



THE UNIVERSITY
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

Equity 2009

Statistics and Activities



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Equity at a glance 2009

Students

- The total domestic Māori EFTS at the University have increased gradually since 2006, but the Māori percentage of EFTS has remained relatively unchanged at around 7% (1954 EFTS) during this period. The University's target for 2009 was $\geq 7\%$.
- The total domestic Pacific EFTS at the University has declined slightly from 9% (2352 EFTS) in 2005 to 8% (2346 EFTS) in 2009. While the total domestic Pacific EFTS has gradually increased since 2006, the overall Pacific percentage EFTS has actually declined by 1% during the same period. The University's target for 2009 was $\geq 10\%$.
- At postgraduate level Māori and Pacific students are significantly under-represented compared to other ethnic groups. However the percentage of Māori students enrolled in postgraduate studies has increased from 15% (304 EFTS) in 2005 to nearly 18% (349 EFTS) in 2009. The percentage of Pacific students enrolled in postgraduate studies has increased from 9% (224 EFTS) in 2005 to nearly 13% (307 EFTS) in 2009. The University's target for 2009 was 20%.
- The overall University undergraduate student pass rate (SPR) in 2009 was 86% (cf. 85% in 2005). Māori and Pacific undergraduate SPRs have improved since 2005 but both remain below the overall undergraduate SPR.
- The Māori undergraduate SPR in 2009 was 83%, an increase of five percentage points from 2005. The Pacific undergraduate SPR has increased by 4% since 2005 to 72% in 2009. (See Figure 6). The University's targets for Māori and Pacific SPRs in 2009 were $\geq 80\%$ and $\geq 69\%$ respectively.
- The percentage of women enrolled in Engineering over 2005-2009 has remained at around 21% (587 EFTS). The number of women in Engineering has increased by nearly 15% (76 EFTS) between 2005 and 2009. However, due to larger increases in male numbers (16%, 291 EFTS) during the same period, the overall percentage of women has remained at around 21% over the last five years. (see Figure 4b)
- The percentage of women in Computer Science has increased by 2.5% while the percentage of men has declined by 2.5% since 2005. This compares with the overall decline of 16.4%. The slight increase in the proportion of women is due to the larger decline in male EFTS in this department.
- Women comprised 31% (114 EFTS) (cf. 27%, 101 EFTS in 2005) of Physics EFTS in 2009. This is an increase of 13% (13 EFTS) since 2005. The number of enrolments by males has declined by 8.4% (23 EFTS) over the same period. The increase in proportion of women in Physics is largely due to the larger overall decline of male EFTS during this period.
- The number of women in Mathematics has decreased by 7.6% (26 EFTS) since 2005 while males have decreased by 3% (16 EFTS) over the same period.
- The number of students accessing support from Disability Services has risen from 504 in 2005 to 562 in 2009.

- There was an increase in the number of students who disclosed impairment. The invisible disabilities relating to mental health impairment, specific learning disabilities and impairment due to medical conditions, and physical/mobility impairment were the top four impairments disclosed by students.
- Impairments relating to mental health concerns and specific learning disabilities have ranked in the top two places since 2007.
- The pass rate for students with disabilities in 2009 was 84.0%¹. This information has only been readily accessible for students with disabilities since 2009.

Staff

- The percentage of academic women has risen from 42.3% (835.3 FTE) in 2005 to 44.4% (879.9 FTE) in 2009.
- Women Associate Professors increased by 17%, from 23.8% (50.4 FTE) in 2005 to 27.8% (66.3 FTE) in 2009.
- Women Professors have increased by 2% since 2005 from 17.6% (34.5 FTE) in 2005 to 18.1% (37.5 FTE) by 2009.
- There has been an overall increase of senior women academics by 12% since 2005. In 2005 there were 20.7% (84.9 FTE) senior academic women and now there are 23% (103.8 FTE). The University's KPI for senior academic women in 2009 was $\geq 25\%$.
- A promotions analysis of 2005-2008 data has indicated men and women have equivalent application and success rates, but that women spend less time on promotions bars than men.
- Women have been very successful in the 2009 promotions rounds with 12 being promoted to Professor.
- General staff women remain in the majority at 60% (1642.7 FTE).
- Changes to ethnic data calculation at the University mean accurate comparisons can only be drawn between 2008 and 2009. Consequently, there is no broader comparison with 2005 data to identify trends.
- Maori academic staff are 6% (110.0 FTE). The University's KPI for 2009 was $\geq 6\%$. The majority of Māori academic staff are women with 65.6 FTE (59.6%) compared with 44.4 FTE (34.4%) men.
- Maori general staff are 6% (163.9 FTE). The University's KPI for 2009 was $\geq 6\%$. The majority are women with 69.4% (112.0 FTE) compared with 30.6% (49.4 FTE) men.
- Pacific academic staff are 2% (43.1 FTE). The University's KPI for 2009 was $\geq 3\%$. The majority are women with 63.9% (27.5 FTE) compared with 36.1% (15.6 FTE) men.
- Pacific general staff are 6% (147.4 FTE). The University's KPI for 2009 was $\geq 6\%$. The majority are women with 72.6% (106.7 FTE) compared with 27.4% (40.7 FTE) men.

¹ Source - Decision Support System (DSS): relates to students who indicate disability on nDeva

- Asian academic staff are 13% (261.8 FTE)
- Asian general staff are 21% (572.6 FTE)
- Pakeha/European academic staff are 67.0% (1,333 FTE)
- Pakeha/European general staff are 54.4% (1428.7 FTE)
- A total of 266 staff reported having a disability or impairment in one or more of the categories of health, mental, physical and sensory.

Major achievements 2009

Key achievements have been:

- Implementing policy-related recommendations from the *Undergraduate Admissions and Equity Taskforce*
- Undertaking the Disability Review *Creating an inclusive teaching and learning environment for students with impairments*
- Conducting a *Review of Equity Groups*
- Developing an *Equity Policy*
- Working effectively with the Pro Vice-Chancellor (Māori), Rūnanga and Pacific Reference Group.

Significant trends and developments

The 2008 *Undergraduate Admissions and Equity Taskforce* was established to consider the equity implications of extending limited entry to all undergraduate qualifications.

Actions arising have included:

- Completing *The Undergraduate Targeted Admission Scheme (UTAS) Policy*
- Completing guidelines to support faculties in administering the schemes
- Contributing to the Māori and Pacific recruitment strategy
- Participating in the Taskforce's Rank Score and Socio-economic Status working groups.

Creating an inclusive teaching and learning environment for students with impairments, a review of how the University supports the success of students with impairments, was completed and endorsed by Senate. The Equity Committee noted the findings will be of considerable assistance in supporting students with impairments to succeed in university study.

The Equity Office reviewed equity groups following broad consultation. This led to the development of a new Equity Policy combining student and staff equity into one policy to replace the previous EEO Policy. This reflects current organisational structure and closer alignment between student and staff equity work areas to enhance the development of a diverse talent pool for the University's future workforce.

The Terms of Reference for the Equity Committee were reviewed and approved by Council. The review recommended a general staff representative be elected to the Equity Committee. This position has been filled.

Key activities

Key activities include providing advice, monitoring, education and advocacy on equity issues. Recruitment and retention activities for Māori and Pacific students, women in science and engineering, and students with disabilities continue to be core functions.

In 2009:

- The Student Equity team made over 90 school visits and participated in six careers expos
- The *Futures Evening* attracted 320 students from 40 schools
- 598 students and 75 teachers attended the *Girls into Science* two-day event
- *BEAMS* (Business and Economics, Engineering, Architecture, Medicine and Science) attracted over 400 Year 10 Māori and Pacific students
- *Enginuity Day* attracted 240 Year 13 girls.

Evaluations from these events have been very positive.

STEAM (Science, Technology, Engineering Architecture, Medicine) *Ahead* introduced 317 Māori and Pacific school leavers from 29 schools to all undergraduate degree programmes at the University. The *Finance Information Evening* provided 233 Māori and Pacific school leavers and their parents/whanau with information on financing university study.

Ongoing work for Disability Services includes the assessment of support needs for students with impairments and provision of services such as note-taking support, facilitating special condition accommodations for tests and the provision of specialist advice and support to students with mental health impairments and students with specific learning disabilities. The analysis of students registered with Disability Services, from 2006 onwards by impairment, indicates that students with specific learning disabilities and with mental health impairments account for over half the number of people who seek support from the service. Student registrations with Disability Services rose 7% over 2008.

Ongoing work for staff equity includes monitoring employment processes such as appointments, performance reviews, promotions, continuation and research and study leave for equity, fairness and impartiality. Analysis of promotions by gender over a five-year period indicated no significant differences between men's and women's application and success rates, but women appear to spend less time on promotions bars. The Equity Office participated in Treaty initiatives such as the Māori Staff Advancement Programme. Support is provided for staff returning to work from parental leave and staff with carer responsibilities. Promoting flexible work and work-life balance provisions continue to be core business.

New activities

A new role of Equity Analyst has been established to enhance student achievement through strategic analysis, evaluation, reporting and enhancement of Tuākana academic mentoring programmes.

A promotional video highlighting first-year experiences for Māori and Pacific students was developed and will be used to promote the University to prospective students and to encourage new students to participate in the Tuākana programme.

Key Trends – Student Equity

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 in this section was extracted from the Planning Office *Decision Support System* (DSS) database.

Summary

- While the total domestic Māori EFTS at the University has increased gradually since 2006, the Māori percentage of EFTS has remained relatively unchanged at around 7% (1954 EFTS) during this period. (See Figure 1). This figure was below the University's target for 2009 of >7%.
- The total domestic Pacific EFTS at the University has declined slightly from 9% (2352 EFTS) in 2005 to 8% (2346 EFTS) in 2009. While the total domestic Pacific EFTS has gradually increased since 2006, the overall Pacific percentage EFTS has actually declined by 1% during the same period. The University's target for 2009 was ≥10%.
- The decline in the percentage of Māori EFTS in Education since 2004 has been reversed, with a slight increase of 1% between 2008 (392 EFTS) and 2009 (433 EFTS).
- Unlike Māori EFTS, the percentage of Pacific EFTS in Education has not stabilised over 2007-2009. The percentage of Pacific EFTS in Education has dropped from 33% (667 EFTS) to 19% (446 EFTS) over the last five years.
- At postgraduate level Māori and Pacific students are significantly under-represented compared to other ethnic groups.
- The percentage of Māori students enrolled in postgraduate studies has increased from 15% in 2005 to nearly 18% in 2009. (See Figure 5a).
- The percentage of Pacific students enrolled in postgraduate studies has increased from 9% in 2005 to nearly 13% in 2009. (See Figure 5b).
- The overall University undergraduate student pass rate (SPR) in 2009 was 86% (cf. 85% in 2005). Māori and Pacific undergraduate SPRs have improved since 2005 but both remain below the overall undergraduate SPR.
- The Māori SPR in 2009 was 83%, an increase of five percentage points from 2005. This figure was above the University's target of ≥ 80%. The Pacific SPR has increased by 4% since 2005 to 72% in 2009. This figure was also above the University target of ≥ 69% (see Figure 6).
- The overall SPRS has remained at around 90% since 2005 while the Māori SPRS has increased by 4% to 91% and Pacific SPRS has increased by 3% 82%.
- The percentage of women enrolled in Engineering over 2005-2009 has remained at around 21% (587 EFTS). The number of women in Engineering has increased by nearly 15% (76 EFTS) between 2005 and 2009. However, due to larger increases in male numbers (16%, 291 EFTS) during the same period, the overall percentage of women has remained at around 21% over the last five years. (see Figure 4b)

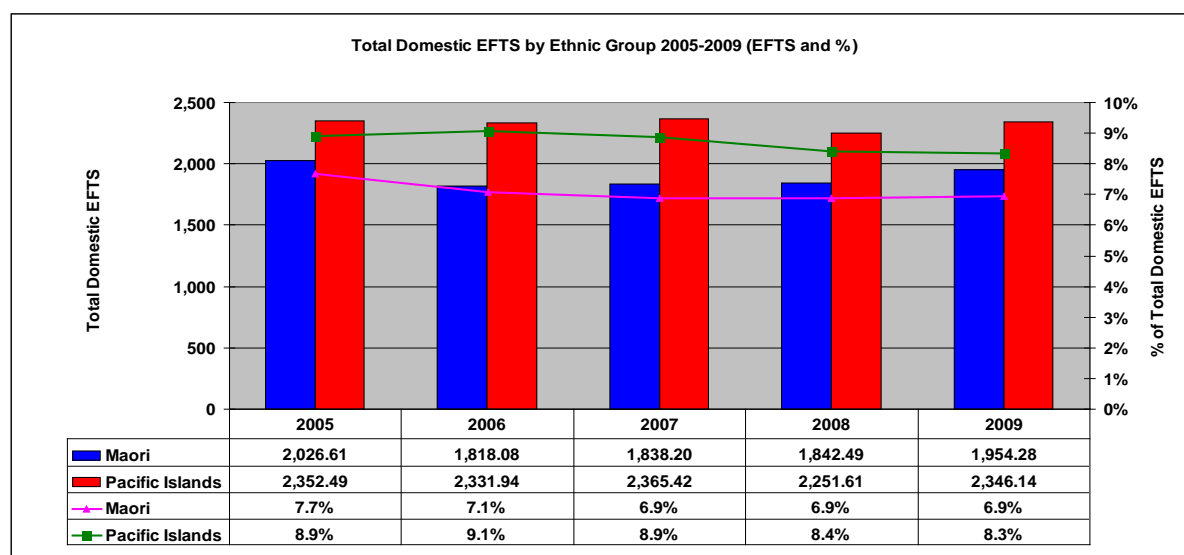
- Overall, the percentage of women in Computer Science has increased by 2.5% while the percentage of men has declined by 2.5% since 2005. This compares with the overall decline of 16.4%. The slight increase in the proportion of women is due to the larger decline in male EFTS in this department.
- Women comprised 31% (114 EFTS) (cf. 27%, 101 EFTS in 2005) of Physics EFTS in 2009. This is an increase of 13% (13 EFTS) since 2005. The number of enrolments by males has declined by 8.4% (23 EFTS) over the same period. The increase in proportion of women in Physics is largely due to the larger overall decline of male EFTS during this period.
- The number of women in Mathematics has decreased by 7.6% (26 EFTS) since 2005 while males have decreased by 3% (16 EFTS) over the same period. Overall the percentage of women in Mathematics has remained unchanged over the last five years.

Student enrolments

Māori and Pacific enrolments²

Māori students comprise 7% of total domestic EFTS enrolled at the University while Pacific students comprise 8%. While the total domestic Māori EFTS have increased gradually since 2006, the overall Māori percentage of EFTS has remained relatively unchanged at around 7% during this period. This figure was below the University's target for 2009 of $\geq 7\%$. See Figure 1.

Figure 1: Domestic EFTS by ethnic group³ 2005-2009



Total domestic Pacific EFTS has declined slightly from 9% in 2005 to 8% in 2009. While the total domestic Pacific EFTS has gradually increased since 2006 the overall Pacific percentage EFTS has actually declined by 1% during the same period. The University's target for 2009 was $\geq 10\%$.

² Enrolments are measured in terms of equivalent full time students or EFTS.

³ Ethnic group refers to the principal ethnic group to which a student belongs. If a student nominates more than one ethnic group the University reports in the order of hierarchy, of Māori, Pacific, Asian, Other, European. This is in line with the Ministry of Education protocols.

Figure 2 below shows the percentage of Māori EFTS enrolled in each faculty over 2005-2009. The decline of the percentage of Māori EFTS enrolled in Education since 2004 has stabilised during 2007-2008 and has been increasing gradually since 2007.

Arts (23%), Education (22%) and Science (14%) have the largest percentage of Māori EFTS. Arts, Law and Medical and Health Science and Science show slight increases in the percentage of Māori EFTS over 2005-2009, while Business and Economics, Creative Arts and Industries, and Engineering have remained relatively unchanged over the same period.

Access and recruitment of Māori students into Business and Economics, Creative Arts and Industries, and Engineering remains an issue.

Figure 2: Domestic Māori EFTS by faculty 2005-2009⁴

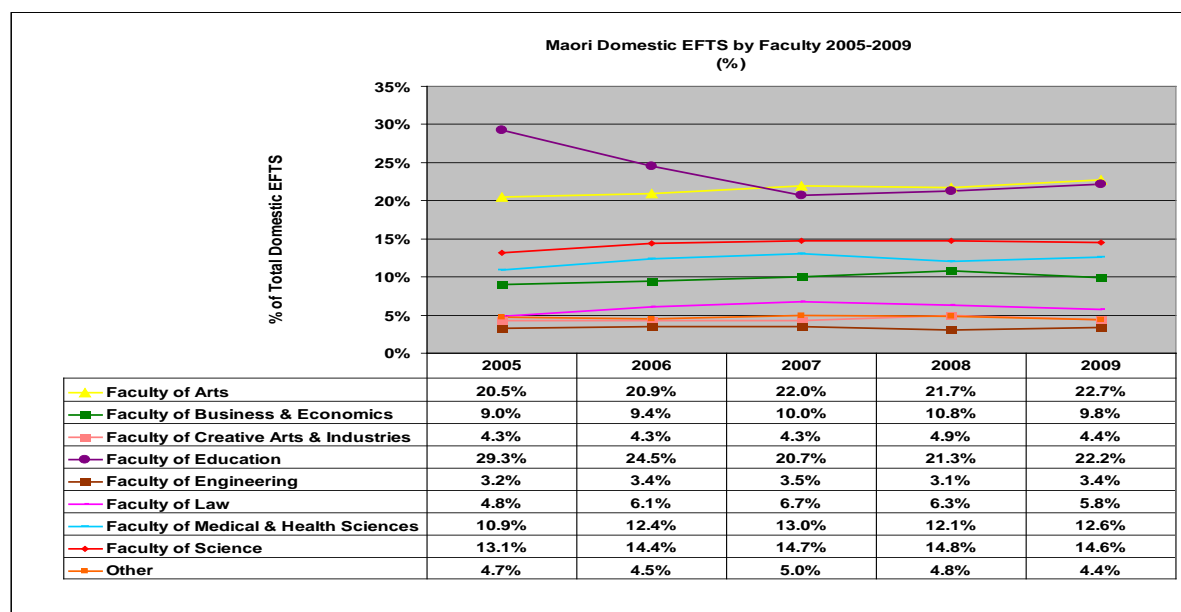


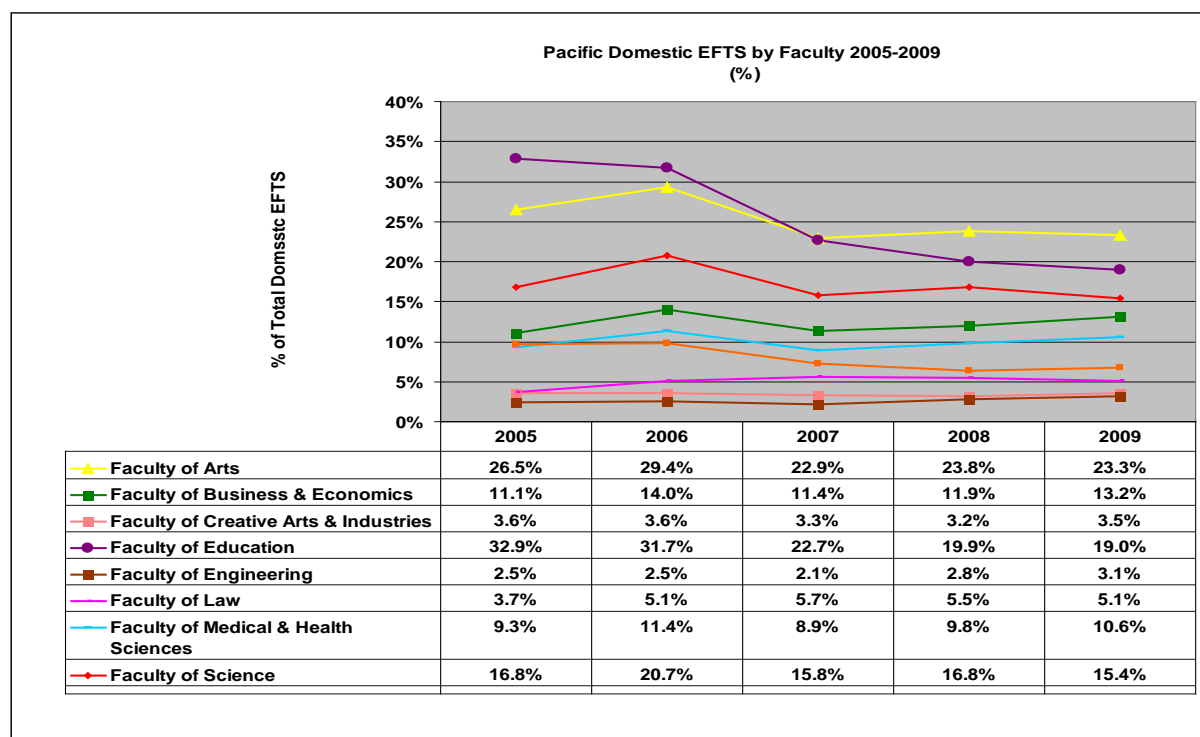
Figure 3 below shows the percentage of domestic Pacific EFTS enrolled in each faculty over 2005-2009. Arts (23%), Education (19%) and Science (15%) have the largest percentages of Pacific students at the University.

