



THE UNIVERSITY  
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

# Equal Opportunities Office

## Activities and Statistics Report 2008



# Equal Opportunities Activities and Statistics Report 2008

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# 1.0 Introduction

This report provides supplementary information on EO activities and a detailed statistical breakdown of equity groups at The University of Auckland.

## 1.1 Summary of key facts

### EEdO

- Māori students comprised 6% (1,848 EFTS) of the total equivalent full time students (EFTS) at the University in 2008
- Māori EFTS has remained at about 1,848 EFTS since 2007 but has increased by 2.2% (40 EFTS) since 2006
- The first year retention rate for Māori students has improved significantly from 69% (113/164 students) in 2001 to 82% (209/255 students) in 2006. In 2007 it declined slightly to 80% (225/282 students). The increase in Māori retention rate between 2001 and 2006 could be attributed to the work of Tuākana programmes at stage one level.
- The stage one pass rate of Māori students who completed their courses in 2008 was 87% (562/646 EFTS) and which exceeded the figure for all students (86%, or 8798/10230 EFTS) and Asian students (84%, or 3464/4124 EFTS).
- Pacific EFTS comprised 8% (2,322 EFTS) of total EFTS at the University in 2008. This figure has declined by 3% (79 EFTS) since 2006 and declined by 4.5% (110 EFTS) since 2007.
- Pacific EFTS in the Faculty of Education have declined by 22% (128 EFTS) since 2006. Unlike Māori EFTS, Pacific EFTS in the faculty have not stabilised over 2007-2008.
- Of the Pacific students at the University, 11% (278) are engaged in postgraduate studies. This is half the University's target of 22%.
- Despite increasing by almost 2% since 2007, the Pacific Student Pass Rate has remained at around 70% since 2005. The Pacific Student Pass Rate of students who completed the courses (SPRS) has increased slightly by 1% since 2005.
- The overall stage one SPR across the University has remained around 79% since 2005. Māori SPR has increased by 3% while Pacific SPR has declined by 3%.
- Women students comprised 21% (530 EFTS) of total EFTS in the Faculty of Engineering in 2008. Women EFTS have increased by 2% (11 EFTS) since 2007 and 5% (23 EFTS) since 2006. Despite these actual increases the percentage of women students studying Engineering has remained at 21% due to much larger percentage increases in male numbers over the same period (11% or 201 EFTS since 2006).
- Women students comprised 19% (141 EFTS) of Computer Science EFTS, 33% (113 EFTS) of Physics EFTS and 40% (312 EFTS) of Mathematics EFTS.

## **Disabilities**

- The four main impairments of students registered with Disability Services continue to be:
  - Specific Learning Disabilities (26%, or 136 students)
  - Mental Health Conditions (24%, or 125 students)
  - Physical/Mobility Impairments (14%, or 73 students)
  - Medical Conditions (13%, or 67 students).
- There has been a consistent trend since 2004 of more female than male students with disabilities or impairments registering with the service.
- The number of postgraduate students registered with Disability Services nearly doubled from 8.24% of all students registered with Disability Services (46) in 2007 to 15.38% (80) in 2008.

## **EEO**

- Māori staff make up:
  - 5.7% (113.6 FTE) of academic staff
  - 6.5% (164 FTE) of general staff
- Pacific staff make up:
  - 2.2% (43.2 FTE) of academic staff
  - 5.6% (141.2 FTE) of general staff
- Asian staff make up:
  - 12.6% (248.7 FTE) of academic staff
  - 21.4% (538.1 FTE) of general staff.
- A change in the way data is collated since 2007 has increased reporting on Māori, Pacific and Asian staff numbers and restricted ability to draw comparisons with previous years.
- The percentage of academic women has not increase since 2007 and remains at 44% (869.7 FTE) and senior academic women at 23% (104 FTE).
- Numbers of women professors have decreased in by 14% (5 FTE) since 2006 but women associate professors have risen by 17% (12.5 FTE).
- Women continue to perform well in promotions with a 73% (61 women) success rate in applications up to and including associate professor, although there have been few applications to professor in recent years.

## **1.2 Overview**

Most activities are undertaken by the units of Equal Educational Opportunities (EEEdO), Disability Support Services (DSS) and Equal Employment Opportunities (EEO). These are described in Sections 2, 3 and 4. Joint activities include:

- **Excellence in Equal Opportunities Awards**

The EO Office hosted a very successful award ceremony.

Winners were:

- Distinguished Professor Dame Anne Salmond for Sustained Excellence in Equity, including in her role as Pro Vice-Chancellor (Equal Opportunities)
- NICAI and SLC for their workshop and mentoring programme for high achieving Māori and Pacific undergraduate students which successfully enhanced their research skills and transition to

postgraduate study  
— SPIES South Pacific Indigenous Engineering Students for their recruitment in the Pacific of potential engineering students

- **University Academic and Administrative Reviews**

The EO Office has contributed submissions to the reviews of the Departments of Classics and Ancient History, Anthropology and Marketing.

In semester two the EEdO office made submissions to the reviews of the *Certificate in Health Sciences* programme and *Academic Administration* at the University.

Approved EO Committee  
May 2009

## **2.0 Equal Educational Opportunities (EEEdO) Office**

### **2.1 Activities**

#### **Policy**

##### **Limited entry**

The EEEdO office made a submission to the Undergraduate and Equity Taskforce in February highlighting the possible impact of limited entry on prospective Māori and Pacific students.

The EEEdO Manager, Māori Equity Adviser and Women in Engineering Equity Adviser participated on the working group of the EO Committee to advance Recommendation 21 of the Undergraduate Admissions and Equity Taskforce Report: *That the EO Committee be asked to recommend a set of consistent policies and practices to be used in University Target admission schemes.* A policy was developed by the working group and endorsed by the EO Committee.

#### **Strategy**

##### **Māori and Pacific Recruitment and Marketing Strategy (MPRS)**

The MPRS project was initiated by the Marketing and Communications Department. The EEEdO Manager and Māori Equity Adviser provided expert advice on the steering group for MPRS. The EEEdO Manager supervised the compilation of a comprehensive literature review for this project. The team also undertook two student focus groups for the project.

In collaboration with the MPRS coordinator, the EEEdO office produced and distributed two information brochures for Māori and Pacific school leavers detailing the new admission requirements and information on targeted admission schemes. This was in line with the taskforce's recommendation for more transparency in the admissions system.

#### **Operations**

##### **University-wide collaboration**

The EEEdO Office continued to take a leadership role in the delivery of the Northland Enrolment Assistance Centre which was piloted in 2007 with pleasing results. In 2008 the centres were expanded to Waikato, Bay of Plenty and Rotorua. Seventy-one percent of the attendees successfully enrolled at the University in 2008.

The EEEdO Office continued to lead and co-ordinate the University's presence at major community events including the Pasifika Festival, Ngāpuhi Festival, Te Atamira (Māori in the City), Tainui Festival and *Girls Day Out*.

The EEEdO Office continued to collaborate closely with the Office of the Pro Vice-Chancellor (Māori) to support Māori initiatives across the University including Māori Language week, Waipapa celebrations, Haerenga (Ngā Tauira Māori initiative) and the Tuākana Programme. The Assistant Māori Equity Adviser and Tuākana Equity Adviser were involved in the organisation and delivery of the

Māori Language Week programme at the University. This programme gained the top tertiary award at the National Māori Language Week awards in Wellington.

The EEdO office led the organisation and delivery of two Pacific Graduation Dinners at the fale which were attended by over 400 people.

### **Scholarship Panels**

The EEdO Manager, Māori and Pacific Equity Advisers participated on the selection panel for the Chancellor's Awards for Top Māori and Pacific Scholars (CATS) and STEAM<sup>1</sup> Awards. Forty-four top Māori and Pacific scholars were selected from a national pool of 218 applicants. The top 10 Māori and Pacific scholars on the reserve list were awarded STEAM scholarships to attract them to the University.

It is pleasing to note that the number of CATS scholarship applications is steadily increasing each year. CATS scholars were provided with individual mentoring in their first year, and were also included in the Tuākana Programme for mentoring and tutoring support.

The EEdO Manager and Māori Equity Adviser continued to participate on the selection panel for the Access Awards in 2008.

### **School recruitment and outreach**

School visits are essential to gaining access to prospective students from equity groups. The team places much emphasis on building relationships with key staff in secondary schools in order to access students from equity groups. Fifty-six secondary school visits were conducted by the EEdO team in 2008. These visits included motivational talks, workshops and activities with students; presentations and discussion with parents/guardians and teachers; and course advice and planning for school leavers. The team has been particularly successful in gaining access and engaging with students from equity groups at the lower levels of secondary school including Years 9, 10 and 11. This is essential to influence students' perceptions before subject choices are made.

### **Regional expos and roadshows**

The EEdO team promoted the University at seven regional expos – Auckland Coke Expo, Waikato, Wellington, Hawkes Bay, Gisborne, Whakatane, Rotorua, Dunedin and Rarotonga.

The Women in Engineering Equity Adviser undertook a roadshow into eight South Island schools interacting with over 200 secondary school girls.

In collaboration with staff in the Engineering faculty, the Women in Engineering Equity Adviser undertook an *Engineering Futures* roadshow into Hamilton and Tauranga.

In collaboration with Māori Liaison officers from other Auckland institutions, the Māori Equity Adviser undertook two major roadshows into 11 Hawkes Bay and nine lower Northland schools engaging, informing and motivating over 800 Māori secondary students into tertiary education.

### **Campus-based outreach programmes**

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<sup>1</sup> STEAM represents Science, Technology, Engineering, Architecture, Medicine.

- STEAM, (renamed BEAMS to include the Faculty of Business and Economics) which introduces Year 10 Māori and Pacific students to Business and Economics, Engineering, Architecture, Medicine and Science, was held over a week in mid-November. The programme attracted 284 Māori and Pacific students and 20 teachers from 33 schools. Participant evaluations showed that 30% (85) of participants decided to pursue Maths and Science the next year as a result of attending BEAMS. Prior to BEAMS they were undecided. Sixty-three percent (179) of students planned to go to university in the future and 47% (133) decided to study Science or Maths all the way to Year 13. These outcomes are in line with the aims of the BEAMS programme.
- STEAM Ahead, which focuses on providing Year 12 and 13 Māori and Pacific students with information and workshops on all degree programmes at the University, attracted 411 students, compared with 390 in 2007. Participant evaluations show that STEAM Ahead is helping to confirm The University of Auckland as the main university of choice for Māori and Pacific students who attend.
- EEdO staff participated in the University-based Courses and Careers Day in August 2008 targeting potential school leavers.
- Futures Evening, a science-based motivational and information evening for senior secondary school girls, was held in April and attracted 252 participants (including 61 parents and teachers). This was 20% up on 2007.
- Enginuity Day (E-Day) was a day-long programme in Engineering for secondary school girls, held in July 2008. The event attracted 287 students, 10% (29) more than in 2007. Sixty percent (172) of attendees decided to find out more about Engineering after attending. E-day is now the largest recruitment event in the Faculty of Engineering calendar.
- Girls into Science was a one-day interactive workshop programme for Year 10 girls, held in November 2008. Over 400 girls attended. The theme was *Handbag Science*.
- Whaia Te Pae Tawhiti (WTPT) was a week-long campus experience for regional Māori school students, held in July 2008 and attended by 40 Māori students from the Waikato, Bay of Plenty and Rotorua regions. Participant evaluations confirm that WTPT is encouraging regional students to consider The University of Auckland seriously in their tertiary options for the future. It is also pleasing to note that the number of students applying to the University from this programme is steadily increasing.



- The Finance Information Evening was held in August 2008 and attracted 250 people, including 145 parents/guardians of Māori and Pacific students. The increase in applications for CATS scholarships can be attributed to the special emphasis placed on scholarships at this event. The EEdO team hosted seven regional school campus visits by regional schools in 2008. Over 200 regional students were introduced to the University and its people, facilities and programmes.

### **External collaboration**

The Māori Equity Advisers hosted the 2008 National Māori Liaison conference which was attended by 23 Māori liaison colleagues from tertiary institutions across New Zealand. Keynote speaker was Dr Pita Sharples.

Ten KATTI<sup>2</sup> programmes were delivered in 2008 at various partner institutions in the Auckland region attracting 667 Māori students from years 10-13. The KATTI programme is now very well established and the largest collaborative programme between Māori liaison partners across the eight member institutions. This enables Māori recruiters to gain access and engage with a large number of Māori school students in a collaborative and culturally appropriate way.

The Māori Equity Advisers hosted the KATTI managers hui at the University in November 2008, enabling managers from various KATTI- affiliated institutions to provide feedback and evaluation advice to the KATTI team.

The Pacific Equity Adviser hosted the Auckland Pacific liaison officers meeting at the University to discuss ways of working more collaboratively and effectively in 2008.

### **Other outreach activities**

In collaboration with the Schools Partnership Office (SPO), the EEdO team participated at the LINK Conference for Careers Advisers in April 2008.

The Māori Equity Advisers attended at the *Taiohi Tu* programme delivered by Careers Services and promoted the University's academic programmes and support services for Māori.

The Pacific Equity Adviser attended the Year 10 Leadership Programme at UNITEC to promote the University's programmes and support services for Pacific students.

The Pacific Equity Adviser in collaboration with Auckland International hosted two groups of visiting Fijian secondary school students.

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<sup>2</sup> Kei a Tatou te Ihi: Tertiary motivational and planning programme: collaboration between The University of Auckland, AUT, Unitec, Massey University, Otago University, MIT, NZMA, Studylink, Canterbury University, Te Mana, and Careers Services Rapuara.

## **Student Retention and Support**

### **Women in Engineering Network (WEN)**

The WEN Equity Adviser continued to provide advice and pastoral support to women students in Engineering. These included orientation programmes for first year students, social networking events and mechanics tutorials.

The *Move Up Reach Down*<sup>3</sup> mentoring programme connecting practising women engineers, University students and secondary school girls was maintained in 2008.

### **Support of Māori and Pacific student associations**

The EEdO office provided funding via Tertiary Education Commission Equity funding (TECEF) to the Pacific Island Students Association (AUPISA) and Nga Tauira Māori (NTM) to enable them to deliver study workshops for their members during the exam period.

Funding subsidy and promotional materials were also provided to NTM for their annual haerenga (roadshow) to promote tertiary education to rural Māori students.

### **Tuākana**

Tuākana academic mentoring programmes across the University are funded largely by TECEF and administered by the EO office. Administration and monitoring of the funds in 2008 was undertaken by the EEdO office while the management and delivery of programmes was undertaken by each faculty via Tuākana coordinators.

The overall line management of the Tuākana Equity Adviser position (formerly EEdO Projects Manager) and TECEF funding was relocated to the EEdO office in August. A Tuākana Equity Adviser was appointed in September and undertook consultation meetings with Tuākana coordinators across the University.

The EEdO office continued to provide central support for Tuākana staff as follows:

- Two Tuākana tutor/mentor training programmes were delivered in collaboration with Centre of Academic Development (CAD), before the start of each semester.
- The Tuākana database was upgraded to meet the needs of coordinators.
- Nine Tuākana network meetings were held to enable coordinators to share best practice ideas and issues arising in their programmes.

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<sup>3</sup> Collaboration with *I have a Dream* Trust

A *Tuākana Yesterday Today and Tomorrow* workshop, attended by Tuākana staff from across all faculties, was held in July. The workshop explored Tuākana's genesis and achievements to date. Recommendations from the workshop have been reviewed by the Pro Vice-Chancellor (EO) and Pro Vice-Chancellor (Māori) and adopted where appropriate.

A set of practical guidelines for the use of TECEF funding in Tuākana programmes across the University was developed and distributed by the EEdO Manager following consultation with Tuākana co-ordinators.

An end-of-year function was organised and attended by the Pro Vice-Chancellor (Māori) to acknowledge the contribution of Tuākana tutors and mentors in enhancing Māori and Pacific achievement in 2008.

## **2.2 Statistics**

This section describes the overall enrolment and achievement trends of Māori, Pacific and Women in Science and Engineering student groups at the University. Statistical data for this report was extracted from the Planning Office database - *Decision Support System (DSS)*.

Ethnicity refers to the principal ethnic group to which a student belongs. If a student nominates more than one ethnicity the University reports in the order of hierarchy, of Māori, Pacific, Asian, Other, European.

### **Key statistics**

#### **Māori**

- Māori students comprised 6% (1,848) of total EFTS in 2008. While this has increased by 2.2% (40 EFTS) since 2006, the number hasn't increased since 2007.
- The decline in Māori EFTS in the Faculty of Education since 2004 has been halted, with a slight increase of 3.5% (14 EFTS) over 2007-2008.
- Of Māori students enrolled at the University, 19% (354 EFTS) are at PG level. This is 3% below the University target of 22. The percentage of Māori students enrolled in taught postgraduate studies (14%, 260) exceeds the University target of 12%.
- After improving for some years, the first year retention rate for Māori students has declined slightly to 80% (225/282 students).
- The stage one pass rate of Māori students who completed their courses (SPRS) in 2008 was 87% (562/646 EFTS) which exceeded the figure for all students (86%, 8798/10230 EFTS) and Asian students (84%, 3464/4124 EFTS).
- The Māori Student Pass Rate (SPR<sup>4</sup>) in 2008 was about 83% (1451/1748), an increase of 4% since 2007.

