



THE UNIVERSITY
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

Equity 2010



Statistics and Activities

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Introduction

As this report outlines, most equity trends at The University of Auckland are positive.

In regards to students, numbers of Māori and Pacific students have increased, but only at equivalent rates to the rest of the University, so the proportion they comprise of the University student body is holding level rather than rising. Pleasingly, Māori and Pacific pass rates and retention rates have also increased, often at a greater rate than overall pass and retention rates. However, there has been a decline in Māori qualification completion rates since 2008 while Pacific qualification completion rates have remained at around 44%.

The number of students accessing support from Disability Services has risen from 504 in 2005 to 647 in 2010. Impairments relating to mental health concerns and specific learning disabilities – both “invisible” impairments - were again the top two reasons for students accessing support, as they have been every year since 2007.

In regards to staff, the percentage of academics who are women has risen (to 45%), as have the percentages of professors who are women (to 20%) and associate professors (to 27.7%). Women continue to have high success rates in promotion to senior positions, although fewer women than men apply for these promotions.

Due to changing methods of reporting data it is not possible to provide five year trends for Māori and Pacific staff. Since 2009 Māori academic staff FTE have remained the same but Māori general staff have decreased by 8 FTE. Pacific academic and general staff have increased slightly since 2009.

Equity at a glance 2010

Students

- Māori domestic equivalent full time students (EFTS) comprised 7.4% of all EFTS at the University in 2010. This figure met the University target of $\geq 7\%$. While Māori EFTS have increased by 17% since 2006, the overall Māori percentage of total EFTS has remained relatively unchanged since 2006.
- Pacific domestic EFTS comprised 8.5% of all EFTS at the University in 2010. This figure was below the University's target of $\geq 10\%$. Pacific EFTS have increased by 5% (126 EFTS) since 2009 and by 6% since 2006. While Pacific EFTS have increased since 2006 their percentage of total EFTS has declined slightly by 0.5% during the same period.
- At postgraduate level, Māori and Pacific students are significantly under-represented compared with other ethnic groups. Apart from 2008 (19.2%) the percentage of Māori students enrolled in postgraduate studies has remained around 17% over the last five years. The percentage of Pacific students enrolled in postgraduate studies has increased by 4% to 14% during 2006-2010.
- The Māori student pass rate (SPR) in 2010 was 84%, an increase of five percentage points from 2006. This figure was above the University's target of $\geq 80\%$. The Pacific SPR has increased by 3.5% since 2006 to 73% in 2010. This figure was also above the University target of $\geq 70\%$.

- Māori Stage One SPR (82%) has increased by 10% since 2006 while Pacific Stage One SPR (68%) has increased by 3.4% since 2006. Māori and Pacific Stage One SPRs showed a greater increase than the total increase in Stage One SPRs over the last five years.
- 32% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully in 2010 (cf. 17% of all Stage One new undergraduate EFTS).
- Stage One SPRS¹ of Māori students in 2010 was 89% which exceeded the overall Stage One SPRS across the University (87%).
- Retention of new undergraduate Māori students was 85% in 2010, an increase of 5.5% since 2009. The retention of new undergraduate Pacific students was 91.5% an increase of 9.5% since 2009. This compares with an overall 2.5% increase in retention rates for all first-year students during the same period to 90%. Overall Māori and Pacific first year retention rates have increased by 3% and 7% respectively during the last five years.
- The overall qualification completion rate in 2010 was 62%. For Māori students the figure was 44% which was below the University's target for Māori of $\geq 49\%$. The qualification completion rate for Pacific students was 44% which was slightly above the University's target for Pacific of $\geq 40\%$. Overall, there has been a decline in Māori qualification completion rates since 2008 while Pacific qualification completion rates have remained at around 44%.
- The number of students accessing support from Disability Services has risen from 504 in 2005 to 647 in 2010.
- Student registrations with Disability Services rose 15.1% in 2010.
- Invisible impairments relating to mental health and specific learning disabilities were the two most prominent groups, with impairment due to medical conditions and physical/mobility issues being the next two most commonly reported impairments disclosed by students.
- Impairments relating to mental health concerns and specific learning disabilities have ranked in the top two places since 2007.
- Specific learning disabilities rose 30.1% in 2010.
- From 2006 onwards students with specific learning disabilities and with mental health impairments account for over half the number of people who seek support from the service.

¹ Calculation excludes students who did not sit or did not complete their courses.

Staff

- The percentage of academic women has risen from 43% (848.8 FTE) in 2006 to 45% (867.9 FTE) in 2010.
- Women associate professors increased from 25.5% (59.5 FTE) in 2006 to 27.7% (68.16 FTE) in 2010.
- Women professors increased from 17.8% (37.8 FTE) in 2006 to 20% (44.16 FTE) in 2010.
- In 2006, 22% (97.3 FTE) of all senior academics were women and by 2010 this had risen to 24.0% (112 FTE). The University's target for senior academic women in 2010 was $\geq 26\%$.
- Women continue to have high success rates in promotion to senior positions with 69% of women who applied to associate professor, and 75% of women professorial applicants being promoted.
- General staff women remain in the majority at 63% (1586 FTE).
- Māori academic staff is 5.4% (110.0 FTE). The University's target for 2010 was $\geq 6\%$.
- Māori general staff are 6% (153.39 FTE). The University's target for 2010 was $\geq 6\%$.
- Pacific academic staff are 2% (44.52 FTE). The University's target for 2010 was $\geq 3\%$.
- Pacific general staff are 6% (152.87 FTE). The University's target for 2010 was $\geq 6\%$.
- Asian academic staff are 13.5% (275.68 FTE)
- Asian general staff are 21.9% (589.36 FTE)

Equity Office achievements 2010

Equity initiatives which assisted in improving equity group recruitment included:

- Establishing a Māori and a Pacific student recruitment network to coordinate Māori and Pacific recruitment activities across faculties and service divisions.
- Reaching over 1000 Māori students across the North Island in Recruitment Roadshows.
- Attending an East Coast Schools expo, which was attended by 2600 students.
- Involvement in a pilot mentoring project with Year 7-8 students at a local kura. Lessons from this pilot will inform future University engagement with kura kaupapa.
- Launching 'First Year Experience' digital videos depicting new students, to be used in presentations and on the website for Māori and Pacific students.
- Organising and supporting campus events, including:
 - The hosting of Māori students from out of Auckland schools at the City and Grafton campuses.
 - A 'Futures Evening' in April which attracted 300 students from 37 schools.
 - 'STEAM Ahead', which introduces Māori and Pacific school leavers to all undergraduate degree programmes at the University. It was attended by 307 (cf 312 in 2009) Māori and Pacific school leavers from 36 schools
 - A Finance Information Evening for Māori and Pacific school leavers and parents, which attracted 163 attendees including 90 parents. The increased number of scholarship applications from Māori and Pacific students could be attributed to the success of this annual programme.
 - A successful BEAMS outreach programme for Year 10 Māori and Pacific students which attracted nearly 300 Year 10 Māori and Pacific students² to experience a range of interactive activities in selected faculties. BEAMS focusses on areas of study where Māori and Pacific people are seriously under-represented³. Evaluations of events have been very positive.
 - *Girls into Science*, a hands-on experience of science at the University, which attracted 560 Year 10 students from 59 schools.
 - Enginuity Day(E-day) which attracted 250 Year 13 girls. The gradual increase in new women students in Engineering (highest in 2010, 25%)⁴ could be attributed to the success of E-day.
 - The *Engineer Her Future* evening, attended by 60 students, as well as parents and careers advisers.
- Analysing STEAM Ahead 2007 pilot data.
- Supporting effective implementation of the Undergraduate Targeted Admissions Scheme (UTAS) Policy. The Equity Committee accepted, and Senate approved the revised Policy and Guidelines; advice and assistance was provided to faculties including expert advice on UTAS selection panels at faculty request.
- Coordinating faculty UTAS reporting to the Equity Committee and compiling an executive summary for the UTAS Taskforce and to facilitate alignment of activities to the Māori and Pacific Student Recruitment Strategy.
- Liaising directly with a number of schools, in co-operation with the Schools Partnership Office, to ease transition into University for students with impairments.

² Over 400 students attended in 2009. The decline in the numbers of students attending was attributed to the secondary school teachers' strikes.

³ Includes Business, Engineering, Architecture, Medicine and Science.

⁴ Source: DSS

Postgraduate enrolment and retention have been enhanced through:

- Providing Tertiary Education Commission Equity Funding (TECEF) to the University-wide Pacific postgraduate programme.
- Providing practical assistance for the Pacific Doctoral programme.
- Establishing a postgraduate network for women students in Engineering.
- Encouraging undergraduate-to-postgraduate transition in Tuākana programmes.
- Providing scholarships for aspiring undergraduates.
- Funding postgraduate conference attendance for Māori and Pacific students.

Retention, and quality of teaching and learning, have been enhanced through:

- The evaluation and enhancement of the Tuākana programme through:
 - Developing and distributing best practice to the Tuākana network.
 - Holding regular Tuākana network meetings to reflect on best practice, and share challenges.
 - Meetings with Careers Services to work together to provide opportunities, internships and advice for the Tuākana Learning Community.
- The implementation of relevant recommendations from the review 'Creating an inclusive teaching and learning environment for students with impairments'. A plan has been developed and implementation continues with Teaching and Learning Quality Committee, Centre for Academic Development, Examinations Office and Property Services.
- Delivering disability awareness-raising presentations to the University's Uniguides and Ambassadors.
- Holding Ngā Whiri Kawe - the second symposium for mentoring practitioners across the University. Thirty five participants shared programmes and best practice ideas.

Equity initiatives which have assisted in improving the quality of the staff working environment have included:

- Developing the Equity Life Cycle approach to achieving equity outcomes.
- Conducting a workshop on 'combining parenting and a career'. This drew on the Equity Life Cycle. It included a panel of male and female staff members who spoke on taking parental leave and returning to work. Professor Cindy Farquhar presented on fertility, health and aging. Resource material, including a video of Professor Farquhar's briefing, has been developed for the Equity Office website.
- Initiating the Parental Leave Adviser Scheme, consisting of a team of 18 trained academic and general staff voluntary advisers available to provide support and information to University staff on working while pregnant; taking parental leave; transition to work after parental leave; and managing staff who are balancing parenting and working at the University.
- Organising Equity Awards for individuals and teams who excelled in equity performance. The Vice-Chancellor presented the awards (see cover photograph). For the first time, video clips of the winners and a booklet of all entries have been made available on the Equity website, enhancing accessibility to models of best practice. Professor Raewyn Dalziel was nominated by the Pro Vice-Chancellor (Equity) for Sustained Excellence in Gender Equity. Other awards were given for Exam Support for students with disabilities; Mentoring by Tanya Heti and the MATES team, Vision 20:20 and the MAPAS Admissions Process; the Psychology Māori and Pasifika Research Group; a research project 'Success for all: Improving Māori and Pasifika success in degree-level studies at The University of Auckland'; and for equity strategies by the Centre for Tobacco Control Research (CTCR).
- Producing, in collaboration with partners in the Australian Go8 Staff Equity sub-committee, a Merit Relative to Opportunity Policy for The University of Auckland.

- The Pro Vice-Chancellor (Equity) providing a keynote address, on the University's innovative Equity Life Cycle approach to achieving equity outcomes, to the Australian 'Managing Social inclusion in Higher Education' conference.
- Convening an International Equity Benchmarking teleconference to discuss 'diversity competency' definitions, strategies for implementation and acquisition. 'Inclusive capabilities' was the favoured term and international best practice will be included in an equity communications strategy for 2011.
- Hosting Seelye Trust Visiting Fellow Naomi Eisenstadt, an expert in social policy, children's services and equitable access to early childhood education, at a briefing to staff, students and visitors. At the briefing, Ms Eisenstadt was strongly supportive of the recent strategic review of ECE centres at The University of Auckland conducted by the Equity Office.
- Initiating a Carers' Strategy, which will result in a web-based toolkit to support staff with carer responsibilities.
- Holding well-attended information and network meetings for Women Returning to Work.

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 sourced from the Planning Office *Decision Support System* (DSS) database.

Summary

- Māori domestic EFTS comprised 7.4% of all EFTS at the University in 2010. This figure met the University target of $\geq 7\%$. Māori EFTS have increased by 9% (171 EFTS) since 2009 and by 17% since 2006.
- While Māori EFTS have increased by 17% since 2006, the overall Māori percentage of total EFTS has remained relatively unchanged since 2006.
- Pacific domestic EFTS comprised 8.5% of all EFTS at the University in 2010. This figure was below the University's target of $\geq 10\%$. Pacific EFTS have increased by 5% (126 EFTS) since 2009 and by 6% since 2006.
- While Pacific EFTS have increased by 6% since 2006 their percentage of total EFTS has declined slightly by 0.5% during the same period.
- The decline of the percentage of total Māori EFTS enrolled in Education since 2004 has stabilised during 2007-2008 and has been increasing gradually since 2007.
- Unlike Māori EFTS, the percentage of total Pacific EFTS enrolled in Education has dropped, from 25% to 18% over the last five years.
- At postgraduate level Māori and Pacific students are significantly under-represented compared with other ethnic groups.
- Apart from 2008 (19.2%) the percentage of Māori students enrolled in postgraduate studies has remained around 17% over the last five years.
- The percentage of Pacific students enrolled in postgraduate studies has increased from 10% to 14% during 2006-2010. (See Figure 6b).
- The overall University undergraduate student pass rate (SPR) in 2010 was 86.5% (cf. 84.5% in 2006). Māori and Pacific undergraduate SPRs have improved since 2006 but both remain below the overall undergraduate SPR.
- The Māori SPR in 2010 was 84%, an increase of five percentage points from 2006. This figure was above the University's target of $\geq 80\%$. The Pacific SPR has increased by 3.5% since 2006 to 73% in 2010. This figure was also above the University target of $\geq 70\%$ (see Figure 7).
- The overall SPRS in 2010 was 91%, a slight increase of 1.2% since 2006 while the Māori SPRS has increased by 4% to 91.6% and Pacific SPRS has increased by 1.2% to 81.6% during the same period.
- The overall Stage One SPR has increased from 81% to 83% during 2006-2010. Māori Stage One SPR has increased by 10% since 2006 while Pacific Stage One

SPR has increased by 3.4% since 2006. Māori and Pacific Stage One SPRs showed a greater increase than the total increase in Stage One SPRs over the last five years.

- 32% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully in 2010 (cf. 17% of all Stage One new undergraduate EFTS).
- 90% of the 2009 first-year student cohort returned in 2010. This figure was just below the University target of $\geq 91\%$. Retention of Māori students (85%) has increased by 5.5% since 2009. The retention of Pacific students (91.5%) has increased by 9.5% since 2009. This compares with an overall 2.5% increase in retention rates for all first-year students during the same period to 90%. Overall Māori and Pacific first year retention rates have increased by 3% and 7% respectively during the last five years.
- The overall qualification completion rate in 2010 was 62%. For Māori students the figure was 44% which was below the University's target for Māori of $\geq 49\%$. The qualification completion rate for Pacific students was 44% which was slightly above the University's target for Pacific of $\geq 40\%$. Overall, there has been a decline in Māori qualification completion rates since 2008 while Pacific qualification completion rates have remained at around 44%.
- The number of women students in Engineering has increased by 29.7% (145.7 EFTS) between 2006 and 2010. However, due to larger increases in male numbers (377 EFTS) during the same period, the overall percentage of women has increased only slightly over the last five years.
- Women comprised 21% (185 EFTS) of Computer Science EFTS in 2010. Overall, the number of women students in Computer Science has increased by 18.6% (29 EFTS) since 2006 while the number of men has declined by 0.7% (5.4 EFTS) during the same period. This compares with the overall decline of 2.8% (23.6 EFTS).
- Women comprised 34.6% (124.6 EFTS) of Physics enrolments in 2010 representing an increase of 19% (20.3 EFTS) since 2006. The number of enrolments by males has declined by 9% (23.1 EFTS) over the same period. The increase in proportion of women in Physics is largely due to the larger decrease of male EFTS during this period.
- Women comprised 37% (311 EFTS) of Mathematics EFTS in 2010. The number of women in Mathematics has increased by 17.4% (46 EFTS) since 2006 while men have increased by 18.6% (82.3 EFTS) over the same period. Overall, the percentage of women in Mathematics has remained unchanged over the last five years and declined by nearly 2% since 2009.

Student enrolments

Māori and Pacific domestic enrolments⁵

In 2010 Māori students comprised 7.4% of total domestic EFTS enrolled at the University. This figure met the University target of $\geq 7\%$. This was an increase of 171 EFTS (8.8%) from 2009. While Māori EFTS have increased by 17% since 2006, the

⁵ Enrolments are measured in terms of equivalent full time students or EFTS.

overall Māori percentage of total EFTS has increased by only 0.3% during this period. See Figure 1.

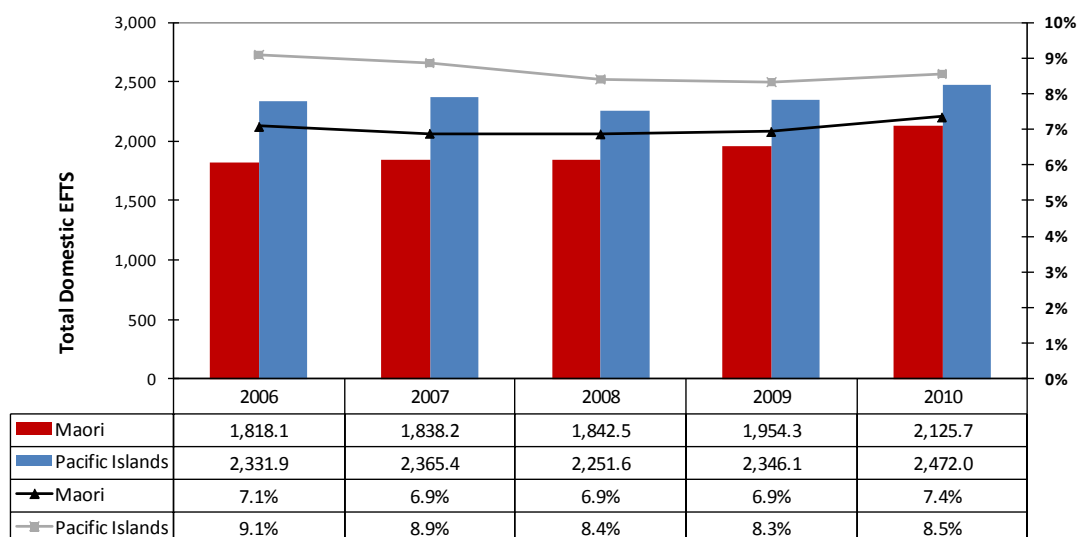
Pacific students comprised 8.5% of total domestic EFTS in 2010. This figure was below the University's target of $\geq 10\%$. This was an increase of 126 EFTS (5%) from 2009. While Pacific EFTS have increased by 6% since 2006 their proportion of total EFTS has declined slightly by 0.5% during the same period.

The Undergraduate Admissions and Equity Taskforce Report of 2008 recommended that the University set targets for Māori and Pacific enrolments in two stages. The first stage should be to match the proportion of Māori and Pacific school leavers admitted to the University with the proportions of such students in the Auckland and Northland regions gaining University Entrance, while retaining current numbers of Special Admission students. The second stage should be to match the proportion of enrolled Māori and Pacific students with the proportion of Māori and Pacific people over 15 years of age in the University's regional population within five years.

The enrolment rate of Māori students (7.4%) exceeded the percentage of Māori school leavers in the Auckland and Northland regions qualified to attend University (6.2% in 2007). It was however well below the projected percentage of the Māori population in the same regions aged 15 years and over for the year 2011 (11.2%).

The enrolment rate of Pacific students at the University (8.5%) was above the percentage of Pacific school leavers in the Auckland and Northland regions qualified to attend University (6.6% in 2007)⁶. It was however below the projected percentage of the Pacific population in the same regions aged 15 years and over for the year 2011(11.7%). It was well below the proportion of Pacific peoples in the wider Auckland population (13.6%).

Figure 1: Domestic EFTS by ethnic group⁷ 2006-2010



⁶ Source: Undergraduate Admissions and Equity Taskforce Report 2008

⁷ 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 following order of hierarchy: Māori, Pacific, Asian, Other, European. This is in line with Ministry of Education protocols.

Figure 2 below displays the 2010 distribution of domestic EFTS by ethnic group within each faculty. Māori students were well represented in Arts (9.1%), Education (15.5%), Law (9.5%) and Medical and Health Science (8.3%) where their proportions exceeded the University target of $\geq 7\%$. Māori enrolments in Business and Economics (4%), Creative Arts and Industries (5.8%), Science (5%) and Engineering (3%) were below the University target.

