



THE UNIVERSITY
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

University of Auckland Equity Profile 2015

**Compiled by the Statistical Consulting Centre
for the Equity Office – Te Ara Tautika**

Contents

Introduction	3
Student Equity	
Key Facts	5
Student enrolments	7
Māori and Pacific domestic enrolments	7
Undergraduate and postgraduate enrolments	17
Women in Science and Engineering enrolments	20
Student achievement	22
Successful course completions	22
Stage One successful course completions across faculties	29
New undergraduate retention/re-enrolment	29
Qualification completions.....	31
Students with disabilities and impairments	33
Staff equity	
Key facts	42
Ethnicity and equity	43
Māori staff	43
Māori academic staff.....	43
Māori professional staff.....	46
Pacific staff	48
Pacific academic staff	49
Pacific professional staff.....	50
Asian staff	51
Gender.....	52
Women academic staff.....	52
Senior women academic staff	53
Promotions success by gender	57
Professional staff.....	59
Professional women staff	59
Senior professional staff	60
Age.....	60

Introduction

In 2015, the University of Auckland continued to make progress in reaching student and staff equity goals that align with its strategic objectives.

This report presents statistics on staff and student participation and achievement in the University. The data used are taken from the University of Auckland's (UoA's) Decision Support System (DSS) in early December 2015.

The Equity Office recognises that representation of diverse groups is only one indicator of equity progress. It is, however, a key measure of how well we succeed in meeting our goal to welcome and support those with the potential to succeed in a university of high international standing.

In student equity, the University exceeded its 2015 targets for Māori and Pacific undergraduate enrolments as a proportion of Domestic Undergraduate Equivalent Full Time Students (EFTS). It did not meet its targets for Māori postgraduate or Pacific postgraduate enrolments (*refer page 8*).

The proportion of Māori students enrolled at postgraduate level increased between 2011 and 2015, while the proportion of Pacific students decreased. Pacific students had the highest representation at undergraduate level and the lowest representation of any ethnic group at postgraduate level (*refer pages 17-19*).

Women students remain underrepresented in Science and Mathematics, despite small improvements in some areas. Overall, women students make up half of the Science Faculty. Women were least represented in Engineering and Computer Science and were overrepresented in Education. The number and proportion of women in Computer Science showed fairly steady improvement since 2011. In Engineering and Mathematics there was relatively limited improvement in the representation of women from 2011.

Male students are significantly underrepresented in Education, and in areas of Medical and Health Sciences including Nursing and Pharmacy. This is a long term trend that requires focus including through work supported by the Equity Office from 2015 and beyond (*refer pages 20-21*).

Across the key measures of student achievement, including course completions (SPR and SPRS) for undergraduate, new and stage one students there was minimal change in results for Māori students. For Pacific students there were increases across these measures, some of which were relatively significant, reaching past peaks achieved from 2011. For total students there were small decreases across all of the achievement measures. For all of these groups there was an increase in the rate of qualification completions from 2011 to 2015.

There were some outstanding student achievement results for Māori and Pacific students across faculties. However, for Pacific students there remained some very significant gaps in achievement in some faculties compared with total students.

Retention of new undergraduate Māori students decreased marginally from 2014 and more significantly for Pacific and total students. Retention rates remain higher for Pacific and total students than for Māori students (*refer pages 22-32*).

Student Disability Services (SDS) registrations, which had remained relatively, steady in number since 2012 showed a strong increase from 2014 to 2015.

For students with disabilities, "invisible" disabilities remain the majority of impairments disclosed. The trend for decreasing numbers of students with medical/OOS disabilities continued in 2015.

Māori and Pacific students had lower SDS registrations than other ethnic groups, a previously sustained trend. However, there were increases in registrations of Māori and Pacific students in 2014 and 2015. Women students continued to make up the majority of SDS registrations across all ethnic groups.

The proportion of students indicating a disability or impairment at enrolment, but who are not registered with SDS showed a decline at undergraduate level across the past 5 years. For 2014 and 2015 this group showed an increase at taught and research postgraduate courses in line with a trend of increase.

For students registered with SDS the proportion of students at undergraduate level has increased, with decreases in representation at Certificate, PD Dip, PG Hons, PhD. Students at Masters level increased (*refer pages 33-41*).

In staff equity, Māori academic staff showed an 8.2% increase from 2014 to 2015 and reached 5.9%. The KPI target was 6.0%. Pacific academic staff showed a more modest increase of 2.1% and reached 2.4% slightly below the target of 3.0%.

Māori professional staff increased by 7.8% between 2014 and 2015. The proportion of Pacific staff remained the same as in 2014 at 5.3%, although there was an increase in FTE of 4.1 FTE. This is slightly below the KPI of 5.5%. Professional staff overall increased between 2014 and 2015 by 3.7% from 2,787.6 to 2,891.9 FTE (*refer pages 43-51*).

The proportion of women academic staff increased from 44.7% (962.1 FTE) in 2014 to 45.2% (985.6 FTE) in 2015. The proportion of senior women academic staff increased from 29% (169.8 FTE) in 2014 to 30.2% (181.9 FTE) in 2015, slightly below the target of 31%. If the current trend of increase in the proportion of senior women academic staff continues it is estimated that it could reach 50 percent in 2026.

In 2015, 12 women (52% of the female applicants) and 22 men (65% of the male applicants) were promoted to associate professor.

The greatest number of women since 2011 applied for promotion to professor and all of their applications were successful.

Women remained the majority of professional staff. The proportion of women senior professional staff increased to 51% (362.6 FTE) in 2015 from 48% (319.6 FTE) in 2014 (*refer pages 52-60*).

A greater proportion of academic staff were 51 years or older than professional staff (*refer pages 61-62*).

Student Equity

Key Facts

- Māori EFTS enrolled at the University increased (9.9%) from 2,246 EFTS in 2014 to 2,468 EFTS in 2015. Māori EFTS were 15% greater in 2015 than in 2011, when they numbered 2,150.1.
- Pacific EFTS increased by 79 EFTS (2.9%) from 2,692 EFTS in 2014 to 2,771 EFTS in 2015. Between 2011 and 2015 Pacific EFTS increased by 344 (14.2%).
- For both Māori and Pacific EFTS the rate of increase from 2011 to 2015 was significantly greater than the increase in the proportion of total EFTS at 2%.
- The University exceeded the 2015 targets for Māori and Pacific EFTS as a proportion of Domestic Undergraduate EFTS (9% actual vs. 8.5% target and 11.8% vs. 11.2% respectively), but did not meet its targets for Māori or Pacific postgraduate EFTS.
- No faculty achieved all of the targets for these four KPIs (proportions of Māori and Pacific undergraduates, and of Māori and Pacific postgraduates). For Māori undergraduate EFTS - NICA I and Education exceeded the target with Law next closest to achieving the target (99% achieved). For Pacific undergraduates no faculties met their targets. Science was closest to the target achieving the target (93% achieved).
- For Māori postgraduate EFTS - NICA I, ARTS, FMHS and Science exceeded or achieved the target. Education was next closest to achieving the target at 93%. For Pacific postgraduate EFTS Law exceeded the target. FMHS came next closest to achieving the target (83% achieved).
- Pacific EFTS followed by Māori continued to have the highest level of representation undergraduate level, proportionately compared with than any other ethnic group (87.5% and 84.2% respectively).
- The percentage of Māori EFTS enrolled in postgraduate studies in 2015 was 17.6% a marginal decrease from 17.7% in 2014. The percentage of Pacific EFTS enrolled in postgraduate studies in 2015 was 12.4%, a decrease from 14.1% in 2014.
- In comparison, 24.5% of Pākehā/European EFTS, 21.3% of Asian EFTS were enrolled at postgraduate level. Middle Eastern, Latin American or African (MELAA) had the highest proportion of enrolments at postgraduate level at 36.9%.
- Women made up 50% of the EFTS in the Faculty of Science and 24.2% of the EFTS in Engineering. The proportion of women enrolled in Mathematics decreased between 2014 and 2015 from 35.3% to 34.6%. The proportion of women enrolled in Computer Science increased from 21.5% to 23.5% from 2014 to 2015, while in Physics it decreased from 32.6% to 32.2%.
- The successful undergraduate course completions in 2015 of Māori students were 84.3%, a marginal increase from 84.2% in 2014. The successful course completion rate of Pacific students increased to 73.5% in 2015 from 71.8% in 2014. Rates for total students decreased marginally, from 87.6 % in 2014 to 87.4% in 2015.
- In 2015, the Māori successful undergraduate course completion rate was highest in Medical & Health Sciences at 94.6%. Law and NICA I also achieved rates over 90%, 93.2% and 90.9% respectively. The lowest Māori successful course completion rate was 74.3% in Science.
- The Pacific successful undergraduate course completion rate was highest in Law 91.6% and FMHS 87.6%, and lowest in Science 59.4%.

- For 2015, the undergraduate (SPRS) for Māori was 90.6% an increase from 90.3% in 2014. The Pacific Stage One pass rate of 79.9% in 2014 increased to 80.9%. The total undergraduate (SPRS) decreased from 91.5% to 91.1% from 2014 to 2015.
- The stage one successful course completions of new Māori students stayed the same as in 2014 at 76.8% and for new Pacific students it increased 1% to 63.8%.
- Retention of new undergraduate Māori students was 0.1% lower for 2015 than for 2014 decreasing from 78.7% to 78.6%. Māori students had lower retention rates than total students across all faculties.
- Retention of new undergraduate Pacific students decreased by 1.7%. Pacific students had higher retention rates than total students in Arts (78.4% vs. 77.1%), NICA (94.7 vs 90.7), Law (81% vs. 75.3%), FMHS (85.7% vs. 84.2%). It was equal to that of total students in conjoint at 91.7%.
- The retention of total new undergraduates fell, from 87.3% to 86% for 2014 to 2015.
- The rate of degree level or higher qualifications obtained by domestic students within five years was 65%, down 0.9% from 65.9% from 2014. For Māori students, the figure was 55%, a decrease of 0.5% from 55.5% in 2014.
- The qualification completion rate for Pacific students in 2015 was 51%, an increase of 1.8% from the 2014 rate of 49.2%. From 2011 the total increase in the qualification completion rate for Pacific students was 5%.
- The qualification completion rates of Māori students increase by 6% from 2011 to 2015 and for total students there was an increase of 3% for this period.
- There was an increase of 5.6% (from 746 in 2014 to 788 in 2015) in the number of students seeking assistance from SDS.
- "Invisible" disabilities, such as specific learning and mental health issues continued to make up the largest section of those impairments disclosed, together representing 56% of the primary impairments disclosed.
- Over the past five years, the number of students with specific learning disabilities seeking assistance has increased dramatically from 178 to 265. This has been an established trend over the past five years.
- Of particular note in 2014 was a significant decrease in the number of students' medical/OOS disabilities (from 104 in 2013 to 85 in 2014), and this has continued in 2015 (64 in 2015).
- Fewer Māori and Pacific students who disclosed their disability at enrolment subsequently registered with SDS. However, the proportion of Māori and Pacific EFTS registered with SDS continued to increase. The proportion of Māori EFTS increased from 8.1% in 2014 to 9.8% in 2015. The proportion of Pacific EFTS increased from 4.7% in 2014 to 5.6% in 2015
- Women continued to make up a higher percentage of the students registered with SDS than men.
- The faculties of Arts, Education and Science had the highest proportions of students who register with SDS, this is unchanged from 2012.
- The proportion of students with impairments who are enrolled in taught postgraduate courses was 32.2% in 2015 a significant increase from 24.9% in 2014.

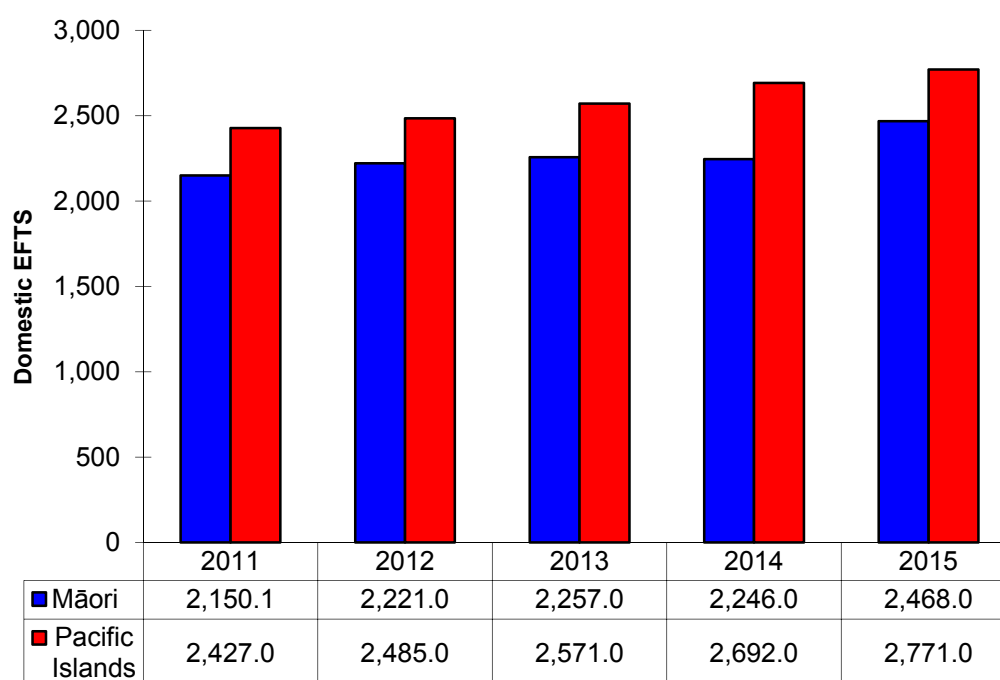
Student enrolments

Māori and Pacific domestic enrolments⁸

Figure 1 below shows Māori and Pacific domestic Equivalent Full Time Student (EFTS) enrolments for 2011 to 2015. Between 2014 and 2015, in actual numbers, there was an unusually high increase in Māori EFTS (which showed a lower rate of increase in recent years), while Pacific EFTS continued the trend of steady increase.

In 2015, there were 2,468 Māori EFTS enrolled at the University of Auckland. This was an increase of 222 EFTS (9.9%) from 2,246 EFTS in 2014. Largely due to the 2015 increase, Māori EFTS increased by 318 EFTS (15%) between 2011 and 2015, faster than total domestic EFTS which increased by 2% during the same period.

Pacific EFTS were 2,771 of total domestic EFTS in 2015. This is an increase of 79 EFTS (2.9%) from 2,692 EFTS in 2014. Between 2011 and 2015 Pacific EFTS increased by 344 (14.2%), faster than total domestic EFTS.



⁸ Enrolments are measured in terms of Equivalent Full-time Students or EFTS.

Figure 1: Māori and Pacific Domestic EFTS 2011 to 2015

Figure 1a shows that at year end 2015⁹, of the four targets for Māori and Pacific Domestic EFTS, the University met and exceeded two of its targets. The target for Māori undergraduate EFTS was 9% exceeding the target of 8.5% by 0.5%. Pacific EFTS as a proportion of all domestic undergraduate EFTS was 11.8% exceeding the target of 11.2% by 0.6%.

The proportion of Māori EFTS as a proportion of postgraduate EFTS was 6.4%, 0.3% away from the target of 6.7%. The figure for Pacific EFTS as a proportion of postgraduate EFTS was 5.5%, 1% away from the target of 6.5%. Therefore progress for the proportion of Pacific EFTS at postgraduate level is the lowest against all of these KPIs.

1a: Māori and Pacific EFTS proportions, 2015 targets and actual figures

Target	2015 actual	2015 target	2015 Actual/target
% Māori undergraduate students (Domestic EFTS)	9%	8.5%	106%
% Pacific students undergraduate (Domestic EFTS)	11.8%	11.2%	105%
% Māori postgraduate students (Domestic EFTS)	6.4%	6.7%	96%
% Pacific postgraduate students (Domestic EFTS)	5.5%	6.5%	85%

⁹ This report uses data taken from the UoA DSS in early December; whereas 1a uses year end data for 2015.

Figure 2 below shows Domestic **undergraduate** EFTS by ethnicity and faculty.

Figure 2: Distribution of Domestic Undergraduate EFTS by Ethnic Group and Faculty for 2015

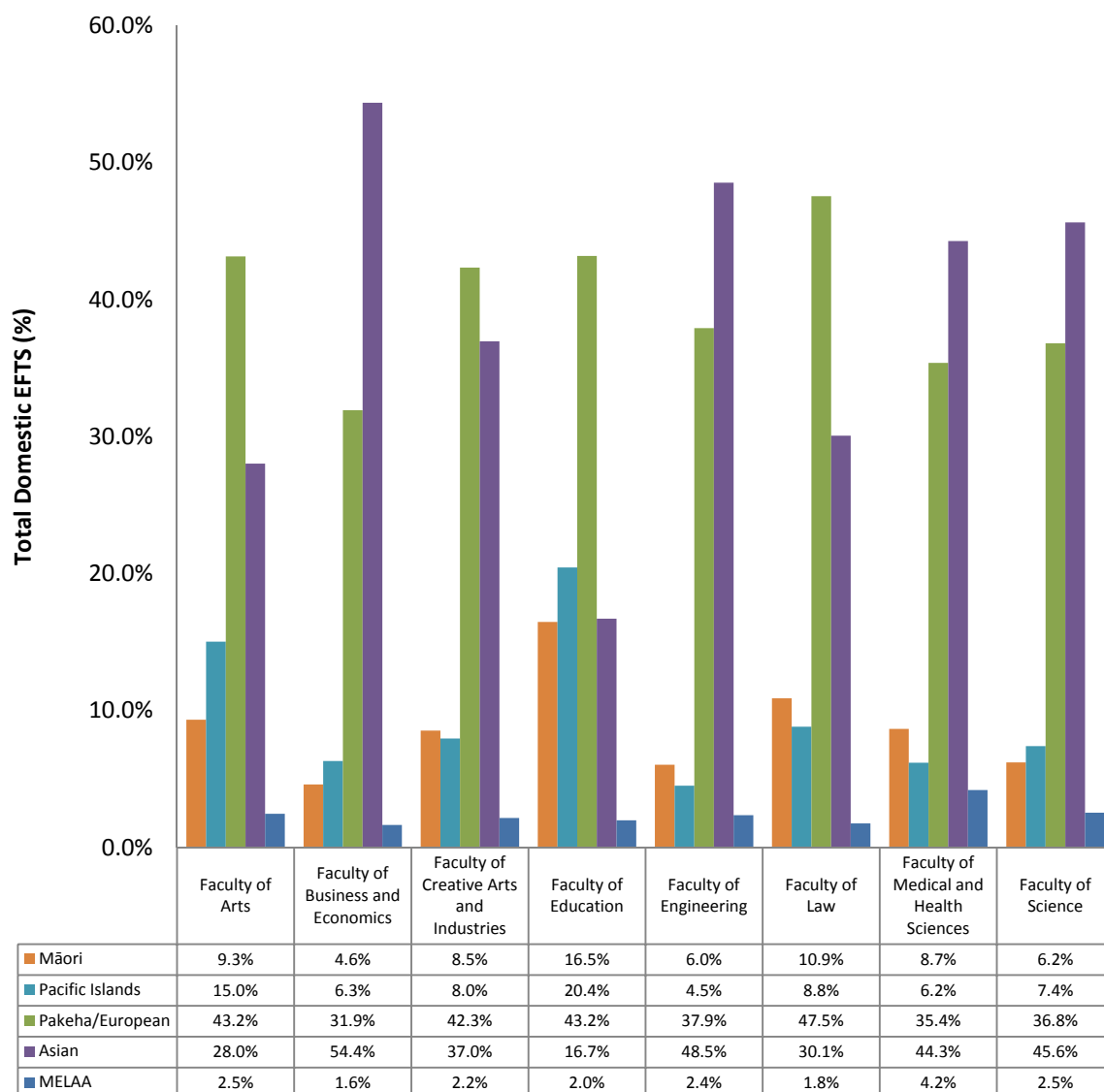


Figure 2a below shows that two faculties met and exceeded their 2015 targets for Māori EFTS as a proportion of all domestic undergraduate EFTS: NICA and Education. The University total was 9%, exceeding the target of 8.5% (fig 1a).

As the orange line descends from left (faculties that achieved target) to right (faculties who did not achieve target), the red columns generally increase, showing that the higher a faculty's proportional target for undergraduate Māori EFTS, the further away the faculty was from achieving it in 2015. The faculty furthest from achieving the target was Business & Economics (87% achieved).

Figure 2a: 2015 Māori EFTS as % of faculty undergraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)

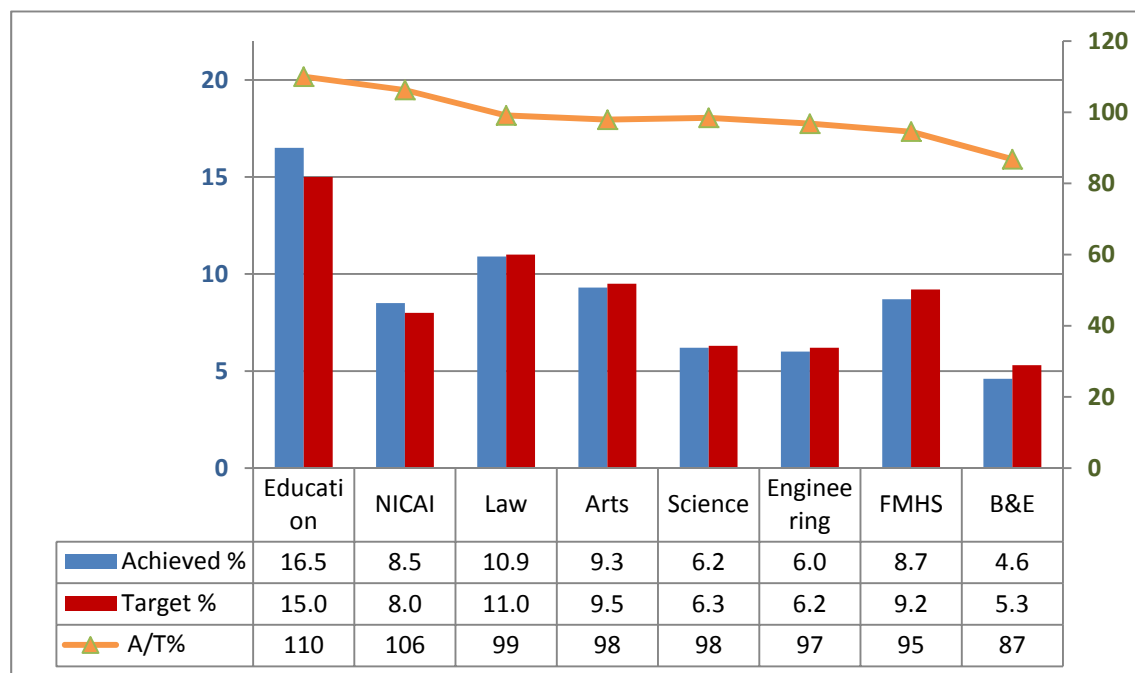


Figure 2b below shows that none of the eight faculties met their 2015 targets for Pacific EFTS as a proportion of their undergraduate domestic EFTS. The University total was 11.8%, exceeding the target of 11.2% (fig 1a). The faculty closest to achieving the target was Science (93% achieved) and the furthest from achieving the target was FMHS (69% achieved).

