



# **Annual Report December 2013**

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**Equity Office  
Te Ara Tautika**

## **Section One: Overview and Summary**

Highlights include a highly successful first semester Māori and Pacific Orientation attended by more than 800 students, family members and whanau who provided very positive evaluations. STEAM Ahead (Science, Technology, Engineering, Architecture, Medicine) and BEAMS (Business, Engineering, Architecture, Medicine, Science), our annual on-campus recruitment and engagement events for Māori and Pacific secondary school students, saw strong-to-record turnout from schools around the country.

For the second consecutive year, a near-record number (735) of students has registered with Student Disability Services. A new partnership between the University and the Royal New Zealand Foundation of the Blind (RNZFB) is developing braille maps of the University's campuses. RNZFB protocols for meeting and guiding people who are blind or vision impaired have been posted on the Disability Services website.

At the request of the DVC (Academic) the Equity Office led stakeholder consultation and policy development designed to provide for the first time an organisation-wide framework for the approval of special conditions for examinations, and tests conducted under examination conditions. The Policy on Special Conditions for Written Tests and Examinations is supported by University Health and Student Learning Guidelines.

In May and October, staff from across the University attended Māori Staff Network (MSN) hui. Attendees expressed particular interest in issues of professional development and support for Māori perspectives in teaching and learning.

A web page of resources for Māori staff and managers has been posted on the website to make existing information on support and advancement opportunities readily accessible and provide practical guidance for staff and their managers through case studies.

The PVC (Equity) led engagement in an Equity Committee submission to the Faculty Administrative Review (FAR), which was endorsed by the Runanga. Another submission, to the Review of the Bachelor of Health Science and Bachelor of Health Science (Hons) programmes, commended successes and recommended strategies to improve Māori and Pacific student participation in those degree programmes. A submission was also made to the Ministry of Education on the special circumstances provisions in PBRF assessment and the importance of Merit Relative to Opportunity principles.

The Equity Office, in collaboration with AUSA (Queer Rights Officer) and staff from across the University, has established the Lesbian Gay Bisexual Transgender & Intersex (LGBTI) student and staff network. Manurewa MP Louisa Wall addressed the group in October and praised the University's leadership in this arena. LGBTI initiatives include the production and dissemination of LGBTI "safe space" stickers and information flyers, as well as a dedicated web page on the Equity Office website. In addition, AUSA's "Queerspace" has been established. The venue is a dedicated safe space for LGBTI students, staff and their friends and supporters. Central Communications, Student Information & Marketing Services (SIMS) and faculties have been key to the success of this project and strongly signal the University wide commitment to LGBTI students and staff.

A statistical review of salary progression for associate professors and professors by gender was undertaken in collaboration with HR. These data indicated that the rates of salary progression for women associate professors and professors were comparable with the rates of salary progression for men at these same grades.

A project identifying actions to increase the representation of women in Science, Technology, Engineering and Maths (STEM) has gathered recommendations for implementation in 2014.

## Achieving key objectives

1. **Strategic Initiative (Objective 4): Collaborate with DVC Academic's Office to enhance participation and success of low SES students including identification of and pathways for low SES students.**

**Achieved:** The Undergraduate Targeted Admissions Schemes (UTAS) Policy and Guidelines have been amended to include low socio-economic status (SES) students and students from refugee backgrounds. In 2014 requirements for resourcing and admissions processes will be developed. A targeted communications plan will be implemented to help raise awareness of and ensure engagement with the new UTAS policy and guidelines.

2. **Strategic Initiative (Objective 7): Collaborate with the DVC Academic's Enhancing Student Achievement Project.**

**Progressing:** Meetings have been held with the DVCA who has requested student achievement data from Planning to progress this project.

3. **Strategic Initiative (Objective 18): Develop "Measuring Indicators of Leadership in Equity" (MILIE) as an annual equity leadership, measurement and benchmarking initiative.**

**Progressing:** MILIE has been renamed the "Equity Leadership Project" and opportunities have been identified for alignment with the "Reporting Enhancement Project" which will enhance the resilience of the project.