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<sup>4</sup> SPR represents the pass rate of students who enrolled in the course

## **Pacific**

- Pacific EFTS comprised 8% (2,322) of total EFTS at the University. This figure has declined by 3% (79) since 2006 and by 4.5% (110) since 2007.
- Pacific EFTS in the Faculty of Education have declined by 22% (128 EFTS) since 2006. Unlike Māori EFTS, Pacific EFTS in the faculty have not stabilised over 2007-2008.
- Of the Pacific students at the University, 11% (278) are engaged in postgraduate studies. This is half the University's target of 22%.
- Despite increasing by almost 2% since 2007, the Pacific SPR has remained at around 70% since 2005. The Pacific Student Pass Rate of students who completed the courses (SPRS) has increased slightly by 1% since 2005.
- The stage one pass rate of Pacific students was 57% (547/960) in 2008 and was 70% (672/960) for those who completed their course. Both figures have declined by 3% since 2006.
- The stage one pass rate of Pacific students in Engineering was 82% (14/17 EFTS) while those for Arts, Science and Law were 52% (162/311 EFTS), 50% (116/232 EFTS) and 53% (25/48 EFTS) respectively.
- After peaking at 87% (245/282 students) in 2006, the first year retention rate for Pacific students declined to 80% (262/327 students) in 2007, taking it below the overall retention rate for all students (87%).

## **Women in Science and Engineering**

- Women comprised 21% (530 EFTS) of total EFTS in the Faculty of Engineering in 2008. Women EFTS have increased by 2% (11 EFTS) since 2007 and 5% (23 EFTS) since 2006. Despite these actual increases the percentage of women studying Engineering has remained at 21% due to much larger percentage increases in male numbers over the same period (11% or 201 EFTS since 2006).
- Women comprise 19% of Computer Science EFTS; 33% of Physics EFTS and 40% of Mathematics EFTS.
- Women comprised 19% (141 EFTS) of Computer Science EFTS in 2008. This compares with 18% (156 EFTS) in 2006). The slight percentage increase is largely due to the overall decline of male EFTS during the same period.
- Women comprised 33% (113 EFTS) of Physics EFTS in 2008. This compares with 29% (104 EFTS) in 2006. This percentage increase is largely due to the overall decline of male EFTS during this period.
- Women comprised 40% (312 EFTS) of Maths EFTS in 2008. This compares with 37% (265 EFTS) in 2006. The increase in proportion of women in is due to actual increase in women EFTS during this period.
- The proportion of women students in the Faculty of Business has declined from 52% (3,131 EFTS) in 2003 to 46% (2,491 EFTS) in 2008.

## Student enrolments

Figure 1 below shows 2008 enrolments by ethnicity.

Māori and Pacific students comprised 6% (1,848 EFTS) and 8% (2,322 EFTS) respectively of EFTS enrolled in 2008. European and Asian students comprised the largest proportion of the student body at 40% (12,159) and 38% (11,503) respectively.

Figure 1: Total EFTS by ethnic group

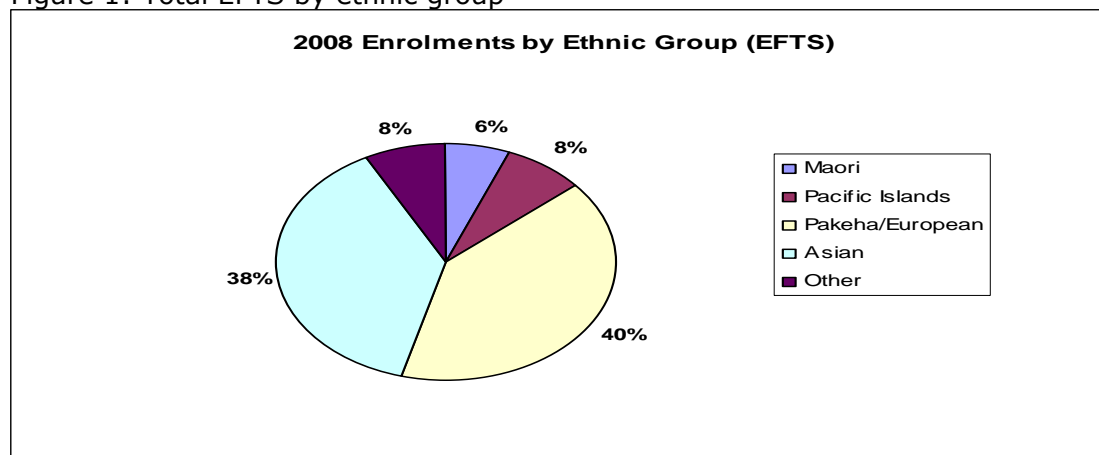


Figure 2 below displays total EFTS by ethnic group over the last four years.

Māori EFTS remained relatively unchanged at about 1,848 while Pacific EFTS declined by 4.5% (110) since 2007. Pakeha and Asian student EFTS have increased by 2% (761) and 1% (123) respectively since 2007.

Figure 2: EFTS by ethnic group 2005-2008

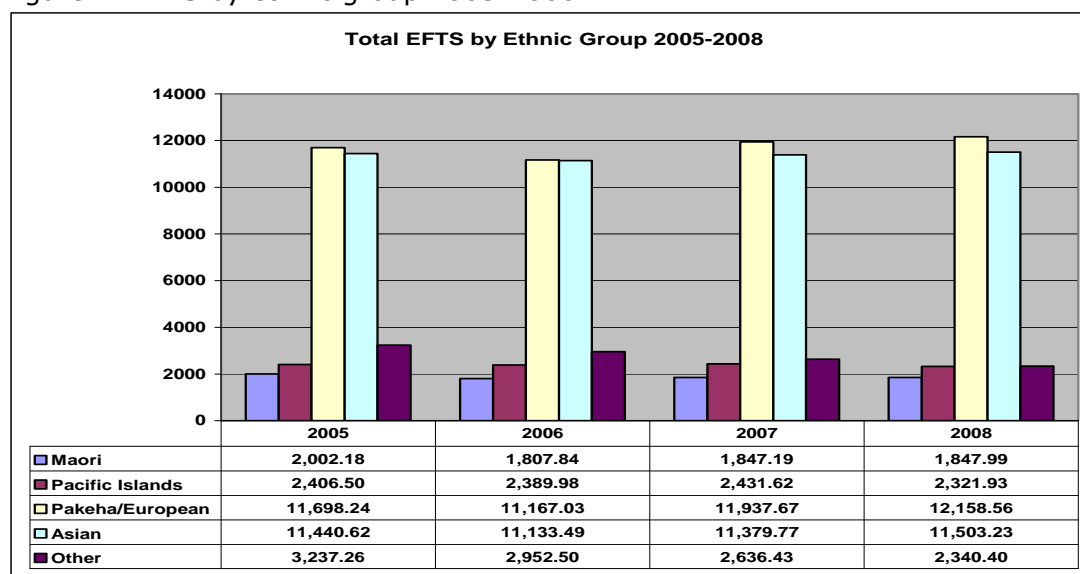


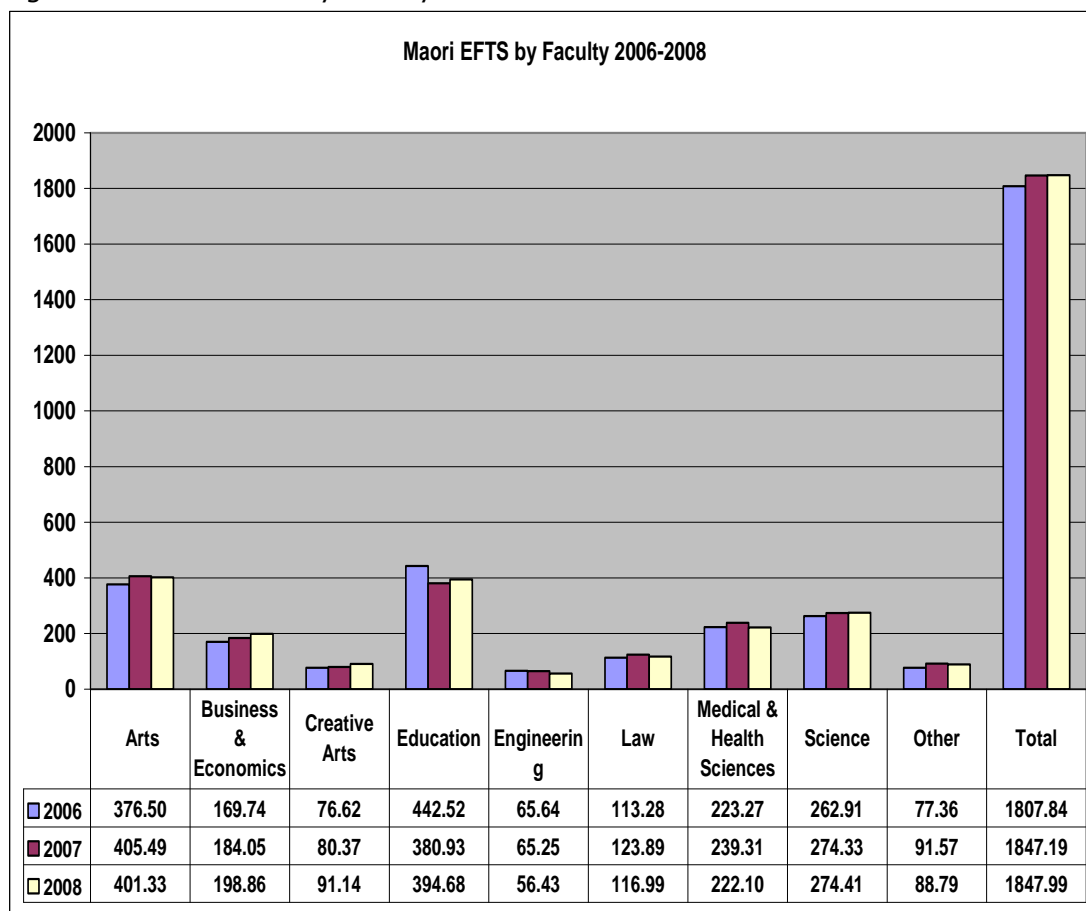
Figure 3 below shows that overall Māori enrolments 2006-2008 have increased by 2.2% (40 EFTS). The Faculties of Arts (22%, 401 EFTS), Education (21%, 395 EFTS) and Science (15% 274 EFTS) have the largest percentage of total Māori EFTS enrolled at the University.

The Faculties of Business, Creative Arts and Education show slight increases in Māori EFTS over 2007-2008 while the Arts, Engineering, Law and Medical and

Health Sciences faculties show slight decreases over the same period. Māori EFTS in the Faculty of Science have remained relatively unchanged over the same period.

The decline of Māori EFTS in the Faculty of Education since 2004 seems to have halted over 2007-2008, increasing slightly by 3.5% (14 EFTS) over this period.

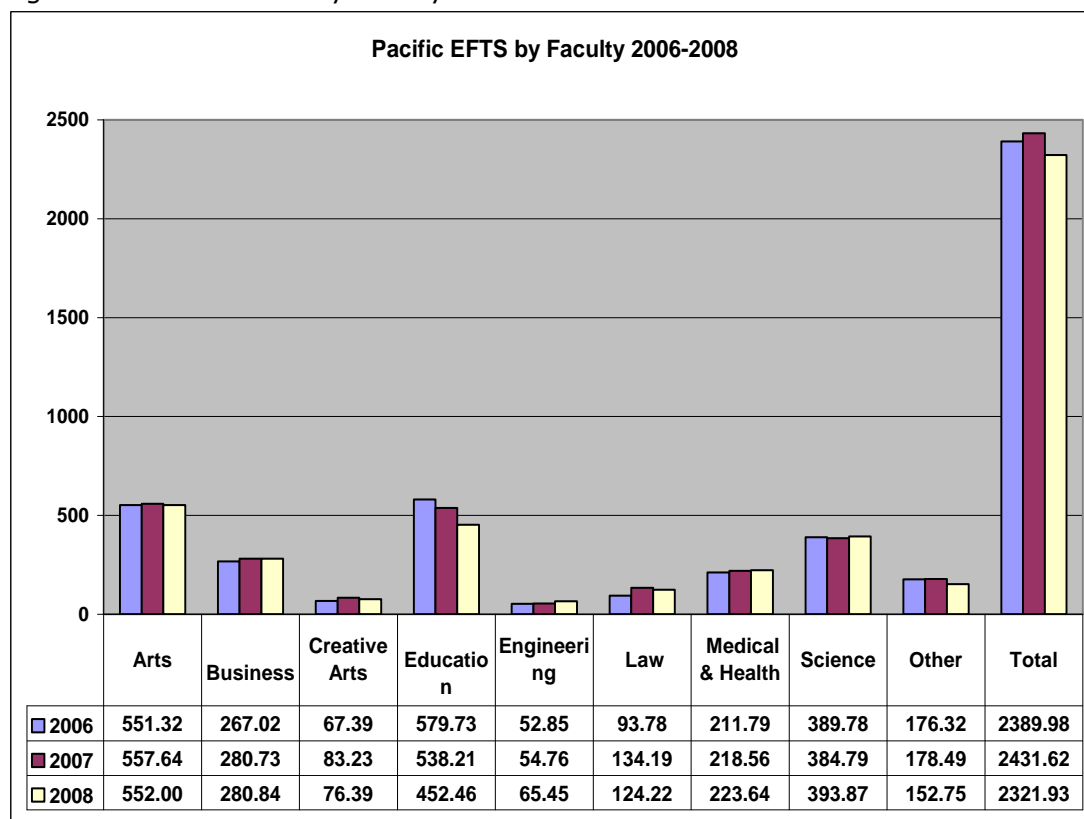
Figure 3: Māori EFTS by faculty



Note: Liggins and Bioengineering EFTS not included.

Figure 4 below displays Pacific enrolments 2006-2008. Overall, Pacific EFTS have declined by 3% (79 EFTS) since 2006 and by 4.5% (110 EFTS) since 2007.

Figure 4: Pacific EFTS by faculty



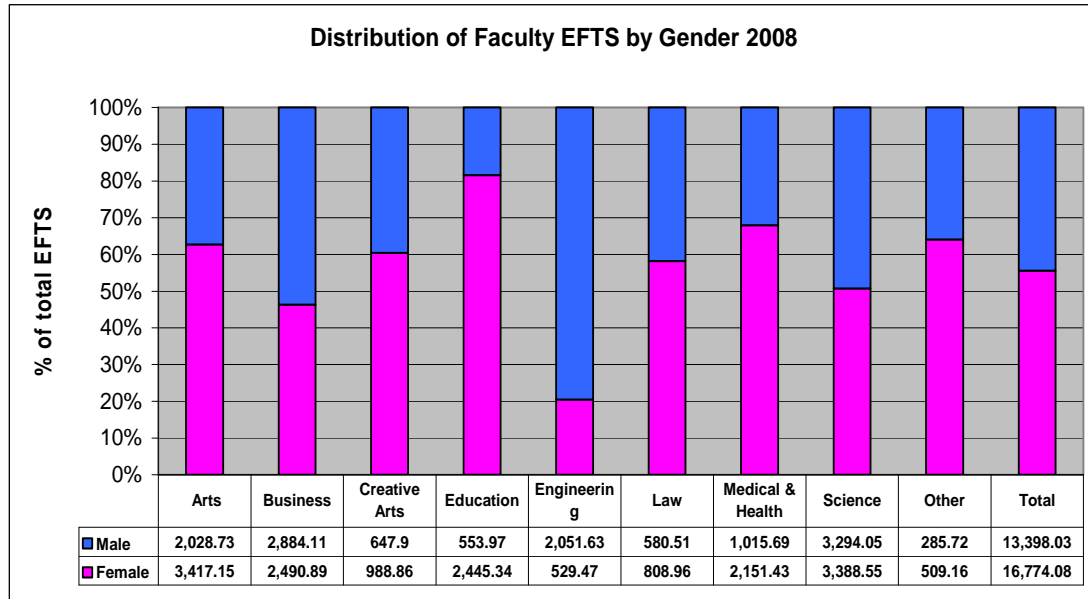
Note: Liggins and Bioengineering EFTS not included

The Faculties of Business, Creative Arts, Engineering, Medical and Health Sciences, Law and Science have shown slight increases in Pacific EFTS while Education has shown a decrease of 22% (128 EFTS) since 2006. Unlike Māori EFTS, the Pacific EFTS in the Faculty of Education have not stabilised over 2007-2008.

### Women in science and engineering enrolments

Figures 5a and 5b below show student enrolments by gender across the faculties. Women students are most under-represented in Engineering (21%, 530 EFTS) and over-represented in Education (82%, 2445 EFTS). In Science, women are most under-represented in Computer Science (19%, 141 EFTS) and Physics (33%, 113 EFTS). Women students comprised 46% (2491) of the Business School in 2008.

Figure 5a: Faculty EFTS by gender



Note: Liggins Institute and Bioengineering EFTS not included.

Figure 5b below shows the actual number of women students in Engineering has increased by 4.5% (23 EFTS) between 2006 and 2008. Due to larger increases in male numbers (11%, 201 EFTS) during the same period, the overall percentage of women has remained at around 21% over the last three years.