Figure 2b: 2015 Pacific EFTS as % of faculty undergraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)

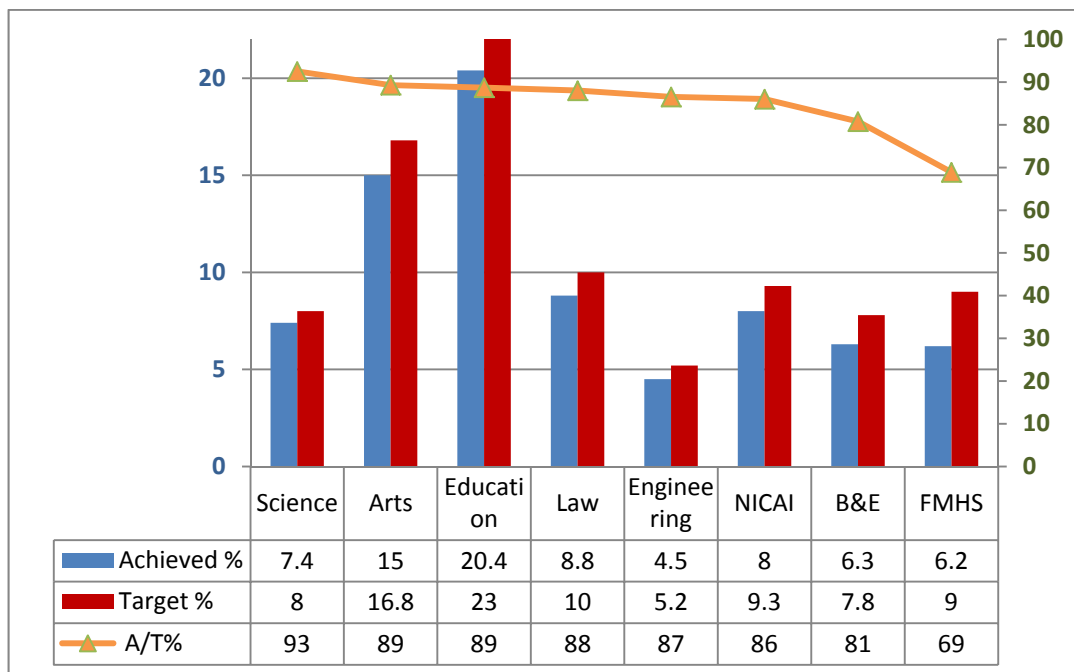


Figure 2c below shows the distribution of domestic **postgraduate** EFTS by ethnic group and faculty. Education, Law and FMHS have the highest proportions of Māori and Pacific postgraduate EFTS.

Figure 2c: Distribution of Domestic EFTS by Ethnic Group within Faculty for Postgraduate EFTS 2015

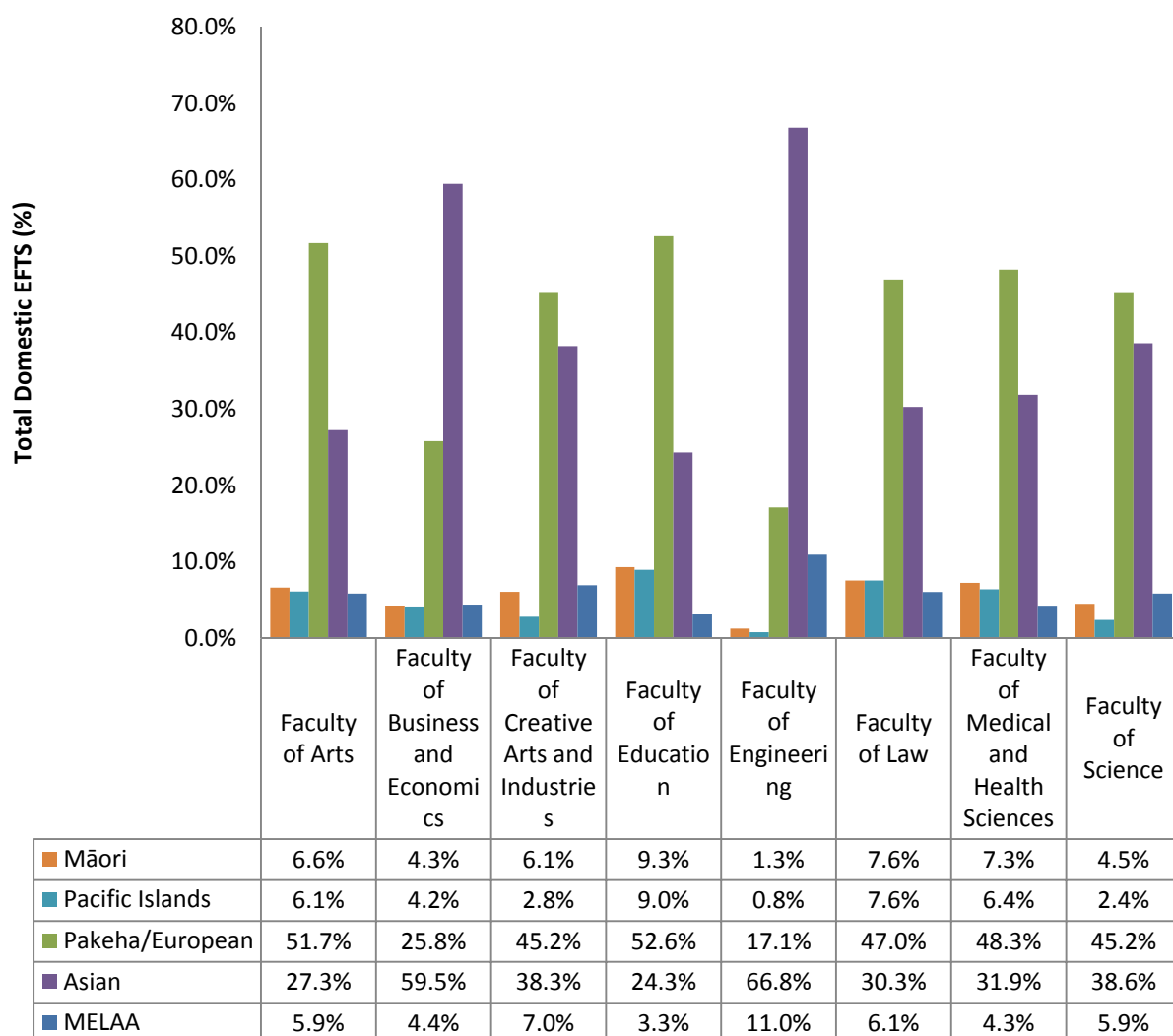


Figure 2d below shows that three faculties NICA, Arts and FMHS exceeded their faculty targets for Māori EFTS at postgraduate level. Science achieved 100% of the target, with Engineering furthest away at 37% of the target. Therefore half of the faculties met or exceeded the targets for Māori postgraduate EFTS. In comparison, the University total for Māori EFTS as a proportion of total domestic postgraduate EFTS was 6.4%, 0.3%, lower than the target of 6.7% (fig 1a).

Figure 2d: 2013 Māori EFTS as % of faculty postgraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)

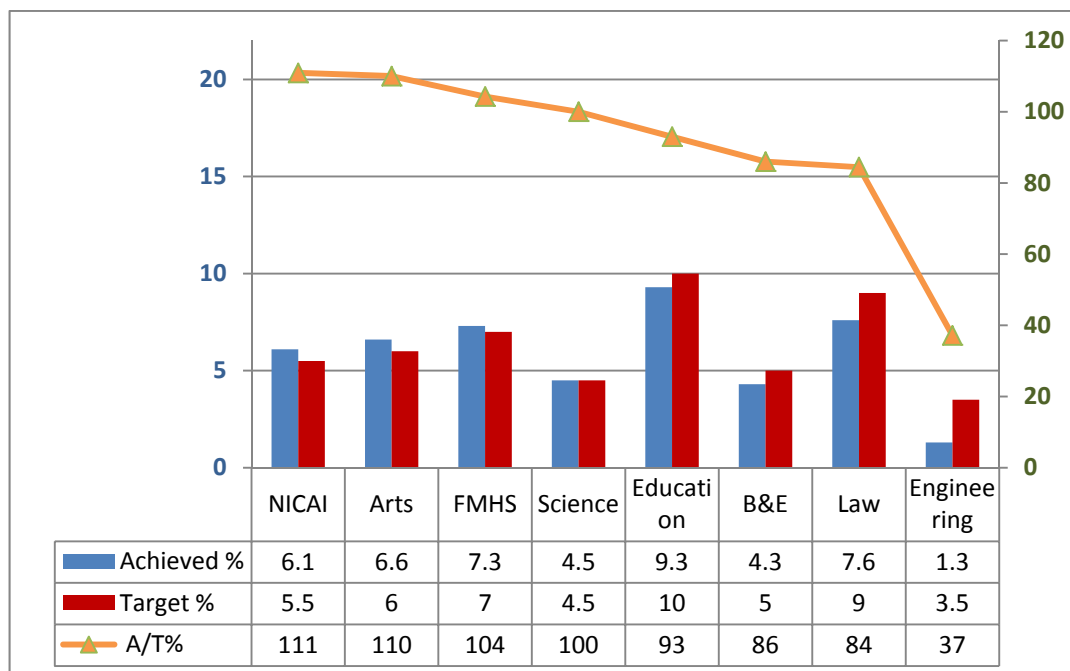
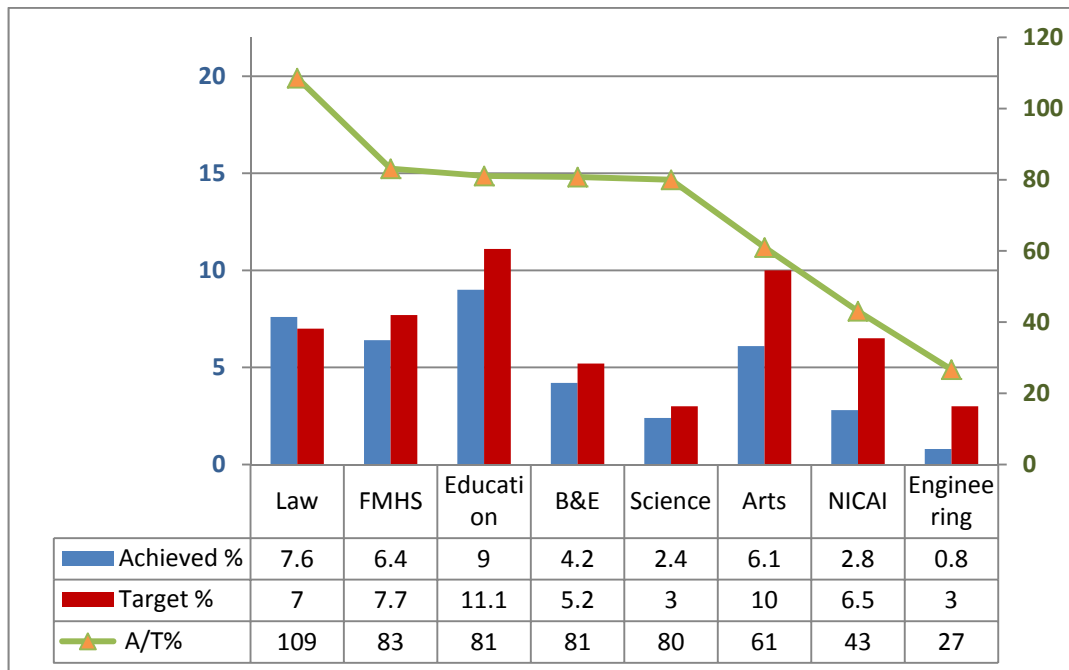


Figure 2e below shows that only Law exceeded its target for Pacific EFTS as a proportion of faculty domestic postgraduate EFTS. The largest difference between the target and actual was in Engineering, which achieved 27% of target.

In comparison, the University total for Pacific EFTS as a proportion of total domestic postgraduate EFTS was 5.5%, 1% below the target of 6.5% (fig 1a).

Figure 2e: 2015 Pacific EFTS as % of faculty postgraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)



No faculty achieved all of its targets for the four KPIs.

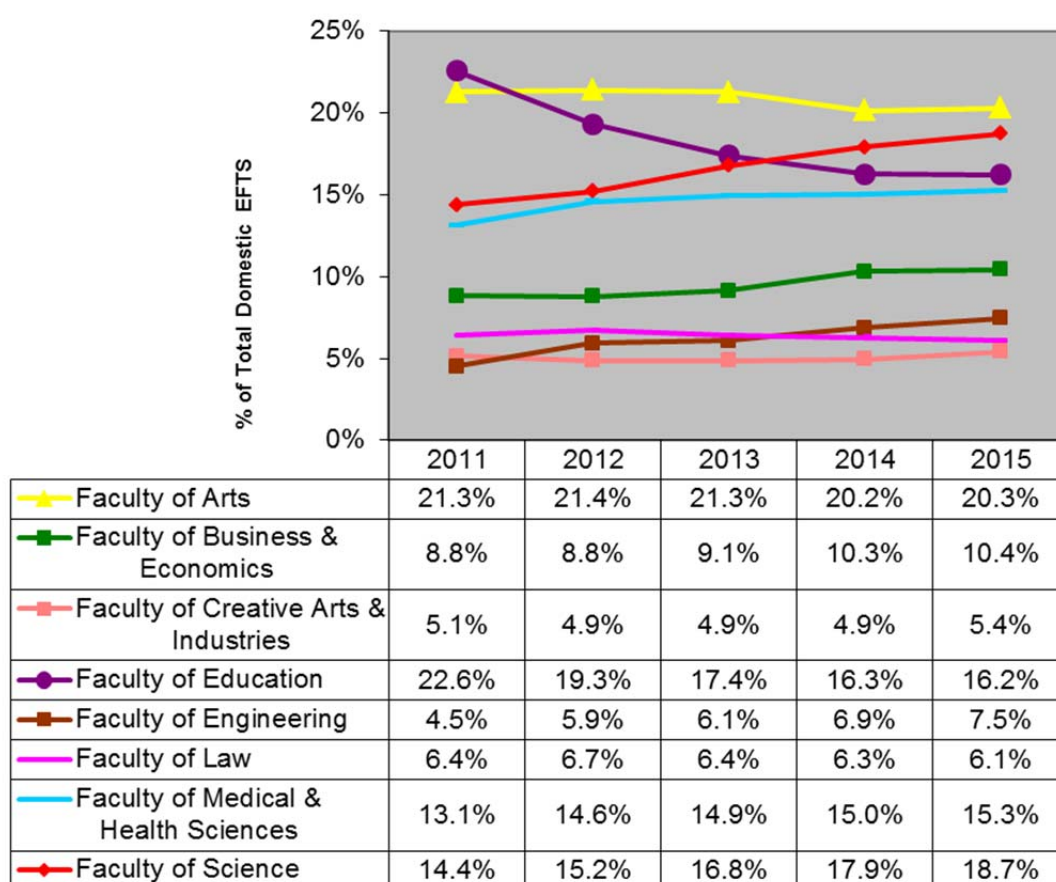
Figure 3 below shows the percentage of total Māori EFTS enrolled in each faculty from 2011 to 2015¹⁰. Between 2011 and 2015, the spread of Māori EFTS across faculties became more even and in 2015, for the first time in the past 5 years every faculty had more than 5% of Māori EFTS.

In 2011, the spread of Māori EFTS across faculties was between 4.5% in Engineering and 22.6% in Education (an 18.1% difference). In 2015, the spread of Māori EFTS across faculties was between 5.4% in NICA and 20.3% in Arts (a 14.9% difference). Science (18.7%), Education (16.2%) and FMHS (15.3%), had the next greatest proportions of total Māori EFTS enrolled at the University in 2015.

Between 2011 and 2015 Science showed the greatest increase in proportion of Māori EFTS enrolled, at 4.3 % (from 14.4% to 18.7%), followed by Engineering with an increase of 3% from (4.5% to 7.5%). FMHS showed the next greatest increase in the proportion of Māori EFTS for this period at 2.2% (an increase from 13.1% to 15.3%).

Arts and Education have both seen decreases in the proportion of Maori EFTS from 2011 to 2015. Arts showed a minor decrease from 21.3% in 2011 to 20.3% in 2015. Education showed a greater level of decrease from 22.6% to 16.2% a decrease of 6.4%. Education and Law were the only faculties showing decreases in the proportion of Māori EFTS enrolled from 2014 to 2015, although marginal. The other faculties showed marginal increases in the number of total Māori EFTS enrolled for 2015, with Science showing the greatest increase (0.8%).

Figure 3: Māori domestic EFTS by faculty 2011 to 2015 (NB: Figure excludes 'Other')



¹⁰ This refers to the percentage of all Māori students at the University who are enrolled in each faculty, not the percentage of students in each faculty who are Māori.

Figure 4 below shows the percentage of domestic Pacific EFTS enrolled in each faculty from 2011 to 2015.¹¹ In 2011, the spread of Pacific EFTS across faculties was between 25.8% in Arts and 3.2% in Engineering (a 22.6% difference).

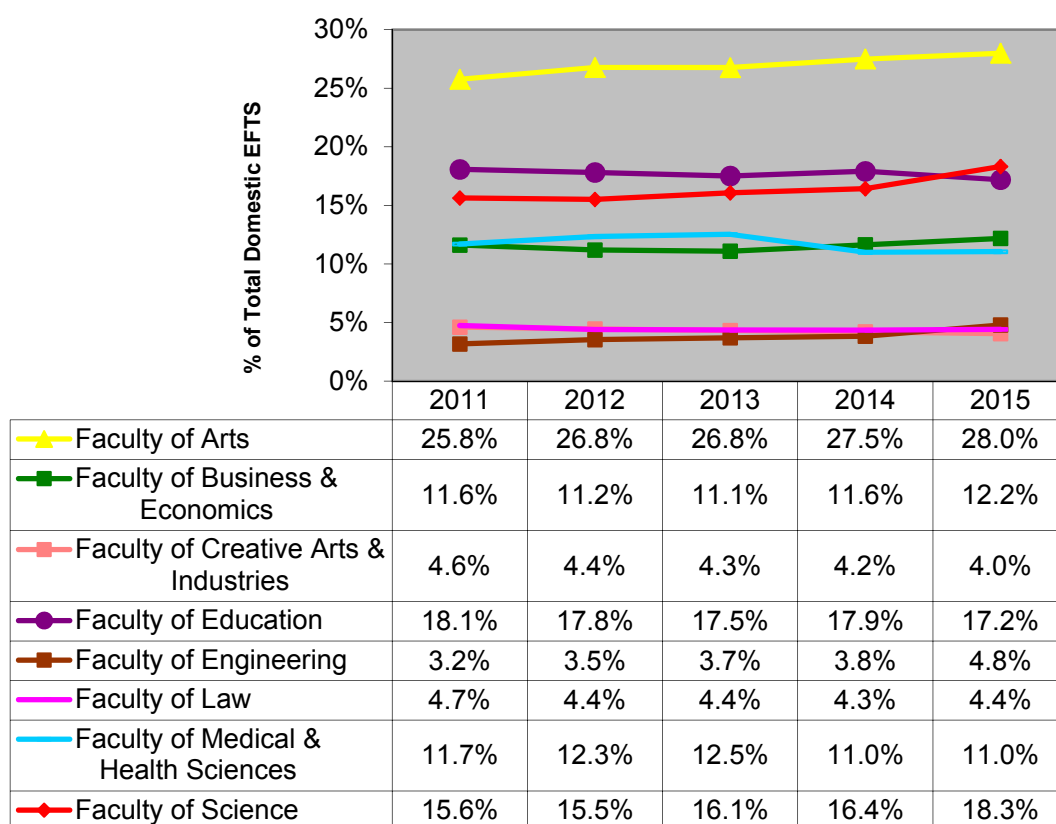
In 2015, the spread of Pacific EFTS across faculties increased and was between 28% in Arts, and 4.0% in NICA I (a 24% difference). Therefore Arts remained the faculty with the most Pacific EFTS, further increasing its share of Pacific EFTS by 2.2% for the period from 2011 to 2015. Science (18.3%), Education (17.2%), Business & Economics (12.2%) and Medical and Health Sciences (11%) had the next greatest proportions of total Pacific EFTS in 2015.

From 2011 to 2015, Science showed the largest increase in the proportion of Pacific EFTS enrolled with an increase of 2.7% (from 15.6% to 18.3%), followed by Arts with an increase of 2.2% (from 25.8% to 28%) and Engineering with an increase of 1.6% (from 3.2% to 4.8%).

The largest decrease in proportion of Pacific EFTS enrolled for this period was 0.9% in Education (following the trend of decreasing EFTS in Education). The next greatest decreases in the proportion of Pacific EFTS were 0.7% Medical & Health Sciences and 0.6% in NICA I.

Arts, Business & Economics, Engineering, Law, and Science increased their share of Pacific EFTS from 2014 to 2015. The largest increase in enrolments of Pacific EFTS for this period was in Science (1.9%), followed by Engineering (1%) and Business & Economics (0.6%). NICA I and Education were the only faculties showing decreases in total Pacific EFTS enrolments from 2014 to 2015, although marginal.

Figure 4: Pacific domestic EFTS by faculty 2011 to 2015 (NB: Figure excludes 'Other')



¹¹ 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.

Undergraduate and postgraduate enrolments

Figure 5a shows the 2015 distribution of total EFTS at undergraduate and postgraduate levels across the main ethnic groups at the University.

As a proportion of **all EFTS** (Domestic and International), 2013 to 2020 Strategic Objective Five sets KPIs for Domestic EFTS by level for 2020 at:

- $\leq 65\%$ undergraduates;
- $\geq 11\%$ postgraduate taught (PGT); and
- $\geq 6\%$ postgraduate research (PGR, including 4% PhDs).

As a proportion of **Domestic EFTS**, these KPIs equate to:

- $\leq 79.3\%$ for undergraduates;
- $\geq 13.4\%$ for PGT; and
- $\geq 7.5\%$ for PGR.

Note that these are 2020 targets.

In 2015, Māori and Pacific EFTS were most over-represented at undergraduate level at 82.4% and 87.5% respectively, compared to the Domestic target for total EFTS for 2020 of $\leq 79.3\%$. Asian domestic EFTS were the next most highly represented group at undergraduate level at 78.7%.

For 2015, Māori and Pacific EFTS were significantly under-represented at postgraduate level (that is, PGT and PGR combined) compared with other ethnic groups. 17.6% of Māori EFTS and 12.4% of Pacific EFTS were enrolled at postgraduate level compared to 24.5% of Pākehā/European EFTS and 21.3% of Asian EFTS. Middle Eastern, Latin American or African (MELAA) had the highest proportion of enrolments at postgraduate level at 36.9%.

Māori EFTS at taught postgraduate level did not meet the target for total domestic EFTS of $\geq 13.4\%$ at 12.8%. Māori EFTS at research postgraduate level were also below the target of $\geq 7.5\%$ at 4.8%.

Pacific domestic EFTS at taught postgraduate level and research postgraduate level were 9.5% and 2.9% respectively, below both postgraduate level targets for total domestic EFTS at $\geq 13.4\%$, and $\geq 7.5\%$ respectively.

In 2015, 8.5% of Pākehā EFTS and 10.1% of Asian EFTS were studying at research postgraduate level, exceeding the target for domestic EFTS. Pākehā EFTS had the highest level of participation at taught postgraduate level at 16%, followed by MELAA 14.6%, Other 14.4% and No response 13.8%.

The data show that Pacific EFTS were most likely to be studying at undergraduate level and least likely to be enrolled in research postgraduate studies.

Figure 5a: Total Domestic EFTS by level of study and ethnic group

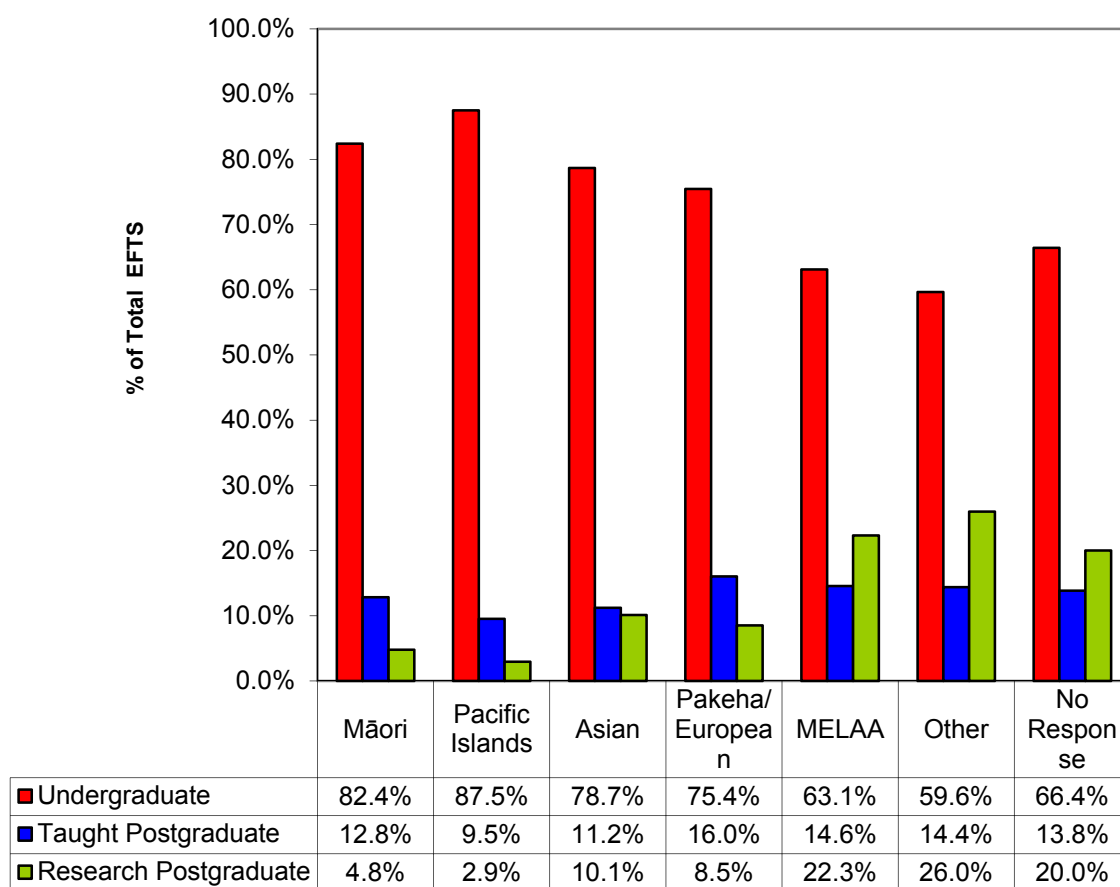


Figure 5b below shows 82.4% of Māori EFTS were enrolled in undergraduate studies an increase of 0.8% from 2014. (Note the graph starts at 60%).