Unlike Māori EFTS, the percentage of Pacific EFTS in Education have not stabilised over 2007-2009. In fact the percentage of Pacific EFTS in Education has dropped from 33% to 19% over the last five years.

Business and Economics, Engineering, Medical and Health Sciences, and Law have shown increases in the percentages of Pacific EFTS while the percentages in Education, Arts, Science, and Creative Arts and Industries have declined overall.

⁴ This refers to the percentage of all Māori students who are enrolled in each faculty not the percentage of students in each faculty who are Māori.

Figure 3: Domestic Pacific EFTS by faculty 2005-2009⁵



Women in Science and Engineering enrolments

Figures 4a and 4b below show enrolments by gender across the faculties. Women students are most under-represented in Engineering (21%) and over-represented in Education (80%). In Science, women are most under-represented in Computer Science (20%) and Physics (31%).

Figure 4a: Faculty EFTS by gender⁶

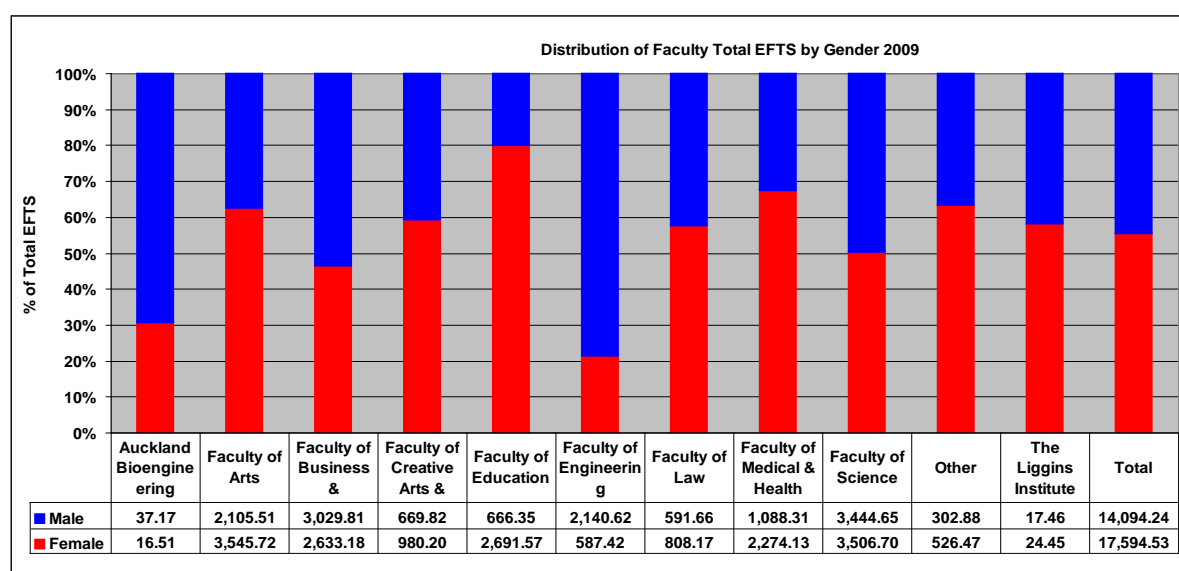
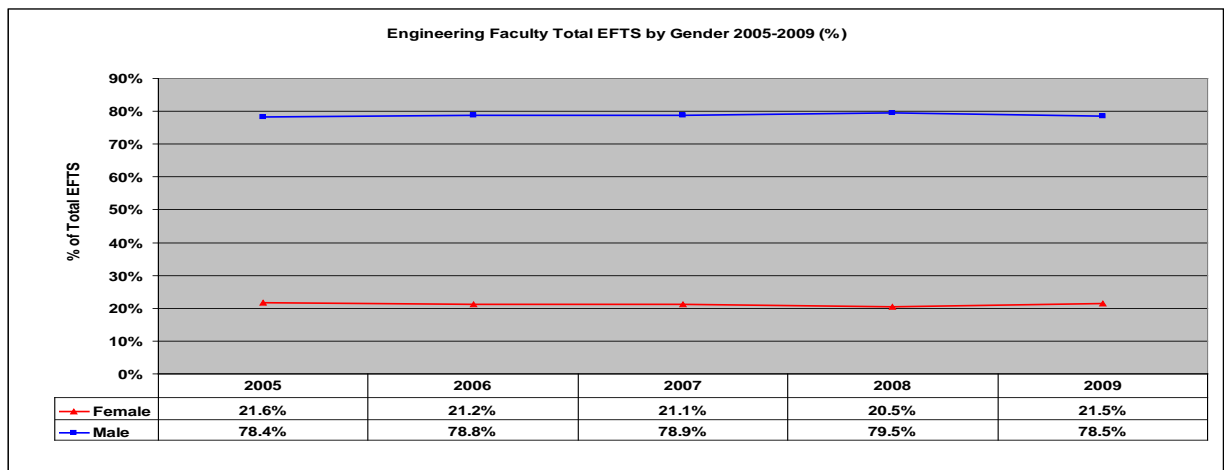


Figure 4b below shows the percentage of women enrolled in Engineering over 2005-2009 has remained at around 21%.

⁵ This refers to the percentage of all Pacific students who are enrolled in each faculty not the percentage of students in each faculty who are Pacific.

⁶ Based on total EFTS, domestic and international

Figure 4b: Engineering EFTS by gender 2005-2009



The number of women in Engineering has increased by nearly 15% (76 EFTS) between 2005 and 2009. However, due to larger increases in male numbers (16%, 291 EFTS) during the same period, the overall percentage of women has remained at around 21% over the last five years.

Figure 4c below shows the gender breakdown of EFTS across the Science departments. Women are most under-represented in Computer Science (20%), Physics (31%) and Mathematics (39%).

Graph 4c: Science EFTS by gender

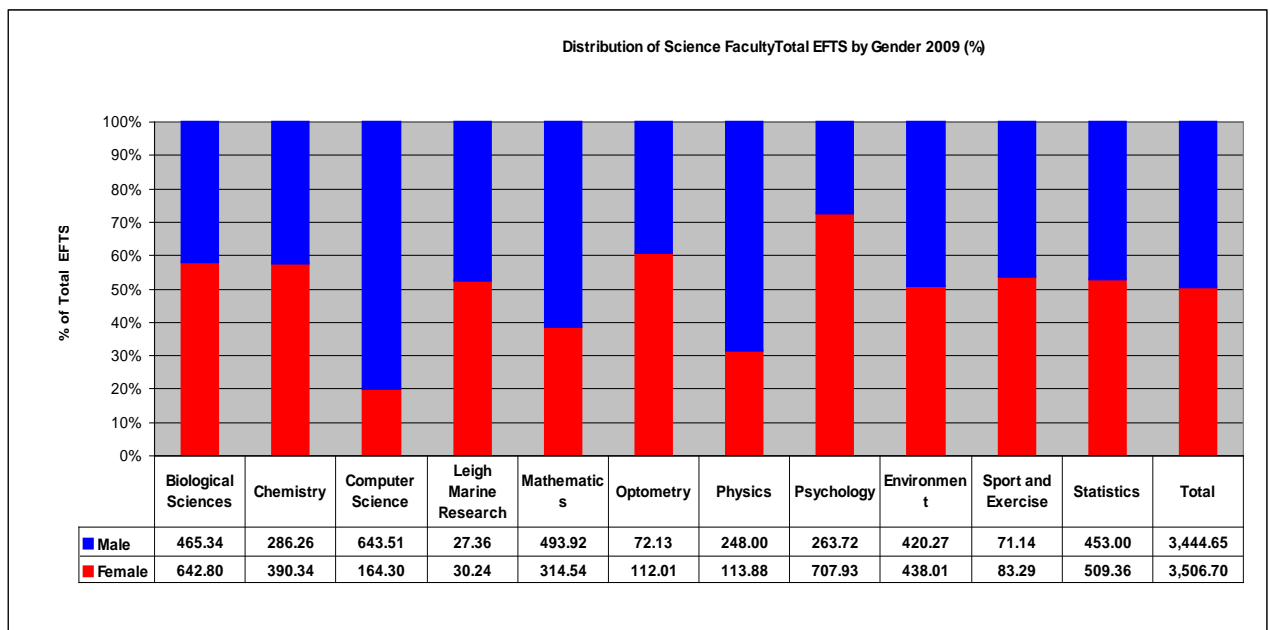


Figure 4d below shows the gender breakdown of EFTS across the Computer Science Department over 2005-2009. Women comprised 20% of Computer Science EFTS in 2009. Overall, the percentage of women has increased by 2.5% while the percentage of men has declined by 2.5% since 2005. This compares with the overall decline of 16.4%. The slight increase in the proportion of women is due to the larger decline in male EFTS in this department.

Figure 4d: Computer Science EFTS by gender 2005-2009

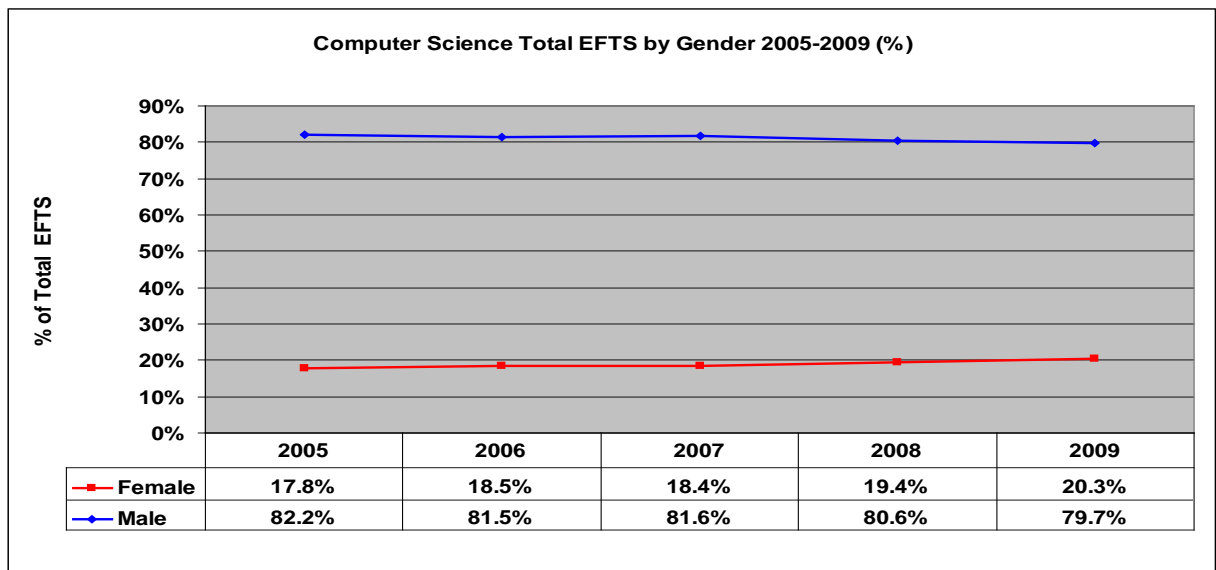


Figure 4e below displays the gender breakdown of EFTS across the Physics Department 2005-2009. Women comprised 31% (114 EFTS) (cf. 27%, 101 EFTS in 2005) of Physics EFTS in 2009. This is an increase of 13% (13 EFTS) since 2005. The number of enrolments by males has declined by 8.4% (23 EFTS) over the same period. The increase in proportion of women in Physics is largely due to the larger decline of male EFTS during this period.

Figure 4e: Physics EFTS by gender 2005-2009

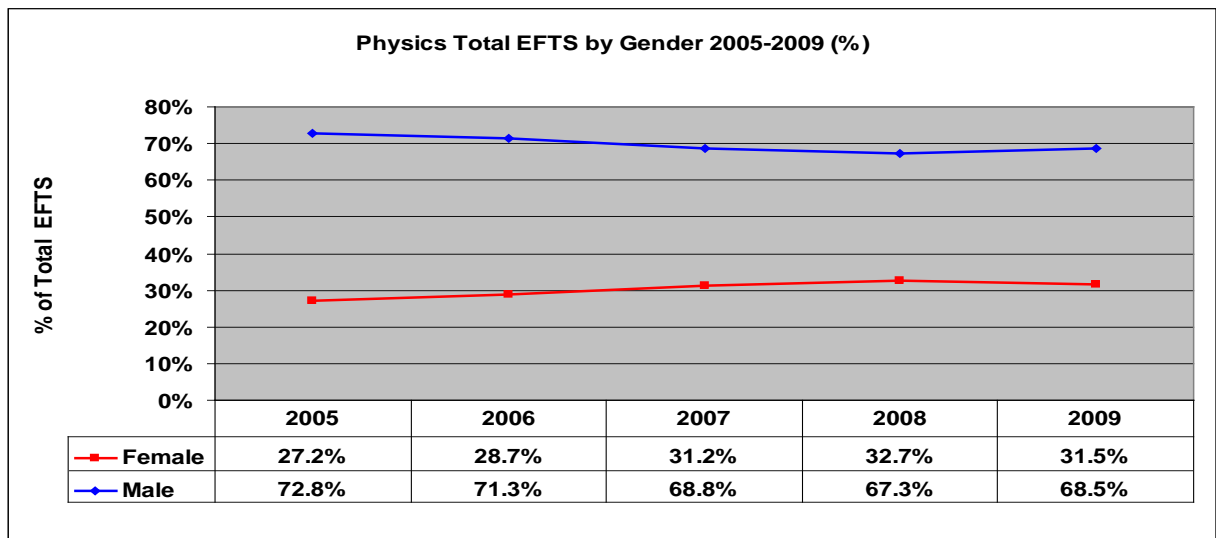
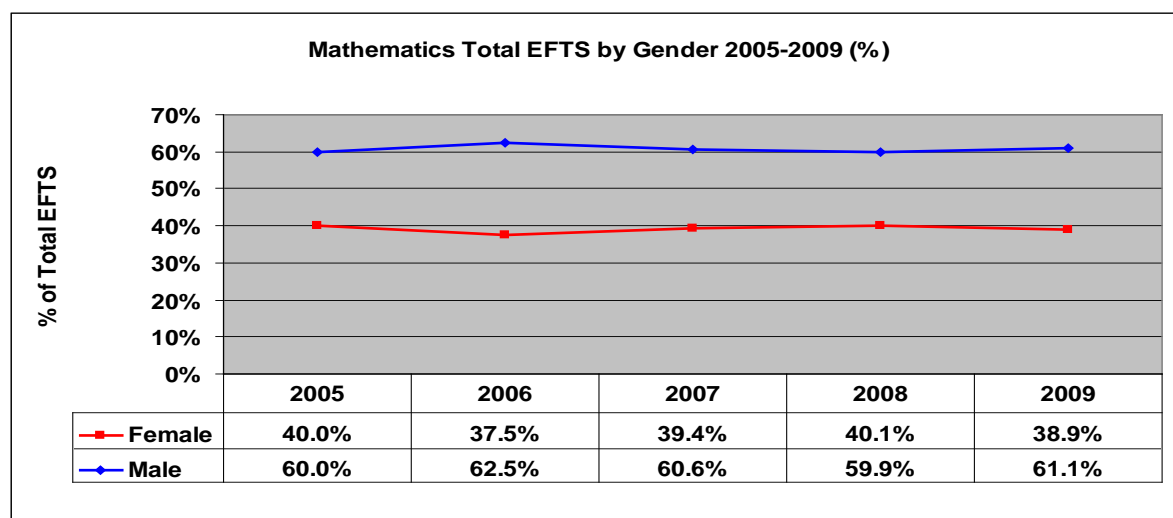


Figure 4f below displays the gender breakdown of EFTS across the Mathematics Department over 2005-2009. Women comprised 39% (314 EFTS) (cf. 40%, 340 EFTS in 2005) of Mathematics EFTS in 2009. The number of women in Mathematics has actually decreased by 7.6% (26 EFTS) since 2005 while men have decreased by 3% (16 EFTS) over the same period. Overall, the percentage of women in Mathematics has remained unchanged over the last five years.

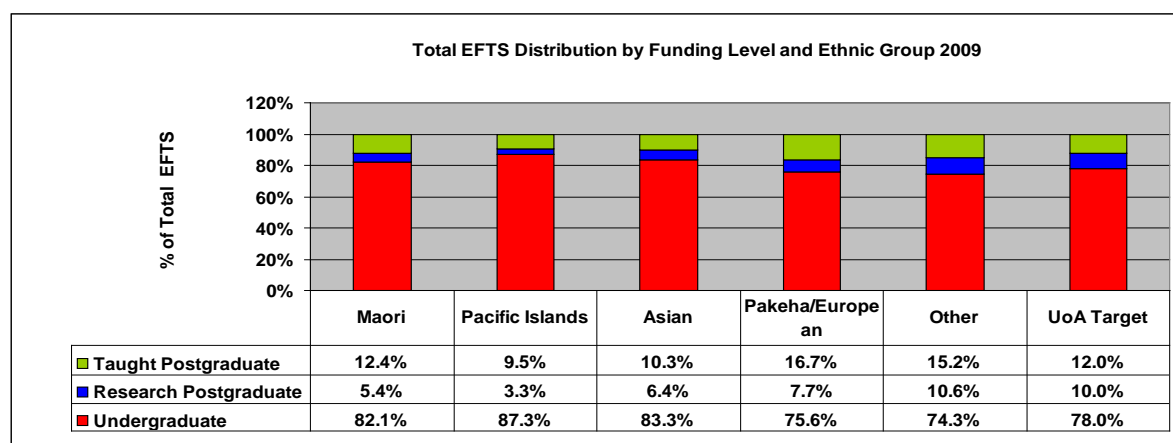
Figure 4f: Mathematics EFTS by gender 2005-2009



Undergraduate and postgraduate enrolments

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

Figure 5: Total EFTS by level and ethnic group



Māori, Pacific and Asian students are over-represented at undergraduate level at 82%, 87% and 83% respectively.

