



**THE UNIVERSITY
OF AUCKLAND**

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

EQUITY OFFICE

Te Ara Tautika

Annual Report

December 2011

Section One: Planning and Budget Report Statement

Changes to opportunities and risks to achieving performance targets identified in the 2011 Annual Plan and mitigation of those risks:

The Equity Office provides equity initiatives and programmes to encourage participation, eliminate barriers and maximise the potential of student and staff equity groups. These activities comply with the requirements of the State Sector Act 1988 and the Education Act 1989.

The Equity Office has been restructured this year to identify more effective ways of working. This will mitigate the risks associated with increases in both staff and student numbers and changes in the external environment including demographic, legislative and policy changes.

The new structure will provide enhanced strategic leadership, stakeholder engagement and communications. It will enable more significant engagement with and value to Māori and equity groups who are current or prospective students and staff, with their whanau and communities and with other networks and stakeholders. The Equity Office will support increased recruitment and greater success for Māori, Pacific and students with disabilities. This will contribute to New Zealand's enhanced capability, employment outcomes, health and well-being, social well-being, economic growth and higher standards of living.

A Director of Student Equity has been appointed to enable more resources to be focused on evidence based strategic thinking and developments. A new Staff Equity Manager with particular skills in Pacific engagement and two new staff with expertise in communications will enhance effective communication with diverse audiences and external stakeholders. Overall the restructure will contribute more effectively to *both* staff and students' equity outcomes.

Summary of progress on priority activities 2011

- Develop "Measuring Indicators of Leadership in Equity" Project (MILIE) including monitoring The University of Auckland progress in achieving equity objectives throughout the equity lifecycle. **Underway**
 - A Service Level Agreement has been negotiated with The Statistics Consulting Service, part of which will encompass work on MILIE in 2012.
 - The next stage of the MILIE project is to engage across the University community including PRG and Rūnanga.

- Collaborate with Directors of Planning and Quality, HR, Shared Services on a framework that enables provision of information for staff equity planning and reporting. **Completed**
- Review evidence base for barriers to career progression for staff from equity groups. **Underway**
 - Annual promotions analysis by gender has been undertaken. Analysis of other groups will be progressed when MILIE data is available.
- Continued monitoring and advice on UTAS. **Ongoing**
 - Summary of 2010 Faculty UTAS reports was completed and presented to the Equity Committee. Issues/gaps in reporting were identified and discussed. UTAS section of website including key FAQs was developed. Simplified UTAS reporting template was also developed. Student Equity Manager participated in the working group to review admissions and enrolment processes for UTAS students into the University. UTAS Communications Strategy has been developed.
- Enhancement of Tuākana learning community **Ongoing**
 - The Equity Analyst and Tuākana Equity Adviser have continued working with individual faculties to improve focus, delivery and evaluation of their programmes. The summer orientation for new tuākana was delivered in February at Orakei Marae and was attended by 29 tuākana and 16 coordinators. The winter Orientation was held at Ngā Wai o Horotiu marae, AUT and was attended by 42 tuākana and 16 coordinators. Eight Tuākana network meetings were held in which included sharing of best practice. Two monitoring visits were held with each faculty. A Tuākana tohu was developed in conjunction with the Centre for Academic Development and additional professional development courses for Tuākana were delivered by Dr Robyn Manuel. Two recipients of the tohu were acknowledged at the end of year Tuākana celebration. 26 awards were made from the TECEF Contestable fund to support post-graduate students or aspiring post-graduate students to attend conferences. An innovation fund was made available to faculties in semester two to support pathways to post-graduate at stage two and three. Four projects were supported from this fund.
- Enhanced internal and external communications about equity **Achieved**
 - Appointments of an Equity Communications Manager and a Communications and Events Assistant are enhancing communications with the University community and where appropriate externally, for all Equity Office staff and student projects, initiatives and events.

- Key messages for prospective Māori and Pacific students have been developed to assist staff and student groups visiting schools and communities.
- Workshops have been provided by the Equity Office to academic heads leadership programmes to raise awareness of equity policy and strategy and introduce the “Equity Cycle” approach which takes a holistic view of interventions for equity outcomes.