Similarly Pacific students were well represented in Arts (12.1%) and Education (14.0%) where their proportions exceed the University target of $\geq 10\%$. Pacific enrolments in Law (9.1%), Business and Economics (5.9%), Creative Arts and Industries (6.8%), Science (6.2%) and Engineering (3.3%) were below the University target.

Figure 2: Distribution of Domestic EFTS by Ethnic Group within Faculty (2010)

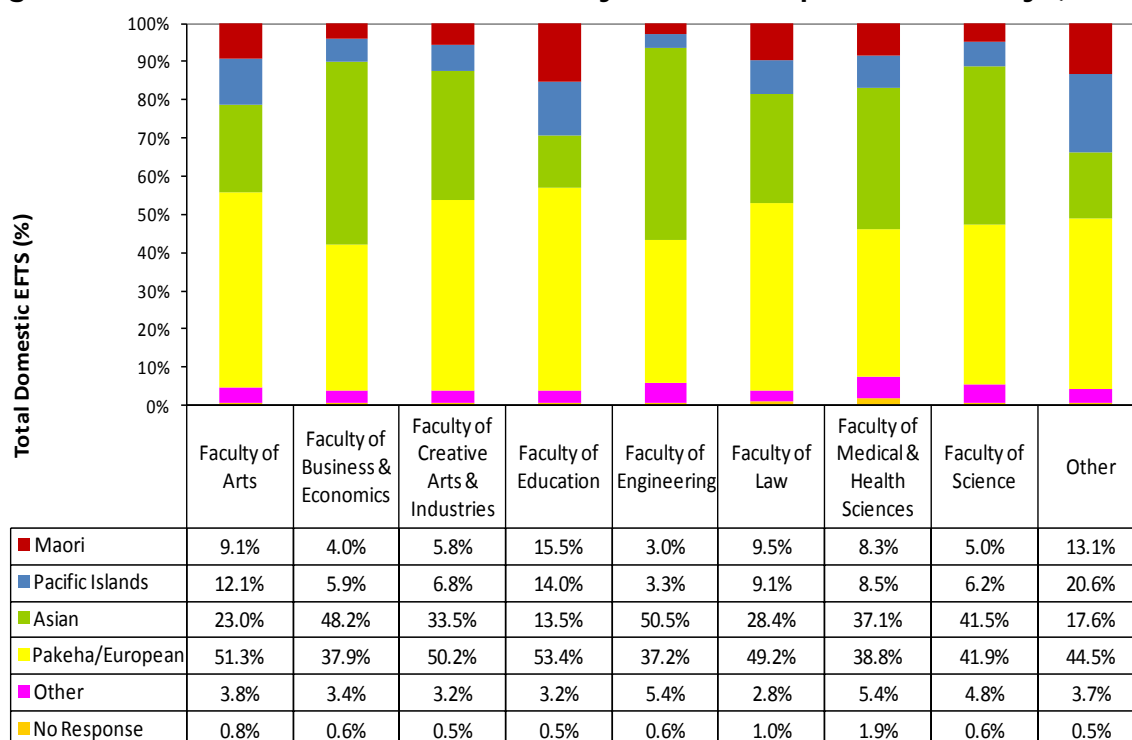


Figure 3 below shows the percentage of total Māori EFTS enrolled in each faculty over 2006-2010. The decline of the percentage of total Māori EFTS enrolled in Education since 2004 has stabilised during 2007-2008 and has been increasing gradually since 2007.

Arts (23%), Education (23%) and Science (14.5%) had the largest share of total Māori EFTS at the University in 2010. Engineering (3.4%), Creative Arts (4.4%) and Law (5.9%) had the lowest share. Arts and Medical and Health Science showed slight increases in their share of Māori EFTS over 2006-2010 while Business and Economics and Education showed slight decreases. Creative Arts, Science and Engineering's share of total Māori EFTS have remained relatively unchanged over the same period.

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

Figure 3: Māori Domestic EFTS by faculty 2006-2010⁸

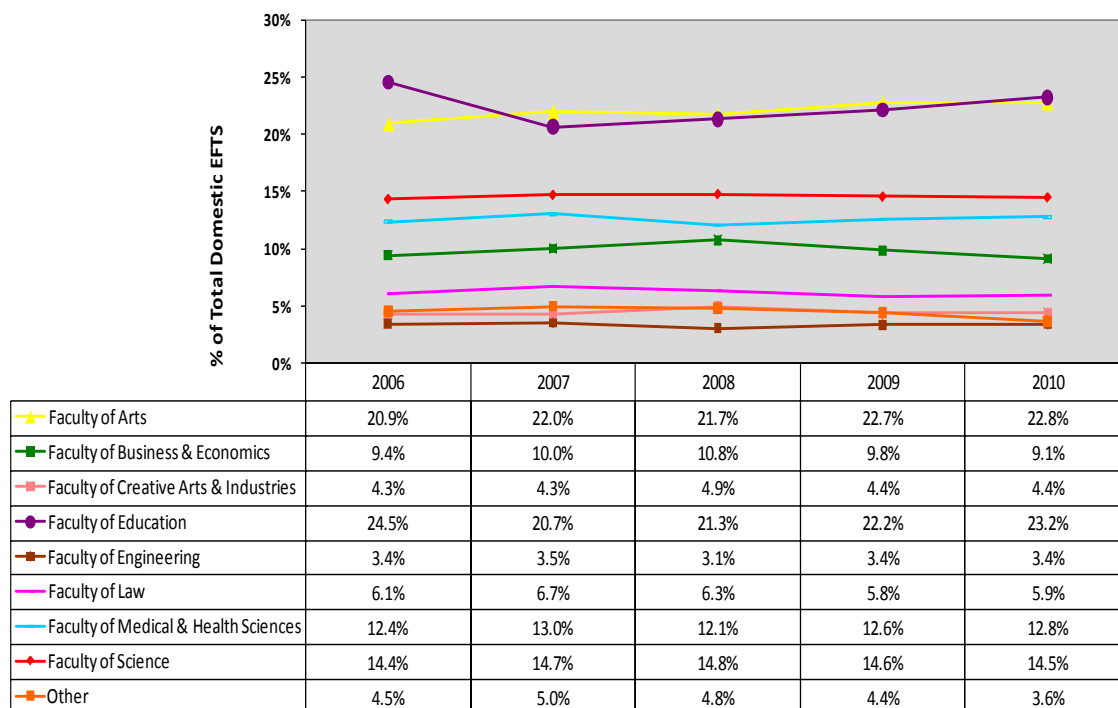
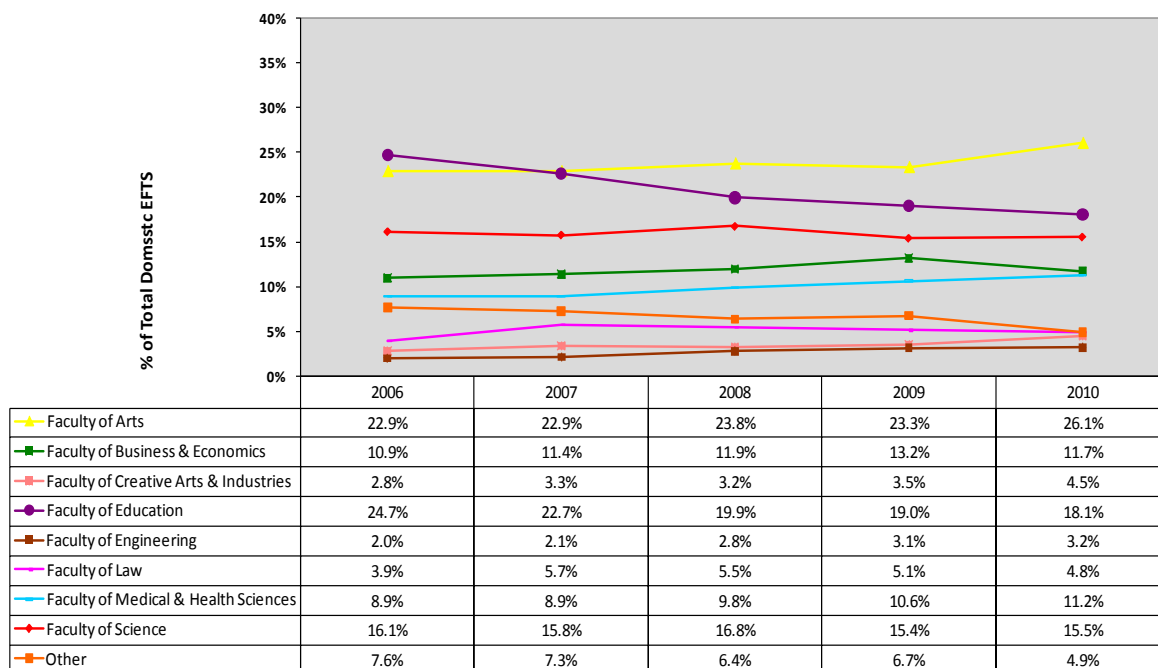


Figure 4 below shows the percentage of domestic Pacific EFTS enrolled in each faculty over 2006-2010. Arts (23%), Education (19%) and Science (15%) had the largest shares of Pacific EFTS at the University.

Unlike Māori EFTS, the percentage of total Pacific EFTS enrolled in Education has actually dropped from 25% to 18% over the last five years. All faculties except Education and Science showed increases in their share of Pacific EFTS over the last five years.

⁸ 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 4: Pacific Domestic EFTS by faculty 2006-2010⁹



Women in Science and Engineering enrolments

Figures 5a and 5b below display 2010 student enrolments by gender across the faculties. Women students were most under-represented in Engineering (22%) and over-represented in Education (80%). In Science, women were most under-represented in Computer Science (20%) and Physics (31%).

Figure 5a: Faculty EFTS by gender¹⁰

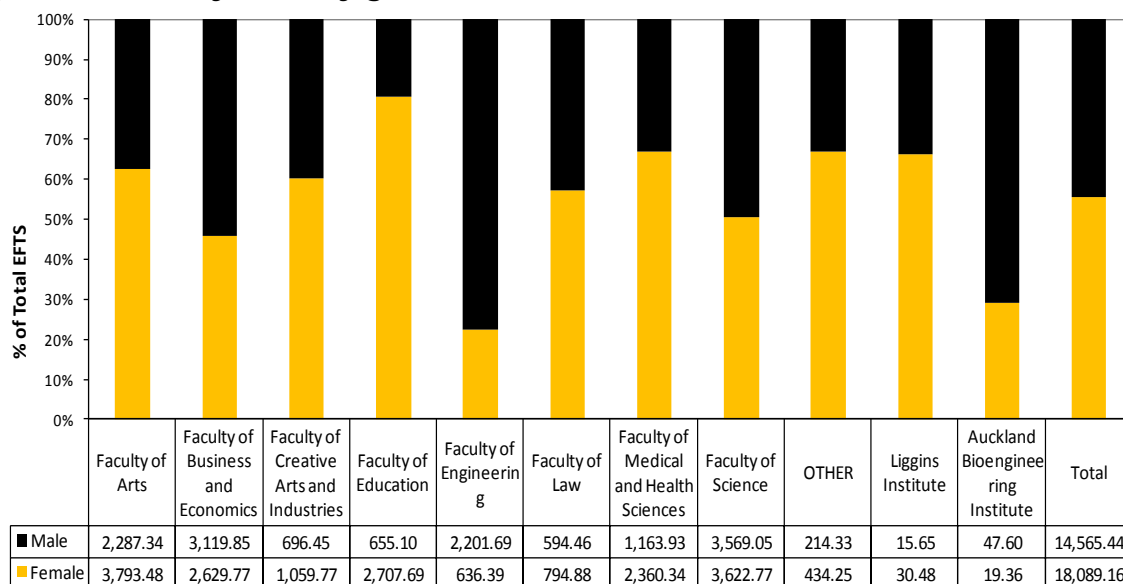
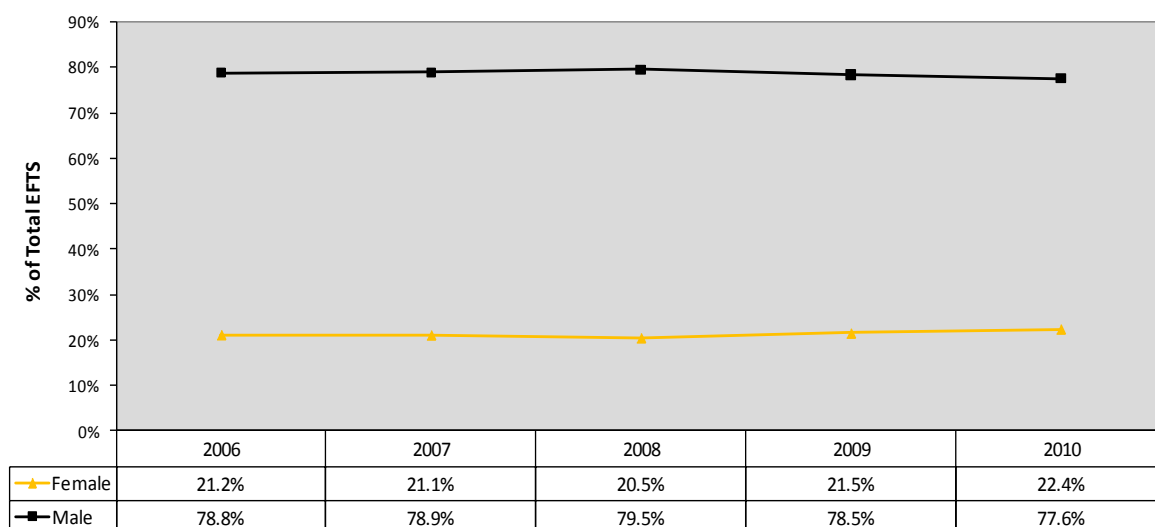


Figure 5b below shows that the percentage of women enrolled in Engineering over 2006-2010 has increased to 22.4%.

⁹ 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.

¹⁰ Based on total EFTS, domestic and international

Figure 5b: Engineering EFTS by gender 2006-2010



The number of women students in Engineering has increased by 29.7% (145.7 EFTS) between 2006 and 2010. However, due to larger increases in male numbers (377 EFTS) during the same period, the overall percentage of women has increased only slightly over the last five years.

Figure 5c below shows the gender breakdown of EFTS across the Science departments. Women were most under-represented in Computer Science (21%), Physics (34.6%) and Mathematics (37%).

Figure 5c: Science EFTS by gender

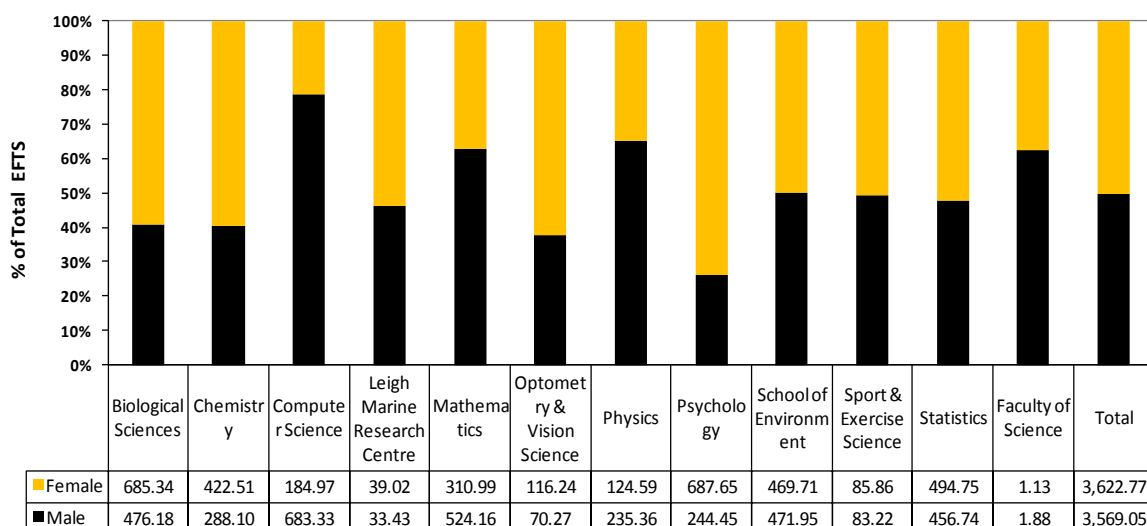


Figure 5d below shows the gender breakdown of EFTS across the Computer Science Department over 2006-2010. Women comprised 21% (185 EFTS) of Computer Science EFTS in 2010. Overall, the number of women has increased by 18.6% (29 EFTS) since 2006 while the number of men has declined by 0.7% (5.4 EFTS) during the same period. This compares with the overall decline of 2.8% (23.6 EFTS).

Figure 5d: Computer Science EFTS by gender 2006-2010

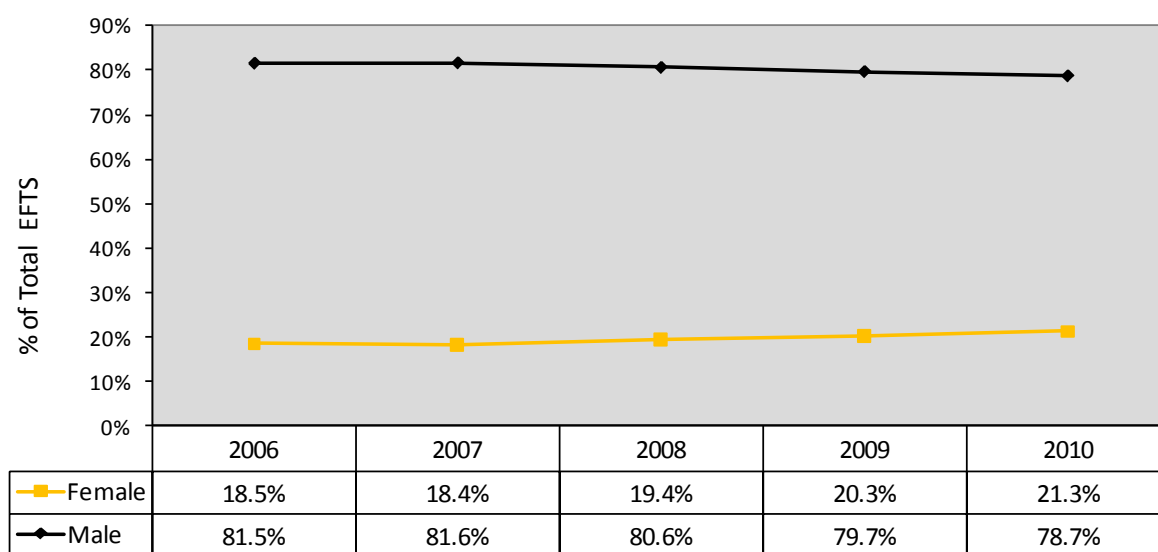


Figure 5e below shows the gender breakdown of EFTS across the Physics Department over 2006 -2010. Women comprised 34.6% (124.6 EFTS) of Physics enrolments in 2010 representing an increase of 19% (20.3 EFTS) since 2006. The number of enrolments by males has declined by 9% (23.1 EFTS) over the same period. The increase in proportion of women in Physics is largely due to the larger decrease of male EFTS during this period.