Figure 5b: Māori EFTS by level of study 2011 to 2015

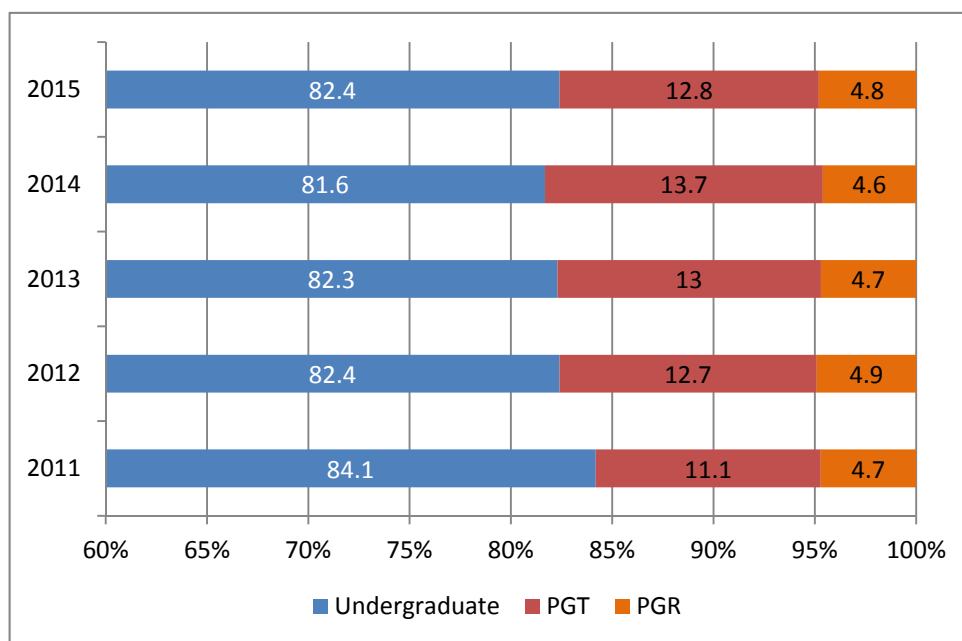
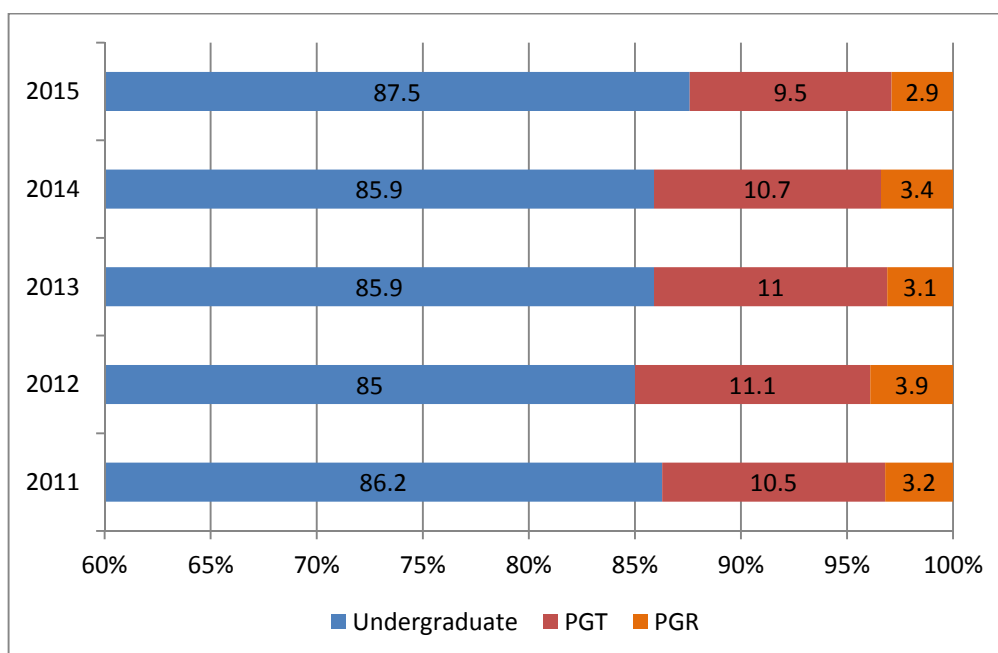


Figure 5c below shows the percentage of Pacific EFTS enrolled in undergraduate studies in 2015 was 87.5% an increase of 1.6% from 2014. (Note that the graph starts at 60%).

Figure 5c: percentage of Pacific EFTS at each level of study 2011 to 2015



Women in Science and Engineering enrolments

Figures 6a and 6b below show 2015 enrolments in EFTS, by gender and faculty.¹² Women EFTS were most over-represented in Education (78.9%) and most under-represented in Engineering in 2015 (24.2%).

Figure 6a: Faculty and Large Scale Research Institute (LSRI) EFTS by gender 2015

	ABI	Arts	Business & Economics	NICAI	Education	Engineering	Law	FMHS	Science	Liggins Institute	Total
Female	24	3,611	2,751	1,019	2,267	854	805	3,013	3,881	31	18,558
% Female	29.6%	65.1%	48.9%	60.8%	78.9%	24.2%	58.6%	67.1%	50.0%	72.1%	55.4%
Male	57	1,937	2,880	658	605	2,669	568	1,474	3,875	13	14,930
Total	81	5,549	5,630	1,677	2,872	3,523	1,373	4,487	7,756	43	33,488

The proportion of women EFTS enrolled in Engineering, Figure 6b below increased marginally between 2014 and 2015, and has increased overall between 2011 and 2015 from 23.3% to 24.2% (by 0.9%). However, this is lower than the peak of 24.5% in 2013.

Figure 6b: Engineering EFTS by gender 2011 to 2015

	2011	2012	2013	2014	2015
Female	23.3%	23.5%	24.5%	24.0%	24.2%
Male	76.7%	76.5%	75.5%	76.0%	75.8%

Figure 6c below shows the gender breakdown of EFTS enrolled across academic units in the Faculty of Science. The proportion of women EFTS was lowest in Computer Science (23.5%), Physics (32.2%) and Mathematics (34.6%). The proportion of Women EFTS was highest in Psychology (74.5%), Biological Science (62.4%) and in Chemical Sciences (59.2%). Women EFTS made up 50% of the EFTS in the Faculty of Science overall.

Figure 6c: Science Faculty EFTS by gender and academic unit

	Bio Sci	Chem Sci	Comp Sci	Environ	Leigh Marine Research Centre	Maths	Physics	Psych	Sport & Exercise Sci	Statistics	Total
F	778	448	284	502	61	300	139	740	117	499	3,868
% F	62.4%	59.2%	23.5%	54.9%	58.1%	34.6%	32.2%	74.5%	53.4%	50.1%	50.0%
M	467	310	925	413	44	567	293	253	102	497	3,871
All	1,246	757	1,209	915	105	867	432	993	219	996	7,739

¹² Based on total EFTS, domestic and international

Figure 6d below shows the gender breakdown of EFTS enrolled in the Computer Science Department from 2011 to 2015. Women comprised 23.5% (284 EFTS) of Computer Science EFTS in 2015, 2% higher than 2014 at 21.5% (244 EFTS). This is an increase of 40 EFTS. The proportion of women has increased by 2.6% from 20.9% in 2011, to 23.5% in 2015.

Figure 6d: Computer Science EFTS by gender 2011 to 2015

Computer Science	2011	2012	2013	2014	2015
Female	20.9%	21.0%	22.1%	21.5%	23.5%
Male	79.1%	78.9%	77.9%	78.5%	76.5%

Figure 6e below shows the gender breakdown of student enrolments (in EFTS) in the Physics Department from 2011–2015. Women comprised 32.2% (139 EFTS) of Physics enrolments in 2015. The proportion of women is comparable to 2014 at 32.3%, although there was an increase of 10 women EFTS from 2014 up from 129 EFTS to 139 EFTS.

Figure 6e: Physics EFTS by gender 2011 to 2015

Physics	2011	2012	2013	2014	2015
Female	31.9%	32.7%	32.0%	32.3%	32.2%
Male	68.1%	67.3%	67.7%	67.7%	67.8%

Figure 6f below shows the gender breakdown of student enrolments (in EFTS) in the Mathematics Department from 2011 to 2015. Women comprised 34.6% (300 EFTS) of Mathematics EFTS in 2015. This is a decrease of 0.7% or 10 EFTS from 35.3% in 2014, lower than the 2011 peak of 35.8%.

Figure 6f: Mathematics EFTS by gender 2011 to 2015

Mathematics	2011	2012	2013	2014	2015
Female	35.8%	33.2%	34.7%	35.3%	34.6%
Male	64.2%	67.3%	67.7%	64.6%	65.4%

Student achievement

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

- Successful course completions
- Pass rates (unlike course completions, these do not include those students who withdrew or did not sit the final assessment).
- First-year retention.

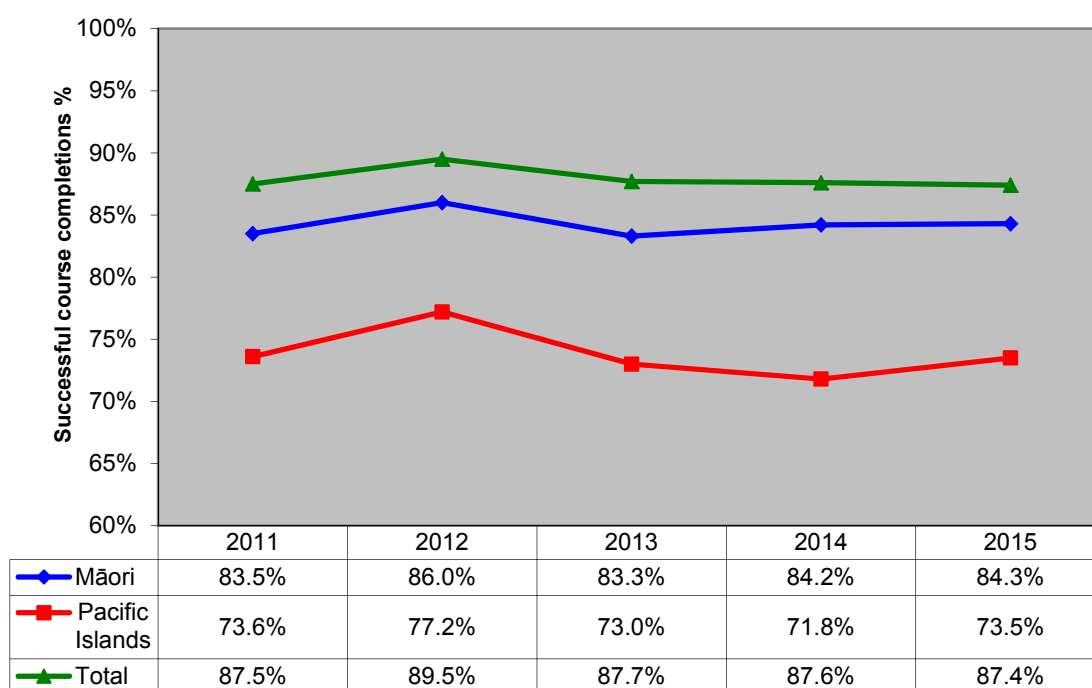
Successful course completions

Figure 7 below shows the undergraduate successful course completions for Māori, Pacific, and total students, for 2011 to 2015. The rate of total students' undergraduate successful course completions was 87.5% in 2011 decreasing to 87.4% in 2015, peaking at 89.5% in 2012.

Successful undergraduate course completions of Māori students in 2015 were 84.3% of all enrolments, a marginal increase of 0.1% from 2014.

Successful undergraduate course completions of Pacific students in 2015 at 73.5% represented an increase of 1.7% from 71.8% in 2014. Like for total and Māori completions, Pacific undergraduate course completions peaked in 2012, at 77.2% (Graph starts at 60%).

Figure 7: Undergraduate successful course completions, total and by selected ethnic groups (SPR)



Note the 2013 to 2020 KPIs targets and actuals vary from the undergraduate course completions measures as they measure successful course completions excluding theses, meaning they include PGT courses as well as undergraduate courses.

Figure 8 below shows the 2015 **undergraduate** successful course completions across the faculties for Māori, Pacific and total students (EFTS). The Māori successful course completion rate was highest in Medical and Health Sciences (94.6%) and Law (93.2%) and lowest in Arts (79.5%) and Science (74.3%).

The Pacific successful course completion rate was highest in Law (91.6%), Medical and Health Sciences (87.5%), NICA I (86.0%) and lowest in Arts (67.8%) and Science (59.4%).

Figure 8: Undergraduate successful course completions across faculties 2015

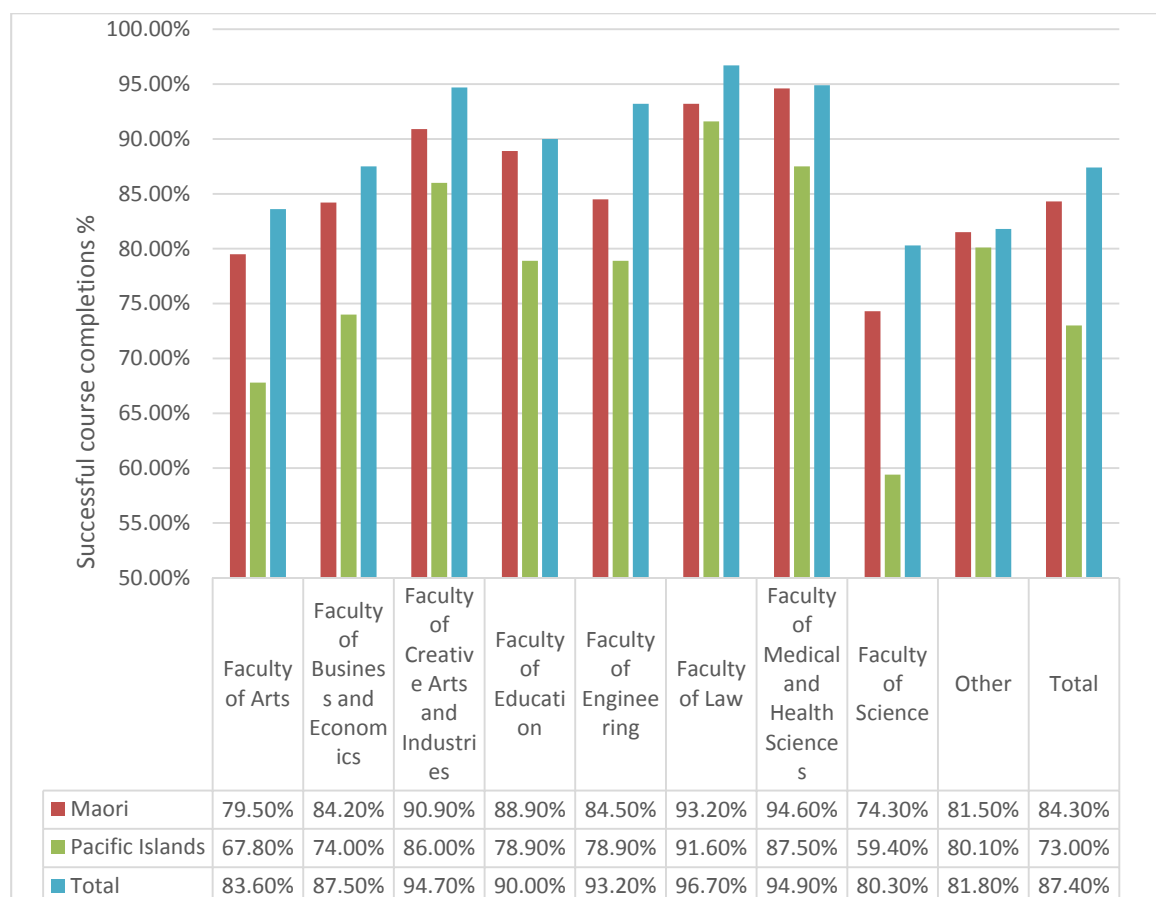


Figure 9 below shows the undergraduate successful course completion rate for Māori students across faculties from 2011 to 2015. The largest percentage increase in Māori successful undergraduate course completions for this period was 5.6% in Law (87.6% to 93.2%), followed by an increase of 3.5% in Education (85.4% to 88.9%) and an increase of 2.3% in Arts (77.2% to 79.5%).

The most significant decreases in Māori undergraduate course completions for 2014 to 2015 were in NICA I with a decrease of 3.2% (94.1% to 90.9%), Science with a decrease of 1.2% (75.5% to 74.3%) and Business & Economics with a decrease of 1% (85.2% to 84.2%). There was a minor decrease of 0.3% in Engineering. Medical & Health Sciences remained at 94.6%.

Figure 9: Māori undergraduate successful course completions by faculty 2011 to 2015

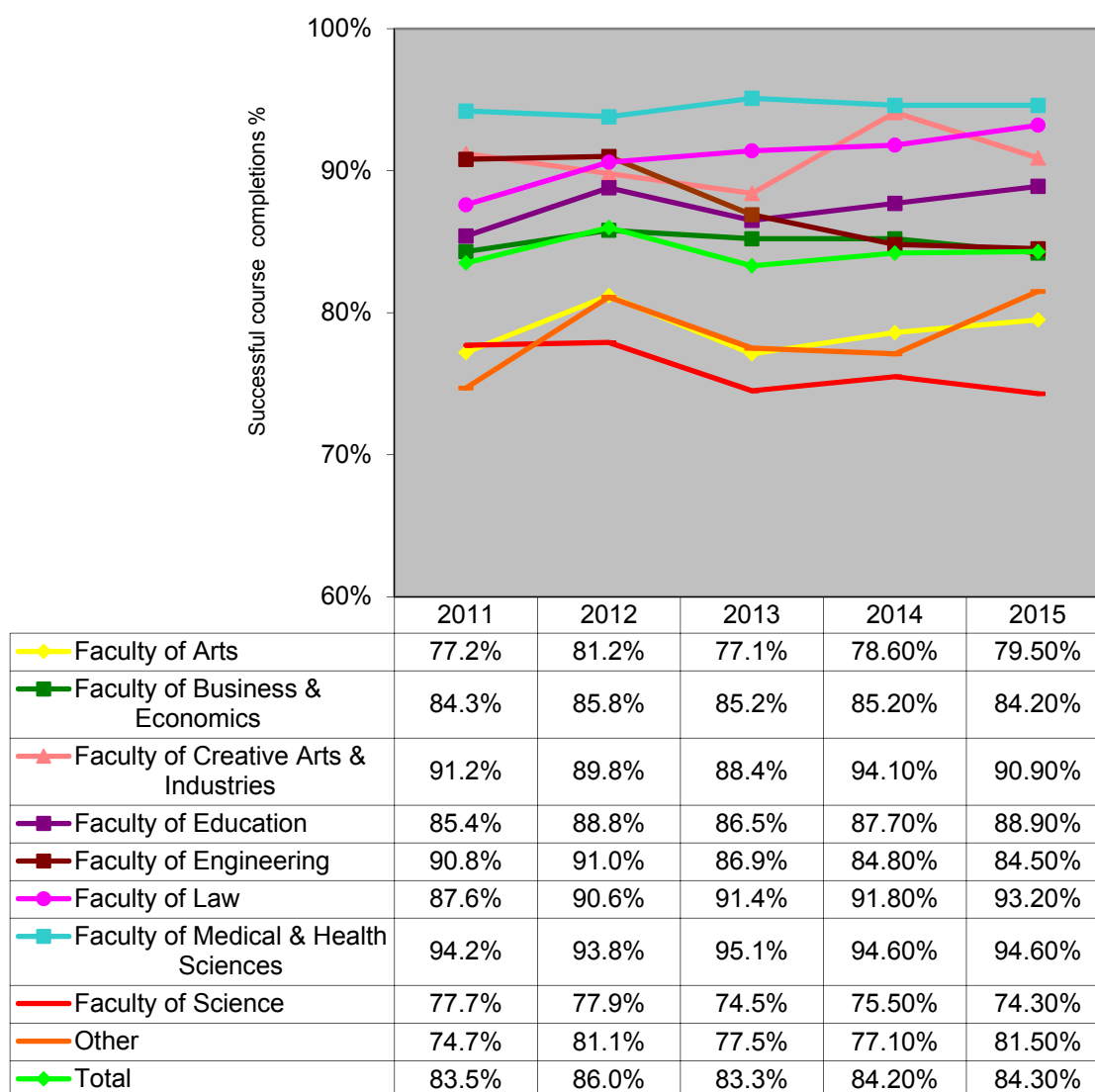


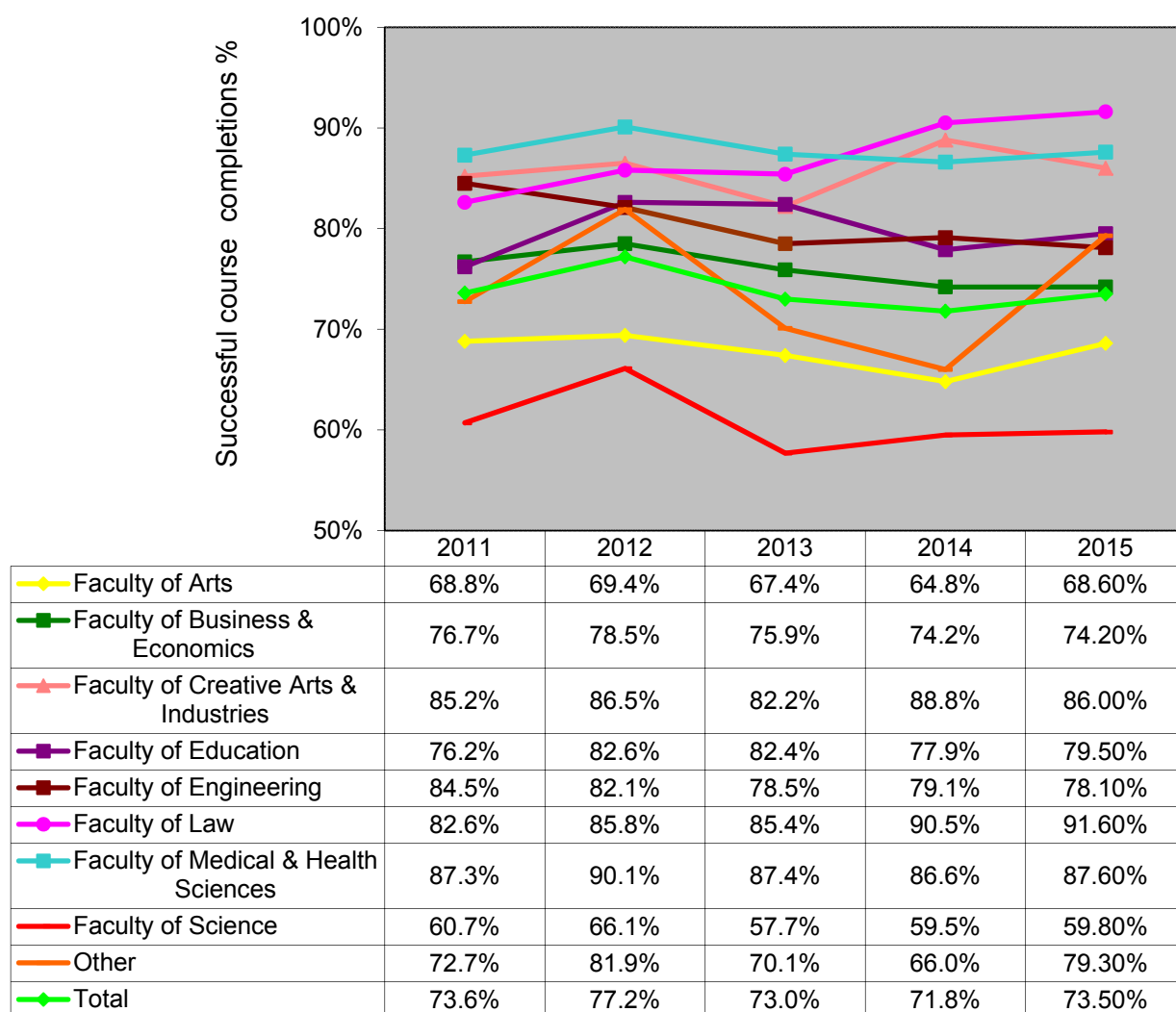
Figure 10 below shows the undergraduate successful course completion rates for Pacific students across faculties from 2011 to 2015.