The Equity Office has established strategic and resource priorities taking account of:

- The University of Auckland’s strategic objectives and statutory requirements for equity planning and reporting.
- Tertiary Education Commission’s requirements including for TEC Equity Funding.
- The Equity Committee’s Terms of Reference.

SECTION TWO

1. INTERNATIONAL STANDING			
Key Performance Indicators			
Opportunities	Risks	Mitigations	
Existing membership of Go8 Equity sub-committee. Equal Opportunity Practitioners in Higher Education in Australasia (EOPHEA) Conference 2011 to be held in Auckland.	Benefits may not justify resources spent in participation.	Costs of participation in Equity Benchmarking and Go8 reduced by teleconferencing.	
Outcome	Positive reputation for The University of Auckland equity leadership.		
Strategic initiatives and priorities	Explore opportunities to: 1.1.1 Collaborate with partner institutions, tertiary and international organisations including benchmarking (e.g. Go8). <i>Achieved - through conference participation including the International Equality, Diversity and Inclusion Conference which enabled contacts with David Ruebain from the UK Equality Challenge Unit, Victoria Showunmi from University of London, Alain Klarsfel from Toulouse Business School and Mustafa Ozbilgi from Brunel University.</i> 1.1.2 Support EOPHEA conference 2011 and highlight The University of Auckland equity achievements.		

	<p><i>Achieved - Equity Office participated in conference planning, provided three workshops and hosted a keynote presentation by the Vice-Chancellor on Pacific Success, and lunch function in the Fale.</i></p> <p>1.1.3 Host international equity benchmarking meeting.</p> <p><i>Achieved - Meeting hosted to discuss "Diversity Competencies". Attended by representatives of the Universities of Queensland, Western Australia, Melbourne and Queensland University of Technology with teleconferencing for University of British Columbia.</i></p>
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2. RESEARCH AND CREATIVE WORK	
2.1 PBRF	N/A

2.2 RESEARCH DEGREE COMPLETIONS	N/A
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2.3 EXTERNAL RESEARCH INCOME	N/A
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3. TEACHING AND LEARNING			
3.1 THE STUDENT BODY			
Key Performance Indicators			
7: Achieve a high quality student body with an annual growth rate of EFTS of 1%. This student body to be composed as follows: 78% UG; 12% taught PG; 10% research PG programmes.	8: Create a curriculum meeting the highest standards of excellence across the University.	9: Create and maintain an outstanding teaching and learning environment.	
Opportunities	Risks	Mitigations	
<p>Tertiary Education Strategy focus on Māori, Pacific and students with disabilities.</p> <p>TEC focus on enhanced pastoral care to support student success.</p> <p>UTAS policy and guidelines established including allocation of 10% of places for UTAS students.</p>	<p>Shortage of Māori and Pacific students with appropriate admission qualifications.</p> <p>Uneven commitment to implementation of UTAS.</p>	<ul style="list-style-type: none"> • Tertiary Education Commission Equity Funding (TECEF) • University of Auckland research into school achievement for Māori and Pacific students. • Simplified UTAS reporting template developed for 2011 	
OUTCOMES	<ol style="list-style-type: none"> 1. Effective implementation of UTAS. 2. Support students with caring responsibilities to achieve academic success. 3. Achieve KPIs for Māori and Pacific students. 		
Strategic initiatives and priorities	<p>3.1.1 Continued monitoring and advice on implementation of UTAS in collaboration with faculties and relevant service divisions.</p> <p>Achieved</p>		

