



**THE UNIVERSITY
OF AUCKLAND**

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

University of Auckland Equity Profile 2014

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

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Introduction

This report presents statistics on staff and student participation and achievement in the University. 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 met its 2014 target for Pacific undergraduate enrolments (as a proportion of Domestic Undergraduate Equivalent Full Time Students (EFTS)), but not for Pacific postgraduates, nor for Māori undergraduates nor postgraduates. These are the same Key Performance Indicator (KPI) results as in 2013.

Student achievement was mixed; while Māori and overall totals increased from 2013 or held their ground for undergraduate course completions, pass rates and Stage One new student course completions, Pacific totals in all these areas decreased. However, there are some outstanding results for Māori and Pacific across certain faculties.

Retention of new undergraduate Māori students decreased from 2013, following the overall trend, while for Pacific students it increased slightly. Qualification completions increased for both Māori and Pacific students at a faster rate than for the total undergraduate population.

Women EFTS remain underrepresented in of Science and Mathematics, despite improvements in certain areas. Overall women students make up half of the Science faculty. Women were least represented in Engineering and Computer Science and overrepresented in Education.

For students with disabilities, "Invisible" disabilities remain the majority of impairments disclosed. Māori and Pacific have lower Student Disability Services (SDS) registrations than other ethnic groups. For Māori students the actual number of SDS registrations has nearly doubled since 2008, but have returned to the 2008 level for Pacific students.

In staff equity, Māori academic staff decreased by 5.6 FTE with no significant impact on their overall percentage. Pacific academic staff increased by 4.8 FTE. Māori and Pacific professional staff increased, as they have done in previous years.

The proportion of senior women academics increased to 28.6% (169.8 FTE) in 2014, from 27% (154.1 FTE) in 2013. The percentage of women academic staff remained the same in 2014 as it was in 2013 (44.7%).

Student Equity

Key Facts

- Māori EFTS enrolled at the University decreased by 11 EFTS (0.5%) from 2013 to 2014 to 2246 EFTS. While Māori EFTS were 24% higher in 2014 than in 2006, the percentage of total EFTS who are Māori was 6.9% in 2014, a decrease of 1% from 2013.
- Pacific EFTS increased by 121 EFTS (4.7%) from 2013 to 2014 to 2692 EFTS. Pacific EFTS increased by 15.4% from 2007 to 2014. The proportion of total Pacific EFTS was 8.3%, 0.7 % less than for 2013 (9%).
- The University met its 2014 target for Pacific EFTS as a proportion of Domestic Undergraduate EFTS (11.2% actual vs. 10.8% target), but did not meet its target for Pacific postgraduate EFTS, nor for Māori undergraduate or postgraduate EFTS.
- No faculty achieved all targets for these four KPIs (proportions of Māori and Pacific undergraduates, and of Māori and Pacific postgraduates), although Business & Economics and Science achieved three out of the four. All faculties achieved at least one of their four KPI targets.
- The percentage of Māori EFTS enrolled in postgraduate studies in 2014 was 18.3% an increase from 17.7% in 2013. The percentage of Pacific EFTS enrolled in postgraduate studies in 2014 was 14.1%, which was the same level as 2013. In comparison, 20.4% of Asian students and 24.3% of Pākehā/European students were enrolled at postgraduate level.
- Women made up 50% of the EFTS in the Faculty of Science and 24% of the EFTS in Engineering.
- The proportion of women enrolled in Mathematics increased between 2013 and 2014 to 35.3%. The percentage of women enrolled in Computer Science decreased to 21.5%, while in Physics it increased slightly to 32.3%.
- The successful undergraduate course completions in 2014 of Māori students were 84.2% of all enrolments, an increase from 83.3% in 2013. The successful course completion rate of Pacific students in 2014 was 71.8%, a decrease from 73.0% in 2013. Overall rates also decreased marginally, from 87.7% in 2013 to 87.6% in 2014.
- In 2014, the Māori successful undergraduate course completion rate was highest in Medical & Health Sciences at 94.6%. Creative Arts & Industries and Law also achieved rates over 90% - 94.1% and 91.8% respectively. The lowest Maori successful course completion rate was (77.1%) in 'Other'¹.
- The Pacific successful undergraduate course completion rate was highest in Law (91.0%) and Creative Arts & Industries (87.8%), and lowest in Science (58.9%).
- Arts, Creative Arts & Industries, Education, Law and Science increased their successful Māori course completion rates from 2013 to 2014. In 2014, Creative Arts & Industries, Law, and Science had a higher Pacific undergraduate successful course completion rate than in 2013.
- The Stage One Pass Rate (SPRS) of 84.9% for Māori was the same as for 2013. The Pacific Stage One pass rate of 72.1% declined 2.1% from 74.2% in 2013.

¹ 'Other' includes research institutes

The overall Stage One Pass Rate decreased marginally from 87.8% to 87.6% between 2013 and 2014.

- The retention of overall new undergraduates fell, from 88.0% from 2012-2013 to 87.3% for 2013-2014. Retention of new undergraduate Māori students was 3.8% lower for 2014 than for 2013 decreasing from 82.5% in 2013 to 78.7% in 2014. Māori students had higher retention rates than students overall in Business & Economics (90.0% vs. 88.1%), Law (69.2% vs. 68.7%), and Medical & Health Sciences (100% vs. 92.1%).
- Retention of new undergraduate Pacific students increased, by 0.4%. Pacific students had higher retention rates than students overall in Arts (82.2% vs. 80.0%), Business & Economics (90.9% vs. 88.1%), Engineering (100.0% vs. 96.8%) and Law (75.0% vs. 68.7%).
- The rate of degree level or higher qualifications obtained by domestic students within five years was 65.9% for 2014. For Māori students, the figure was 55.5%, an increase from 51.7% in 2013. The qualification completion rate for Pacific students was 49.2%, an increase from the 2013 rate of 43.0%.
- There was a decrease of 0.5%, from 750 in 2013 to 746 in 2014, in the number of students seeking assistance from Student Disability Services (Figure 18).
- “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 six years, the number of students with specific learning disabilities seeking assistance has increased dramatically from 142 to 246.
- For 2014, there was a decrease in the number of students with medical/OOS disabilities from 104 in 2013 to 85 in 2014.
- Fewer Māori and Pacific students who disclosed their disability at enrolment subsequently registered with SDS.
- Women continue to make up a higher percentage of the students registered with SDS than men.
- Faculties of Arts, Education and Science have the highest proportion of students who register with Student Disability Services, this is unchanged from 2012.
- The proportion of students with impairments who are enrolled in taught postgraduate courses was similar in 2014 as for 2013 (24.9 vs. 24.2%).

Student enrolments

Māori and Pacific domestic enrolments²

In 2014, there were 2,246 Māori EFTS enrolled at the University - 6.9% of total EFTS. This was a decrease of 11 EFTS (0.5%) from 2,257 in 2013 – the first decrease of Māori EFTS in 8 years, although in 2014 Māori EFTS were still 427.9 EFTS (23.5%) higher than 2006 Māori EFTS.

Pacific students comprised 2,692 or 8.3% of total domestic EFTS in 2014. This is an increase of 121 EFTS (4.7%) from 2013. Pacific EFTS increased by 360.1 EFTS or 15.4% from 2006 to 2014. (Note the graph starts at 1500 EFTS.)

Figure 1: Māori and Pacific Domestic EFTS 2006-2014

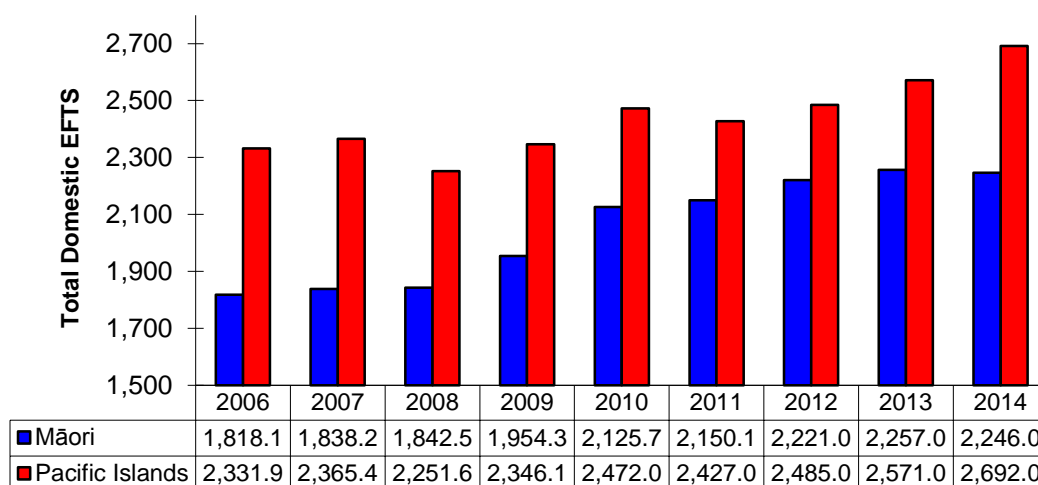


Figure 1a shows that in 2014, of the four targets for Māori and Pacific Domestic EFTS, the University only met and exceeded its target for undergraduate Pacific EFTS. Pacific EFTS as a proportion of all domestic undergraduate EFTS improved 0.6% between 2013 and 2014, from 10.6 to 11.2%.

Pacific EFTS as a proportion of postgraduate EFTS declined by 0.3 % from 2013 and was the furthest away from the target, both in EFTS (0.9%) and as a percentage of the target (86%).

The proportion of Māori undergraduate EFTS increased only marginally (0.1%) from 2013. The proportion of Māori postgraduate EFTS remains the same as in 2013; however, as the target has increased by 0.2 %, there has been a reduction in the proportion of the target reached from 97% to 94%.

Figure 1a: Māori and Pacific EFTS proportions, 2014 targets and actual figures

Target	2013 actual	2014 actual	2014 target	2014 Actual/target
% Māori undergraduate students (Domestic EFTS)	8.1%	8.2%	8.5%	96%
% Pacific students undergraduate (Domestic EFTS)	10.6%	11.2%	10.8%	104%
% Māori postgraduate students (Domestic EFTS)	5.8%	5.8%	6.2%	94%
% Pacific postgraduate students (Domestic EFTS)	5.9%	5.6%	6.5%	86%

² Enrolments are measured in terms of Equivalent Full-time Students or EFTS.

Figure 2a below shows Domestic EFTS by ethnicity as a percentage of faculties EFTS for **undergraduate** students only.

Figure 2a: Faculty Domestic Undergraduate EFTS by Ethnic Group (2014)

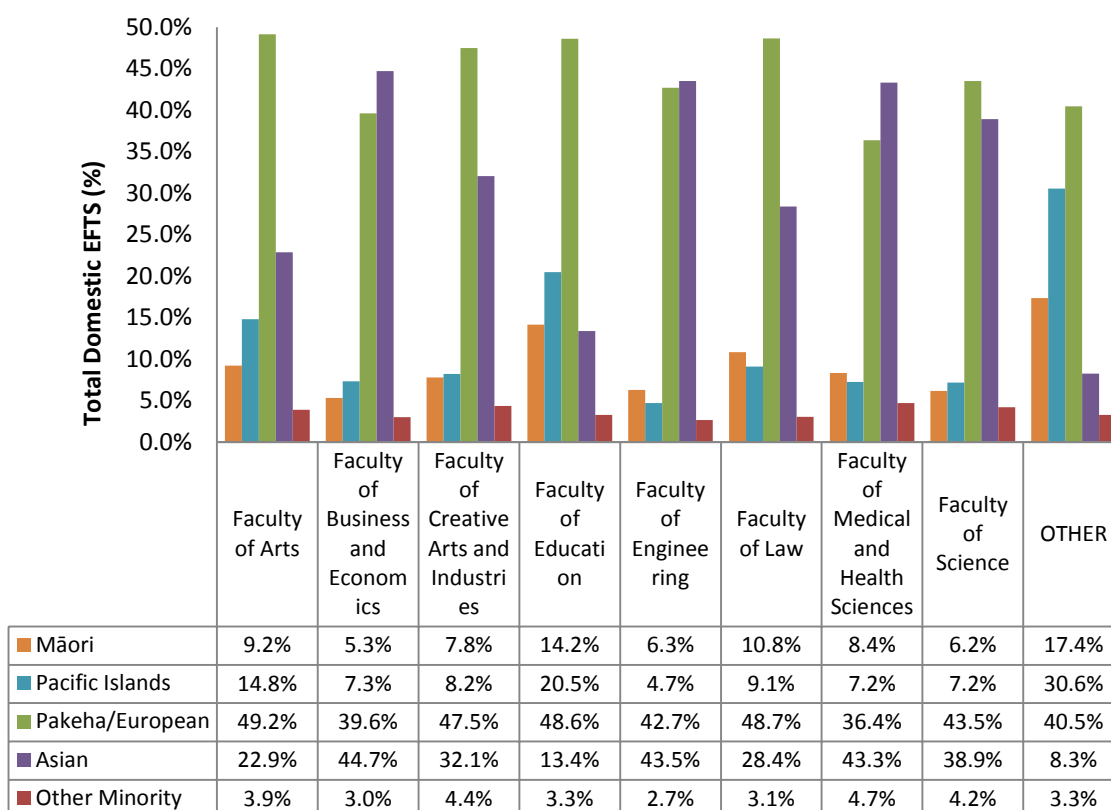


Figure 2b below shows that four faculties met or exceeded their targets (actual as a proportion of the target) for Māori EFTS as a proportion of all domestic undergraduate EFTS Business & Economics exceeded the target by 11%, Engineering by 6%, Medical & Health Sciences by 2% and Science met the target. The higher the green line, the better the performance was against target. Faculties that performed better against these targets than in 2013 include Business & Economics, Engineering, Law and Medical & Health Sciences.

The University total for Māori undergraduate EFTS was 8.2%, 0.3 % lower than the target for 2014 of 8.5% (refer figure 1a).

Figure 2b: 2014 Māori EFTS as % of faculty undergraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)

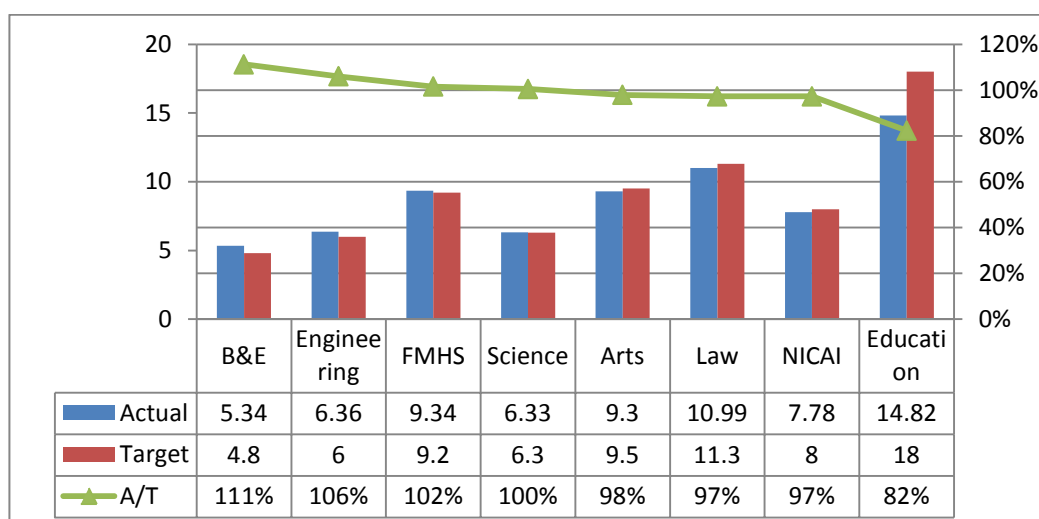


Figure 2c below shows that seven out of eight faculties met their targets for Pacific EFTS as a proportion of their undergraduate domestic EFTS. Engineering, Business & Economics, and Education exceeded their targets (actual as a proportion of the target) by over 10% and Science and Arts exceeded theirs by over 5%, in actuals as a percentage of the targets. There was no correlation between the size of a faculty's proportional Pacific undergraduate target and their proximity to achieving it. Faculties that performed better against these targets than in 2013 were Business & Economics, Education, Creative Arts & Industries and Law.

The University total for Pacific domestic undergraduate EFTS total was 11.2%, 0.4% higher than the target of 10.8% (refer fig 1a).