The greatest increases in Pacific undergraduate successful course completions over this period were in Law – an increase of 9% (from 82.6% to 91.6%) – and Education (from 76.2% to 79.5%) – an increase of 3.3%. Engineering showed a decline in successful Pacific undergraduate course completions from (84.5% to 78.1%), 6.4% from 2011 to 2015. For the other faculties, Pacific undergraduate successful course completion rates remained relatively stable across this period.

Between 2014 and 2015, the most significant increases in Pacific undergraduate successful course completions were in Arts with an increase of 3.8% (from 64.8% to 68.6%), Education with an increase of 1.6% (from 77.9% to 79.5%) in Law with an increase of 1.1% (from 90.5% and 91.6%) and in Medical & Health Sciences with an increase of 1% (from 86.6% to 87.6%).

The most significant decreases in Pacific undergraduate successful course completions from 2014 to 2015 were in NICA I with a decrease of 2.8% (from 88.8% to 86%) and in Engineering with a decrease of 1% (from 79.1% to 78.1%).

Figure 10: Pacific undergraduate successful course completions by faculty 2011 to 2015



Undergraduate SPRS

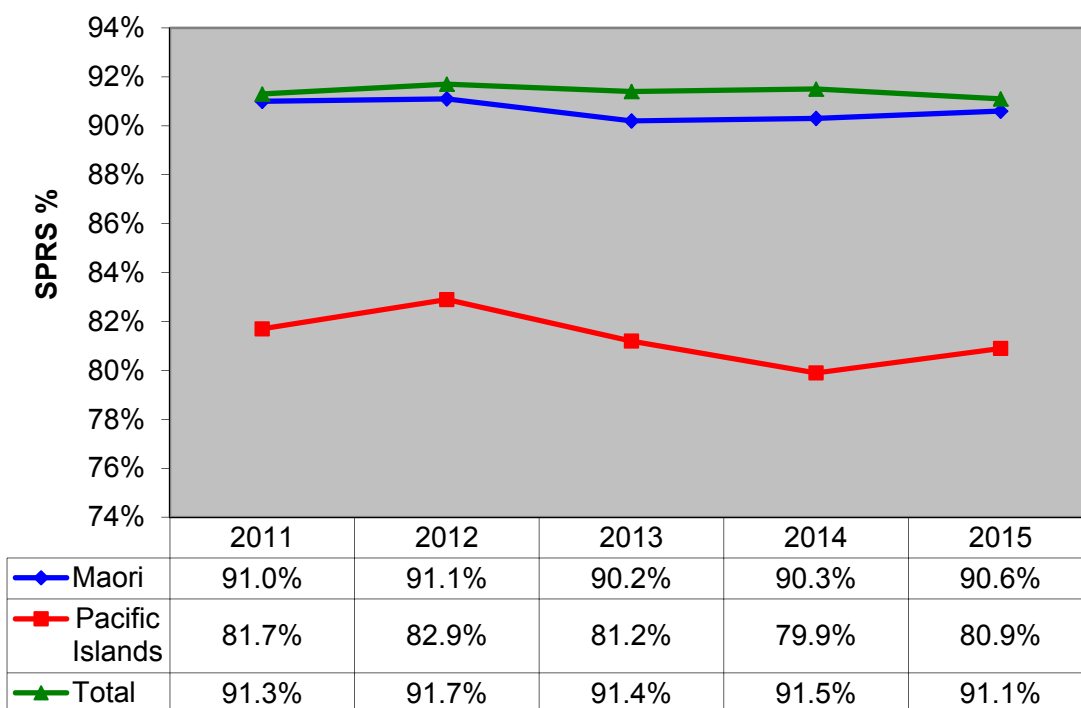
SPRS measures the pass rates of students who completed the course, excluding those who did not sit the exam (DNS), or withdrew from the course. Thus SPRS tends to be higher than SPR.

Figure 11 below shows the undergraduate SPRS for Māori and Pacific students (EFTS) and total students from 2011 to 2015. The SPRS for total students in 2015 was 91.1%, 0.2% lower than that of 2011 (91.3%). The figure has remained relatively steady since 2011.

The SPRS of Māori EFTS decreased by 0.4% (from 91% to 90.6%) and SPRS for Pacific EFTS decreased by 0.8% (from 81.7% to 80.9%) from 2011 to 2015.

Undergraduate SPRS for 2015 showed an increase for Māori of 0.3% and an increase of Pacific of 1% from 2014, both counter to the decrease for total EFTS.

Figure 11: Undergraduate student SPRS for total, Māori and Pacific students (EFTS) 2011 to 2015



Stage One successful course completions of new students

The successful course completions of Stage One new undergraduate students are a useful indicator of the effectiveness of teaching and learning for new undergraduate students.

Figure 12 shows Stage One successful course completions from 2011 to 2015 for new students (EFTS). The total Stage One successful course completion rate has decreased by 2.3% from 83.9% to 81.6% during this period, including a decrease of 1.2% between 2014 and 2015.

In 2015 the Stage One successful course completion rate for Māori EFTS of 76.8% stayed the same as in 2014. The Stage One successful course completion rate for Pacific EFTS of 62.8% increased 1% from 2014 to 61.8%.

In 2015, 37.2% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully (compared with 18.4% of total Stage One new undergraduate

EFTS). For Stage One new undergraduate Māori EFTS, 23.2% did not complete their courses successfully.

In 2011, 22% of Stage One new undergraduate Māori EFTS and 33.3% of Stage One new undergraduate Pacific EFTS did not complete their courses successfully (compared with 16.1% of total Stage One new undergraduate EFTS). In 2015, 23.2% of Māori EFTS and 37.2% of Pacific EFTS did not complete their courses successfully (compared with 18.4% of total Stage One new undergraduate EFTS).

Figure 12: Stage One successful course completions, Māori, Pacific and total new students (EFTS), 2011 to 2015

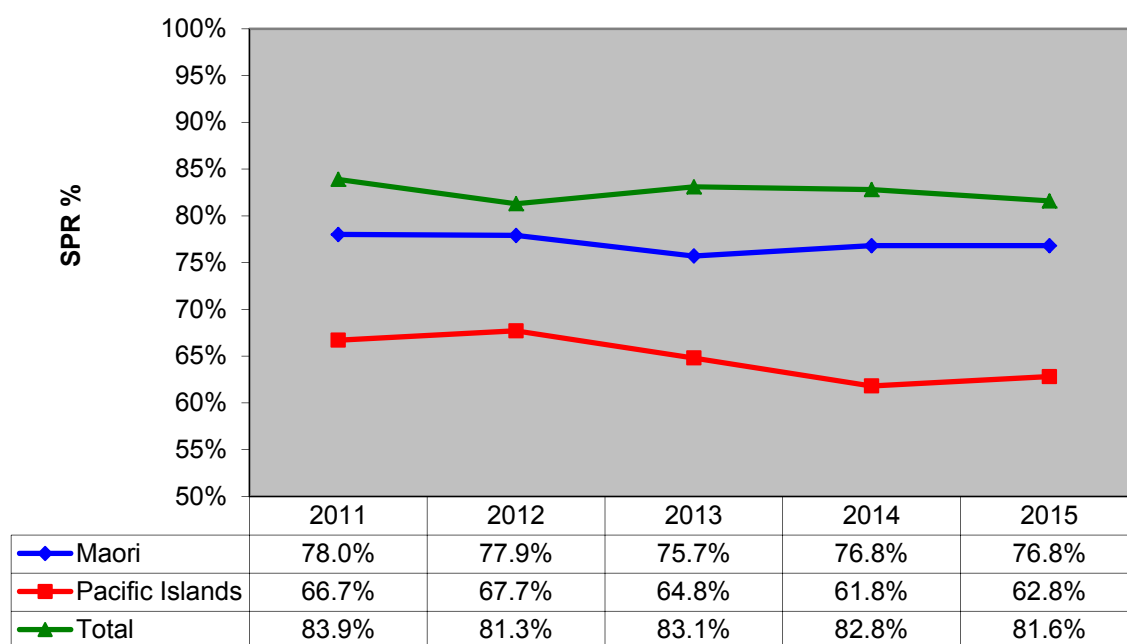


Figure 13 shows the Stage One SPRS of Māori EFTS in 2015 was 84.5% a decrease of 0.4% from 84.9% in 2014. This is 1.8% below the Stage One SPRS for total students in 2015 (86.3%).

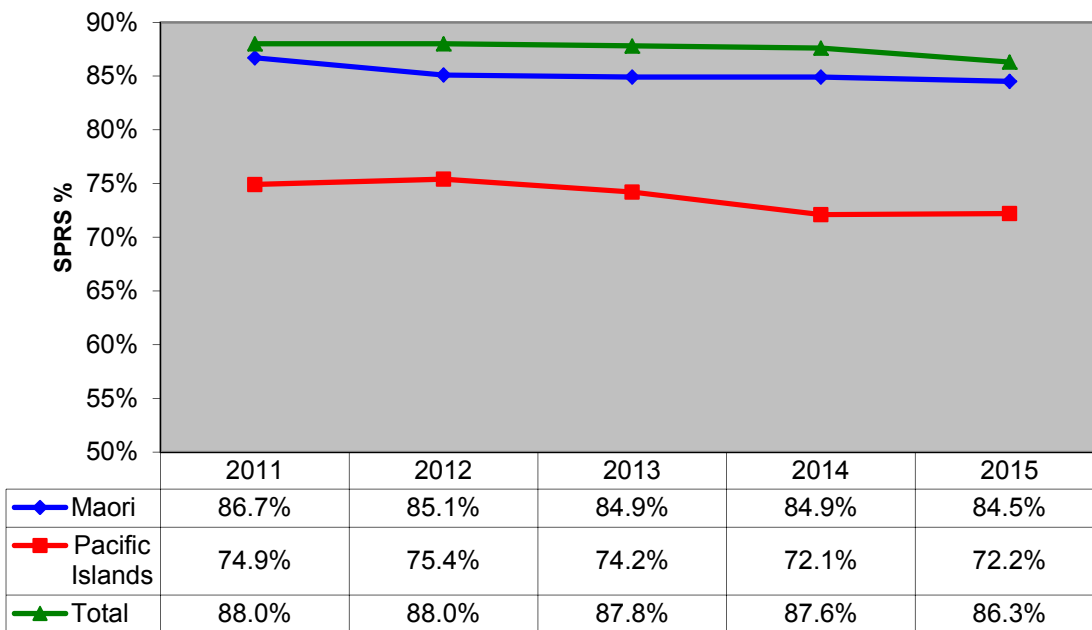
The SPRS for Māori and total students decreased from 2011 to 2015. In 2015, the SPRS for Māori students was 84.5%, or 2.2% below the 2011 figure of 86.7%. The total Stage One SPRS for 2015 was 86.3%, or 1.7% below the 2011 figure of 88.0%.

For 2015, the Stage One SPRS for total students was 1.8 % higher than for Māori students (86.3% vs. 84.5%).

The Stage One SPRS of Pacific students increased marginally from 72.1% in 2014 to 72.2% in 2015. From 2011 to 2015, the Stage One SPRS for Pacific students decreased by 2.7% (from 74.9% to 72.2%).

For 2015, the Stage One SPRS for total students SPRS was 14.1% greater than for Pacific students (86.3% vs. 72.2%).

Figure 13: Stage One SPRS for Māori, Pacific and total students (EFTS) 2011 to 2015



Stage One successful course completions across faculties

Figure 14 below compares the Stage One successful course completions in 2015 across faculties.

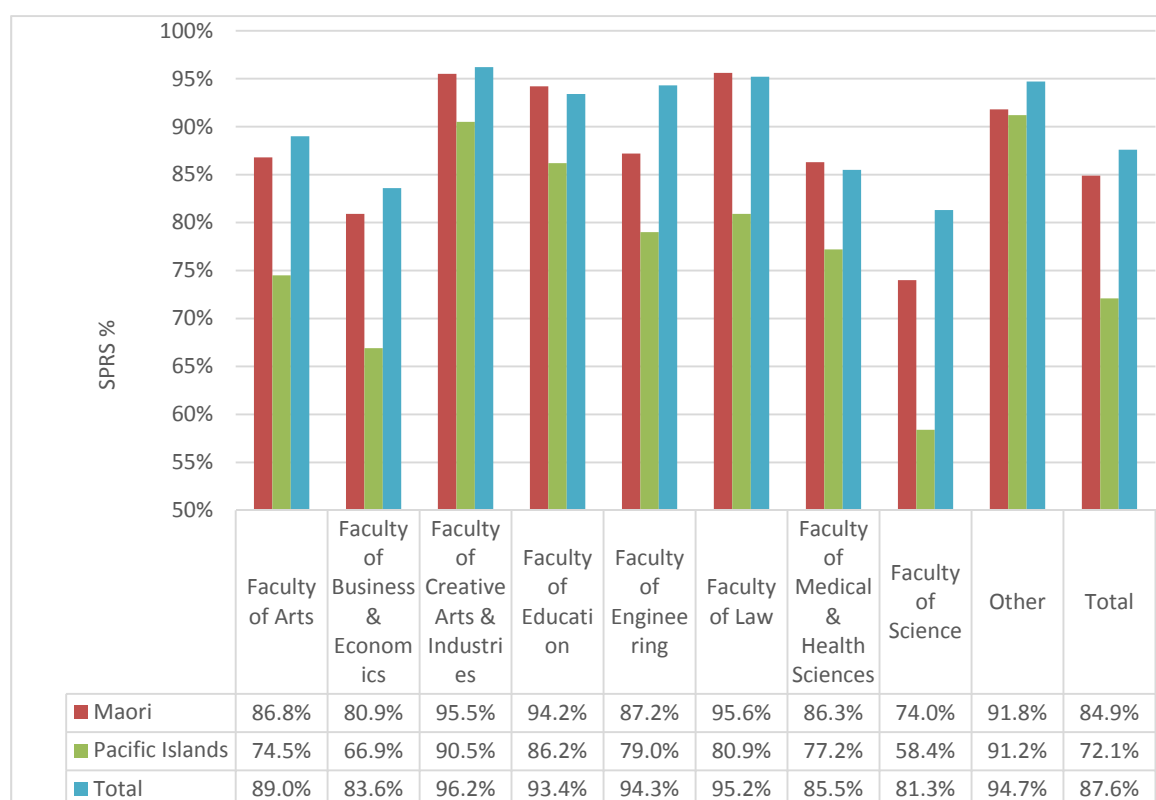
In 2015, the Stage One successful course completions rate for Māori students (excluding Other) was highest in Law (95.6%), NICA I (95.5%), Education (94.2%) and Arts (86.8%).

The rate for Māori students was higher than for total students in Law (95.6% vs. 95.2%), Education (94.2% vs. 93.4%) and Medical and Health Sciences (86.3% vs. 85.5%). The Stage One successful course completions rate for Māori students was lowest in Science (74.0%).

Pacific students' Stage One successful course completions in 2015 were highest (excluding Other) in NICA I (90.5%), Education (86.2%) and Law (80.9%). They were lowest in Business & Economics (66.9%) and Science (58.4%).

Pacific students' Stage One successful course completions came closest to reaching parity with total students in NICA I (90.5% vs. 96.2%). The greatest gap between Pacific students Stage One successful course completions and that of total students was in Science (58.4% vs. 81.3%).

Figure 14: Stage One successful course completions for Māori, Pacific and total students by faculty 2015



New undergraduate retention/re-enrolment

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

Figure 15 below shows that 86% of the total 2014 new undergraduate cohort returned in 2015. Retention of new undergraduate Māori EFTS at 78.6% was 0.1% lower in 2015 than in 2014.

The new undergraduate retention rate of Pacific EFTS decreased by 1.7% from 84.9% 2014 to 83.2% in 2015. These figures coincide with a 1.3% decrease in retention rates for total new undergraduate students during the same period (Graph starts at 70%).

For the period from 2010/11 to 2014/15 the total new undergraduate retention rate decreased by 1.5% from 87.5% to 86.0%. For Māori EFTS the new undergraduate retention rate decreased by 1.7% from 80.3% to 78.6% during this period. For Pacific EFTS the new undergraduate retention rate decreased by 3.6% from 86.8% to 83.2%.

Figure 15: New undergraduate retention for Māori, Pacific and total EFTS, 2010/11 to 2014/15

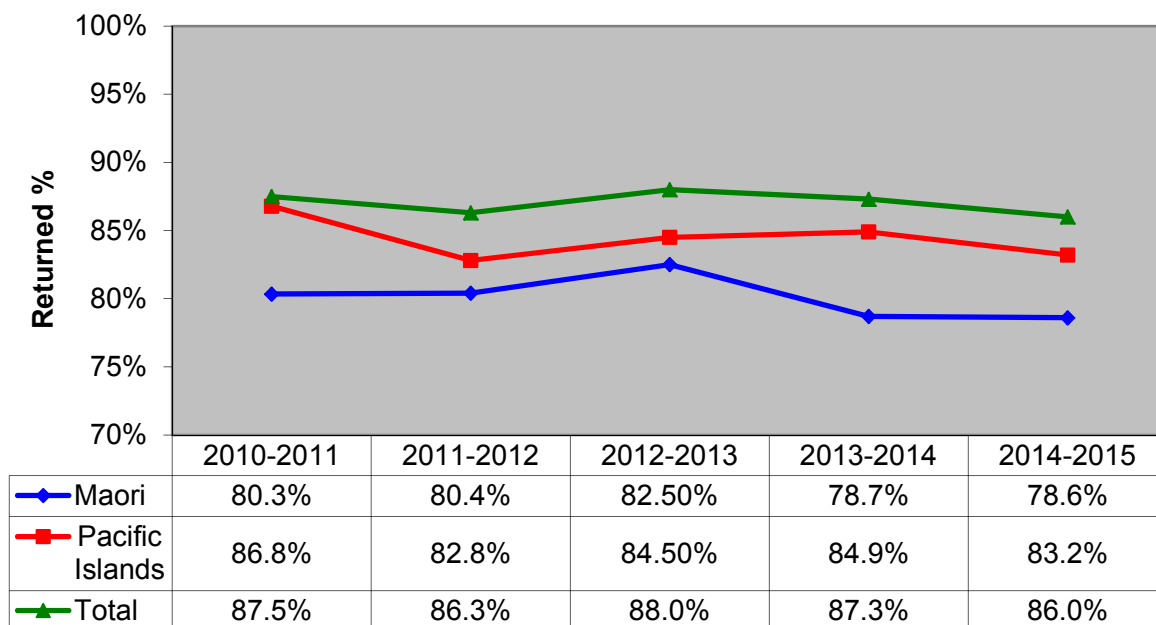
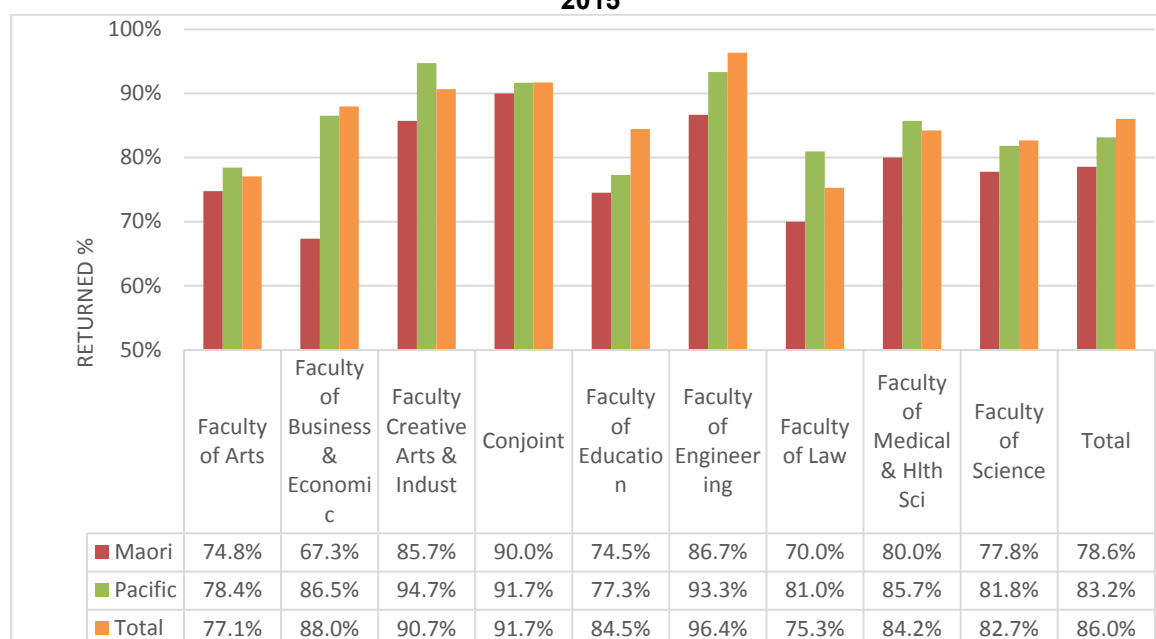


Figure 16 below shows new undergraduate students (EFTS) retention across faculties in 2015.

Figure 16: New undergraduate retention for Māori, Pacific and total students by faculty 2015



New undergraduate Māori EFTS enrolled in Conjoint degrees (90.0%), Engineering (86.7%) NICA I (85.7%) and Medical and Health Sciences (80%) had the highest retention rates for 2015. New undergraduate Māori EFTS enrolled in Business & Economics (67.3%), Law (70%), and Education (74.5%) had the lowest retention rates.

New undergraduate Pacific EFTS in NICA I (94.7%), Engineering (93.3%), Conjoint degrees (91.7%), Business & Economics (86.5%) and Medical and Health Sciences (85.7%) had the highest retention rates in 2015. New undergraduate Pacific EFTS in Science (81.8%), Law (81.0%) and Education (77.3%) had the lowest retention rates.

Qualification completions

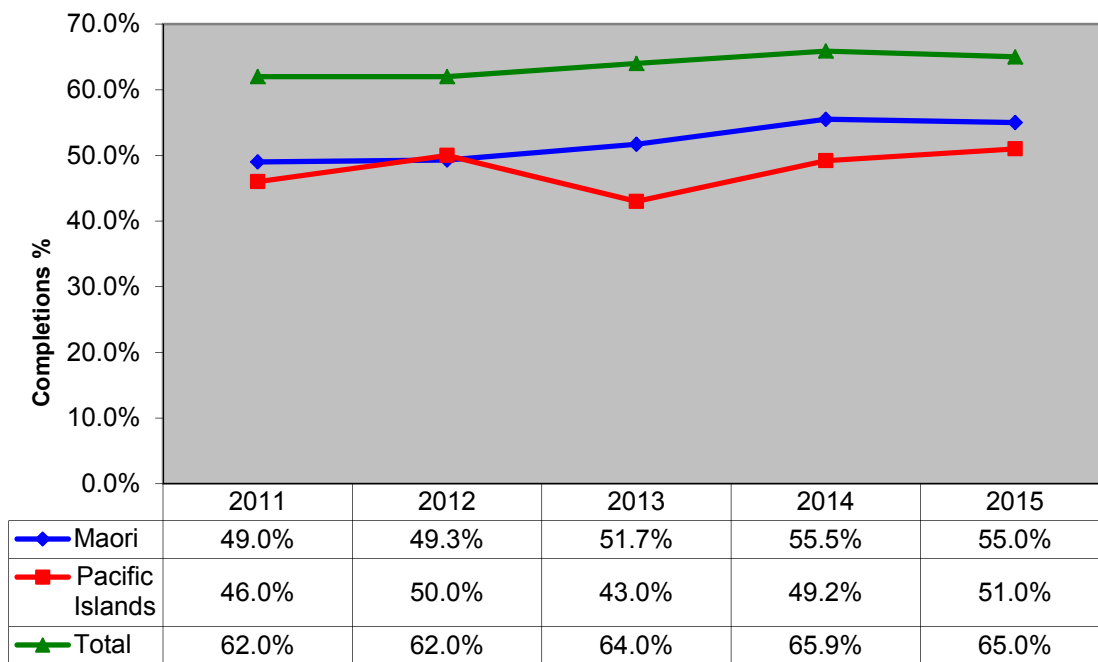
Figure 17 shows the total qualification completion rate in 2015, for degree level or higher qualifications obtained by domestic students within five years, was 65%, down 0.9% from 65.9% from 2014.

