in 2013 which is significantly below the percentage of Pacific people in the Auckland area (approximately 16%, Statistics NZ).

**Figure 33: Pacific academic and professional staff FTE 2009-2013**

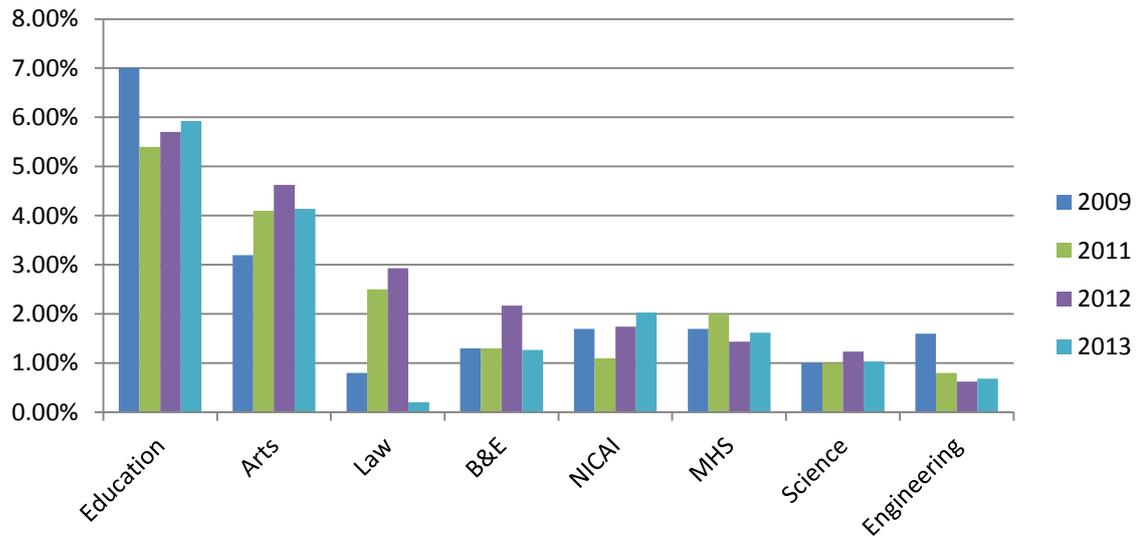


## Pacific academic staff

After rising between 2009 and 2012, Pacific academic staff FTE declined in 2013, although it was still slightly higher than the 2010 figure: 45.6 FTE (2.1% of total academic FTE) in 2013 compared to 42.5 FTE in 2010. Most Pacific academic staff are women (65%).

The highest faculty FTE percentage of Pacific academic staff is in Education 5.9% (12.2 FTE), which has increased for the last three years, although it is still not at the 2009 level when 7.0% (13.3 FTE) of the FTE in Education were Pacific academics. Arts has the second highest percentage of Pacific academics with 4.1% (12.3 FTE) and this represents a decrease from 4.6% (15.8 FTE) in 2012. Law has decreased from 2.9% in 2012 to 0.2% in 2013. Medical and Health Sciences has increased slightly from 7.8 FTE to 8.1 FTE although percentage differences are minimal.