	<ul style="list-style-type: none"> • Summary of 2010 Faculty UTAS reports was completed and presented to the Equity Committee. Issues/gaps in reporting were identified and discussed. • UTAS section of website including key FAQs was developed. Simplified UTAS reporting template developed for 2011. • Student Equity Manager participated on working group to review admissions and enrolment processes for UTAS students into the University. UTAS Communications. Strategy is currently being developed. • Disability Services provided support to faculties during the enrolment period regarding disabilities UTAS places. <p>3.1.2 Develop and disseminate resource material for students who are carers. Achieved - A Toolkit for students with carer responsibilities is available on the web. The Toolkit provides practical advice and links to resources specific to caring for older people; people with disabilities; mental health impairments; addiction; medical issues and children with special needs.</p> <p>3.1.3 Support the Māori and Pacific student recruitment strategy. On-going</p> <ul style="list-style-type: none"> • A Kaitakawaenga Māori (Māori Liaison Officer) was appointed in March to focus specifically on the recruitment of Māori students to the University. This role has been aligned to the strategy. • The Pou Arahi Māori and Kaitakawaenga Māori visited 30 schools (Hawkes Bay, Whangarei and the Far North) and met with 1,031 Māori students. • They were also involved in Kei A Tatou te ihi (KATTI) – a workshop programme delivered in collaboration with external partners. 212 Year 13 Māori students from 30 schools attended the workshops. • Whaia te Pae Tawhiti (WTPT) – a four day campus experience was provided for year 13 students from outside Auckland. • Pacific Island Leaders of Tomorrow (P.I.L.O.T) a workshop programme delivered in collaboration with external partners attracted 208 Year 13 Pacific students from 28 Auckland schools. The two P.I.L.O.T Parents Evenings, attracted over 223 parents,
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	<p><i>families, friends and students.</i></p> <ul style="list-style-type: none"> <i>The Finance Evening for Māori and Pacific students and their families attracted over 270 attendees. This evening is specifically for senior Māori and Pacific students. Of those that attended 20% identified as Māori, 78% Pacific and 2% "Other".</i> <p>3.1.4 Support articulation and foundation programme initiatives with other Auckland tertiary institutions.</p> <p>3.1.5 Implement Tuākana postgraduate scholarships and conference fund. <i>On-going - 26 Tuākana Contestable fund awards have been made. Seven Tuākana Scholarships of \$2,500 each were awarded to undergraduate students intending to progress to post-graduate study.</i></p>

3.2 THE CURRICULUM	N/A
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3.3 THE TEACHING & LEARNING ENVIRONMENT			
Key Performance Indicators			
Opportunities	Risks	Mitigations	
Opportunity for dissemination of good practice from the Tuākana Network.	Māori and Pacific students' academic achievement.		
'Success for all' project and Disability Review of Inclusive Teaching and Learning			

as resources.		
OUTCOME	<ol style="list-style-type: none"> 1. Improved academic success for equity group students. 2. Improved participation in post-graduate study of equity group students. 	
Strategic initiatives and priorities	<p>3.3.1 Conduct Tuākana Māori and Pacific student survey to enhance the evidence base for supporting Māori and Pacific student success at the University of Auckland. <i>Did not proceed - A decision was made not to conduct a University wide survey of Māori and Pacific students based on the TECEF performance reports and workplans submitted by faculties that indicated that this work was already being done by many faculties. The Equity Analyst worked closely with faculties to provide expert advice and support on evaluation of initiatives.</i></p> <p>3.3.2 Increase awareness of inclusive teaching and learning in collaboration with Deputy Vice-Chancellor (Academic) and Centre for Academic Development. <i>This is an on-going process. The Guidelines for Inclusive Teaching and Learning were approved and have been disseminated and are on-line.</i></p>	

4 TE TIRITI o WAITANGI /THE TREATY OF WAITANGI

Key Performance Indicators			
Opportunities	Risks	Mitigations	
Collaboration with Office of the Pro Vice-Chancellor Māori and Rūnanga.	<p>Low numbers of Māori staff and students.</p> <p>Lower levels of satisfaction of Māori staff.</p>	<ul style="list-style-type: none"> • Māori and Pacific student recruitment strategy. • Support Pro Vice-Chancellor (Māori) in Māori staff advancement. 	