Figure 5b: Engineering EFTS by gender

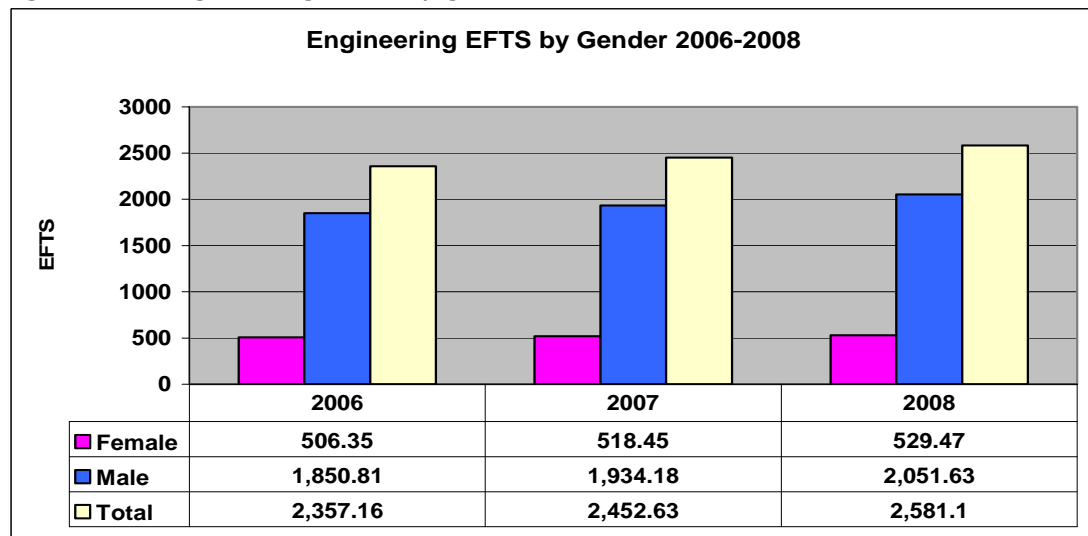


Figure 5c below shows the gender breakdown of EFTS across the departments in Science. Women are under-represented in Computer Science (19%, 141 EFTS), Physics (33%, 113 EFTS) and Maths (40%, 312 EFTS).



Graph 5c: Faculty of Science enrolments by gender

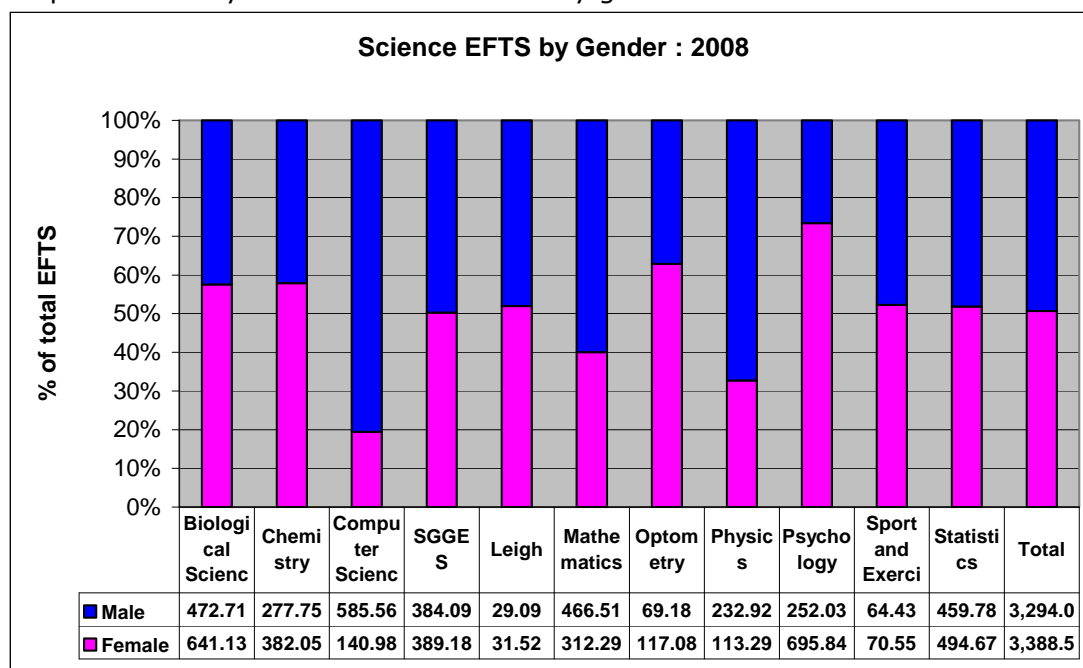


Figure 5d below displays the gender breakdown of EFTS across the Computer Science department between years 2006-2008. Women comprised 19% (141 EFTS) (cf. 18% 156 EFTS in 2006) of Computer Science EFTS in 2008. This number has declined by 10% (15 EFTS) since 2006. This compares with the overall decline of 14% (118 EFTS over the same period. (See figure 5d below). The slight increase in the proportion of women in Computer Science is due to the larger decline in male EFTS in this department.

Figure 5d: Computer Science EFTS 2006-2008

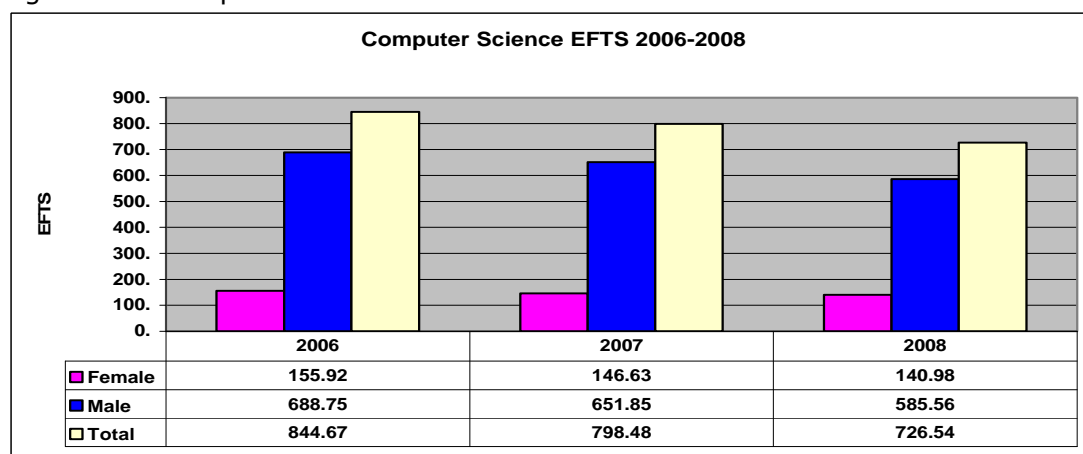


Figure 5e below displays the gender breakdown of EFTS across the Physics Department 2006-2008. Women comprised 33% (113 EFTS) (cf. 29%, 104 EFTS in 2006) of Physics EFTS in 2008. This is an increase of 9% (9 EFTS) since 2006 while the men have declined by 9.75% (25 EFTS) over the same period. The increase in proportion of women in Physics is largely due to the overall decline of male EFTS during this period.

Figure 5e: Physics EFTS by gender

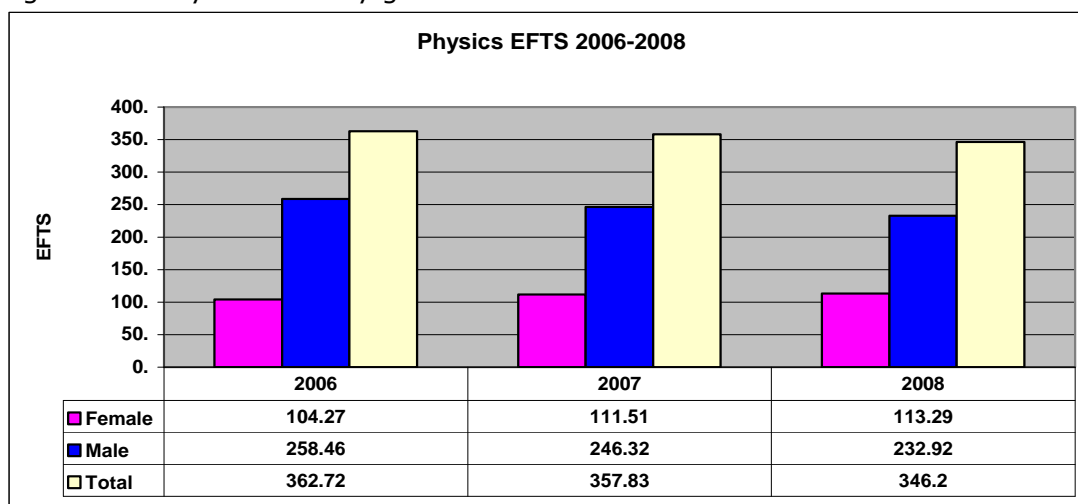
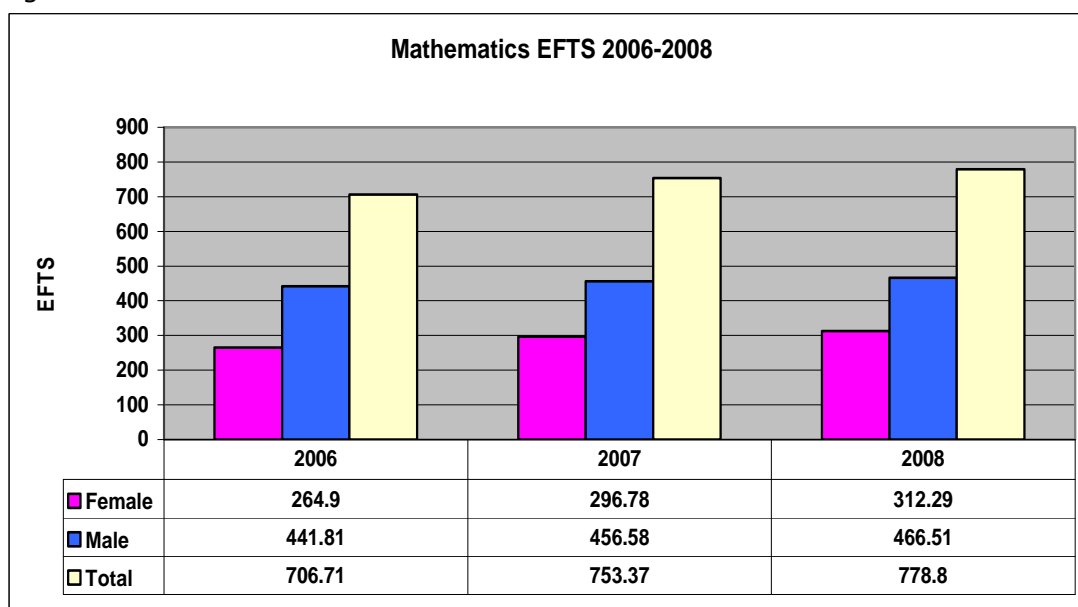


Figure 5f below displays the gender breakdown of EFTS across the Maths Department between years 2006-2008. Women comprised 40% (312 EFTS) (cf. 37%, 265 EFTS in 2006) of Maths EFTS in 2008. The number of women in Maths has increased by 18% (47 EFTS) since 2006 while men have increased by 6% (25 EFTS) over the same period. The increase in proportion of women in Maths is due to an actual increase in female EFTS during this period.

Figure 5f: Mathematics EFTS 2006-2008



### Undergraduate and Postgraduate enrolments

Figure 6 below shows the distribution of EFTS across undergraduate and postgraduate levels and across the various ethnic groups.

Māori, Pacific and Asian students are over-represented at the undergraduate at 81% (1493/1848 EFTS), 88% (2044/2322 EFTS) and 85% (9746/11503 EFTS) respectively.

At the postgraduate level, Māori and Pacific students are significantly under-represented in comparison to other groups, particularly Europeans, who are over-represented.

Of Māori students, 19% (355 EFTS) are at postgraduate level. This is 3% below the University target of 22%.

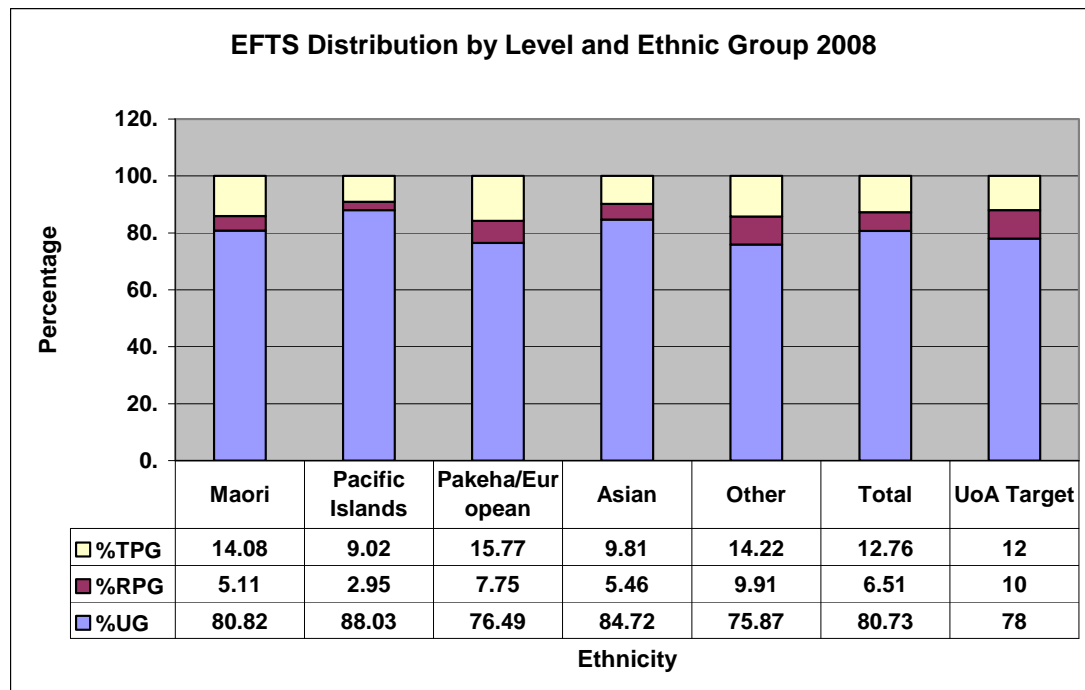
Māori students in research postgraduate studies total 5% (94 EFTS), which is about half the University's target of 10%. The percentage of Māori students in taught postgraduate studies (14%, 260 EFTS) exceeds the University target of 12%.

It is interesting to note that the proportion of Māori students in postgraduate study exceeds that of Asian students in postgraduate studies.

The statistics show that Pacific students are most likely to be at undergraduate level and least likely to be in research postgraduate studies. 11% (278 EFTS) of Pacific students at the University are in postgraduate studies. This is half the University's target of 22%.

The proportion of European students in postgraduate studies (24%, 2959 EFTS) exceeds the university target of 22%.

Figure 6: Distribution of EFTS by level and ethnic group



TPG = taught postgraduate

RPG = research postgraduate

UG = undergraduate including foundation programmes

## 2.3 Student achievement

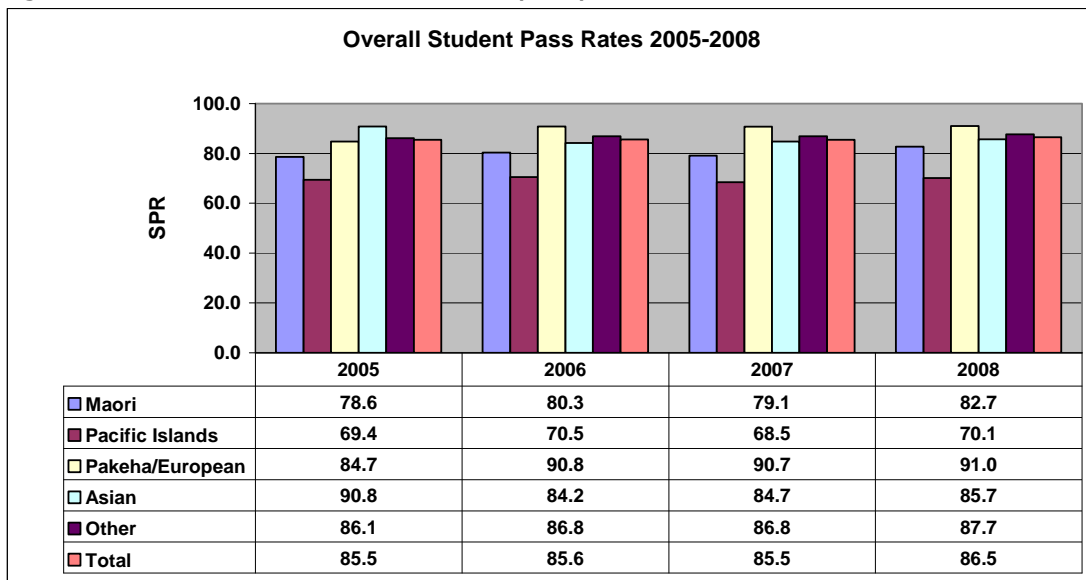
Student academic achievement can be measured by:

- Student pass rates (SPR) or SPRS
- Student retention rates
- Student completion rates

Figure 7 below shows the overall student pass rate at the University is 86.5% (cf. 85.5% in 2007):

- The Māori SPR in 2008 was about 83%, an increase of 4 percentage points from 2007.
- Despite increasing by almost 2 percentage points 2007-2008, the Pacific SPR has remained at around 70% since 2005.
- Asian and Pakeha/European SPRs were 85.7% and 91% respectively.