**Figure 34: Pacific academic staff percentages in faculties 2009 – 2013**

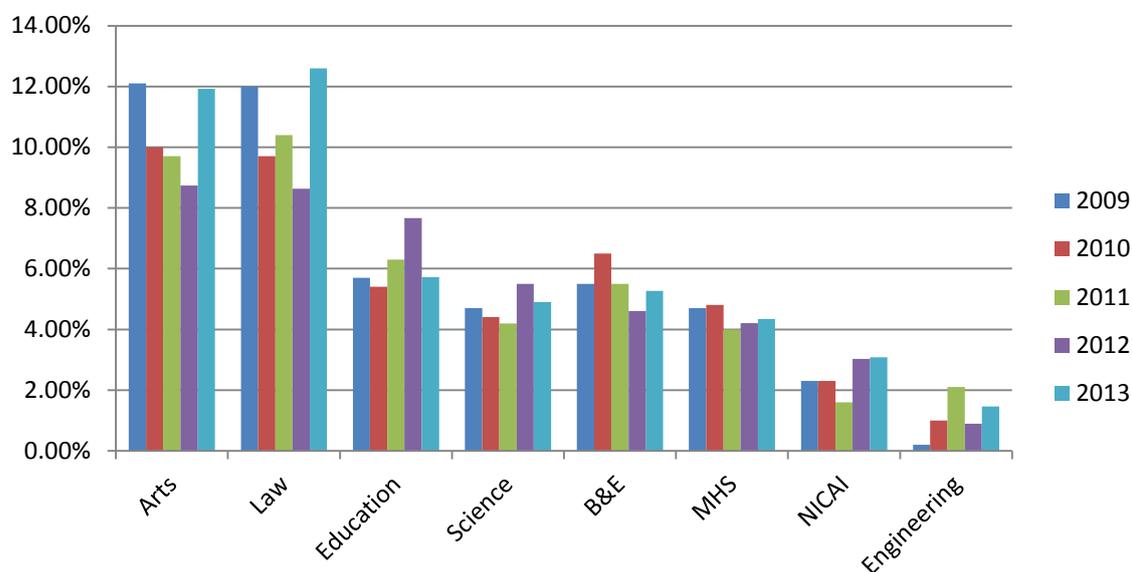


Faculty	2009		2010		2011		2012		2013	
	FTE	%								
Arts	9.2	3.2%	16.3	5.3%	12.5	4.1%	15.8	4.6%	12.3	4.1%
B&E	2.7	1.3%	2.4	1.1%	2.8	1.3%	5.4	2.2%	2.6	1.3%
Ed	13.3	7.0%	11.6	5.7%	10.5	5.4%	11.5	5.7%	12.2	5.9%
Eng	2.9	1.6%	2.6	1.3%	1.8	0.8%	1.2	0.6%	1.2	0.7%
Law	0.4	0.8%	1.2	2.5%	1.2	2.5%	1.6	2.9%	0.1	0.2%
MHS	6.8	1.7%	8.3	1.8%	9.4	2.0%	7.8	1.4%	8.1	1.6%
NICA I	2.0	1.7%	1.8	1.5%	1.3	1.1%	2.2	1.7%	2.3	2.0%
Science	4.0	1.0%	4.5	0.9%	5.0	1.0%	6.7	1.2%	5.1	1.0%

## Pacific professional staff

In 2009, there were 147.36 FTE (5.6%) Pacific professional staff and this number decreased to 139.7 FTE (5.2%) in 2012 but rose to 147.1(5.3%) in 2013.

**Figure 35: Pacific professional staff percentages in faculties 2009 – 2013**

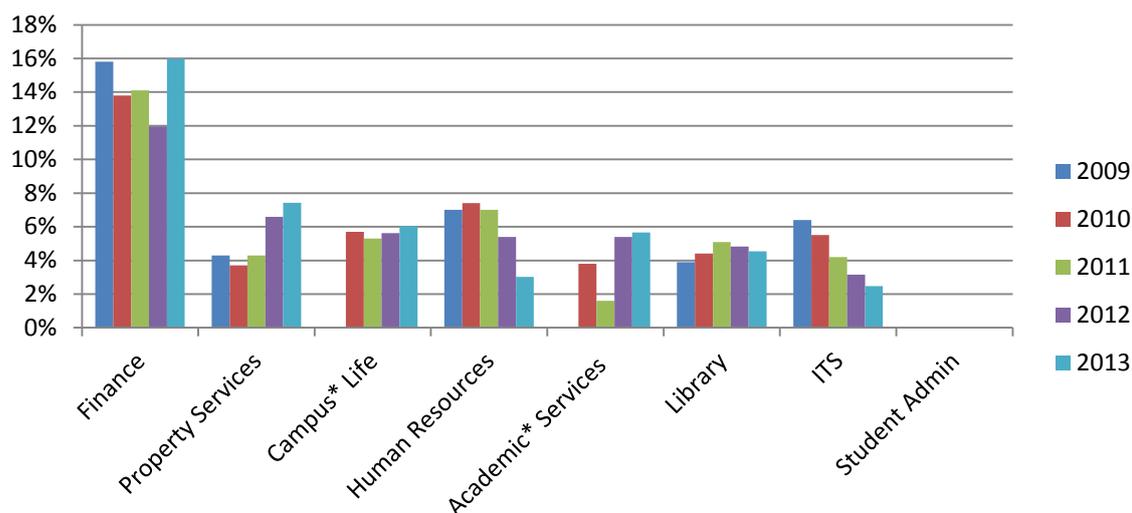


Faculty	2009		2010		2011		2012		2013	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	13.0	12.1%	10.4	10%	9.6	9.7%	9.8	8.7%	14.6	11.9%
B&E	7.0	5.5%	7.7	6.5%	6.6	5.5%	6.2	4.6%	7.2	5.3%
Ed	15.7	5.7%	13.7	5.4%	13.5	6.3%	11.6	7.7%	10.8	5.7%
Eng	0.2	0.2%	1.2	1.0%	3.0	2.1%	1.1	0.9%	2.0	1.5%
Law	3.1	12%	2.2	9.7%	2.4	10.4%	2.2	8.6%	3.2	12.6%
MHS	15.9	4.7%	16.7	4.8%	15.7	4.0%	17.9	4.2%	18.5	4.3%
NICA	1.2	2.3%	1.2	2.3%	1.0	1.6%	2	3.0%	2.2	3.1%
Science	13.8	4.7%	11.9	4.4%	10.7	4.2%	13.5	5.5%	14.2	4.9%

Percentages are based on total FTE per faculty

The only decrease from 2012 to 2013 in Pacific professional staff FTE was in Education which decreased from 11.6 FTE in 2012 to 10.8 FTE in 2013. All other faculties had increases in FTE from 2012 to 2013. Arts had the biggest increase in FTE, going from 9.8 FTE in 2012 to 14.6 FTE in 2013. The proportion of faculty professional staff who are Pacific decreased in both Science and Education, and the proportion only just held steady in NICA and FMHS.