4. **Strategic Initiative (Objective 18): Develop a University of Auckland Equity Activities Map including by collaborating with Faculty Administrative Review (FAR).**

**Achieved:** The Equity Activities Map has been developed. Equity Office staff have engaged with the FAR project team.

**Objective 1: A work environment characterised by a commitment to clear expectations, development of potential, inclusiveness, high achievement and rewarding performance**

**Service Division – Strategic Activities:**

| <b>Ref No.</b> | <b>Risk Level</b> | <b>Opportunity/ Risk</b>   | <b>Strategic Initiative</b>  | <b>Update/ Comment</b>   | <b>Other faculty/service division relationship</b>                               |
|----------------|-------------------|--|--|--|--|
|                | M                 | <p><b>Opportunity:</b> Increased recruitment/retention of Māori and equity groups</p> <p><b>Risk:</b> Inaccurate perceptions of the University</p> | <p><b>1.1 Enhance staff equity outcomes, including by collaborating with HR, SIMS and Communications to enhance the UoA reputation for being an equitable, welcoming and inclusive work environment.</b></p> | <p>1.1.1 <b>Progressing.</b> Collaborative University projects include working with students, faculties and SIMS on the production and dissemination of LGBTI flyers, “safe space” door stickers, a dedicated web page and Queerspace, an AUSA-operated, LGBTI-friendly venue. Approximately 25 staff and students from the University attended a highly successful inaugural LGBTI Student and Staff Network meeting in early June, which was followed in October by an equally successful meeting with guest speaker Louisa Wall (Manurewa MP).</p> <p>1.1.2 The Equity/HR Professional Staff Recruitment Advisory Group contributes to ensuring careers information is welcoming to Māori and equity groups.</p> <p>1.1.3 A web page of resources for Māori staff and managers has been published to make existing information on support and advancement opportunities readily accessible and provide practical guidance for staff and their managers.</p> <p>1.1.4 Consultation with Pacific staff has contributed to new web resources that will enhance Pacific staff visibility (eg, individual profiles of staff members).</p> <p>1.1.5 The Equity Office is working with the PVC (Māori) and Director, Pacific Strategy and Engagement, to develop a University-wide document, Protocols and guidelines for producing inclusive events and functions at the UoA.</p> | <p>HR, PVC (Māori) SIMS, Communications, Director Centre for Pacific Studies</p> |
|                | M                 | <p><b>Opportunity:</b> Increased confidence in UoA procedures.</p>   | <p><b>1.2 Collaborate with HR to review of professorial women’s salary progression reported to Staffing</b></p>  | <p>1.2 <b>Achieved.</b> Data obtained through collaboration with HR was presented to the Vice-Chancellor’s Staff Advisory Committee. These data indicated that the rates of salary</p>   | <p>HR</p>  |

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|---|--|--|---|--|--|
|   |  | <b>Risk:</b> Barriers to recruitment/retention with perceptions of inequity  | <b>Advisory Committee (SAC).</b><br><br><b>1.3 Collaborate with HR to report to SAC on APR completions by gender and ethnicity.</b>                                   | <i>progression for women associate professors and professors were comparable with the rates of salary progression for men at these same grades. More detailed analysis has been requested from the Statistical Consulting Centre.</i><br><br><i>1.3 <b>Discontinued.</b> The APR process is to be reviewed and may not continue in its current form. On advice from HR it has been agreed not to progress this initiative.</i> |  |
|   |  | <b>Opportunity:</b> Increased percentages of Māori and Pacific academic and professional staff<br><b>Risk:</b> Available resources in HR               | <b>1.4 Collaborate with HR to ensure their annual report to Equity Committee includes data on Internal Recruitment Service's objective to meet equity objectives.</b> | <i>1.4 <b>Partially achieved.</b> HR provided data to the Equity Committee which showed that fixed term appointments that do not have HR involvement resulted in 6.6% appointments of Māori staff and 2.93% Pacific staff, while appointments going through HR have led to 11.15% Māori staff appointments and 7.03% Pacific staff appointments.</i>   | HR, PVC Māori, Director Centre for Pacific Studies                               |
|   |  | <b>Opportunity:</b> Engage with Māori Staff Network.<br><b>Risk:</b> Inaccurate staff database   | <b>1.5 Initiate regular meeting schedule to meet Māori staff needs and incorporate feedback as appropriate.</b>   | <i>1.5 <b>Achieved.</b> Māori Staff Network (MSN) meetings were held in May and October attended by 25 and 40 academic and professional Māori staff members respectively.</i>  | PVC Māori  |
|   |  | <b>Opportunity:</b> Increasing percentages of men and women in disciplines where they are underrepresented.<br><b>Risk:</b> Constraints on recruitment | <b>1.6 Collaborate with Faculties of Science and Engineering to review the recruitment of academic women in STEM.</b>   | <i>1.6 <b>Achieved.</b> Current and longitudinal data has been analysed on gender and grades in all Engineering departments, and in Computer Science, Physics, and Maths. A seminar was held with a presentation by an external researcher to identify strategies for increasing underrepresentation and a follow-up meeting was held on implementing actions arising from the seminar.</i>                                    | HR, Deans, Māori and Equity positions and HR Managers in Science and Engineering |
| <b>Other BAU related activity:</b>  |  |  |   |  |  |
| <ul style="list-style-type: none"> <li>➤ Review of relevant policies; participation in department reviews; maintaining and enhancing collaborative relationships with relevant partners across the University; participation in the Pacific Reference Group; analysis of Pacific staffing issues; ongoing monitoring of employment processes, eg, promotions, appointments; continue to support internal recruitment service; identifying strategies to increase percentages of senior women academic and professional staff; supporting an inclusive environment.</li> </ul> |  |  |   |  |  |