Figure 2c: 2014 Pacific EFTS as % of faculty undergraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)

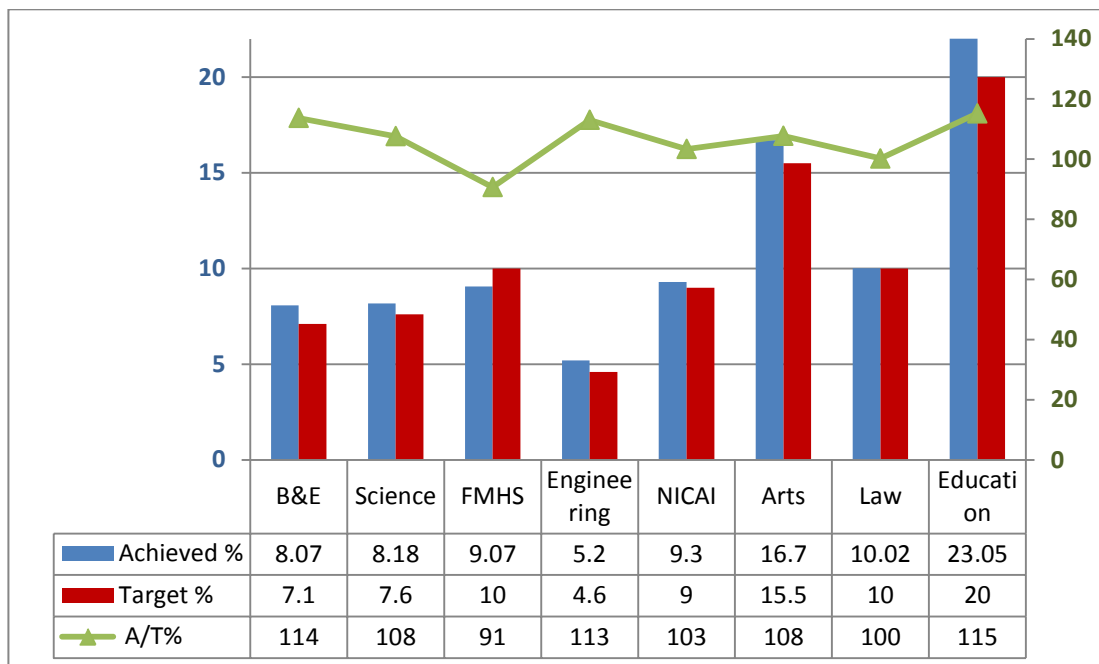


Figure 2d below shows domestic **postgraduate** EFTS distribution by ethnic group as a percentage of faculties EFTS.

Figure 2d: Faculty Domestic Postgraduate EFTS by Ethnic Group (2014)

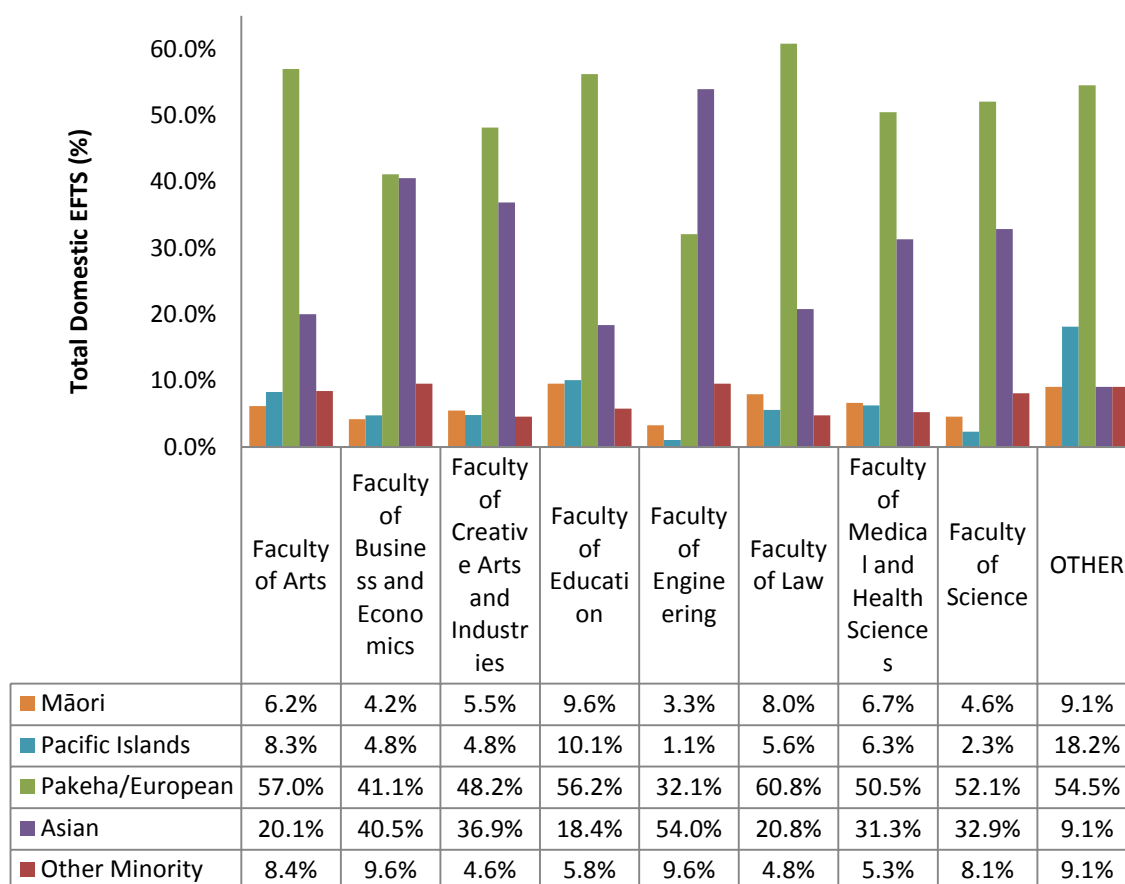
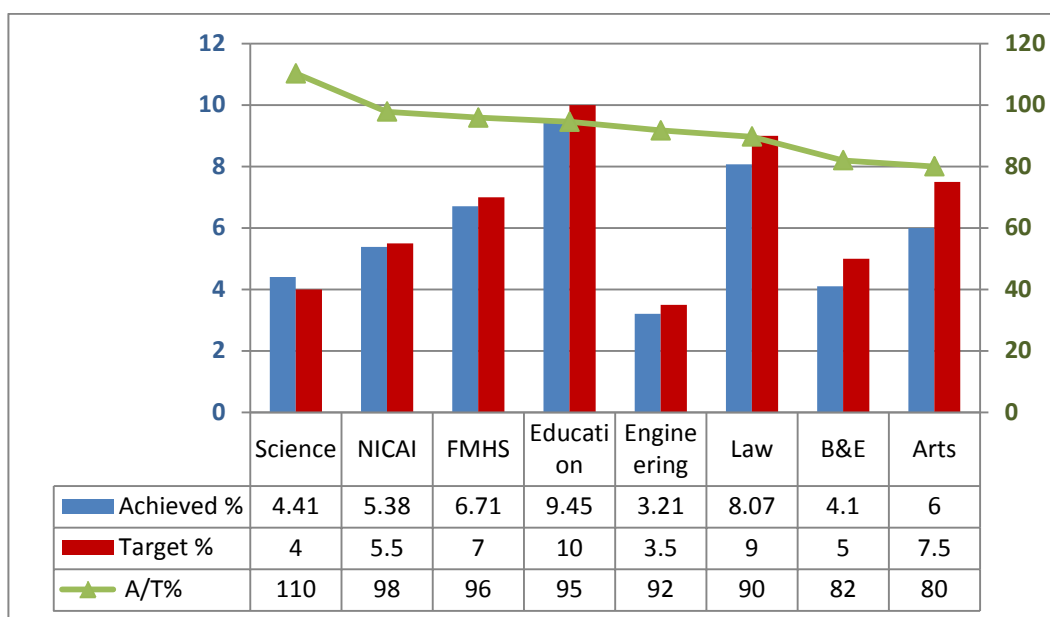


Figure 2e below shows that only the Science faculty achieved the target for Māori EFTS as a proportion of faculty domestic postgraduate EFTS. This is a shift from 2013, when Arts and Education met and exceeded their targets for this measure. The greatest difference between the target and actual was in Arts, which achieved 80% of target.

Figure 2e: 2014 Māori EFTS as % of faculty postgraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)

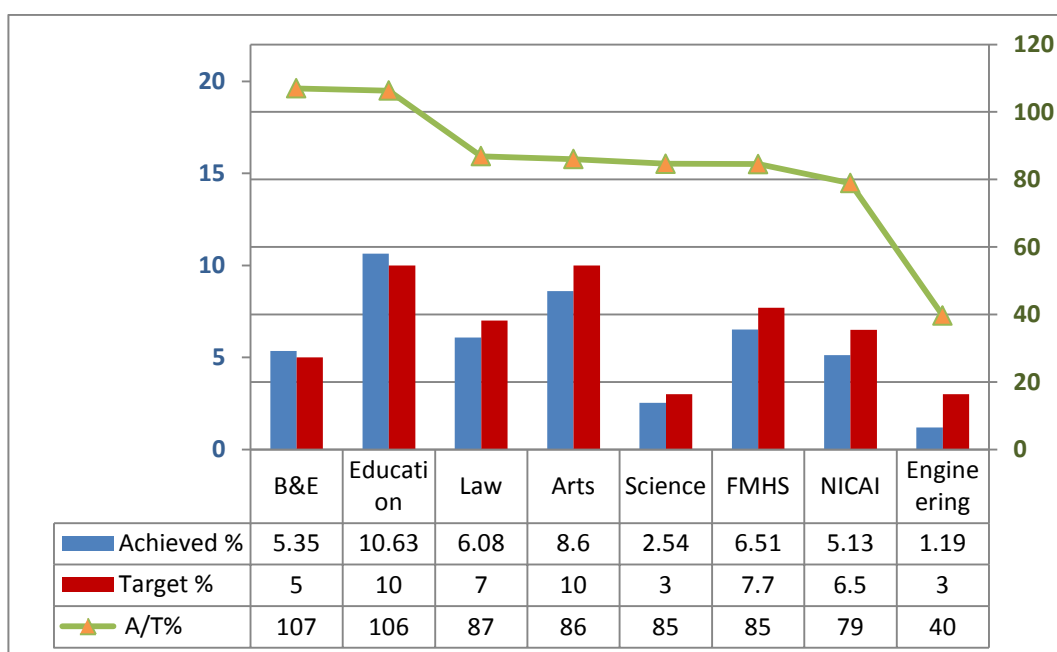


The University total for Māori EFTS as a proportion of total domestic postgraduate EFTS was 5.8%, 0.4% lower than the target of 6.2% (refer fig 1a).

Figure 2f below shows that only Business & Economics and Education met and exceeded their targets for Pacific EFTS as a proportion of faculty domestic postgraduate EFTS. The largest difference between the target and actual was in Engineering, which achieved 40% of target.

The University total for Pacific EFTS as a proportion of total domestic postgraduate EFTS was 5.6%, lower than the target of 6.5%.

Figure 2f: 2014 Pacific EFTS as % of faculty postgraduate domestic EFTS, Actual and Target (left axis), and Actual as % of Target (right axis)



No faculty achieved all targets for four KPIs.

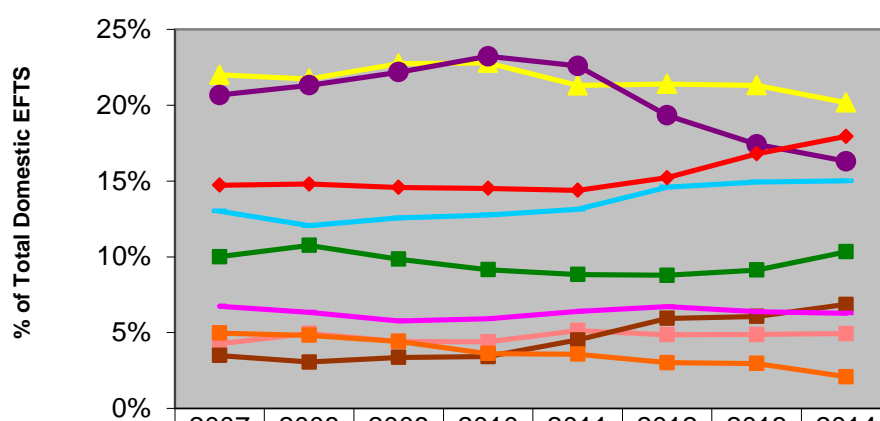
Figure 3 below shows the proportion of total Māori EFTS enrolled in each faculty from 2007 to 2014.³ In 2007, the spread was between 3.5% and 22.0% (18.5% difference). Engineering had the lowest percentage and Arts had the highest.

In 2014, the spread of total Māori EFTS enrolled in each faculty was between 2.1% and 20.2% (18.1% difference), with Other (including the Large Scale Research Institutes) having the lowest percentage, and Arts having the highest.

In 2014, Māori EFTS in Science exceeded those in Education for the first time. The percentage of total Māori EFTS enrolled in Education has been declining since 2011, and fell 1.1 % from 2013 to 2014. The proportion of Māori EFTS in Science increased by (1.1%) from 2013 to 2014.

As well as Science (17.9%), Business & Economics (10.3%), Engineering (6.9%), Medical & Health Sciences (15.0%) increased their proportions of Māori EFTS between 2013 and 2014. Creative Arts & Industries did not change from 4.9% in 2013.

Figure 3: Māori domestic EFTS by faculty 2007-2014

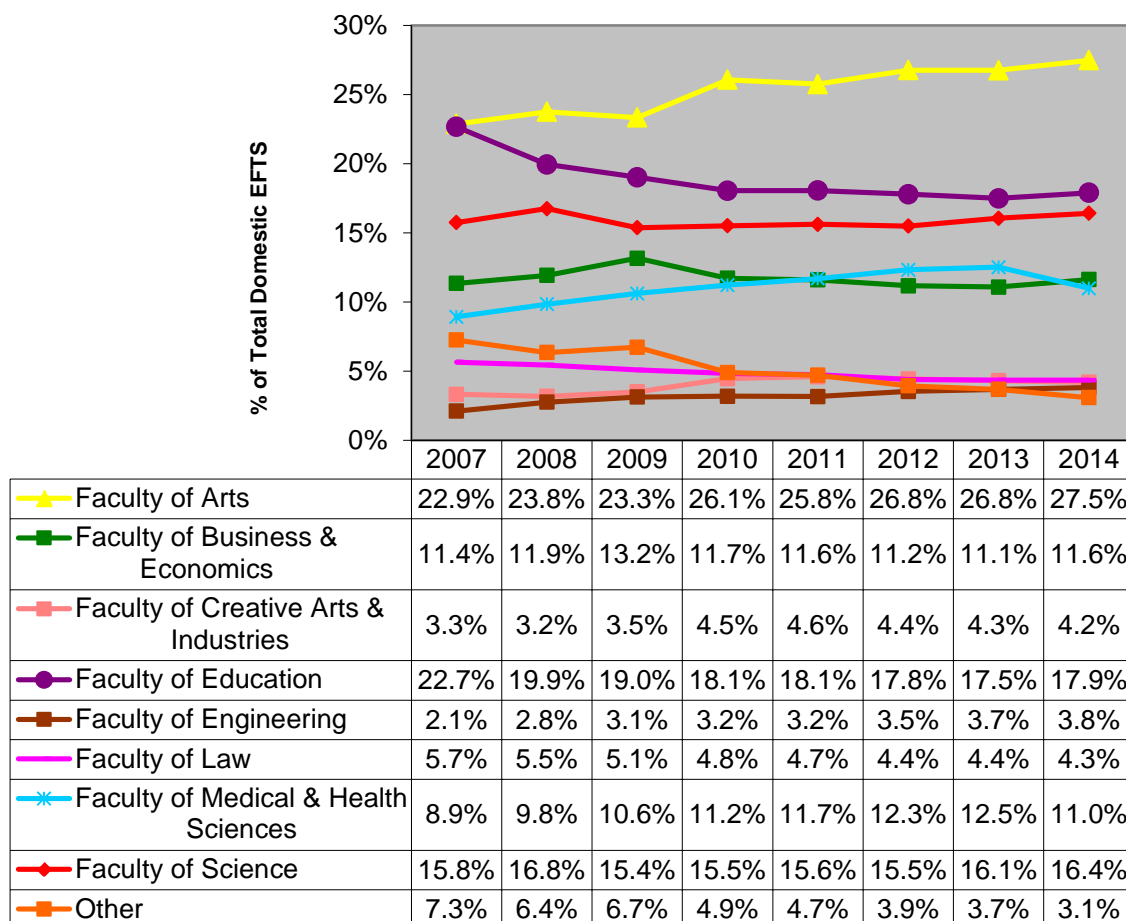


	2007	2008	2009	2010	2011	2012	2013	2014
▲ Faculty of Arts	22.0%	21.7%	22.7%	22.8%	21.3%	21.4%	21.3%	20.2%
■ Faculty of Business & Economics	10.0%	10.8%	9.8%	9.1%	8.8%	8.8%	9.1%	10.3%
■ Faculty of Creative Arts & Industries	4.3%	4.9%	4.4%	4.4%	5.1%	4.9%	4.9%	4.9%
● Faculty of Education	20.7%	21.3%	22.2%	23.2%	22.6%	19.3%	17.4%	16.3%
■ Faculty of Engineering	3.5%	3.1%	3.4%	3.4%	4.5%	5.9%	6.1%	6.9%
■ Faculty of Law	6.7%	6.3%	5.8%	5.9%	6.4%	6.7%	6.4%	6.3%
■ Faculty of Medical & Health Sciences	13.0%	12.1%	12.6%	12.8%	13.1%	14.6%	14.9%	15.0%
◆ Faculty of Science	14.7%	14.8%	14.6%	14.5%	14.4%	15.2%	16.8%	17.9%
■ Other	5.0%	4.8%	4.4%	3.6%	3.6%	3.0%	3.0%	2.1%

³ 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 2007 to 2014.⁴ For 2014, Arts had the greatest proportion of Pacific EFTS (27.5%), by a significant margin. This is an increase of 0.7 % from 2013 to 2014. Education has the second largest proportion of Pacific EFTS (17.9%). This is the first increase in this proportion since before 2006. Science (16.4%) had the third largest proportion of Pacific EFTS in 2014. Business & Economics (11.6%) had a greater proportion of Pacific EFTS than Medical & Health Sciences (11%) for the first time since 2010.