**Figure 36: Pacific professional staff percentages in largest service divisions 2009 – 2013**



Service Divisions	2009		2010		2011		2012		2013	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	4.0	15.8%	4.0	13.8%	3.7	14.1%	5.5	11.96%	7.7	16.0%
Human Resources	4.0	7.0%	4.5	7.4%	4.0	7.0%	3.5	5.40%	2.0	3.0%
ITS	12.0	6.4%	11.9	5.5%	8.1	4.2%	6.3	3.17%	5.1	2.5%
Library	9.3	3.9 %	9.8	4.4%	11.3	5.1%	11.7	4.83%	10.8	4.6%
Property Services	5.8	4.3%	5.1	3.7%	5.8	4.3%	9.0	6.59%	9.9	7.4%
Student Admin	23.7	8.6%								
Academic Services *			3.1	3.8%	1.1	1.6%	4.1	5.39%	4.7	5.7%
Campus Life*			6.7	5.7%	7.7	5.3%	9.9	5.62%	11.3	6.0%

The Finance, Property Services, Academic Services, and Campus Life employed more Pacific professional staff in 2013 than in 2012. Human Resources, ITS, and Library employed fewer Pacific professional staff in 2013 than in 2012.

### Asian staff

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

In 2009, there were 261.79 FTE (13.2% of all academic FTE) Asian academic staff and by 2013 this figure had increased to 297.6 FTE (14.0%). Asian professional staff numbers have increased from 572.64 FTE (21.8% of all professional staff) to 610.5 FTE (22.0%). Note that the proportions of Asian staff are similar for both 2009 and 2013.

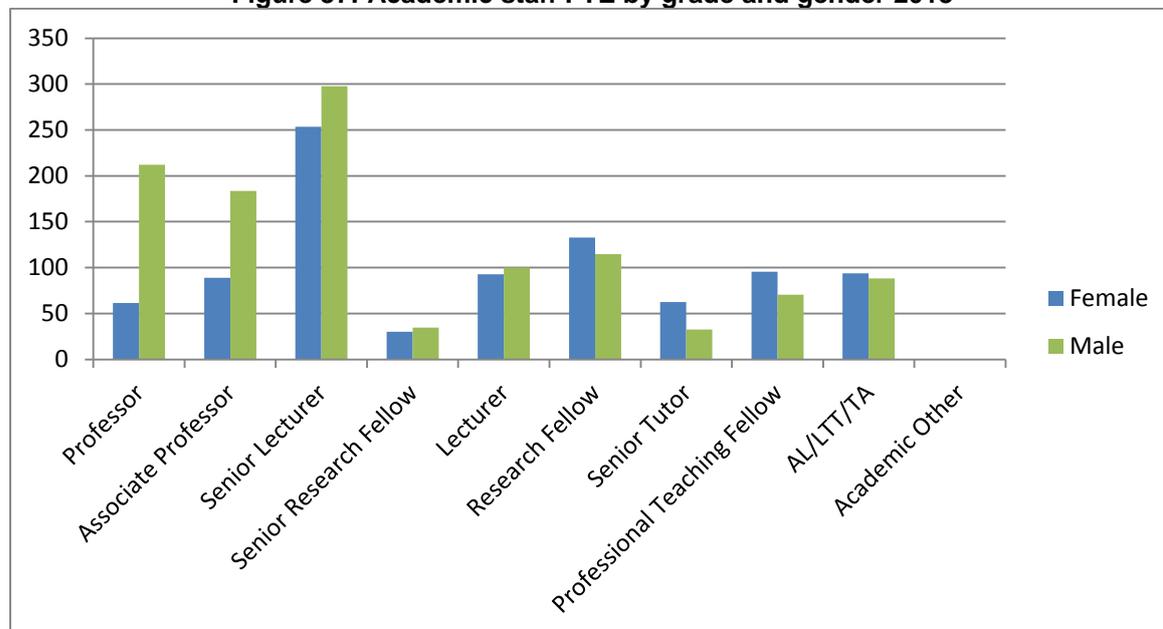
There is a total of 908.1 FTE (18.5%) Asian staff at the University, which is slightly below the Auckland Asian population of approximately 22% (Statistics NZ).

## Gender

### Women academic staff

In 2013, out of 2,131.3 FTE academics, 951.9 FTE (44.7%) were women and 1,179.5 FTE (55.3%) were men. Numbers of women academic staff have risen from 848.8 FTE (43%) in 2006 resulting in a modest increase in women's overall representation.