**Objective 2: An outstanding staff experience where success is celebrated and high levels of engagement achieved**

| Ref No.   | Risk Level | Opportunity/ Risk   | Strategic Initiative  | Update/ Comment  | Other faculty/service division relationship |
|---|------------|---|---|--|---|
|   |            | <p><b>Opportunity:</b> Increased embedding of best practice in equity.<br/> <b>Risk:</b> Non-compliance with Equity Policy and procedures</p> | <p><b>2.1 Enhance equity component of staff training including new staff, academic heads and managers, and developing further opportunities for staff engagement.</b></p> | <p><i>2.1.1 <b>Achieved.</b> The Equity Office has collaborated with SODU to develop content for the 2014 professional development programme and training for managers to enhance recruitment and selection.</i></p> <p><i>2.1.2 Workshop content of training provided by the Equity Office (such as Staff Orientation) has been reviewed and upgraded with new technology (Prezie software). This has resulted in very high evaluations.</i></p> <p><i>2.1.3 Participation in two workshops on best practice in equity leadership for academic heads managers has received very favourable responses from participants.</i></p> | <p>HR, SMT, SODU</p>                        |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Implement recommendations from the Review of Equity Groups; <ul style="list-style-type: none"> <li>• Develop web page and seminars for mature age workers;</li> <li>• Management of the Combining Parenting and a Career programme;</li> <li>• Resources for Staff and Students from Refugee Background (SSRB);</li> <li>• Participation in Women and Leadership programmes;</li> <li>• LGBTI project</li> </ul> </li> </ul> |            |   |   |  |   |

**Objective 3: An environment in which distributed leadership is developed and valued**

| Ref No.  | Risk Level | Opportunity/ Risk   | Strategic Initiative   | Update/ Comment  | Other faculty/service division relationship               |
|--|------------|---|--|--|---|
|  |            | <p><b>Opportunity:</b><br/>Developing leadership in Māori and equity groups</p> | <p><b>3.1 Collaborate on leadership opportunities for Māori and equity group staff, eg, WIL, National WIL, Māori Staff Network, and Pacific Staff Network.</b></p> | <p><i>3.1.1 Partially achieved. Three academic promotion workshops have been co-facilitated using the new Academic Standards Policy, to ensure women applicants are aware of process.</i></p> <p><i>3.1.2 The Equity Office has participated in selection of participants for the National, and the University's Women in Leadership programmes. Further contributions have been made to work-life balance workshops and planning the University's Women in Leadership programme.</i></p> <p><i>3.1.3 A proposal has been initiated for a Māori professional staff career development programme.</i></p> | <p>HR, PVC Māori, Director Centre for Pacific Studies</p> |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Participation in Women and Leadership; co-facilitating promotions workshops for mid-career, AP women academics; Pacific Island Leaders of Tomorrow (PILOT); Tuākana Learning Community</li> </ul> |            |   |  |  |   |