At postgraduate level, Māori and Pacific students are significantly under-represented in comparison to other ethnic groups.

Of Māori students, 18% are at postgraduate level. This is 4% below the University target of 22%.

Five percent of Māori students are studying at research postgraduate studies level, which is half the University's target of 10%. The percentage of Māori students in taught postgraduate studies (12.4%) exceeds the University target of 12%.

The data show that Pacific students are most likely to be at undergraduate level and least likely to be in research postgraduate studies. 13% of Pacific students at the University are in postgraduate studies. This is just over half the University's target of 22%.

Figure 5a below shows the percentage of Māori students enrolled in postgraduate studies has increased from 15% in 2005 to nearly 18% in 2009.

Figure 5a: Māori EFTS by level of study 2005-2009

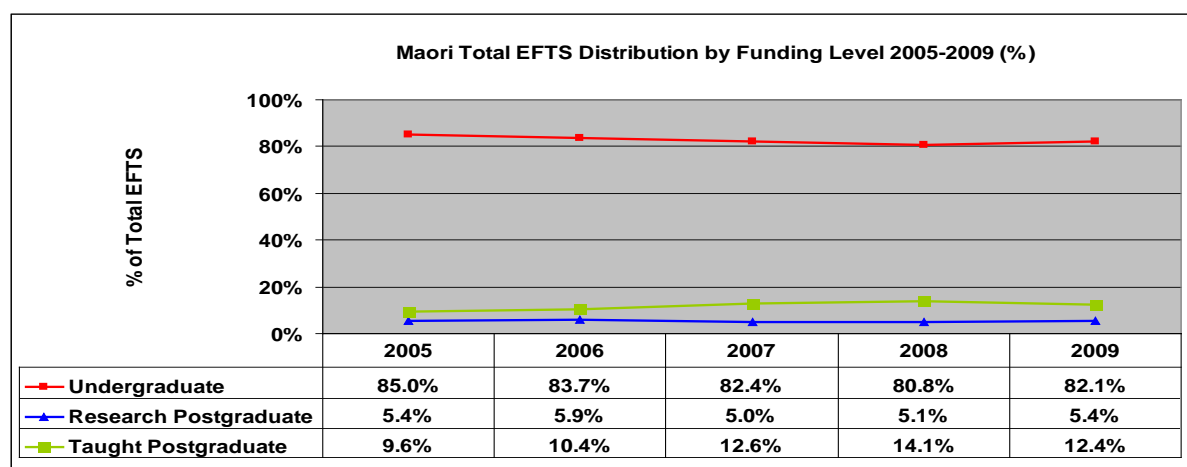
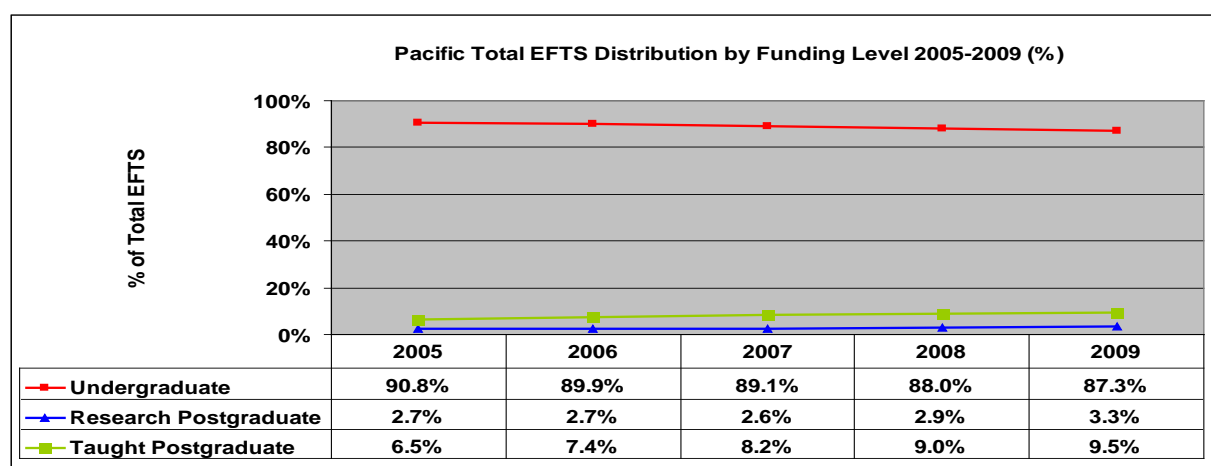


Figure 5b below shows the percentage of Pacific students enrolled in postgraduate studies has increased from 9% in 2005 to nearly 13% in 2009.

Figure 5b: Pacific EFTS by level of study 2005-2009



Student achievement

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

- Student pass rates (SPR/SPRS)
- First-year retention
- Qualification completions.

Figure 6 below shows the overall undergraduate Student Pass Rate (SPR) in 2009 at 86% (cf. 85% in 2005). The Māori SPR in 2009 was 83%, an increase of five percentage points from 2005. This figure was above the University's target of $\geq 80\%$. The Pacific SPR has increased by 4% to 72% since 2005. This figure was also above the University's target for 2009 of $\geq 69\%$.

Figure 6: Undergraduate Student Pass Rates (SPR)⁷

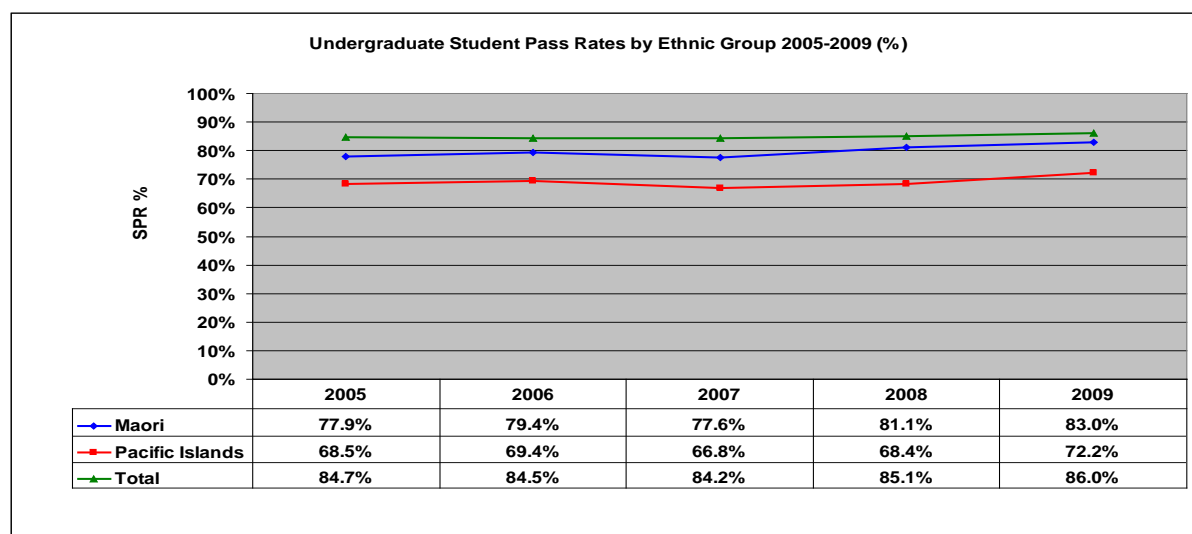
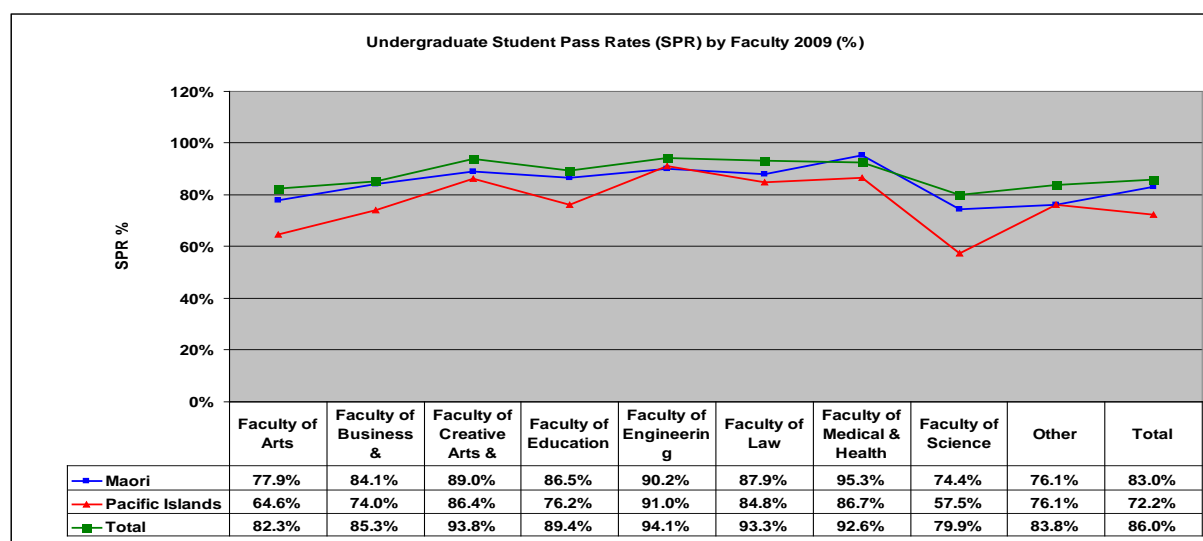


Figure 7 below shows undergraduate students pass rates across the different faculties. It shows that Māori student pass rates are highest in Medical and Health Sciences (95%) and lowest in Science (74%). Pacific student pass rates are highest in Engineering (91%) and lowest in Science (57%).

Figure 7: Undergraduate SPR across faculties



Undergraduate SPRS

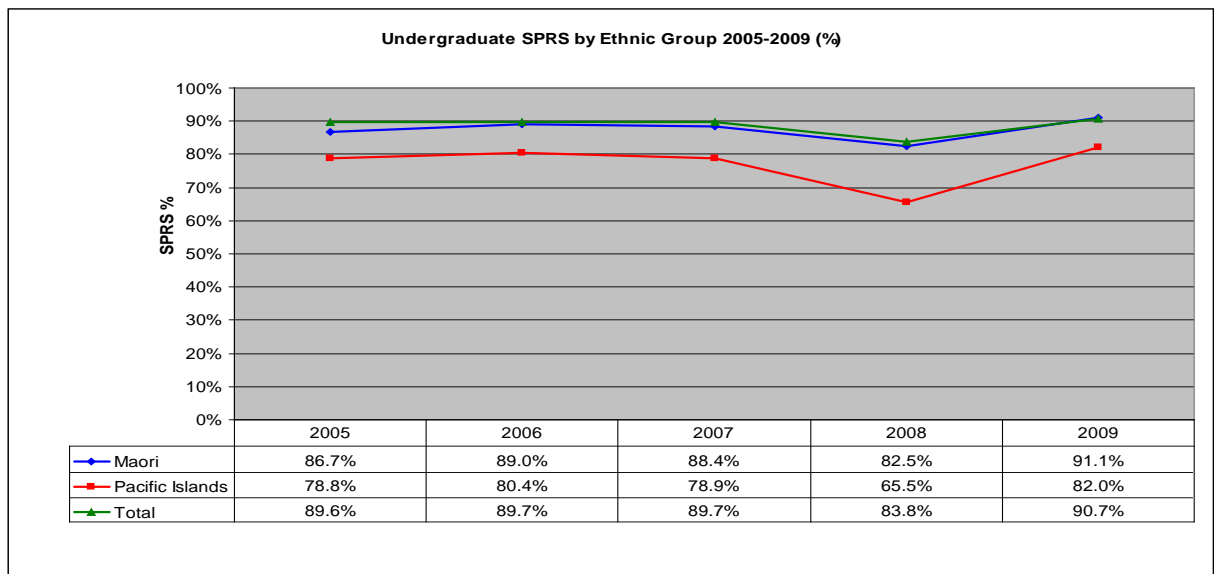
SPRS measures the pass rates of students who completed the course, excluding those who didn't sit their exam (DNS) or withdrew from the course. Thus SPRS tend to be higher than SPR.

Figure 8 below shows undergraduate SPRS across the main ethnic groups over 2005-2008.

The overall SPRS has remained at around 90% since 2005 while the Māori SPRS has increased by 4% to 91% and the Pacific SPRS has increased by 3% to 82%.

⁷ Referred to as successful course completions in the University's KPIs

Figure 8: Undergraduate Student SPRS



Stage One Student Pass Rates (SPR)/successful course completions

The SPR of new undergraduate students is a useful measure of the effectiveness of teaching and learning at Stage One level.

Figure 9 below shows Stage One SPR across the main ethnic groups over 2005-2008.

The overall Stage One SPR has increased from 81% to 83% during 2005-2009. Māori Stage One SPR has increased from 73% to 79% while Pacific Stage One SPR has increased from 64% to 69%. Māori and Pacific Stage One SPRs show a greater increase than the total increase in Stage One SPRs over the last five years.

Figure 9: Stage One SPRs 2005-2009⁸

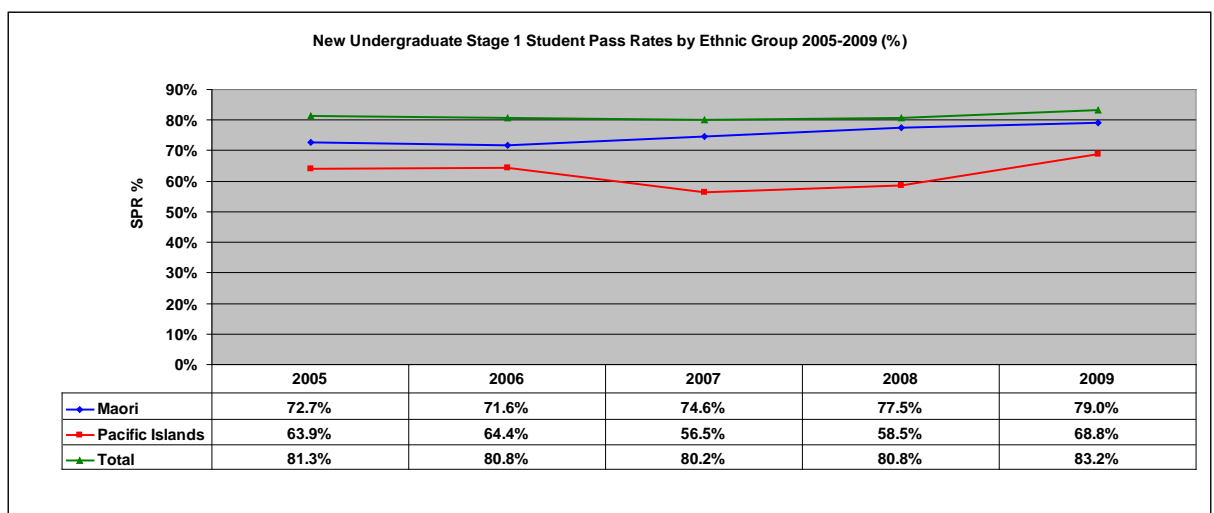
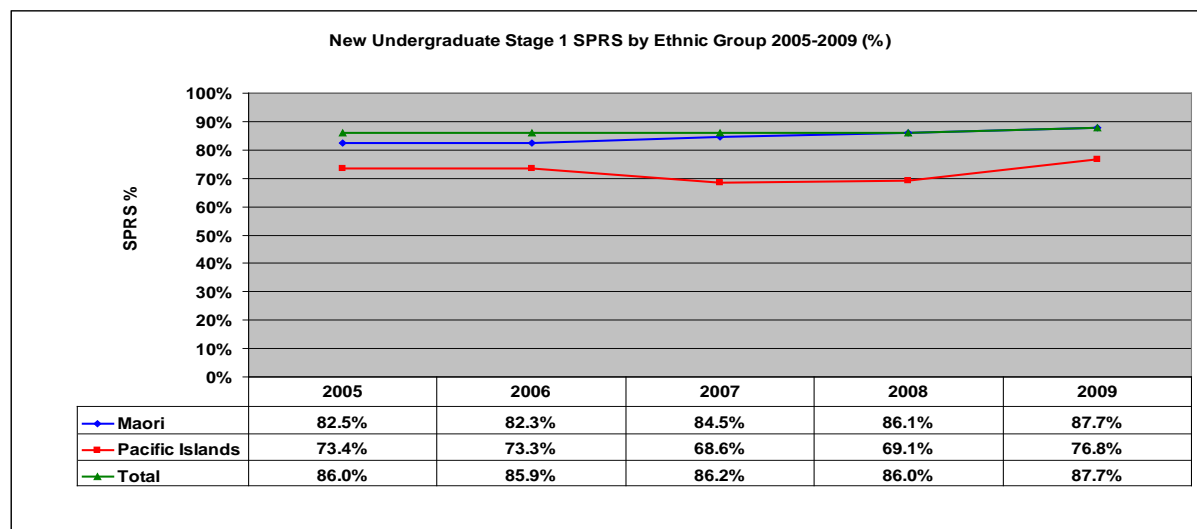


Figure 10 below shows the Stage One SPRS of Māori students in 2009 at 88% which is consistent with the total Stage One SPRS across the University. Māori SPRS has increased by 5% since 2005 while the total stage one SPRS has increased by 2%.

⁸ Includes new students only

The Stage One SPRS of Pacific students was 77% in 2009, increasing by 3% since 2005.

Figure 10: Stage One SPRS



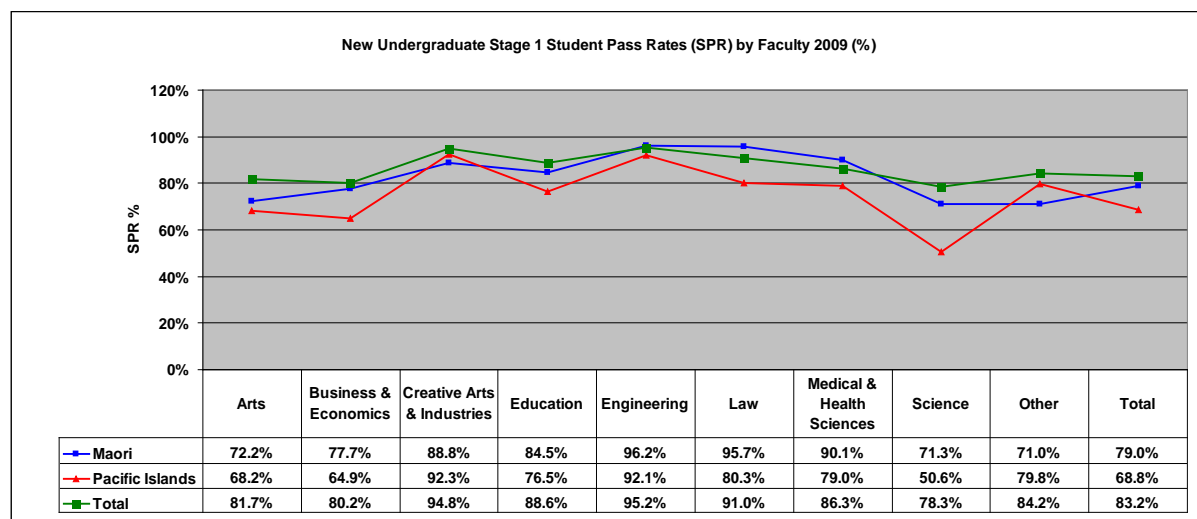
Stage One Student Pass Rates (SPR) across faculties

Figure 11 below takes a closer look at Stage One pass rates across faculties in 2009.