Figure 4: Pacific domestic EFTS by faculty 2007-2014

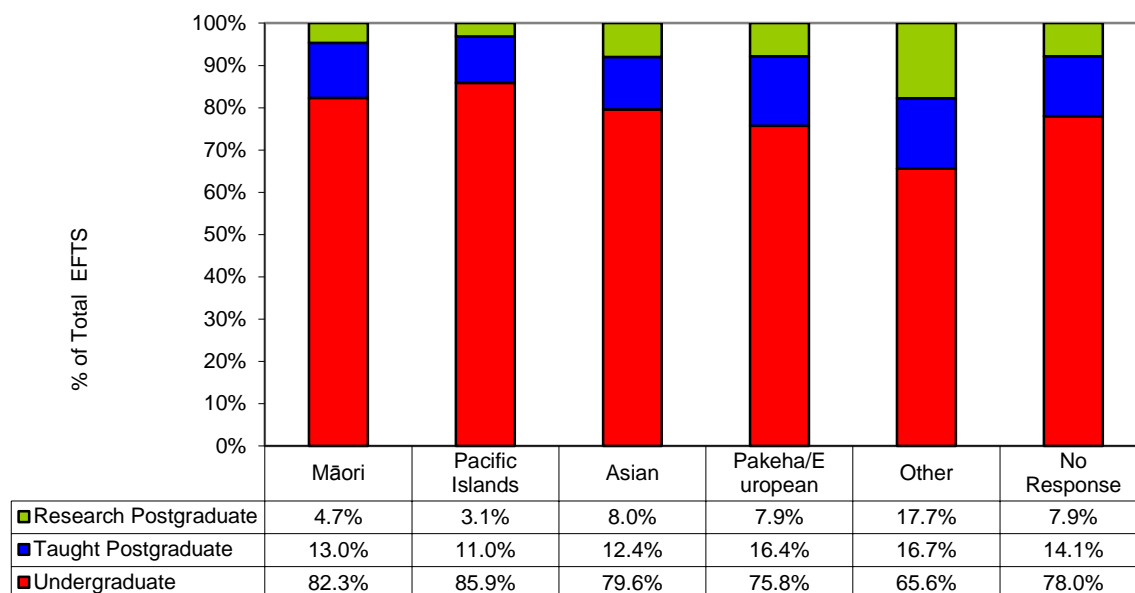


⁴ This refers to the percentage of all Pacific students who are enrolled in each faculty, not the percentage of students in each faculty who are Pacific.

Undergraduate and postgraduate enrolments

Figure 5 below shows the 2014 distribution of total EFTS at undergraduate and postgraduate levels across the main ethnic groups at the University.

Figure 5: Total Domestic EFTS by level and ethnic group



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

- ≤65%, undergraduates,
- ≥11% postgraduate taught (PGT); and
- ≥6% postgraduate research (PGR, including 4% PhDs).

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

- ≤79.3% for undergraduates,
- ≥13.4% for PGT; and
- ≥7.5% for PGR.

(Note that these are 2020 targets).

Figure 5 shows that for 2014 Māori, Pacific and Asian students were overrepresented at undergraduate level at 82.3%, 85.9% and 79.6% respectively, compared to the overall Domestic 2020 target.

Māori and Pacific students remain underrepresented at postgraduate level compared with other ethnic groups. 17.7% of Māori students and 14.1% of Pacific students were enrolled at postgraduate level compared to 20.4% of Asian students, and 24.3% of Pākehā/European students.

4.7% of Māori EFTS and 3.1% of Pacific EFTS were studying at research postgraduate studies level compared to 8.0% of Asian students and 7.9% of Pākehā students.

Pacific students were most likely (85.9%) and Māori students second most likely to be studying at undergraduate level (82.3%) and least likely to be enrolled in research postgraduate studies.

Figure 5a below shows that at 18.3%, the percentage of Māori EFTS enrolled in postgraduate studies increased by 0.6 from 2013. The highest proportion of Māori EFTS in postgraduate studies since 2007 was 19.1% in 2008. (Note the graph starts at 60%).

Figure 5a: Māori EFTS by level of study 2007-2014

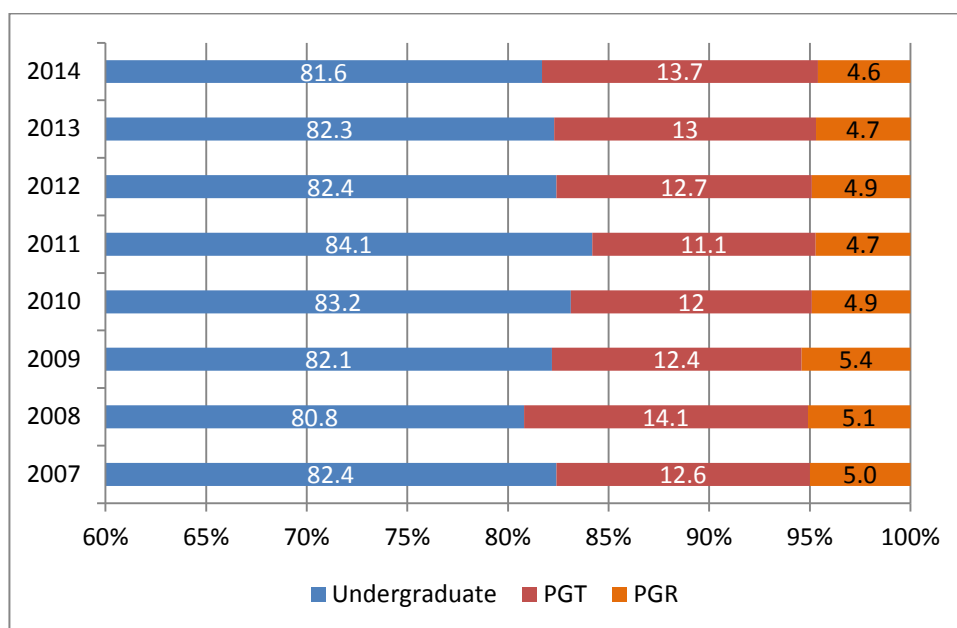
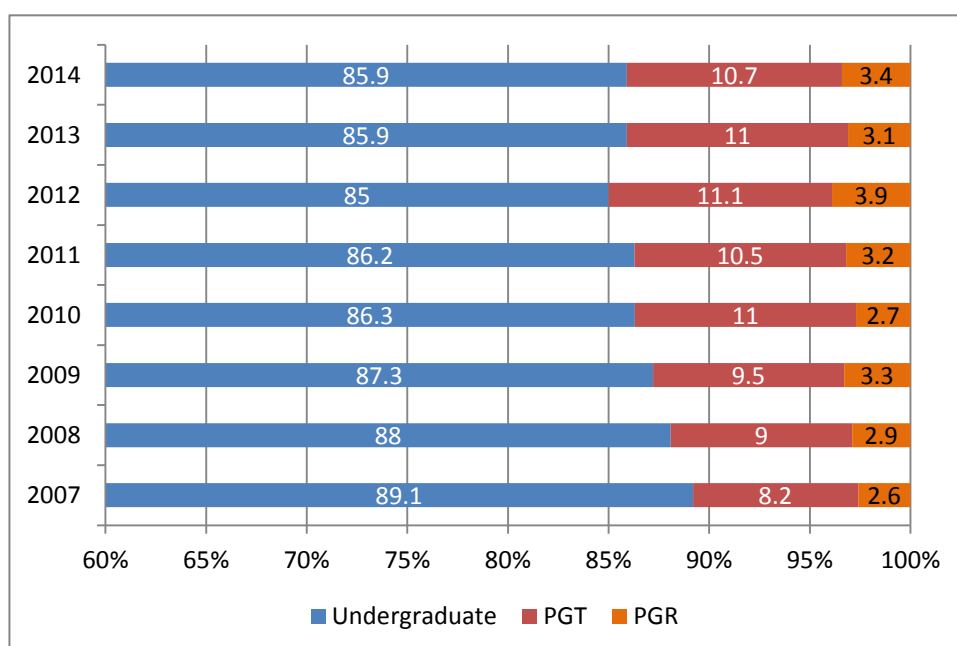


Figure 5b below shows the percentage of Pacific EFTS enrolled in postgraduate studies in 2014 remained the same as for 2013 (14.1%). There was a minor increase in Pacific EFTS enrolled in postgraduate research programmes for 2014 (3.4%) compared with 2013 (3.1%). Since 2007, the highest proportion of Pacific EFTS enrolled in postgraduate studies was 15% in 2012. (Note that the graph starts at 60%).

Figure 5b: percentage of Pacific EFTS at each level of study 2007-2014



Women in Science and Engineering enrolments

Tables 6a and 6b below show EFTS enrolments by gender and faculty for 2014.⁵ In 2014, women remained least represented in the Faculty of Engineering (24.0%), and overrepresented in Education (78.6%).

In the Faculty of Science, women were least represented in the Computer Science (21.5%) and Physics (32.6%) academic units.

Table 6a: Faculty and Large Scale Research Institute (LSRI) EFTS by gender 2014

	ABI	Arts	Business and Economics	Creative Arts & Industries	Education	Engineering	Law	Medical & Health Sciences	Science	Liggins Institute	OTHER	Total
Female	19	3,699	2,716	1,031	2,339	811	793	2,937	3,874	29	279	18,527
% Female	27.1%	65.0%	47.9%	60.2%	78.6%	24.0%	57.4%	67.6%	50.0%	76.3%	61.5%	55.4%
Male	50	1,991	2,960	681	636	2,566	588	1,409	3,877	9	175	14,941
Total	70	5,690	5,676	1,712	2,975	3,377	1,381	4,346	7,750	38	454	33,468

Table 6b below shows that the percentage of women enrolled in Engineering has increased from 21.1% in 2007 to 24% in 2014. This is a decrease from a peak of 24.5% in 2013.

Table 6b: Engineering EFTS by gender 2007-2014

	2007	2008	2009	2010	2011	2012	2013	2014
Female	21.1%	20.5%	21.5%	22.4%	23.3%	23.5%	24.5%	24.0%
Male	78.9%	79.5%	78.5%	77.6%	76.7%	76.5%	75.5%	76.0%

Table 6c below shows the gender breakdown of EFTS across Academic Units in the Faculty of Science. Women were least represented in Computer Science (21.5%), Physics (32.3%) and Mathematics (35.3%). For 2014, Women EFTS made up 50.0% of the EFTS in the Faculty of Science overall a marginal decrease of 0.1% from 2013.

Table 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	772	437	244	529	60	310	129	762	114	516	3,874
% F	61.8%	58.9%	21.5%	54.0%	60.6%	35.3%	32.6%	73.6%	53.8%	50.5%	50.0%
M	478	305	893	450	39	568	268	273	98	505	3,877
All	1,249	742	1,137	979	99	879	396	1,035	212	1,021	7,750

⁵ Based on total EFTS, domestic and international

Table 6d below shows the gender breakdown of EFTS in the Computer Science Department from 2007 to 2014. Women comprised 21.5% (244 EFTS) of Computer Science EFTS in 2014, 0.6% lower than for 2013 (22.1%). However, the general trend since 2007 is an increase in the percentage of women. It was 18.4% in 2007, compared to 21.5% in 2014.

Table 6d: Computer Science EFTS by gender 2007-2014

Computer Science	2007	2008	2009	2010	2011	2012	2013	2014
Female	18.4%	19.4%	20.3%	21.3%	20.9%	21.0%	22.1%	21.5%
Male	81.6%	80.6%	79.7%	78.7%	79.1%	78.9%	77.9%	78.5%

Table 6e below shows the gender breakdown of EFTS in the Physics Department from 2007 to 2014. Women were 32.3% (129 EFTS) of Physics enrolments in 2014. This is comparable to the 2013 ratio and EFTS total, which was 32.0% (131 EFTS), and is higher than the 2007 percentage (31.2%) but lower than that of 2010 (34.6%).

Table 6e: Physics EFTS by gender 2007-2014

Physics	2007	2008	2009	2010	2011	2012	2013	2014
Female	31.2%	32.7%	31.5%	34.6%	31.9%	32.7%	32.0%	32.3%
Male	68.8%	67.3%	68.5%	65.4%	68.1%	67.3%	68%	67.7%

Table 6f below shows the gender breakdown of EFTS in the Mathematics Department from 2007 to 2014. In 2014, women were 35.3% (310 EFTS) of Mathematics EFTS. This is an increase of 0.6 % from 2013, but 4.8 % lower than the 2008 proportion of 40.1%.

Table 6f: Mathematics EFTS by gender 2007-2014

Mathematics	2007	2008	2009	2010	2011	2012	2013	2014
Female	39.4%	40.1%	38.9%	37.2%	35.8%	33.2%	34.7%	35.3%
Male	60.6%	59.9%	61.1%	62.8%	64.2%	67.3%	67.7%	64.6%

Student achievement

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

- Successful course completions
- Pass rates
- First-year retention
- Qualification completions.

Successful course completions

Overall undergraduate successful course completions increased from 84.2% in 2007 to 87.7% in 2013, but decreased marginally to 87.6% in 2014.

Figure 7 below shows the undergraduate successful course completions for Māori and Pacific students, and for students overall, from 2007 to 2014.

Successful undergraduate course completions in 2014 for Māori EFTS were 84.2% of all enrolments. This is an increase from 83.3% in 2013, although not as high as the 2012 total of 86.0%.

The successful course completion rate of Pacific students in 2014 was 71.8%, a decrease from 73.0% in 2013. (Graph starts at 60%).