Figure 5e: Physics EFTS by gender 2006-2010

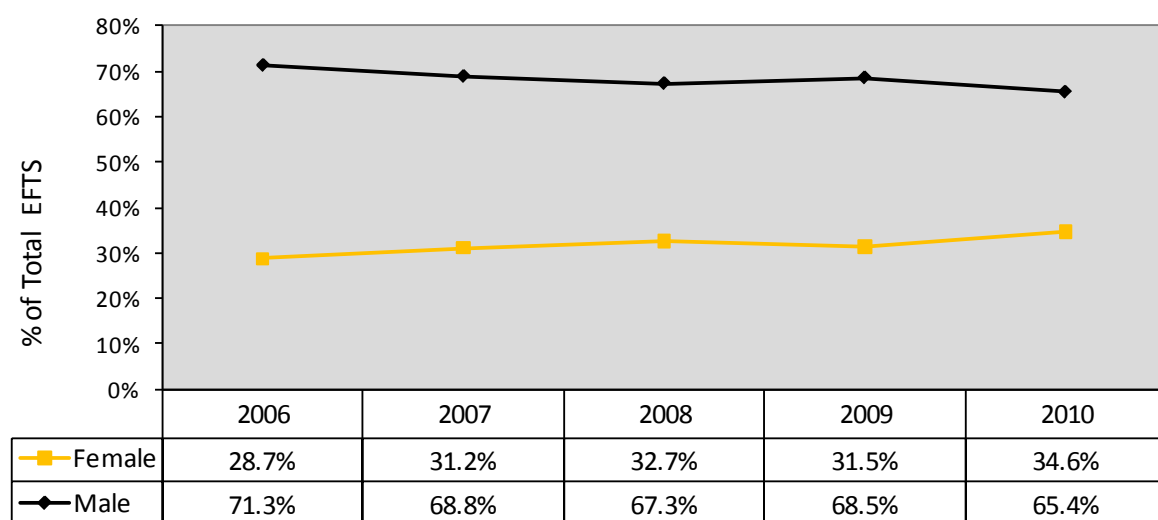
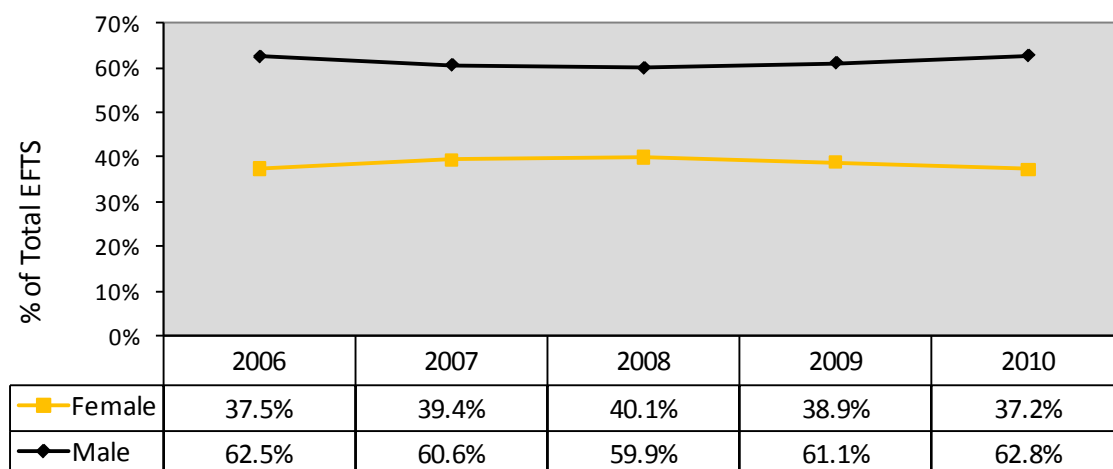


Figure 5f below shows the gender breakdown of EFTS across the Mathematics Department over 2006-2010. Women comprised 37% (311 EFTS) of Mathematics EFTS in 2010. The number of women in Mathematics has increased by 17.4% (46 EFTS) since 2006 while men have increased by 18.6% (82.3 EFTS) over the same period. Overall, the percentage of women in Mathematics has remained unchanged over the last five years and has declined by nearly 2% since 2009.

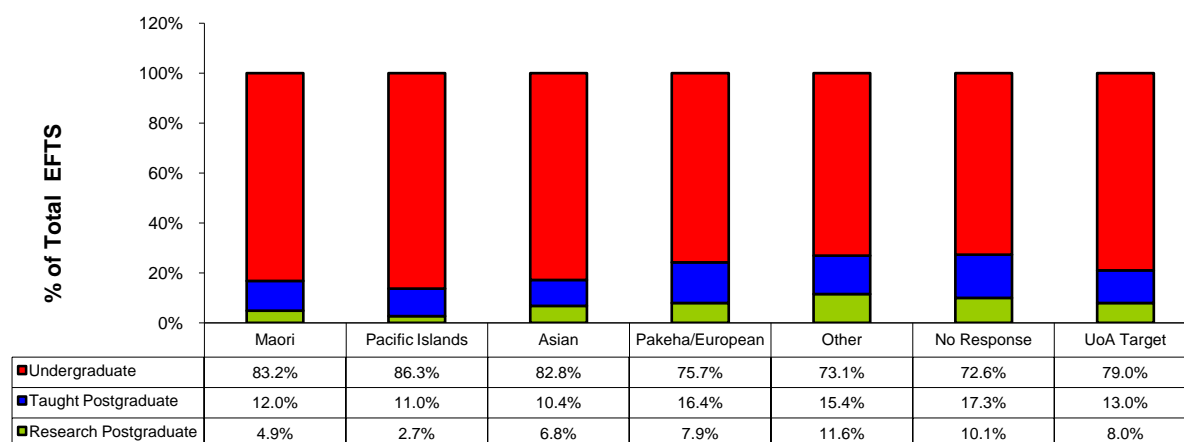
Figure 5f: Mathematics EFTS by gender 2006-2010



Undergraduate and postgraduate enrolments

Figure 6 below shows the 2010 distribution of total EFTS at undergraduate and postgraduate levels across the main ethnic groups at the University.

Figure 6: Total EFTS by level and ethnic group



Māori, Pacific and Asian students were over-represented at undergraduate level at 83%, 86% and 83% respectively. These figures were over the University’s maximum target for undergraduate enrolments of 79%.

Māori and Pacific students were significantly under-represented at postgraduate level compared with other ethnic groups. 17% of Māori students were enrolled at postgraduate level. This was 4% below the University target of 21%. Five percent of Māori students were studying at research postgraduate studies level - below the University’s target of 8%. The percentage of Māori students in taught postgraduate studies (12%) was just below the University target of 13%.

The data shows that Pacific students were most likely to be studying at undergraduate level and least likely to be in research postgraduate studies. 14% of Pacific students at

the University were in postgraduate studies. This was just over half the University's postgraduate target of 21%.

Figure 6a below shows that apart from 2008 (19.2%) the percentage of Māori students enrolled in postgraduate studies has remained around 17% over the last five years.

Figure 6a: Māori EFTS by level of study 2006-2010

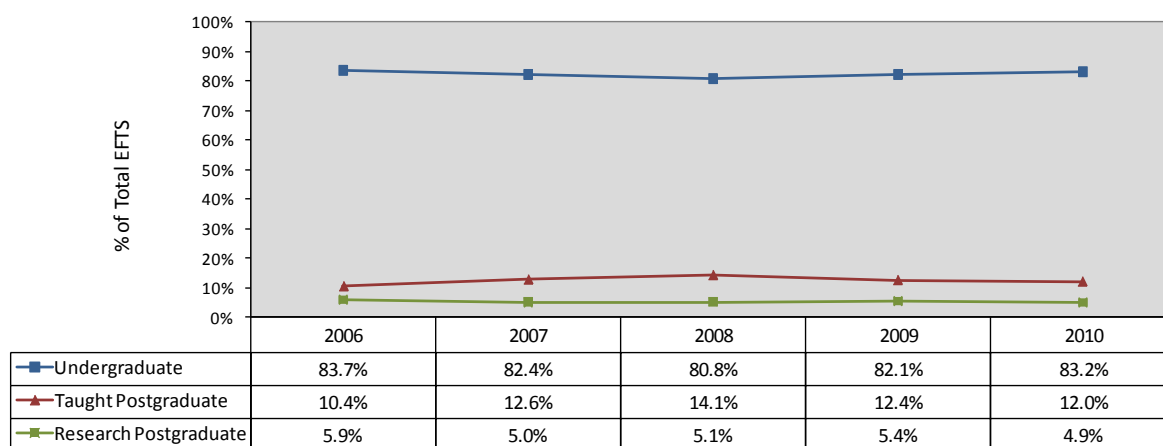
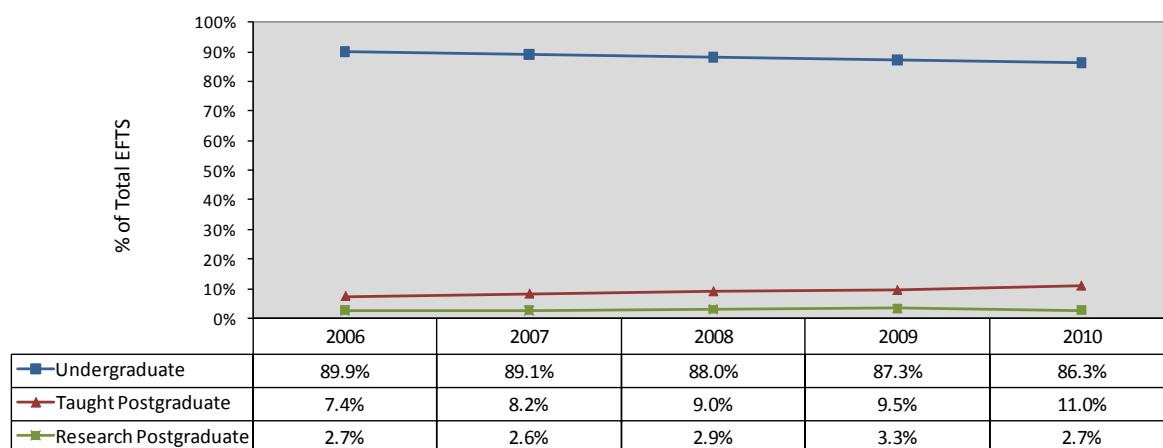


Figure 6b below shows the percentage of Pacific students enrolled in postgraduate studies has increased gradually from 10% in 2006 to nearly 14% in 2010.

Figure 6b: Pacific EFTS by level of study 2006-2010



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 7 below shows the overall undergraduate Student Pass Rate (SPR) by ethnic group for 2006-2010. The overall undergraduate SPR has increased from 84.5% in 2006

to 86.5% in 2010. The Māori SPR in 2010 was 84%, an increase of five percentage points from 2006. This figure was above the University's Māori SPR target of $\geq 80\%$. The Pacific SPR in 2010 was 73%, an increase of 3.5% since 2006. This figure was also above the University's Pacific SPR target of $\geq 70\%$.

Figure 7: Undergraduate Student Pass Rates by ethnic group (SPR)¹¹

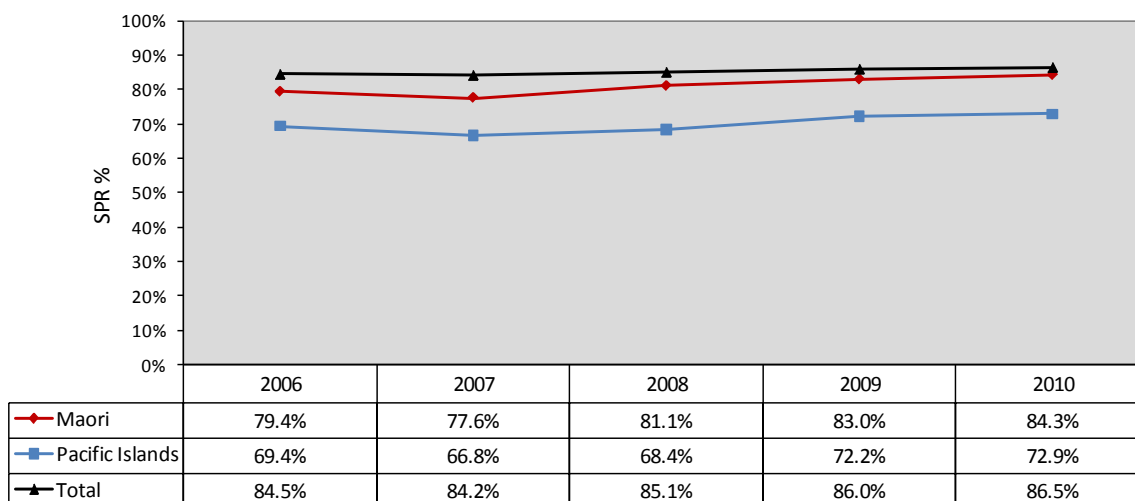
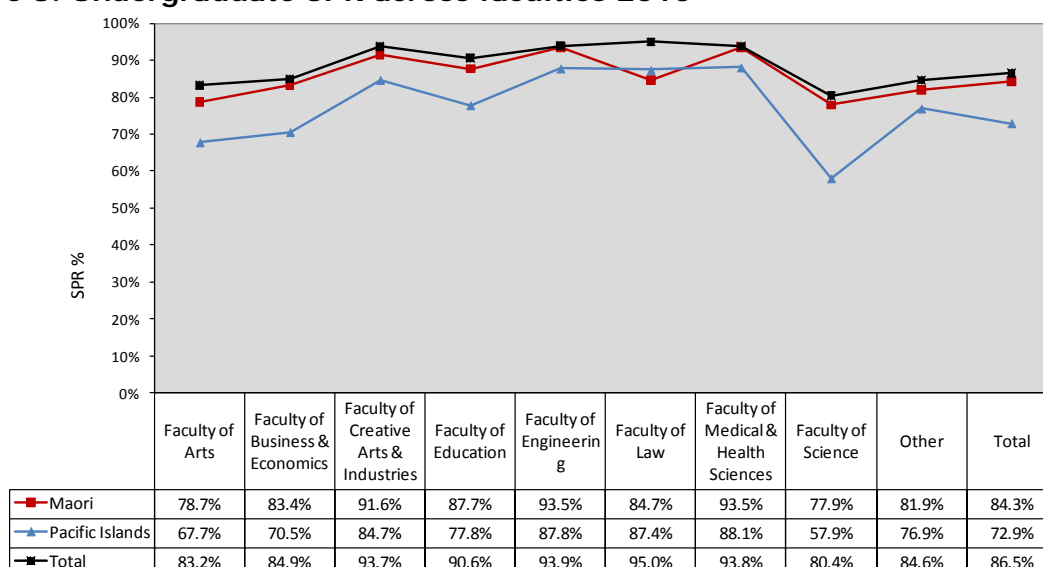


Figure 8 below shows the 2010 undergraduate SPR's across the different faculties. It shows that Māori SPR's were highest in Medical and Health Sciences (93.5%) and Engineering (93.5%) and lowest in Science (77.9%). Māori SPR's exceeded the University target of $\geq 80\%$ in all faculties except Science and Arts where Māori SPR's were below the University target.

Pacific SPR's were highest in Medical and Health Science (88%) and lowest in Science (58%). Pacific SPR's exceeded the University target of $\geq 70\%$ in all faculties except Science and Arts where they were below the University target.

Figure 8: Undergraduate SPR across faculties 2010



¹¹ Referred to as "successful course completions" in the University's KPIs.

Figure 9 below shows the undergraduate SPR's for Māori students across the faculties during the 2006-2010 period. The largest increases in Māori SPR over this period can be observed for Education (9.2%), Medical and Health Sciences (8.3%) and Science (6.2%). The Faculty of Law showed a 6.2% decline in Māori SPR since 2006.

Figure 9: Māori Undergraduate SPR by faculty (2006-2010)

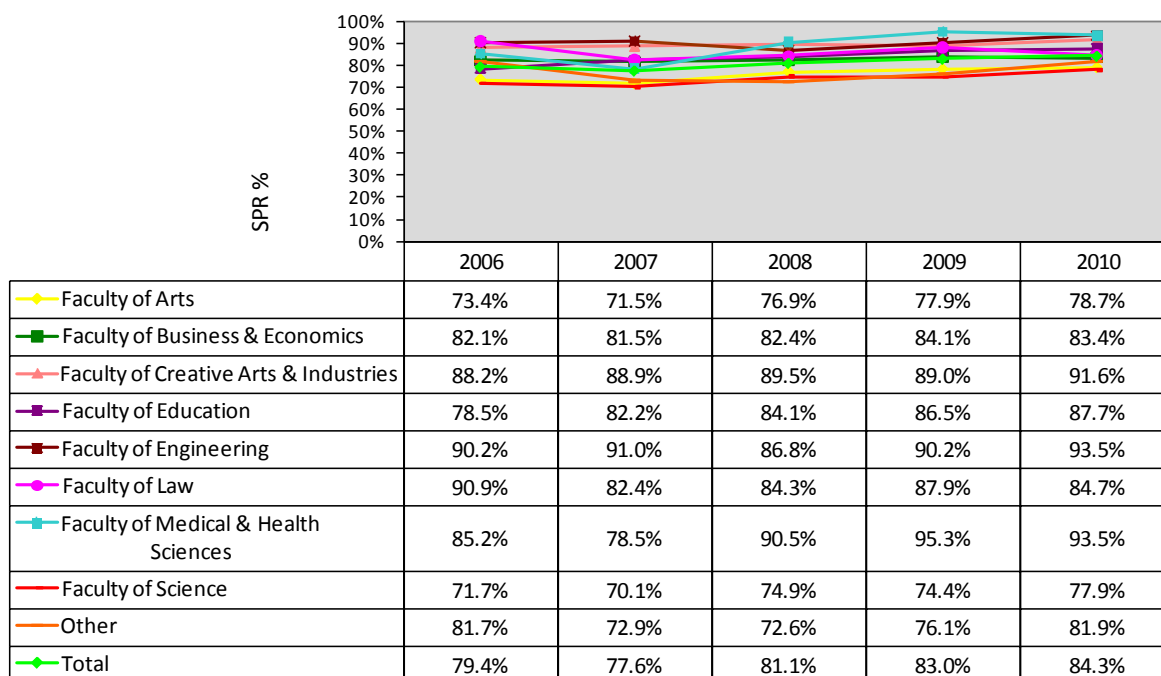
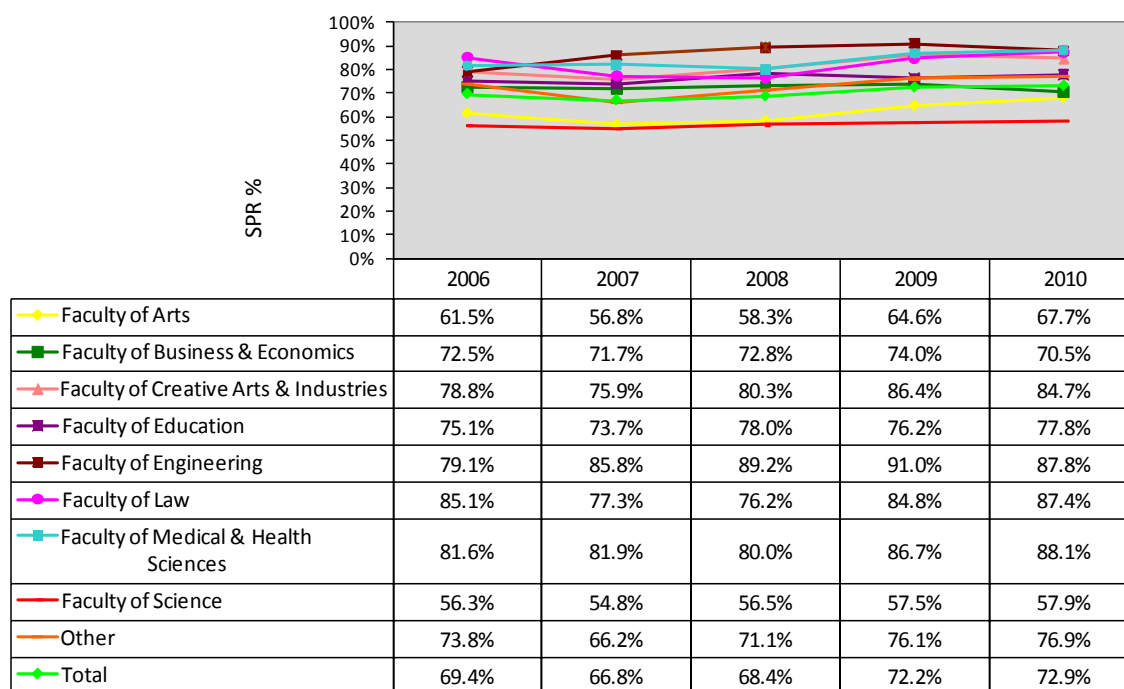


Figure 10 below shows the undergraduate SPR's for Pacific students across the faculties during the 2006-2010 period. The largest increases in Pacific SPR over this period can be observed for Engineering (8.7%), Medical and Health Science (6.5%) and Arts (6.2%). The Faculty of Business and Economics showed a 2% decline in Pacific SPR since 2006 and a 3.5% decline from 2009.