The Stage One SPR for Māori students was highest in Engineering (96%) and Law (96%) and lowest in Science (71%).

The Stage One SPR for Pacific students was highest in Engineering (92%) and Creative Arts and Industries (92%) and lowest in Science (51%).

Figure 11: Stage One SPR by faculties 2009

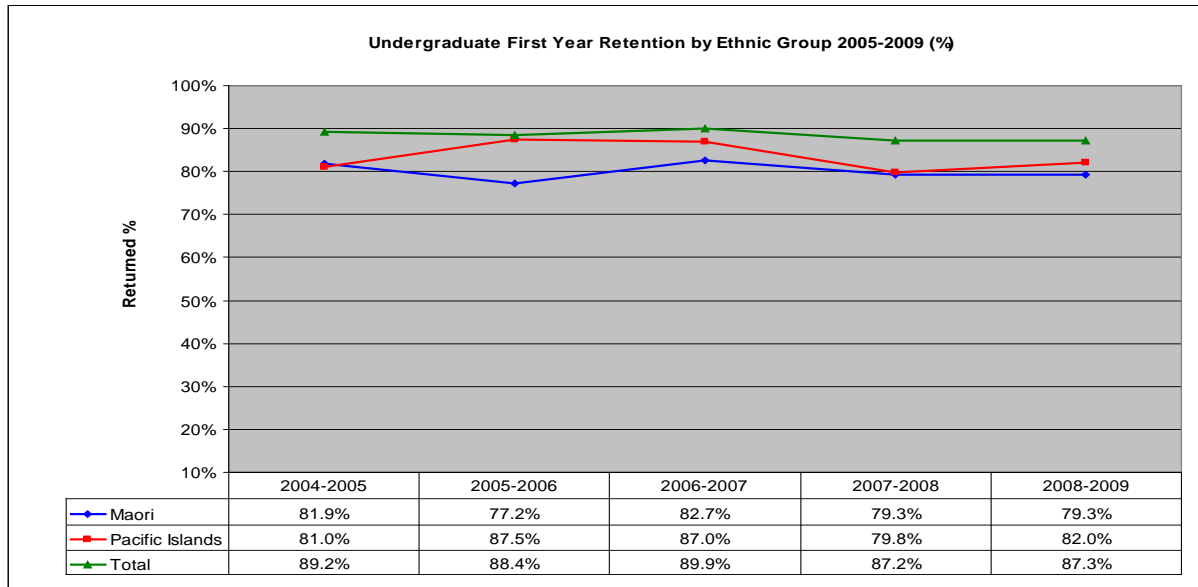


First year student retention/re-enrolment

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

Figure 12 below shows 87% of the 2008 first-year student cohort returned in 2009. Retention of Māori students has declined slightly from 82% in 2005 to 79% in 2009 while retention of Pacific students has increased slightly from 81% to 82% during the same period. This compares with an overall 2% decline in retention rates for all first-year students during the same period.

Figure 12: First-year retention 2005-2008

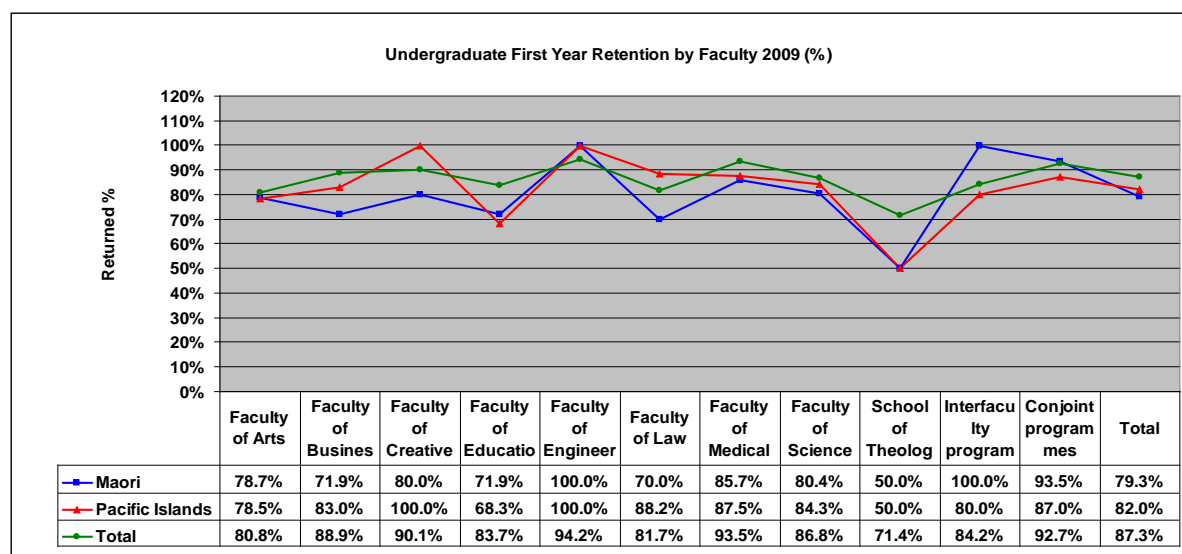


First-year student retention across faculties

Figure 13 below shows retention across faculties with:

- First-year Māori students enrolled in Engineering and those in conjoint programmes showing the highest retention rates of 100% and 93% respectively, while those enrolled in Law, Education and Business and Economics had the lowest retention rates.
- First-year Pacific students in Engineering and Creative Arts and Industries showed the highest retention rates at 100% each. Pacific students in Education had the lowest retention rate of 68%.

Figure 13: First-year retention by faculty



Qualification completions

This is one of the University KPIs and includes only domestic students who have completed a degree level or higher within five years.

The overall qualification completion rate in 2009 was 62% (cf. 63% in 2005). For Māori students the figure was 48% (cf. 53% in 2005) and which was slightly below the University's target of $\geq 48\%$. The qualification completion rate for Pacific students was 41% (cf. 43% in 2005) and which was slightly above the University's target of $\geq 40\%$. Overall, there has been a decline in qualification completion rates during the last five years.

Figure 15: Qualification completions by ethnic group

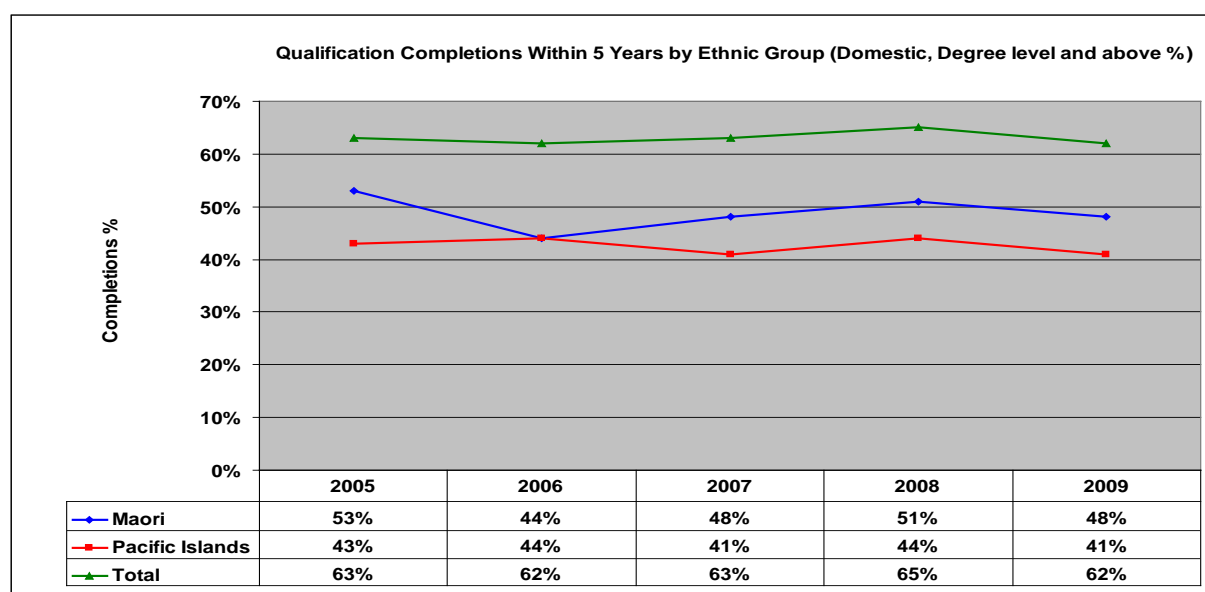


Table 1: Student equity activities and outcomes

Key initiative/ programme	Brief description	Outcomes/outputs
<p>Tuākana enhancement</p>	<p>Tuākana is a learning community enhancing the academic success of Māori and Pacific students at the University. Tuākana enables Māori and Pacific students to experience educational success as Māori students and as Pacific students.</p>	<p>A new role of Equity Analyst was established in 2009 to enhance student achievement through strategic analysis, evaluation and enhancement of Tuākana academic mentoring programmes.</p> <p>Participation rates of Māori and Pacific undergraduate students in Tuākana programmes across the University rose from 70% to 73% over 2008-2009.</p> <p>The undergraduate Student Pass Rates of new Stage One Māori and Pacific students increased by 6% and 5% respectively over the last five years (see Figures 9 and 10). This compares with a 2% increase for all students over the same period.</p> <p>The Equity Analyst completed a stock take of student mentoring at the University. She completed an initial analysis of all Tuākana programmes. She is working with individual faculties to develop appropriate measures to improve evaluation of their programmes. This work will continue in 2010.</p> <p>Guidelines were developed for ongoing monitoring of Tuākana programmes. Reflective practice, self-review and sharing of good practice occurred through the monthly Tuākana network meetings. The focus on enhancing Tuākana has been positively received by faculties and the Equity Committee.</p> <p>The enhancement work has also included:</p> <ul style="list-style-type: none"> • A workshop with Tuākana co-ordinators to identify the vision and underlying values of Tuākana • Development of a Tuākana Values model • Revision of templates for Tuākana work plans and

Key initiative/ programme	Brief description	Outcomes/outputs
		<p>performance reports</p> <ul style="list-style-type: none"> • Redevelopment and refocusing of workshops and orientations to meet the needs of Tuākana mentors and tutors, as identified in end-of-year survey • Development and production of marketing material such as posters and brochures to raise the profile of Tuākana and increase participation • Increasing reflective practice within the Tuākana network • Development of first-year experience DVDs • Investigation into measuring success of Tuākana across the University. <p>Tuākana has increased the emphasis on postgraduate study in the following ways:</p> <ul style="list-style-type: none"> • Four \$2,500 Tuākana Scholarships were established for students in their final year of undergraduate study intending to transition into postgraduate study • A Tuākana Postgraduate Contestable fund to encourage programmes to enhance support for postgraduate students • Tuākana Postgraduate Conference financial support to help doctoral students present their research at conferences.
Undergraduate Targeted Admission Schemes (UTAS)	A reserved number of places in undergraduate University programmes for Māori, Pacific and Students with Disabilities.	<p>The Student Equity Manager co-ordinated the consultation process and development of the UTAS Policy and guidelines. Policy and guidelines were distributed to faculties. Advice and support was provided to faculties on implementation of policy and guidelines</p> <p>Māori and Pacific UTAS information brochures were produced and distributed to prospective students.</p>
Capturing Student Information (CSI)	Enhancing evidence base for student equity programmes. This involves tracking the	Data collection phase completed in 2009.

Key initiative/ programme	Brief description	Outcomes/outputs
	secondary school students who attend student equity outreach programmes to determine what percentage consequently apply to and enrol at the University in future years.	
Outreach programmes for Māori and Pacific	A series of on-campus events designed to raise aspirations and introduce Māori and Pacific secondary school students to the University.	<p><i>BEAMS</i> attracted over 400 Year 10 Māori and Pacific students. Eighty-six percent of students gave the programme the highest rating.</p> <p><i>STEAM Ahead</i> introduced Māori and Pacific school leavers to all undergraduate degree programmes at the University. 312 Māori and Pacific school leavers from 26 schools participated. Student evaluations were very positive. The CSI project will determine which of these students would eventually come on to apply and study at the University.</p> <p><i>Whaia Te Pae Tawhiti (WTPT)</i> is a four-day campus experience programme for Year 12 and 13 Māori students from outside Auckland. Attended by 36 students. Prior to WTPT virtually no Māori students from these schools enrolled at the University. Tracking of programme attendees shows an increasing number are choosing to study at the University.</p>
Outreach programmes for women in Science and Engineering	Series of outreach events designed to inspire and encourage secondary school girls to consider university study and careers in Science and Engineering.	<p><i>Futures Evening</i> is a motivational and information evening held in the Science faculty for school leavers. 320 students from 40 schools attended. Sixty-seven percent of attendees decided to do Science after attending the event. Thirty-two percent decided to find more information about Science.</p> <p><i>Girls into Science</i> is a hands-on experience of Science at the University. 598 Year 10 girls and 75 teachers attended. Evaluations were very positive.</p> <p>Enginuity Day attracted 240 Year 13 girls (cf. 140 in 2008). Evaluations show 25% of participants decided to study</p>

Key initiative/ programme	Brief description	Outcomes/outputs
		engineering after E-day (prior to E-day they were unsure) and 33% confirmed their desire to study engineering after attending.
Student recruitment	Recruitment of Māori, Pacific and women into Science and Engineering	<p>The team contributed to the development of the Māori and Pacific student recruitment strategy and postgraduate marketing plan.</p> <p>The team visited 90 secondary schools (including parents' evenings) in Auckland, Northland, Hawkes Bay and Otago, providing motivational talks and activities to encourage students to make The University of Auckland their university of choice.</p> <p>The team promoted the University at careers expos in Rotorua, Whakatane, Gisborne, Hawkes Bay, Waikato, Auckland and Kawerau.</p> <p>The Women in Science Equity Adviser contributed to the development of an NCEA guide for parents.</p>
Community outreach	Developing and maintaining positive relationships with communities of interest including local Māori and Pacific communities, alumni, professional organisations, etc.	<p>The team collaborated with faculties and service divisions across the University to deliver a coordinated presence at key community outreach events including the Ngāpuhi festival, Te Matatini (Kapa Haka National Championships), Pasifika festival, Ataamira (Māori in the City), Māori Expo and Niue Community expos.</p> <p>Two Pacific graduation dinners were organised.</p> <p>The team led the University's presence at the <i>Girls Day Out</i> community event.</p>
Collaborative outreach programmes with other universities	Working collaboratively with partner institutions on shared outreach goals.	The Māori Equity Advisers have continued to collaborate with other institutions to deliver Kei a tātou te ihi (KATTI) programmes to motivate a total of 720 Year 10-13 Māori students in the Auckland region to aspire to and plan for

Key initiative/ programme	Brief description	Outcomes/outputs
		<p>tertiary studies.</p> <p>A <i>Women in Engineering</i> brochure was produced in collaboration with the University of Canterbury to promote role model graduates to secondary school girls.</p>
Low SES students	Support for students from low SES schools and communities.	<p>A <i>Finance Information Evening</i> was held for Māori and Pacific school leavers and their parents/whanau with information on financing university study. 233 Māori and Pacific school leavers and whanau/parents attended. The increased number of scholarship applications from Māori and Pacific students for University scholarships could be attributed to the success of this annual event.</p> <p>The team provided advice to MATES (Mentoring and Tutoring Education Scheme) which works with students from low decile schools.</p> <p>Scholarship brochures for Māori and Pacific students were produced by the Equity Office and distributed across the University and to prospective students.</p>
Support for equity students on campus	Pastoral care, advice and support for students from equity groups.	<p>Orientation programmes were organised for Māori, Pacific, and women science and engineering students.</p> <p>Women in Engineering and the Māori and Pacific Equity Advisers continued to provide advice and support to the Women in Engineering Network, NTM and AUPISA respectively.</p> <p>Funding was provided to support study wānanga and study fono conducted by the Māori and Pacific Students' Associations respectively prior to and during exams.</p>
CATS⁹ Scholarships	Equity Scholarships: Chancellor's Awards for	The team participated in the selection of CATS recipients,

⁹ University of Auckland Chancellors Award for top Māori and Pacific scholar

Key initiative/ programme	Brief description	Outcomes/outputs
	top Maori and Pacific Scholars	training of mentors, and monitoring and support of CATS recipients.
Support for Pro Vice-Chancellor (Māori) Office	Provision of expert advice and support to the Pro Vice-Chancellor (Māori)	<p>The Student Equity Manager, Māori Equity Adviser and Tuākana Equity Adviser provided advice on strategic and policy issues relating to recruitment and support of Māori students.</p> <p>The Tuākana Equity Adviser provided cultural support as the Pro Vice-Chancellor Māori's representative at a range of events and as speaker during pōwhiri and whakatau ceremonies. He was an active member of Rūnanga and with the Assistant Māori Equity Adviser was instrumental in the delivery of Māori language week activities.</p>
Communications	Ensuring that the University's key messages are communicated appropriately in the appropriate media to reach equity students and their communities.	<p>Six print advertisements featuring Māori and Pacific students were placed in each issue of <i>Mana</i> and <i>Spasifik</i> for 2009.</p> <p>The Student Equity Manager provided input into the development of the Publications Policy, Postgraduate Prospectus, Courses and Careers Day programme and new Student Guide for 2010.</p> <p>Revision of Equity website completed.</p>

Key Trends – Disabilities and impairments

Statistical data on students with disabilities was extracted from the Planning Office *Decision Support System* (DSS) database and from Disability Services student registrations. A snapshot of staff data is provided by Human Resources Information Systems (HRIS).

There was an increase in the number of students who disclosed impairment. The invisible disabilities relating to mental health impairment, specific learning disabilities and impairment due to medical conditions, and physical/mobility impairment, remain the top four impairments disclosed by students. Impairments relating to mental health concerns and specific learning disabilities have ranked in the top two places since 2007.

Key trends: students with impairments

The number of students accessing support from Disability Services has risen.

The EFTS statistics, e.g. Figure 17, reflect the number of students who choose to indicate in nDeva during application that they live with a disability.

It is important to note that disclosure of disability or impairment is voluntary, so these figures do not necessarily reflect the total number of student EFTS with impairments at the University.

Figure 15: Students registered with Disability Services (headcount): 2005 -2009

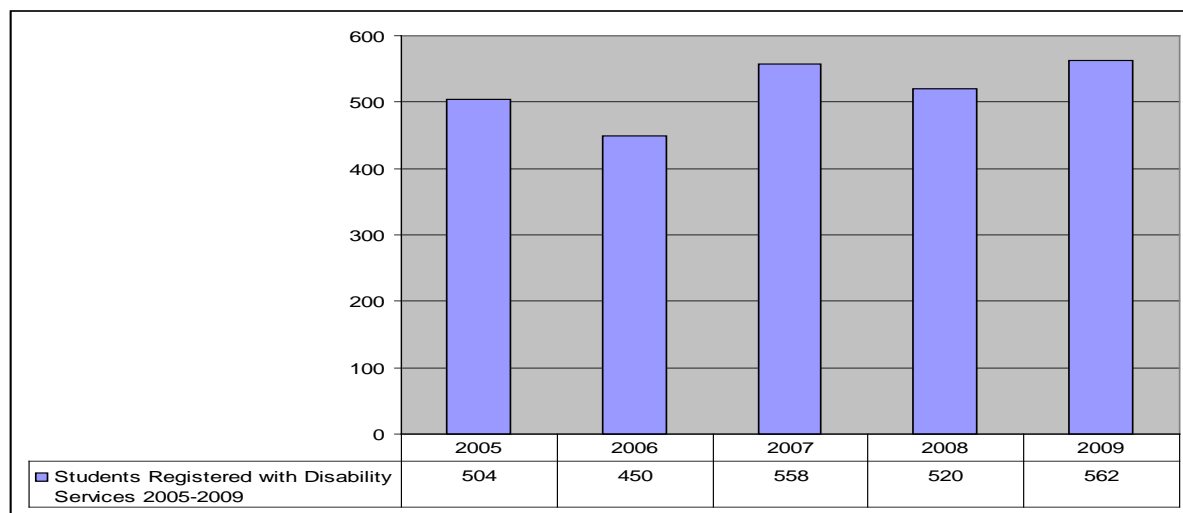


Figure 16 below shows the invisible disabilities of mental health impairment and specific learning disabilities accounted for 52.14% of primary impairments indicated by students who accessed support from Disability Services. Twenty-one percent of students registered with Disability Services indicated they live with multiple impairments.