**Figure 37: Academic staff FTE by grade and gender 2013**



Grade	Female		Male		Total FTE
	FTE	%	FTE	%	
Professor	61.5	22.5%	212.2	77.5%	273.7
Associate Professor	88.9	32.6%	183.7	67.4%	272.6
Senior Lecturer	253.6	46.0%	297.8	54.0%	551.4
Senior Research Fellow	30.2	46.5%	34.8	53.5%	65.0
Lecturer	92.9	48.2%	99.9	51.8%	192.8
Research Fellow	132.8	53.7%	114.6	46.3%	247.4
Senior Tutor	62.4	65.7%	32.6	34.3%	95.0
Professional Teaching Fellow	95.5	57.6%	70.4	42.5%	165.9
AL/LTT/TA	93.6	51.5%	88.1	48.5%	181.7
Academic Other*	40.3	47.0%	45.4	53.0%	85.7
<b>Total</b>	<b>951.4</b>	<b>44.7%</b>	<b>1179.5</b>	<b>55.3%</b>	<b>2,131.3</b>

\*Academic Other category includes: Academic Grade Unknown, Adjunct Associate Professor, Adjunct Professor, Adjunct Senior Lecturer, Assistant Research Fellow, Medical Academic ASM Scale, Post Doctoral Fellow, Snr Res Fellow/Assoc Prof, Tutor, and Unknown.

The numbers of women and men at lecturer level are 92.9 FTE and 99.9 FTE respectively, followed by decreasing proportions of women in the senior grades.

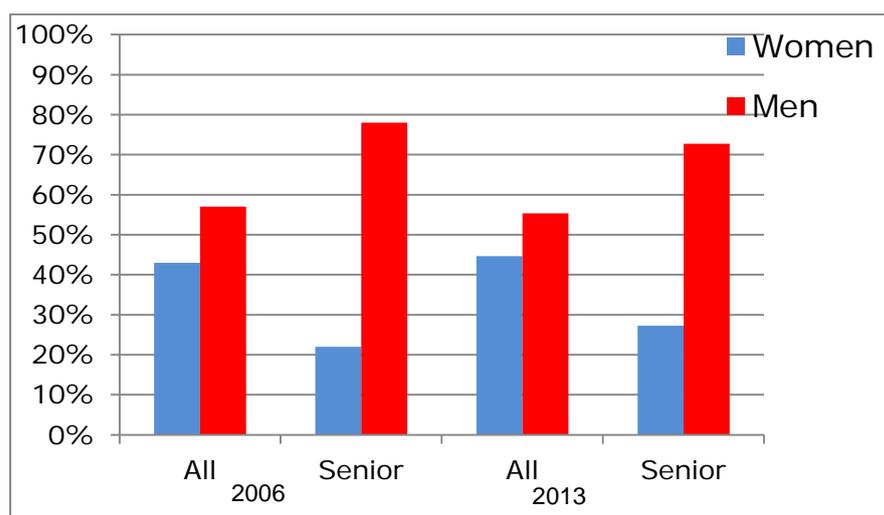
Currently the greatest number of both female and male academics is at senior lecturer grade (253.6 FTE and 297.8 FTE respectively). This is important for enlarging the pool of eligible applicants to associate professor and professor, as internal promotions will be from the senior lecturer grade. The percentage of lecturers who are women has remained essentially the same since 2006 although the actual numbers have decreased from 147 FTE in 2006 to 93 FTE in 2012.

### Senior women academic staff

The proportion of associate professors who are women increased from 25.5% (59.5 FTE) in 2006 to 32.6% (88.9 FTE) in 2013. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 22.5% (61.5 FTE) in 2013.

In 2006, 22% (97.3 FTE) of all senior academics were women and by 2013 this had risen to 27.24% (154.1 FTE). This represents an increase of 56.8 FTE (37%) since 2006, and is a mere 0.01% away from the University's target for senior women academic staff in 2013 (>27.25%).