Figure 7: Overall Student Pass Rates (SPR)



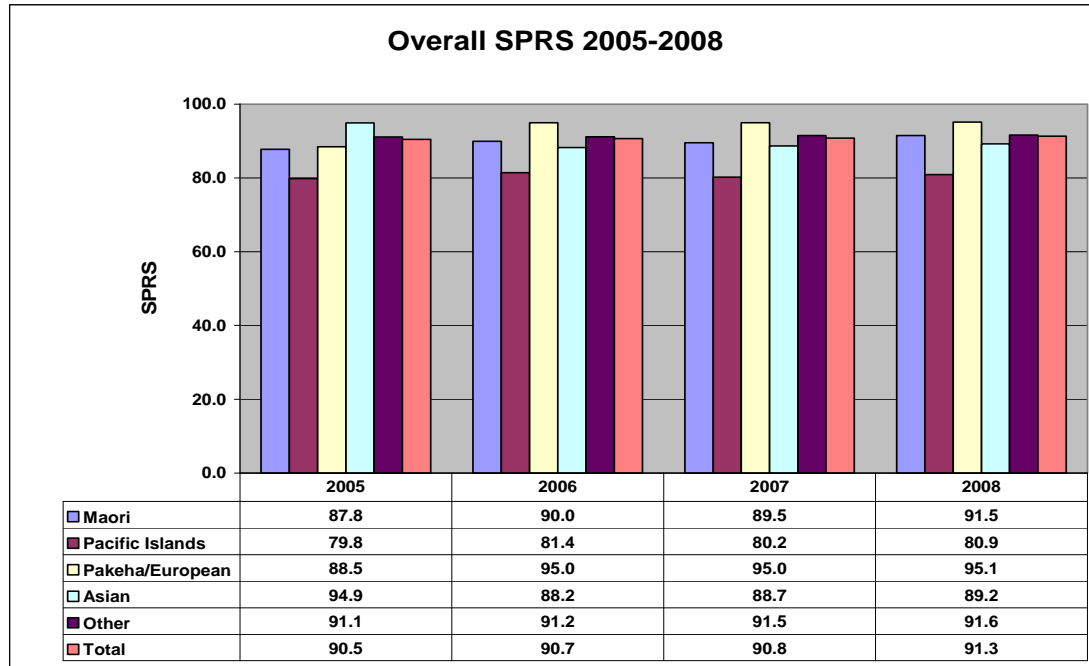
### Overall SPRS

Figure 8 below shows the overall SPRS across the main ethnic groups for years 2005-2008. SPRS measures the pass rates of students who completed the course, excluding students who did not sit their exam (DNS) or withdrew from the course. Thus they tend to be higher than SPRs.

The overall SPRS for the University has remained at around 91% over 2005-2008.

The Māori SPRS has increased by nearly 4% while the Pacific SPRS has increased by only 1% since 2005.

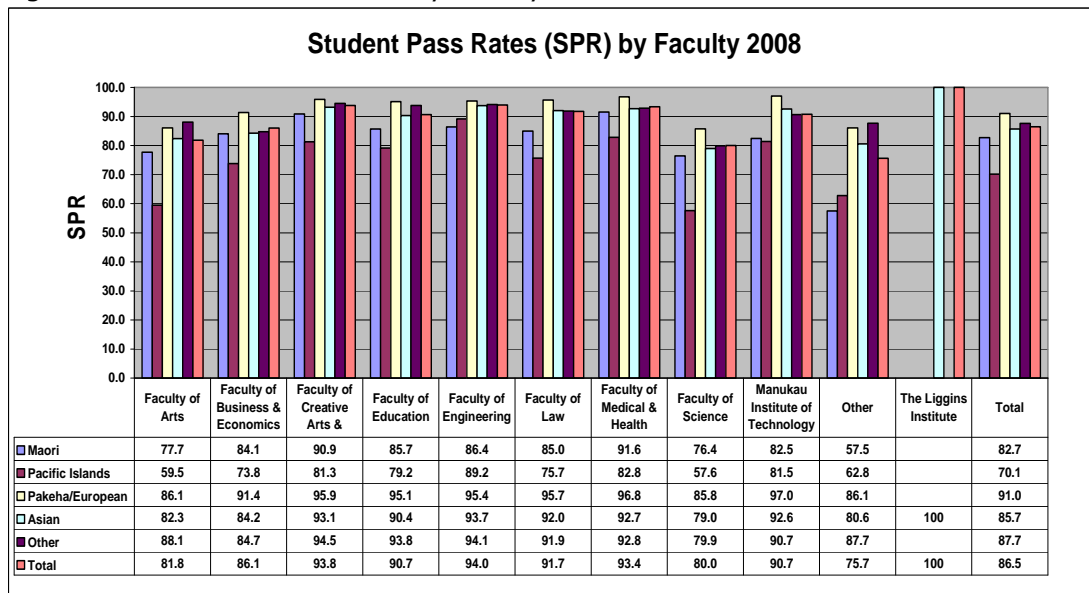
Figure 8: Overall Student SPRS



A closer look at student pass rates across the faculties in Figure 9 below shows Māori student pass rates are highest in Medical and Health Sciences (92%) and lowest in Science (76%).

Pacific pass rates are highest in Engineering (89%) and lowest in Science (58%).

Figure 9: Student Pass Rates by faculty 2008



## Stage One Student Pass Rates (SPR)

Assuming that most new undergraduate students are enrolled in stage one courses the student pass rates across stage one courses could be a measure of the academic success of first year students.

Figure 10 below shows stage one SPR across the main ethnic groups for years 2005-2008.

The overall stage one SPR across the University has remained around 79% since 2005. Māori SPR has increased by 3% while Pacific SPR has declined by 3%.

Figure 10: Stage One Student Pass Rates 2005-2008

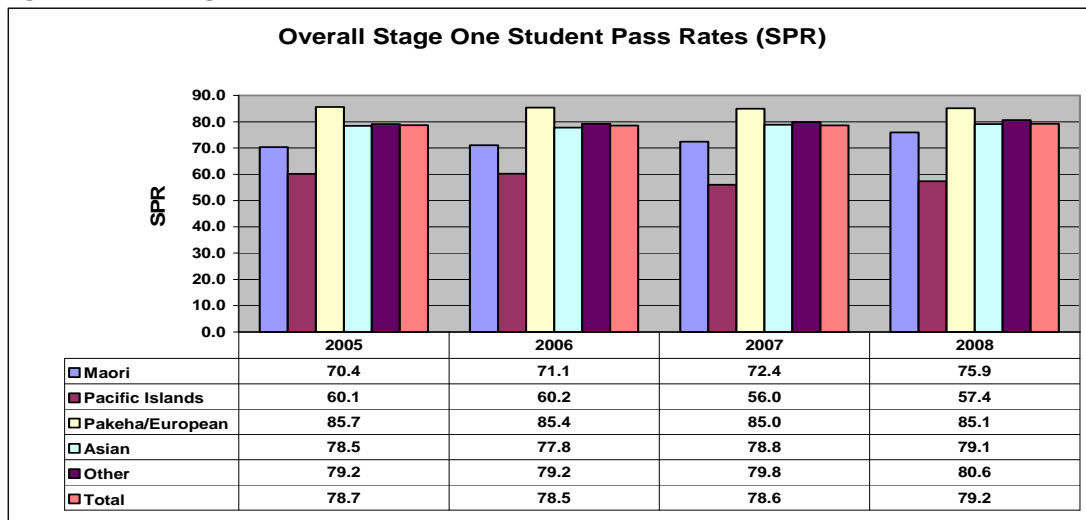
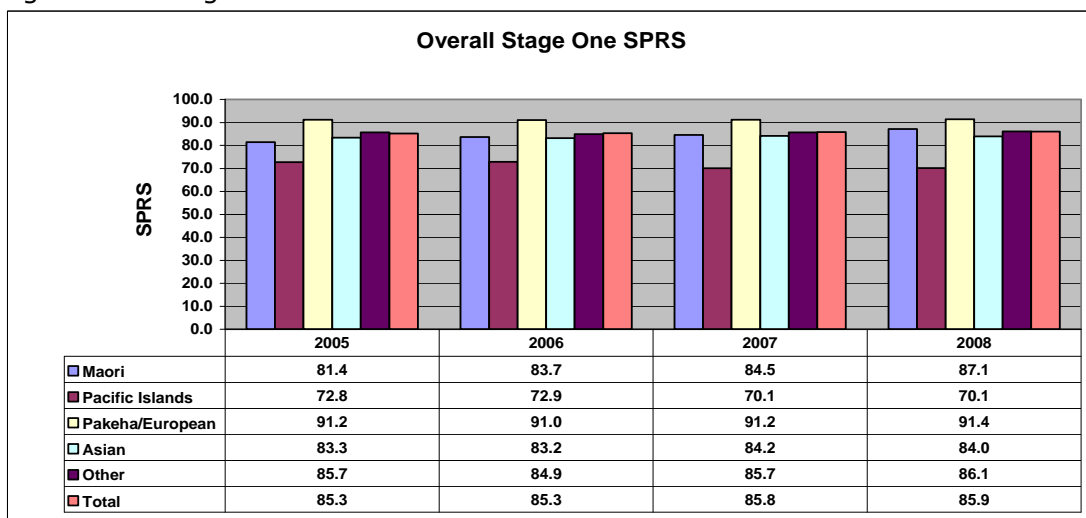


Figure 11 below shows the stage one pass rate of Māori students who completed their course in 2008 at 87%, which exceeded the figure for all students (86%) and Asian students (84%).

The stage one pass rate of Pacific students was 57% in 2008 and was 70% for those who completed their course. Both figures have declined by 3% since 2006.

Figure 11: Stage One SPRS



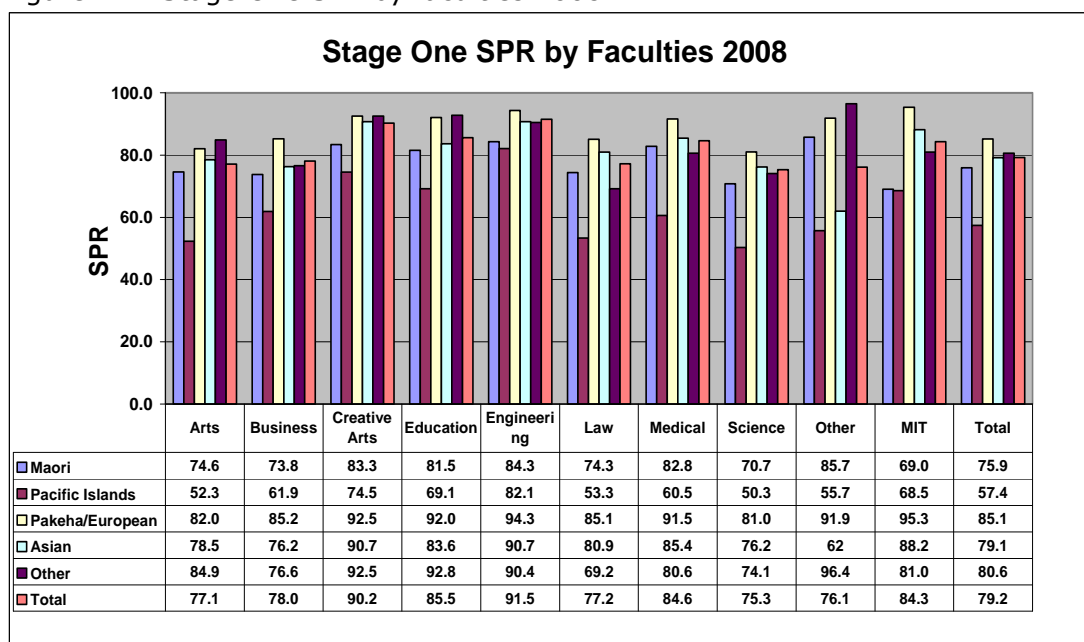
## Stage One Student Pass Rates (SPR) across faculties

Figure 12 below takes a closer look at stage one pass rates across faculties.

The pass rate for Māori students was highest in Engineering (84%) and lowest in Science (71%). The stage one pass rates for Māori students in Manukau Institute of Technology-based programmes (MIT) was 69%.

The pass rate in 2008 for Pacific students was highest in Engineering (82%) and lowest in Science (50%).

Figure 12: Stage One SPR by faculties 2008



## Student Retention

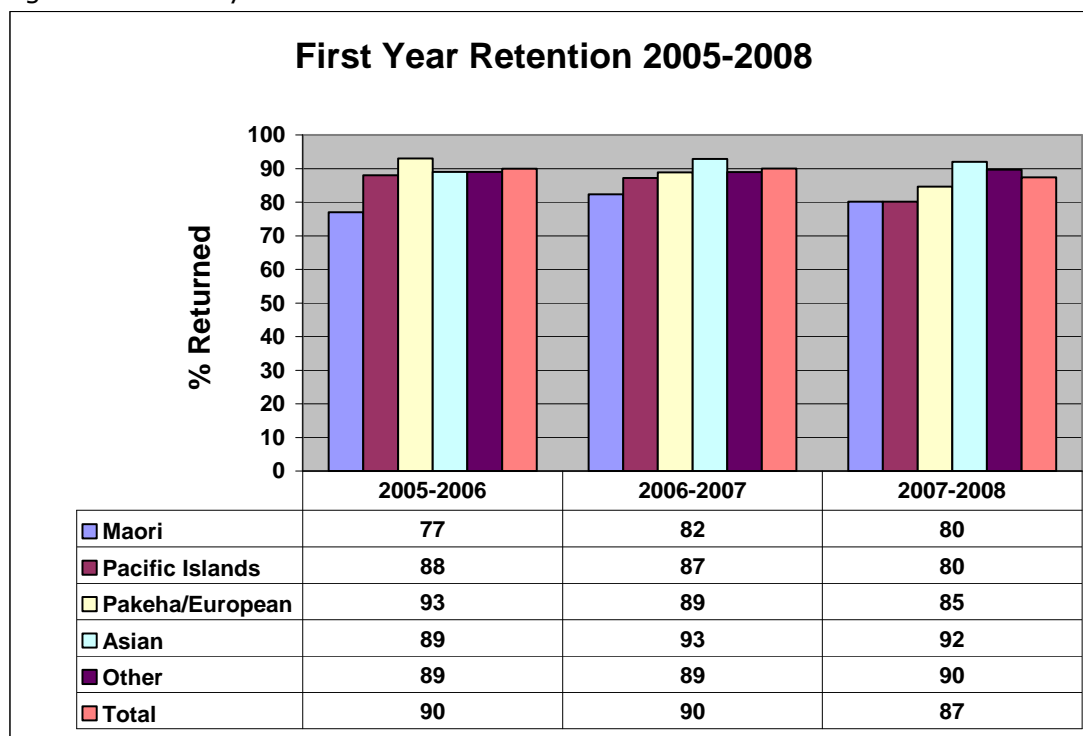
The first year student retention rate measures the percentage and number of first year students who return the following year.

Figure 13 below shows that 87% (4,424 students) of the 2007 first year student cohort (5,085 students) returned in 2008.

After improving significantly from 69% (113/164 students) in 2001 to 82% (209/255 students) in 2006 the first year retention rate for Māori students has declined slightly to 80% (225/282 students) in 2007.

The Pacific retention rate increased from 82% (163/199 students) in 2001 to 87% (245/282 students) in 2006, but has declined to 80% (262/327 students) in 2007.