Figure 16: Students registered with Disability Services by indicated primary impairment, 2008-2009

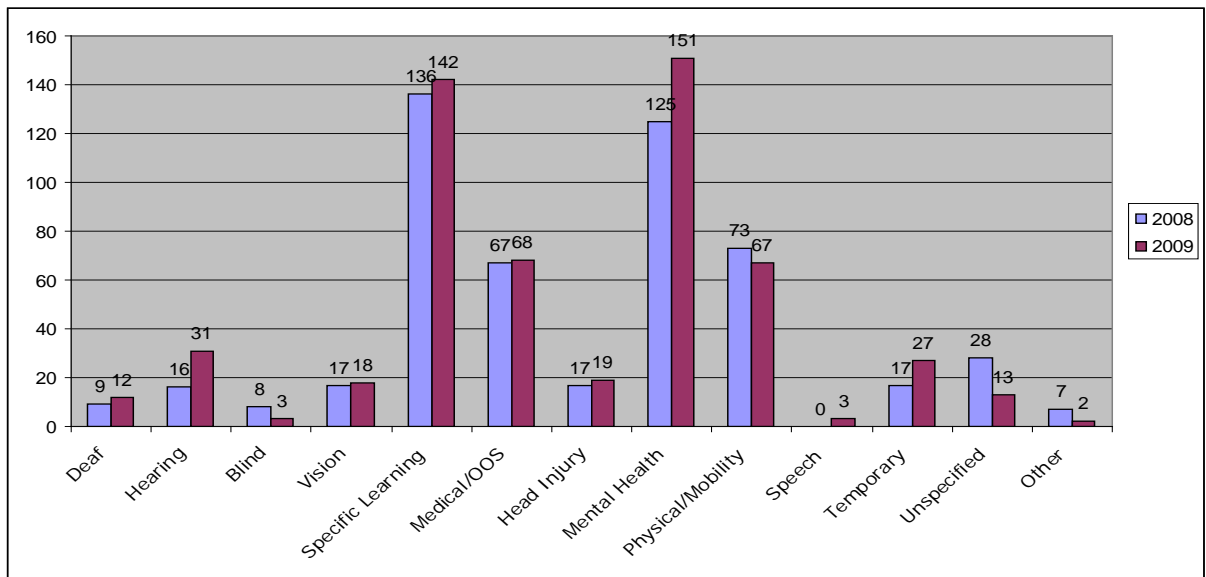


Figure 17 shows that there was a slight overall rise in the number of student EFTS who indicated that they live with a disability at the time of application, from 407.72 in 2008 to 411.15 in 2009. This upward trend is also reflected in the number of students who sought support from Disability Services.

Figure 17: EFTS with disability by ethnic group 2008-2009

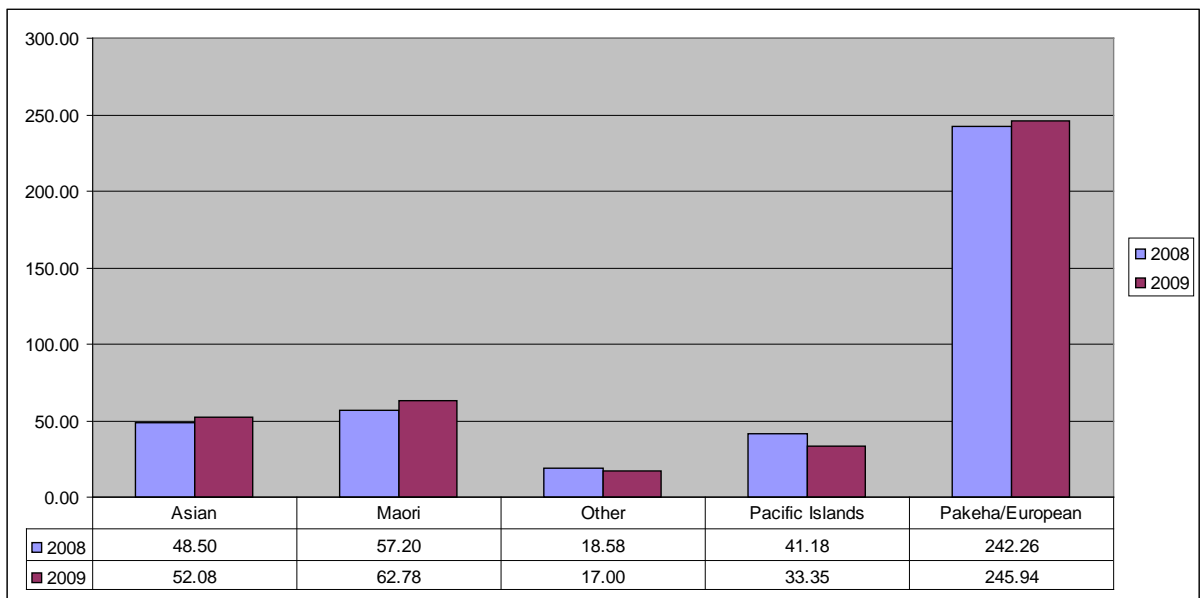


Figure 18 below shows the headcount for Māori students registered with Disability Services was lower than the number of Māori EFTS with impairments. Disability Services worked closely with the Student Equity team to increase outreach to potential and current Māori students with impairments.

Figure 18: Students registered with Disability Services by ethnic group (headcount) 2008-2009

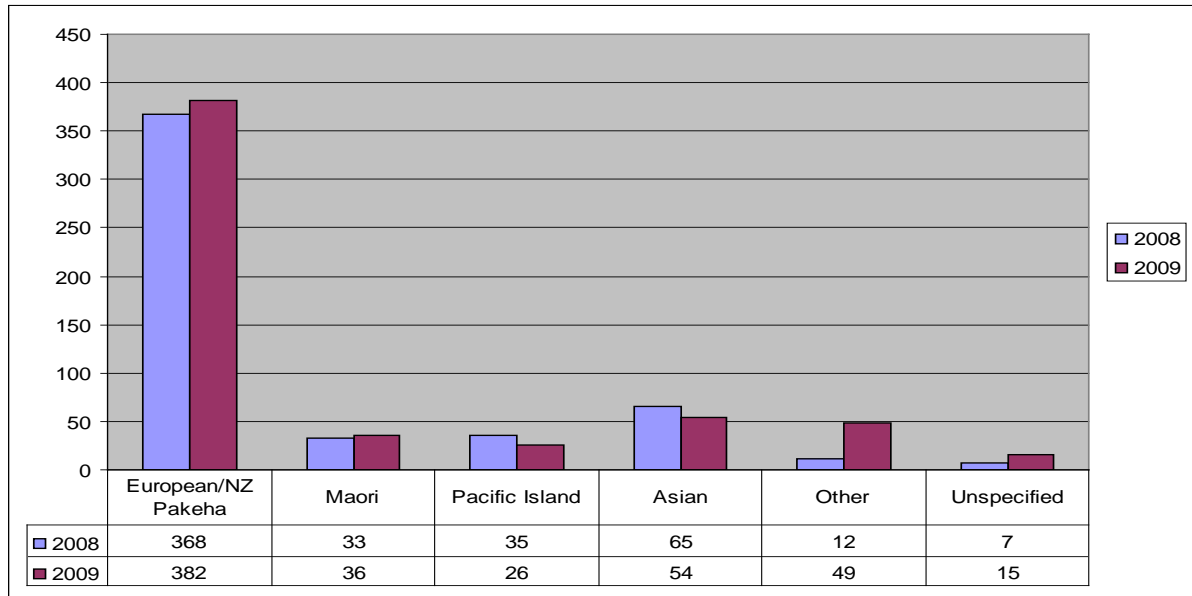


Figure 19 suggests a trend that more Māori, Pacific and Pakeha/European females indicate that they live with a disability whilst more Asian males indicate that they live with a disability.

Figure 19: EFTS with disability by gender 2008 - 2009

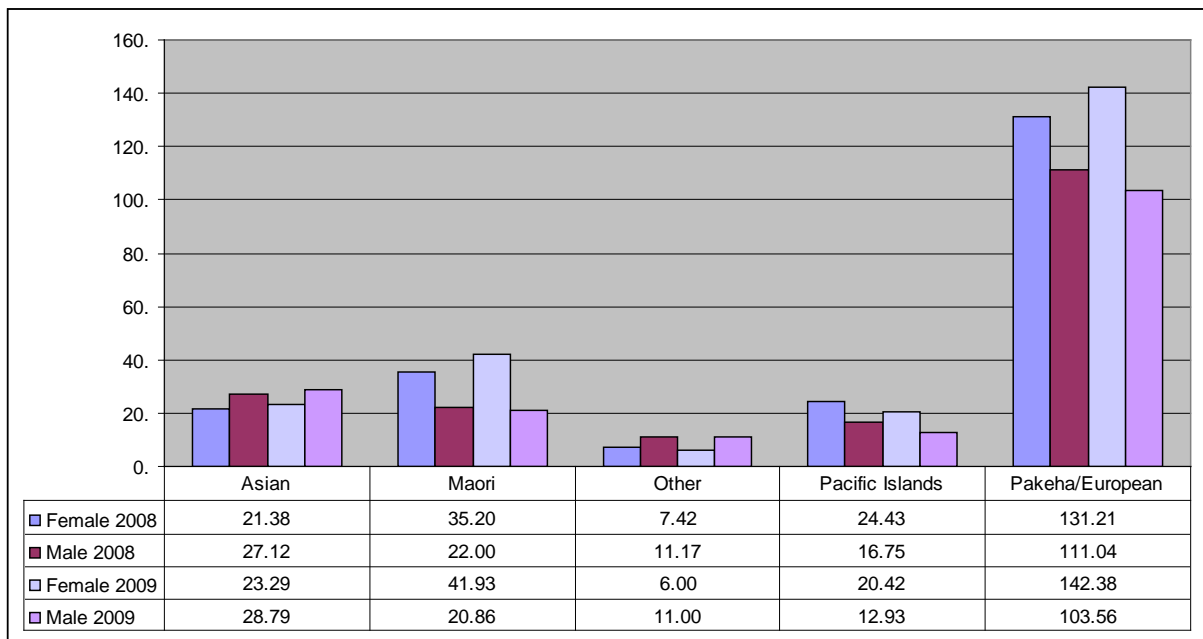


Figure 20 clearly indicates a trend that more females than males seek support from Disability Services.

Figure 20: Students registered with Disability Services by gender 2005 -2009

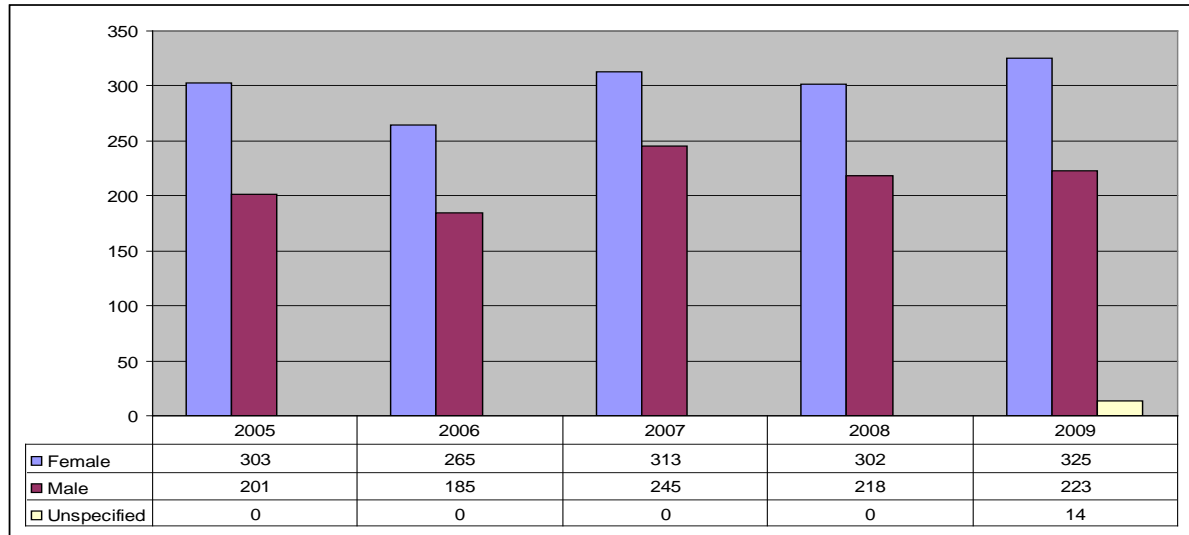


Figure 21 suggests that more student EFTS enrolled with the Faculty of Education disclosed living with a disability during the application process, closely followed by students enrolled in the Faculty of Arts.

Figure 21: Percentage of EFTS with disability by faculty 2009

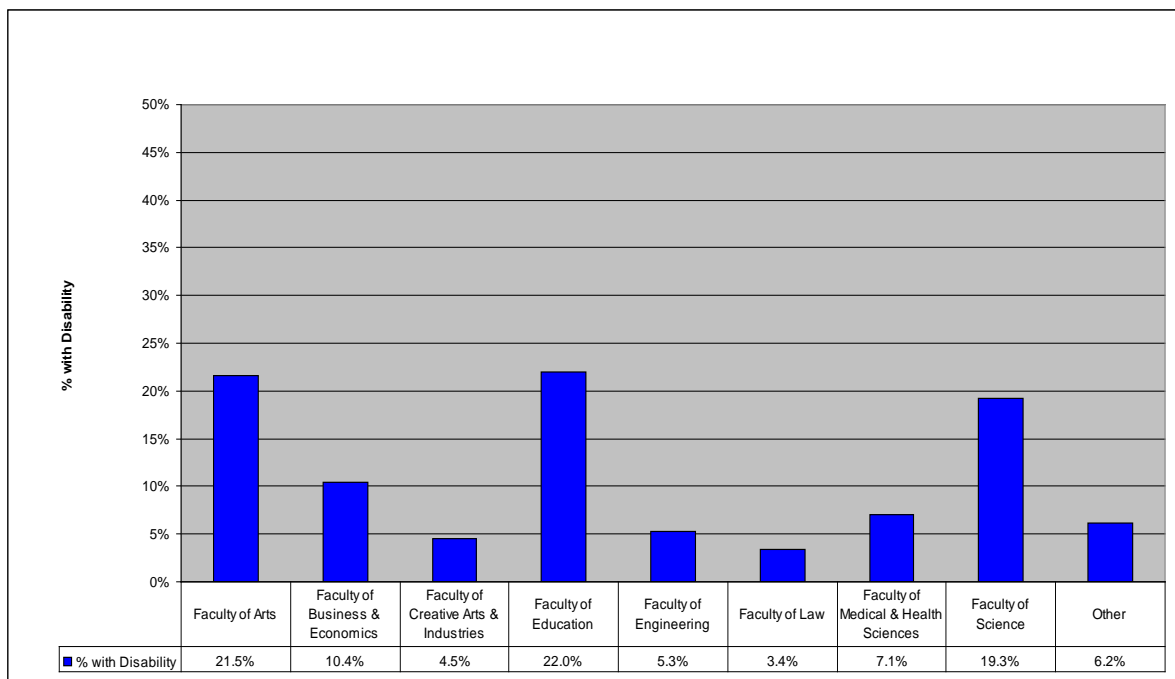


Figure 22 below shows that the highest percentage of students registered with Disability Services were enrolled in the Faculty of Arts, then the Faculty of Science and closely followed by the Faculty of Education.

Figure 22: Numbers of students registered with Disability Services by faculty 2009