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

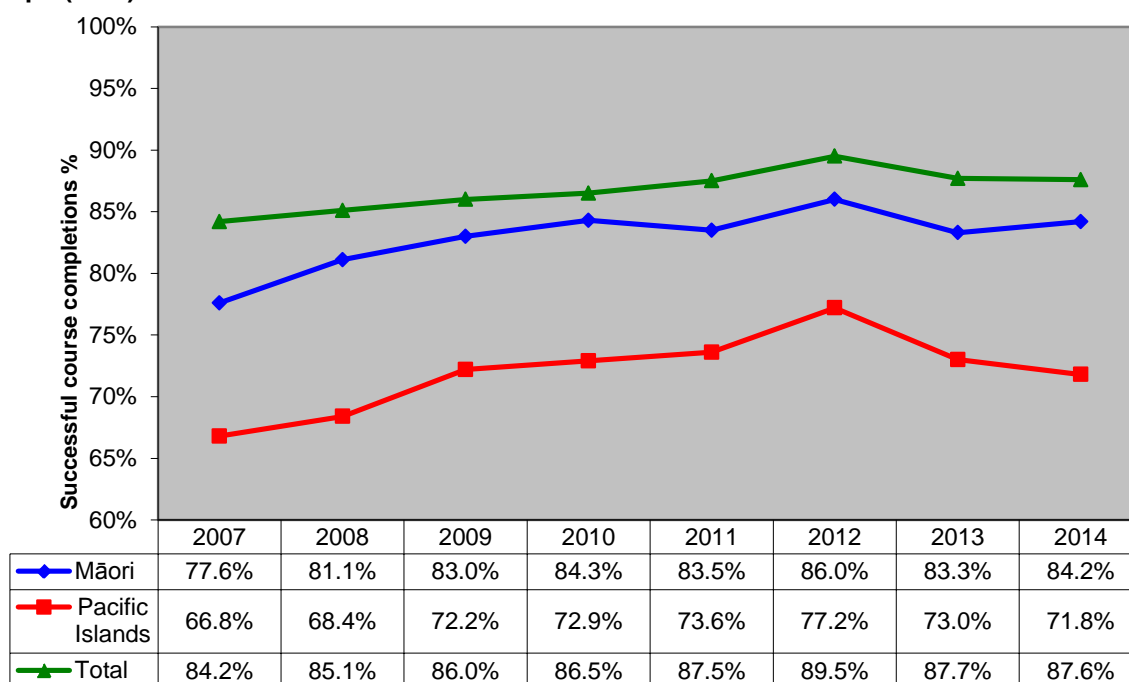


Figure 7a below shows neither Māori nor Pacific successful course completions (excl. theses) reached the 2014 University targets.

Figure 7a: Māori and Pacific course completions (excl. theses), 2014 actual and target

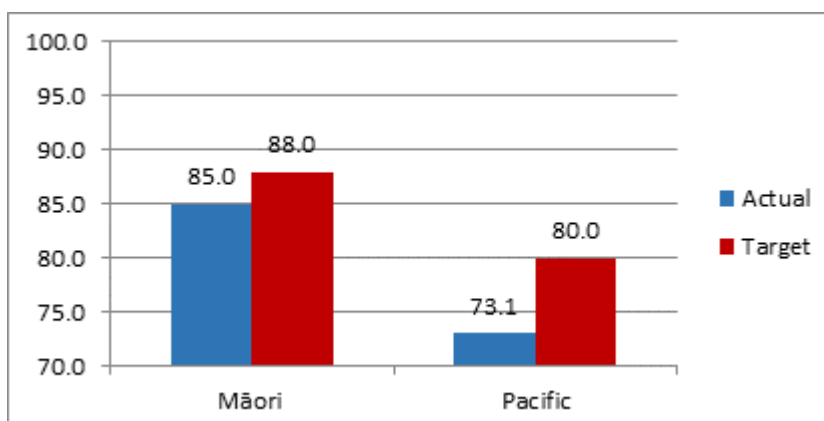


Figure 8 below shows the undergraduate successful course completions for 2014, across the faculties. The Māori successful course completion rate was highest in Medical & Health Sciences (94.6%) and Creative Arts & Industries (94.1%) and lowest in Other (77.1%) and Science (75.5%). In 2013, Medical & Health Sciences had the highest Maori successful course completion rate (95.1%), Law had the second highest (94.1%), followed by creative arts and industries (88.4%).

In 2014 in Medical & Health Sciences and Creative Arts & Industries, the Māori successful course completion rate was below the total Māori successful course completion rate of 84.2% in Arts, Science and Other.

The Pacific successful course completion rate was highest in Law (91.0%), Creative Arts & Industries (87.8%) and Medical & Health Sciences (86.1%) and lowest in Science (58.9%). In 2013, Medical Health Science had the highest number of successful Pacific course completions (87.4 %), followed by Law (84.5%) and Education (82.4%). In 2014, the Pacific successful completion rate was below the total Pacific completion rate of 71.3% in Other (65.3%), Arts (64.6%), and Science (58.9%).

Figure 8: Undergraduate successful course completions across faculties 2014

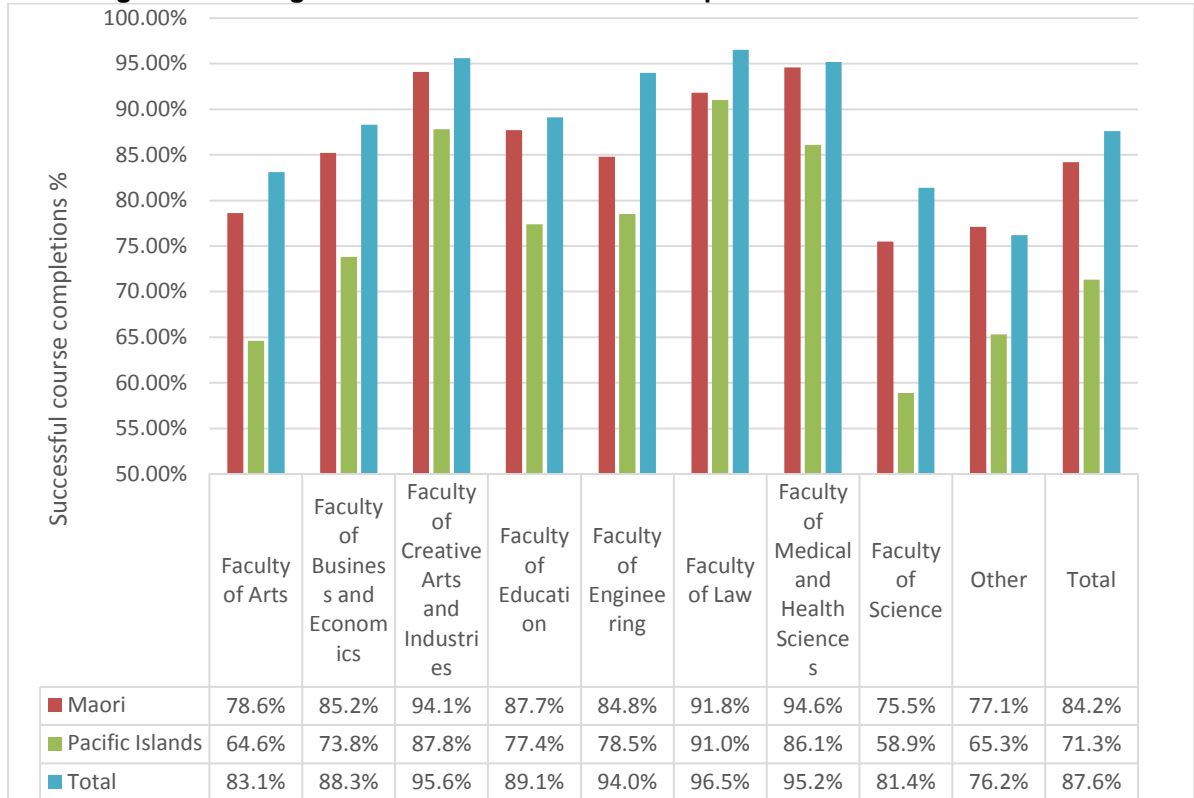


Figure 9 below shows the undergraduate successful course completion rate for Māori students across all faculties from 2007 to 2014. The largest percentage increase in Māori successful course completions over this period were in Medical & Health Sciences (78.5% to 94.6%), Law (82.4% to 91.8%), and Arts (71.5% to 78.6%).

Only Engineering, Medical & Health Sciences, and Other had reduced course completions from 2013 to 2014. The rate of Māori undergraduate course completions increased (or stayed the same) in every other faculty. Engineering recorded its lowest percentage in 8 years.

Figure 9: Māori undergraduate successful course completions by faculty (2007 - 2014)

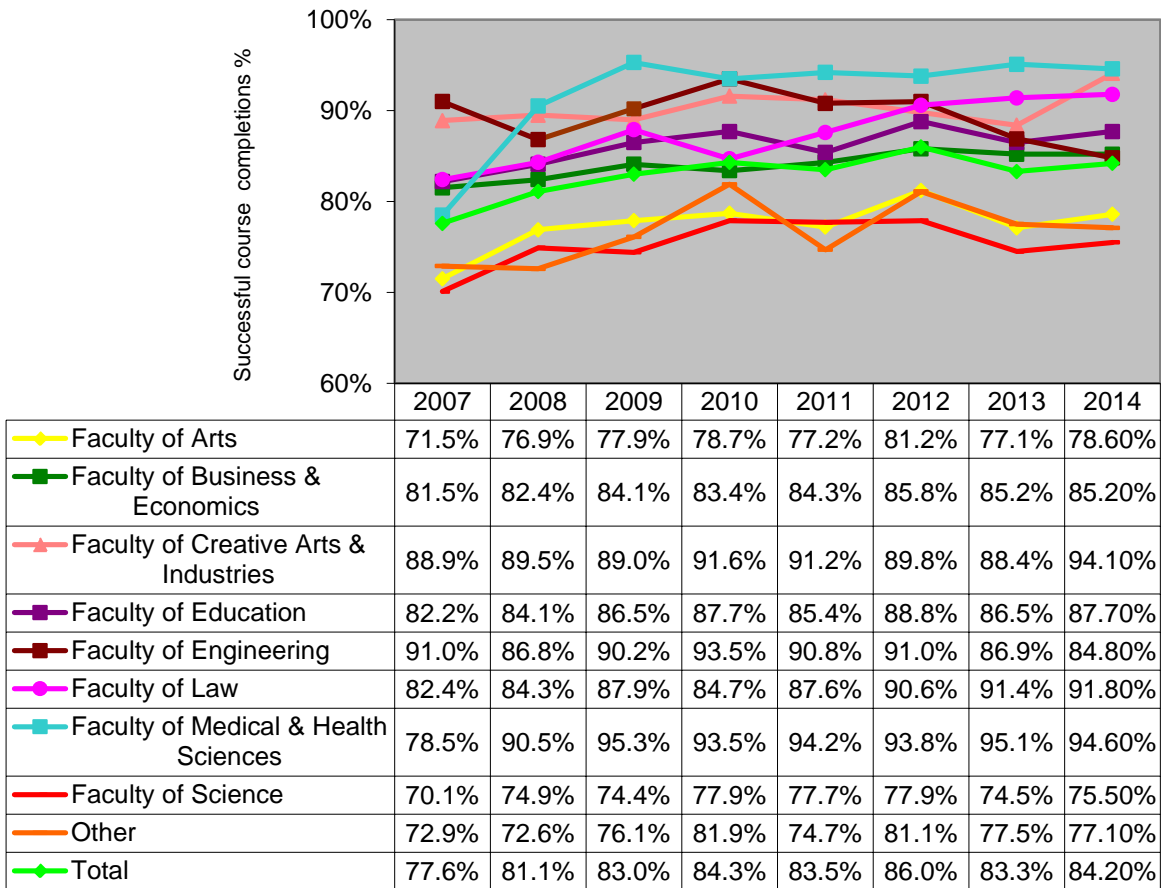
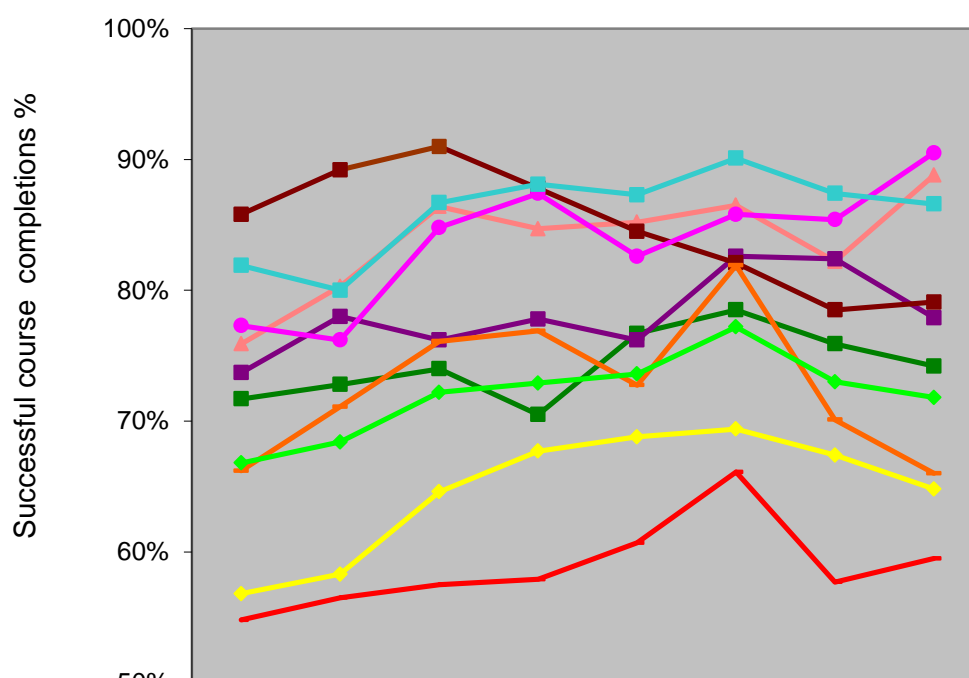


Figure 10 below shows the undergraduate successful course completion rates for Pacific students across the faculties from 2007 to 2014.

Figure 10: Pacific undergraduate successful course completions by faculty (2007-2014)



	2007	2008	2009	2010	2011	2012	2013	2014
Faculty of Arts	56.8%	58.3%	64.6%	67.7%	68.8%	69.4%	67.4%	64.8%
Faculty of Business & Economics	71.7%	72.8%	74.0%	70.5%	76.7%	78.5%	75.9%	74.2%
Faculty of Creative Arts & Industries	75.9%	80.3%	86.4%	84.7%	85.2%	86.5%	82.2%	88.8%
Faculty of Education	73.7%	78.0%	76.2%	77.8%	76.2%	82.6%	82.4%	77.9%
Faculty of Engineering	85.8%	89.2%	91.0%	87.8%	84.5%	82.1%	78.5%	79.1%
Faculty of Law	77.3%	76.2%	84.8%	87.4%	82.6%	85.8%	85.4%	90.5%
Faculty of Medical & Health Sciences	81.9%	80.0%	86.7%	88.1%	87.3%	90.1%	87.4%	86.6%
Faculty of Science	54.8%	56.5%	57.5%	57.9%	60.7%	66.1%	57.7%	59.5%
Other	66.2%	71.1%	76.1%	76.9%	72.7%	81.9%	70.1%	66.0%
Total	66.8%	68.4%	72.2%	72.9%	73.6%	77.2%	73.0%	71.8%

In 2014, Creative Arts & Industries, Law, Science and Engineering had a higher Pacific undergraduate successful course completion rate compared to 2013. Creative Arts & Industries, and Law, increased from 2013 – 6.6 % and 5.1 % respectively, albeit from a low base of EFTS.

The greatest increases in Pacific successful course completions from 2007 to 2014 were in Law (from 77.3% to 90.5%), and Creative Arts & Industries (from 75.9% to 88.8%). Engineering showed a decline in successful Pacific course completions from 85.8% to 79.1% from 2007 to 2014. However, there was an increase from a rate of 78.5% in 2013 to 79.1% 2014.