Figure 10: Pacific Undergraduate SPR by faculty

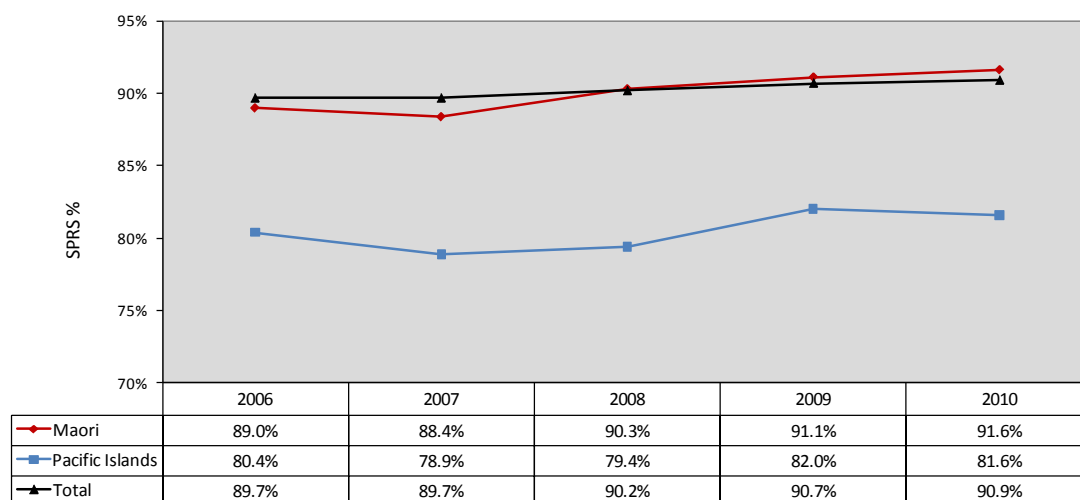


Undergraduate SPRS

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

Figure 11 below shows the undergraduate SPRS across the main ethnic groups over 2006-2010. The overall SPRS in 2010 was 91%, a slight increase of 1.2% since 2006. Māori SPRS increased by 4% to 91.6% in the 2006-2010 period exceeding the overall SPRS. Pacific SPRS increased slightly by 1.2% to 81.6% during the same period.

Figure 11: Undergraduate Student SPRS



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

The SPR of stage one new undergraduate students is a useful indicator of the effectiveness of teaching and learning for new undergraduate students.

Figure 12 below shows Stage One SPR across the main ethnic groups over 2006-2010. The overall Stage One SPR has increased from 81% to 83% during this period. Māori Stage One SPR has increased by 10% since 2006 while Pacific Stage One SPR has increased by 3.4% since 2006. Māori and Pacific Stage One SPRs showed a greater increase than the total increase in Stage One SPRs over the last five years. However 32% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully in 2010 (cf. 17% of all Stage One new undergraduate EFTS).

Figure 12: Stage One SPRs 2006-2010¹²

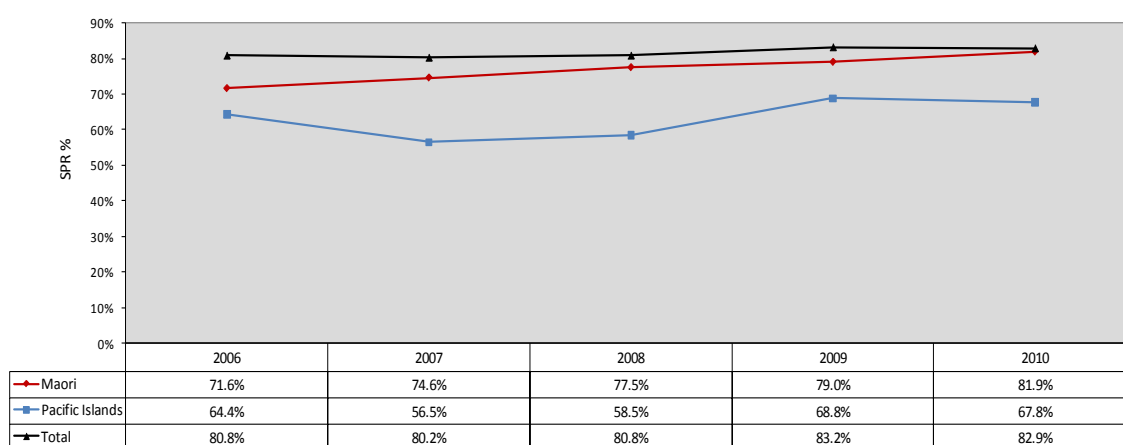
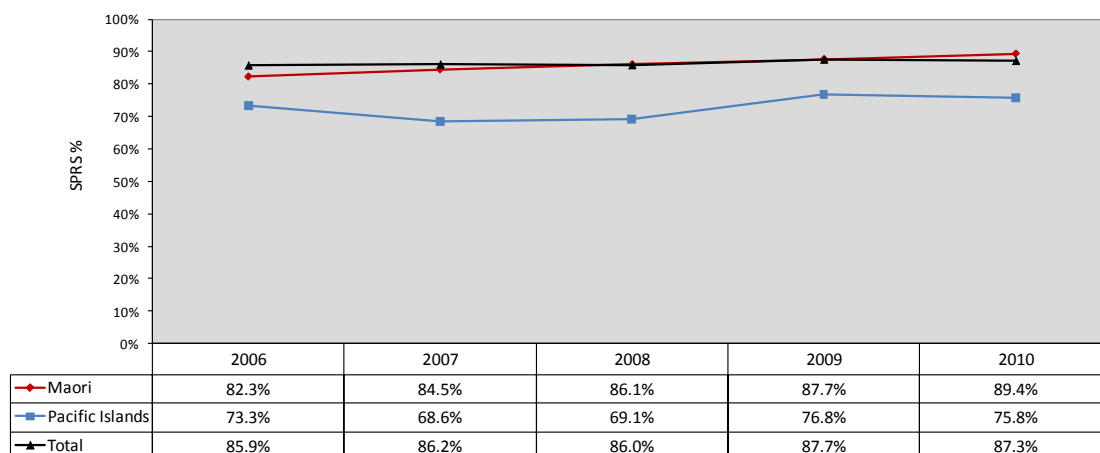


Figure 13 below shows the Stage One SPRS of Māori students in 2010 at 89% which exceeded the overall Stage One SPRS across the University (87%). Māori SPRS has increased by 7% since 2006 while the total stage one SPRS has increased by 1%. The Stage One SPRS of Pacific students (76%) has increased by 2.5% since 2006. It was, however, still well below that of Māori (89%) and all students (87%).

¹² Includes new students only.

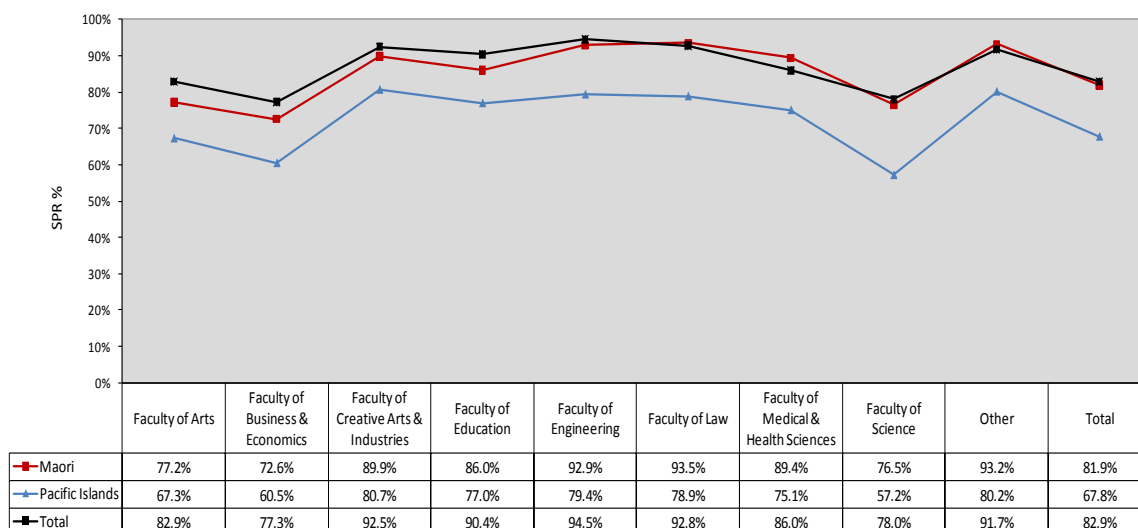
Figure 13: Stage One SPRS



Stage One Student Pass Rates (SPR) across faculties

Figure 14 below takes a closer look at Stage One SPR's across faculties in 2010. The Stage One SPR for Māori students was highest in Engineering (93%) and Law (93.5%) and lowest in Business and Economics (72.6%). The Stage One SPR for Pacific students was highest in Engineering (79%) and Creative Arts (81%) and lowest in Science (57%). The Stage One SPR of Māori students in Arts (77%), Business and Economics (72.6%) and Science (76.5%) were below the University Māori undergraduate SPR target of $\geq 80\%$. Similarly the Stage One SPR for Pacific students in Arts (67%), Business and Economics (60.5%) and Science (57%) were below the University Pacific undergraduate SPR target of $\geq 70\%$.

Figure 14: Stage One SPR by faculty 2010



New undergraduate retention/re-enrolment

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

Figure 15 below shows that 90% of the 2009 first-year student cohort returned in 2010. This figure was just below the University target of $\geq 91\%$. Retention of new undergraduate Māori students has increased by 5.5% to 85% since 2009. The retention of new undergraduate Pacific students has increased by 9.5% to 91.5% since 2009. This compares with an overall 2.5% increase in retention rates for all new undergraduate students during the same period to 90%. Overall Māori and Pacific new undergraduate retention rates have increased by 3% and 7% respectively during the last five years.

Figure 15: New undergraduate Retention 2005-2010

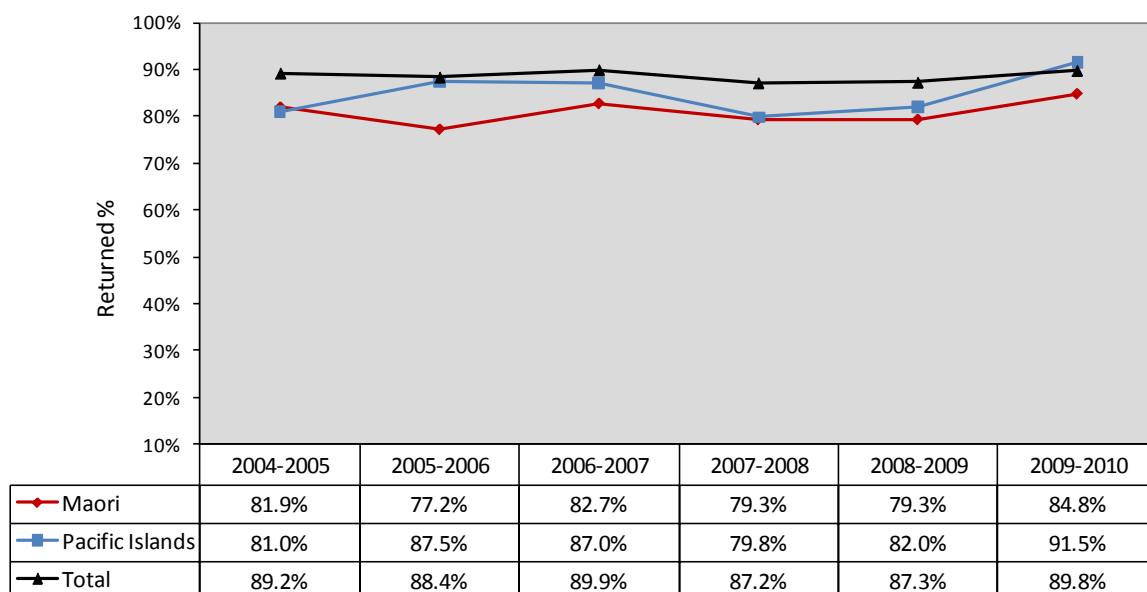
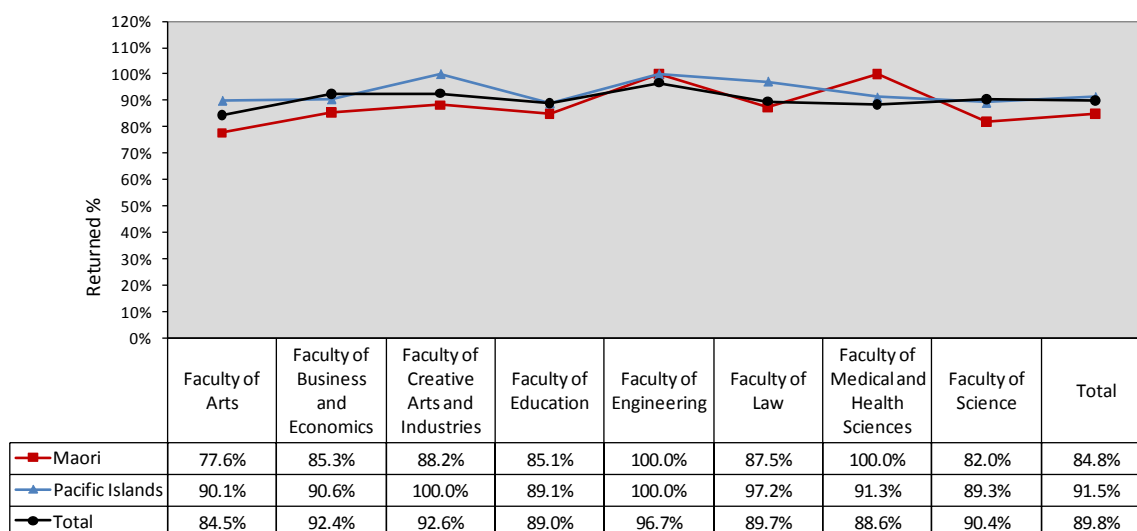


Figure 16 below shows new undergraduate retention across faculties in 2010. New undergraduate Māori students enrolled in Engineering (100%) and Medical and Health Science (100%) students had the highest retention rates while those enrolled in Arts (78%), Science (82%), Education (85%) and Business and Economics (85%) had the lowest retention rates.

New undergraduate Pacific students in Engineering (100%) and Creative Arts (100%) had the highest retention rates in 2010. Pacific students in Education and Science had the lowest retention rate of 89% each. The retention rate of Pacific students exceeded the overall retention rate (90%) and University target of $\geq 91\%$.

Figure 16: First-year retention by faculty



Qualification completions

This is one of the University KPIs and includes domestic students who have completed a degree level or higher qualification within five years (see Figure 17 below).

The overall qualification completion rate in 2010 was 62%. For Māori students the figure was 44% which was below the University's target for Māori of $\geq 49\%$. The qualification completion rate for Pacific students was 44% which was slightly above the University's target for Pacific of $\geq 40\%$. Overall, there has been a decline in Māori qualification completion rates since 2008 while Pacific qualification completion rates have remained at around 44%.

Figure 17: Qualification completions by ethnic group

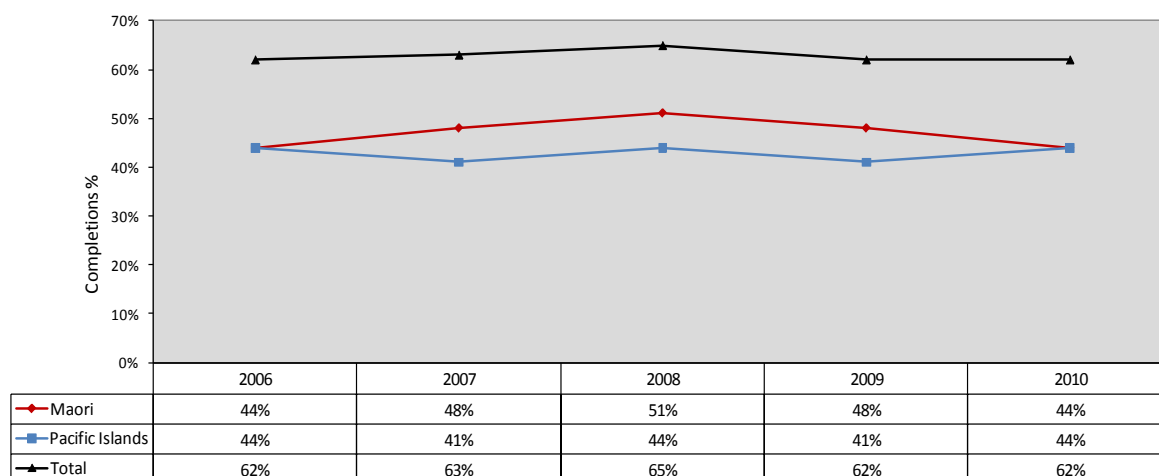


Table 1: Student equity activities and outcomes

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>Positive trends in Māori and Pacific student statistics which could be attributed to the success of the Tuakana learning community include:</p> <p>In 2010 participation rates¹³ of undergraduate students in Tuākana programmes across the University was 70% for Māori and 72% for Pacific.</p> <p>The Student Pass Rate of new Stage One Māori students increased by 10% over the last five years. The increase for Pacific students was 3.4% (see Figure 12). This compares with a 2% increase in the SPR for all Stage One students over the same period.</p> <p>The undergraduate SPRS and Stage One SPRS of Māori students exceeded that of all students in the last two years (see figures 11 and 13).</p> <p>Retention of Māori students has increased by 5.5% since 2009. The retention of Pacific students has increased by 9.5% since 2009. This compares with an overall 2.5% increase in retention rates for all first-year students during the same period. Overall Māori and Pacific first year retention rates have increased by 3% and 7% respectively during the last five years. (See figure 15).</p> <p>The Equity Analyst provided advice and support to faculties in 2010 to enhance student achievement through strategic analysis, evaluation and enhancement of their Tuākana programmes. She continued to work with individual faculties</p>

¹³ excludes Faculty of Arts and Faculty of Engineering figures

Key initiative/ programme	Brief description	Outcomes/outputs
		<p>in 2010 to develop appropriate measures to improve evaluation of their programmes.</p> <p>Highlights included:</p> <ul style="list-style-type: none"> • Ongoing development and improvements of the Tuākana training/induction programme. • Production of a Tuākana induction DVD for internal usage. • Two Māori student focus groups conducted in November. • Mentoring of new Tuākana senior staff in faculties. • Tuākana postgraduate conference fund was awarded to six postgraduate students to enable them to present at international conferences. • Four Tuākana scholarships worth \$2,500 were awarded to two Māori and two Pacific students in their final year of undergraduate study. • Ngā Whiri Kawe - the second UoA mentoring symposium was held for mentoring practitioners across the University to gain insight into past experiences for the future of mentoring at the University of Auckland. Thirty five participants from a range of faculties and service divisions attended. The symposium provided an opportunity to meet, and share programmes and best practice ideas. Learnings will inform on-going development of best practice guidelines.
<p>Undergraduate Targeted Admission Schemes (UTAS)</p>	<p>University's targeted admission scheme for Māori, Pacific and Disabilities students. It reserves a number of places in undergraduate programmes for these students who have met the University</p>	<p>The Student Equity Manager coordinated the review of the UTAS Policy and guidelines. Revised policy and guidelines were approved by Senate and added to the Policy Register with links from the Equity website. Advice and support was provided to faculties on the application of policy and</p>

Key initiative/ programme	Brief description	Outcomes/outputs
	Entrance (UE) standard but have not met the guaranteed entry standard for the programme of their choice.	<p>guidelines. Student Equity staff provided advice on UTAS selection panels on request.</p> <p>Māori and Pacific undergraduate handbooks incorporating UTAS information were produced and distributed to faculties and secondary schools. Electronic versions were made available on the Equity website. UTAS information was highlighted to students at key outreach events including STEAM Ahead and the Finance Evening.</p> <p>296 students were admitted under UTAS in 2010.</p>
Capturing Student Information (CSI)	Enhancing evidence base for student equity recruitment programmes. This involves tracking the secondary school students who attend student equity outreach programmes to determine if they consequently apply to and enrol at the University in future years.	Analysis of STEAM Ahead 2007 pilot data was conducted in 2010. Tracking against University records showed an application rate of 40% for 2007 STEAM Ahead participants, and an enrolment rate of 72% of those who were offered places. Data issues were identified and revisions to the data collection template were made for 2011. Tracking of 2010 participants will continue in 2011.
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>, concentrating on those faculties where Māori and Pacific students are most underrepresented, attracted 338 Year 10 Māori and Pacific students. Over 80% 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. 307 Māori and Pacific school leavers from 36 schools participated. Student evaluations were very positive. The CSI tracking project showed that 40% of the 2007 cohort went on to apply to the University with a 72% enrolment rate.</p> <p><i>Whaia Te Pae Tawhiti (WTPT)</i>, a four-day campus experience programme for Year 12 and 13 Māori students from outside Auckland was attended by 42 students. Prior to WTPT very few Māori students from these schools enrolled at the</p>

Key initiative/ programme	Brief description	Outcomes/outputs
		University. Tracking of programme attendees shows an increasing number are choosing to study at the University. The programme will be revised to better align to the University's Māori and Pacific Student Recruitment Strategy in 2011.
Outreach programmes for Women in Science and Engineering (WEN)	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. The event attracted 300 students from 37 schools with very positive evaluations.</p> <p><i>Girls into Science</i>, a hands-on experience of science at the University attracted 560 Year 10 students from 59 schools. Evaluations showed that 42% of participants decided to do Science and were previously unsure; and 60% decided to find out more information about Science.</p> <p>Enginuity Day(E-day) attracted 250 Year 13 girls. Evaluations were very positive. The gradual increase in new women students in Engineering (at its highest in 2010, 25%)¹⁴ could be attributed to the success of E-day.</p> <p>60 students attended the 2010 <i>Engineer Her Future</i> evening, an event held for Year 12 girls, their parents and school careers advisers to showcase the work of women engineers and provide a forum for secondary school students and parents to meet with women engineering students and faculty.</p>
Student recruitment	Recruitment of Māori, Pacific and women into Science and Engineering	<p>Māori and Pacific school leaver enrolments have increased by 24% and 11% respectively over the last three years.</p> <p>Māori Equity roles were reorganised to provide strategic focus on Māori student recruitment and to align with the</p>