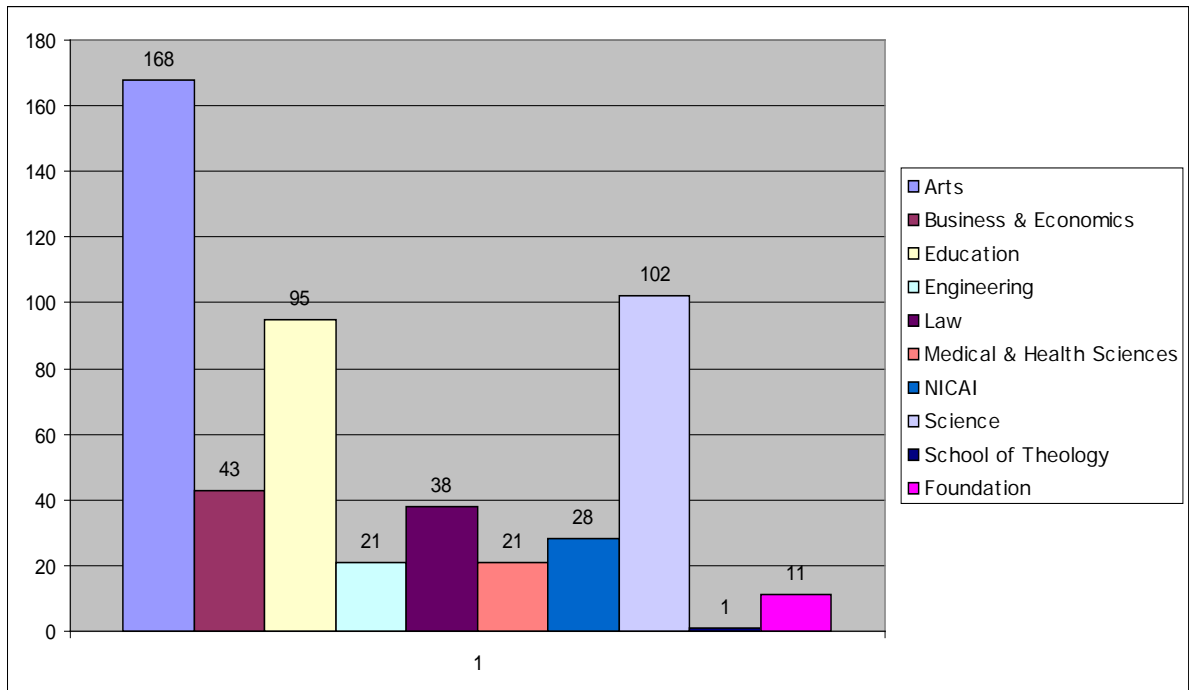


Figure 23: Percentage of EFTS with disability by funding level 2009

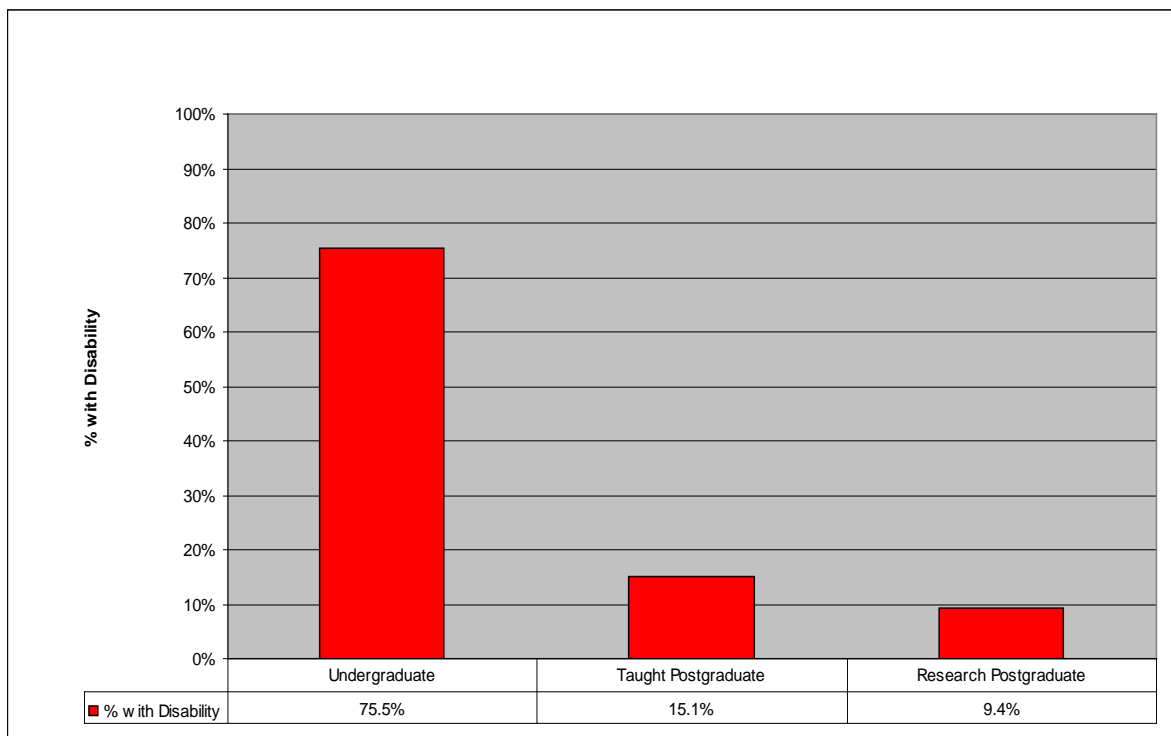
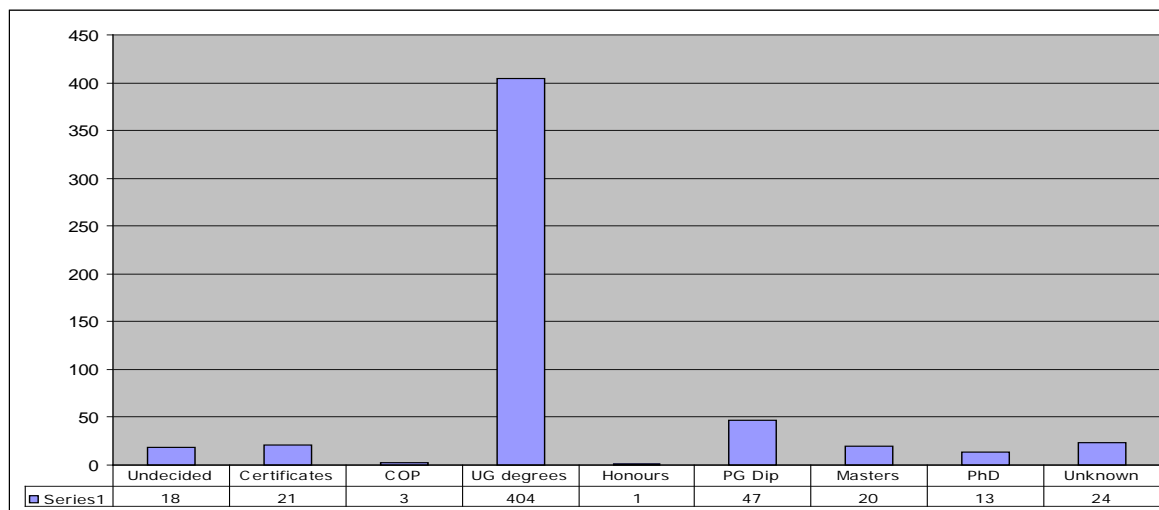


Figure 24 below shows the percentage of students registered with Disability Service undertaking undergraduate (degree) programmes was 76.8% which closely reflects the percentage of student EFTS in undergraduate programmes (75.5%).

Figure 24: Numbers of students registered with Disability Services by levels 2009



Staff disability data

A total of 266 staff reported having a disability or impairment in one or more of the categories of Health, Mental, Physical and Sensory.

The most common impairment under Health was asthma. Other conditions included diabetes, and heart disease. Depression and epilepsy were noted under Mental conditions. Back injuries – some requiring special seating – and OOS in hand and shoulder were included in the Physical category. Predictably, vision and hearing made up the majority of Sensory impairments. Under Not Disclosed, 75 reported they had a disability but chose not to provide further details.

Table 1: Staff disability

Category	Total	Common disabilities
Health	49 (18%)	Asthmatic 23 (47%)
Mental	13 (5%)	Depression 4 (30%), Epilepsy 3 (23%)
Physical	39 (15%)	Back injuries 13 (33%), OOS 5 (13%)
Sensory	90 (34%)	Poor vision/need glasses or contact lenses 40 (44%), Poor hearing 36 (40%)
Not disclosed	75 (28%)	

Table 2: Equity initiatives and outcomes/outputs for students with impairments 2009

Key initiative	Brief description	Outcomes/outputs
<p>Equity Office review of the University's inclusive teaching and learning practices for students with impairments</p>	<p>The review was conducted in three stages:</p> <ol style="list-style-type: none"> 1. Interviewing students with impairments 2. Interviewing staff whom students identified as supporting their learning needs 3. An all-staff survey with separate academic and general staff versions. <p>The review focused on:</p> <ul style="list-style-type: none"> • Policy • Access to buildings • Examinations and assessment • Access to general and specialist services • Teaching and learning • Disclosure 	<p>There was considerable synergy of views between students and staff and also between academic and general staff.</p> <p>It is very pleasing that the University was commended on existing initiatives in all areas of focus. Recommendations were also made that will enable the University to enhance the inclusive teaching and learning environment it provides for students with impairments.</p> <p>An implementation plan has been developed for 2010.</p>
<p>Mental Health Support Coffee Group</p>	<p>The coffee group was run for the first time in 2009. Its purpose was to offer a place where students with mental health impairments could socialise without fear of stigma and provide opportunities for sharing experiences in confidence, acceptance and mutual support.</p>	<p>Meetings were held every two weeks throughout Semesters 1 and 2. Feedback from the seven students who attended either regularly or intermittently indicated they valued the opportunity to meet informally and wanted the coffee group to continue in 2010.</p>
<p>A 'welcome' DVD in New Zealand Sign Language (with captions) for use during graduation ceremonies</p>	<p>The 2009 Autumn Graduation Ceremonies coincided with New Zealand Sign Language Week.</p> <p>The Graduation Office, with support from the Equity Office, wanted to acknowledge the fact that New Zealand Sign Language is an official language of this country and wanted to enhance the graduation experiences of Deaf students and their families.</p>	<p>The 'welcome' DVD was produced and was played in the entrance way before every graduation ceremony.</p>

Key initiative	Brief description	Outcomes/outputs
Community outreach	Developing and maintaining positive relationships with communities of interest including the Auckland Disability Provider Network (ADPN), the Disability Information Waitakere Network and local Pacific communities.	<p>Attended ADPN meetings and the annual information morning for disabled young adults transitioning from school to work or tertiary education and equity information on support for students with disabilities at The University of Auckland was disseminated.</p> <p>Disability Services staff collaborated with Student Equity team members to deliver a coordinated presence at the Pasifika festival.</p>
Support for students with disabilities on campus	Pastoral care, advice and support for students with disabilities	<p>Orientation presentations were tailored for students with disabilities.</p> <p>Disability Services staff continued to provide advice and support to students with disabilities and to work in collaboration with departments and service divisions to create an inclusive learning environment for students.</p>
Communications	Ensuring that the University's key messages are communicated appropriately in the appropriate media to reach equity students and their communities.	<p>One article featuring a student with disabilities was included in the LINK magazine, a publication produced by the University's School Partnership Office which is sent to all schools Careers Advisers.</p> <p>The Disability Services Manager contributed information for Courses and Careers Day programme and the 2010 Undergraduate Prospectus.</p>
Providing training/ awareness/professional development	<p>Guest lecture on diversity and disability to Managing Diversity students.</p> <p>Disability awareness raising presentations to the University's Uniguides and Ambassadors.</p> <p>Disability Awareness factsheets updated on website.</p>	Equity information on the needs of students with disabilities and available support from within the University is disseminated and awareness is increased.

Key initiative	Brief description	Outcomes/outputs
Parking permits	The Equity Office administers parking permits for students with disabilities and staff with temporary disabilities. These are available on a time limited basis e.g. per semester or per academic year.	Sixty-six University disability parking permits were approved during 2009 – 14 staff and 52 students.

Key trends – Staff equity

This section describes the overall employment trends of women, Māori, Pacific and Asian staff groups at the University. Statistical data in this section was provided by Human Resources Information Systems and the DVC (Academic)'s Office.

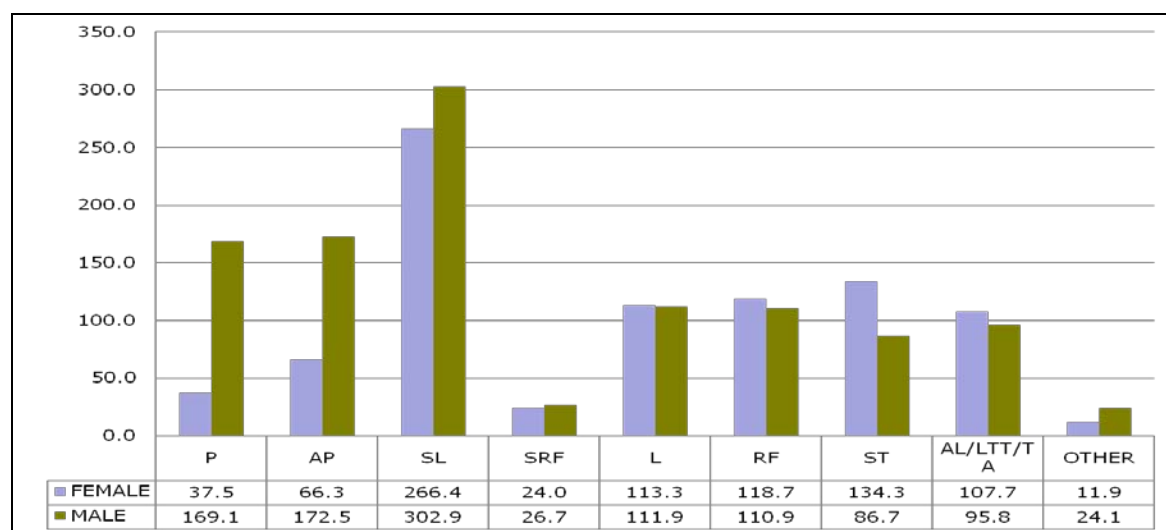
- The percentage of academic women has risen from 42.3% (835.3 FTE) in 2005 to 44.4% (879.9 FTE) in 2009.
- Women Associate Professors increased by 17%, from 23.8% (50.4 FTE) in 2005 to 27.8% (66.3 FTE) in 2009.
- Women Professors have increased by 2% since 2005 from 17.6% (34.5 FTE) in 2005 to 18.1% (37.5 FTE) by 2009.
- There has been an overall increase of senior women academics by 12% since 2005. In 2005 there were 20.7% (84.9 FTE) senior academic women and now there are 23% (103.8 FTE). The University's target for senior academic women in 2009 was >25%.
- A promotions analysis of 2005-2008 data has indicated men and women have equivalent application and success rates, but that women spend less time on promotions bars than men.
- Women have been very successful in the 2009 promotions rounds with 12 being promoted to professor.
- General staff women remain in the majority at 60% (1642.7 FTE).
- Changes to ethnic data calculation at the University mean accurate comparisons can only be drawn between 2008 and 2009. Consequently, there is no broader comparison with 2005 data to identify trends.
- Maori academic staff are 6% (110.0 FTE). The University's target for 2009 was >6%. The majority of Māori academic staff are women with 65.6 FTE (59.6%) compared with 44.4 FTE (34.4%) men.
- Maori general staff are 6% (163.9 FTE). The University's target for 2009 was > 6%. The majority are women with 69.4% (112.0 FTE) compared with 30.6% (49.4 FTE) men.
- Pacific academic staff are 2% (43.1 FTE). The University's target for 2009 was >3%. The majority are women with 63.9% (27.5 FTE) compared with 36.1% (15.6 FTE) men.
- Pacific general staff are 6% (147.4 FTE). The University's target for 2009 was > 6%. The majority are women with 72.6% (106.7 FTE) compared with 27.4% (40.7 FTE) men.
- Asian academic staff are 13% (261.8 FTE)
- Asian general staff are 21% (572.6 FTE)
- Pakeha/European academic staff are 67.0% (1,333 FTE)
- Pakeha/European general staff are 54.4% (1428.7 FTE)

Gender

Academic women

In 2009, out of 1,980 academics, 879.9 FTE (44.4%) were women and 1100.6 FTE (55.6%) men. Numbers of academic women have steadily risen from 835.3 FTE (42.3%) in 2005 but so, too, have academic men resulting in modest changes in overall women's representation which reached 44% in 2007.

Figure 25: Academic staff FTE by grade and gender 2009



Data source: HRIS annualised report (Real Grade)

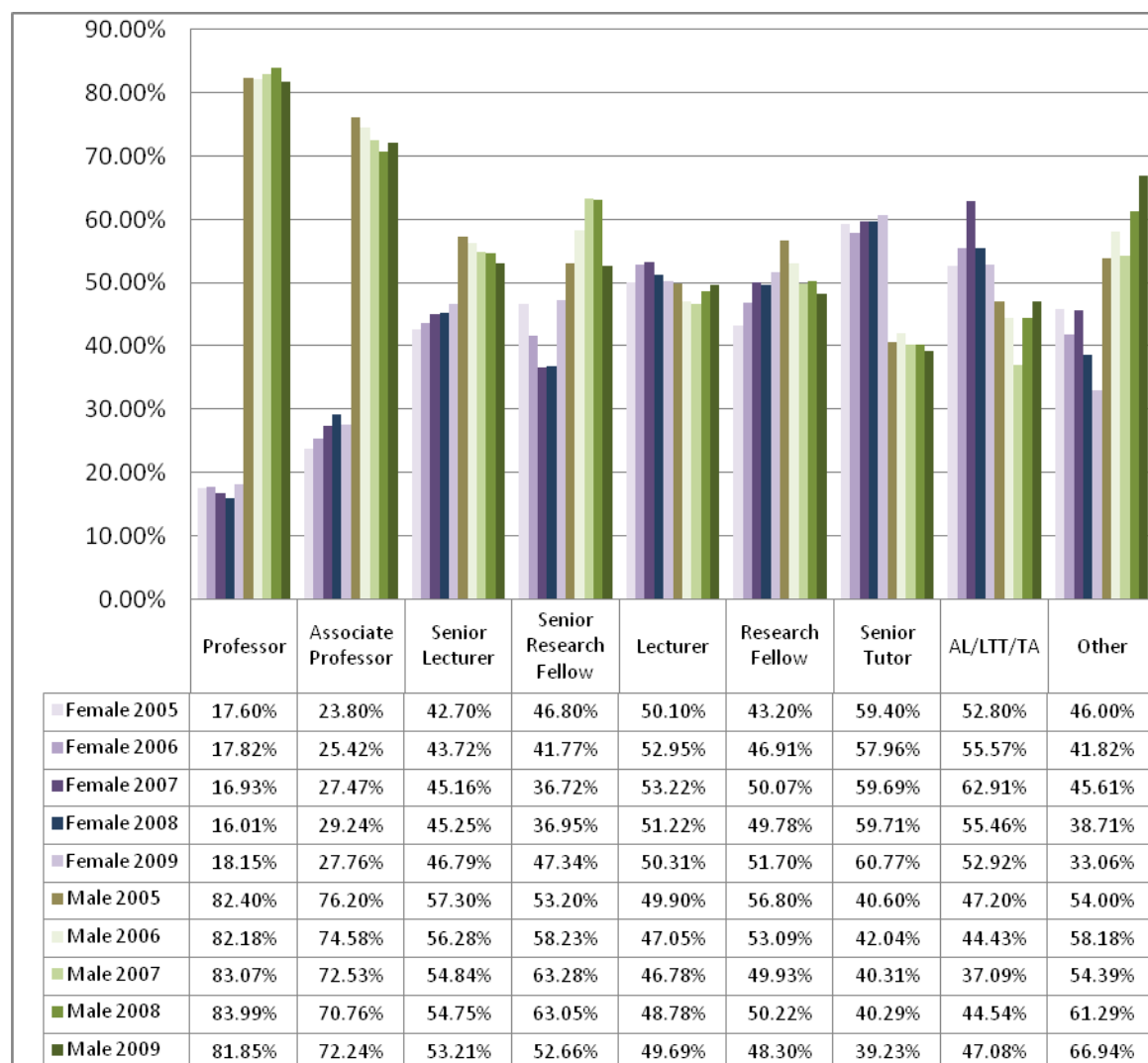
Table 3: Academic staff FTE and percentage by grade and gender 2009

	Female		Male	
	FTE	%	FTE	%
Professor	37.5	18.1	169.1	81.9
Associate Professor	66.3	27.8	172.5	72.2
Senior Lecturer	266.4	46.8	302.9	53.2
Senior Research Fellow	24.00	47.2	26.7	52.7
Lecturer	113.3	50.3	111.9	49.7
Research Fellow	118.7	51.7	110.9	48.2
Senior Tutor	134.3	60.8	86.7	39.2
AL/LTT/TA	107.7	52.9	95.8	47.1
Other	11.9	33.1	24.1	66.9

Predictably there are more women than men Senior Tutors, and with very minor variations, proportions of Lecturers, Research Fellows and Senior Research Fellows have remained equivalent since 2005.

There are 4% more women Senior Lecturers than in 2005. Increases at this grade are essential for enlarging the pool of eligible applicants to Associate Professor and Professor. In 2005, 42.7% (248.7 FTE) of Senior Lecturers were women and this has risen to 46.7% (266.4 FTE) by 2009.