Undergraduate SPRS

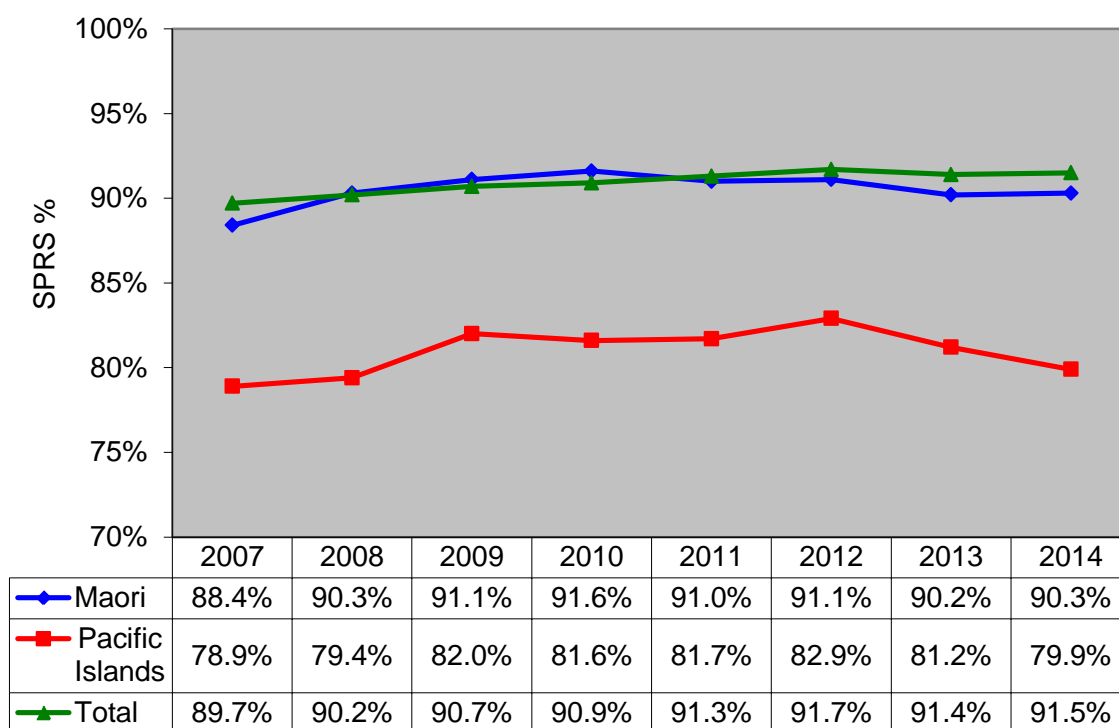
SPRS measures the pass rates of students who completed the course, excluding those who did not sit the exam (DNS), or withdrew from the course. Thus SPRS tends to be higher than SPR.

Figure 11 below shows the undergraduate SPRS across selected ethnic groups from 2007 to 2014. The total (or overall) SPRS in 2014 was 91.5%, an increase from 89.7% in 2007, almost the same as 2013.

The SPRS of Māori students increased overall from 88.4% to 90.3% from 2007 to 2014. Pacific students' SPRS increased by 1% from 78.9% to 79.9%, for the same period.

The undergraduate SPRS percentages for 2014 showed a marginal increase for Māori (0.1 %) and a decrease for Pacific of 1.3 % 2013. From 2012, the Pacific rate has decreased by 3%.

Figure 11: Undergraduate student SPRS overall, and by selected ethnic group 2007 to 2014



Stage One successful course completions

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 below shows Stage One successful course completions from 2007 to 2014 for new students. The total Stage One successful course completion rate for new students ranged from 80.2% in 2007 to 83% from 2013, reversing the decline of the previous three years.

Māori Stage One course completions declined from 75.7% for 2013 to 76.8% for 2014. In 2010 these reached 81.9% and have declined since. The 2014 figure showed an increase of 1.1 % since 2013 (75.7% to 76.8%). Of the Stage One new undergraduate Māori EFTS, 23.2% did not complete their courses successfully.

For 2014, the Pacific Stage One successful course completion rate for new students declined for the second year in a row, dropping a further 3 % to 61.8%, the lowest rate since 2008. Of Stage One new undergraduate Pacific EFTS 38.2% did not complete their courses successfully (compared with 17.2% of total Stage One new undergraduate EFTS).

Figure 12: Stage One successful course completions, new students, 2007 to 2014

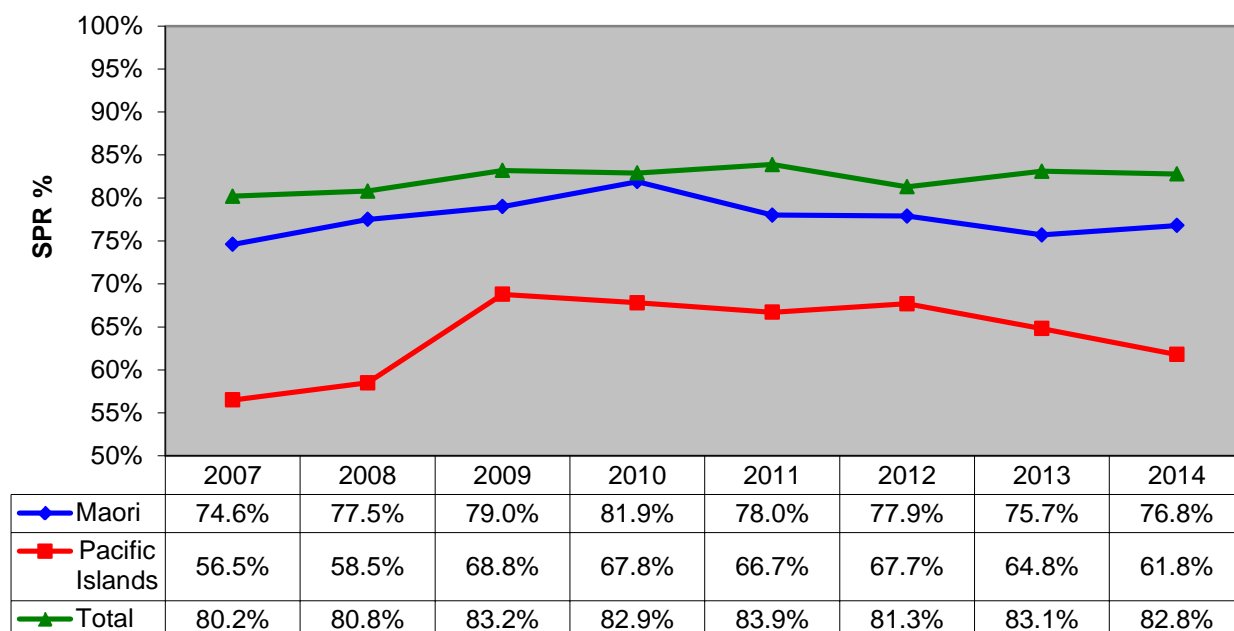
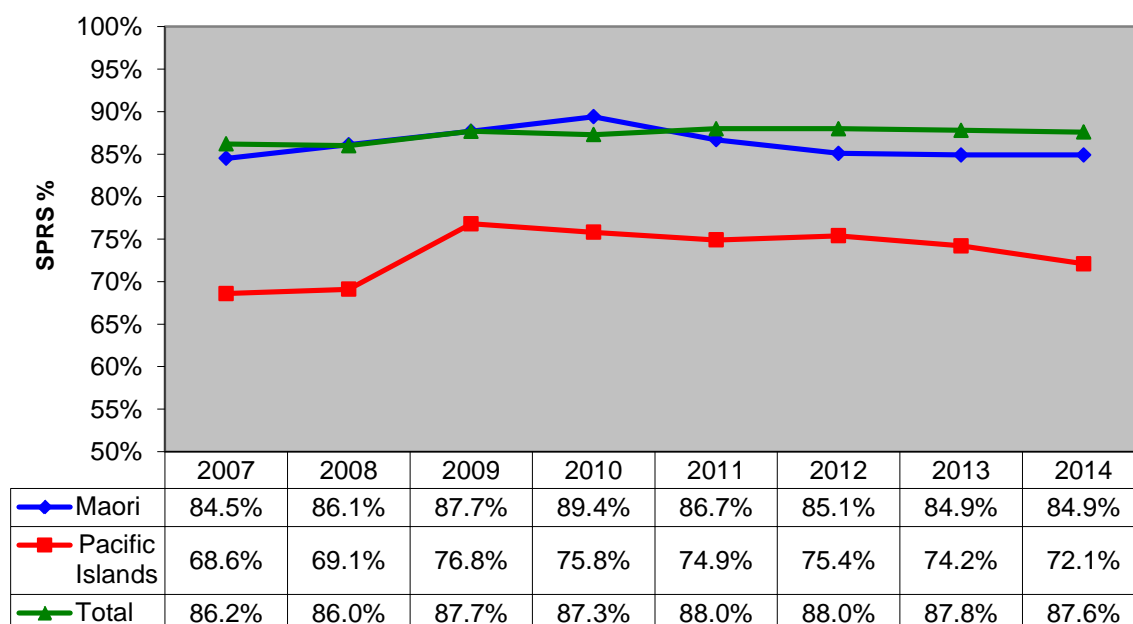


Figure 13 below shows the Stage One SPRS (rather than course completions) of Māori students in 2014 of 84.9%, the same as for 2013. This is 2.7% below the total Stage One SPRS across the University (87.6%). Māori SPRS is only 0.4% above the 2007 figure, while the overall Stage One SPRS is 1.4% above the 2007 figure. The Stage One SPRS of Pacific students dropped 2.1% to 72.1% in 2014 from 2013.

Figure 13: Stage One SPRS, 2007-2014



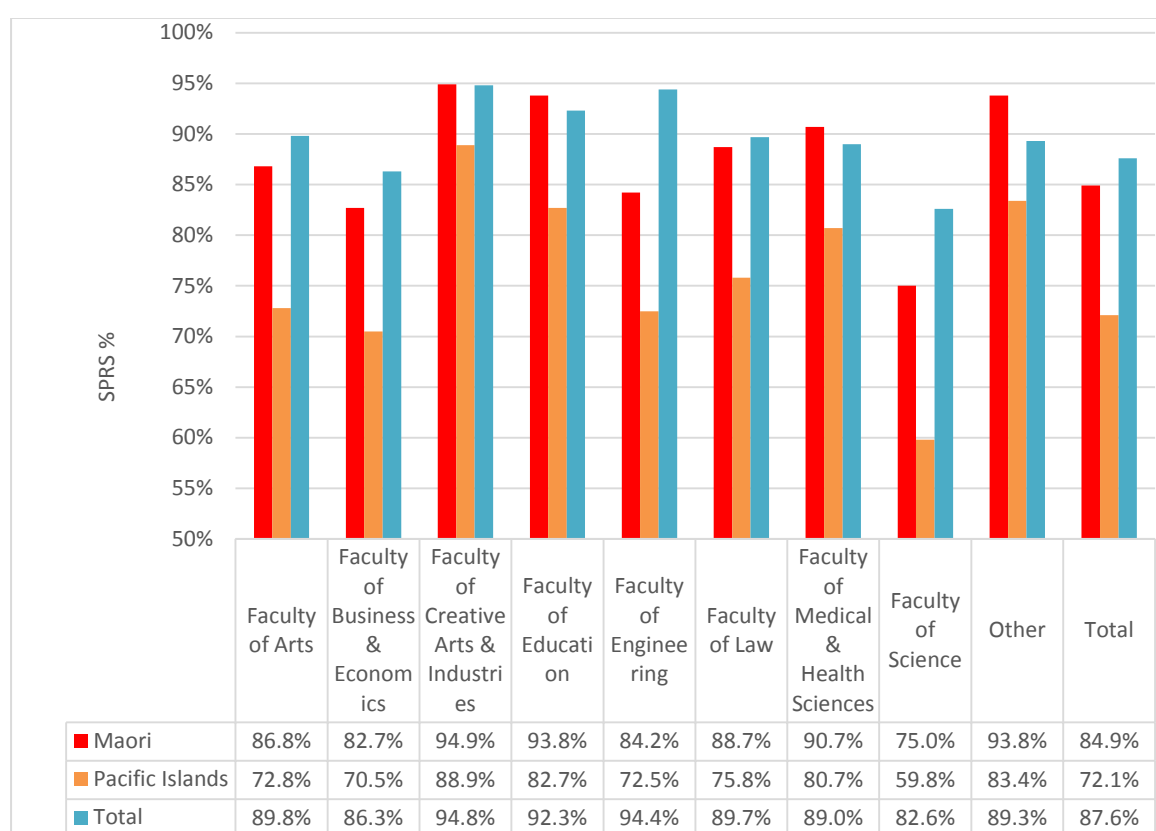
Stage One successful course completions across faculties

Figure 14 below compares the 2014 Stage One successful course completions across faculties. The rate for Māori students was highest in Creative Arts & Industries (94.9%), Education (93.8%) and Medical & Health Sciences (90.7%). It was lowest in Science (75%).

The rate for Māori students was higher than for overall students in Creative Arts & Industries (94.9% vs. 94.8%), Education (93.8% vs. 92.3%) and Medical & Health Sciences (90.7% vs. 89.0%).

For Pacific students the rate was highest in Creative Arts & Industries (88.9%) and Education (82.7%) and lowest in Science (59.8%) and Business & Economics (70.5%).

Figure 14: Stage One successful course completions by faculty 2014



New undergraduate retention/re-enrolment

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

Figure 15 below shows that 87.3% of the 2013 first-year student cohort returned in 2014. Retention of new undergraduate Māori students at 78.7% was 3.8 % lower than in 2013, the lowest rate for at least eight years.

The retention rate of new, undergraduate, Pacific students improved by 0.4% from 84.5% in 2013 to 84.9% in 2014. These figures coincide with a 0.7% decrease in total retention rates for new undergraduate students during the same period.

Overall Māori and Pacific new undergraduate retention rates were lower by 4.0 % and 2.1 % respectively for 2013/14 than they were for 2007/08 (graph starts at 70%).

Figure 15: New undergraduate retention 2006-07 to 2013-14

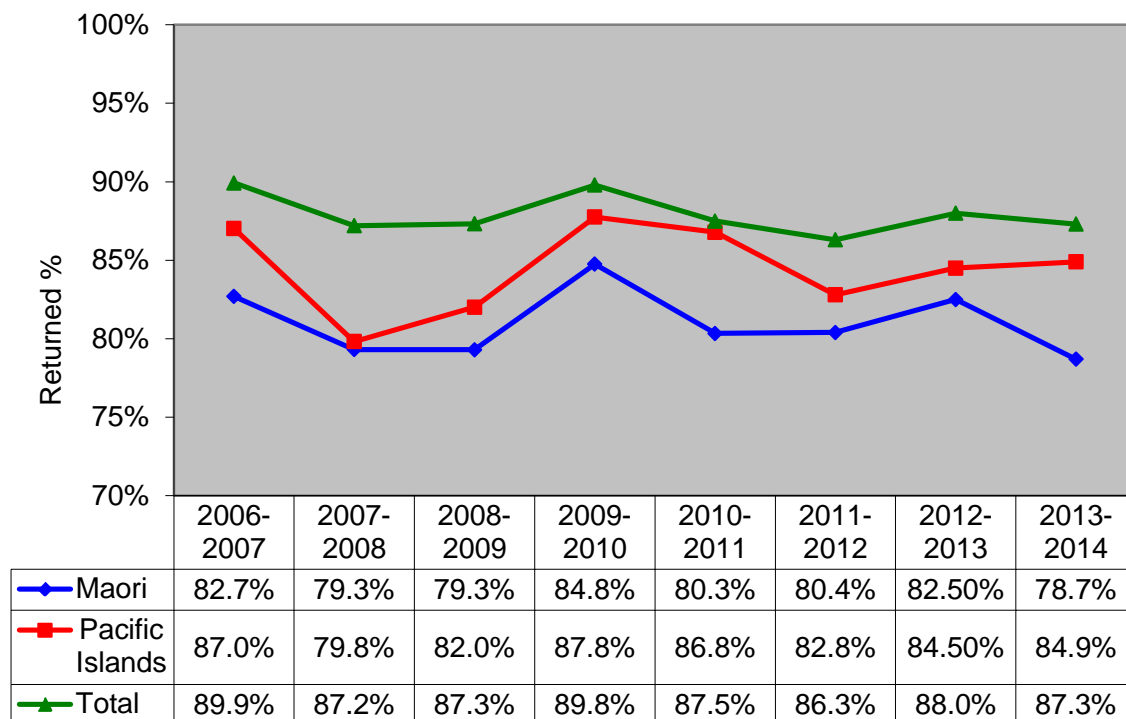
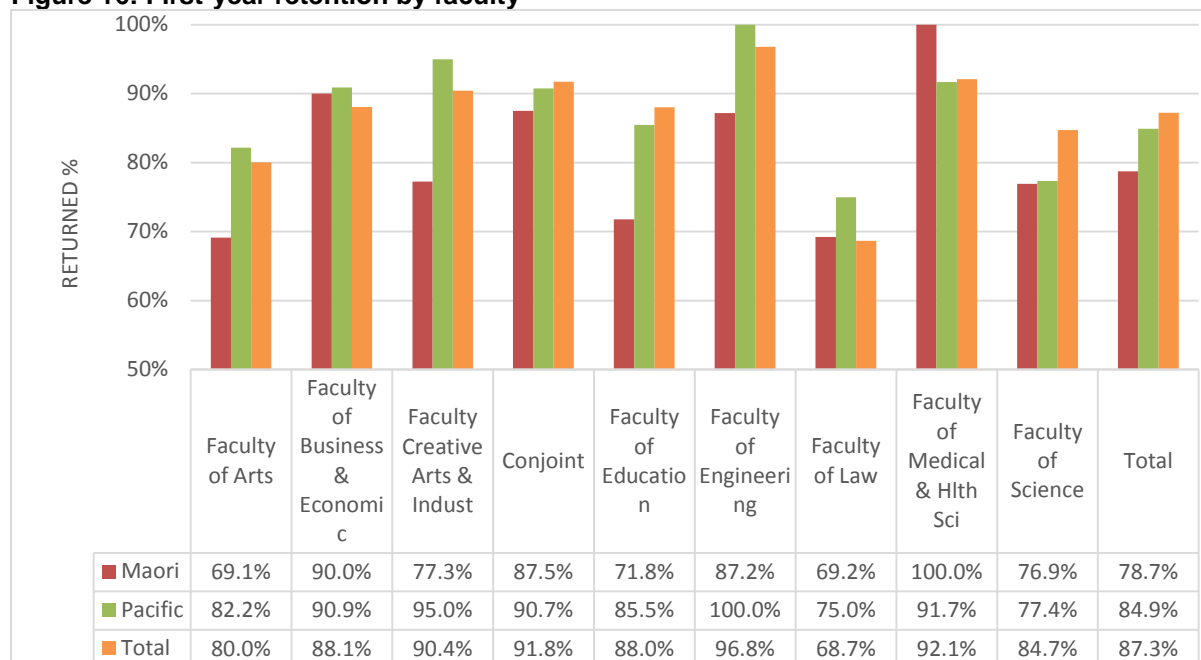


Figure 16 below shows new undergraduate retention across faculties in 2014.