UTAS Policy	<p>Competition for Māori students and staff.</p> <p>Compulsory education sector performance for Māori students.</p>	<ul style="list-style-type: none"> • Effective communications, recruitment and marketing activities; Results from Starpath Achievement influenced through MATES and Academic Adviser Project. • University of Auckland research and professional development to improve school performance.
OUTCOME	<ol style="list-style-type: none"> 1. Meet KPIs re staff and student profile. 2. Māori staff satisfaction at least as high as other groups. 3. All faculties and service divisions with KPIs for Māori, Pacific and senior women in their annual plans and to report on progress to meeting them. 	
Strategic initiatives and priorities	<p>4.1.1 Support quality early childhood education provision for Māori staff and students. <i>On-going - PVC Equity has participated in four meetings of the ECE Reference group this year which includes issues relevant to Māori staff and student parents and caregivers.</i></p> <p>4.1.2 Monitoring promotions for recognition of Māori staff contribution. <i>Achieved- service contributions recognised in deliberations.</i></p> <p>4.1.3 Review of policies including service recognition for Māori and other staff who contribute to achieving University equity objectives. <i>On-going</i></p> <ul style="list-style-type: none"> • <i>Work, Life and Family Policy has been reviewed and renamed Work, Life, Family and Carers Policy.</i> • <i>Meetings have been held with DVC (A) and Deputy Director of HR to progress appropriate service recognition for Māori and Pacific promotions applicants.</i> <p>4.1.4 Support enhanced staff survey to measure Māori staff satisfaction. <i>On-going - PVC (Equity) has participated in meetings with HR to achieve this objective.</i></p> <p>4.1.5 Māori and Pacific student recruitment strategy. <i>as per 3.1.3</i></p> <p>4.1.6 Communications strategy on UTAS.</p>	

	<i>as per 3.1.1</i>
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5. COMMUNITY ENGAGEMENT			
Key Performance Indicators			
Opportunities	Risks	Mitigations	
OUTCOME	1. Increase key stakeholders' understanding and enthusiasm for University of Auckland equity leadership.		
Strategic initiatives and priorities	5.1.1 Collaborate with External Relations to enhance University of Auckland reputation in equity leadership. 5.1.2 Support engagement with Community Consultative Group. 5.1.3 Participate in community outreach, events and activities. On-going <ul style="list-style-type: none"> <i>The Student Equity (Māori) team organised and led the University's presence at key Māori community events including Māori Expo, Northland Kapa Haka Championships, Ngapuhi Festival and Ngati Whatua Education Day and Atamira; Equity Office staff also attended the Ngati Whatua Tertiary Awards dinner.</i> <i>The Pacific Equity Adviser promoted the University at key Pacific community events including Polyfest and at five Pacific church community expos (including Onehunga Anglican Parish, Otara Presbyterian Parish, Rock Solid Expo-Samoan AOG, South Auckland Catholic Youth, Samoan Methodist Youth-South Auckland).</i> <i>The Office provided TECEF funding to support the "Celebrating Pacific</i> 		

	<p>Success" dinner in May which attracted over 400 people, including Pacific alumni, scholarship recipients, students, graduates and their families.</p> <ul style="list-style-type: none"> • Disability Services made a successful application for philanthropic funding. • The Office has been represented in professional networks such as the EEO Trust Employer's Group and provided advice to other organisation on equity best practice as requested e.g. Air New Zealand, JetNet (training and facilitation), Canterbury, and Victoria Universities.

6. EXCELLENT PEOPLE (INCLUDING EQUITY)			
Key Performance Indicators			
Opportunities	Risks	Mitigations	
The Undergraduate Admissions and Equity Taskforce recommendations; Strong internal and external interest in meeting equity KPIs.	<p>Competition for staff and students.</p> <p>Limited pool of qualified equity group prospective staff and students.</p>	Accountabilities as agreed by SMT.	
OUTCOME	<ol style="list-style-type: none"> 1. All faculties and service divisions with KPIs for Māori, Pacific and senior women in their annual plans and to report on progress to meeting them 2. Enhancing the information available for staff with family and caring responsibilities 		
Strategic initiatives and priorities	<p>6.1.1 Information for staff with caring responsibilities. Achieved- A Toolkit to support staff carers has been published on the web.</p>		