Figure 26: Academic staff percentages by grade and gender 2005-2009



Data source: HRIS annualised report (Real Grade)

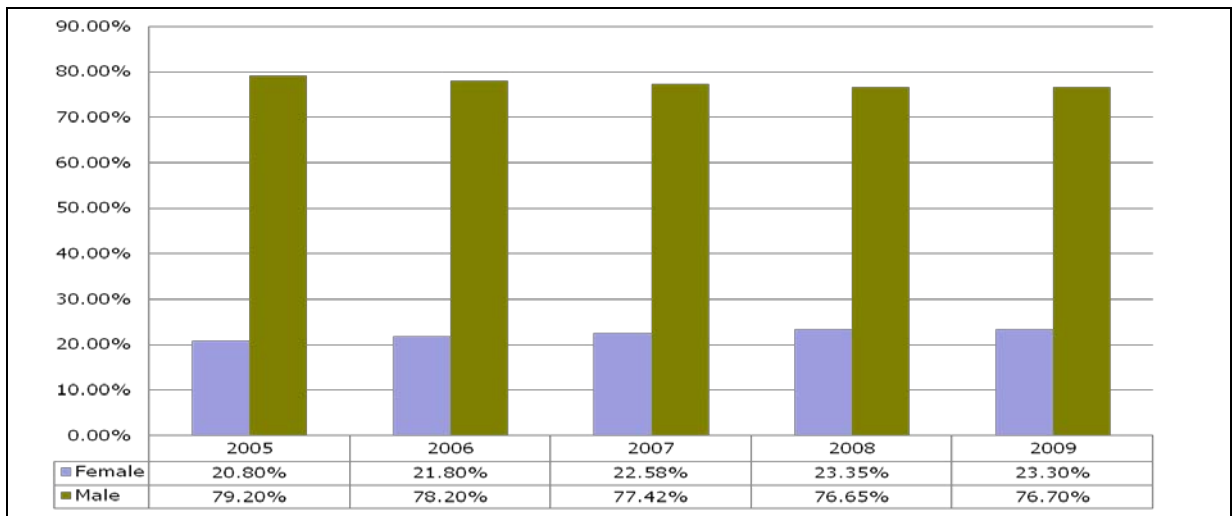
Senior academic women

The percentage of women Associate Professors increased by 17%, from 23.8% of all Associate Professors (50.4 FTE) in 2005 to 27.8% (66.3 FTE) in 2009.

Women Professors have increased by 2% since 2005 when they made up 17.6% (34.5 FTE) of all Professors to 18.1% (37.5 FTE) by 2009. Staff losses through retirement at this grade create particular challenges to maintaining a critical mass (see comments in promotions section).

Senior academic women (Associate Professors and Professors) have increased by 12% since 2005. In 2005, 20.7% (84.9 FTE) of all senior academics were women and by 2009 this had risen to 23.3% (103.8 FTE).

Figure 27: Senior academic staff percentages by gender 2005-2009

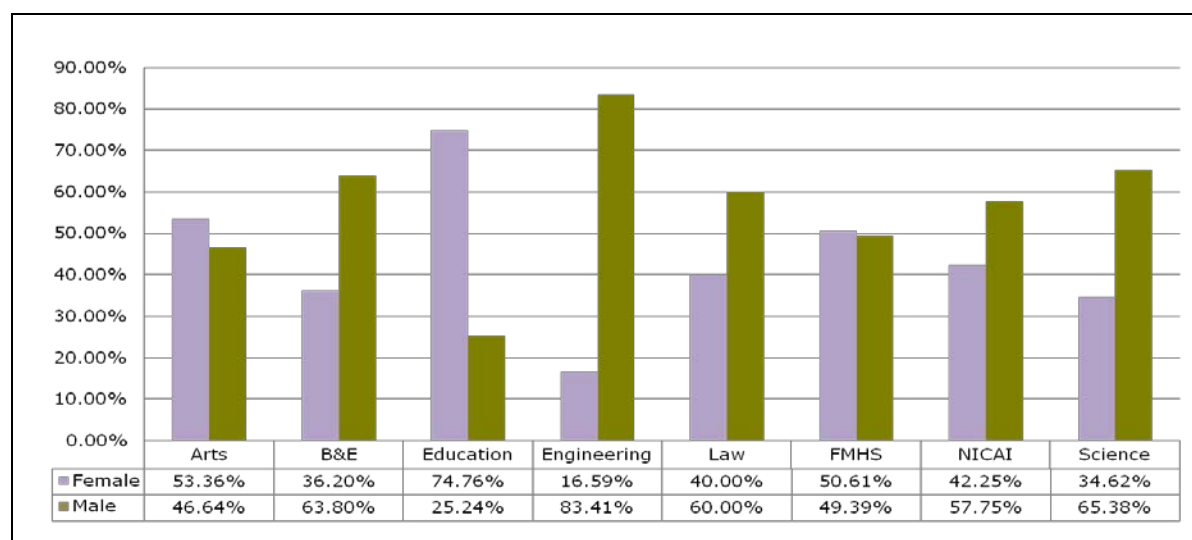


Data source: HRIS annualised report (Real Grade)

Table 4: Senior academic staff FTE and percentage by gender 2005 – 2009

Year	Men		Women		Total
	FTE	%	FTE	%	
2005	323.30	79.20	84.9	20.79	408.2 FTE
2006	348.87	78.2	97.28	21.8	446.15 FTE
2007	349.10	77.42	101.84	22.58	450.94 FTE
2008	341.84	76.65%	104.15	23.35	445.99 FTE
2009	341.6	76.70%	103.8	23.30	445.4 FTE

Figure 28: Academic staff percentages by gender in faculties 2009



Data source: HRIS annualised report (Real Grade)

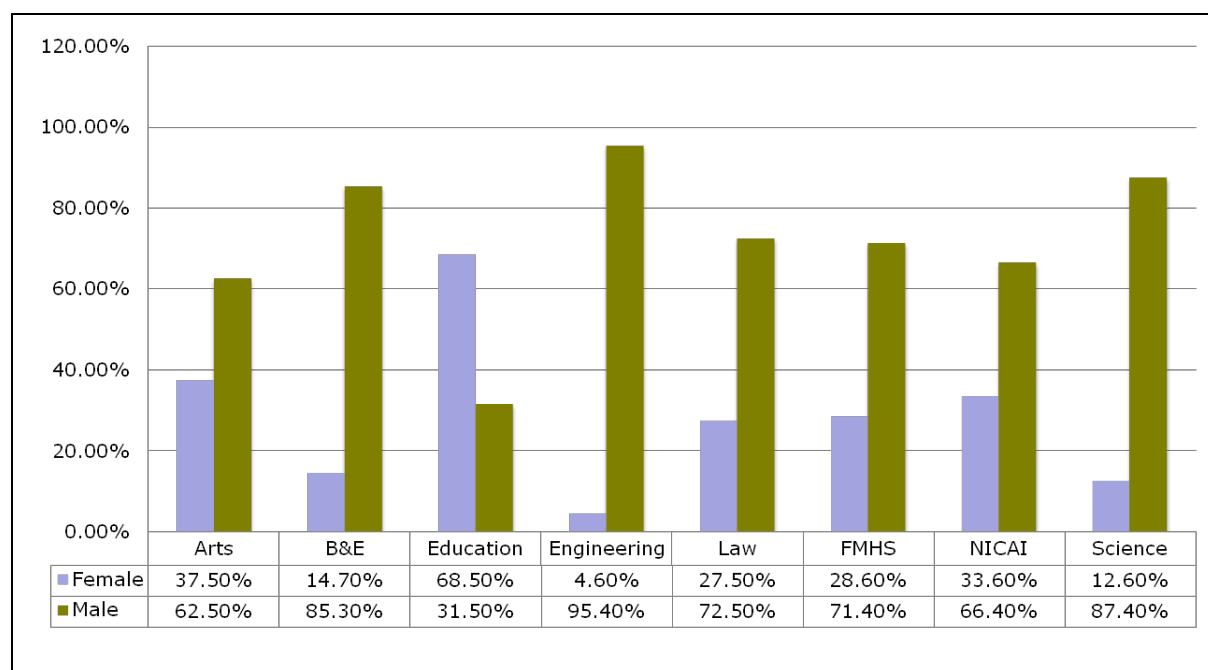
Table 5: Academic staff FTE and percentage by gender in faculties 2009

Faculty	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
Arts	150.80	53.36	131.80	46.64	282.60	15.1
B&E	72.30	36.20	127.40	83.80	199.70	10.7
Education	142.20	74.76	48.00	25.24	190.20	10.1
Engineering	30.00	16.59	150.80	83.41	180.80	9.6
Law	18.20	40.00	27.30	60.00	45.50	2.4
MHS	204.40	50.61	199.50	49.39	403.90	21.5
NICA I	45.80	42.25	62.60	57.75	108.40	5.8
Science	161.20	34.62	304.40	65.38	465.60	24.8

Education, Arts and Medical and Health Sciences have the highest percentages of women academics at 74.76%, 53.36% and 50.61% respectively. NICA I and Law have 42.25% and 40.00% respectively. Business and Economics and Science sit at 36.20% and 34.62% respectively. Engineering has the lowest proportion with 16.59%.

When comparing the percentages of all academic women, with those holding senior positions in those faculties, Education is the only faculty to maintain a majority of women in senior positions. All other faculties showed a significant gender gap at the senior grades. However, NICA I had a narrower margin between 'all academic' and senior academic women than the other faculties.

Figure 29: Senior academic staff percentages by gender in faculties 2009



Data source: HRIS annualised report (Real Grade)

Table 6: Senior academic staff FTE and percentage by gender in faculties 2009

Faculty	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
Arts	27.9	37.5	46.5	62.5	74.4	17.38
B&E	7.4	14.7	43.0	85.3	50.5	11.79
Education	8.9	68.5	4.1	31.5	13.0	3.04
Engineering	2.0	4.6	41.6	95.4	43.6	10.18
Law	5.0	27.5	13.2	72.5	18.2	4.25
MHS	26.1	28.6	65.1	71.4	91.2	21.29
NICA I	6.8	33.6	13.4	66.4	20.2	4.72
Science	14.8	12.6	102.3	87.4	117.1	27.35

Promotions and gender 2009

Highlights of the year were an in-depth promotions gender analysis conducted collaboratively with Professor Chris Triggs from the Department of Statistics, and a significant increase in women's professorial promotions.

Overall, promotions applications up to and including Associate Professor in 2009 followed similar demographic patterns of previous years, although the application rate for women was slightly lower.

There were 1,445 eligible staff – 51% (741) women and 49% (704) men. Of these, 164 applied – 9% of eligible women (65) and 14% of eligible men (99). Of those who applied, 65% of women (42) and 63% of men (62) were successful.

In-depth analysis of promotions up to Associate Professor

Between 2005 and 2008, promotions reports indicated high overall women's success rates (69% compared with 61% for men) but a slightly lower application rate (11% compared with 14% for men).

This study examined four promotion bars – Senior Tutor bar, top of Lecturer grade, Senior Lecturer bar and top of Senior Lecturer grade. Staff on these bars were tracked by age and gender over a five-year period. Analysis covered the length of time spent on these bars and the relationship to application and success rates.

The findings concluded that with the exception of Senior Tutors, where duration was similar for men and women, women spent less time on the promotion bars than their male counterparts. The study did not produce evidence of gender difference in application and success rates in promotion.

Promotions to Associate Professor 2009

In 2009, there were a total of 47 applications to Associate Professor – 20 (42%) women and 27 (58%) men. Of these, 12 (48%) women and 13 (52%) men were promoted to Associate Professor (one woman withdrew). As there were 107 (41.5%) women and 151 (58.5%) men at Senior Lecturer above the bar (the group most likely to apply to Associate Professor), these results indicate the percentage of women promoted was equitable, albeit slightly higher than their representation in the pool who were eligible to apply. Women's success in Associate Professor promotions remains equivalent to that of men's.

Professorial promotions 2009

The 2008 Equal Opportunities Office Annual Statistical and Activities Report noted that, "The number of professorial applications has been low over the last five years and there were none from women in 2007/2008" (pp 47). In previous years, the professorial promotions process spanned two years. In 2009, both the 2008 and 2009 rounds were concluded within the same year. Women's application rates increased and 12 were promoted, a significant change compared with previous years when there were either one or no women applicants.

Table 7: Academic promotions to Professor: application, progression¹⁰ 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
Applicants	0	17	2	8	2	5	2	12	0	6
Progressed	0	12	1	6	2	5	2	7	0	2
Success % of gender	0 0%	9 53%	1 50%	5 62%	1 50%	4 80%	1 50%	7 58%	0 0%	1 17%

Data source: DVC (Academic)

Table 8: Academic promotions to Professor: application, progression and success rates by gender 2008- 2009

	2008/2009		2009	
	Female	Male	Female	Male
Applicants	6	11	9	10
Progressed	6	5	7	4
Success % of gender	6 100%	5 45%	6 66%	2 20%

Data source: DVC (Academic)

In the 2008/2009 round out of 19 initial applicants, the University Academic Staffing Committee (USAC) considered 17 applications to Professor. Out of six women and 11 men, 11 were successful; six women and five men.

In the 2009 round out of 19 initial applicants, UASC considered 11 applications to professor. Seven were women and four were men. Eight were successful; six women and two men.

The 2009 promotions do not come into effect until 1 Feb 2010. The figures (snapshot at 1 Feb 2010) are 112.8 women and 356.1 men.

General staff

Academic staff have clearly assigned grades that can be analysed to show trends but equivalent data is not available for general staff. This is due to different systems for assigning levels being applied between 2004 and 2010. Some staff have no assigned level.

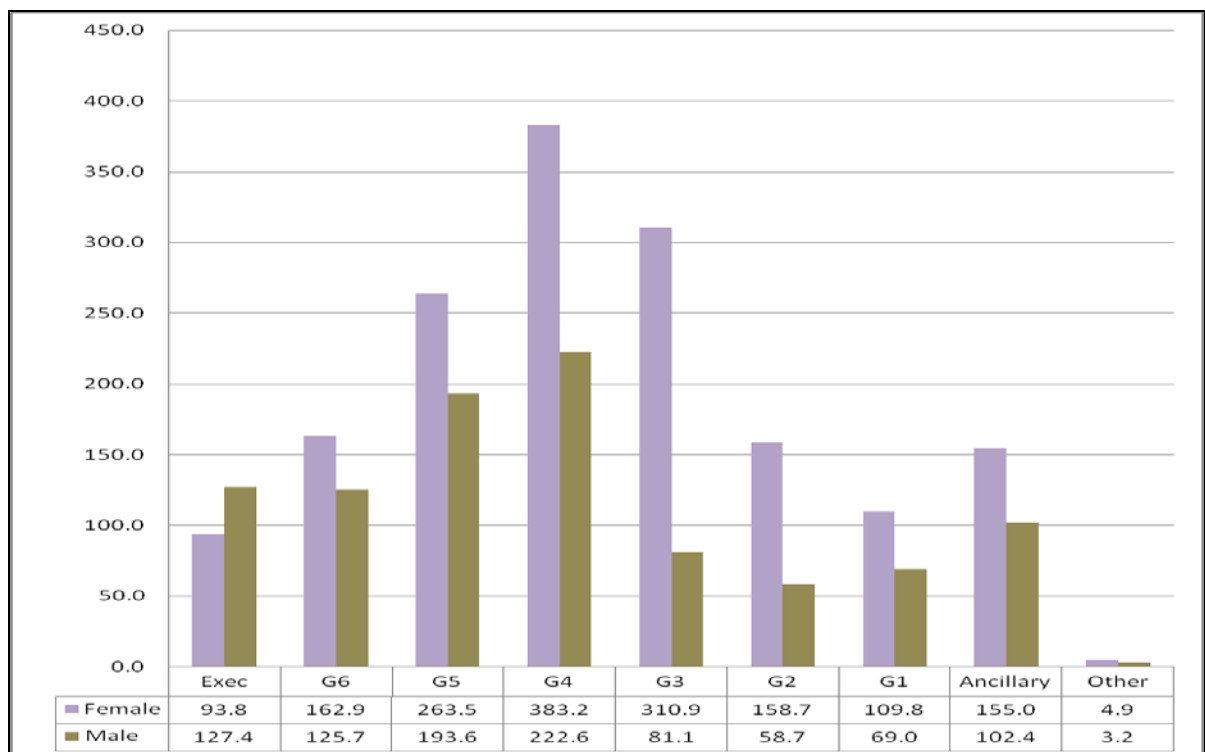
¹⁰ The professorial promotions process involves stages of preliminary assessment. Applications which are 'progressed' are provided to the University Academic Staffing Committee (UASC) for final consideration.

In 2009 there were 1642.7 FTE general staff women and 983.7 FTE men giving a total of 2626.4 FTE general staff.

General staff women

- Women are in the majority – consistently around 60%.
- Women do not appear to hold the majority of senior positions (executive). Currently, they hold 40%, but this may result from under reporting (senior general staff women were at 47% before general staff levels were changed and amalgamation with ACE).
- ‘Occupational segregation’ results in large group of women administrators at Level 4.

Figure 30: General staff FTE by gender and level 2009



Data source: HRIS annualised report (Real Grade)

Table 9: General staff FTE by gender and level 2009

	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
Exec	93.8	42.4	127.4	57.6	221.2	8.4
G6	162.9	56.4	125.7	43.6	288.6	11.0
G5	263.5	57.6	193.6	42.4	457.1	17.4
G4	383.2	63.3	222.6	36.7	605.8	23.1
G3	310.9	79.3	81.1	20.7	392.0	14.9
G2	158.7	73.0	58.7	27.0	217.5	8.3
G1	109.8	61.4	69.0	38.6	178.9	6.8
Ancillary	155.0	60.2	102.4	39.8	257.4	9.8
Other	4.9	60.6	3.2	39.4	8.1	0.3

Māori, Pacific, Asian, Pakeha/European and 'other' Staff

Table 10: Academic and general staff FTE and percentage by ethnicity 2009

	Ethnic Group	FTE	%
Academic Staff	Māori	110	5.5
	Pacific	43	2.1
	Asian	262	13.2
	Pakeha/European	1333	67.3
	Other	233	11.6
Academic Total		1980	100%
General Staff	Māori	161	6.1
	Pacific	147	5.6
	Asian	573	21.8
	Pakeha/European	1429	54.4
	Other	317	12.1
General Staff Total		2627	
Grand Total		4607	100%

Data source: HRIS annualised report (Real Grade)

Māori academic staff

Changes to the University system for reporting ethnicity in 2008, means an accurate comparison cannot be drawn with data prior to this date.¹¹ In 2008, there were 113.6 FTE Māori academic staff (5.7% of all academic staff). In 2009, Māori academic FTE appears to have decreased to 110.0 (5.5%). (These data are calculated by 'real grade' - if calculated by 'highest grade'¹² the 2009 Māori academic FTE is 118).

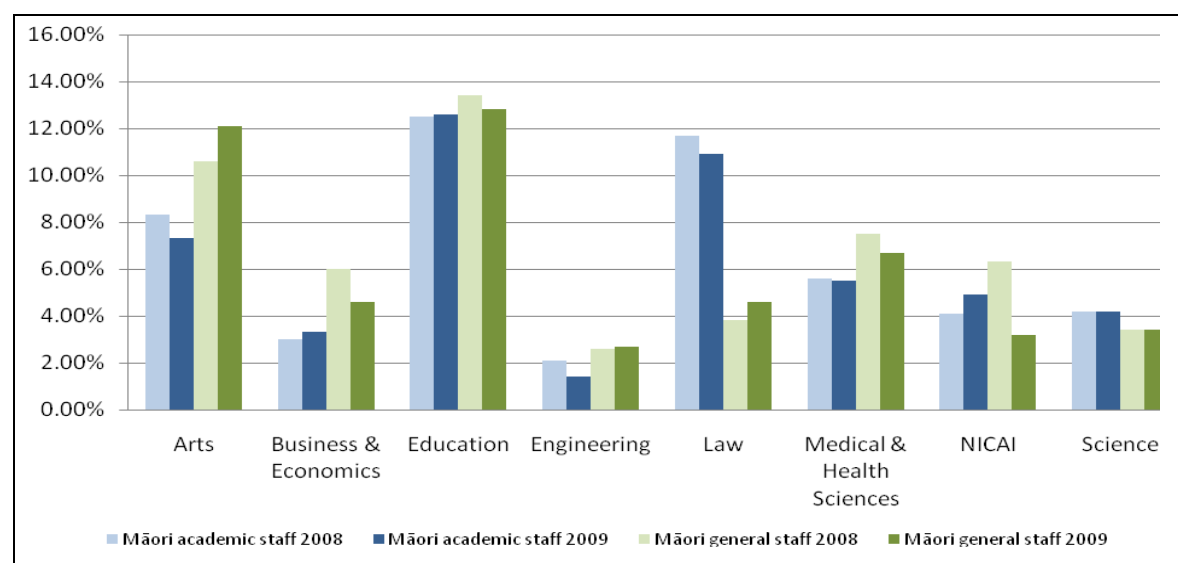
¹¹ In 2005 using the previous system of calculation there were 96.70 FTE Māori academic staff.