¹⁴ Source: DSS

Key initiative/ programme	Brief description	Outcomes/outputs
		<p>Māori and Pacific Student Recruitment Strategy.</p> <p>Māori and Pacific recruiters networks were established to improve co-ordination of Māori outreach and recruitment activities.</p> <p>The team visited 86 secondary schools (including parents evenings) in Auckland, Northland, Hawkes Bay, East Coast, Horowhenua, Wellington and Otago, providing motivational and recruitment talks to secondary school students.</p> <p>Staff promoted the University at careers/schools expos in the East Coast and Cook Islands.</p>
Community outreach/engagement	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 the Marketing and Communications Office to deliver a coordinated University presence at key community events including the Ngāpuhi festival and Polyfest. Staff promoted the University at other community events including the Tongan Education Expo and the Health Careers Expo and Nga Manu Korero (Māori Speech Competition).</p> <p>Staff led the organisation and delivery of two successful Pacific graduation dinners.</p>
Collaborative outreach programmes with other universities	Working collaboratively with partner institutions on shared equity goals.	<p>The Māori Equity Advisers continued to collaborate with external partners¹⁵ to deliver the <i>Kei A Tātou Te Ihi</i> (KATTI) workshop programme which attracted 647 Māori students from 97 Auckland secondary schools at year levels 10-13.</p> <p>The Pacific Equity Adviser collaborated with Pacific partners from other institutions¹⁶ to deliver <i>Pacific Island Leaders of</i></p>

¹⁵ AUT, Studylink, Otago University, NZMA, Careers Services, Unitec, MIT, Waikato University, Ministry of Education

¹⁶ AUT, MIT, Unitec, Massey, NZMA, BEST

Key initiative/ programme	Brief description	Outcomes/outputs
		<i>Tomorrow</i> (PILOT), a 10 workshop programme which attracted 782 Pacific students from secondary year levels 10-13 and over 500 parents. Tracking of participants will be conducted in 2011.
Low SES students	Support for students from low socioeconomic status (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. The event attracted 163 attendees including 90 parents. A reported 32% increase in CATS Scholarships applications¹⁷ from Māori and Pacific students could be attributed to the success of this event.</p> <p>The team continued to provide advice to MATES (Mentoring and Tutoring Education Scheme) which works with students from low decile schools.</p>
Support for enrolled equity students on campus	Pastoral care, advice and support for students from equity groups.	<p>Orientation programmes were organised for new Māori, Pacific, and women science and engineering students.</p> <p>Postgraduate network for women students in Engineering (WEN) was established.</p> <p>Staff continued to provide advice and support to enrolled students as required and to faculty staff working with equity students.</p> <p>Funding was provided to support study wānanga conducted by the Māori Students Association (NTM) during exams.</p>
CATS¹⁸ Scholarships	Equity Scholarships: Chancellor's Awards for top Māori and Pacific Scholars	Staff participated in the selection of CATS awardees, training of mentors, and monitoring and support of CATS scholars.
Support for Pro Vice-Chancellor (Māori)	Provision of advice and support to the Pro Vice-Chancellor (Māori)	Staff provided advice on strategic and policy issues relating to recruitment and support of Māori students.

¹⁷ Schools Liaison Committee, December 2010

¹⁸ University of Auckland Chancellors Award for top Māori and Pacific scholar

Key initiative/ programme	Brief description	Outcomes/outputs
Office		<p>The Tuākana Equity Adviser provided cultural support as the Pro Vice-Chancellor Māori representative at a range of events and as speaker during pōwhiri and whakatau ceremonies. Māori staff members actively participated on Rūnanga. The Equity Analyst contributed to the Runanga submission to the University Review of the Department of Māori Studies.</p>
Leadership/Advocacy in/for Māori and Pacific Communities	<p>Contributing to the development of Māori and Pacific communities by membership on key community and professional committees.</p>	<p>The Māori Equity Adviser made a submission to the University Review of the Department of Māori studies. She also served as chair of KATTI and the National Te Roopu Takawaenga Māori/Māori Liaison Association.</p> <p>The Māori Equity Adviser represented (Māori) staff in Tertiary Education Union roles including membership of the University Sector Group – Te Toi Ahurangi General staff representative and University Sector General staff representative.</p> <p>Staff continued to support their local communities via membership on key community boards/committees including Unitec Pacific fono (Student Equity Manager), Wesley Board of Trustees (Pacific Equity Adviser), Te Puna Kohungahunga Governance Committee; Te Kura Kaupapa Māori o Ngā Maungarongo Policy Committee; Youth Mentoring Network (Equity Analyst). Roman Catholic Catechist (katakita) Māori Catholic Mission; Board member at Te Unga Waka Marae (Tuākana Equity Adviser).</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.

There was a 15.1% increase in the number of students who disclosed impairment to Disability Services during 2010, with significant increases in those disclosing specific learning disabilities (an increase of 30.1%), mental health impairments (11.9%) and temporary impairments (40.1%).

Invisible disabilities continue to make up the largest section of those impairments disclosed to Disability services, now making up 54.7% of the total registrations. The increase in the disclosure of such impairments is now a clear trend, with the numbers of both mental health and specific learning disabilities rising significantly for each of the last three years. The number of students disclosing more traditionally recognised impairments, such as physical/mobility and medical/occupational overuse syndrome remains comparatively constant in contrast.

The statistical data that follows is a combination of Disability Services internal statistics including student registrations, and data extracted by the Planning Office Decision Support System (based on Equivalent Full Time Students). The source of this data is noted in each case.

It is important to note that disclosure of disability or impairment by students is voluntary, and as a result, this data does not necessarily reflect the total number of student EFTS with impairments at the University of Auckland.

Figure 18: Students registered with Disability Services (headcount) 2005 -2010

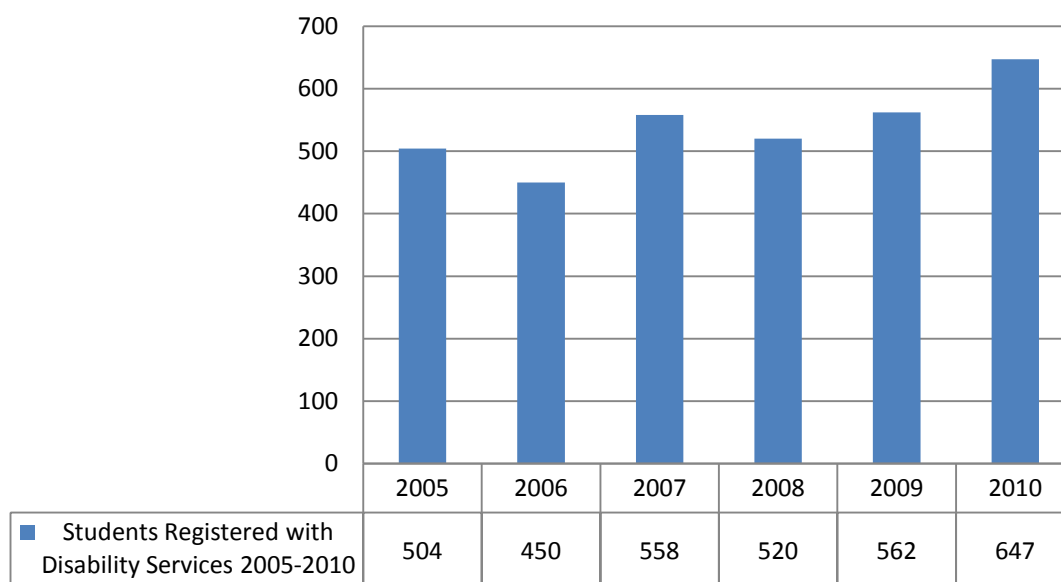


Figure 19 below displays the continued growth in the disclosure of invisible impairment such as mental health and specific learning concerns. In addition, the number of students seeking assistance for temporary impairments continues to grow.

This data refers to the impairments students disclosed as their primary impairment. In addition, 14.6% of students registered with Disability Services indicated they live with multiple impairments.

Figure 19: Students registered with Disability Services by indicated primary impairment, 2008-2010

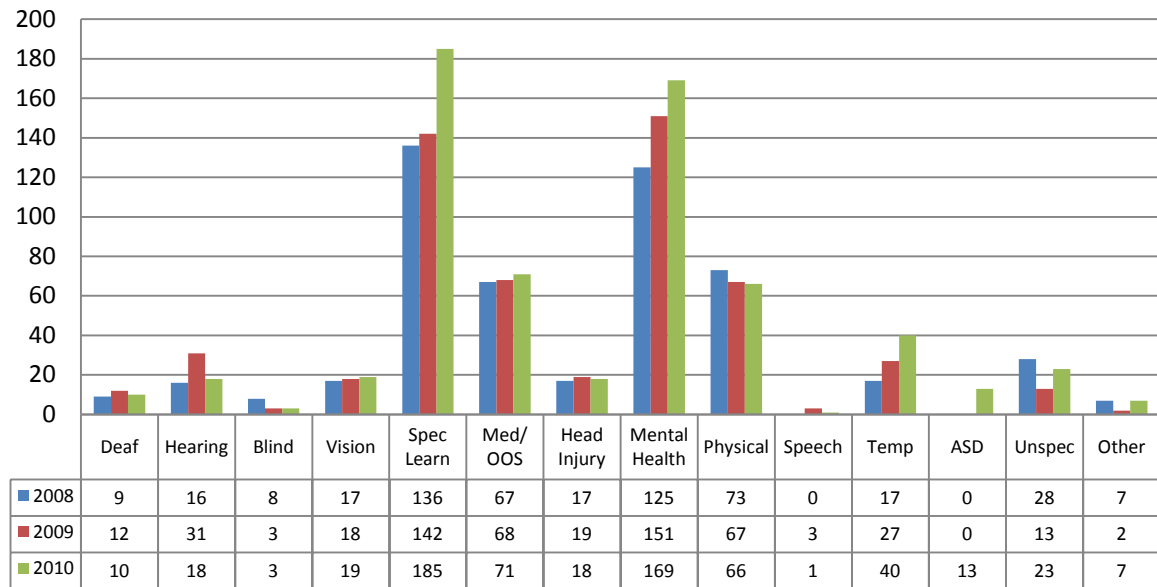


Figure 20 shows that a lower proportion of students of Māori, Asian and Pacific Island ethnicity chose to register with Disability Services in 2010 than disclosed their disabilities at enrolment.

Figure 20: Percentages EFTS with disability and percentages Disability Services Registrations 2010 by ethnicity

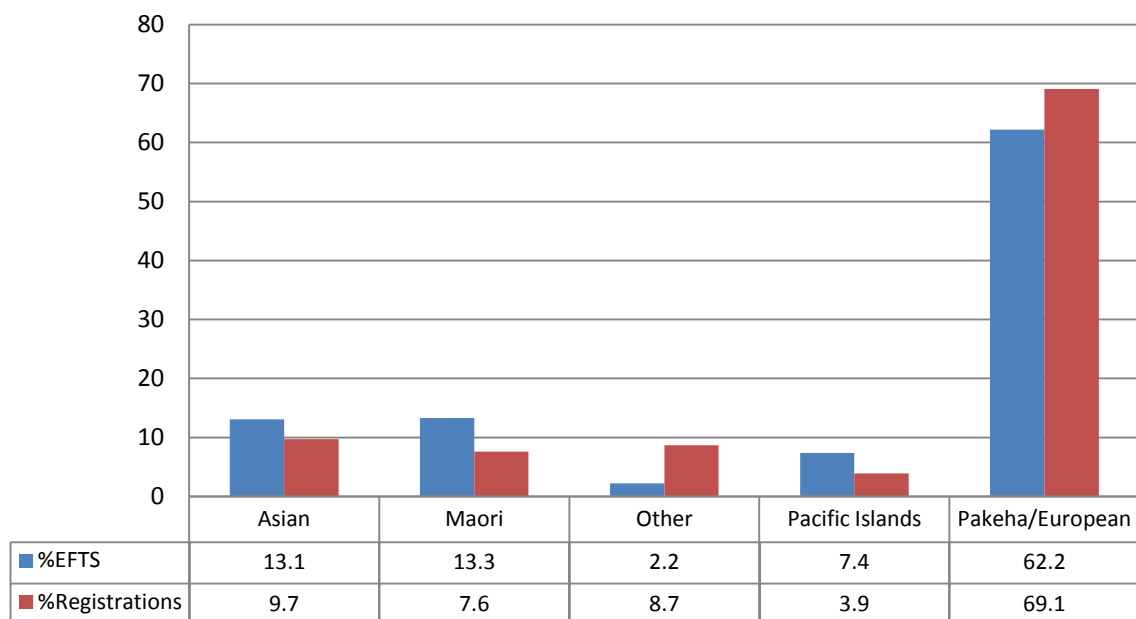


Figure 21 indicates that there is a slow decline in the proportion of students registering with Disability Services who are European, and a gradual rise in the proportion of Disability Services registered students who are Māori. The proportion of Pacific student registrations is declining, and Disability Services continue to work with Student Equity to address this.

Figure 21: Students registered with Disability Services by ethnic group (% 2008-2010).

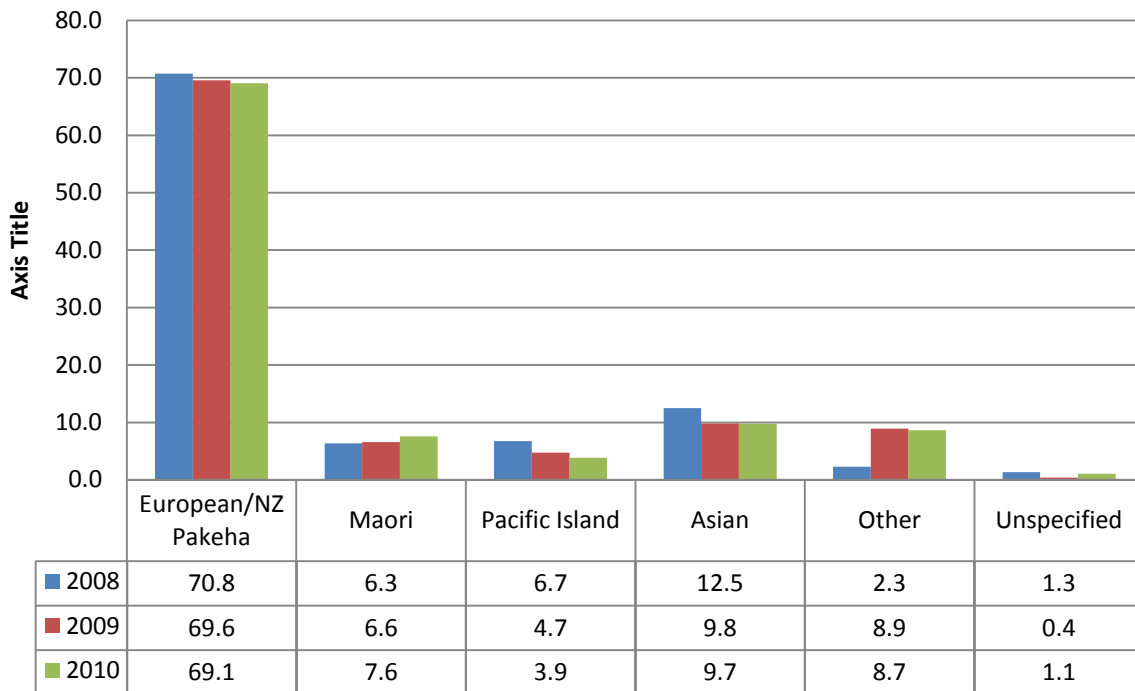


Figure 22 below, shows that with the exception of Asian students, females currently make up a larger proportion of those indicating an impairment at the point of enrolment, across all ethnic groups.

Figure 22: EFTS with disability by gender and ethnicity 2010

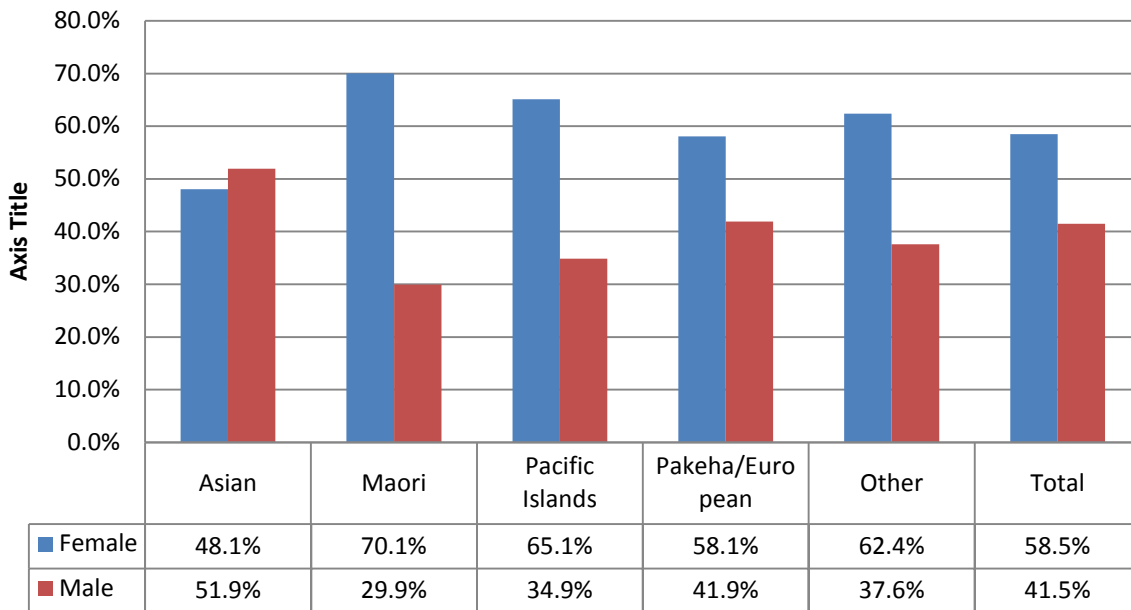


Figure 23 indicates that the higher levels of females disclosing an impairment to the University at enrolment seen in figure 19 is reflected in Disability Services registrations. In contrast to figure 19, a higher percentage of Asian females registered than males.

Figure 23: Students registered with Disability Services by gender and ethnicity 2010

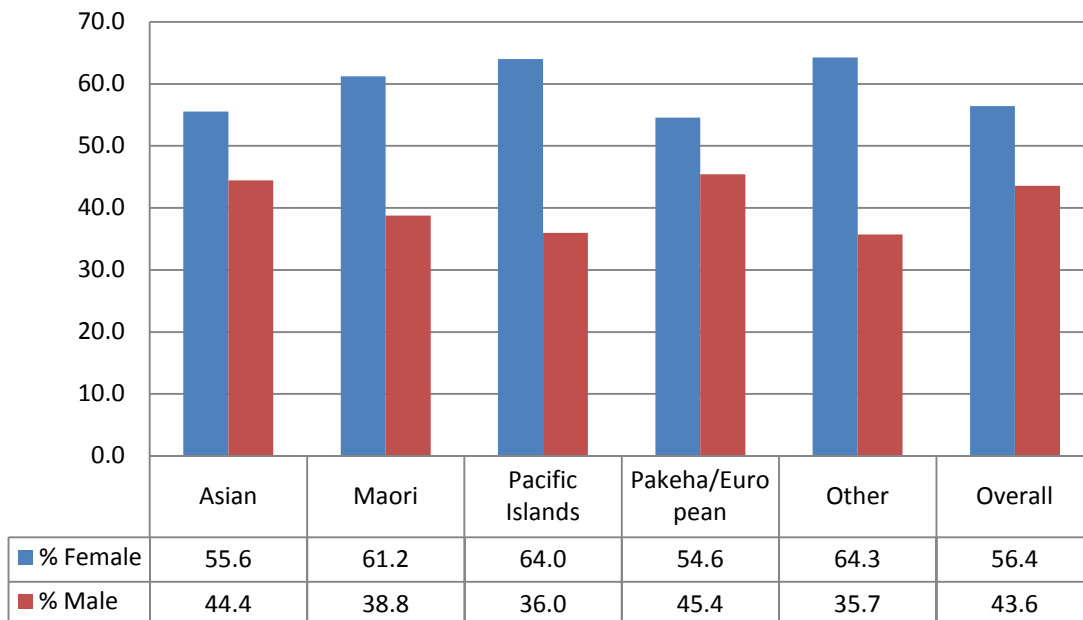


Figure 24 indicates a slight increase in the percentage of males registering with Disability Services in 2010, although females remain the larger group.