Figure 16: First-year retention by faculty



New undergraduate Māori students enrolled in Medical & Health Sciences (100%), in Business & Economics (90.0%), Conjoint (87.5%) and Engineering (87.2%) had the highest retention rates, while those enrolled in Arts (69.1%), Law (69.2%), and Education (71.8%) had the lowest retention rates. Māori students had higher

retention rates than total students in Business & Economics (90.0% vs. 88.1%), Medical & Health Sciences (100% vs. 92.1%) and Law (69.2% vs. 68.7%).

New undergraduate Pacific students in Engineering (100%), Creative Arts & Industries (95.0%), Medical & Health Sciences (91.7%), Business & Economics (90.9%) and Conjoint (90.7%) had the highest retention rates in 2014. Pacific students in Law (75.0%) and Science (77.4%) had the lowest retention rates. Pacific students had higher retention rates than total students in Engineering (100% vs. 96.8%), Creative Arts & Industries (95.0% vs. 90.4%), Business & Economics (90.0% vs. 88.1%), Arts (90.9% vs. 88.1%) and Law (75.0% vs. 68.7%).

Qualification completions

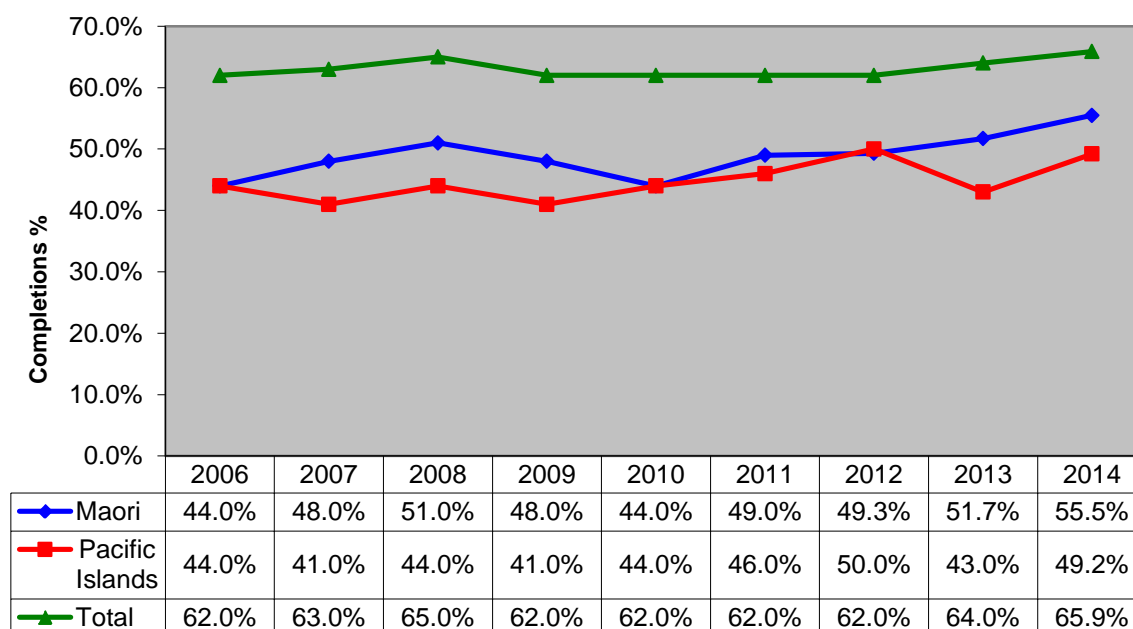
The total qualification completion rate in 2014, for degree level or higher qualifications obtained by domestic EFTS within five years, was 65.9% up from 64.0% in 2013.

Figure 17 below shows the Māori and Pacific qualification completion rate from 2006 to 2014. For Māori EFTS the rate was 55.5%, an increase from 51.7% in 2013. The qualification completion rate for Pacific EFTS was 49.2%, a significant increase from the 2013 rate of 43.0%.

Māori EFTS qualification completion rates were 11.5% higher in 2014 than in 2006 (55.5% vs. 44.0%) while Pacific qualification completion rates were also higher in 2014 than in 2006 (49.2% vs. 44.0%).

The increase in completions between 2006 and 2014 for Māori students is over double the increase for Pacific students. Both groups had 44.0% rate of completion in 2006. There has been a 3.9% increase in the total qualifications completion rate from 62% in 2006 to 65.9% in 2014.

Figure 17: Qualification completions by ethnic group



Students with disabilities and impairments

The statistical data that follow are a combination of Student Disability Services (SDS) internal statistics including student registrations, and data extracted by the Planning Office *Decision Support System* (DSS) (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.

Figure 18 below shows a slight decrease from 750 in 2013 to 746 in 2014 (0.5%), in the number of students seeking assistance from SDS.

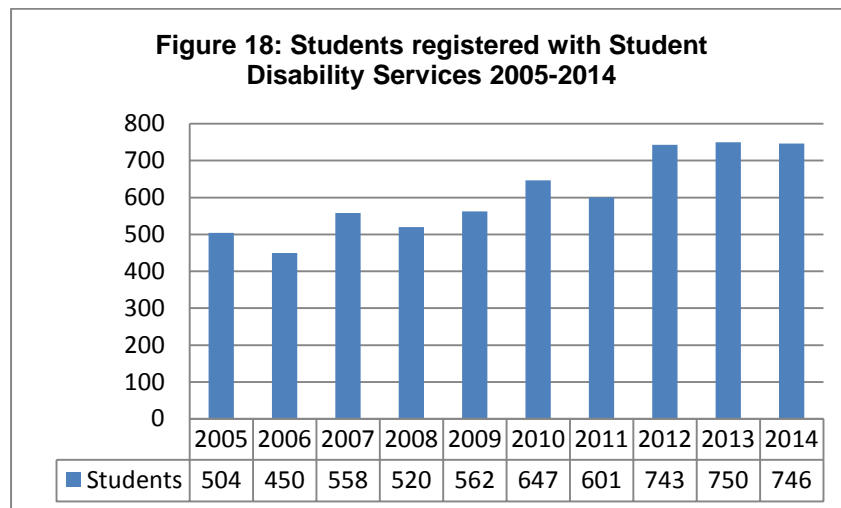
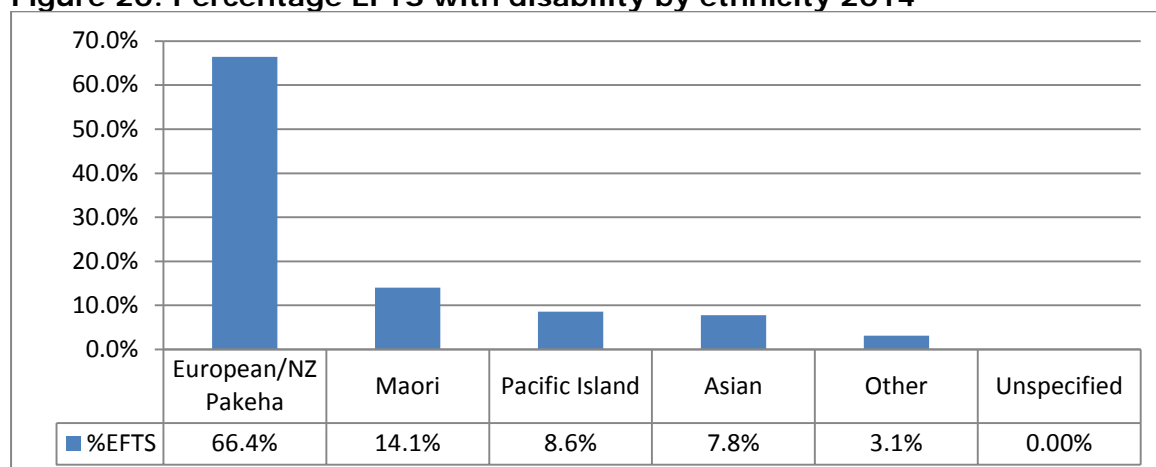


Figure 19 below shows those impairments students disclosed as their primary impairment. “Invisible” disabilities, such as specific learning and mental health issues, continue to make up the largest section of those impairments disclosed, together representing 56% of the primary impairments disclosed.

Over the past six years, the number of students with specific learning disabilities seeking assistance has increased dramatically from 142 to 246. This has been an established trend over the past six years. Of note in 2014 was a significant decrease in the number of students’ with medical/OOS disabilities, from 104 in 2013 to 85 in 2014.

Figure 20 below shows those indicating impairment at the point of enrolment, by ethnic group.

Figure 20: Percentage EFTS with disability by ethnicity 2014



In contrast, Figure 21 below shows the number of students who have registered with SDS by ethnic group (Note Figures 20 and 21 are not directly comparable as Figure 20 uses EFTS, whereas Figure 21 uses headcounts).

The proportion of Māori students registered with SDS has decreased from 8.8% in 2013 to 8.1% in 2014. The proportion of Pacific students has increased from 3.6% in 2013 to 4.7% in 2014. The 'Other' group of students has remained steady from 11.6% in 2013 to 11.8% in 2014.

Figure 21: Students registered with Student Disability Services by ethnic group 2009-2014

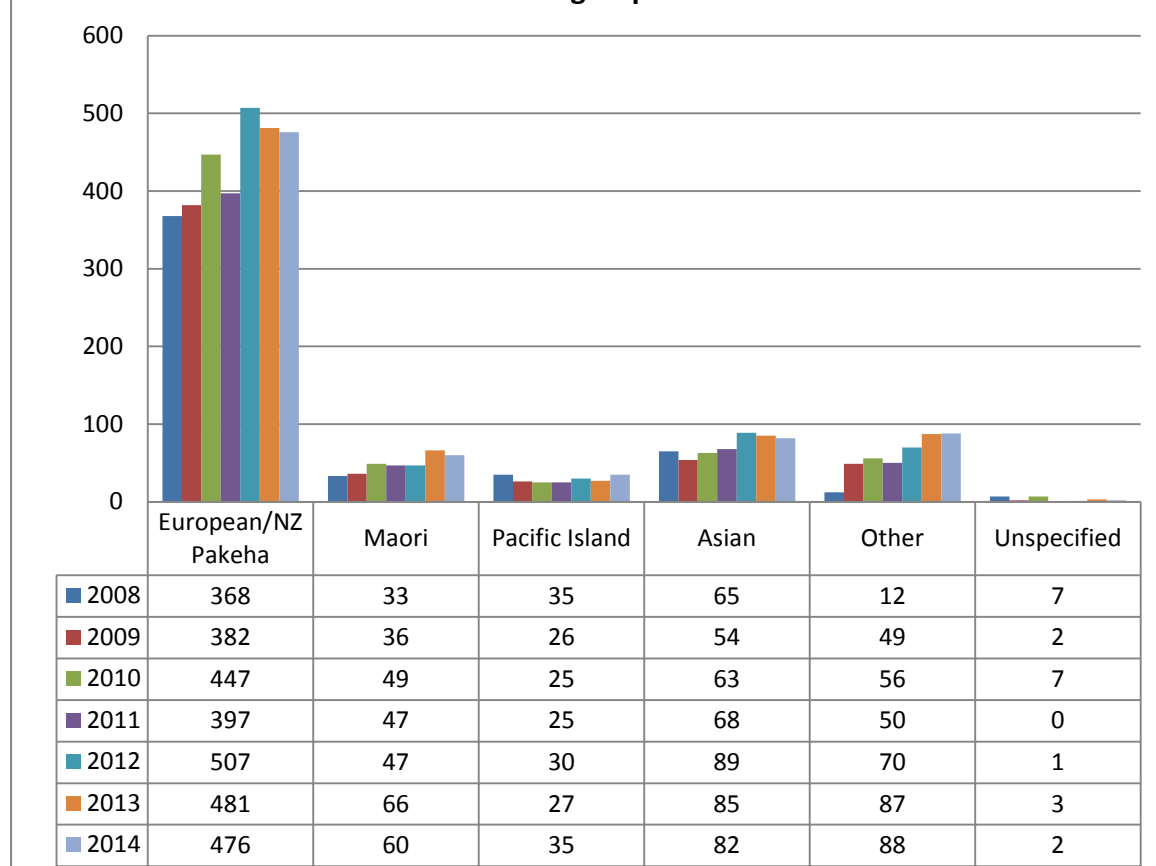


Figure 22 below shows that across all ethnic groups, except for Otherwomen currently make up a larger proportion of those indicating an impairment at the point of enrolment.

Figure 22: Percentage EFTS with disability by gender, within ethnicity 2014

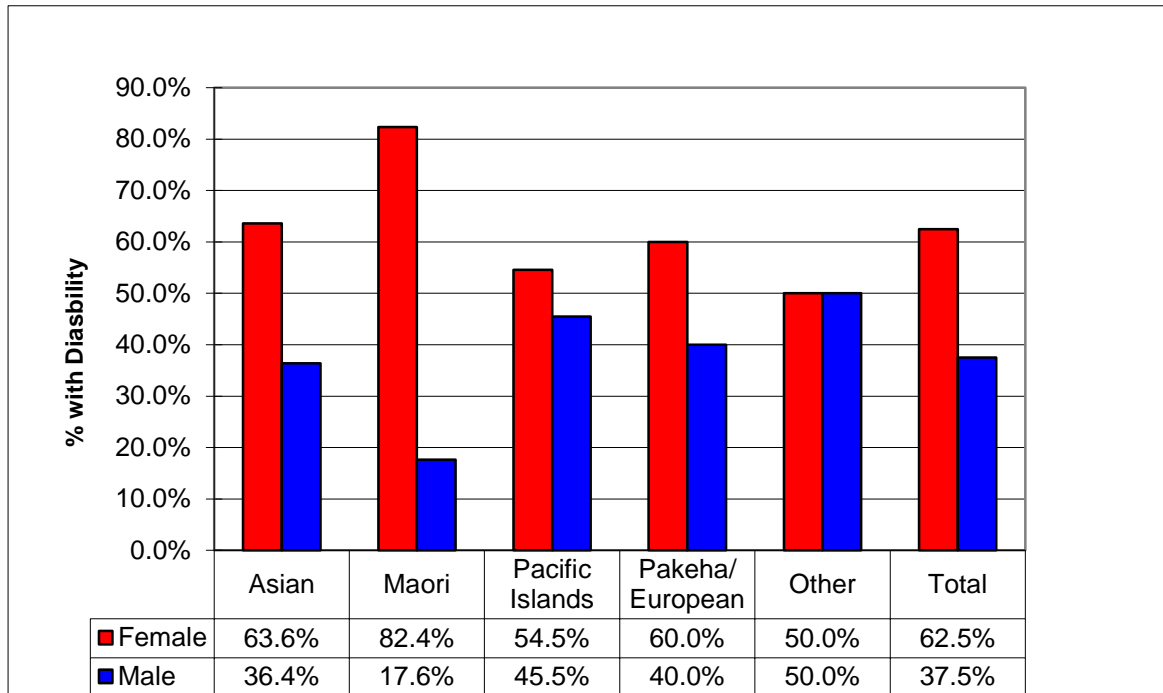


Figure 23 below shows that across ethnic groups females make up a higher proportion of registrations than men.