For Māori students the qualification completion rate in 2015 was 55%, a decrease of 0.5% from 55.5% in 2014. The qualification completion rate for Pacific students in 2015 was 51%, an increase of 1.8% from the 2014 rate of 49.2%, and the highest rate recorded for the period from 2011 to 2015.

Māori qualification completion rates were 6% higher in 2015 than in 2011 (55.0% vs. 49.0%). Pacific qualification completion rates were 5% higher in 2015 than in 2011 (51.0% vs. 46.0%).

For total students there has been an increase of 3% from 2011 to 2015 (62% vs. 65%) in 2015.

Figure 17: Qualification completions for Māori, Pacific and total students



Students with disabilities and impairments

The statistical data that follow are a combination of Student Disability Services' internal statistics including student registrations, and data extracted by the Planning & Quality Office *Decision Support System* (based on EFTS). It is important to note that disclosure of disability or impairment by students is voluntary, and as a result, these data do not necessarily reflect the total number of student EFTS with impairments at the University of Auckland.

Figure 18 below shows an increase of 5.6% (from 746 in 2014 to 788 in 2015) in the number of students seeking assistance from Student Disability Services.

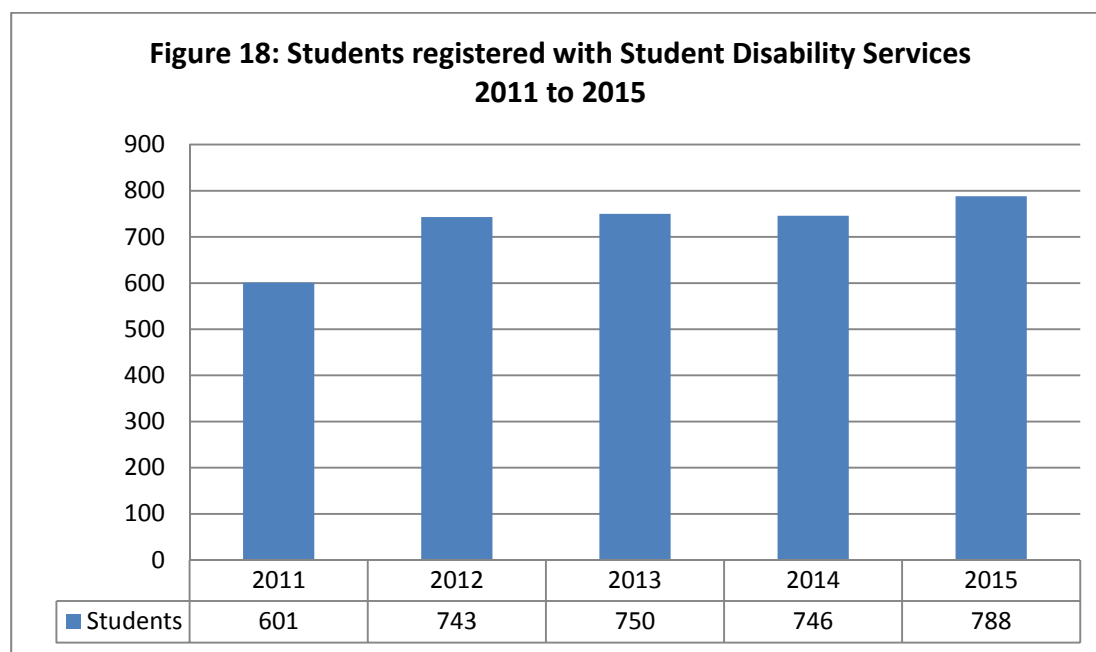


Figure 19 below shows the impairments that students disclosed as their primary impairment.

“Invisible” disabilities, such as specific learning and mental health issues, continue to make up the largest section of those impairments disclosed, together representing 56% of the primary impairments disclosed. Over the past five years, the number of students with specific learning disabilities seeking assistance has increased dramatically from 178 to 265.

In 2014, there was a significant decrease in the number of students’ medical/ OOS disabilities (from 104 in 2013 to 85 in 2014), and this has continued in 2015 (64 in 2015).

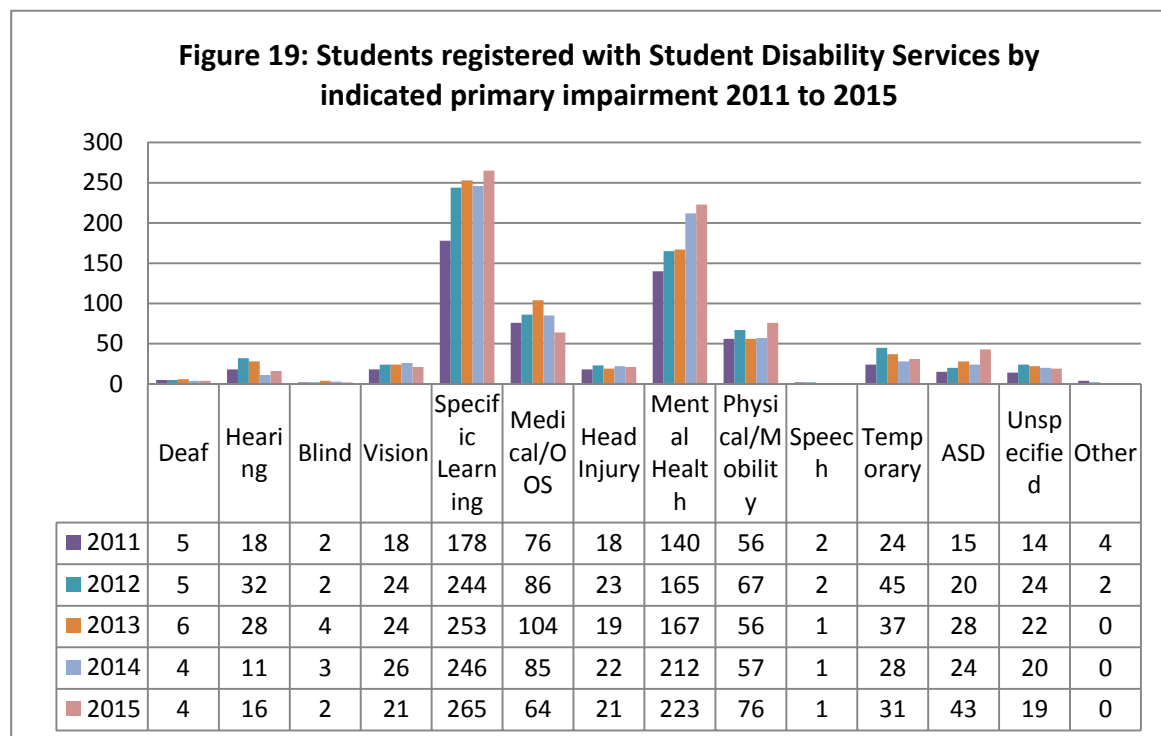


Figure 20 below shows the proportion of EFTS indicating an impairment at the point of enrolment by ethnicity.

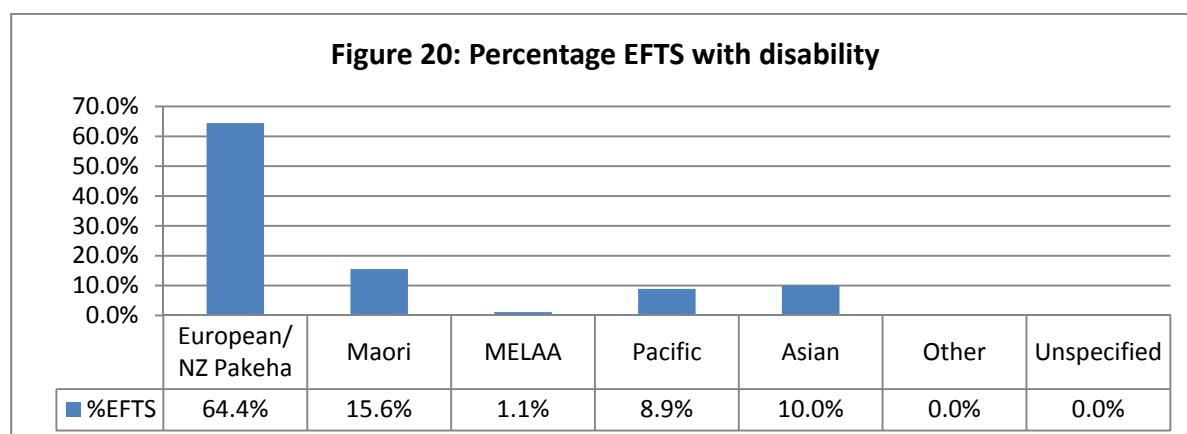


Figure 21 below shows the actual number of students who have registered with SDS by ethnicity. The number of Māori students registered with SDS increased from 60 to 67 between 2014 and 2015. As a proportion of students registered with SDS this is an increase from 8.1% to 9.8% of registrations. The number of Pacific students increased from 35 to 41 from 2014 to 2015. As a proportion of registrations this is an increase from 4.7% to 5.6%.

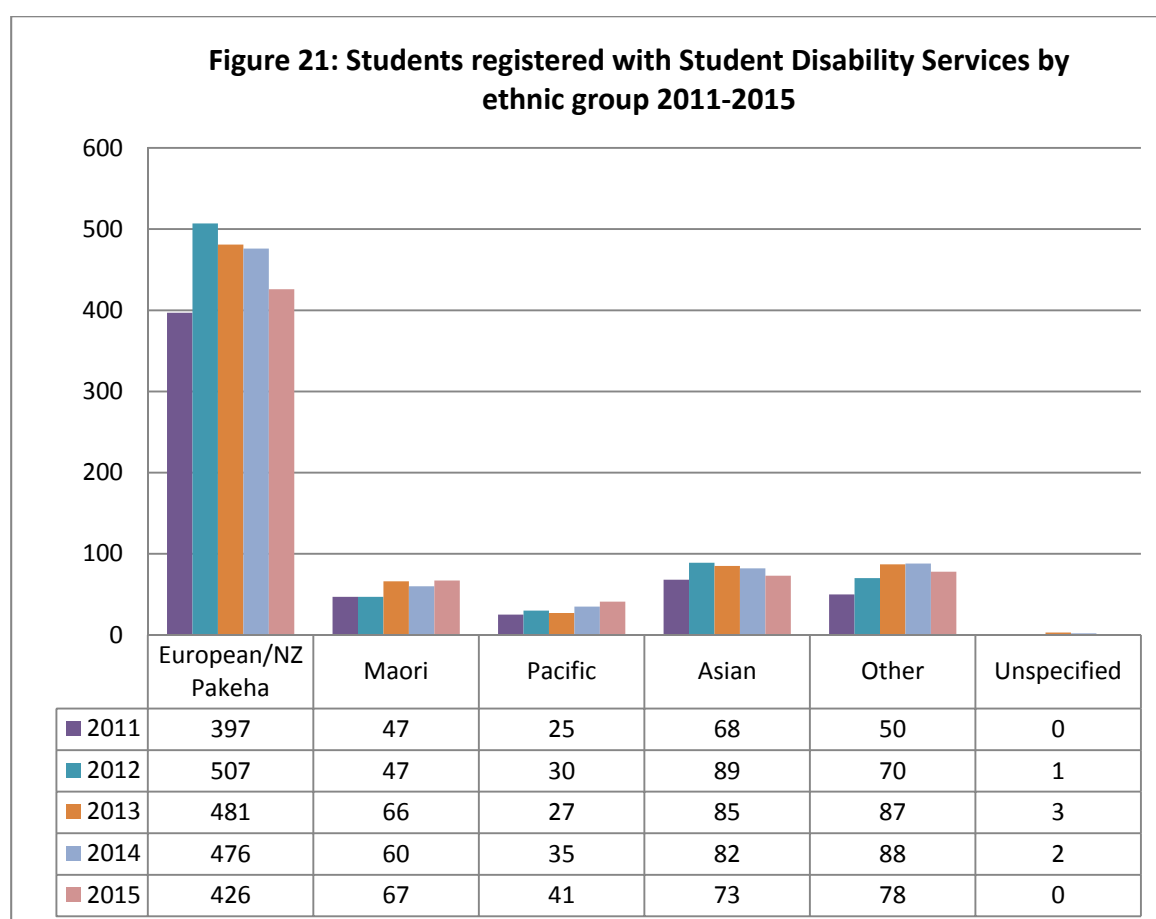


Figure 22 below shows that across all ethnic groups, except for Pacific and MELAA, women currently make up a larger proportion of those indicating an impairment at the point of enrolment (note that these are not necessarily the same students who register with SDS, hence the difference in percentages from Figure 23).

Figure 22: Percentage EFTS with disability by gender, within ethnicity 2015

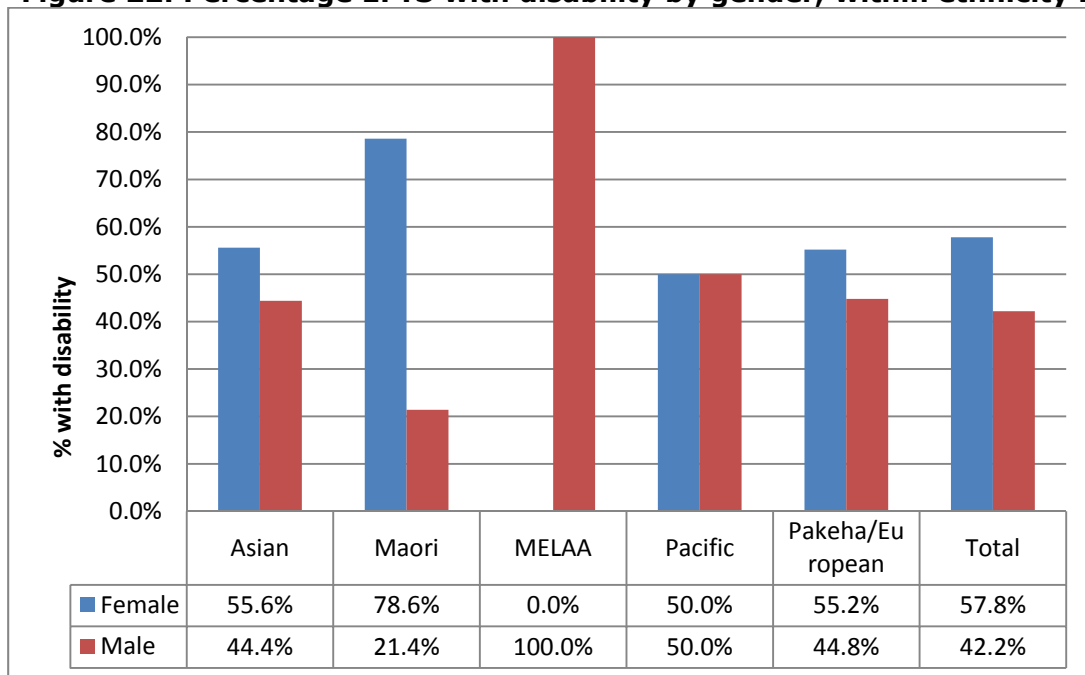


Figure 23 below shows that across all ethnic groups there are more females who register with SDS than males.

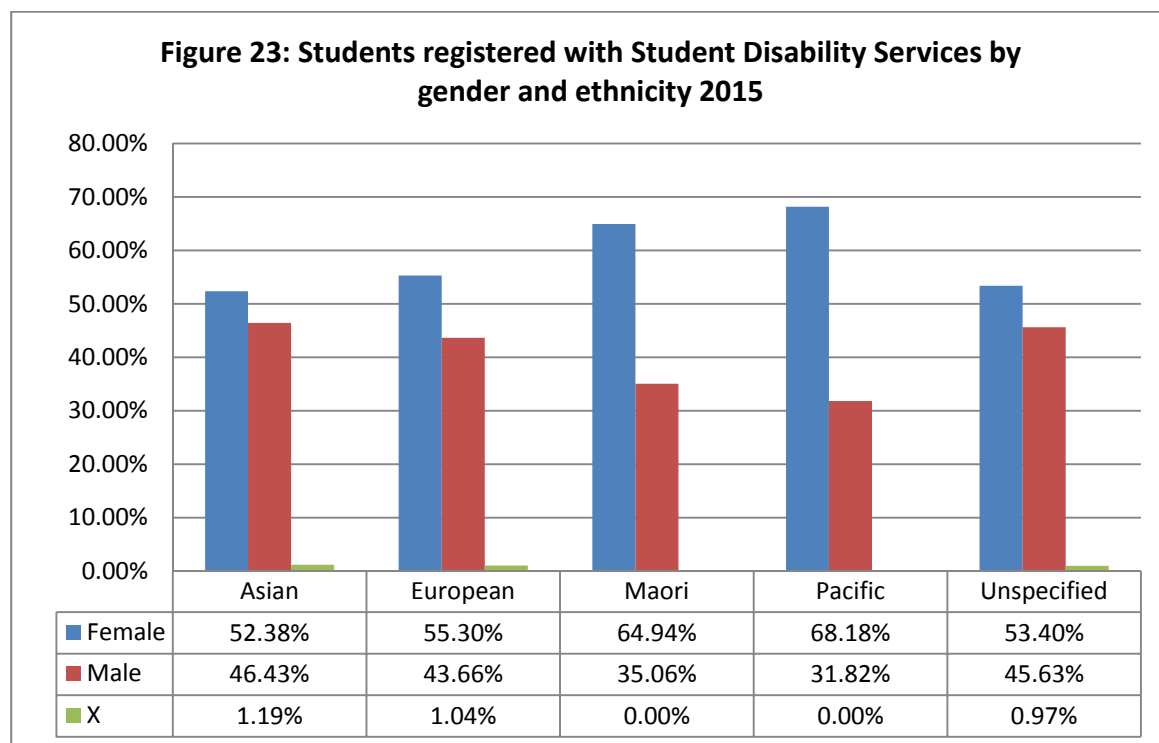


Figure 24 below shows that women continue to make up a higher percentage of the students registered with Student Disability Services than men, from 2011 to 2015. In 2014, male students registered dropped below 40% for the first time since 2008, but in 2015 this had increased to 42.6%.

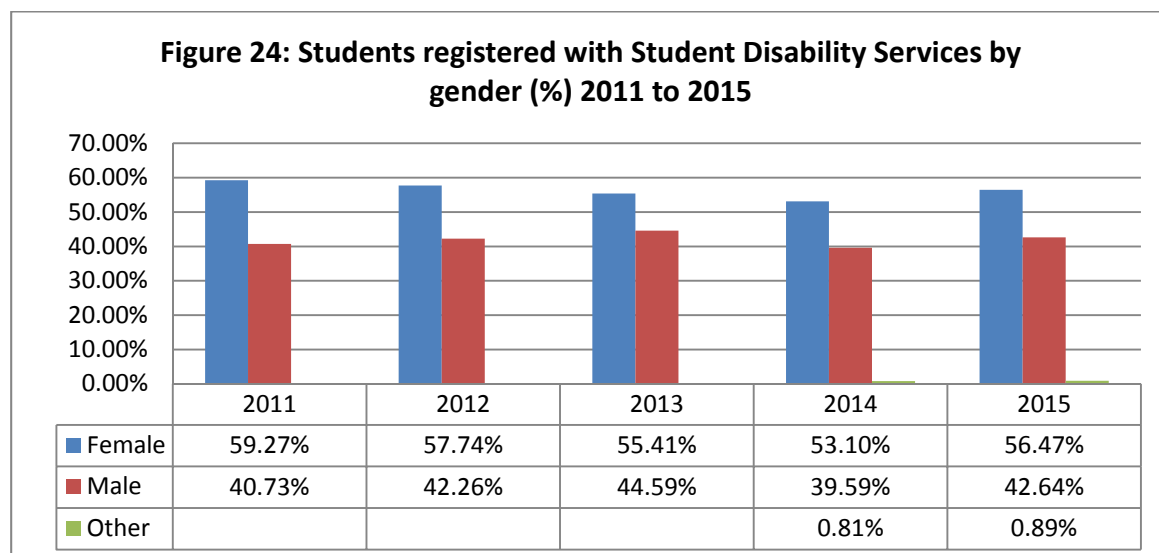


Figure 25 below shows that the Arts, Education and Science faculties continue to account for the largest proportion of students indicating at enrolment that they live with an impairment. This trend remains unchanged from 2012.

Figure 25: Percentage of EFTS with disability by faculty 2011 to 2015

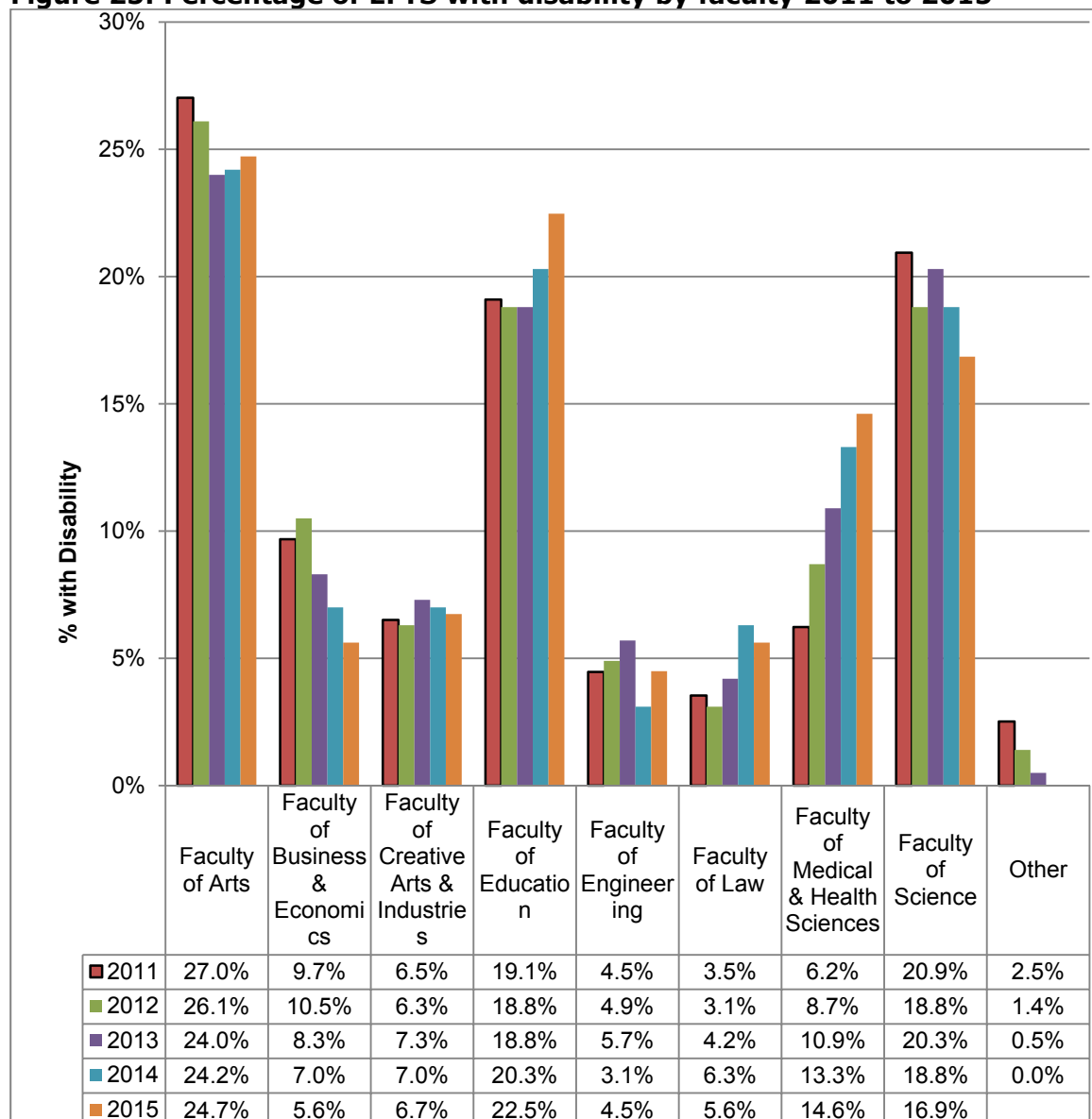


Figure 26 below shows that the Faculties of Arts, Science and Commerce account for the highest proportion of students who register with Student Disability Services. There were decreases in registrations in Arts, Education and NICAI.