Figure 24: Students Registered with Disability Services by gender (%) 2008-2010

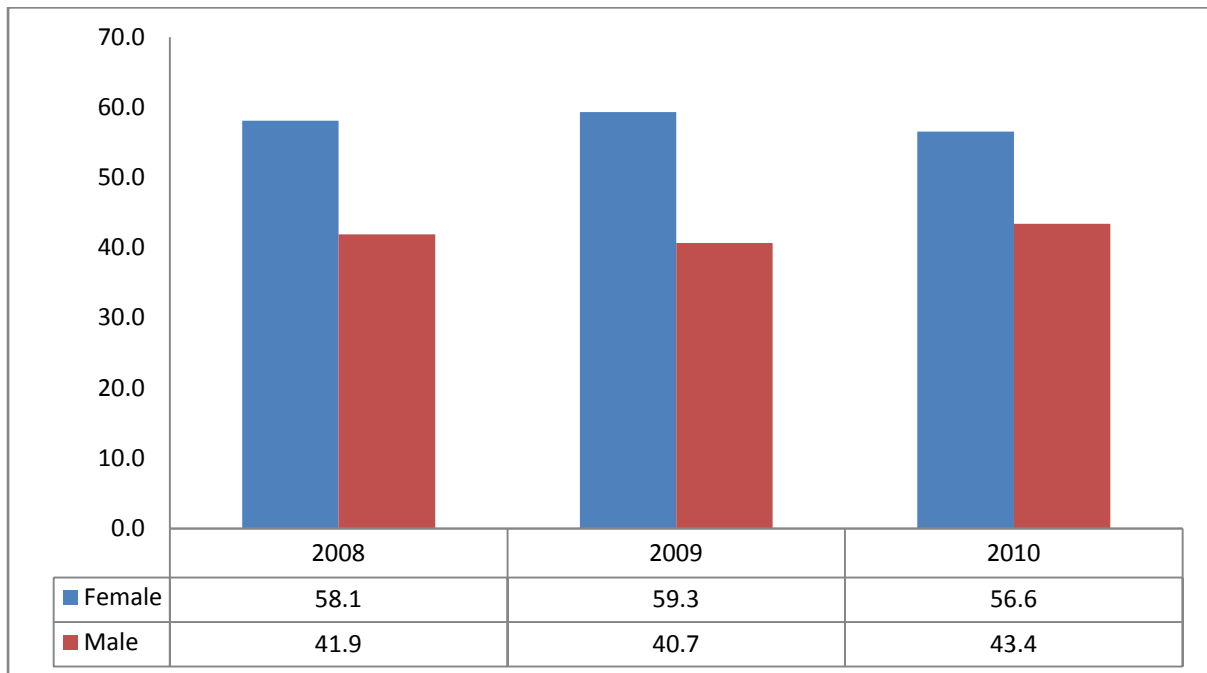


Figure 25 reflects that the Arts, Education and Science faculties continue to account for the largest proportion of students indicating at enrolment that they live with an impairment.

Figure 25: Percentage of EFTS with disability by faculty 2009-2010

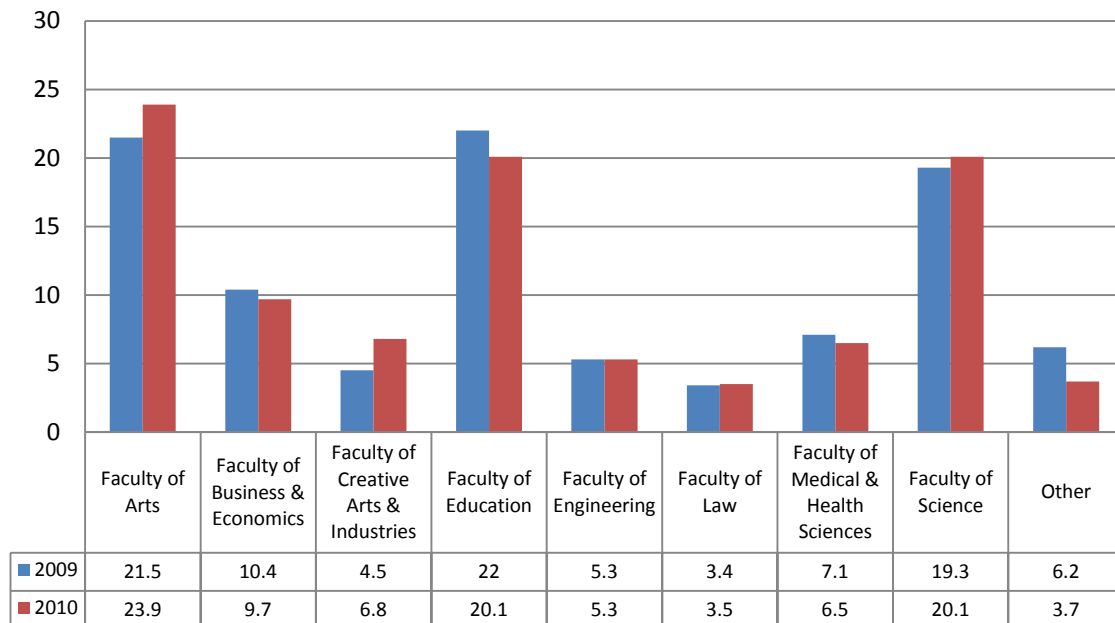


Figure 26 shows that the Arts, Education and Science faculties also account for the highest proportion of students who register with Disability Services.

Figure 26: Percentage of students registered with Disability Services by faculty 2008-2010

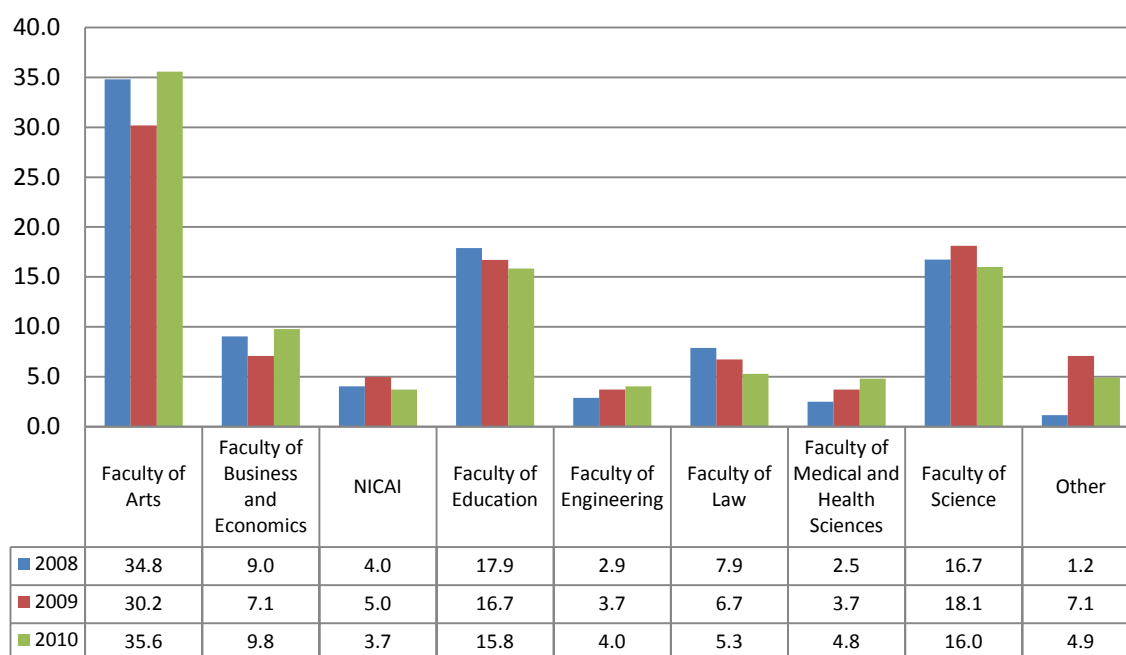


Figure 27 indicates that over the past two years, students enrolled in undergraduate programs made up over 75% of those indicating an impairment.

Figure 27: Percentage of EFTS with disability by funding level 2009-2010

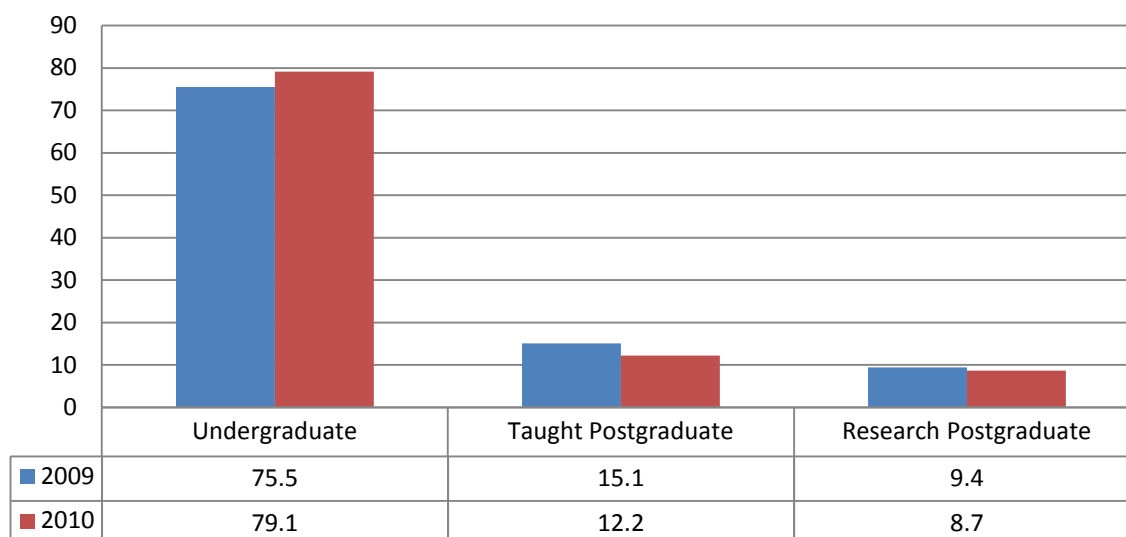


Figure 28 below shows the percentage of students registered with Disability Services undertaking undergraduate (degree) programmes was 77.1% which reflects the percentage of student EFTS in undergraduate programmes (79.5%).

Figure 28: Percentage of students registered with Disability Services by levels 2009 - 2010.

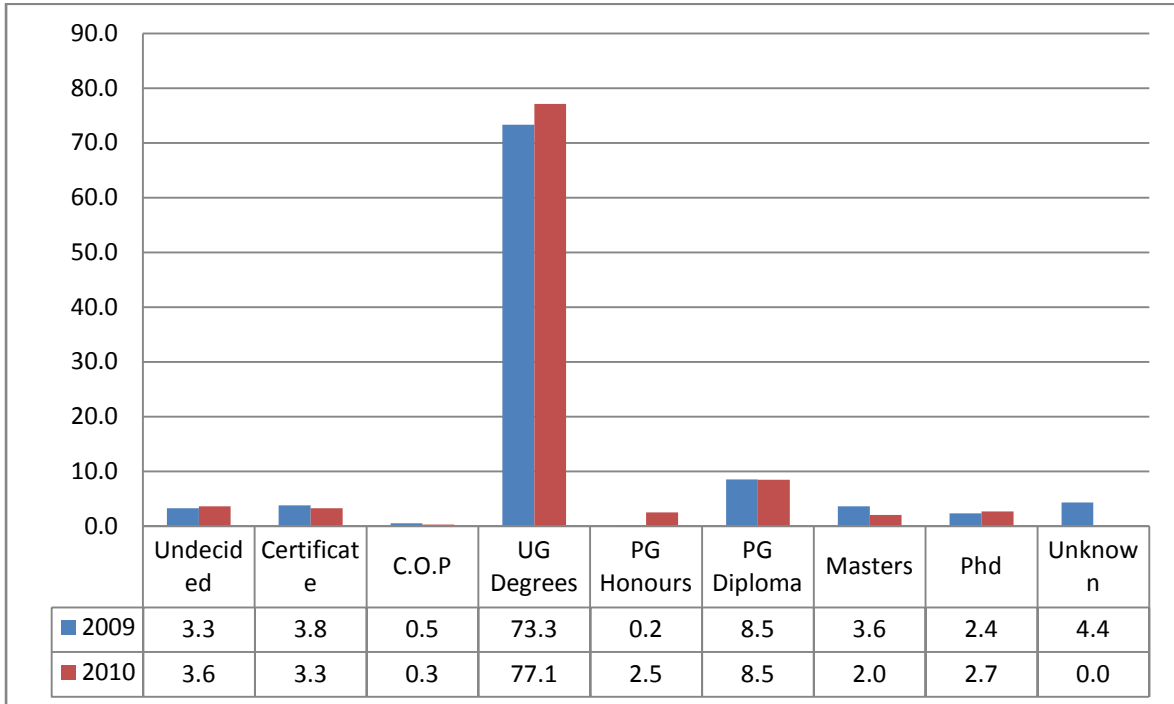


Table 2: Equity initiatives and outcomes/outputs for students with impairments 2009

Key initiative	Brief description	Outcomes/outputs
Implementation of Review of Teaching and Learning Practices for Students with Impairments	Working with wider Equity Office and University Community to implement recommendations.	<p>Guidelines addressing issues around disclosure for students and staff were developed and disseminated.</p> <p>Details of Faculty Disability Liaisons publicised on website.</p> <p>Working group on examinations processes is ongoing.</p> <p>Demand for services is closely monitored.</p> <p>New procedures implemented to ensure quality of note taking support is assured.</p> <p>Close liaison with other University departments involved in implementation is ongoing.</p>
Support for students with disabilities on campus	Pastoral care, advice and support for students with disabilities.	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. Demand for the service continues to grow, as the profile of the service has risen within the University community.
Communications	Ensuring that the University's key messages are communicated effectively via appropriate media to reach equity students and their communities.	<p>Disability Services staff liaised directly with a number of schools, in co-operation with the Schools Partnership Office, to ease transition into University for students with impairments.</p> <p>Staff attended community events and expos and provided information to prospective students and parents.</p> <p>Disability Services had direct input into relevant sections of University of Auckland handbooks and publicity material.</p>

Key initiative	Brief description	Outcomes/outputs
<p>Providing training/ awareness/professional development</p>	<p>Equity information on the needs of students with disabilities and on the support available within the University is disseminated and awareness is increased.</p>	<p>Lecture on diversity and disability was delivered to Managing Diversity students.</p> <p>Disability awareness raising presentations delivered to the University's Uniguides and Ambassadors.</p> <p>Disability Awareness factsheets continued to be updated on website.</p> <p>Ongoing advisory role to departments and faculties on a case by case basis.</p>

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, the DVC (Academic)'s Office and DSS. It is possible there may be inconsistencies between totals on some tables. All sources are noted.

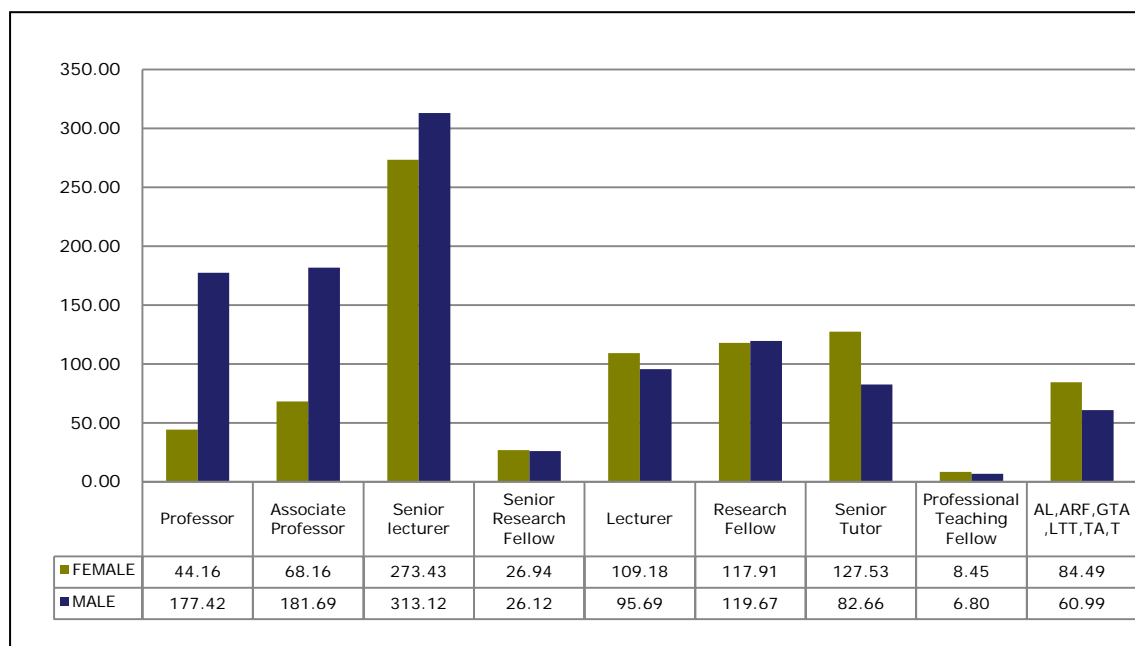
- The percentage of academic women has risen from 43% (848.8 FTE) in 2006 to 45% (867.9 FTE) in 2010.
- Women associate professors increased from 25.5% (59.5 FTE) in 2006 to 27.7% (68.16 FTE) in 2010.
- Women professors increased from 17.8% (37.8 FTE) in 2006 to 20% (44.16 FTE) in 2010.
- In 2006, 22% (97.3 FTE) of all senior academics were women and by 2010 this had risen to 24.0% (112 FTE). The University's target for senior academic women in 2010 was $\geq 26\%$.
- Women continue to have high success rates in promotion to senior positions with 69% of women who applied to associate professor, and 75% of women professorial applicants being promoted.
- General staff women remain in the majority at 63% (1586 FTE).
- Changes to ethnic data calculation at the University have prevented a comparison with 2006 data to identify trends.
- Māori academic staff is 5.4% (110.0 FTE). The University's target for 2010 was $\geq 6\%$.
- Māori general staff are 6% (153.39 FTE). The University's target for 2010 was $\geq 6\%$.
- Pacific academic staff are 2% (44.52 FTE). The University's target for 2010 was $\geq 3\%$.
- Pacific general staff are 6% (152.87 FTE). The University's target for 2010 was $\geq 6\%$.
- Asian academic staff are 13.5% (275.68 FTE)
- Asian general staff are 21.9% (589.36 FTE)
- Pakeha/European academic staff are 66% (1,345.79 FTE)
- Pakeha/European general staff are 53.6% (1441.93 FTE)

Gender

Academic women

In 2010, out of 1,953 academics, 867.9 FTE (45%) were women and 1085.8 FTE (55%) men. Numbers of academic women have risen from 848.8 FTE (43%) in 2006 resulting in a modest increase to women's overall representation.

Figure 29: Academic staff FTE by grade and gender 2010



Data source: HRIS annualised report (Real Grade)

New grades introduced since 2006 are the graduate teaching assistants (included with AL/LTT/TA) and the professional teaching fellows (PTA). The latter may have slightly reduced numbers of senior tutors.

Numbers of women professors have increased by 6.2 FTE (16%), associate professors by 8.7 FTE (14%) and senior lecturers by 10.8 FTE (4%) since 2006; increases at senior lecturer grade are essential for enlarging the pool of eligible applicants to associate professor and professor. The percentage of women lecturers has remained the same since 2006 at 53% although actual numbers have decreased.