Figure 13: First year retention 2005-2008



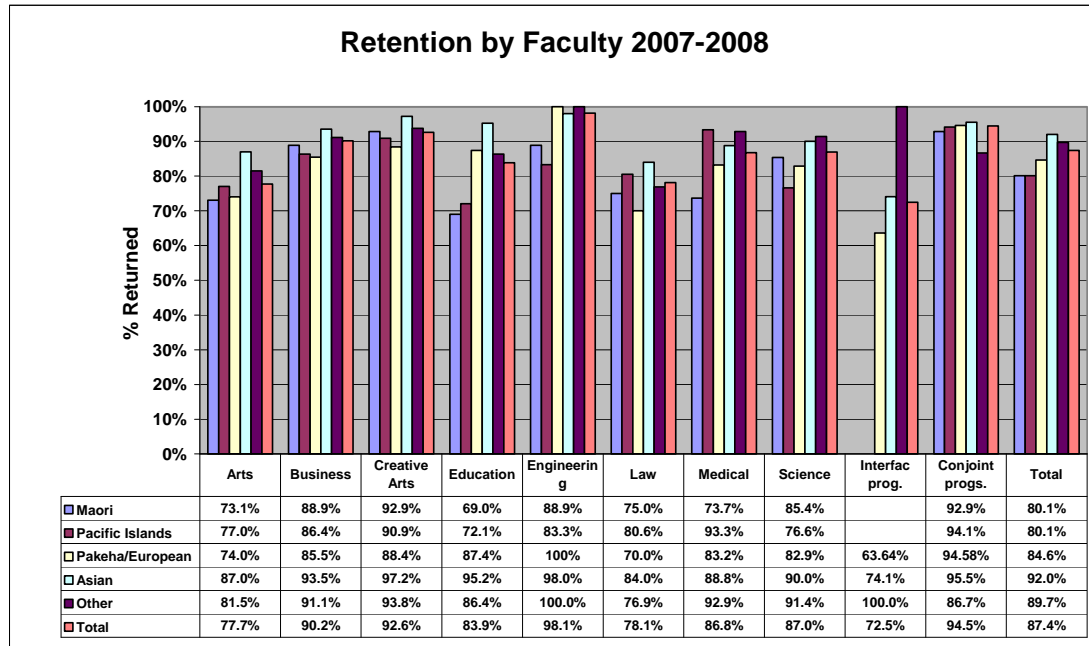
### Retention of first year students across faculties

Figure 14 below shows retention across faculties with:

- First year Māori students enrolled in the Faculty of Creative Arts and Industries and those in conjoint programmes showed the highest retention rate of 93% respectively (13/14 students in Creative Arts and 26/28 students in conjoint programmes) while those enrolled in Education had the lowest retention rate (69%, 29/42 students).
- First year Pacific students in Medical and Health Sciences and those enrolled in conjoint programmes have the highest retention rates at 93% (14/15 students) and 94% (16/17 students) respectively. Pacific students in Education had the lowest retention rate (72%, 31/43 students).



Figure 14: First year retention by faculty



Note: as at 14 January 2009. Theology not included.

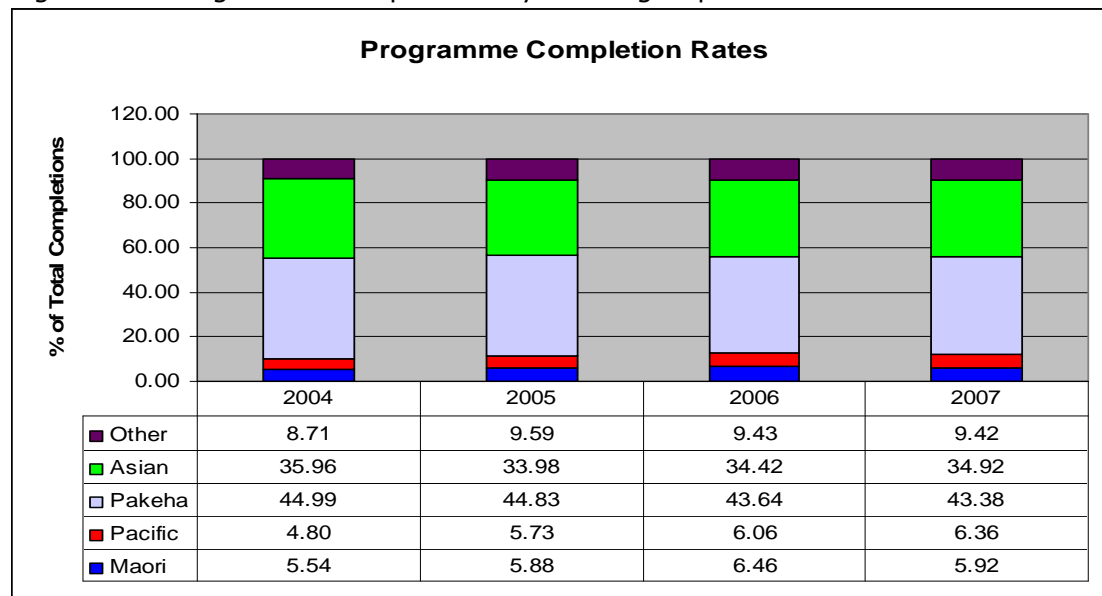
### Student Completions

Figure 15 below shows the number of the programmes completed by Māori and Pacific students has increased during 2004-2007. The 2008 data was not available at the time of this report.

The Māori completion rate was 5.94% in 2007 compared to 5.54% in 2004.

The Pacific completion rate was 6.36% in 2007 compared to 4.8% in 2004.

Figure 15: Programme completions by ethnic group



## 3.0 Disability Services

### 3.1 Activities

#### **Creating an inclusive teaching and learning environment for students with impairments**

The major strategic activity for the EO Office in relation to disability was planning for a review of inclusive teaching and learning practices for students with impairments within the University.

This review was initiated by the EO Office as a proactive approach to gauge how well the University provides an inclusive teaching and learning environment against the best practice standards outlined in *Kia Ōrite: Achieving Equity – New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments*, endorsed by the Tertiary Education Commission (TEC) and the Ministry of Education.

Inclusive learning and teaching environments have received international attention as a framework for particularly addressing the needs of students with impairments. They also have a wider application for a diversity of students facing barriers to their learning.

The scoping exercise for this review was carried out in 2008 from which two key themes emerged:

- There are gains for students where tailored individual assistance is complemented by significant institutional infrastructure.
- The diversity and complexity of impairments, particularly those that are less or not visible or episodic in nature, can be challenging for teaching staff.

The scoping exercise recommended the EO Office undertake a review in 2009 which has the following objectives:

1. Identify current practices and structures that support inclusive teaching and learning for students with impairments within The University of Auckland
2. Develop and promote information to support University of Auckland staff in the application of inclusive teaching and learning practices for students with impairments
3. Develop and promote information about successful strategies to support learning to for prospective and current students with impairments
4. Provide information to staff and students about what not to do when supporting teaching and learning of students with impairments.

## **Recruitment and outreach**

Disability Services took a more proactive role in recruitment and outreach in 2008.

In partnership with SPO, via the LINK Conference, Disability Services raised awareness with schools about the University's provisions for students with impairments. Careers advisors from attending schools subsequently referred nine prospective 2009 students directly to Disability Services for consultation to consider strategies to enhance success once the students start their studies.

Disability Services participated in Courses and Careers Day in August and was represented at three community events – Pasifika Festival, the Waitakere City Expo for young adults with disabilities and the ADHB Mental Health expo. The office also sent representatives to three Auckland Disability Provider Network meetings in 2008.

## **Awareness raising**

Disability Services produced factsheets on mental health conditions for staff and fact sheets on special conditions for tests and exams for staff and students.

Throughout the year, presentations were made to staff in Student Health & Counselling, the Science Departmental Managers Meeting, the Faculty of Engineering EO Committee, and discussions were held with individuals in the School of Architecture on the range of impairments and needs of students with disabilities.

The Faculty of Science EO representative has produced an advice sheet for faculty staff on what to do if they have concerns about the mental wellbeing of a student. This advice sheet will be available to all faculties during 2009.

Copies of *Tertiary Students with Disabilities; A Resource Guide for Staff* were distributed to the Department of Anthropology, Student Health and Counselling and the Faculty of Education Equity Committee members at their request.

## **Access projects**

Disability Services has worked closely with Property Services, Tamaki Campus, Epsom Campus, the Lecture Theatre re-fit team and the Central Connector (Symonds Street upgrade) team during 2008 to continue to improve accessibility and access routes to facilities. Examples include:

- Installation of door actuators at the Tamaki and City campuses
- Installation of contrast strips at the Epsom campus
- Improved wheelchair access to lecture theatres in Science and Engineering, including directional signage
- Consultation on design and positioning of lecture theatre writing tablets for wheelchair users
- Consultation on access issues relating to the Symonds St upgrade
- Consultation on access issues relating to the Thomas Building extension
- Barrier-free audit of two lecture theatres and the Population Health Building at the Tamaki Campus.

## 3.2 Statistics

### Key facts

- The four main impairments of students registered with Disability Services continue to be:
  - Specific Learning Disabilities (26%, 136)
  - Mental Health Conditions (24%, 125)
  - Physical/Mobility Impairments (14%, 73)
  - Medical Conditions (13%, 67).
- There has been a consistent trend since 2004 of more female than male students with disabilities or impairments registering with the service.
- The number of postgraduate students registered with Disability Services nearly doubled from 46 in 2007 to 80 in 2008.
- EFTS with disabilities enrolled during 2008 made up 1.35% (407.78) of total EFTS.

This report is divided into two sections:

1. Section 3.3 reports on total number of students enrolled in the University of Auckland with disabilities.
2. Section 3.4 reports on students registered with Disability Services.

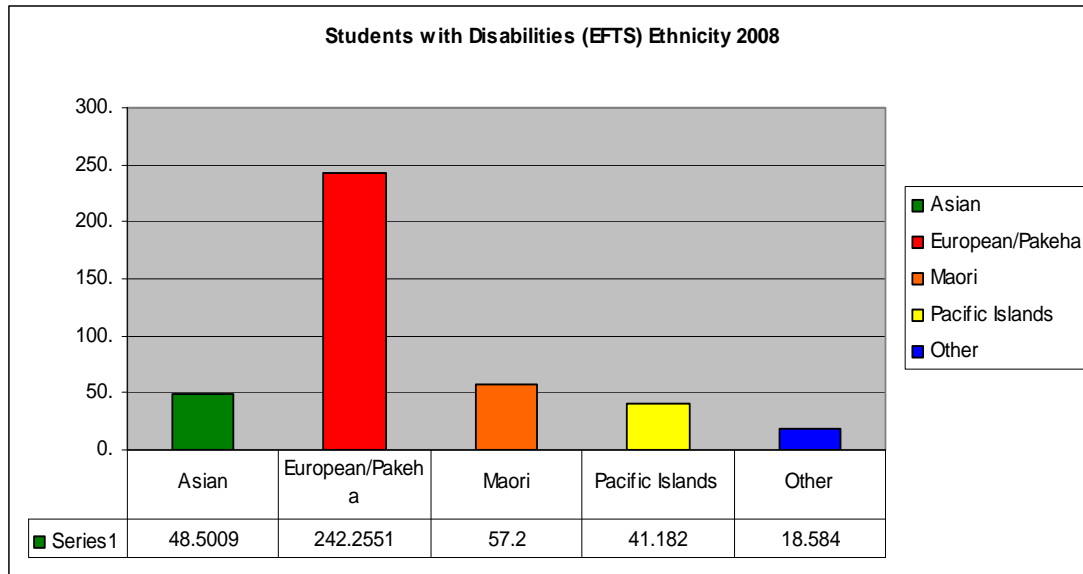
## 3.3 EFTS with disabilities

This section offers general information about EFTS with disabilities enrolled during 2008. This is the first time the EO Office has had the data on EFTS with disabilities and therefore, the available data does not match that of the other EO sections. From 2010 onwards, EO office will be able to track EFTS with disabilities trends.

Figure 16 below shows the percentages and total numbers of EFTS with disabilities.

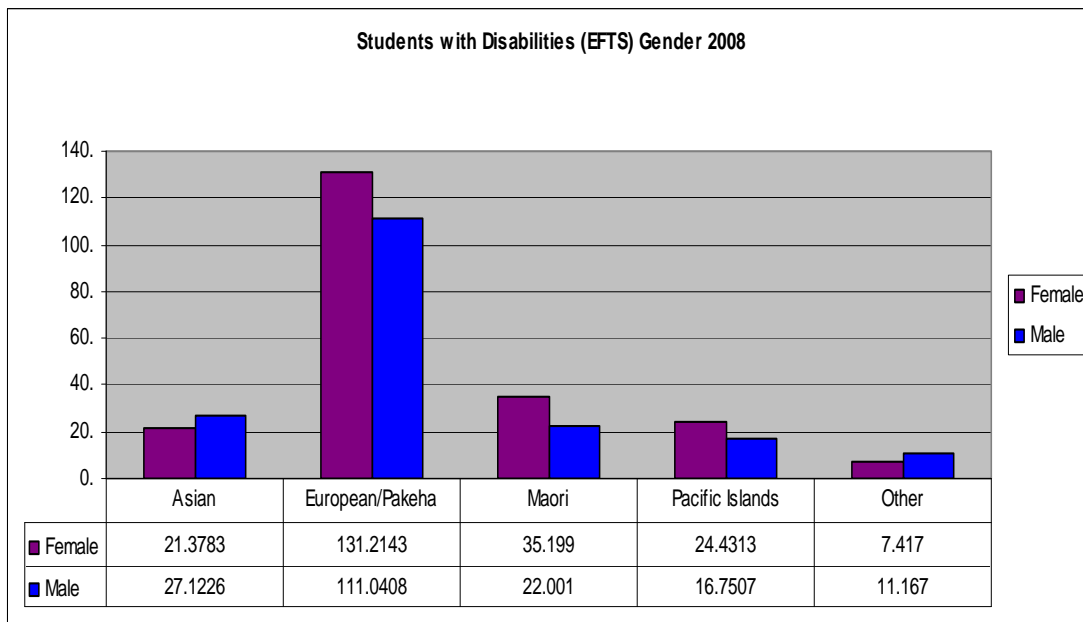
European/NZ Pakeha make up the majority of this group at 59.41%. Māori total 14.03%, Asian 11.89%, Pacific 10.09% and Other 4.56%.

Figure 16: EFTS by ethnicity 2008



Asian	Female: 21.3783 (44.08%)	Male: 27.1226 (55.92%)
European/ NZ Pakeha	Female: 131.2143 (54.16%)	Male: 111.0408 (54.17%)
Māori	Female: 35.199 (61.54%)	Male: 22.001 (38.46%)
Pacific Is.	Female: 24.4313 (59.33%)	Male: 16.7507 (40.67%)
Other	Female: 7.417 (39.91%)	Male: 11.167 (60.09%)

Figure 17: EFTS by gender 2008



In 2008, 53.86% EFTS with disabilities were female. This percentage is slightly smaller than the percentage of female students with disabilities who accessed support from Disabilities Services – 58.08%.

Figure 18 below shows levels (EFTS) enrolments, including percentage of total number of students with disabilities:

Non-degree	7.2073	(1.77%)
Degree	304.89	(74.77%)
Postgraduate Taught	60.5232	(14.84%)
Postgraduate Research	35.1015	(8.61%)

Figure 18: EFTS by levels 2008

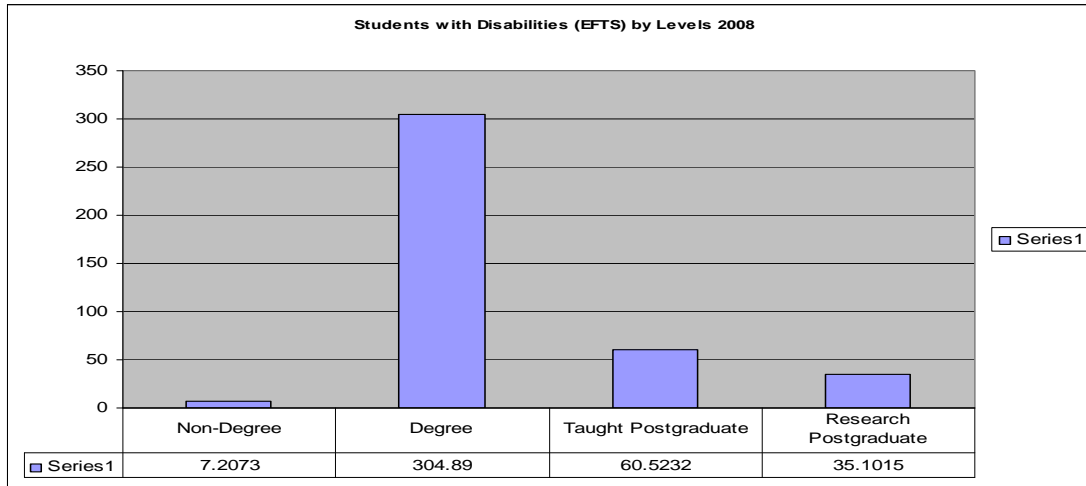
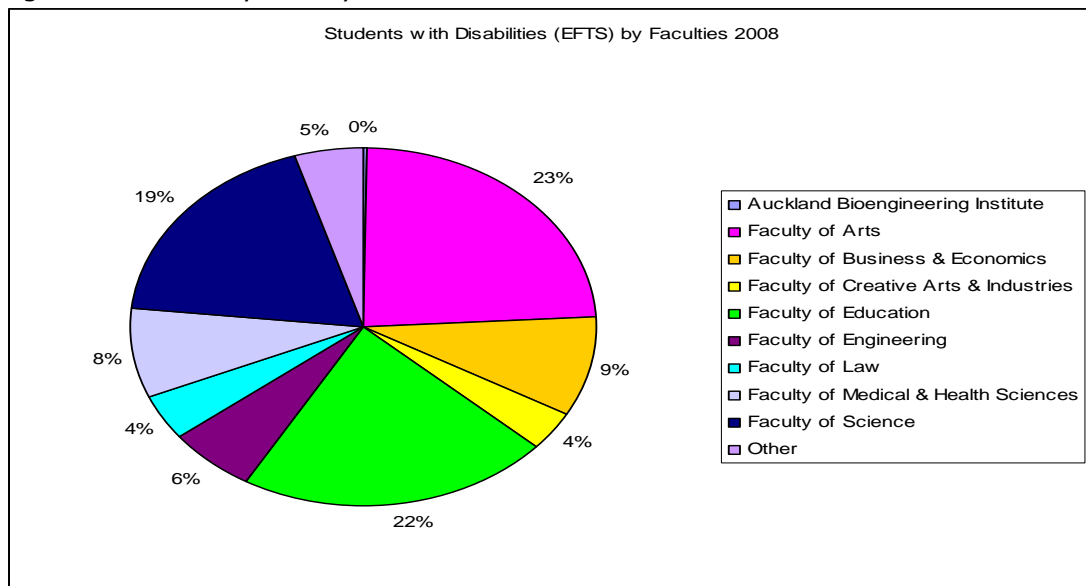


Figure 19 below shows faculties (EFTS), enrolments by percentage:

Faculty of Arts	23%
Faculty of Business & Economics	9%
Faculty of Creative Arts & Industries	4%
Faculty of Education	22%
Faculty of Engineering	6%
Faculty of Law	4%
Faculty of Medical & Health Sciences	8%
Faculty of Science	19%
Other	5%

Figure 19: EFTS by faculty



### 3.4 Students accessing Disability Services

This section reports on students with disabilities who accessed support from Disability Services during 2008.