Figure 26: Percentage of students registered with Student Disability Services by faculty 2011 to 2015

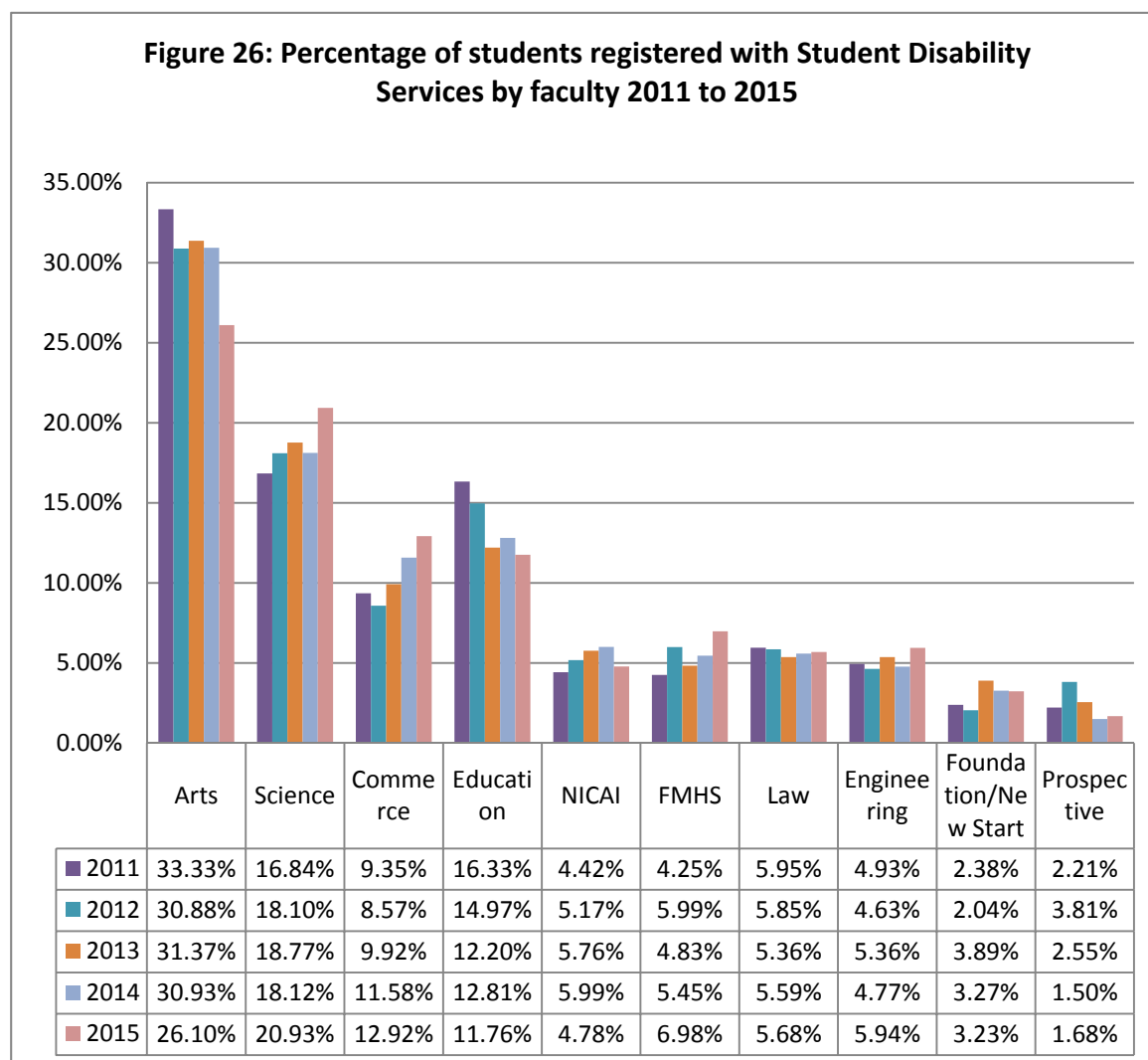


Figure 27 below shows an increase in the percentage of students with impairments, who are enrolled in taught and research postgraduate courses between 2014 and 2015 (from 14.1% to 32.2%). There has been a corresponding steady decline from 2011 in the percentage of students with impairments who are enrolled in undergraduate courses (from 76.1% in 2011 to 45.6% in 2015).

Figure 27: Percentage of EFTS with disability by funding level 2010 to 2015

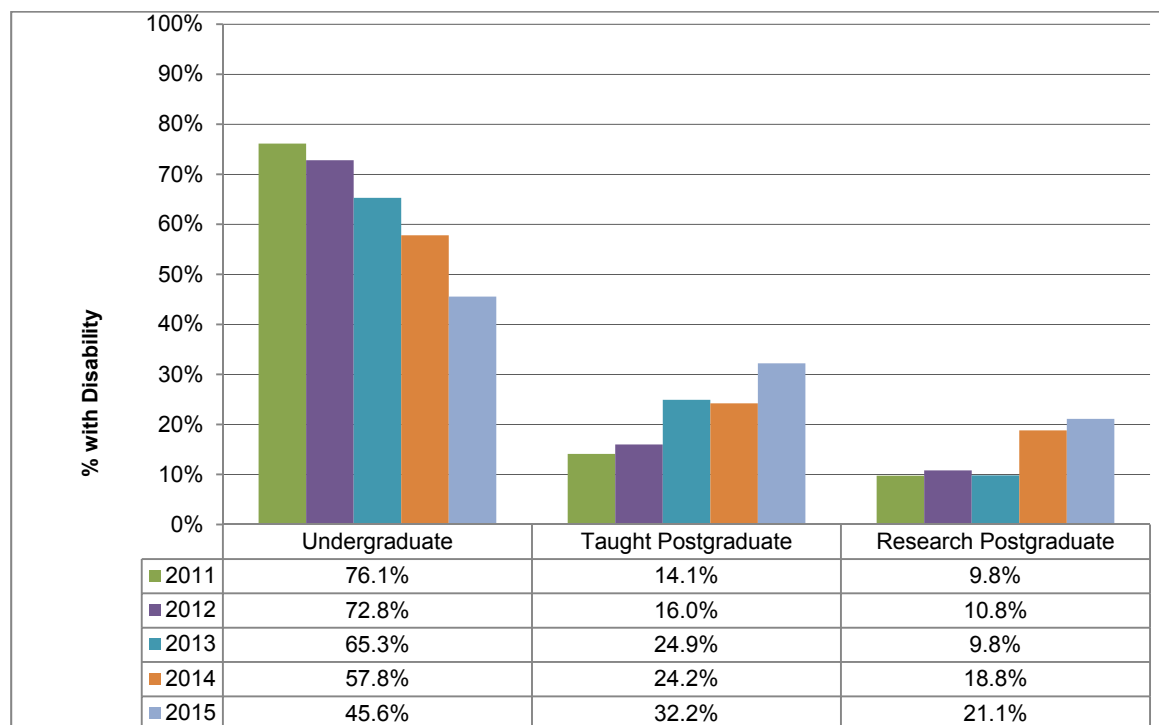
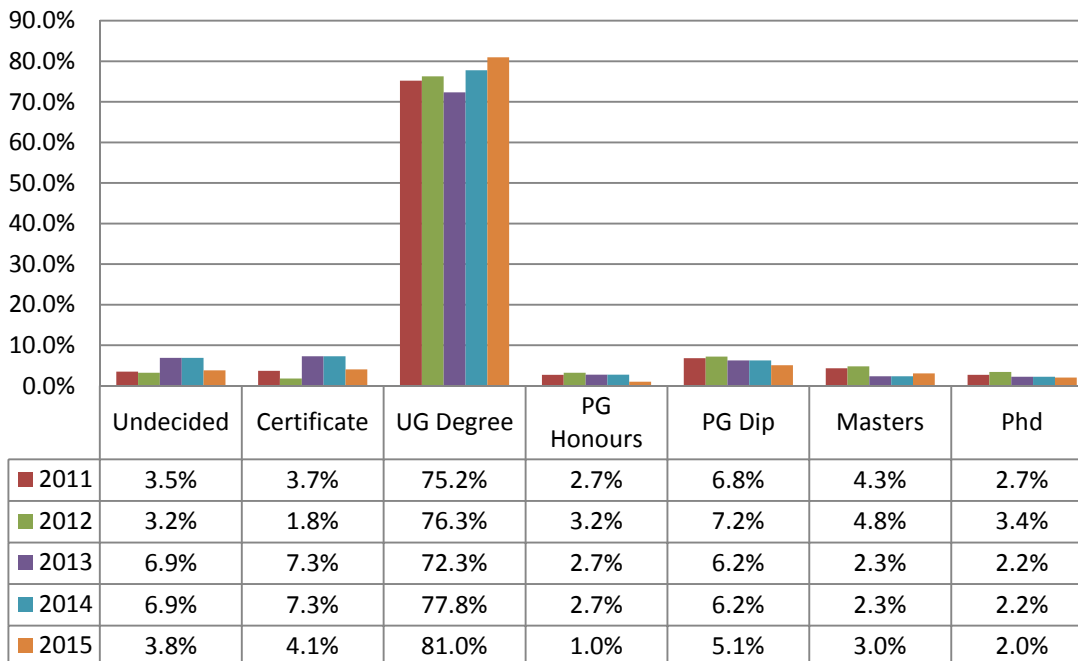


Figure 28 below shows an increase in the percentage of students registered with Student Disability Services who are undertaking an undergraduate degree (from 77.8% in 2014 to 81.0% in 2015), and a decrease in the percentages of students at PG Dip level, Certificate level, PG Honours, and PhD level. Students at Masters level increased by 0.7%.

Figure 28: Percentage of students registered with Student Disability Services by levels 2011 to 2015



Staff equity

Key facts

- This section describes the overall employment trends for Māori, Pacific, Asian, and female staff. It also provides an age profile of staff at the University.
- Overall academic staff increased by 1.3% from 2,153.5 FTE in 2014 to 2181.8 FTE in 2015. Māori academic staff increased from 118.5 FTE in 2014 to 129.5 FTE in 2015, an increase of 9%.
- Māori academic FTE as a percentage of all academic FTE also increased from 5.5% in 2014 to 5.9% in 2015. The target was 6.0%. Arts, Education, Law, FMHS, NICAI, and Science increased their proportion of Māori academic staff from 2014 to 2015.
- From 2014 to 2015, Pacific academic staff increased 2.1% from 50.8 FTE to 51.9 FTE. The proportion of academic staff who are Pacific remained the same as in 2014 at 2.4% (target 3.0%). Law, FMHS, and NICAI increased their proportion of Pacific academic staff from 2014 to 2015.
- Asian academic staff increased from 317.7 FTE (14.8%) in 2014 to 330.8 FTE (15.2%) in 2015. Asian professional staff increased from 617.4 FTE (22.1%) in 2014 to 670.7 FTE (23.2%) in 2015.
- In 2015, 45.2% of academic staff were women and 54.8% were men, a shift from 2014 when 44.7% of academic staff were women and 55.3% were men.
- The proportion of associate professors who are women increased from 35.7% (100.5 FTE) in 2014 to 37.8% (109.9 FTE) in 2015.
- The proportion of professors who are women increased from 22.4% (65.1 FTE) in 2014 to 23.2% (68.2 FTE) in 2015.
- In 2015, 12 women (52% of the female applicants) and 22 men (65% of the male applicants) were promoted to associate professor.
- In 2015, 27 associate professors applied for promotion to professor (7 women and 20 men). All seven (100%) of women who applied and 12 men (60%) of those who applied were successful.
- It was estimated that if current trends continue the proportion of senior women academic staff will reach 50% by 2026
- In 2015, out of 2,891.9 professional staff FTE, there were 195.1 FTE (6.7%) Māori professional staff, an increase of 15.3 FTE or 8.5% from 179.8 FTE (6.4%) in 2014. This was short of the University target of 6.5%.
- Pacific professional FTE were 153.1 FTE (5.3%) in 2015 a 2.7% increase from 149 FTE (5.3%) in 2014. Note despite the increase in Pacific FTE the proportion of Pacific professional FTE at the University remained unchanged. This is slightly below the KPI target of 5.5%.
- Women were the majority among professional staff at around 63% of professional staff a trend that has remained consistent in recent years.
- The percentage of senior women professional staff increased from 48% in 2014 to 51% in 2015.
- In 2015, 42% of academic staff and 32% of professional staff were 51 years of age and over.

Ethnicity and equity

Overall, academic staff increased by 1.3% from 2,153.5 FTE in 2014 to 2181.8 FTE in 2015. Professional staff increased by 3.6% from 2,789.0 FTE in 2014 to 2,891.9 FTE in 2015.

Māori academic FTE increased from 118.5 FTE in 2014 to 129.2 FTE in 2015, an increase of 9.3%. Māori academic FTE as a percentage of all academic FTE also increased (from 5.5% in 2014 to 5.9% in 2015).

Māori professional staff increased from 2014 to 2015 from 179.8 FTE to 195.1 FTE, an increase of 8.5%. Māori professional FTE as a percentage of all professional FTE also increased, from 6.45% to 6.75%.

Pacific academic staff increased 2.1% from 50.8 FTE to 51.9 FTE from 2014 to 2015. The proportion of academic FTE who are Pacific, remained the same at 2.4%. Pacific professional staff increased 2.6% from 149 FTE (5.29% of all professional FTE) to 153.1 FTE (5.34%) from 2014 to 2015.

Asian academic staff increased by 4% and Asian professional staff increased by 8%. Pākehā/European academic staff decreased by 0.4% and Pākehā/European professional staff increased by 3% from 2014 to 2014.

Figure 29a: Academic and professional staff FTE and percentage by ethnicity 2015

Group	Academic		Professional	
	FTE	%	FTE	%
Māori	129.2	5.9%	195.1	6.7% ¹³
Pacific	51.9	2.4%	153.1	5.3%
Asian	330.8	15.2%	670.7	23.2%
Pākehā/European	1363	62.5%	1541.7	53.3%
Other	307	14.1%	331.3	11.5%
	2181.8	100.0%	2891.9	100.0%

Figure 29b: Māori and Pacific percentages, 2015 targets and actual figures

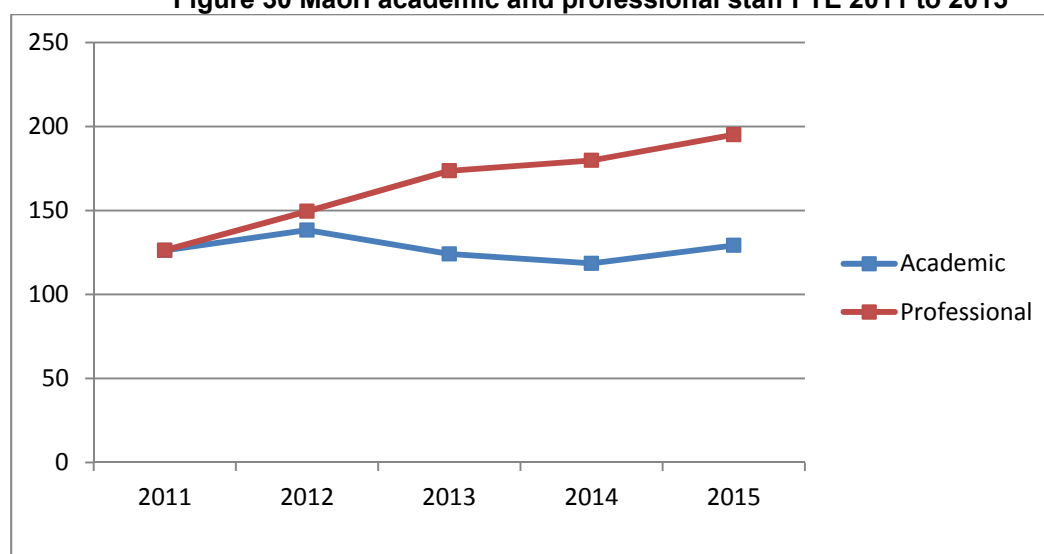
Target	2015 actual	2015 target	2015 actual/target
% Māori staff in academic positions	5.9%	6.0%	98%
% Pacific staff in academic positions	2.4%	3.0%	80%
% Māori professional staff	6.2%	6.5%	95%
% Pacific professional staff	5.3%	5.5%	96%

¹³ There is a minor discrepancy between this data 6.7% which was calculated in December 2015 DSS, and data provided in the University KPI actuals of 6.5%

Māori staff

There were 324.3 FTE Māori staff (6%) at the University in 2015. This is significantly below the percentage of Māori people in the Auckland area (approximately 11%, Statistics NZ).

Figure 30 Māori academic and professional staff FTE 2011 to 2015



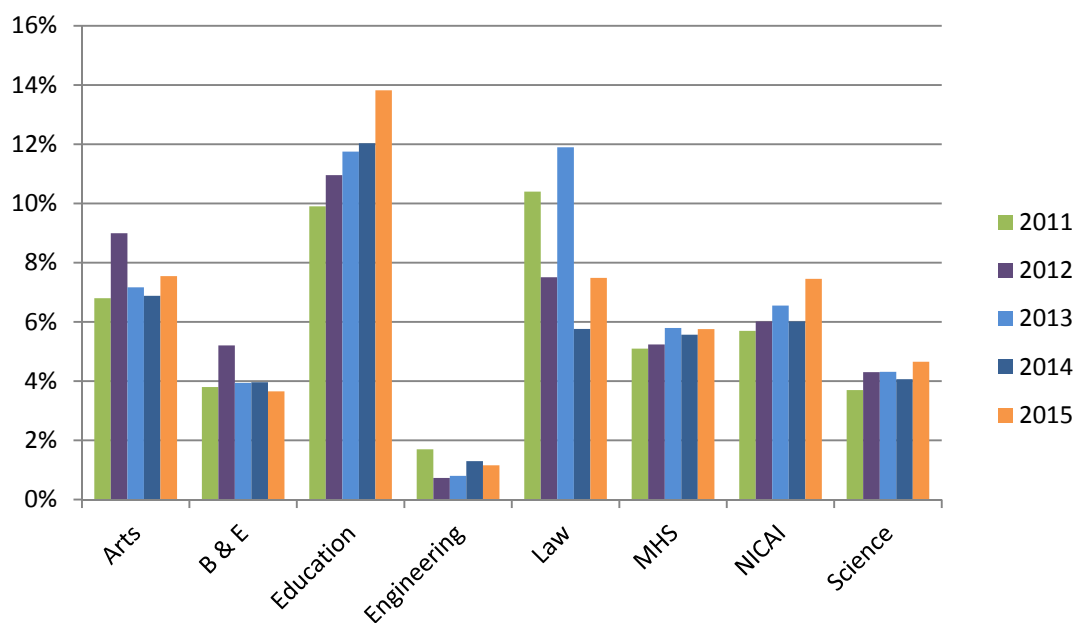
Māori academic staff

The FTE of Māori academic staff increased from 126 FTE in 2011 to 129.2 FTE in 2015 (see Figure 29). The overall percentage of academic staff who are Māori increased slightly in 2014 (5.5% in 2014 and 5.9% in 2015).

The Faculties of Education, NICA, Law, and Arts had the highest percentage of Māori academic staff in 2015 (13.8%, 7.5%, 7.5%, and 7.5% FTE respectively).

The Faculty of Medical and Health Sciences had 6.8 more Māori academic FTE than in 2011, reaching a total of 31.1 FTE, the largest number of any faculty, but this was only 5.8% of the faculty FTE in total. The Faculty of Education gained 7.8 Māori FTE bringing the total to 27.1 FTE (13.8%). Engineering had 1.5 FTE less in 2015 than in 2011 reaching a total of 2.2 FTE (1.2%). Science has 23.5 FTE (4.7%) (see Figure 30).

Figure 31: Māori academic staff percentages in faculties 2011 to 2015



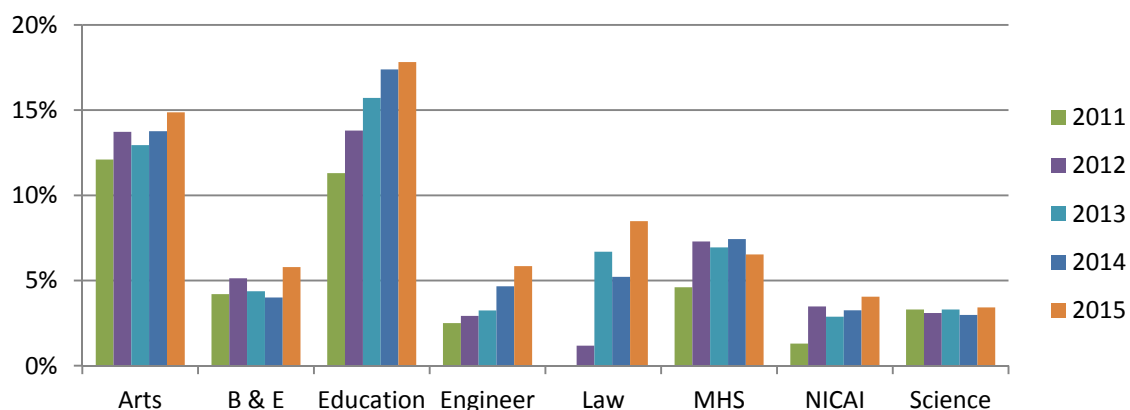
	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	21.0	6.8	22.4	9.0	20.9	7.2	19.9	6.9	21.2	7.5
B&E	8.3	3.8	10.5	5.2	8.0	3.9	8.6	4.0	8	3.7
Ed	19.3	9.9	22.1	11.0	24.1	11.8	24.3	12.0	27.1	13.8
Eng	3.7	1.7	1.4	0.7	1.5	0.8	2.4	1.3	2.2	1.2
Law	5.0	10.4	4.1	7.5	5.9	11.9	2.8	5.8	3.9	7.5
MHS	24.3	5.1	28.4	5.2	28.7	5.8	28.9	5.6	31.1	5.8
NICA	6.9	5.7	7.6	6.0	7.4	6.6	8.0	7.4	7.9	7.5
Science	19.4	3.7	23.3	4.3	21.3	4.3	20	4.1	23.5	4.7

Māori professional staff

In 2015 there were 195.1 FTE (6.7%) Māori professional staff. This represents an increase of 8.5% from 2014 (179.8 FTE) (see Figure 29). Most Māori professional staff in 2014 were women (69%), which is above the overall percentage of women professional staff (63.0%).

The highest percentages of Māori professional staff in faculties were in the Faculty of Education (17.8%), Faculty of Arts (14.9%), and Law (8.5%). Science maintained similar percentages since 2011. NICA I showed an increase in Māori professional staff from 1.3% in 2011 to 4.0% (2.6 FTE) in 2015. Engineering showed an increase of 3.3 percentage points from 2011 to 5.8% in 2015 (see Figure 32).