**Objective 4: A diverse student body of the highest possible academic potential**

| Ref No.   | Risk Level | Opportunity/ Risk   | Strategic Initiative  | Update/ Comment   | Other faculty/service division relationship |
|---|------------|---|---|---|---|
|   | M          | <p><b>Opportunity:</b> Evidence of impact of low SES on participation and success in tertiary education.</p> <p><b>Risk:</b> Challenge in identifying students from low socio-economic backgrounds.</p> | <p><b>4.1 Collaborate with DVC Academic's office to enhance participation and success of low SES students including by identification of and pathways for low SES students.</b></p> | <p><i>4.1 <b>Achieved:</b> The Undergraduate Targeted Admissions Schemes (UTAS) Policy and Guidelines have been amended to include low socio-economic status (SES) students and students from refugee backgrounds. In 2014 requirements for resourcing and admissions processes will be developed. A targeted communications plan will be implemented to help raise awareness of and ensure engagement with the new UTAS policy and guidelines.</i></p> | DVC Academic                                |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Outreach to Māori, Pacific and students with disabilities, as well as their families; Kei a Tātou te Ihi (KATTI) – collaboration with external partners; Pacific Island Leaders of Tomorrow (PILOT); Whaia Te Pae Tawhiti (WTPT) – four day campus experience for senior Māori secondary students; supporting scholarships for Māori and equity groups including Chancellor's Awards for Top Scholars (CATS); collaborating with key internal and external partners on a range of strategies to enhance access; UTAS including review of Policy and Guidelines.</li> </ul> |            |   |   |   |   |

**Objective 5: A student body growing at 1% per annum with increased proportions of international, postgraduate taught and postgraduate research students**

**BAU related activity:**

- Enhance Māori and Pacific access to postgraduate study; Tuākana Learning Community

**Objective 6: A substantial increase in annual completions of taught masters, research masters and doctorates**

| Ref No. | Risk Level | Opportunity/ Risk   | Strategic Initiative   | Update/ Comment  | Other faculty/service division relationship |
|---------|------------|---|--|--|---|
|         |            | <b>Opportunity:</b> Increase Māori and Pacific achievement in postgraduate study. | <b>6.1 Collaborative initiatives including through Tuākana Learning Community.</b> | <i>6.1 Ongoing. A stocktake of targeted PG initiatives for Māori and Pacific across the University has been completed. Communications to highlight Māori and Pacific postgraduates has commenced via external advertorial opportunities.</i> | Dean Graduate Studies                       |

**Objective 7: A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience**

| Ref No. | Risk Level | Opportunity/ Risk   | Strategic Initiative   | Update/ Comment   | Other faculty/service division relationship   |
|---------|------------|---|--|---|---|
|         | M          | <b>Opportunity:</b> Review of student achievement in context of TEC investment plan guidelines and draft Investment Plan.<br><br><b>Risk:</b> Resources to implement required | <b>7.1 Collaborate with the DVC Academic's Enhancing Student Achievement Project.</b><br><br><b>7.2 Contribute to University reporting on Māori and equity group student achievement via annual Equity Reports to Equity Committee</b> | <i>7.1 Progressing. Meetings have been held with the DVCA who has requested student achievement data from Planning to progress this project.</i><br><br><i>7.2 Achieved. Faculty UTAS and UTAS summary reports, as well as Faculty annual reports, have been presented and discussed at Equity Committee.</i> | DVC A, Deans, University Librarian, PVC Māori, Director Centre of Pacific Studies, Equity Committee, Marketing (SIMS) |

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|  | support to enhance student achievement, particularly for Pacific students. | <p><b>7.3 Collaborate with key partners to develop more effective equity accountabilities.</b></p> <p><b>7.4 Collaborate with SIMS to deliver a 2013 equity survey which will include a student focus.</b></p> | <p><i>7.3 <b>Progressing.</b> UTAS enhancements are being developed and regular TECEF monitoring visits are underway.</i></p> <p><i>7.4 <b>Discontinued.</b> 2013 SIMS funding support is no longer available.</i></p> |  |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Participation in Higher Education Research Governance Group (HER); management of Tuākana Learning Community; comprehensive services available for students with disabilities; Tuākana scholarships for high-achieving undergraduate students who wish to pursue postgraduate study; staff attendance at key community events and expos, eg, Polyfest, Ngāpuhi festival and Ngā Manu Kōrero; the University of Auckland Māori Recruitment Network; participation in Kaitakawaenga; Pacific Island Leaders of Tomorrow ( PILOT );support for students from refugee backgrounds; LGBTI project.</li> </ul> |  |  |  |  |