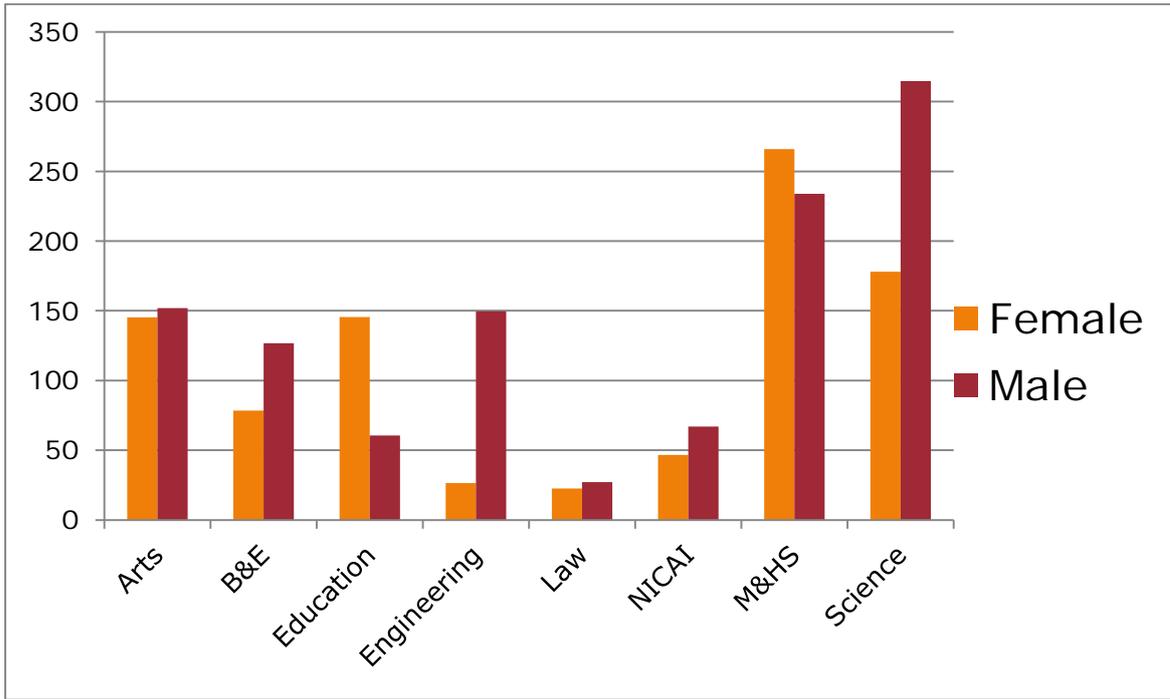
**Figure 38: Senior academic staff percentages by gender 2006-2013**



	2006		2013	
	All	Senior	All	Senior
<b>Women</b>	43% 849 FTE	22% 97 FTE	45% 951.9 FTE	27.24% 154.1 FTE
<b>Men</b>	57% 1,129 FTE	78% 349 FTE	55% 1,179.5 FTE	72.76% 411.7 FTE

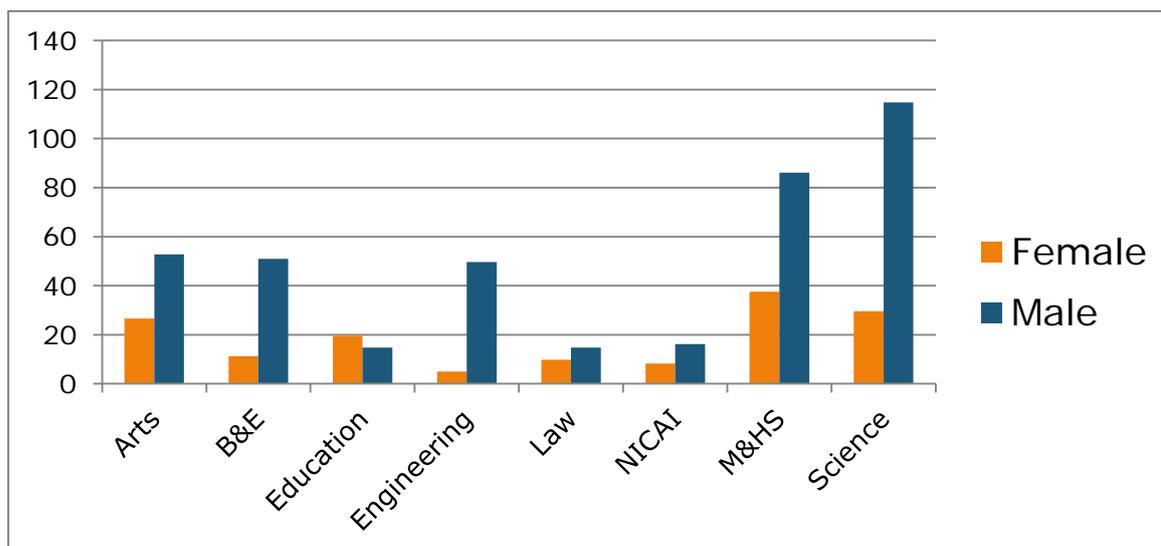
Women outnumber men on staff in the Faculties of Education, and Medical and Health Sciences but they only hold the majority of senior positions in the Faculty of Education. Other faculties show significantly fewer women in senior positions. As shown in Figure 37 more women hold positions such as senior tutor, which do not have a career path through to senior academic positions.