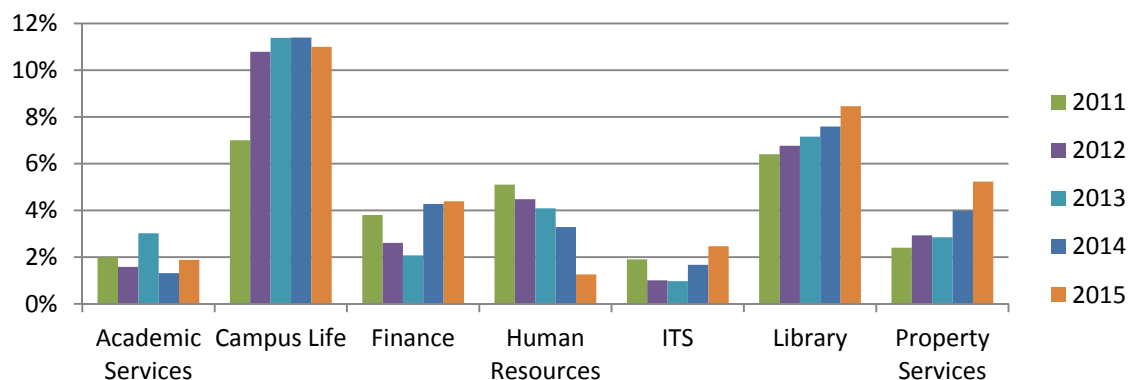
Figure 32: Māori professional staff percentages in faculties 2011 – 2015



	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	12.0	12.1	15.4	13.7	15.4	12.9	16.4	13.8	16.8	14.9
B&E	5.0	4.2	6.9	5.1	6.0	4.4	5.3	4.0	7.3	5.8
Ed	24.3	11.3	20.9	13.8	29.6	15.7	32.5	17.4	35.0	17.8
Eng	3.5	2.5	3.6	2.9	4.5	3.2	6.9	4.7	9.6	5.8
Law	0	0	0.3	1.2	1.7	6.7	1.2	5.2	1.9	8.5
MHS	17.8	4.6	31	7.3	29.3	6.9	31.2	7.4	27.4	6.5
NICA I	0.8	1.3	2.3	3.5	2.0	2.9	2.2	3.2	2.6	4.0
Science	8.3	3.3	7.6	3.1	9.5	3.3	8.8	3.0	10.0	3.4

Of the Māori professional staff working in the University's large service divisions, the highest number, 23.2 FTE (11.0% of division FTE), were employed in Campus Life. The Library employed the next largest number of Māori professional staff with 20.3 FTE (8.5%). The Library, Property Services, Finance, and ITS increased their numbers of Māori professional staff between 2014 and 2015.

Figure 33: Māori professional staff percentages in largest Service divisions 2011 – 2015

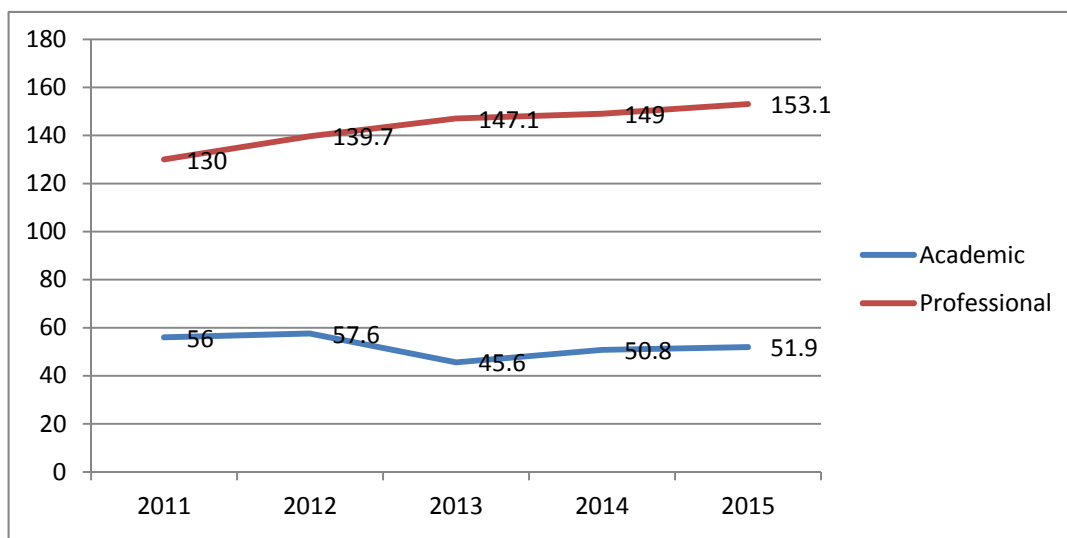


Service Divisions	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	1.0	3.8%	1.2	2.6%	1.0	2.1%	1.0	4.3	1.0	4.4%
Human Resources	2.9	5.1%	2.9	4.5%	2.7	4.1%	2.4	3.3	1.0	1.3%
ITS	3.7	1.9%	2.0	1.0%	2.0	1.0%	3.6	1.7	5.9	2.5%
Library	14.2	6.4%	16.4	6.8%	17.0	7.2%	18.1	7.6	20.3	8.5%
Property Services	3.2	2.4%	4.0	2.9%	3.8	2.8%	5.4	4.0	7.3	5.2%
Academic Services	1.5	2.0%	1.2	1.6%	2.5	3.0%	1.2	1.3	1.7	1.9%
Campus Life	10.3	7.0%	19.0	10.8%	21.3	11.4%	22.3	11.4	23.2	11.0%

Pacific staff

There were a total of 205 FTE (4.0%) Pacific staff at the University in 2015. This was significantly below the percentage of Pacific people in the Auckland area (approximately 16%, Statistics NZ).

Figure 34: Pacific academic and professional staff FTE 2011 to 2015

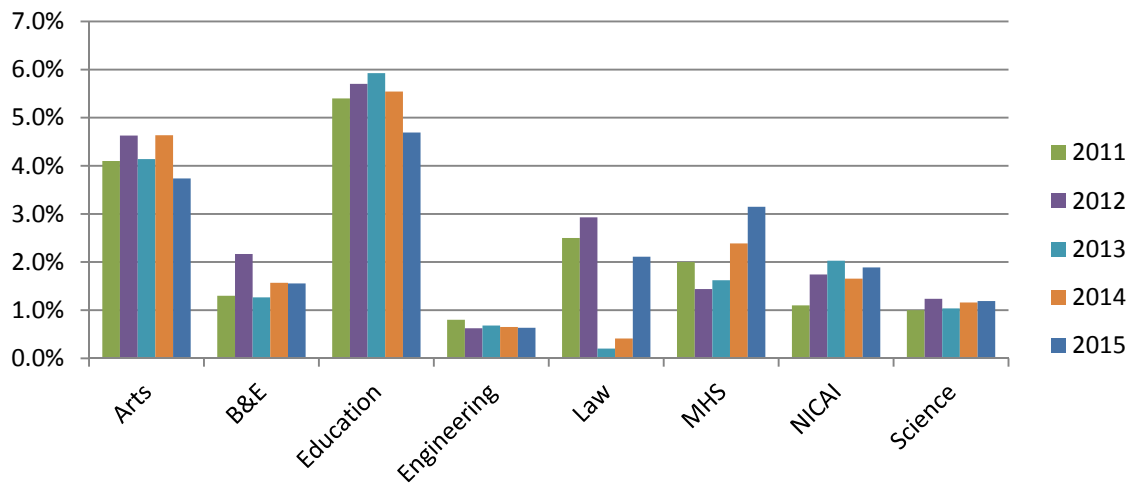


Pacific academic staff

After rising between 2011 and 2012, Pacific academic staff FTE declined in 2013, and then increased slightly to 2015: 51.9 FTE (2.4% of total academic FTE) in 2015 compared to 50.8 FTE in 2014. The majority of Pacific academic staff were women (66%).

The highest faculty FTE percentage of Pacific academic staff was in Education 4.7% (9.2 FTE). Arts had the second highest percentage of Pacific academics with 3.7% (10.5 FTE). This represented a decrease from 4.6% (13.4 FTE) in 2014. Law increased its percentage of Pacific academic staff from 0.2% in 2013 to 2.1% in 2015. Science stayed the same at 1.2% from 2014 to 2015. FMHS increased from 12.4 (2.4%) to 17 FTE (3.1%) between 2014 and 2015.

Figure 35: Pacific academic staff percentages in faculties 2011 – 2015

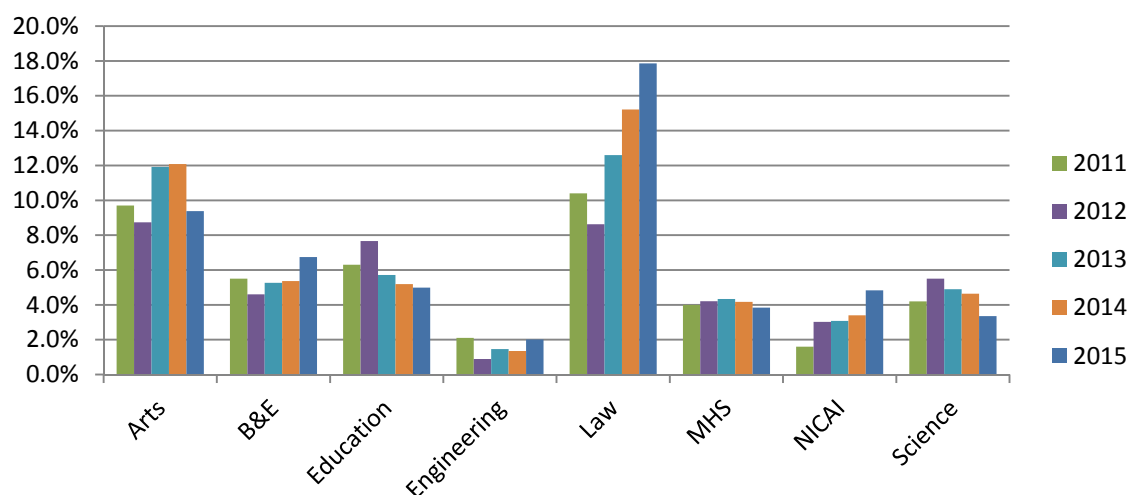


Faculty	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	12.5	4.1%	15.8	4.6%	12.3	4.1%	13.4	4.6%	10.5	3.7%
B&E	2.8	1.3%	5.4	2.2%	2.6	1.3%	3.4	1.6%	3.4	1.6%
Education	10.5	5.4%	11.5	5.7%	12.2	5.9%	11.2	5.5%	9.2	4.7%
Engineering	1.8	0.8%	1.2	0.6%	1.2	0.7%	1.2	0.6%	1.2	0.6%
Law	1.2	2.5%	1.6	2.9%	0.1	0.2%	0.2	0.4%	1.1	2.1%
FMHS	9.4	2.0%	7.8	1.4%	8.1	1.6%	12.4	2.4%	17.0	3.1%
NICA	1.3	1.1%	2.2	1.7%	2.3	2.0%	1.8	1.7%	2.0	1.9%
Science	5.0	1.0%	6.7	1.2%	5.1	1.0%	5.7	1.2%	6.0	1.2%

Pacific professional staff

In 2015, there were 153.1 FTE (5.3%) Pacific professional staff. This percentage is the same as in 2014 (149 FTE). Law had the highest percentage of Pacific professional staff in 2015: 17.9% (4.0 FTE) and MHS had the highest number 16.1 FTE (3.8 %). Business & Economics, Engineering, Law and NICA I increased the percentage of Pacific professional staff in 2015 compared to 2014. The proportion of faculty professional staff who are Pacific decreased in Science, Arts, and FMHS.

Figure 36: Pacific professional staff percentages in faculties 2011 – 2015

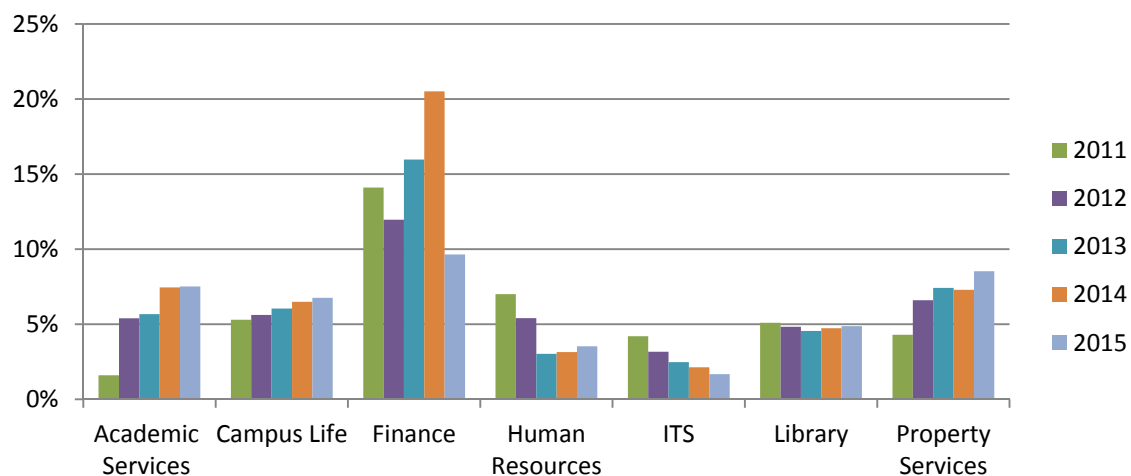


Faculty	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	9.6	9.7%	9.8	8.7%	14.6	11.9%	14.4	12.1%	10.6	9.4%
B&E	6.6	5.5%	6.2	4.6%	7.2	5.3%	7.1	5.4%	8.5	6.7%
Ed	13.5	6.3%	11.6	7.7%	10.8	5.7%	9.7	5.2%	9.8	5.0%
Eng	3.0	2.1%	1.1	0.9%	2.0	1.5%	2.0	1.4%	3.3	2.0%
Law	2.4	10.4%	2.2	8.6%	3.2	12.6%	3.5	15.2%	4.0	17.9%
MHS	15.7	4.0%	17.9	4.2%	18.5	4.3%	17.5	4.2%	16.1	3.8%
NICA I	1.0	1.6%	2	3.0%	2.2	3.1%	2.3	3.4%	3.1	4.8%
Science	10.7	4.2%	13.5	5.5%	14.2	4.9%	13.7	4.6%	9.8	3.4%

*percentages are based on total FTE per faculty

Campus Life, Human Resources, Property Services, and Library employed more Pacific professional staff in 2015 than in 2014. Finance and ITS employed fewer Pacific professional staff in 2015 than in 2014.

Figure 37: Pacific professional staff percentages in largest service divisions 2011 – 2015



Service Divisions	2011		2012		2013		2014		2015	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	3.7	14.1%	5.5	11.96%	7.7	16.0%	4.8	20.5%	2.2	9.6%
Human Resources	4.0	7.0%	3.5	5.40%	2.0	3.0%	2.3	3.2%	2.8	3.5%
ITS	8.1	4.2%	6.3	3.17%	5.1	2.5%	4.6	2.1%	4	1.7%
Library	11.3	5.1%	11.7	4.83%	10.8	4.6%	11.3	4.7%	11.7	4.9%
Property Services	5.8	4.3%	9.0	6.59%	9.9	7.4%	9.9	7.3%	11.9	8.5%
Academic Services	1.1	1.6%	4.1	5.39%	4.7	5.7%	6.8	7.5%	6.8	7.5%
Campus Life	7.7	5.3%	9.9	5.62%	11.3	6.0%	12.7	6.5%	14.2	6.8%

Asian staff

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

In 2010, there were 275.7 FTE (13.5% of all academic FTE) Asian academic staff and by 2015 this figure had increased to 330.8 FTE (15.2%). Asian professional staff numbers have increased from 589.4 FTE (21.9% of all professional staff) to 670.7 FTE (23.2%).

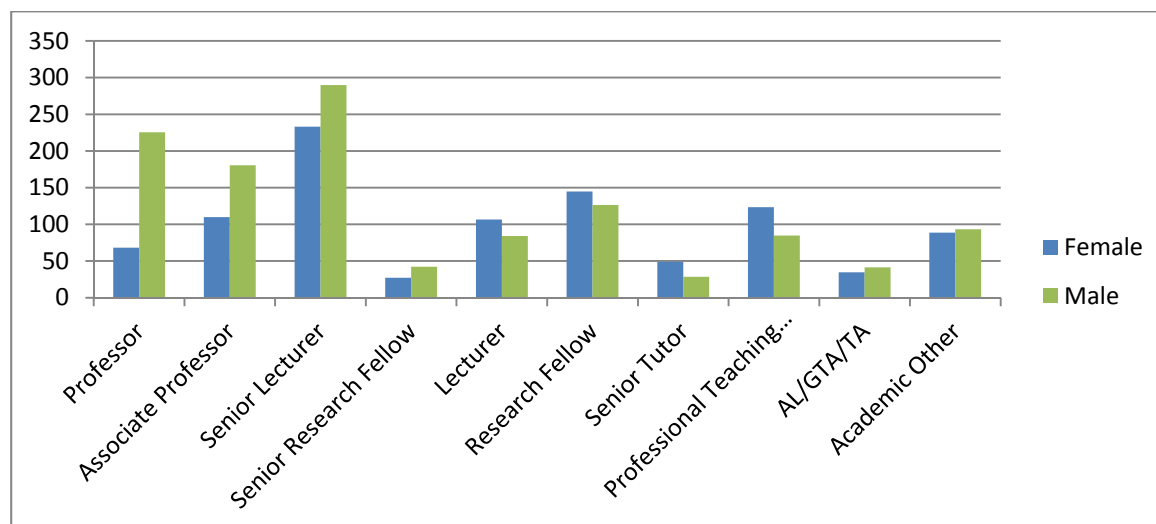
There were a total of 1001.5 FTE (19.7%) Asian staff at the University in 2015. This was slightly below the Auckland Asian population of approximately 22% (Statistics NZ).

Gender

Women academic staff

In 2015, out of 2,181.8 FTE academics, 985.6 FTE (45.2%) were women and 1,196.1 FTE (54.8%) were men. Numbers of women academic staff have risen from 848.8 FTE (43%) in 2006.

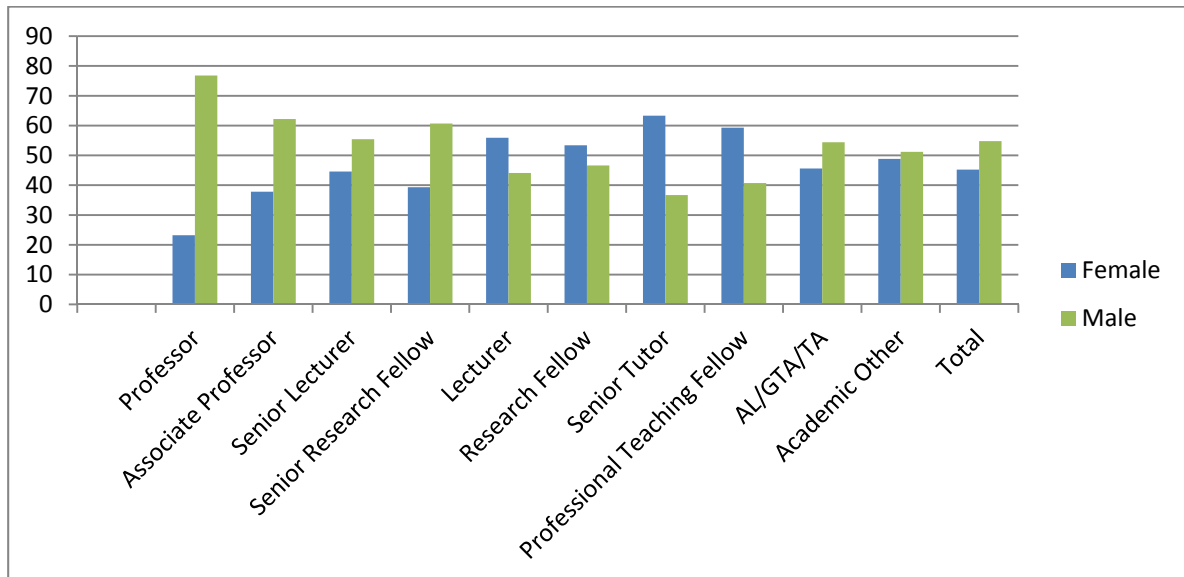
Figure 38: Academic staff FTE by grade and gender 2015 (FTE)



Grade	Female		Male		Total FTE
	FTE	%	FTE	%	
Professor	68.2	23.2	225.4	76.8	293.6
Associate Professor	109.9	37.8	180.5	62.2	290.4
Senior Lecturer	233	44.6	289.7	55.4	522.7
Senior Research Fellow	27.3	39.3	42.2	60.7	69.5
Lecturer	106.6	55.9	84.1	44.1	190.7
Research Fellow	144.8	53.4	126.5	46.6	271.3
Senior Tutor	49	63.3	28.4	36.7	77.4
Professional Teaching Fellow	123.4	59.3	84.7	40.7	208.1
AL/GTA/TA	34.7	45.6	41.4	54.4	76.1
Academic Other	88.7	48.8	93.2	51.2	181.9
Total	985.6	45.2	1196.1	54.8	2181.8

*Academic Other category includes: Academic Grade Unknown, Academic Grade Unknown Salary, Adjunct Associate Professor, Adjunct Professor, Adjunct Senior Lecturer, Assistant Research Fellow, Medical Academic ASM Scale, Post-Doctoral Fellow, Snr Res Fellow/Assoc Prof, Tutor, and Unknown.

Figure 38a: Academic staff FTE by grade and gender 2015 (%)



The numbers of women and men at lecturer level were 106.6 FTE and 84.1 FTE respectively, followed by decreasing proportions of women in the senior grades.

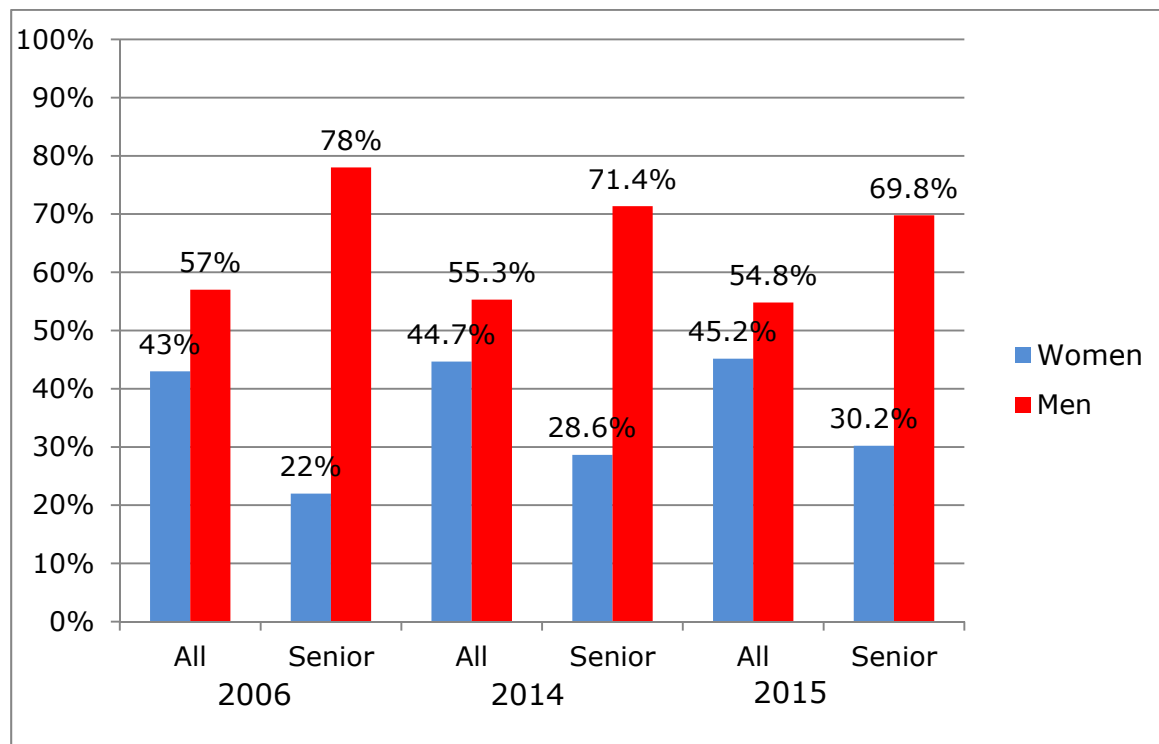
Currently the greatest numbers of both female and male academics were at senior lecturer grade (233 FTE and 289.7 FTE respectively). This is important for enlarging the pool of eligible applicants to associate professor and professor, as internal promotions will usually be from the senior lecturer grade. The percentage of lecturers who are women has remained essentially the same since 2006 although the actual numbers have decreased from 147 FTE in 2006 to 106.6 FTE in 2015.

Senior women academic staff

The proportion of associate professors who are women increased from 25.5% (59.5 FTE) in 2006 to 37.8% (109.9 FTE) in 2015. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 23.2% (68.2 FTE) in 2015.

In 2006, 22% (97.3 FTE) of all senior academics (professors and associate professors) were women and by 2015 this had risen to 30.2% (181.9 FTE). This represents an increase of 84.6 FTE (47%) since 2006, and is 0.8% away from the University's target for senior women academic staff in 2015 (31.0%).