**Objective 8: A distinctive, high quality extracurricular experience that maximises the value to our alumni of their university experience**

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| <p><b>BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Support and engage with students and their networks including NTM, AUSA, PGSA, AUPISA and Tuākana Learning Community to add value to the University experience; support of Māori and Pacific student initiatives; engagement with Campus Life.</li> </ul> |
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**Objective 9: A growing output of excellent research across all our disciplines**

**Objective 10: Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world**

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| <p><b>BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Strategic communications to effectively promote relevant research that delivers equity outcomes.</li> </ul> |
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**Objective 11: Partnerships in which the University and Māori work together to achieve their shared aspirations**

| Ref No.   | Risk Level | Opportunity/ Risk  | Strategic Initiative  | Update/ Comment  | Other faculty/service division relationship |
|---|------------|--|---|--|---|
|   |            | <p><b>Opportunity:</b> Continue to work strategically with the office of the PVC Māori including by sharing resources, knowledge and professional best practice.</p> | <p><b>11.1 Develop MILIE to ensure alignment with the Te Tiriti o Waitangi - Treaty of Waitangi and the University’s strategic objectives.</b></p> <p><b>11.2. Engage with the Centre for Learning and Research and Higher Education (CLear) to ensure research and service delivery that supports Māori staff and student aspirations.</b></p> | <p>11.1 <i><b>Achieved.</b> Māori staff have been consulted and have affirmed the principles. (MILIE Project has been renamed “Equity Leadership”).</i></p> <p>11.2 <i><b>Progressing.</b> PVC Equity as a member of the HERD Board that engages with CLear.</i></p> | <p>PVC Māori</p>                            |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Enhancing Māori access to undergraduate and postgraduate study; enhancing Māori staff recruitment, progression and retention (refer back to 1.3); increasing Māori achievement in undergraduate and postgraduate study; Kei a Tātou te Ihi (KATTI) – collaboration with external partners; Whaia Te Pae Tawhiti (WTPT) – four day campus experience for senior Māori secondary students; Tuākana Contestable Fund for aspiring postgraduate students and current postgraduate students; Tuākana scholarships for high-achieving undergraduate students who wish to pursue postgraduate study; STEAM AHEAD and BEAMS; staff attendance at key community events and expos, eg, Ngāpuhi festival and Ngā Manu Kōrero; Tuākana Learning Community; The University of Auckland Māori Recruitment Network; participation in Kaitakawaenga; CATS scholarships.</li> </ul> |            |  |   |  |   |

**Objective 12: Strong relationships with key partners which have a positive impact on both parties**

| Ref No.   | Risk Level | Opportunity/ Risk  | Strategic Initiative  | Update/ Comment  | Other faculty/service division relationship |
|---|------------|--|---|--|---|
|   |            | <b>Opportunity:</b><br>Collaborate with key partners to develop more effective equity accountabilities in faculties and service divisions. | <b>12.1 Engage with faculty staffing committees and service divisions to ensure they are aware of the support available from the Equity Office as well as HR managers and advisers.</b> | <i>12.1 <b>Achieved.</b> Equity Office staff have engaged with Faculty Equity Committees, Faculty Equity Representatives, HR staff in Science, Engineering, FMHS and Law and participated in workshops at NICAI and FMHS. Meetings about disability and flexible work provisions have been held with HoDs in Engineering. These meetings have identified the role of Equity Office and how it can provide support.</i> | All faculties and service divisions         |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Continued collaboration with key partners through SMT, Equity Committee, Runanga, PRG, Equity/HR Advisory Group and other committee participation; collaborate with DVCSE to identify opportunities for engagement; targeted communications to and among key partners to support effective engagement and collaboration; maintain and enhance compliance practices.</li> </ul> |            |  |   |  |   |

**Objective 13: A growing and increasingly diversified revenue base to support our activities**

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| <p><b>BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Continue to investigate sources of philanthropic funding; oversight and monitoring of TECEF.</li> </ul> |
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**Objective 14: Deliver 1.5% of operating revenue from endowment income and current-use philanthropic gifts to provide broad and flexible support for future University initiatives**