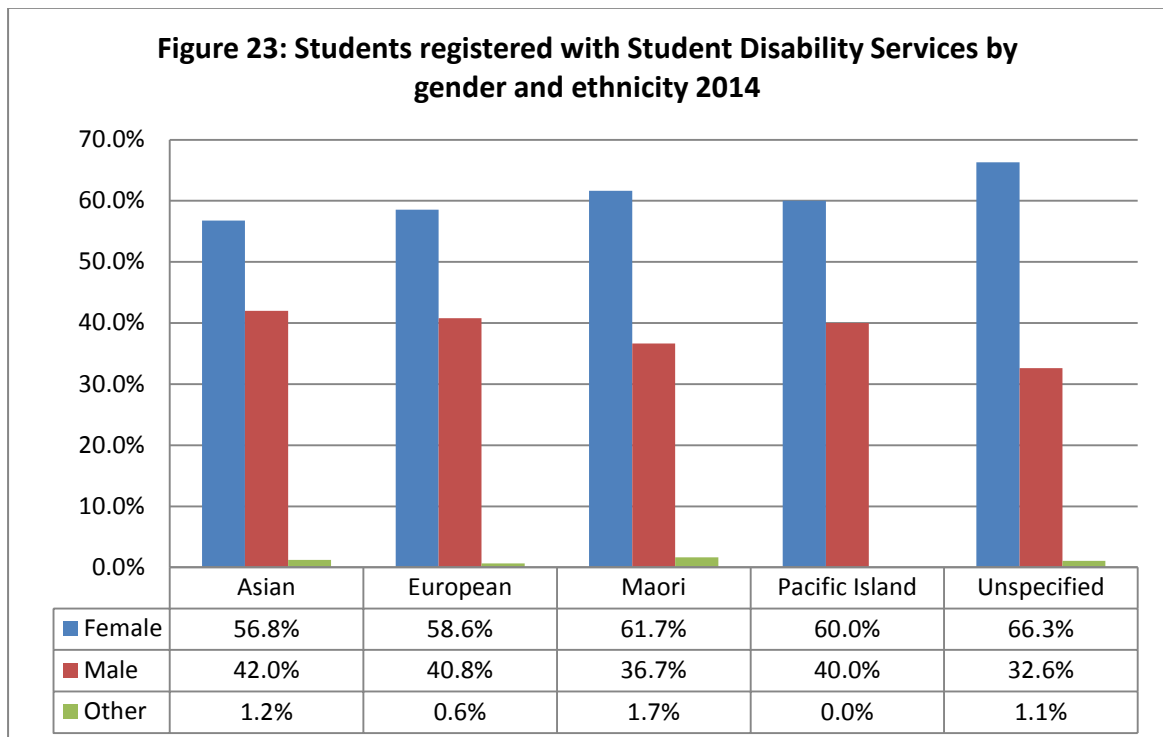


Figure 24 below shows women continue to make up a higher percentage of the students registered with SDS than men, from 2008 to 2014. In 2014, the proportion of male students registered fell below 40% for the first time since 2008.

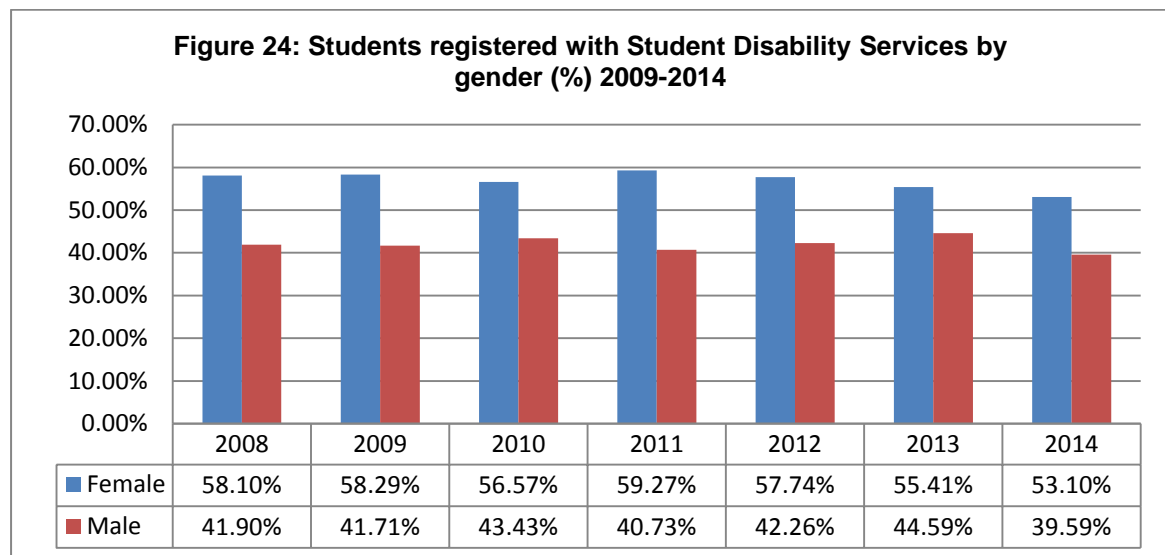


Figure 25 below shows the Arts, Education and Science faculties continue to account for the largest proportion of students indicating at enrolment that they live with an impairment. This trend remains unchanged from 2012. The Medical & Health Sciences proportion has increased steadily from 2011 to 2014.

Figure 25: Percentage of University EFTS with disability, by faculty 2010-2014

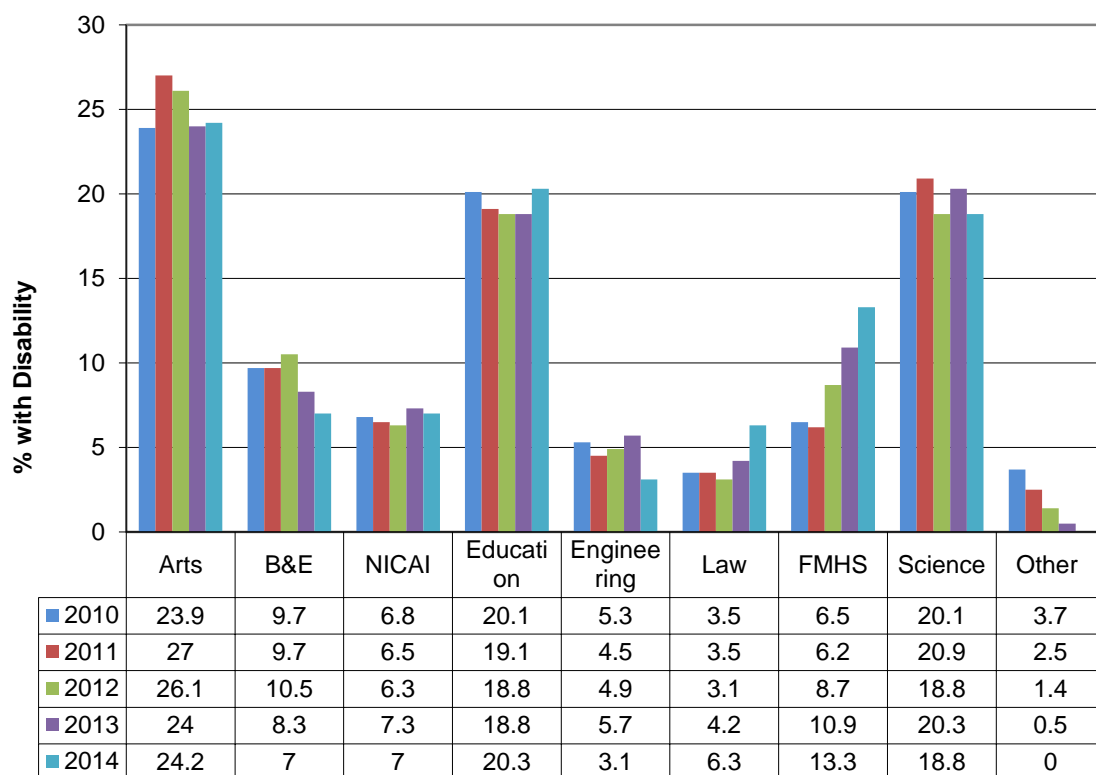


Figure 26 below shows that the Faculties of Arts, Education and Science have the highest proportion of students who register with SDS, this is unchanged from 2012. The proportion of students who registered with SDS in Education and Business & Economics increased between 2013 and 2014. The proportion of students who registered with SDS from the Faculties of Arts, Science, and Engineering decreased from 2013 to 2014.

Figure 26: Percentage of students registered with Student Disability Services by faculty 2009-2014

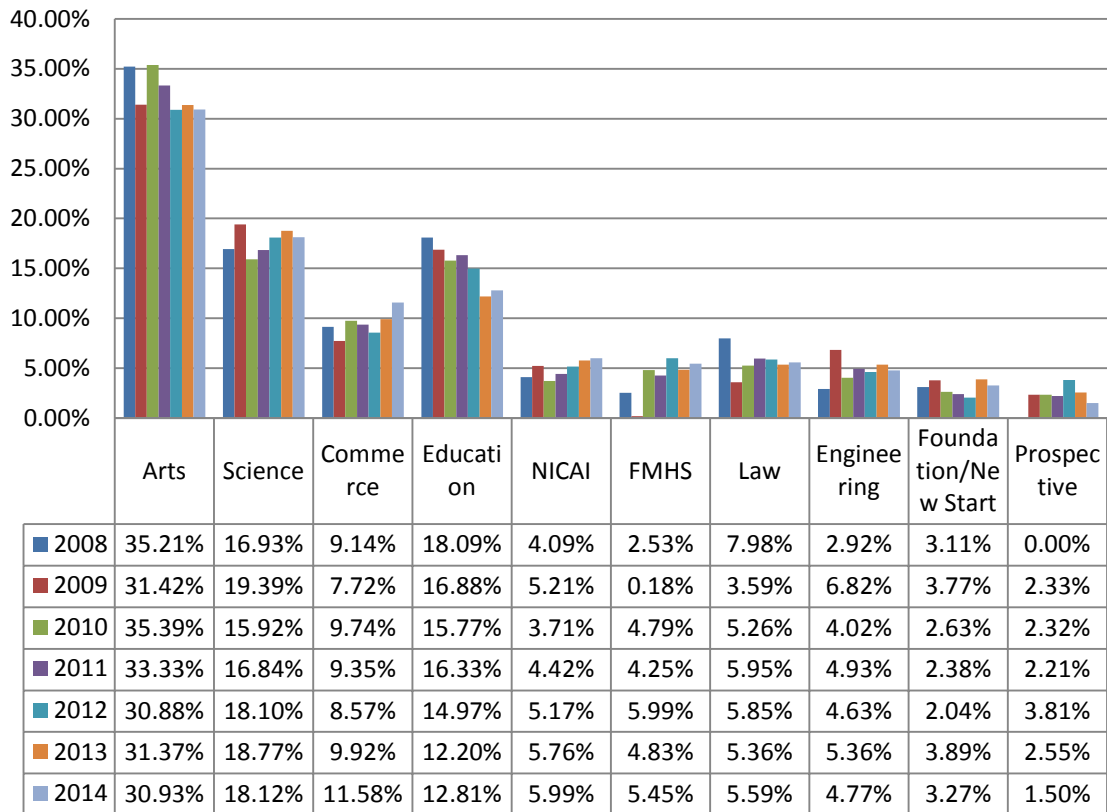


Figure 27 below shows a significant increase (10.10%) in the percentage of students with impairments who are enrolled in research postgraduate courses between 2013 and 2014.

The percentage of students with impairments in taught postgraduate courses has almost doubled since 2010 increasing from 12.2% to 24.20% in 2014.

There has been a gradual decline in the percentage of students with impairments in undergraduate courses (from 79.1% in 2010 to 57.8% in 2014).

Figure 27: Percentage of EFTS with disability by funding level 2010-2014

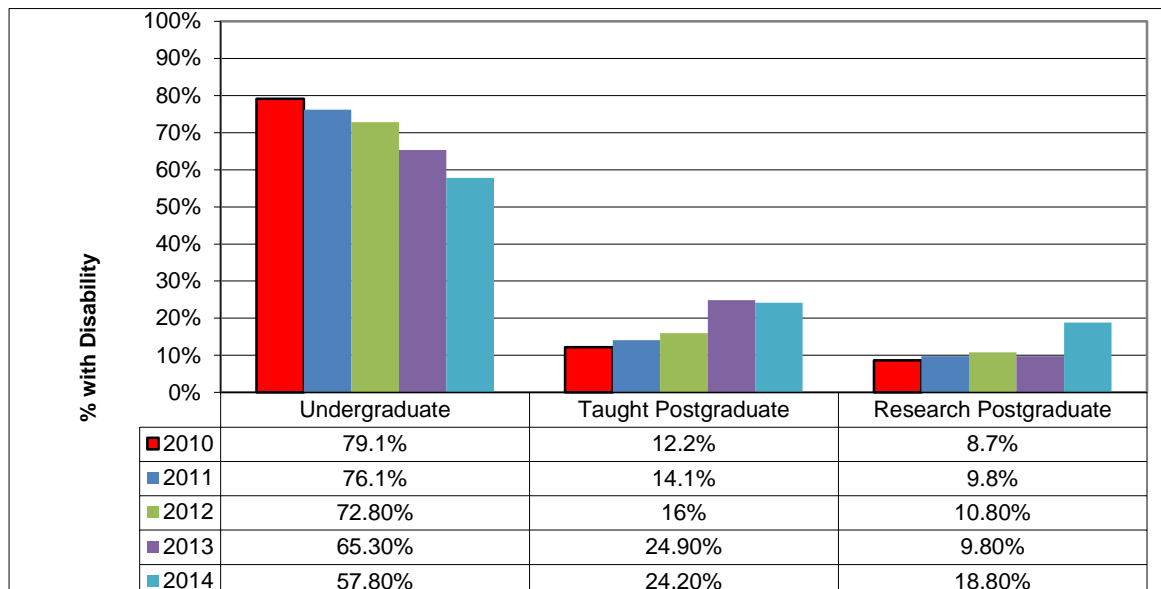
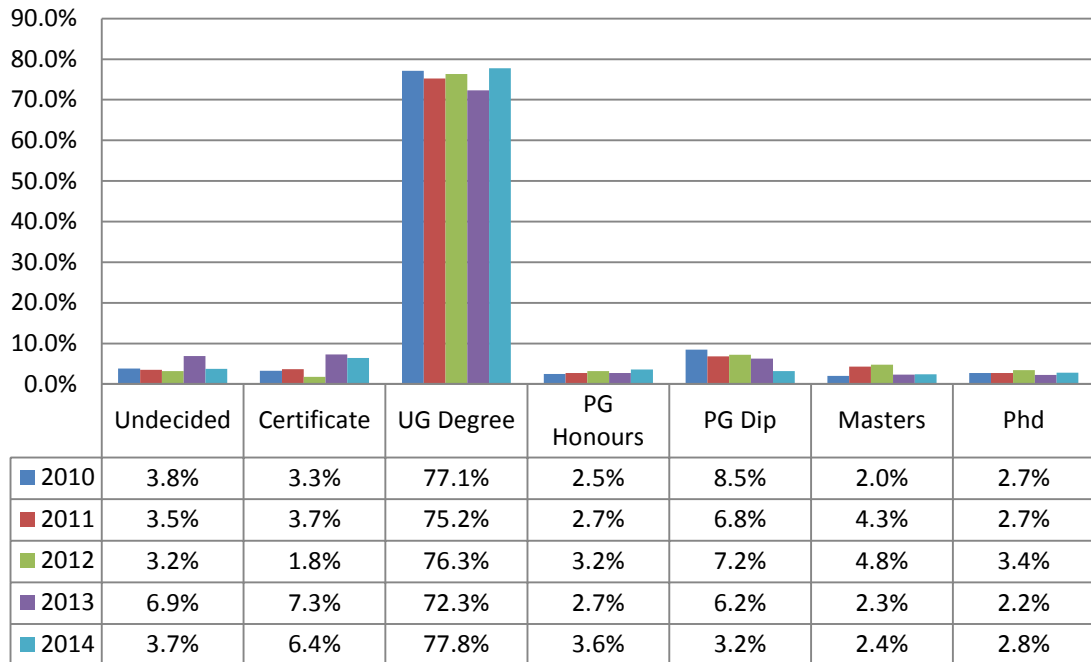


Figure 28 below shows an increase in the percentage of students registered with SDS who are undertaking an undergraduate degree (from 72.3% in 2013 to 77.8% in 2014). There was a decrease in the percentages of students who are undecided, at PG Dip level, or at Certificate level.