Figure 39: All academics in faculties by gender FTE



Faculty	Female		Male		Total
	FTE	%	FTE	%	
Arts	145.2	48.9%	151.9	51.1%	297.1
B&E	78.4	38.2%	126.8	61.8%	205.2
Education	145.4	70.6%	60.5	29.4%	205.9
Engineering	26.4	15.0%	149.6	85.0%	176.1
Law	22.5	45.3%	27.1	54.5%	49.7
NICAI	46.5	41.0%	67	59.0%	113.5
M&HS	266	53.2%	233.8	46.8%	499.7
Science	178	36.1%	314.7	63.9%	492.7

**Figure 40: Senior academics in faculties by gender**



Faculty	Female		Male		Total
	FTE	%	FTE	%	
Arts	26.6	33.5%	52.8	66.5%	79.4
B&E	11.2	18.0%	50.9	82.0%	62.1
Education	19.6	57.1%	14.7	42.9%	34.3
Engineering	5	9.1%	49.7	90.9%	54.7
Law	9.8	40.0%	14.7	60.0%	24.5
NICA I	8.2	33.6%	16.2	66.4%	24.4
M&HS	37.6	30.4%	86.1	69.6%	123.7
Science	29.6	20.5%	114.8	79.5%	144.4

### Promotions success by gender

#### Promotions to associate professor 2013

Increasing the numbers of women associate professors and professors is essential for gender equity. In 2013 there were a total of 65 applications to associate professor, comprising 25 from women (38%) and 40 from men (62%). Staff are entitled to apply for 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 have been consistently between 16 and 25 over the last five years. However, applications from men have fluctuated more widely from 19 to 40. The number of women applicants to associate professor in 2012 (25) is the highest in the last five years, and this is also true of men applicants (40).

In 2013, 18 women (72% of the female applicants) and 22 men (55% of the male applicants) were promoted to associate professor. This continues the trend of female applicants being highly successful in promotion to associate professor.

**Table 4: Academic promotions to associate professor: application and success rates by gender 2009–2013**

	2009		2010		2011		2012		2013	
	F	M	F	M	F	M	F	M	F	M
<b>Applicants</b>	20 43%	27 57%	20 51%	19 49%	16 38%	26 62%	20 36%	35 64%	25 38%	40 62%
<b>Success% of gender</b>	12 60%	13 48%	13 65%	10 53%	11 69%	14 54%	16 80%	23 66%	18 72%	22 55%

Compiled from data provided by Human Resources

### Promotions to professor 2013

In 2013, 20 associate professors applied for promotion to professor (four women and 16 men). There are more than twice as many eligible men (approximately 220) than women (approximately 100? correct data for this section to be provided by April) at this grade eligibility is defined as academics who have been associate professors for three years. So the women’s application rate is approximately 4% compared to the men’s application rate of approximately 7.3%. Three women and 12 men were promoted. In 2009-2011, women’s promotion success rates exceeded that of men, but they were “level-pegging” in 2012 and 2013.<sup>5</sup>

**Table 5: Academic promotions to professor: application, progression and success rates by gender 2009–2013**

	2009		2010		2011		2012		2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Applicants</b>	9	10	3	16	4	14	5	16	4	16
<b>Progressed</b>	7	4	2	11	3	11	4	13	4	12
<b>Success % of gender</b>	6 67%	2 20%	2 67%	9 56%	3 75%	10 71%	4 80%	13 81%	3 75%	12 75%

<sup>5</sup> The professorial promotions process involves stages of preliminary assessment. Applications which are “progressed” are provided to the University Academic Staffing Committee (UASC) for final consideration.