**Objective 15: An infrastructure of the highest quality possible to support our teaching, learning, research, and community engagement**

| Ref No.  | Risk Level | Opportunity/ Risk   | Strategic Initiative  | Update/ Comment   | Other faculty/service division relationship            |
|--|------------|---|---|---|--|
|  |            | <b>Opportunity:</b> Expansion of services provided by Statistics Consulting Centre to enable improved access to staff and student data. | <b>15.1 Training to ensure SCC provides a wider range of statistical support.</b> | <i>15.1 Ongoing. Initial meetings to expand range of support have been undertaken. There will be continued discussion on how SSC can support Equity Office reporting needs.</i> | Statistical Consulting Centre<br>HR<br>Planning Office |
| <b>Other BAU related activity:</b>   |            |   |   |   |  |
| ➤ Contributing to high quality assistive technology for equity outcomes; collaborating with HR and Planning to obtain relevant data. |            |   |   |   |  |

**Objective 16: Sustainable practices to make more efficient use of resources and enhance our environmental performance**

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| <b>BAU related activity:</b>  |  |  |  |  |  |
| ➤ Continue to review ways of working including national and international engagement to ensure sustainable practices and quality work-life balance. |  |  |  |  |  |

**Objective 17: A safe and healthy environment**

| Ref No.  | Risk Level | Opportunity/ Risk                               | Strategic Initiative   | Update/ Comment  | Other faculty/service division relationship |
|--|------------|---|--|--|---|
|  |            | <b>Opportunity:</b> Review of Health and Safety | <b>17.1 Participate on the Health and Safety Framework Design Reference Group.</b> | <i>17.1 Achieved. Health and Safety issues identified in the reference group have been incorporated into the 2013 Equity Office Injury/Illness Prevention Programme.<br/>17.1.2 In collaboration with SPO and Graduate Studies, team-wide first aid certification completed and Defibrillator purchased.</i> | HR  |
| <b>Other BAU related activity:</b>   |            |   |  |  |   |
| ➤ Ongoing revision of Equity Office Health, Safety and Wellness, including Emergency Procedures, Work Continuity Planning Guide and Illness, Injury Prevention manuals and updating staff first aid certification. |            |   |  |  |   |

**Objective 18: High quality governance and management practices consistent with the mission and values of The University of Auckland**

| Ref No.   | Risk Level | Opportunity/ Risk  | Strategic Initiative   | Update/ Comment  | Other faculty/service division relationship |
|---|------------|--|--|--|---|
|   | M          | <p><b>Opportunity:</b> Enhanced decision-making is informed by a comprehensive evidence base.</p> <p><b>Risk:</b> Incomplete evidence base.</p>  | <b>18.1 Develop MILIE as an annual equity leadership, measurement and benchmarking initiative.</b> | <i>18.1 <b>Progressing:</b> MILIE has been renamed the “Equity Leadership Project” and opportunities have been identified for alignment with the “Reporting Enhancement Project” which will enhance the resilience of the project.</i> | Director Administration                     |
|   | M          | <p><b>Opportunity:</b> Develop a comprehensive understanding of equity related roles and activities in the University.</p> <p><b>Risk:</b> Timelines dependent on collaboration with project partners.</p> | <b>Develop a UoA Equity Activities Map including by collaborating with FAR.</b>                    | <i>18.2 <b>Achieved:</b> The Equity Activities Map has been developed. Equity Office staff have engaged with the FAR project team.</i>   | HR, Director Administration, FAR project    |
| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Continue to enhance the Equity Office work environment, staff engagement and performance; managing TECEF; continued development and review of policies, guidelines and procedures; draft UoA submissions on public policy, legislation or other matters as appropriate for meeting equity objectives.</li> </ul> |            |  |  |  |   |

**Objective 19: An international standing that places us in the top half of the groups of leading Australian, British and Canadian universities**

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| <p><b>Other BAU related activity:</b></p> <ul style="list-style-type: none"> <li>➤ Ongoing consultation with New Zealand and appropriate U21 and APRU partners; ongoing participation in the Go8 Equity Sub-Committee, EPHEA and international equity benchmarking group.</li> </ul> |
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