	<p><i>The Toolkit draws on interviews with staff and provides links to recourses on caring for elderly, people with disabilities, mental health impairment; addiction; medical issues, children with special needs and includes guidelines for dealing with a bereaved colleague.</i></p> <p>6.1.2 Review evidence base for barriers to career progression for staff from equity groups.</p> <p><i>On-going</i></p> <ul style="list-style-type: none"> • <i>Annual analysis of promotion by gender has indicated equitable advancement up to AP, with the exception of one faculty which has lower application rates up to AP. This faculty is undertaking a research project to examine women academics' attitudes to promotion.</i> • <i>The majority of applicants to AP were women (55%) in the 2011 promotions round.</i> • <i>Analysis of other equity groups will be advanced as MILIE is developed.</i> <p>6.1.3 Support Māori and Pacific student recruitment strategy. <i>as per 3.1.3</i></p> <p>6.1.4 Support Faculty and Service Division annual planning and reporting process to include identifying and achieving equity KPIs. <i>Achieved - A simplified equity reporting template has been developed through the Equity Committee. All faculties and service divisions represented on the Equity Committee have been provided with relevant equity data to assist in the analysis, reporting and planning.</i></p> <p>6.1.5 Communications strategy for UTAS. <i>as per 3.1.1</i></p>
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7. RESOURCING AND ORGANISING FOR QUALITY			
7.1 FINANCIAL MANAGEMENT AND REVENUE			
Key Performance Indicators			

Opportunities	Risks	Mitigations
Providing effective value in programmes for resources allocated	Reputation damage if funds are not used appropriately	Ensure sound accounting and reporting procedures are in place; strengthening financial oversight
Strategic initiatives and priorities	7.1.1 Set budgets consistent with expectations and requirements. Ensure internal and external expenditure is within appropriate limits. <i>Achieved - Budgets have been set and monthly evaluation of requirements is made to ensure expenditure sits within budget limits.</i>	
	7.1.2 To evaluate, plan and adjust project requirements in line with strategic priorities and budget and in collaboration with PVC Māori and Director Centre of Pacific Studies. <i>On-going.</i> <ul style="list-style-type: none"> • <i>Careful monitoring is undertaken to reduce risks.</i> • <i>Philanthropic funding has been obtained and has provided additional funding to support students with disabilities.</i> • <i>TECEF mid-year progress has been evaluated and an additional allocation of available funds will provide extra scholarship support for Māori and Pacific students.</i> 	
7.2 INFRASTRUCTURE		
Key Performance Indicators		
Opportunities	Risks	Mitigations
Ongoing enhancement of University infrastructure.	Financial constraints. Difficulty in recruiting staff especially senior	

	staff, and those from equity groups.	
OUTCOME		
Strategic initiatives and priorities		
7.3 PLANNING, MANAGEMENT and REVIEW PROCESSES		
Key Performance Indicators		
Opportunities	Risks	Mitigations
OUTCOME	<ol style="list-style-type: none"> 1. Evidence base for The University of Auckland Measuring Indicators of Leadership in Equity (MILIE). 2. Ensure Equity Cycle framework is used to report on The University of Auckland equity work. 	
Strategic initiatives and priorities	<p>7.3.1 Develop 'Measuring Indicators of Leadership in Equity' (MILIE). <i>Underway – a document has been developed which proposes a framework to ensure the University's equity leadership through the evidence base it uses to identify and measure equity indicators.</i></p> <p>7.3.2 Establish reporting framework on The University of Auckland progress in achieving equity objectives throughout the equity cycle approach. <i>Underway</i></p> <p>7.3.3 Collaborate with Directors of Planning and Quality, HR, Shared Services on a</p>	

	<p>framework that enables provision of information for staff equity planning and reporting.</p> <p><i>Completed. A new initiative has been the negotiation of a Service Level Agreement with The Statistics Department (The Statistics Consulting Service), part of which will encompass work on MILIE in 2012 which will include a mix of qualitative and quantitative data. The next stage of the project is a priority to engage with the University community including PRG and Rūnanga.</i></p>
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Section Three: Other activities to be undertaken in 2011

Major activities that do not appear to readily fit under the University's strategic objectives should be outlined here, along with a description of how they relate to the strategic direction and current environmental context of the service division, and the University.