## Professional staff

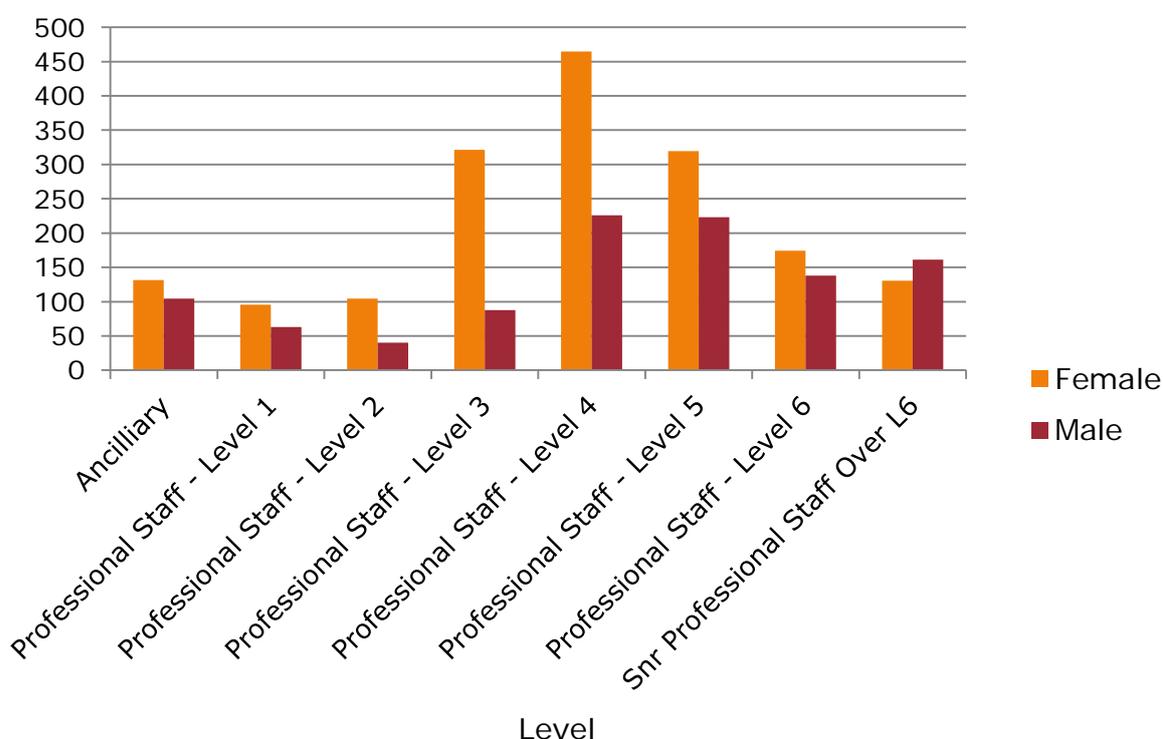
### Professional staff women

In 2013 there were 1,740.9 FTE women professional staff and 1,043.7 FTE men giving a total of 2,784.8 FTE professional staff (Statistical Consulting Centre DSS).

Women are in the majority among professional staff – consistently around 60% (63% in 2013).

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 2013**



Level	Female		Male		Total
	FTE	%	FTE	%	
Ancillary	131.2	55.7%	104.3	44.3%	235.5
Professional Staff -Level 1	95.5	60.2%	63	39.7%	158.7
Professional Staff -Level 2	104.2	72.1%	40.4	27.9%	144.6
Professional Staff -Level 3	321.4	78.6%	87.5	21.4%	408.9
Professional Staff -Level 4	464.6	67.3%	226.1	32.7%	690.6
Professional Staff -Level 5	319.5	58.9%	223.2	41.1%	542.6
Professional Staff -Level 6	174.3	55.8%	137.9	44.2%	312.1
Senior Professional Staff over L6	130.3	44.7%	161.4	55.3%	291.7
<b>Total</b>	<b>1740.9</b>	<b>62.5%</b>	<b>1043.7</b>	<b>37.5%</b>	<b>2784.8</b>

## Senior professional staff

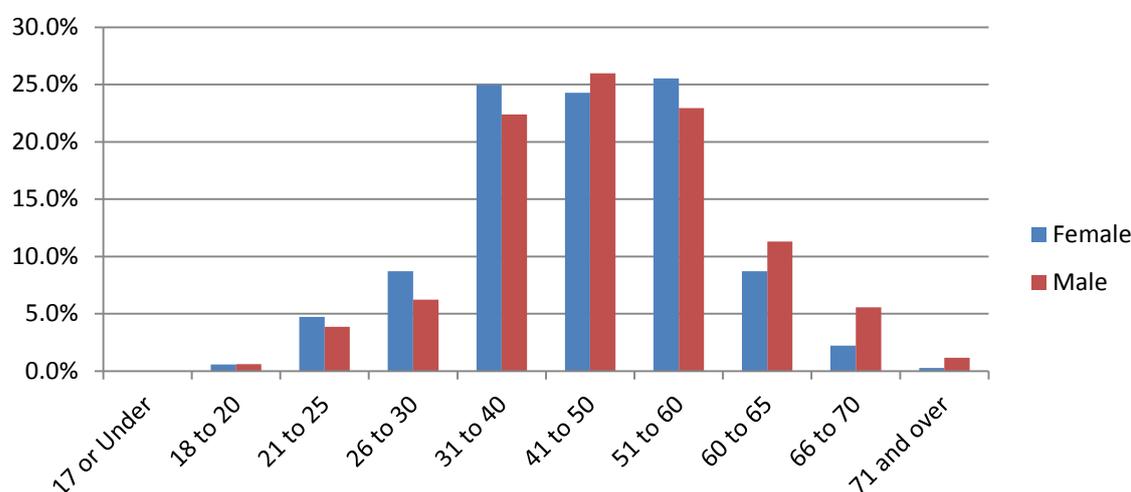
Available data indicate that 44.7% of women are above level 6 at Senior Professional staff level.<sup>6</sup> However, it is possible that some of the staff classed as “Ancillary” may also be holding senior positions. This has been a consistent percentage in recent years.

## 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 2013, 39% of academic staff and 31% of professional staff were 51 years of age and over.

The greatest percentage of women academic staff is in the 51-60 age group (25.5%) (very slightly above the 31-40 age group, which is 25.0%). The peak group for men is 41-50, with 26.0%. There are slightly more men over 50 years (41% compared with 36.7% women). 11.2% of women and 18.1% of men were 60 years and over.