Please note:

- Not all students with disabilities accessed support from Disability Services.
- Statistics for this section are based on a head counts, not on EFTS.

In 2008, a total of 520 students were registered with Disability Services. Of these:

- The 17-25 age group made up the biggest group at 53.27% (277) followed by over-35 at 25.77 % ( 134) and 26-35 at 20.00% (104). Five prospective students did not disclose their ages.
- 302 were female and 218 were male. There has been a consistent trend since 2004 of more female than male students with disabilities or impairments registering with the service.

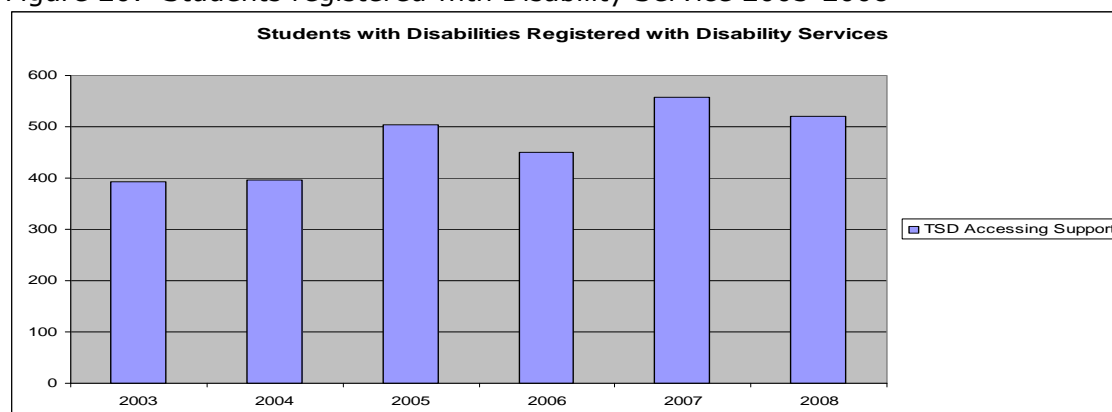
	2004	2005	2006	2007	2008
Female	250	303	265	313	302
Male	147	201	185	245	218

- Of those student registered, 348 were fulltime and 139 part-time. Thirty-three students did not disclose this information.

#### Access

Figure 20 below shows access from 2003. The increase 2003-2005 may reflect adjustments made to statistics following the amalgamation of the Auckland College of Education and The University, and the growth in numbers of students with mental health issues and specific learning disabilities accessing support from the service (see figure 20). The EO office does not have EFTS data for students with disabilities prior to 2008 so cannot comment on whether this trend is reflected in EFTS data.

Figure 20: Students registered with Disability Service 2003-2008



## Range of impairments

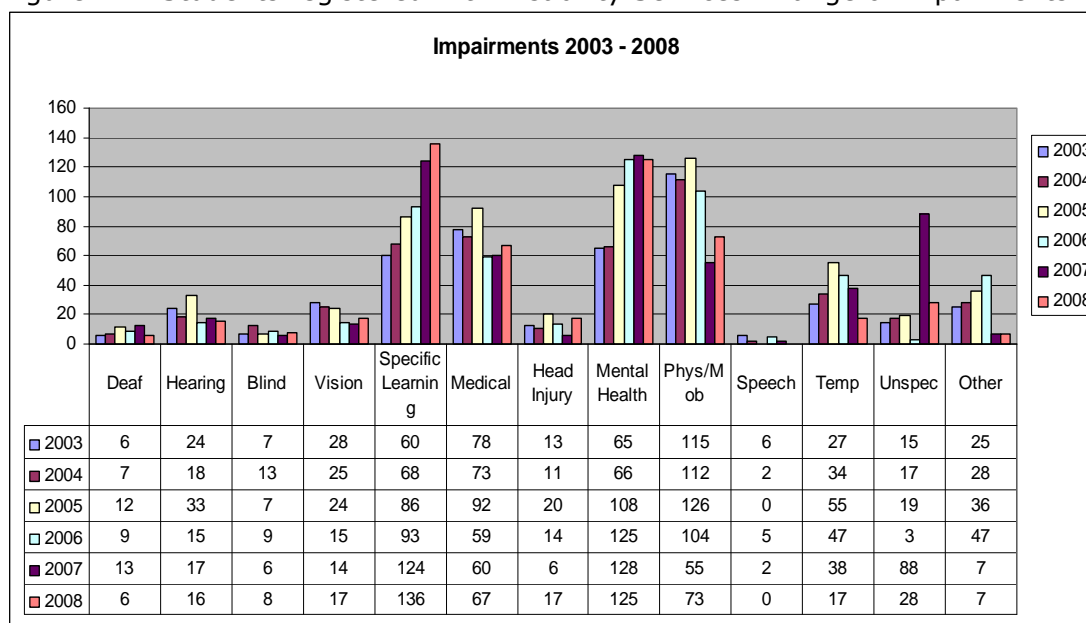
Figure 21 below shows the range of impairments of students accessing Disability Services during 2008. In addition to the primary impairments indicated by all 520 students, 55 students indicated they live with additional impairments.

Specific learning disabilities, mental health conditions, physical/mobility impairments and impairments due to medical conditions accounted for 77% (401) of impairments reported by students who accessed Disability Services during 2008:

- Specific learning disabilities 26%
- Mental health conditions 24%
- Physical/mobility impairments 14%
- Medical conditions 13%

These clusters of disabilities/impairments have been the consistent top four since 2003.

Figure 21: Students registered with Disability Services – range of impairments



## Ethnicity

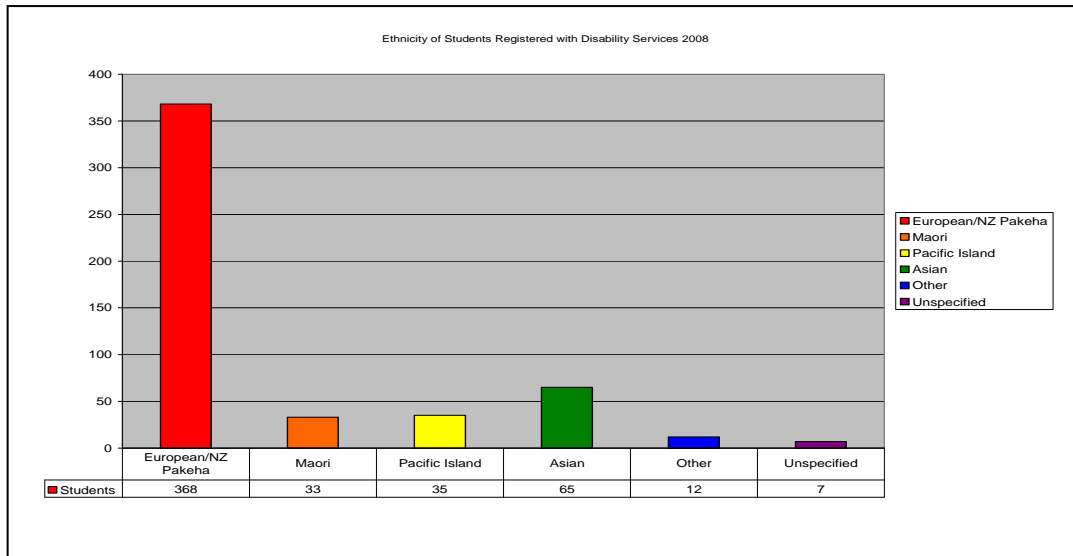
Figure 22 below shows the ethnicity of students accessing support from Disability Services.

European /NZ Pakeha make up 70.77% (368) of users, followed by Asian students at 12.5% (65), Pacific at 6.73% (35), and Māori at 6.35% (33).

The figures suggest there may be a significant discrepancy between the total number of EFTS whose ethnicity is Māori or Pacific living with a disability and students from those ethnic groups who access support from Disability Services.



Figure 22: Ethnicity of students registered with Disability Services



### Range of levels

Figure 23 below shows most students were degree level (78.85%, 410), with postgraduate at 15.38% (80). Other accounted for 5.77% (30).

Postgraduate students accessing services increased 7.14% from 46 in 2007 to 80 in 2008.

Figure 23: Range of levels for students registered with Disability Services

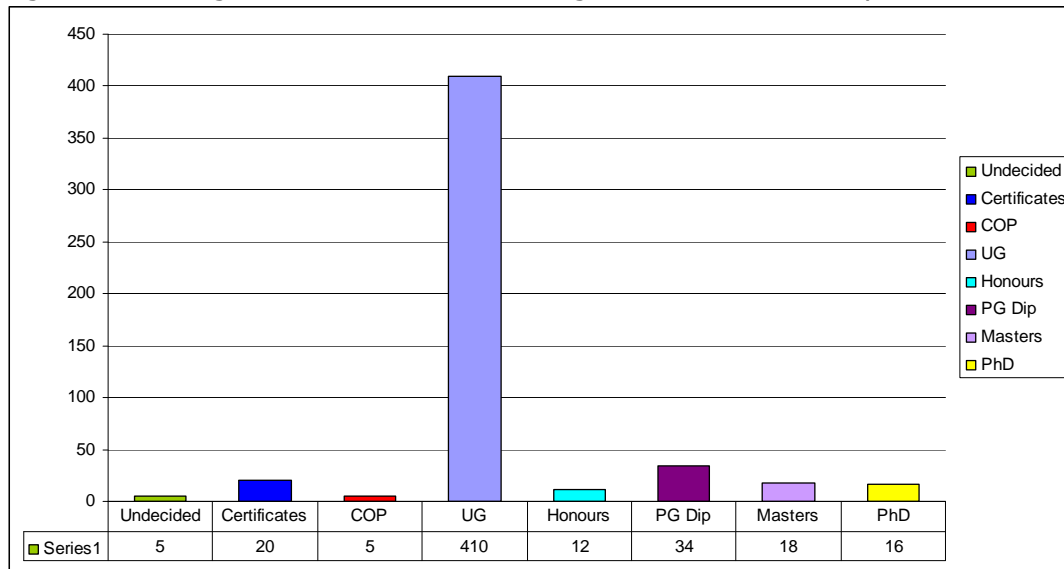
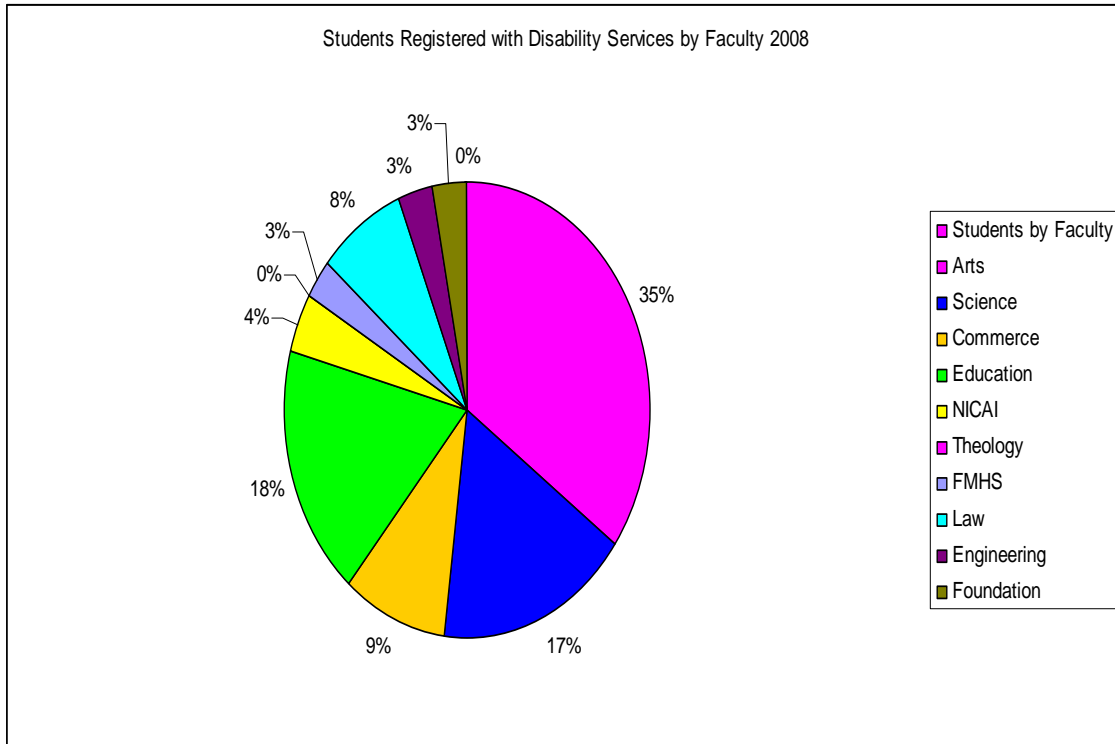


Figure 24 below shows 70% (360) of students were enrolled in programmes in the faculties of Arts, Education and Science. This is consistent with the trend for all students with disabilities.

Figure 24: Students registered with Disability Services by faculty



## **4.0 Equal Employment Opportunities**

### **4.1 Activities**

#### **Projects**

##### **Review of Early Childhood Education Centres, Facilities, Services, Kōhanga Reo and Kōhungahunga**

This review involved a comprehensive benchmarking and literature review on national and international ECE practice, and a survey of approximately 300 University staff, students and other interested parties.

Survey findings indicated students and staff endorsed the importance of quality ECE provision as integral to the recruitment of both students (particularly postgraduates) and staff, being aligned to research and professional training in the Faculty of Education, fundamental to quality campus life, and valued for its contribution to breaking the cycle of educational underachievement.

Benefits for Māori and Pacific staff and students were also noted.

Implementation of the recommendations in 2009 is intended to enhance recruitment and retention of valued staff and students.

##### **Women Returning to Work Project**

This joint initiative between the EO Office, the Association of University Staff and Human Resources was launched in March 2008. It aims to increase participation of employees returning from parental leave and to assist retention of female staff. Initiatives include:

- Returned staff are invited to quarterly networking meetings for updates on policy and legislative changes.
- A survey on available breastfeeding was conducted to identify suitable space.
- Mini-refrigerators have been purchased to assist breast feeding mothers.
- An information package to support parents, colleagues and managers has been developed.
- Training on implementing flexible work procedures has been provided.
- Research grants and awards have been examined to ensure provisions do not indirectly disadvantage researchers taking parental leave and returning to work.

The EEO Office administers parking permits for staff with family responsibilities. These are available on a temporary basis and tend to be used most frequently by pregnant women before taking parental leave.

## **Monitoring**

The EEO Office has had an active role monitoring committee processes for fairness, impartiality, "good employer provisions" and achievement of strategic objectives relating to equity groups. Faculty Staffing Committees in Education, Law and Engineering have been attended regularly, Arts and Medical Health Sciences occasionally and all FSCs (including Business and Economics, Science and NICAI) for promotions meetings. Monitoring and advice has been provided on promotions, appeals, research and study leave, recruitment, appointments and marketing. High standards are reported in committee processes. Promotions achievements have been reported to the Vice-Chancellor's Staff Advisory Committee.

University committees including Senate, University Academic Staffing Committee, Vice Chancellor's Staff Advisory Committee, Staff Professional Development Committee have also been attended.

## **Policy development**

An outcome of monitoring has been contribution to policy development, including updating of policies on:

- Parental Leave
- Continuation
- Flexible Work Arrangements
- Research and Study Leave
- Work Life and Family.

There has also been participation in updating of a range of HR policies to ensure EEO issues are taken into account when the policies are revised for current formatting requirements.

## **Providing training/ awareness/professional development**

The EEO Office is closely engaged with the Women in Leadership Programme both through presenting in workshops such as *Committee Participation* and *General Staff Career Development* and participation in selection for the programme participants and mentors. A presentation on *Applying for Promotion* was co-facilitated for the Early Career Academic Women's group, and a joint presentation on the Women in Leadership Programme was made to the National Women in Leadership Conference.

As noted above, the Women Returning to Work Network meetings are held to provide staff with updates about legislation, policy and services.

Meetings were held with the Centre for Academic Development (CAD) and Staff Organisational and Development Unit (SODU) to provide advice on course planning that would include relevant equity issues.

An Annual guest lecture is provided to Business and Economics students in MGMT 317, on *Equity and Diversity at The University of Auckland*.