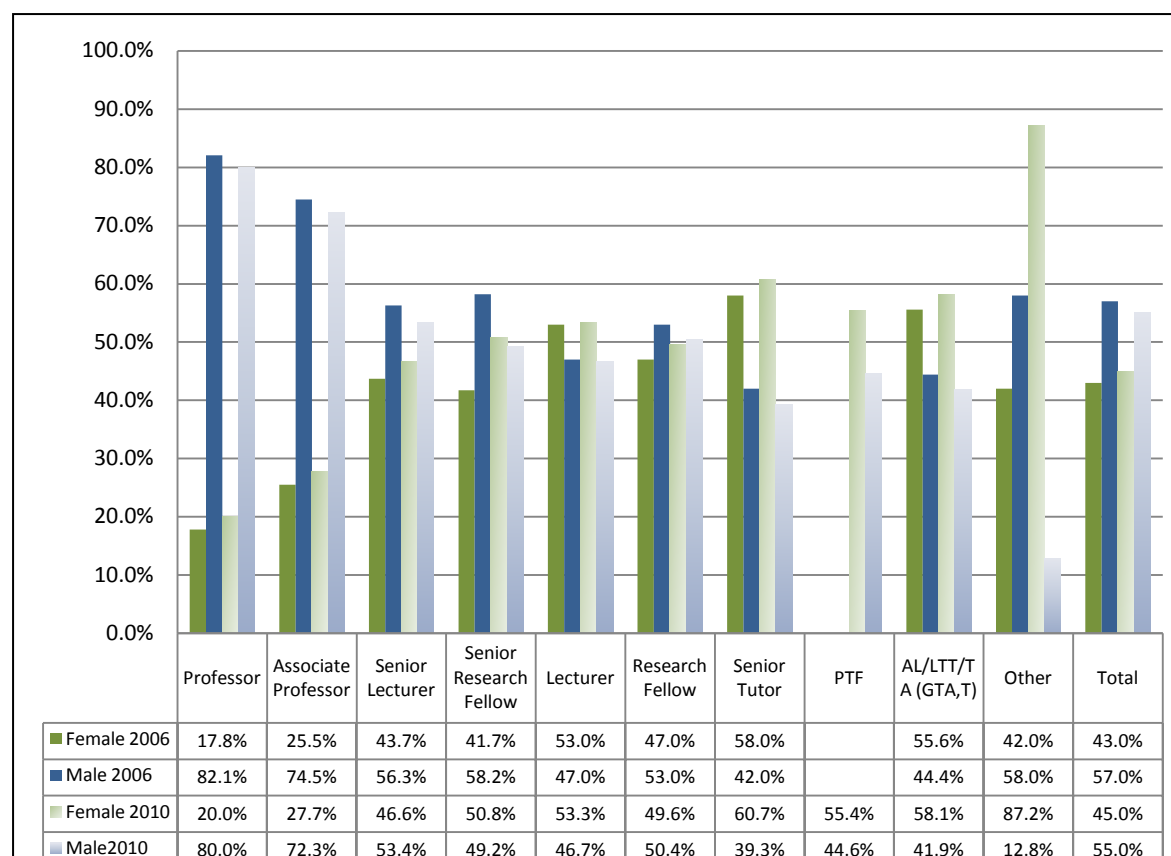
There is an on-going pattern of more women than men senior tutors, and with very minor variations, research fellows have remained equivalent since 2006.

The overall distribution is one of slightly higher numbers of women than men at lecturer level, senior tutor and below, then decreasing proportions of women in the senior grades.

Table 1: Academic staff by grade and gender FTE and percentage 2006 and 2010

	2006		2010	
	Female	Male	Female	Male
Professor	37.82 17.8%	174.44 82.2%	44.16 20.0%	177.42 80.0%
Associate Professor	59.46 25.5%	174.43 74.5%	68.16 27.7%	181.69 72.3%
Senior Lecturer	262.67 43.7%	338.15 56.3%	273.43 46.6%	313.12 53.4%
Senior Research Fellow	18.38 41.8%	25.62 58.2%	26.94 50.8%	26.12 49.2%
Lecturer	147.36 53.0%	130.92 47.0%	109.18 53.3%	95.69 46.7%
Research Fellow	87.11 47.0%	98.57 53.0%	117.91 49.6%	119.67 50.4%
Senior Tutor	112.30 58.0%	81.47 42.0%	127.53 60.7%	82.66 39.3%
PTF			8.45 55.4%	6.80 44.6%
AL/LTT/TA (GTA,T)	112.74 55.6%	90.15 44.4%	84.49 58.1%	60.99 41.9%
Other	10.92 42%	15.19 58%	7.70 87.2%	1.13 12.8%
Total	848.75 43.0%	1128.95 57.0%	867.90 45.0%	1085.8 55.0%

Figure 30: Academic staff percentages by grade and gender 2006 and 2010-2009



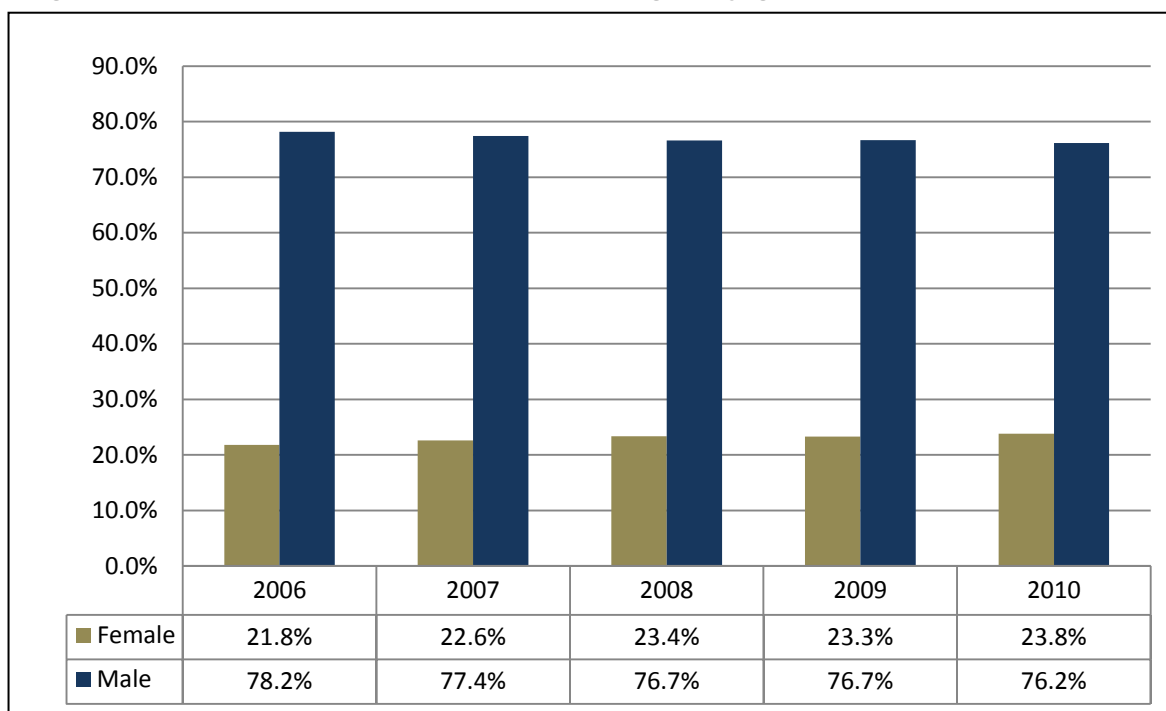
Data source: HRIS annualised report (Real Grade)

Senior academic women

Women associate professors increased from 25.5% (59.5 FTE) in 2006 to 27.7% (68.16 FTE) in 2010 and women professors increased from 17.8% (37.8FTE) in 2006 to 20% (44.16 FTE) in 2010.

Senior academic women (associate professors and professors) have increased by 14.7 FTE (15.5%) since 2006. In 2006, 22% (97.3 FTE) of all senior academics were women and by 2010 this had risen to 24.0% (112 FTE).

Figure 31: Senior academic staff percentages by gender 2006-2010

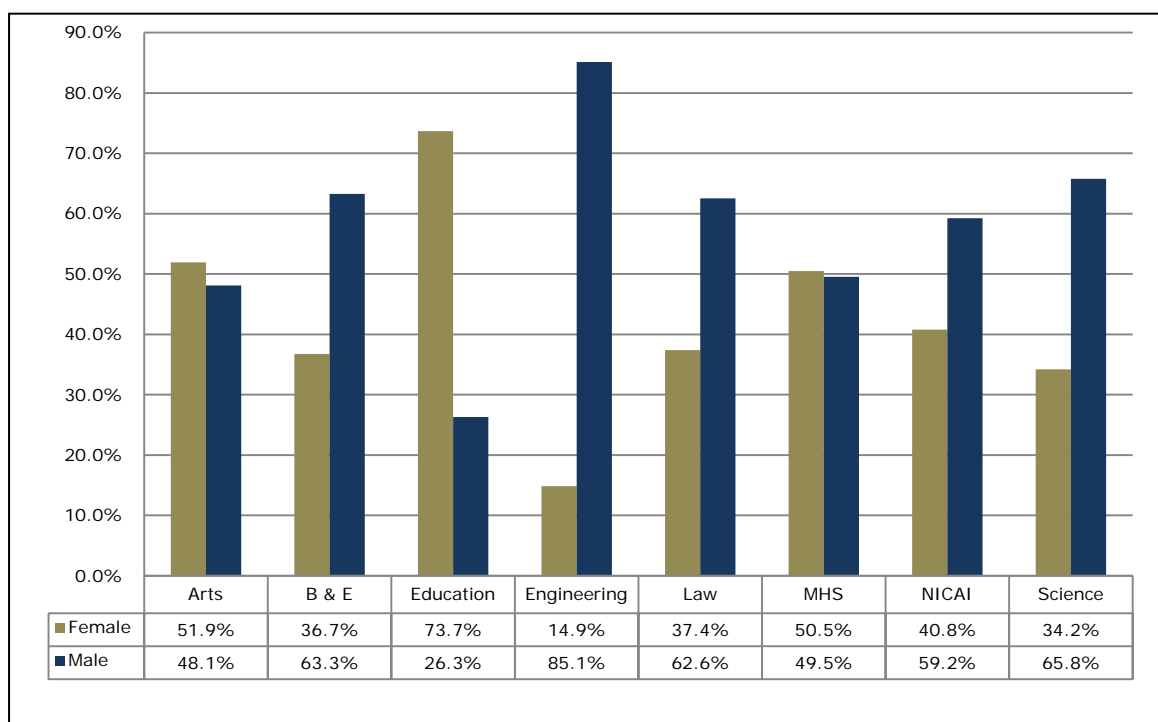


Data source: HRIS annualised report (Real Grade)

Table 4: Senior academic staff FTE and percentage by gender 2006 – 2010

Year	Female		Male		Total
	FTE	%	FTE	%	
2006	97.28	21.8	348.87	78.2	446.15 FTE
2007	101.84	22.6	349.10	77.4	450.94 FTE
2008	104.15	23.4	341.84	76.7	445.99 FTE
2009	103.8	23.3	341.6	76.7	445.4 FTE
2010	112.32	23.8	359.11	76.2	471.43 FTE

Figure 32: Academic staff percentages by gender in faculties 2010



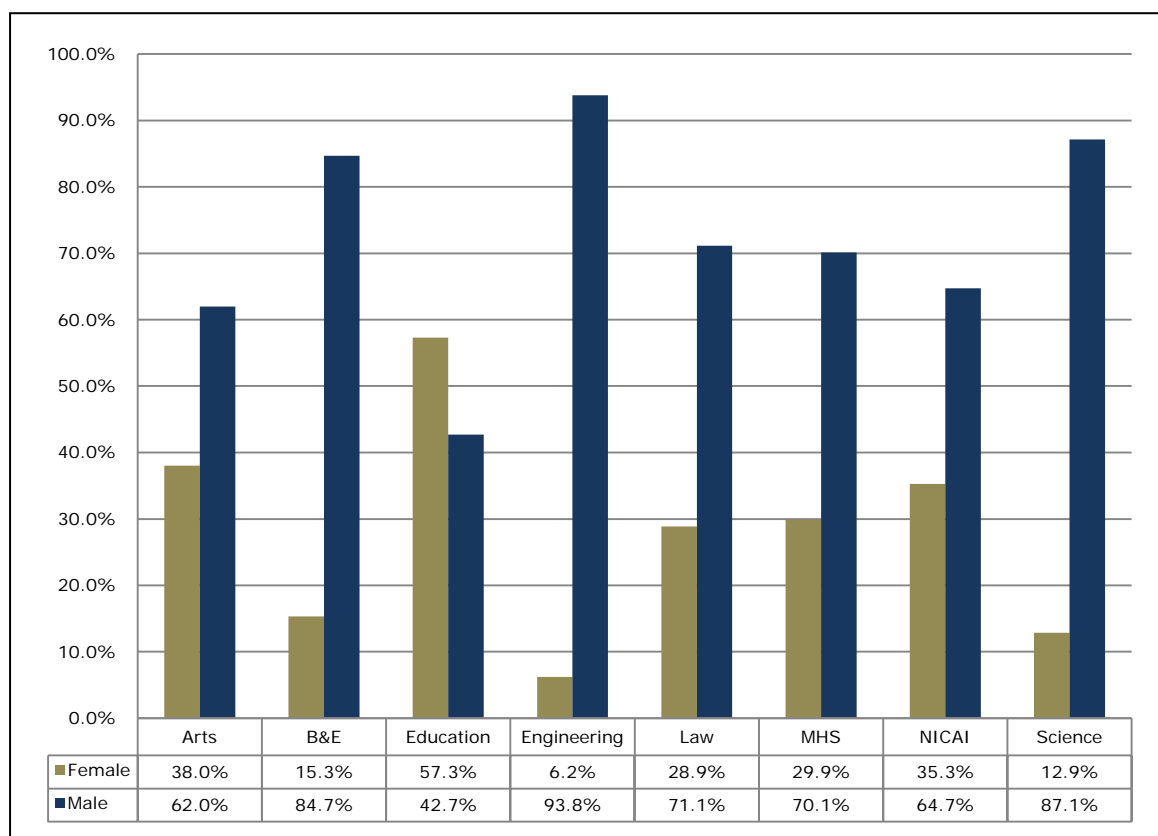
Data source: HRIS annualised report (Real Grade)

Table 3: Academic staff FTE and percentage by gender in faculties 2010 (in descending order of female percentage)

Faculty	Female		Male		Total FTE
	FTE	%	FTE	%	
Education	141.45	73.7	50.50	26.3	191.95
Arts	150.42	51.9	139.33	48.1	289.75
MHS	201.73	50.5	197.99	49.5	399.72
NICA I	43.03	40.8	62.54	59.2	105.57
Law	16.00	37.4	26.72	62.6	42.72
B&E	71.6	36.7	123.28	63.3	194.88
Science	154.78	34.2	297.36	65.8	452.14
Engineering	24.91	14.9	142.7	85.1	167.61

Education, Arts and Medical and Health Sciences have the highest percentages of women academics. Law and Business and Economics, Science and Engineering have the lowest; Law having reduced slightly (2 FTE) since 2009.

Figure 33: Senior academic staff percentages by gender in faculties 2010



Data source: HRIS annualised report (Real Grade)

Table 4: Senior academic staff FTE and percentage by gender in faculties 2010
(in descending order of female percentage)

Faculty	Female		Male		Total FTE
	FTE	%	FTE	%	
Education	8.89	57.3	6.63	42.7	15.52
Arts	28.04	38.0	45.68	62.0	73.71
NICA I	7.15	35.3	13.11	64.7	20.26
MHS	30.33	29.9	71.21	70.1	101.54
Law	5.62	28.9	13.83	71.1	19.45
B&E	8.5	15.3	46.9	84.7	55.4
Science	15.93	12.9	107.99	87.1	123.92
Engineering	2.92	6.2	44.02	93.8	46.94

The percentages of senior women in faculties (fig.33) mirrors the proportions of women academic staff in faculties (fig.32), except for the National Institute of Creative Arts and Industries (NICA I), which had a higher representation of senior women than its overall percentage of academic women.

Promotions and gender 2010

Women's promotion to senior grades of associate professor and professor are essential for gender equity. Previous studies have indicated that women have equivalent application rates and high success rates up to associate professor when compared to their male colleagues.

Promotions to Associate Professor 2010

In 2010 there were a total of 42 applications, comprising 16 applications from women (38%) and 26 from men (62%). Eleven women were promoted (69% of the female applicants) and 14 men were successful (54% of the male applicants). This continues the trend since 2006 of fewer women applying than men, but a higher proportion of the female applicants than the male applicants applying successfully.

Table 5: Academic promotions to associate professor: application, and success rates by gender 2006–2010

	2006		2007		2008		2009		2010	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Applicants	17	45	11	33	17	35	20	27	16	26
Success% of gender	7 41%	18 40%	9 82%	17 52%	6 35%	11 31%	12 60%	13 48%	11 69%	14 54%

Compiled from data provided by HR

Professorial promotions 2010

In 2009 an unusually high number of women were promoted to professor (12). In 2010 there were fewer applications from women which may be expected following the size of the previous year's cohort. As in previous years, promotion success rates were high and all women who were progressed were promoted.¹⁹

Table 6: Academic promotions to professor: application, progression and success rates by gender 2006–2010

	2006/2007		2007/2008		2008/2009		2009		2010	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Applicants	2	12	0	6	6	11	9	10	4	14
Progressed	2	7	0	2	6	5	7	4	3	11
Success % of gender	1 50%	7 58%	0 0%	1 17%	6 100%	5 45%	6 66%	2 20%	3 75%	10 71%

General staff

In 2010 there were 1586.05 FTE general staff women and 941.14 FTE men giving a total of 2528.19 FTE general staff (HRIS).

¹⁹ 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.

Academic staff have clearly assigned grades that can be analysed to show trends but equivalent data is not available for general staff. Different reporting practices between 2004 and 2010 have made it difficult to accurately identify trends.

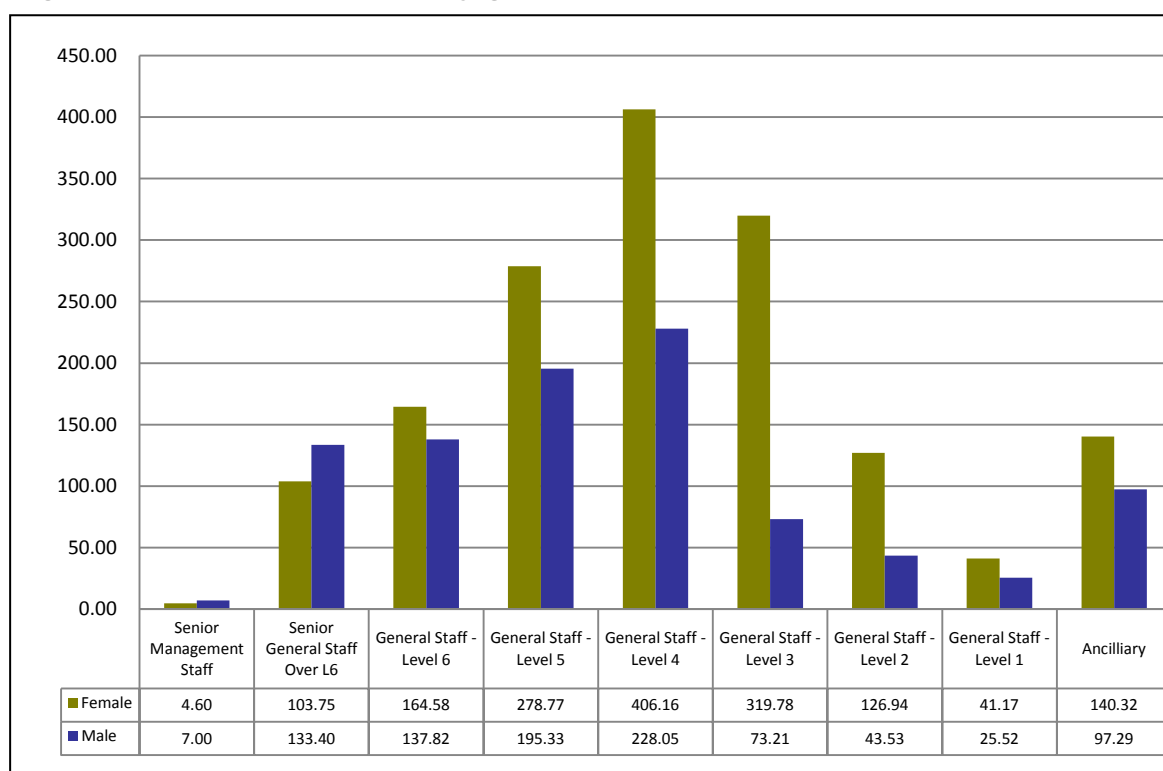
General staff women

Women are in the majority on the general staff – consistently around 60% (63% in 2010).

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

Women do not appear to hold the majority of senior positions – currently 43% but this may result from under reporting.

Figure 34: General staff FTE by gender and level 2010



Data source: HRIS annualised report (Real Grade)

Table 7: General staff FTE by gender and level 2010

Level	Female		Male		Total
	FTE	%	FTE	%	
Senior Management Staff	4.60	39.7	7.00	60.3	11.60
General Staff Over L6	103.75	43.7	133.40	56.3	237.15
General Staff - Level 6	164.58	54.4	137.82	45.6	302.40
General Staff - Level 5	278.77	58.8	195.33	41.2	474.10
General Staff - Level 4	406.16	64.0	228.05	36.0	634.21
General Staff - Level 3	319.78	81.4	73.21	18.6	392.99
General Staff - Level 2	126.94	74.5	43.53	25.5	170.47
General Staff - Level 1	41.17	61.7	25.52	38.3	66.69
Other agreements	140.32	59.1	97.29	40.9	237.61
	1586.07		941.15		

Senior general staff

Available data indicates that 43.7% women are above level 6 and at senior management level. However, there are also unidentified numbers of staff who are paid above the level 6 maximum and have significant responsibilities who are not captured in this data.