**Figure 42: Academic staff percentages by age and gender 2013**



Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
> 17	0	0.0%	0.1	0.0%	0.1	0.0%
18 to 20	5.6	0.6%	7.2	0.6%	12.9	0.6%
21 to 25	44.9	4.7%	45.5	3.9%	90.4	4.2%
26 to 30	83	8.7%	73.5	6.2%	156.5	7.3%
31 to 40	237.6	25.0%	263.9	22.4%	501.6	23.5%
41 to 50	231	24.3%	306.4	26.0%	537.3	25.2%
51 to 60	243.1	25.5%	270.4	22.9%	513.5	24.1%
61 to 65	83	8.7%	133.1	11.3%	216.1	10.1%
66 to 70	21	2.2%	65.7	5.6%	86.7	4.1%
< 71	2.6	0.3%	13.6	1.2%	16.2	0.8%
<b>Total</b>	<b>951.8</b>	<b>100.0%</b>	<b>1179.4</b>	<b>100.0%</b>	<b>2131.3</b>	<b>100.0%</b>

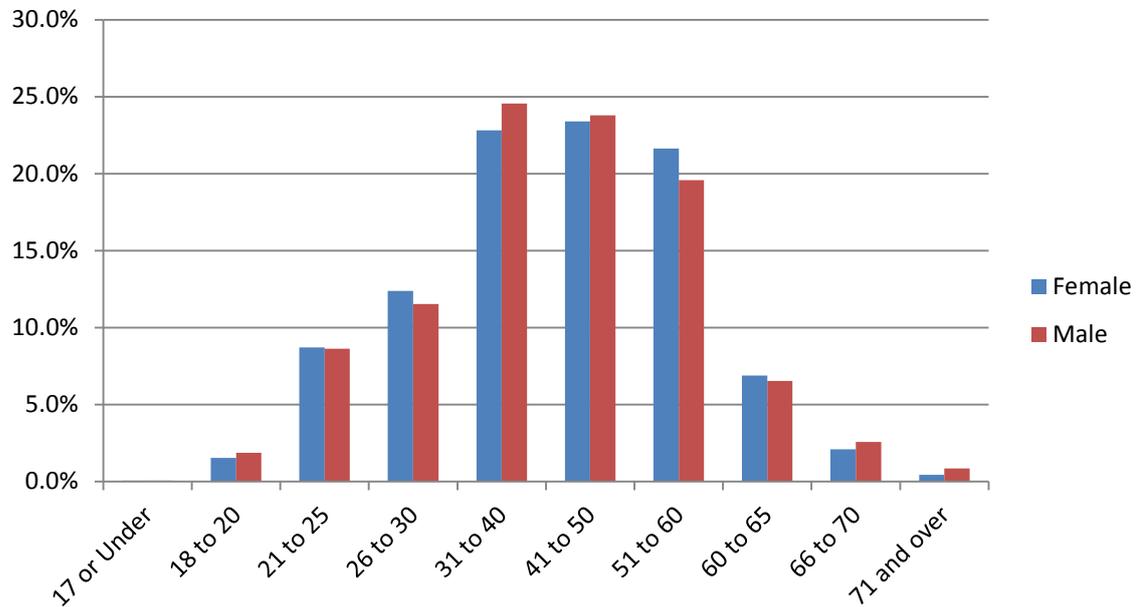
Professional staff show similar patterns with high percentages of men and women in the 41-50 age group. However, there is less gender differentiation in the age groups

<sup>6</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”. Since 2011 these two groups have been combined in DSS as “Executive”.

and professional staff tend to be younger than academics, with 47% of men and 46% of women below 40 years. 9.4% of women and 10.0% of men are 60 years and over.

These percentages have remained constant in the last three years.

**Figure 43: Professional staff percentages by age and gender 2013**



Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
>17	1	0.1%	0.6	0.1%	1.6	0.1%
18 to 20	26.8	1.5%	19.4	1.9%	46.3	1.7%
21 to 25	151.4	8.7%	89.7	8.6%	241.1	8.7%
26 to 30	214.9	12.4%	119.7	11.5%	334.7	12.1%
31 to 40	396.3	22.8%	255	24.6%	651.3	23.5%
41 to 50	406.4	23.4%	247	23.8%	653.6	23.6%
51 to 60	375.7	21.6%	203.4	19.6%	579.2	20.9%
60 to 65	119.7	6.9%	67.9	6.5%	187.6	6.8%
66 to 70	36.3	2.1%	26.8	2.6%	63.1	2.3%
<71	7.7	0.4%	8.9	0.9%	16.6	0.6%
<b>Total</b>	<b>1736.3</b>	<b>100.0%</b>	<b>1038.6</b>	<b>100.0%</b>	<b>2775.1</b>	<b>100.0%</b>