The EEO Office has contributed to planning the 2009 Māori Advancement Programme and supported Pacific Reference Group recruitment and retention planning which could result in an advancement programme or similar.

## **Grievances/Enquiries**

The EEO Office responds to around 50 requests annually for assistance with employment related equity issues. EEO information is also supplied on request both internally and to outside organisations such as the EEO Trust and international Universities.

## **4.2 Statistics**

The EEO Office has been restricted in its ability to provide as complete reporting on EEO as has been achieved in previous years. However, the EO Office continues to work with HR and the Planning Office to ensure that the necessary data will be available in the future.

Changes to the University system for reporting ethnicity in 2008 has resulted in a higher number of staff reporting Māori, Pacific and Asian ethnicity. Ethnicity refers to the principal ethnic group to which a person belongs. If a staff member nominates more than one ethnicity, the University hierarchy for reporting principal ethnicity is Māori, Pacific, Asian, Other, European. These changes prevent direct comparisons with previous years and the following data should be viewed accordingly.

Detailed EEO data by grades and levels by faculty and service division have not been accessible with the change over to HR Connect+. Accordingly, it has not been possible to provide the reports which have been previously available.

The increased proportion of “unlevelled” general staff has meant that it is no longer possible to report on gender and level. This is an issue of particular importance for general staff as the high proportion of women general staff tend not to be reflected in the senior levels.

### **Key facts**

- Māori staff make up:
  - 5.7% (113.6) of academic staff
  - 6.5% (164) of general staff
- Pacific staff make up:
  - 2.2% (43.2) of academic staff
  - 5.6% (141.2) of general staff
- Asian staff make up:
  - 12.6% (248.7) of academic staff
  - 21.4% (538.1) of general staff.
  
- Academic women total 44% (869.7 FTE) and senior academic women 23% (104 FTE). The percentages have not increased since 2007.
- The number of women professors has decreased by 14% (5 FTE) since 2006, but women associate professors (AP) have risen by 17% (12.5 FTE).
- Women continue to perform well in promotions, although there have been few applications to professor in recent years.

## Ethnicity

Figure 25: Ethnicity academic and general staff by FTE and % 2008

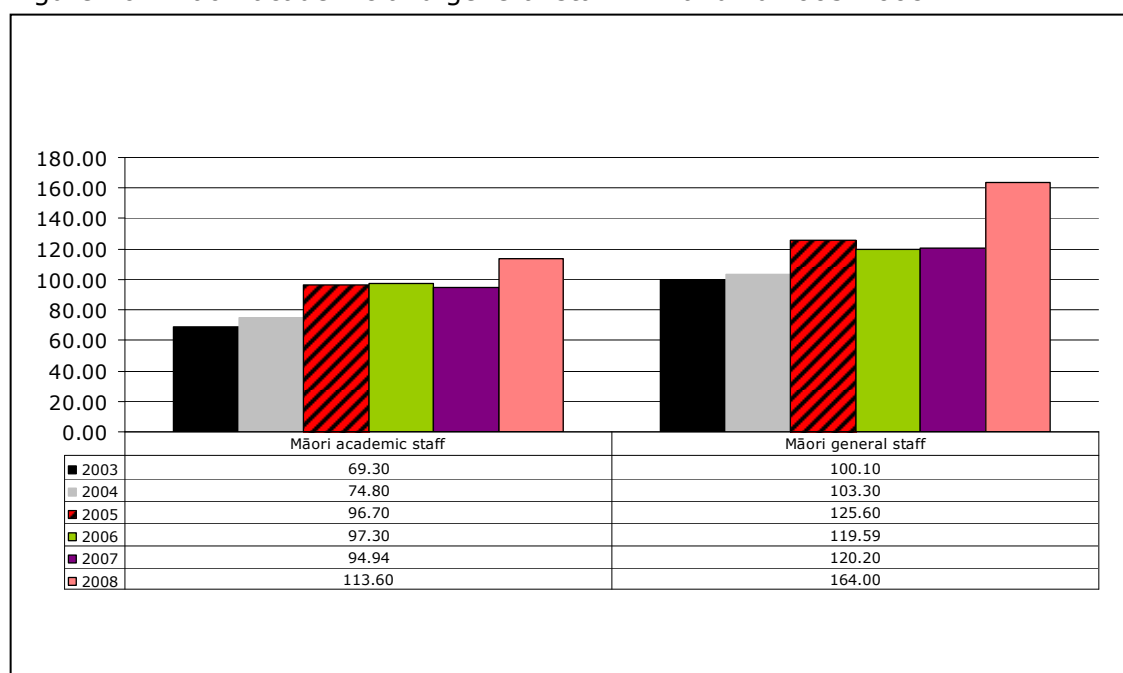
	Academic		General		Total	
	FTE	%	FTE	%	FTE	%
<b>Māori</b>	113.6	5.7	164.0	6.5	277.6	6.2
<b>Pacific</b>	43.2	2.2	141.2	5.6	184.5	4.1
<b>Asian</b>	248.7	12.6	538.1	21.4	786.8	17.5
<b>Pakeha/European</b>	1338.2	67.5	1354.0	53.9	2692.1	59.9
<b>Other</b>	237.7	12	314.5	12.5	552.2	12.3
<b>Total</b>	1981.4	100	2511.8	100	4493.2	

Data from DSS Planning Office

### Māori

Current data indicates there are 5.7% (113.6 FTE) Māori academic and 6.5% (164 FTE) Māori general staff. As noted data changes prevent direct comparisons with previous years.

Figure 26: Māori academic and general staff FTE and % 2003-2008



2003-2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

Figure 27: Māori academic and general staff FTE and % 2003-2008

Year	Māori academic staff		Māori general staff	
	FTE	%	FTE	%
2003	69.30	3.9	100.1	5.3
2004	74.80	4.2	103.3	5.3
2005	96.70	4.9	125.6	5.3
2006	97.30	4.9	119.59	5
2007	94.94	5	120.2	5.3
<b>2008</b>	<b>113.6</b>	<b>5.73%</b>	<b>164</b>	<b>6.5</b>

2003-2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

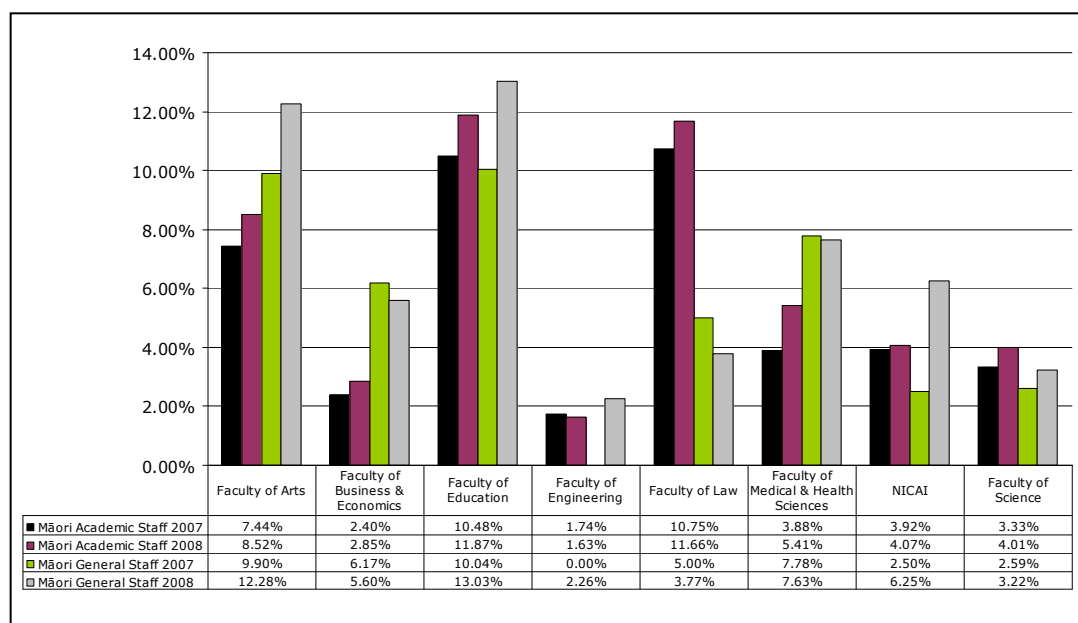
### Māori academics

The Faculty of Arts has the highest number of Māori academics with 24.6 FTE (6.2%).

The Faculty of Education has 4.8% (22.3 FTE). Medical and Health Sciences has 3.0% (20.7 FTE) and Science 2.5% (18.7 FTE).

Māori general staff are also well represented in the Faculty of Education (13.03%, 35.42 FTE) and the Faculty of Arts (12.28%, 12.97 FTE).

Figure 28: Māori academic and general staff in faculties % 2007-2008



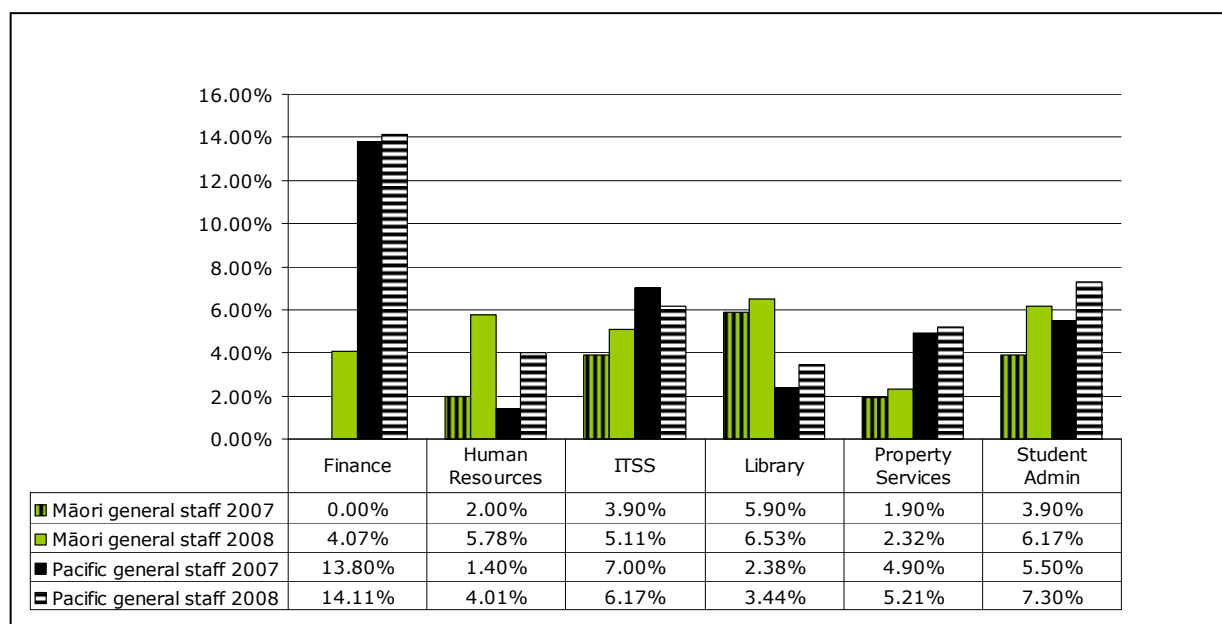
2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

Figure 29: Māori academic and general staff FTE and % in faculties 2007- 2008

Faculty	Māori academic staff 2007		Māori academic staff 2008		Māori general staff 2007		Māori general staff 2008	
	FTE	%	FTE	%	FTE	%	FTE	%
Arts	20.99	7.44	24.57	8.52	10.57	9.90	12.97	12.28
Business & Economics	4.53	2.4	5.80	2.85	6.27	6.17	6.87	5.6
Education	20.09	10.48	22.33	11.87	29	10.04	35.42	13.03
Engineering	2.55	1.74	3.02	1.63	0	0	2.89	2.26
Law	4.84	10.75	5.40	11.66	1.00	5	0.98	3.77
Medical & Health Sciences	13.86	3.88	20.68	5.41	22.96	7.78	23.45	7.63
NICAI	4.01	3.92	4.38	4.07	1.15	2.50	3.33	6.25
Science	14.58	3.33	18.75	4.01	6.19	2.59	8.92	3.22

2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

Figure 30: Māori and Pacific general staff % in service divisions 2007-2008



2007 data from HRIS Semestral Review; 2008 data DSS Planning Office



Figure 31: Māori and Pacific general staff FTE and % in service divisions 2007-2008

	Māori academic staff 2007		Māori academic staff 2008		Māori general staff 2007		Māori general staff 2008	
	FTE	%	FTE	%	FTE	%	FTE	%
<b>Finance</b>	0	0	1.16	4.07	3.92	13.81	4.02	14.11
<b>Human Resources</b>	1.07	1.97	5.61	5.78	0.77	1.42	3.89	4.01
<b>ITSS</b>	5.91	3.87	9.93	5.11	10.81	7.08	12	6.17
<b>Library</b>	13.09	5.88	15.18	6.53	5.32	2.38	8.01	3.44
<b>Property Services</b>	2.35	1.92	3	2.32	5.97	4.89	6.74	5.21
<b>Student Admin</b>	8.24	3.87	17.64	6.17	11.71	5.5	20.89	7.3

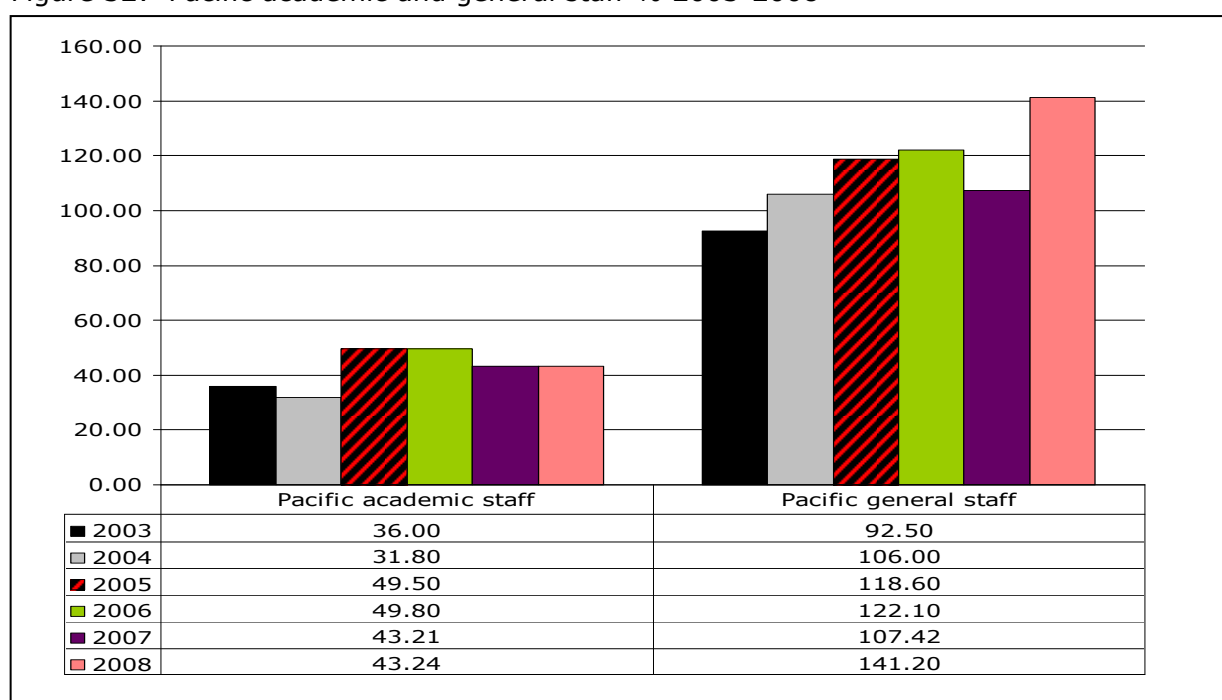
2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

### Pacific staff

Although there have been some notable staff losses, the FTE for Pacific academic staff in 2008 is the same as in 2007 (2.5%, 43.2 FTE). 2008 data records 5.60% (141.2 FTE) Pacific general staff which is 24% (33 FTE) higher than in 2007. As noted data changes prevent meaningful comparisons with previous years.

2007 EO data indicated that after small but steady gains in previous years, Pacific academic staff numbers dropped by 13% (6.6 FTE) and Pacific general staff decreased by 12% (14.7 FTE) in 2007 .