¹² Highest grade applies to employees who have more than one position and one is higher than the other.

The majority of Māori academic staff are women with 65.6 FTE (59.6%) compared with 44.4 FTE (34.4%) men. This is higher than the overall percentage of women academics (44.4%).

Overall, there has been little change in Māori academic staff numbers between 2008 and 2009. The highest percentages of Māori academics remain in Education (12.6%) and Law (10.9%). NICA I has gained one FTE and Arts has lost three FTES since 2008. The lowest percentages are in Engineering (1.4%) and Business and Economics (3.3%).

Figure 30: Māori academic and general staff by percentage in faculties 2008 -2009



Data source: HRIS annualised report (Real Grade)

Table 11: Māori academic and general staff percentage and FTE in faculties 2008 – 2009

Faculty	Māori academic staff 2008	Māori academic staff 2009	Māori general staff 2008	Māori general staff 2009
Arts	23.71 FTE 8.3%	20.53 FTE 7.3%	10.99 FTE 10.6%	13.04 FTE 12.1%
B & E	6.10 FTE 3.0%	6.65 FTE 3.3%	7.32 FTE 6.0%	5.94 FTE 4.6%
Education	23.80 FTE 12.5%	23.92 FTE 12.6%	37.23 FTE 13.4%	35.61 FTE 12.8%
Engineering	3.07 FTE 2.1%	2.47 FTE 1.4%	2.88 FTE 2.6%	3.07 FTE 2.7%
Law	5.40 FTE 11.7%	4.96 FTE 10.9%	0.97 FTE 3.8%	1.18 FTE 4.6%
MHS	22.18 FTE 5.6%	22.11 FTE 5.5%	23.82 FTE 7.5%	22.81 FTE 6.7%
NICA I	4.45 FTE 4.1%	5.35 FTE 4.9%	3.38 FTE 6.3%	1.74 FTE 3.2%
Science	19.91 FTE 4.2%	19.33 FTE 4.2%	9.30 FTE 3.4%	9.86 FTE 3.4%

Data provided by HRIS indicates that equivalent percentages of Māori are appointed to fixed term and tenured positions. Between 2005 and 2009, 106 (7%) Māori and 1,322 (93%) non-Māori were appointed to fixed term positions. Between 2005 and 2009, 128 Māori (7%) and 1651 (93%) non-Māori were appointed to tenured positions.

Māori general staff

In 2008 there were 163.94 FTE (6.5%) Māori general staff and in 2009 there were 161.42 FTE¹³ (6.1%) indicating a loss of 2.5 FTE¹⁴. Of the 2009 Māori general staff, 112.0 FTE (69.4%) are women and 49.4 FTE (30.6%) men. This is a higher percentage of women than the overall percentage of 60% general staff women.

The highest percentages of Māori general staff in faculties are in Education (12.8%) and Arts (12.1%). Fluctuations have been small since 2008. Arts has increased by two FTE general staff. Education and NICA have lost 1.6 FTE.

In service divisions, Student Administration (7.1%) and the Library (6.9%) have the highest percentages of Māori general staff. Student Administration has increased by two FTE, the Library has gained one FTE Māori staff and ITSS appear¹⁵ to have lost two FTE.

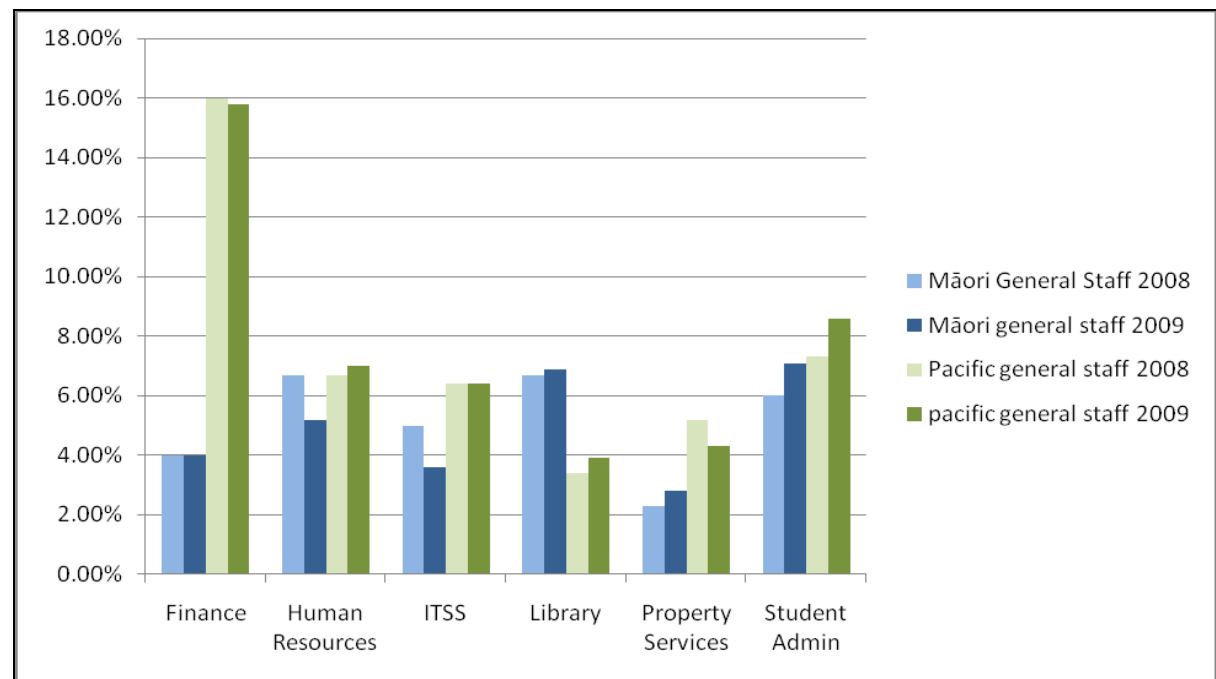
There is a total of 271 FTE Māori staff (5.8%) at the University which is significantly below the percentage of Māori people in the Auckland area (10.5%).

¹³ In 2005 calculations there were 125.6 FTE Māori general staff.

¹⁴ If calculated on the 'highest grade' as noted above the 2009 FTE is 153.

¹⁵ Secondments for projects in 2009 may have caused temporary changes to certain service divisions.

Figure 32: Māori and Pacific general staff by percentage in largest service divisions 2008 – 2009



Data source: HRIS annualised report (Real Grade)

Table 12: Māori and Pacific general staff FTE and percentage in largest service divisions 2008 – 2009

	Māori general staff 2008	Māori general staff 2009	Pacific general staff 2008	Pacific general staff 2009
Finance	1.0 FTE 4.0%	1.0 4.0%	4.0 FTE 16.0%	4.0 FTE 15.8%
Human Resources	3.5 FTE 6.7%	3.0 FTE 5.2%	3.5 FTE 6.7%	4.0 FTE 7.0%
ITSS	9.5 FTE 5.0%	7.5 FTE 3.6%	12.0 FTE 6.4%	12.0 FTE 6.4%
Library	15.6 FTE 6.7%	16.5 FTE 6.9%	8.0 FTE 3.4%	9.3 FTE 3.9%
Property Services	3.00 FTE 2.3%	3.8 FTE 2.8%	6.7 FTE 5.2%	5.8 FTE 4.3%
Student Admin	17.6 FTE 6.0%	19.6 FTE 7.1%	20.9 FTE 7.30%	23.7 FTE 8.6%

Pacific academic staff

In 2008, there were 43.24 FTE (2.2%) Pacific academic staff. This has not altered in 2009.

The majority are women; 27.5 FTE (63.9%) compared with 15.6 FTE (36.1%) for men.

The highest percentages in the faculties are in Education (7.0%) followed by Arts (3.2%). Education increased by 1.6 FTE, and Science by one FTE. Medical and

Health Sciences lost two FTE. Overall, there was very little variation between 2008 and 2009.

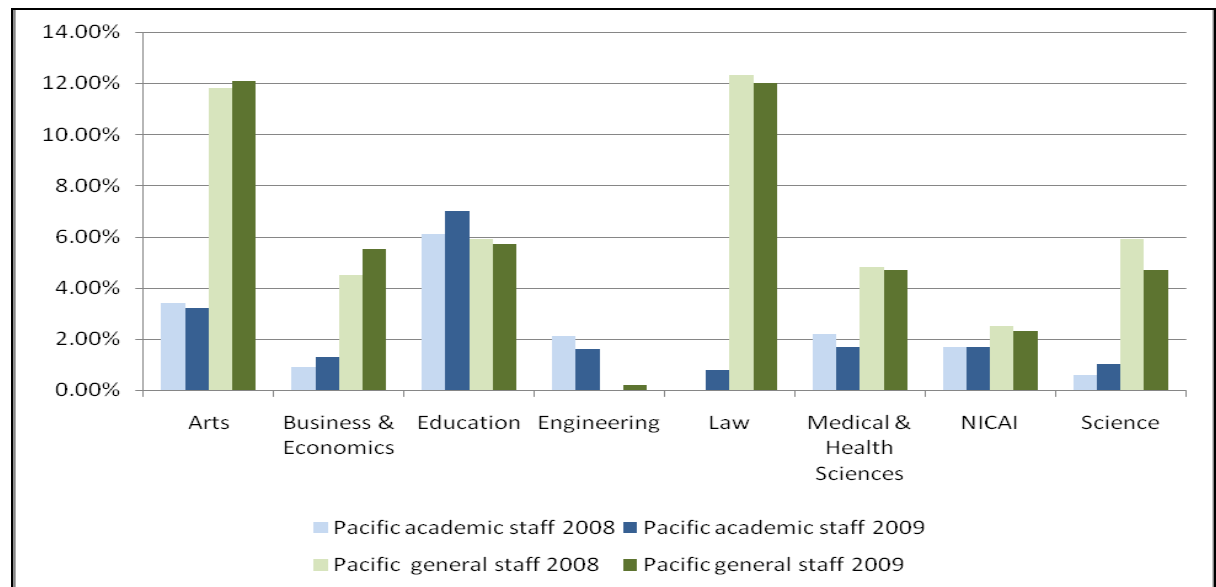
Pacific general staff

In 2008, there were 141.24 FTE (5.6%) which increased slightly to 147.36 FTE (5.6%) in 2009¹⁶. Of these, 106.7 FTE were women (72.6%) and men 40.7 FTE (27.4%). Arts and Education had the highest percentages of Pacific general staff (12%). Engineering had the lowest (0.2%) and NICA had 2.3%, with other faculties at 4-5%.

In the Service Divisions, the highest percentages of Pacific general staff were in Finance (15.8%) and Human Resources (7.0%). The Library gained one FTE; Student Administration three FTES and Property Services lost one FTE.

There is a total of 190 FTE Pacific staff (4.1%) at the University which is significantly below the percentage of Pacific people in the Auckland area (13.6%).

Figure 33: Pacific academic and general staff percentages in faculties 2008 – 2009



Data source: HRIS annualised report (Real Grade)

¹⁶ In 2005 calculations there were 118.6 FTE Pacific general staff.

Table 14: Pacific academic and general staff FTE and percentage in faculties 2007 – 2008

Faculty	Pacific academic staff 2008	Pacific academic staff 2009	Pacific general staff 2008	Pacific general staff 2009
Arts	9.84 FTE 3.4%	9.18 FTE 3.2%	12.23 FTE 11.8%	13.02 FTE 12.1%
B&E	1.82 FTE 0.9%	2.65 FTE 1.3%	5.55 FTE 4.5%	7.04 FTE 5.5%
Education	11.59 FTE 6.1%	13.27 FTE 7.0%	16.46 FTE 5.9%	15.74 FTE 5.7%
Engineering	3.49 FTE 2.1%	2.85 FTE 1.6%	0	0.19 FTE 0.2%
Law	0	0.35 FTE 0.8%	3.20 12.3%	3.08 FTE 12.0%
MHS	8.75 FTE 2.2%	6.76 FTE 1.7%	15.35 FTE 4.8%	15.93 FTE 4.7%
NICAI	1.79 FTE 1.7%	1.85 FTE 1.7%	1.3418 2.5%	1.24 FTE 2.3%
Science	3.00 FTE 0.6%	4.00 FTE 1.0%	16.45965 5.9%	13.77 FTE 4.7%

Asian staff

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

In 2008, there were 248.69 FTE (12.6%) Asian academic staff and 538.07 FTE (21.4%) Asian general staff. In 2009, academic staff had increased by 13.1 FTE to 261.79 FTE (13.2%), and general staff increased by 34.5 FTE to 572.64 FTE (remaining at 21.8%).

There is a total of 834.45 FTE (18.1%) Asian staff at the University which is equivalent to the Auckland Asian population of 18.9%.

Table 15: Staff equity actions and outcomes

Key initiative	Brief description	Outcomes/outputs
Review of Equity Groups ¹⁷	This review specified principles for equity group definition and identified equity groups at the University. It specified which would be the focus of current programmes and which would require other means of achieving equity outcomes.	This review formed the background to Equity Policy development and evaluating membership of the Equity Committee. It was Approved by Senate and Council.
Development of Equity Policy	Following research into other universities policies and consultation with staff and students, the University's 'Equal Employment Opportunities Policy' was replaced by a policy focusing on 'equity outcomes' for both staff and students. This reflects current organisational structure and closer alignment between student and staff equity work areas.	The new policy has been approved by the Equity Committee, Senate and Council and published on the University's web page. Equity expectations are articulated and imbedded in policy.
Review of Equity Committee Terms of Reference	The Terms of Reference of the Equity Committee were considered in light of the Review of Equity Groups. A significant change was formal election of a general staff representative.	The Terms of Reference were approved by the Equity Committee, Senate, and Council. A general staff representative was elected and appointed to the Committee in 2010.
Pay and Employment Equity Review University Sector Sub-Group	The Equity Office contributed to the NZVCC University Sub-sector Group, Pay and Employment Equity. The group developed a preferred model and tools for implementing pay and employment equity reviews in the university sector.	Massey University is conducting the first review based on this material.
Māori Advancement Programme	The Pro Vice-Chancellor (Equity) and Staff Equity Manager participated with the Pro Vice-Chancellor (Māori), CAD Kaiwhakaako and HR in organising two Māori Advancement Hui, which arose from a 2007 EO Office Māori Leadership Programme proposal.	The Pro Vice-Chancellor (Equity) provided a <i>Work Life Balance</i> workshop for Māori and the Staff Equity Manager co-facilitated a workshop on promotions for Māori academic staff at the June Hui. The programme aims to increase Māori staff engagement, gain skills in promotion, career development, and increase retention and progression. Evaluations have been positive.

¹⁷ The three items relating to the Review of Equity Groups, the Equity Policy, and the Review of the Equity Committee relate to both staff and student equity.

Key initiative	Brief description	Outcomes/outputs
Pacific staff recruitment and retention	The Equity Office is working with PRG, HR and senior managers. Key staff have participated in a meeting to identify strategies for Pacific academic and general staff recruitment and retention in relation to objectives 11, 13, and 15 in the Strategic Plan.	This project will continue in 2010.
Benchmarking	The Equity Office has contributed to the International Equity Benchmarking Group via provision of data, analysis of activities, participation in meetings, and the production of the executive summary of the Stage III International Equity Benchmarking Report.	The latter has been published on the U21 website.
<i>Women Returning to Work Project</i>	This joint initiative between the Equity Office, the TEU and HR aims to increase participation of employees returning from parental leave and to assist retention of women staff.	<p>Four <i>Women Returning to Work (WRW)</i> networking meetings were held on the City campus and other meetings held at Grafton and Tamaki. Presentations covered:</p> <ul style="list-style-type: none"> • The outcome of the <i>Strategic Review of Early Childhood Education Centres, Facilities, Services, Kōhanga reo and Kōhungahunga</i> • Salary deductions of childcare fees before tax • Progress on the Parental leave Resource People project • Starting a WRW play group. <p>The opening of the Tamaki ECE Centre was celebrated and 2010 priorities for the Network were assessed.</p> <p>A 'Toolkit' on <i>Combining Parenting with a Career at The University of Auckland</i> has been developed in collaboration with partners. This web-based booklet is intended to cover all available information needed by staff preparing for, and returning to work from, parental leave.</p> <p>Flyers and posters advertising the Toolkit were produced.</p>
Parking permits	The Equity 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.	Three permits have been in continual use, usually for periods of two months.
Monitoring	The Equity Office monitors committee processes for	Advice on achieving equity outcomes has been provided,

Key initiative	Brief description	Outcomes/outputs
	<p>fairness, impartiality, 'good employer provisions' and achieving strategic objectives relating to equity groups.</p> <p>Ensuring promotions processes deliver equitable outcomes is a priority. The Equity Office collaborated with the Department of Statistics to provide an in-depth analysis of promotions.</p> <p>Project-based committees such as the <i>General Staff Annual Salary Review and Development Project</i> and Future Research leaders have also had equity contribution.</p>	<p>reported on and adopted in Faculty Staffing Committees (FSC), University committees including Senate, University Academic Staffing Committee (UASC), Vice-Chancellor's Staff Advisory Committee, and Staff Professional Development Committee.</p>
<p>HR Policy development. In addition to contributing to equity specific policies, the Equity Office has participated in updating of a range of HR policies to ensure equity issues are taken into account.</p>	<p>Work Life Family Policy. Amendments were made in response to ECE Review recommendations.</p> <p>Guidelines for Children on Campus. Minor amendments were made in relation to electronic data security.</p> <p>The Equity Office submitted a discussion paper on access to postgraduate scholarships for part-time postgraduate students to the Board of Graduate Studies.</p>	<p>Amendments were approved by Equity Committee and Vice-Chancellor's Staff Advisory Committee.</p> <p>Amendments were approved by Equity Committee.</p> <p>The doctoral scholarships regulations were subsequently revised enabling domestic students with socially compelling reasons (e.g. carer responsibilities, medical conditions, impairments or disabilities) to access doctoral scholarships part-time.</p>
<p>Providing training/awareness/professional development</p>	<p>Women and Leadership. Presented analysis of gender statistics at their annual retreat and co-facilitated promotions training.</p> <p>Guest lecture on equity to Management and Employee Relations students.</p> <p>Two papers presented to EOPHEA.</p> <p>Staff equity information is also supplied to outside organisations and other universities. Details of the</p>	<p>Equity information is disseminated, awareness is increased and the University's profile is raised as a leader in equity initiatives.</p>

Key initiative	Brief description	Outcomes/outputs
	University's equity structures have been supplied to Otago and Canterbury to help them develop their own equity infrastructure.	
Grievances/ enquiries	Around 50 requests for employment advice are received annually. They typically relate to appointment and promotions processes, negotiating flexible work arrangements, access to breastfeeding facilities, conditions at ECE centres, parking for disability and family responsibilities, ageism, and conflicts of interest.	Equity policy is implemented, employees and managers are supported in achieving equity outcomes and risk of formal complaints is reduced.