Table 8: Senior general staff FTE and percentage 2010

Level	Female		Male		Total
	FTE	%	FTE	%	
General staff over L6	103.75	43.7	133.40	56.3	237.15
Senior Management Staff	4.60	39.7	7.00	60.3	11.60
	108.35	43.6	140.40	56.4	249.74

Data source HRIS

Ethnicity and equity

Māori, Pacific and 'Ethnic' staff (as required under the State Sector Act 1989) are 'equity' groups, meaning that their representation is monitored and, as appropriate, programmes will be developed to remove barriers to improve development, recognition, career progression, retention and job satisfaction.

Changes in the way ethnicity has been calculated means it is not possible to draw comparisons with data collated prior to 2009.

The majority of staff are Pakeha/European; "Asian" staff form the next largest group.

Table 9: Academic and general staff FTE and percentage by ethnicity 2010

Group	Academic		General		Total
	FTE	%	FTE	%	
Māori	110.17	5.4	153.39	5.7	263.56
Pacific	44.52	2.2	152.87	5.7	197.39
Asian	275.68	13.5	589.36	21.9	865.04
Pakeha/European	1345.79	66.1	1441.93	53.6	2787.72
Other	260.9	12.8	350.76	13.0	611.66
	2037.06		2688.31		

Data source DSS

Māori staff

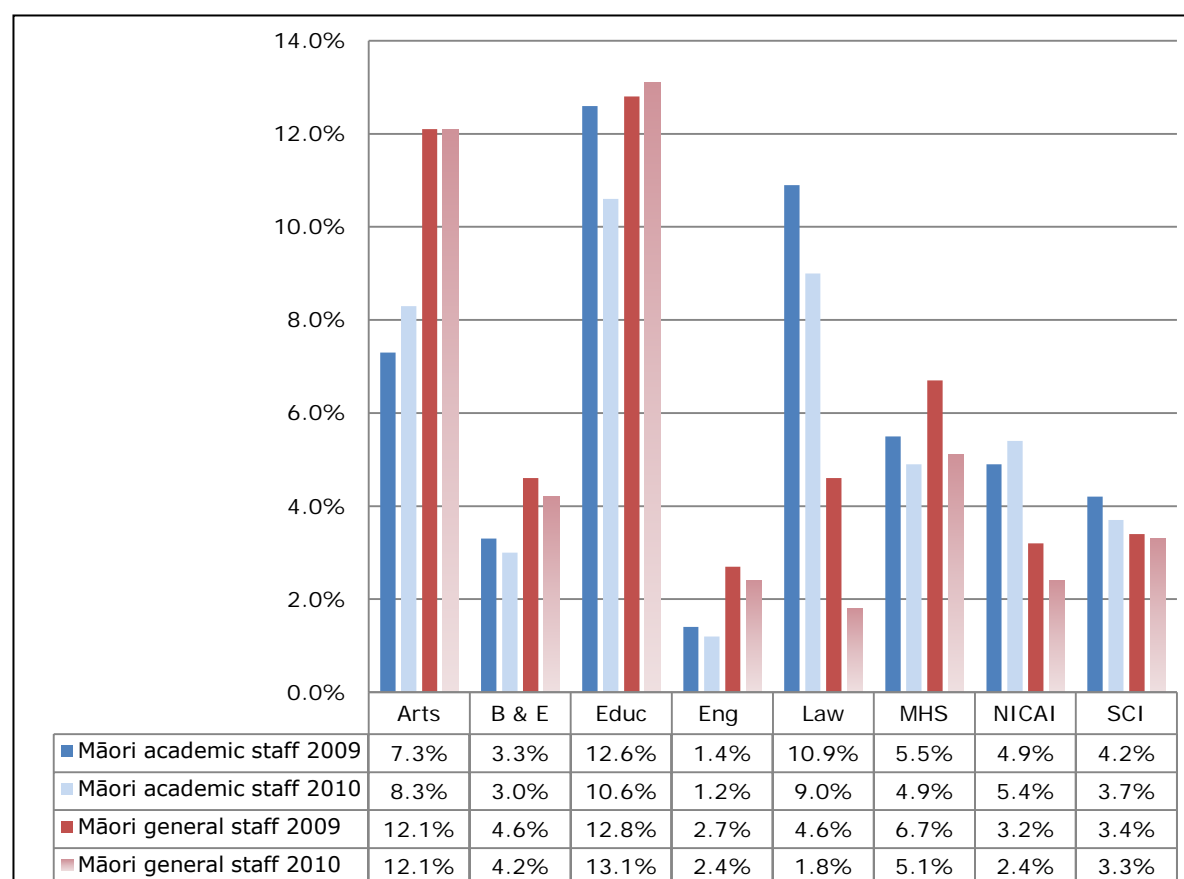
There is a total of 263.56 FTE Māori staff (5.6 %) at the University which is significantly below the percentage of Māori people in the Auckland area (10.5%).

Māori academic staff

Māori academic staff have remained at 110 FTE (5.4%) since 2009. The highest percentages are in the Faculties of Education (10.6%), Law, (9.0%) and Arts (8.3%). Māori academics are most under-represented in Engineering (1.2%) and Business and Economics (3.0%).

Māori academic staff numbers in the Faculty of Arts have increased by 5 FTE since 2009 and NICA by 1 FTE. Other faculties have maintained numbers or have had minor losses.

Figure 35: Māori academic and general staff by percentage in faculties 2009 -2010



Data source: DSS December 2010

Table 10: Māori academic and general staff percentage and FTE in faculties 2009 – 2010

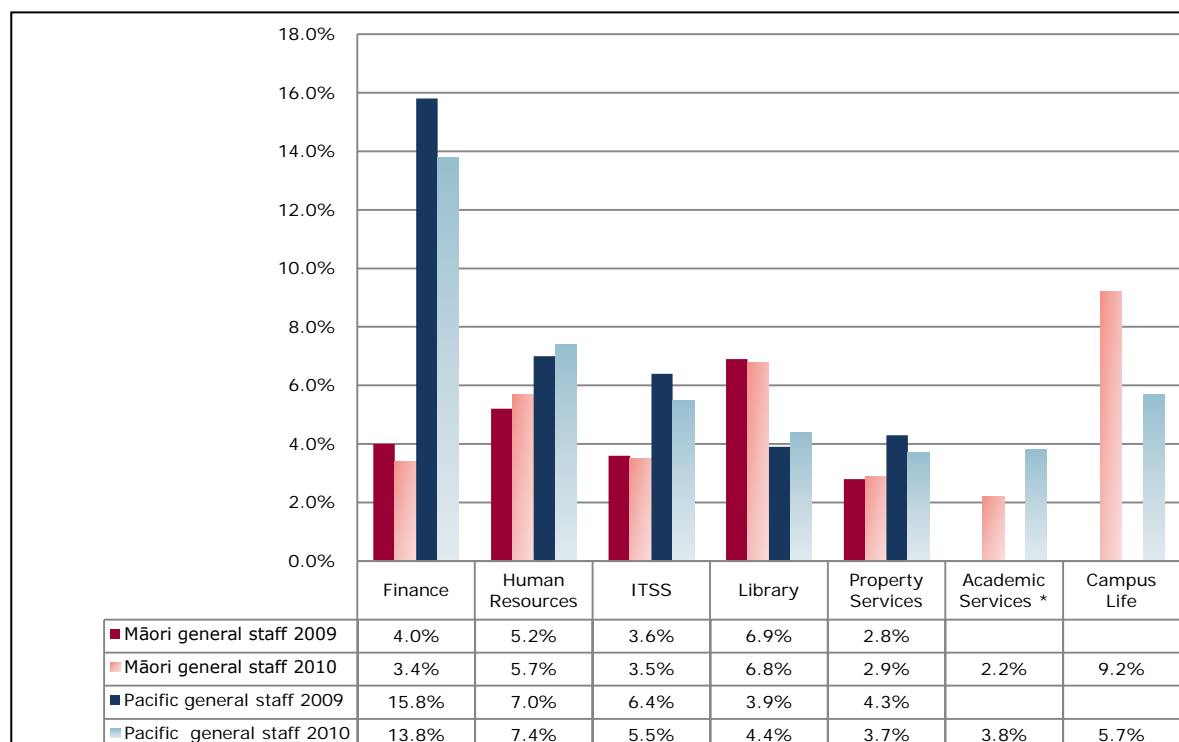
Faculty	Māori academic staff 2009	Māori academic staff 2010	Māori general staff 2009	Māori general staff 2010
Arts	20.53 FTE 7.3%	25.5 FTE 8.3%	13.04 FTE 12.1%	12.2 FTE 12.1%
B & E	6.65 FTE 3.3%	6.4 FTE 3.0%	5.94 FTE 4.6%	4.8 FTE 4.2%
Education	23.92 FTE 12.6%	21.4 FTE 10.6%	35.61 FTE 12.8%	32.0 FTE 13.1%
Engineering	2.47 FTE 1.4%	2.5 FTE 1.2%	3.37 FTE 2.7%	3.3 FTE 2.4%
Law	4.96 FTE 10.9%	4.3 FTE 9.0%	1.18 FTE 4.6%	0.4 FTE 1.8%
MHS	22.11 FTE 5.5%	22.6 FTE 4.9%	22.81 FTE 6.7%	18.6 FTE 5.1%
NICA I	5.35 FTE 4.9%	6.3 FTE 5.4%	1.74 FTE 3.2%	1.3 FTE 2.4%
Science	19.33 FTE 4.2%	18.8 FTE 3.7%	9.86 FTE 3.4%	8.5 FTE 3.3%

Māori general staff

In 2010 there were 153.39 FTE²⁰ (5.7%) Māori general staff which is a decrease from 161.42 FTE (6.1%) in the 2009 report. The highest percentages are in the Faculty of Education (13.1%), the Faculty of Arts (12.1%) and Medical and Health Sciences (5.1%). Fluctuations have been small since 2008.

In service divisions, Campus Life (9.2%) and the Library (6.8%) have the highest percentages of Māori general staff.

Figure 36: Māori and Pacific general staff by percentage in largest service divisions 2009 – 2010



Data source: HRIS annualised report (Real Grade)

Table 11: Māori and Pacific general staff FTE and percentage in largest service divisions 2009 – 2010

	Māori general staff 2009	Māori general staff 2010	Pacific general staff 2009	Pacific general staff 2010
Finance	1.0 4.0%	1.0 FTE 3.4%	4.0 FTE 15.8%	4.0 FTE 13.8%
Human Resources	3.0 FTE 5.2%	3.8 FTE 5.7%	4.0 FTE 7.0%	4.5 FTE 7.4%
ITSS	7.5 FTE 3.6%	7.7 FTE 3.5%	12.0 FTE 6.4%	11.9 FTE 5.5%
Library	16.5 FTE 6.9 %	15.0 FTE 6.8%	9.3 FTE 3.9 %	9.8 FTE 4.4%
Property Services	3.8 FTE 2.8%	4.0 FTE 2.9%	5.8 FTE 4.3 %	5.1 FTE 3.7%
Student Admin	19.6 FTE 7.1%		23.7 FTE 8.6 %	
Academic*		1.8 2.2%		3.1 FTE 3.8%
Campus*		10.9 9.2%		6.7 FTE 5.7%

²⁰* 'Academic Services' and 'Campus Life' have replaced 'Student Admin' in the 2010 data.

Pacific staff

There is a total of 197.39 FTE Pacific staff (4.2%) at the University which is significantly below the percentage of Pacific people in the Auckland area (13.6%).

Pacific academic staff

In 2009, there were 43.24 FTE (2.2%) Pacific academic staff; this increased slightly to 44.52 FTE in 2010. Pacific academic staff numbers in Arts have increased by 5 FTE with other faculties remaining the same or showing minor losses.

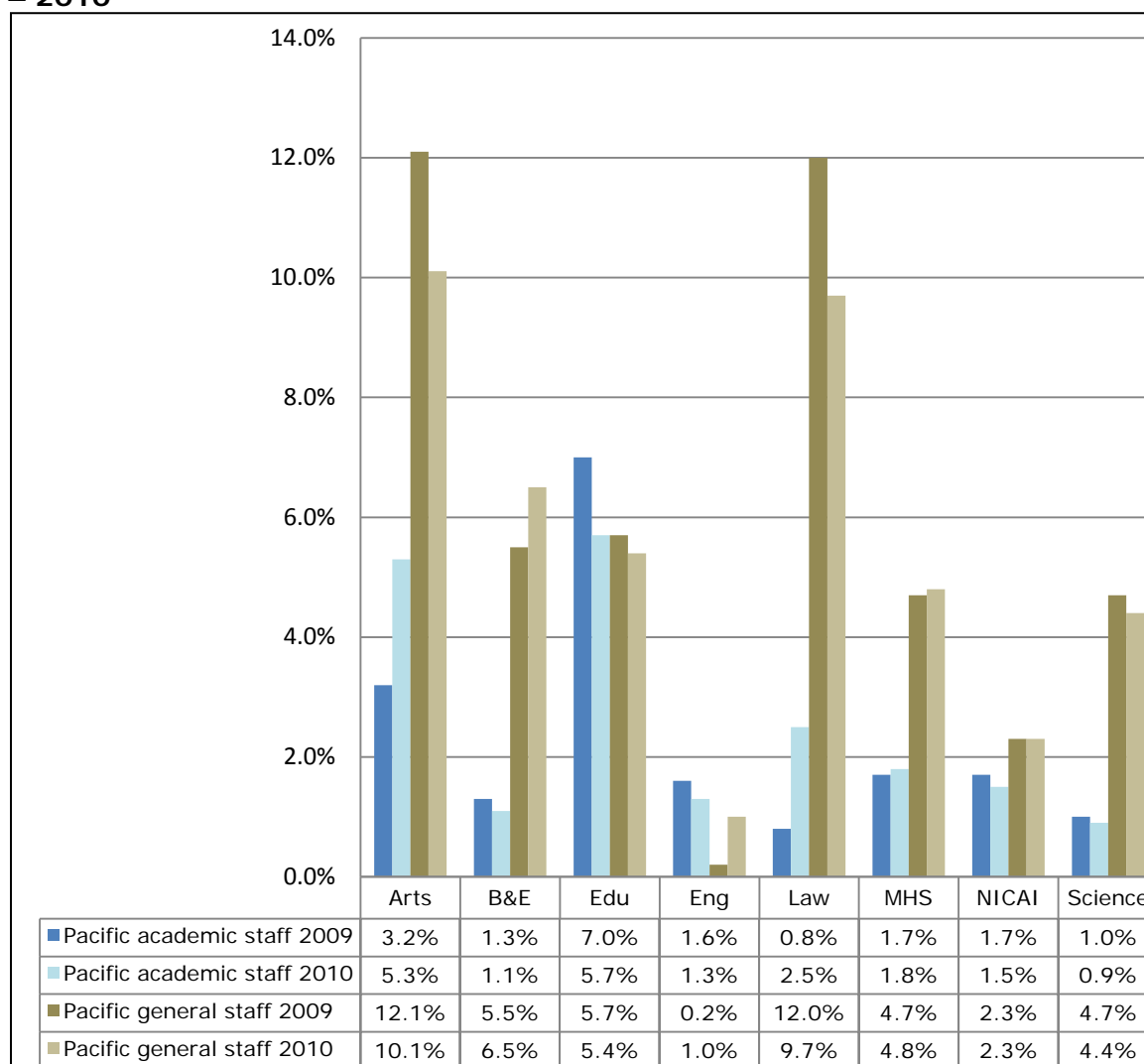
The highest percentages in the faculties are in Education (5.7%) followed by Arts (5.3%).

Pacific general staff

In 2009, there were 147.36 FTE (5.6%) Pacific general staff which increased slightly to 152.87 (5.7%) in 2010.

In the service divisions, the highest percentages of Pacific general staff were in Finance (13.8%) and Human Resources (7.4%)

Figure 37: Pacific academic and general staff percentages in faculties 2009 – 2010



Data source: HRIS annualised report (Real Grade)

Table 12: Pacific academic and general staff FTE and percentage in faculties 2009 – 2010

Faculty	Pacific academic staff 2009	Pacific academic staff 2010	Pacific general staff 2009	Pacific general staff 2010
Arts	9.18 FTE 3.2%	16.3 FTE 5.3%	13.02 FTE 12.1%	10.4 FTE 10.1%
B&E	2.65 FTE 1.3%	2.4 FTE 1.1%	7.04 FTE 5.5%	7.7 FTE 6.5%
Education	13.27 FTE 7.0%	11.6 FTE 5.7%	15.74 FTE 5.7%	13.7 FTE 5.4%
Engineering	2.85 FTE 1.6%	2.6 FTE 1.3%	0.19 FTE 0.2%	1.2 FTE 1.0%
Law	0.35 FTE 0.8%	1.2 FTE 2.5%	3.08 FTE 12.0%	2.2 FTE 9.7%
MHS	6.76 FTE 1.7%	8.3 FTE 1.8%	15.93 FTE 4.7%	16.7 FTE 4.8%
NICAI	1.85 FTE 1.7%	1.8 FTE 1.5%	1.24 FTE 2.3%	1.2 FTE 2.3%
Science	4.00 FTE 1.0%	4.5 FTE 0.9%	13.77 FTE 4.7%	11.9 FTE 4.4%

Data source: HRIS annualised report (Real Grade)

Asian staff

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

In 2009, there were 261.79 FTE (13.2%) Asian academic staff and in 2010 this had increased to 275.68 FTE (13.5%). Asian general staff numbers have also increased from 572.64 FTE (21.8%) to 589.36 FTE (21.9%)

There is a total of 865.04 FTE (18.3%) Asian staff at the University which is equivalent to the Auckland Asian population of 18.9%.

Table 14: Staff equity actions and outcomes

Key initiative	Brief description	Outcomes/outputs
Collaboration with partners in the Australian Go8 on Merit Relative to Opportunity (MR2O) Policy.	MR2O Policy was developed after extensive consultation. It positively acknowledges what has been achieved given the opportunities available - in contrast to a 'special consideration' approach that highlights the negative impact of personal circumstances or expects lesser standards of performance.	MR2O approved for The University of Auckland.
Convened International Equity Benchmarking teleconference.	Teleconference organised to discuss 'diversity competency' definitions, strategies for implementation and acquisition. 'Inclusive capabilities' was the favoured term.	International best practice will be included in equity communications.
Workshop on 'combining parenting and a career'.	This drew on the Equity Life Cycle and included a panel of male and female staff members who shared their experiences on taking parental leave and returning to work. Professor Cindy Farquhar presented on fertility, health and aging.	Resource material, including a video of Professor Farquhar's briefing, has been developed for the Equity Office website to support staff and students.
Carers Strategy.	A Carers Strategy was initiated.	This will result in a web-based toolkit to support staff with carer responsibilities (short or long term). This is in response to the needs of staff and students who may be supporting a person with ill health, a disability, mental illness, an addiction, or in their "old age".
Parental Leave Adviser Scheme.	This scheme consists of a team of 18 trained academic and general staff voluntary advisers available to provide support and information to University staff. The team advise on working while pregnant; taking parental leave; transition to work after parental leave; and managing staff who are balancing parenting and working at the University.	In the first four months of operation more than 30 staff have been provided with advice
On-line equity awareness	Links were arranged to an external online cultural awareness programme (Culture Matters). Advice was provided on upgrades to the Culture Matters site to enhance alignment with University staff needs.	Training available in alignment with Academic Audit recommendation 6.4

Key initiative	Brief description	Outcomes/outputs
Women Returning to Work.	Three network meetings were well attended. Topics covered included a presentation from the Out of School Care (OSCAR) Network on after school and school holiday programmes for children; salary sacrifice of ECE payments before tax arranged; the Parental Leave Adviser Programme; and a panel sharing their experiences on returning to work.	Targeted staff were supported, initiatives were profiled and important information about available services was disseminated.
Analysing Research and Study Leave by gender.	Preliminary analysis of access to Research and Study Leave indicates that an appropriate gender balance of men and women take leave. The majority of applicants requested short leave and women were slightly over-represented in this group. There was a wide variation between faculties in the percentage of applications approved and declined but there was not a gender imbalance in declined applications.	Further investigation is necessary to track trends. Advice to FSCs arising from these outcomes may influence the approval process.
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.