Figure 32: Pacific academic and general staff % 2003-2008



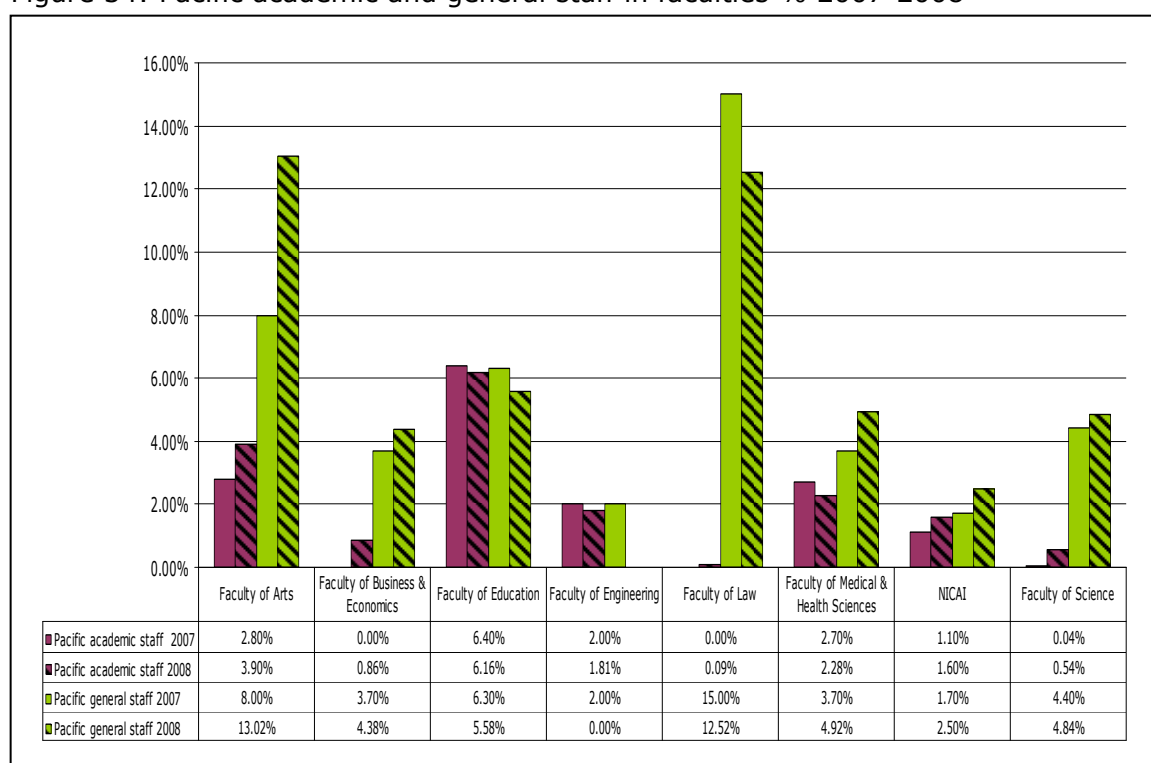
2003-2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

Figure 33: Pacific academic and general staff FTE and % 2003–2008

	Pacific academic staff		Pacific general staff	
	FTE	%	FTE	%
<b>2003</b>	36	2	92.5	4.9
<b>2004</b>	31.8	1.8	106	5.4
<b>2005</b>	49.5	2.5	118.6	5
<b>2006</b>	49.8	2.5	122.1	5.1
<b>2007</b>	43.21	2.3	107.42	4.8
<b>2008</b>	43.24	2.18	141.2	5.62

2003-2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

Figure 34: Pacific academic and general staff in faculties % 2007-2008



2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

The Faculty of Education has 11.6 FTE academic and 15.2 FTE Pacific general staff. For Arts the figures are 11.5 FTE academic and 13.8 FTE general staff. Medical and Health Sciences has 8.7 FTE academic and 15.1 FTE general staff. Other faculties have few Pacific academics.

Figure 35: Pacific academic and general staff FTE and % in faculties 2007-2008

	Pacific academic staff 2007		Pacific academic staff 2008		Pacific general staff 2007		Pacific general staff 2008	
	FTE	%	FTE	%	FTE	%	FTE	%
<b>Arts</b>	7.96	2.8	11.45	3.97	8.61	8	13.76	13.02
<b>Business &amp; Economics</b>	0.24	0	1.75	0.86	3.77	3.7	5.38	4.38
<b>Education</b>	12.2	6.4	11.58	6.16	18.24	6.3	15.18	5.58
<b>Engineering</b>	3.03	2	3.34	1.81	2.27	2	0	0
<b>Law</b>	0	0	0	0.09	3	15	3.24	12.52
<b>Medical &amp; Health Sciences</b>	9.6	2.7	8.73	2.28	11.04	3.7	15.1	4.92
<b>NICAI</b>	1.15	1.1	1.72	1.6	.78	1.7	1.33	2.5
<b>Science</b>	1.96	0.04	2.52	0.54	10.55	4.4	13.39	4.84

2007 data from HRIS Semestral Review; 2008 data DSS Planning Office

### Asian Staff

In 2008, there were 12.6% (248.7 FTE) Asian academics and 21.4% (538.1 FTE) general staff.

This is an increase from 10.4% (194.72 FTE) academic staff and 19.3% (431.09 FTE) general staff in 2007. As noted previously, increased numbers may be due to changed data collection methods.

### Gender

The percentage of academic women has not increased since 2007 and remains at 44% although FTE numbers have risen from 821.64 in 2007 to 869.7 in 2008. Senior women (associate professors and professors) have also remained at the 2007 percentage of 23% although the FTE numbers increased from 97 in 2007 to 104 in 2008<sup>5</sup>.

Numbers of women professors decreased by 5 FTE from 37.28 FTE (17.82%) in 2006 to 32.22 FTE (16.10%) in 2008. These changes may appear small but can have significant impact on the leadership demands placed on a minority of senior women. The numbers of women associate professors have risen from 25.43% (59.46 FTE) in 2006 to 29.25% (71.92 FTE) in 2008 (see Promotions section) and it is hoped that this will create a pipeline to professorships in the future.

Women academics are in the majority in Education (73%, 137.9 FTE) and in Arts (53%, 152.8 FTE) and there are roughly equivalent numbers of men and

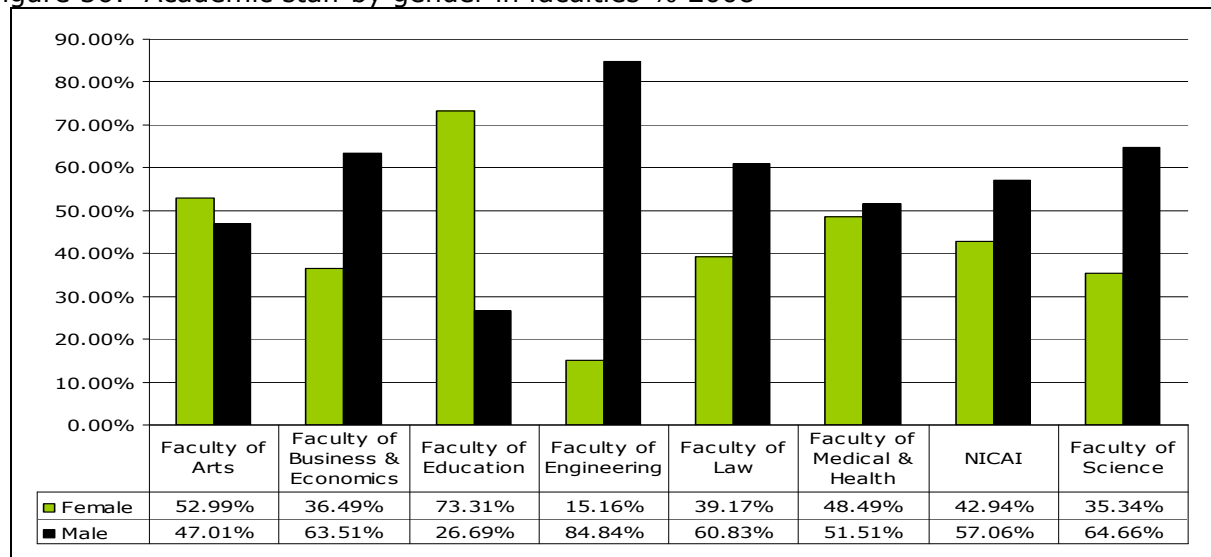
<sup>5</sup> This data is based on aggregated FTE e.g. a person who is promoted to professor in mid-year will be .5 FTE prof. If calculated by 'Highest Rank' for the year, e.g. the same person would be 1FTE prof. accordingly, the figures would be higher and the total academic women would be 912.9 FTE with 107.9 FTE senior academics (27%).

women in Medical and Health Sciences. The lowest percentage of women academics is in Engineering (15.6%, 25 FTE).

With the exception of Education, where 72% (7.4 FTE) of the senior staff are women (a significant imbalance), these high percentages of women academics are not reflected in the proportion of senior women. Arts had 36% (926.2 FTE) and Medical and Health Sciences had 29% (27.6 FTE) women in senior positions.

The highest correlations between the percentages of "all women academic" staff and those in senior positions were in Law, Engineering and NICA I. A contributing factor may be the varying proportions of positions such as senior tutors, and limited term tutors, etc in each of the faculties that do not have a direct promotions path to senior positions.

Figure 36: Academic staff by gender in faculties % 2008



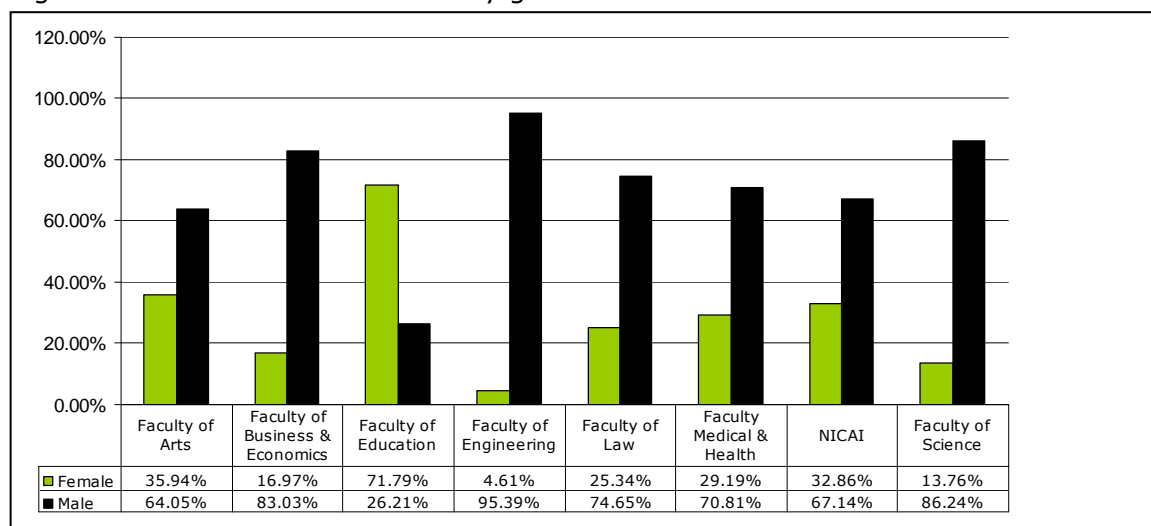
2008 data DSS Planning Office

Figure 37: Academic staff by gender in faculties FTE and % 2008

	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
<b>Arts</b>	152.76	52.99	135.52	47.01	288.27	15.59
<b>Business &amp; Economics</b>	74.34	36.49	129.37	63.51	203.71	11.02
<b>Education</b>	137.88	73.31	50.197	26.69	188.08	10.17
<b>Engineering</b>	25.03	15.16	140.13	84.84	165.17	8.93
<b>Law</b>	18.15	39.17	28.20	60.83	46.35	2.51
<b>Medical &amp; Health Sciences</b>	185.25	48.49	196.76	51.51	382.02	20.66
<b>NICA I</b>	46.23	42.94	61.43	57.06	107.66	5.82
<b>Science</b>	165.36	35.34	302.50	64.66	467.85	25.30

2008 data DSS Planning Office

Figure 38: Senior academic staff by gender in faculties % 2008



2008 data DSS Planning Office

Figure 39: Senior academic staff by gender in faculties FTE and % 2008

	Female		Male	
	FTE	%	FTE	%
<b>Arts</b>	26.23	35.94	46.75	64.05
<b>Business &amp; Economics</b>	8.21	16.97	40.17	83.03
<b>Education</b>	7.36	71.79	2.89	26.21
<b>Engineering</b>	2.08	4.61	42.97	95.39
<b>Law</b>	5	25.34	14.72	74.65
<b>Medical &amp; Health Sciences</b>	27.62	29.19	67.03	70.81
<b>NICA I</b>	5.77	32.86	11.8	67.14
<b>Science</b>	15.86	13.76	99.37	86.24

2008 data DSS Planning Office

### 4.3 Analysis of promotions trends by gender

#### Promotion up to and including associate professor

In 2008<sup>6</sup> there were 169 promotion applications versus 160 in 2007 and 198 in 2006.

In 2008, there were 83 applications from women and 86 from men. Women slightly outnumber men in the grades up to associate professor – 752 compared with 705.<sup>7</sup>

<sup>6</sup> Academic Promotions 2008 Summary Statistics HRIS

<sup>7</sup> Although women may outnumber men, their numbers are concentrated in the lower grades e.g. there are 78 women senior tutors and 79 women above the senior lecturer/senior research fellow bar, as compared with only 36 men senior tutors but 133 men above the senior lecturer/senior research fellow bar.

The 169 applications in 2008 represent 11% of all eligible<sup>8</sup> female and 12% of all eligible males. Of these, 61 females (73% of female applicants) and 47 males (55% of male applicants) were successful<sup>9</sup>.

This promotion rate is slightly higher for women and slightly lower for men than the previous year when 70% of women applicants and 65% of men were promoted.

Figure 40: Academic promotions up to and including associate professor: eligibility, application and success rates by gender 2004–2008

	2004		2005		2006		2007		2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Eligible % of total</b>	551 45%	685 55%	569 45%	691 55%	764 51%	745 49%	704 51%	671 49%	755 52%	705 48%
<b>Applicants % of gender</b>	71 13%	105 15%	64 11%	92 13%	86 11%	112 15%	67 10%	93 14%	83 11%	86 12%
<b>Success % of gender</b>	52 73%	61 58%	39 61%	66 72%	57 66%	61 54%	47 70%	60 65%	61 73%	47 55%

(Compiled from Academic Promotions Summaries of Statistics 2004, 2005, 2006, 2007 and 2008)

With the exception of 2005, women have consistently had higher overall success rates. All faculties reported higher application rates for women than men, except for Medical Health and Sciences, and their data has reduced the overall percentage.

Medical and Health Sciences' female application rate of 5% appears low compared with their 11% male application rate. An application rate of 8% women compared with 14% for men was noted for the same faculty last year.

Arts had the highest female success rate of 89%, NICA I the second highest with 86%, and Medical Health and Sciences had 82%. In 2007, Business and Economics had the highest female success rate with 86% of females. The remaining faculties had success rates for females of between 43% (Education) and 78% (Science).<sup>10</sup>

### Associate Professor

Data on "eligibility" has been excluded from the table below as it is difficult to accurately identify the "eligible" cohort for application to associate professor (AP).

The majority apply from above the senior lecturer (SL) bar. In 2008, although numbers of women and men below the SL bar were roughly equivalent, being 235 and 243 respectively, there is an imbalance above the SL bar of only 79 (37%) women and 133 (63%) men, the group from which most AP applications will be drawn.

In 2008, 17 women and 35 men applied for promotion to AP. Of these, six (35%) of the women and 11 (31%) of the men were successful. This is a slightly

<sup>8</sup> "Eligible" includes all fixed term and permanent senior tutors, lecturers, research fellows, senior lecturers, and senior research fellows.

<sup>9</sup> Academic Promotions 2008 Summary Statistics, page 3 *All University by Grade Group*

<sup>10</sup> *Ibid.*, page 4, *All University by Faculty*

lower success rate than in previous years (but considerably lower than 2007 which had an unusually high success rate).

Figure 41: Academic promotions to Associate Professor: application and success rates by gender 2004–2008

	2004		2005		2006		2007		2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Applicants</b>	12	30	12	34	17	45	11	33	17	35
<b>Success % of gender</b>	7 58%	6 20%	7 58%	15 44%	7 41%	18 40%	9 82%	17 52%	6 35%	11 31%

Compiled from data provided by HR

### Accelerated promotion

Data provided on applicants who seek accelerated promotion<sup>11</sup> is consistent with 2007, showing that this was most common in the faculties of Science (19), Engineering (15) and Medical Health and Sciences (13). Equal numbers (31) of males and females sought accelerated promotion.

### Promotion to professor

The number of professorial applications has been low over the last five years and there were none from women in 2007/2008. It is hoped that participation on the National Women in Leadership Programme and mentoring from HoDs will increase applications from women in coming years.

Figure 42: Academic promotions to Professor: application, progression and success rates by gender 2003–2008

	2003/2004		2004/2005		2005/2006		2006/2007		2007/2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Applicants</b>	0	17	2	8	2	5	2	12	0	6
<b>Progressed</b>	0	12	1	6	2	5	2	7	0	2
<b>Success % of gender</b>	0 0%	9 53%	1 50%	5 62%	1 50%	4 80%	1 50%	7 58%	0 0%	1 17%

Data provided by DVC (Academic)

With the exception of professorial promotions<sup>12</sup>, women continue to be highly successful in promotions up to AP, and in all but one faculty their application rates exceed that of men. There are a number of reasons that may contribute to high success rates, one being that a higher proportion of women populate the lower grades.

At promotion to AP, there are fewer eligible women and predictably fewer applications. Thirty-three percent of applicants are women and 67% are men, which approximates the gender balance above the SL bar. Their success rate is maintained.

<sup>11</sup> Ibid page 21 *Applicants to be promoted more than 1 step*

<sup>12</sup> It is noted that although there are few applications for promotion to professor, when females apply they are reasonably successful.