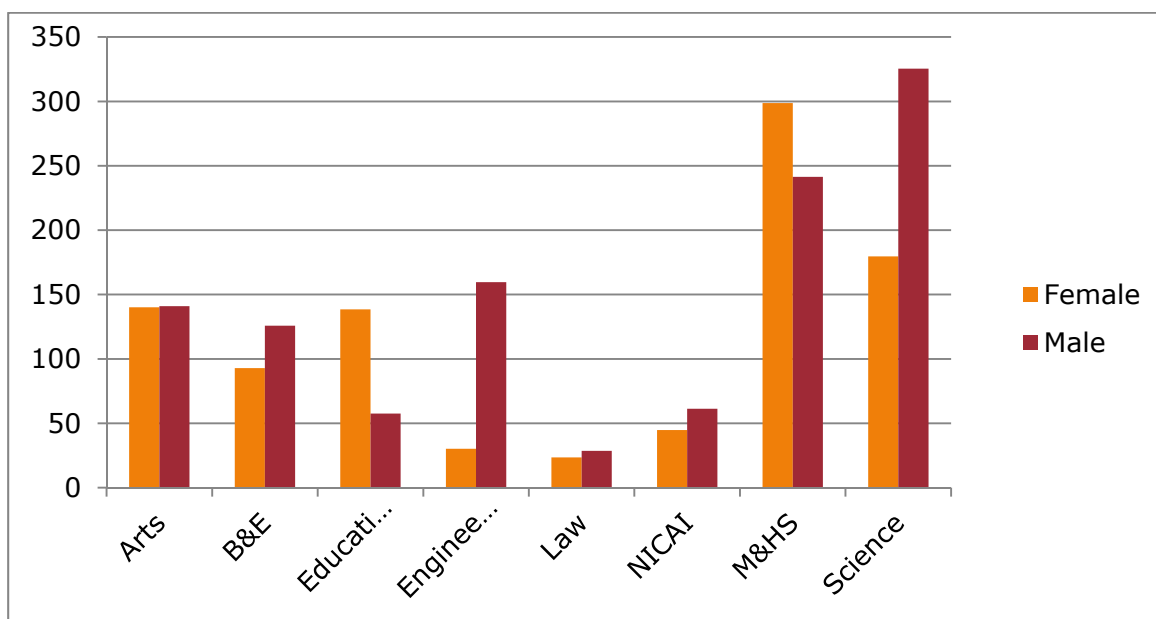
Figure 39: Senior academic staff percentages by gender 2006, 2014, 2015



	2006		2014		2015	
	All	Senior	All	Senior	All	Senior
Women	43% 849 FTE	22% 97 FTE	45% 962.1 FTE	29% 169.8 FTE	45.2% 985.6 FTE	30.2% 181.9 FTE
Men	57% 1,129 FTE	78% 349 FTE	55% 1,191 FTE	71% 423.1 FTE	54.8% 1,196.1 FTE	69.8% 420.4 FTE

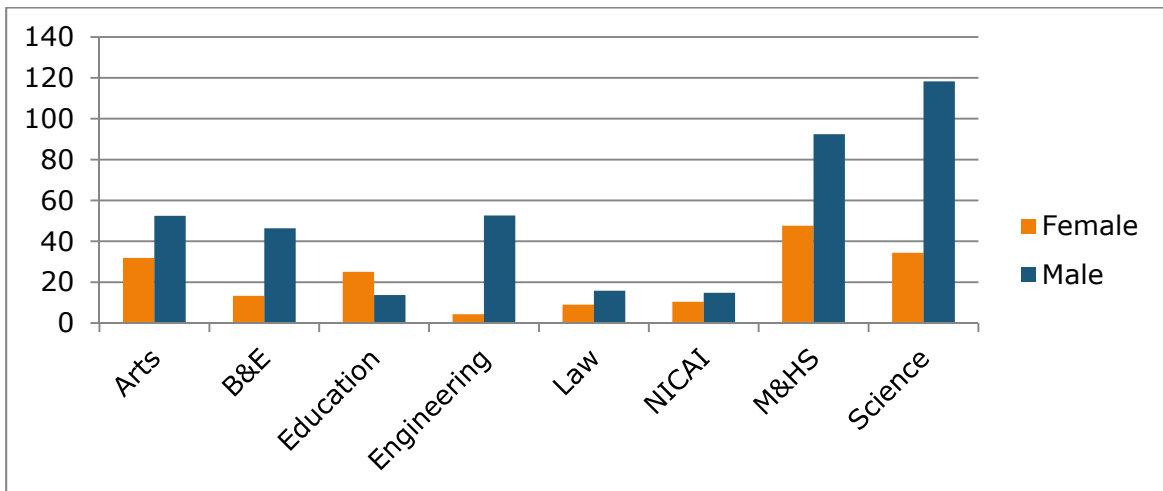
Women academic staff outnumbered men in the Faculties of Education, and Medical and Health Sciences but they only held the majority of senior positions in the Faculty of Education. Other faculties showed significantly fewer women in senior positions (Fig 40). As shown in Figure 38, more women held positions such as professional teaching fellow, which do not have a career path through to senior academic positions.

Figure 40: All academics in faculties by gender FTE



Faculty	Female		Male		Total FTE
	FTE	%	FTE	%	
Arts	140.1	49.9	140.9	50.1	281
B&E	92.9	42.5	125.8	57.5	218.7
Education	138.5	70.6	57.6	29.4	196.1
Engineering	30.2	15.9	159.6	84.1	189.8
Law	23.5	45.1	28.6	54.9	52.1
NICA I	44.7	42.2	61.3	57.8	106
M&HS	298.7	55.3	241.4	44.7	540.1
Science	179.6	35.6	325.4	64.4	504.9

Figure 41: Senior academics in faculties by gender

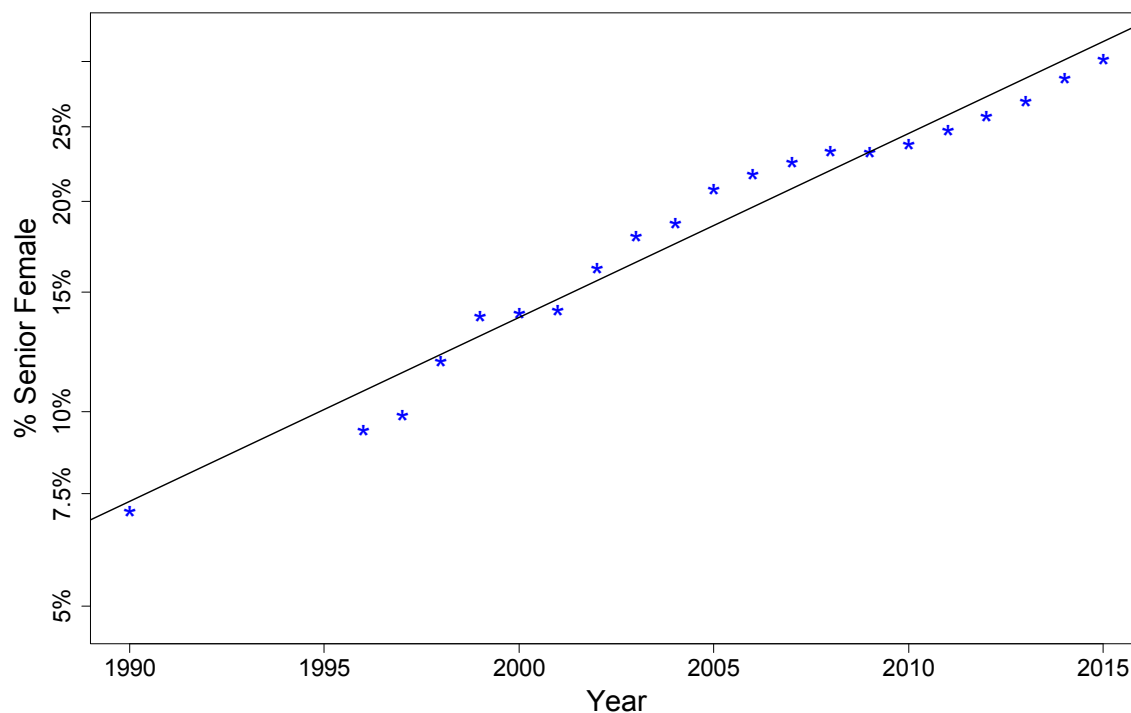


Faculty	Female		Male		Total
	FTE	%	FTE	%	FTE
Arts	31.9	37.8	52.5	62.3	84.3
B&E	13.3	22.3	46.4	77.7	59.7
Education	25.1	64.9	13.7	35.4	38.7
Engineering	4.3	7.6	52.6	92.4	56.9
Law	9.0	36.3	15.8	63.7	24.8
NICA I	10.4	41.3	14.8	58.7	25.2
M&HS	47.6	34.0	92.4	66.0	140
Science	34.4	22.5	118.3	77.5	152.7

Promotions success by gender

It was estimated by Professor Triggs, of the Statistical Consulting Centre, that the percentage of senior women will reach 50% in 2026 if the trend of the last 15 years continues. The 95% confidence interval is¹⁴ that this will occur between January 2024 and March 2028¹⁵.

Figure 42: Projected increase of senior women academic staff



Promotions to associate professor 2015

Increasing the numbers of women associate professors and professors is essential for gender equity. In 2015 there were a total of 55 applications to associate professor, comprising 23 from women (42%) and 32 from men (58%). Staff are entitled to apply for associate professor from any grade which makes it difficult to identify an "eligible" group but typically they will be in the top two steps of the senior lecturer grade (7 and 8). The number of applications from women has been between 16 and 23 and applications from men have fluctuated from 26 to 35 over the last five years.

In 2015, 12 women (52% of the female applicants) and 22 men (65% of the male applicants) were promoted to associate professor. This is counter to the trend of female applicants being more successful in promotion to associate professor than male applicants. Over the last five years, 70% of women applicants and 61% of male applicants were successful in promotion to associate professor

¹⁴Seber & Lee, Linear Regression Analysis, 2003, p146.

¹⁵ This was checked using a bootstrap method, Efron & Tibshirani, An Introduction to the Bootstrap, 1993. The bootstrap confidence interval is (2022.7, 2026.7). Alternative bootstrap interval (2021.8, 2026.8).

Figure 43: Academic promotions to associate professor: application and success rates by gender 2011–2015

	2011		2012		2013		2014		2015	
	F	M	F	M	F	M	F	M	F	M
Applicants	16	26	20	35	16	26	20	35	23	32
	38%	62%	36%	64%	38%	62%	36%	64%	42%	58%
Success% of gender	11	14	16	23	11	14	16	23	12	22
	69%	54%	80%	66%	69%	54%	80%	66%	52%	65%

Compiled from data provided by Human Resources

Promotions to professor 2015

In 2015, 27 associate professors applied for promotion to professor (7 women and 20 men). The number of women applicants represented 7% of women associate professors compared with male applicants representing 11% of male associate professors. Seven women (representing 100% of women who applied) and 12 men (60% of those who applied) were successful.

Figure 44: Academic promotions to professor: application, progression and success rates by gender 2011–2015

	2011		2012		2013		2014		2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Applicants	4	14	5	16	4	14	5	16	7	20
Progressed	3	11	4	13	3	11	4	12	7	13
Success % of gender	3	10	4	13	3	10	4	12	7	12
	75%	71%	80%	81%	75%	71%	80%	75%	100%	60%

Professional staff

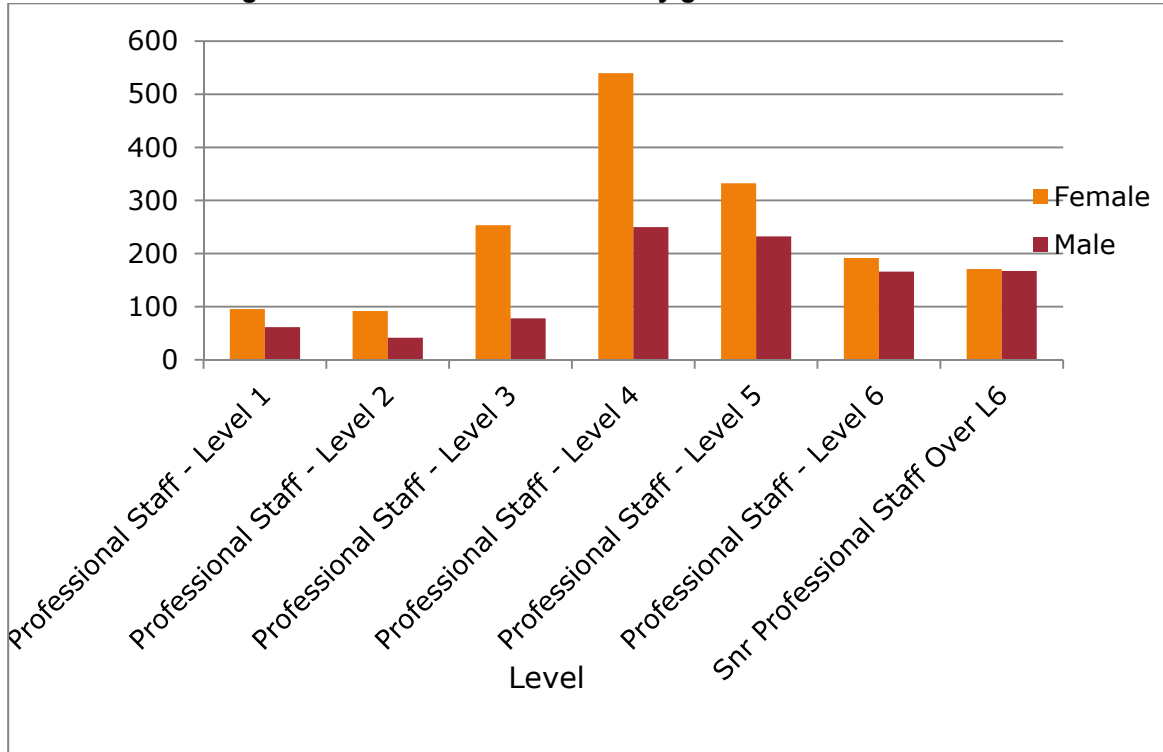
Professional women staff

In 2015 there were 1675.7 FTE women professional staff and 997 FTE men giving a total of 2672.7 FTE professional staff.

Women are in the majority among professional staff – consistently around 63% (including in 2015).

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

Figure 45: Professional staff FTE by gender and level 2015



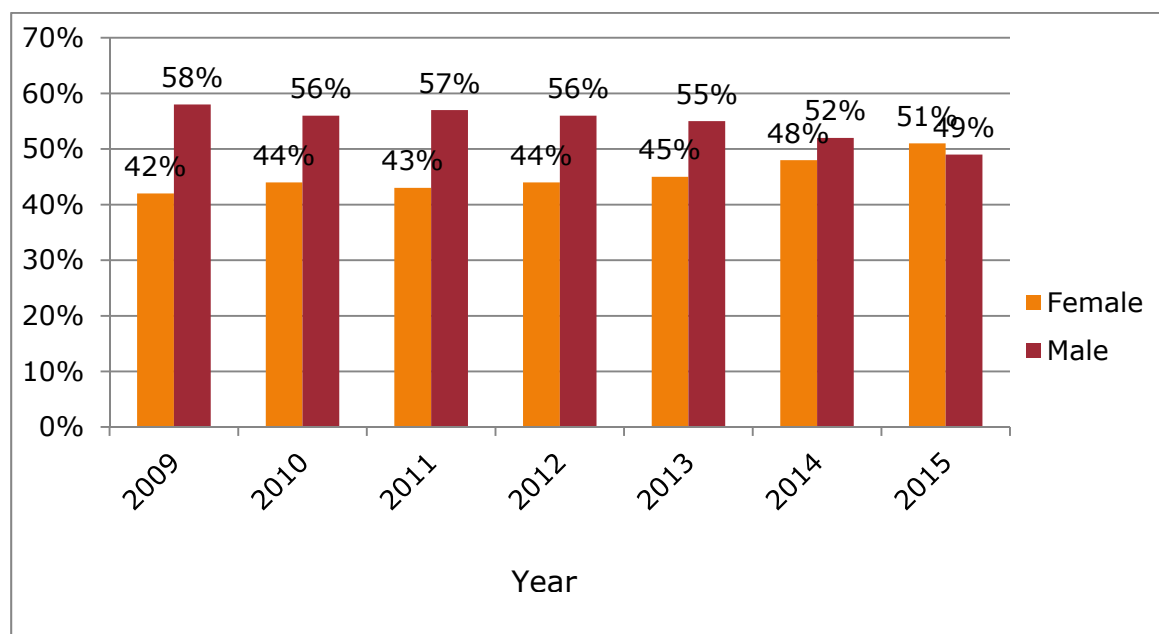
Level	Female		Male		Total FTE
	FTE	%	FTE	%	
Professional Staff -Level 1	95.7	60.9%	61.5	39.1%	157.2
Professional Staff -Level 2	92.1	68.98%	41.8	31.2%	133.9
Professional Staff -Level 3	253.4	76.5%	78	23.5%	331.4
Professional Staff -Level 4	539.6	68.4%	249.7	31.6%	789.3
Professional Staff -Level 5	332.3	58.8%	232.5	41.2%	564.8
Professional Staff -Level 6	191.6	53.5%	166.2	46.5%	357.8
Senior Professional Staff over L6	171	50.5% ¹⁶	167.3	49.5%	338.3
Total	1675.7	62.7%	997	37.3%	2672.7

¹⁶ There is a minor discrepancy between this data which was calculated in December 2015 DSS, and data provided in the University KPI actuals of 5.2%

Senior professional staff

Available data indicate that women held 51% of senior positions (Professional staff above level 6)¹⁷. This has been a consistently increasing percentage in recent years and for the first time in 2015 women outnumbered men.

Figure 46: Senior professional staff percentages by gender 2009 – 2015



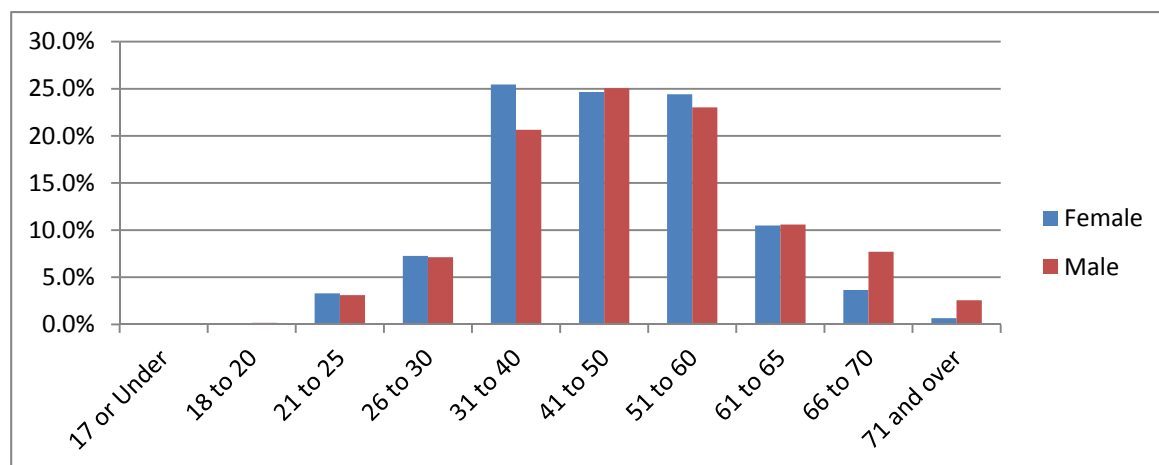
¹⁷ In 2013, the "Executive" category was replaced with "Senior Professional Staff over Level 6". The "Executive" category was first reported in 2011. In 2010 there were 237.15 FTE in the category of "Above Level 6" and 11.60 FTE in the category "Senior Management".

Age

The BERL report on *Academic Workforce Planning 2010* noted that an aging workforce means that universities need to plan to retain talented staff. In 2015, 42% of academic staff and 32% of professional staff were 51 years of age and over.

The greatest percentage of women academic staff was in the 31 to 40 age group (25.5%) (slightly above the 51 to 60 age group, which is 24.4%). The peak group for men is 41 to 50, with 25.1%). There were slightly more academic men over 50 years (44% compared with 41% women. 14.8% of women and 20.9% of men were 61 years and over.

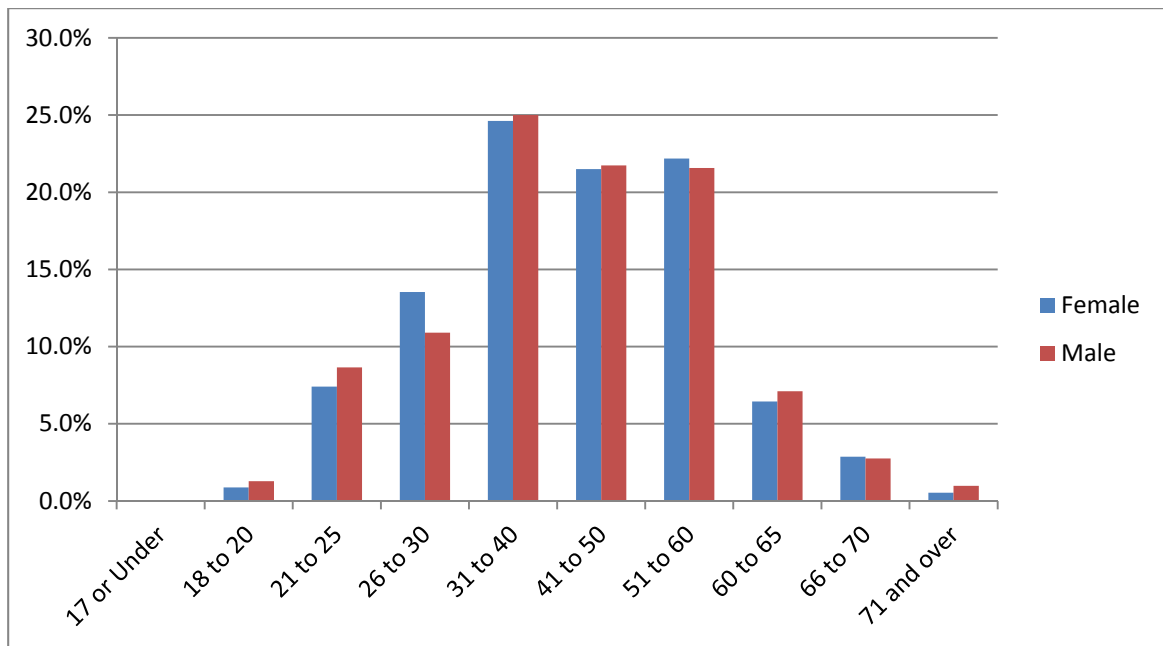
Figure 47: Academic staff percentages by age and gender 2015



Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
<17	0	0.0	0	0.0		0.0
18 to 20	1.2	0.1	2.1	0.2	3.3	0.2
21 to 25	32.5	3.3	37.2	3.1	69.8	3.2
26 to 30	71.5	7.3	85.2	7.1	156.7	7.2
31 to 40	250.7	25.5	247	20.7	497.8	22.8
41 to 50	242.7	24.6	299.7	25.1	542.4	24.9
51 to 60	240.4	24.4	275.3	23.0	515.7	23.6
61 to 65	103.3	10.5	126.7	10.6	230	10.5
66 to 70	36	3.7	92.1	7.7	128.2	5.9
71 >	6.5	0.7	30.7	2.6	37.2	1.7
Total	984.8	100.0	1196	100.0	2181.1	100.0

Professional staff showed similar patterns with high percentages of men and women in the 31 to 40 age group. However, there is less gender differentiation in the age groups and professional staff tend to be younger than academics, with 47% of men and 46% of women below 40 years. Ten percent of women and 11% of men were 61 years and over.

Figure 48: Professional staff percentages by age and gender 2015



Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
<17	0.6	0.0	0.2	0.0	0.9	0.0
18 to 20	15.7	0.9	14	1.3	29.7	1.0
21 to 25	133.2	7.4	94.3	8.6	228.3	7.9
26 to 30	243.5	13.5	118.9	10.9	362.4	12.5
31 to 40	442.7	24.6	272.6	25.0	716	24.8
41 to 50	386.7	21.5	237	21.7	623.9	21.6
51 to 60	399	22.2	235.2	21.6	634.2	21.9
60 to 65	115.9	6.4	77.5	7.1	193.3	6.7
66 to 70	51.5	2.9	30	2.8	81.5	2.8
71 >	9.6	0.5	10.7	1.0	20.3	0.7
Total	1798.4	100.0	1090.4	100.0	2890.5	100.0