Figure 28: Percentage of students registered with Student Disability Services by levels 2010-2014



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% in 2014. Māori academic FTE decreased from 124 FTE in 2013 to 118.5 FTE in 2014, a decrease of 4.4%. Māori academic FTE as a percentage of all academic FTE decreased slightly dropped from 5.8% in 2013 to 5.5% in 2014.
- From 2013 to 2014, Pacific academic staff increased from 46 FTE to 50.8 FTE, an increase of 10.4%, and also slightly increased as a percentage of all academic FTE (2.16% in 2013 and 2.36% in 2014). The increased Pacific academic staff FTE were in Arts, Business and Economics, Medical & Health Sciences and Science.
- Asian academic staff increased by 6.7% to 317.7 FTE from 297.6 FTE in 2013 while there was an increase in Asian professional staff of 1% to 617.4 FTE from 2013-2014. The proportion of Asian academic staff was slightly higher in 2014 than in 2009: (14.8% compared to 13.2% in 2009) while the proportion of Asian professional staff remained similar (22.1% compared to 21.8% in 2009).
- In 2014, 44.7% of academic staff were women and 55.3% were men, exactly the same percentages as in 2013.
- The proportion of associate professors who are women increased from 25.5% (59.5 FTE) in 2006 and 32.6% (88.9 FTE) in 2013 to 35.7% (100.5 FTE) in 2014. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 22.4% (65.1 FTE) in 2014 (flat lining from 22.5% in 2013).
- In 2014, 16 women (73% of the female applicants) and 17 men (52% of the male applicants) were promoted to associate professor.
- Seven women and 16 men applied to be promoted to professor, with similar success rates, of 58% for women (4) and 63% for men (10).
- Overall, all professional staff increased by 0.2% in 2014. Māori professional staff increased 2013-2014 from 175 FTE to 180 FTE, an increase of 2.9%. Pacific professional staff increased 1.3% from 147.1 FTE to 149.0 FTE.
- In 2014 there were 1,747.0 FTE women professional staff and 1,040.6 FTE men giving a total of 2,787.6 FTE professional staff. The percentage of senior women professional staff increased from 45% in 2013 to 48% in 2014.
- In 2014, 43% of academic staff and 33% of professional staff were 51 years of age and over.

Ethnicity and equity

Overall, academic staff increased by 1% from 2,131.3 FTE in 2013 to 2153.5 FTE in 2014. Professional staff increased by 0.2% from 2,784.6 FTE in 2013 to 2787.6 FTE in 2014. "FTE" means "Full Time Equivalent".

Māori academic FTE decreased from 124 FTE in 2013 to 118.5 FTE in 2014, a decrease of 4.4%. Māori academic FTE as a percentage of all academic FTE also dropped (from 5.8% in 2013 to 5.5% in 2014). Māori professional staff increased from 2013 to 2014 from 175 FTE to 179.8 FTE, an increase of 2.7%.

After dropping 18% (12 FTE) between 2012 and 2013, Pacific academic staff regained some ground, increasing 10.4% from 46 FTE to 50.8 FTE from 2013 to 2014. The proportion of academic FTE who are Pacific, increased slightly from 2.16% to 2.36% between 2013 and 2014. Pacific professional staff increased 1.3% from 147 FTE to 149 FTE. Asian academic staff increased by 6.7% and Asian professional staff increased by 1%. Pākehā/European academic staff decreased by 1% and Pākehā/European professional staff increased by 0.4% in this same period (2013-2014).

Table 7: Academic and professional staff FTE and percentage by ethnicity 2014

Group	Academic		Professional	
	FTE	%	FTE	%
Māori	118.5	5.5%	179.8	6.4%
Pacific	50.8	2.4%	149	5.3%
Asian	317.7	14.8%	617.4	22.1%
Pākehā/European	1357.9	63.1%	1494	53.6%
Other	308.6	14.3%	348.9	12.5%
	2153.5	100.0%	2789.0*	100.0%

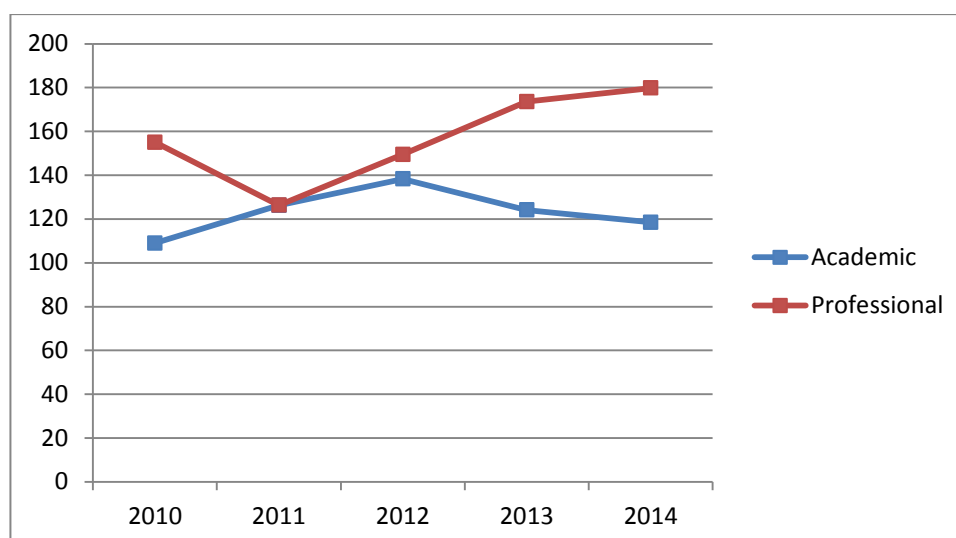
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*Slightly different figure from above, due to rounding.

Māori staff

There was a total of 298.3 FTE Māori staff (6%) at the University in 2014 which is significantly below the percentage of Māori people in the Auckland area (approximately 11%, Statistics NZ).

Figure 29: Māori academic and professional staff FTE 2010-2014



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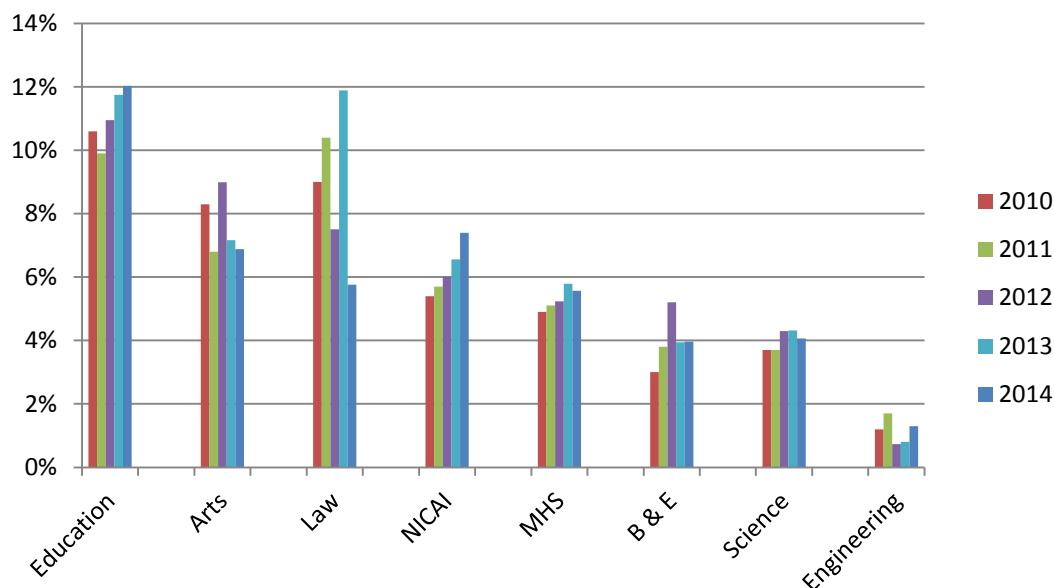
Māori academic staff

The FTE of Māori academic staff increased from 110 FTE in 2009 to 124.1 FTE in 2013, but declined in 2014 to 118.5 FTE (see Figure 29). The overall percentage of academic staff who are Māori has dropped slightly (5.7% in 2012, 5.8% in 2013, and 5.5% in 2014). The majority of Māori academics are women (59%).

The Faculties of Education and Creative Arts & Industries had the highest percentage of Māori academic staff (as percentage of faculty FTE) in 2014 (12% or 24.3 FTE, and 7.4% or 8 FTE respectively). The Faculty of Arts had the third highest percentage with 6.9%, which is similar to 2013 (7.2%).

The Faculty of Medical & Health Sciences has 6.3 more FTE Māori academics now than in 2010, reaching a total of 28.9 FTE, the largest number in the University, but this is only 5.6% of the faculty FTE in total. The Faculty of Business and Economics has gained 2.2 Māori FTE bringing the total to 8.6 FTE (4%). Engineering has 0.1 FTE less than in 2010 giving a total of 2.4 FTE (1.3%). Creative Arts & Industries has increased their proportion of Māori staff steadily since 2010 with 8 FTE (7.4%) and Science has 20 FTE (4.1%) (see Figure 30).

Figure 30: Māori academic staff as percentage of faculty FTE 2010 - 2014



	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	25.5	8.3	21.0	6.8	22.4	9.0	20.9	7.2	19.9	6.9
Bus&Ec	6.4	3.0	8.3	3.8	10.5	5.2	8.0	3.9	8.6	4.0
Ed	21.4	10.6	19.3	9.9	22.1	11.0	24.1	11.8	24.3	12.0
Eng	2.5	1.2	3.7	1.7	1.4	0.7	1.5	0.8	2.4	1.3
Law	4.3	9.0	5.0	10.4	4.1	7.5	5.9	11.9	2.8	5.8
MHS	22.6	4.9	24.3	5.1	28.4	5.2	28.7	5.8	28.9	5.6
NICA I	6.3	5.4	6.9	5.7	7.6	6.0	7.4	6.6	8.0	7.4
Sci	18.8	3.7	19.4	3.7	23.3	4.3%	21.3	4.3	20	4.1

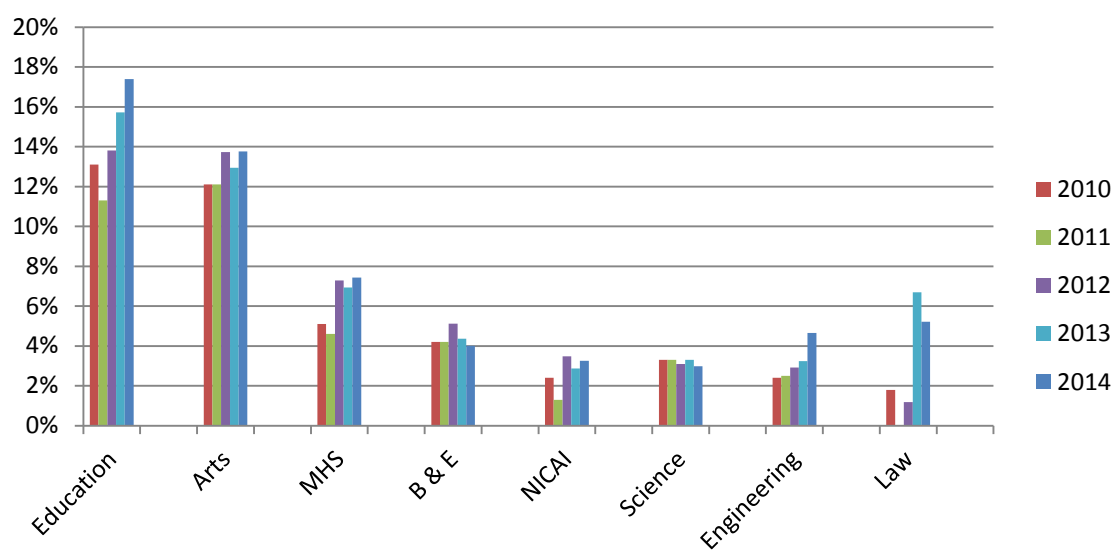
DSS 25 December 2014

Māori professional staff

In 2014 there were 179.8 FTE (6.4%) Māori professional staff. This represents an increase of 5.2 FTE from 174.6 FTE (6.3%) in 2013 (see Figure 29). Most Māori professional staff in 2014 were women (69%, which is above the overall percentage of female professional staff [63.0%]).

The highest percentages of Māori professional staff in faculties are in the Faculty of Education (17.4%), Faculty of Arts (13.8%), and Medical & Health Sciences (7.4%). Science, and Business and Economics have maintained similar numbers 2010 and 2014. Law has had an increase from 1.2% in 2012 to 5.2% (1.2FTE) in 2014. Engineering has 4.7%, which is an increase of 1.3% % from 2013 (see Figure 31).

Figure 31: Māori professional staff percentages in faculties 2010 – 2014

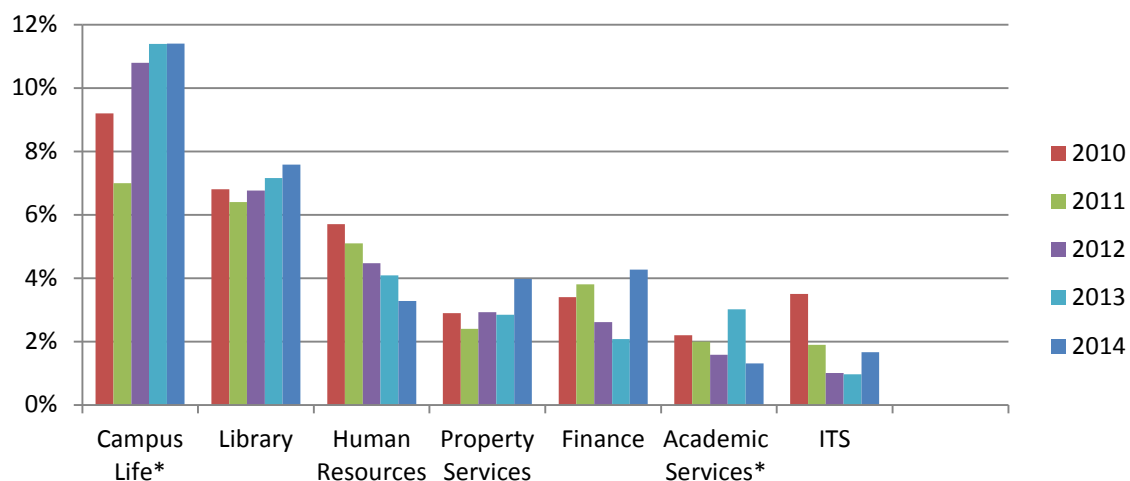


	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	12.2	12.1	12.0	12.1	15.4	13.7	15.4	12.9	16.4	13.8
Bus & Ec	4.8	4.2	5.0	4.2	6.9	5.1	6.0	4.4	5.3	4.0
Ed	32.0	13.1	24.3	11.3	20.9	13.8	29.6	15.7	32.5	17.4
Eng	3.3	2.4	3.5	2.5	3.6	2.9	4.5	3.2	6.9	4.7
Law	0.4	1.8	0	0	0.3	1.2	1.7	6.7	1.2	5.2
MHS	18.6	5.1	17.8	4.6	31	7.3	29.3	6.9	31.2	7.4
NICA I	1.3	2.4	0.8	1.3	2.3	3.5	2.0	2.9	2.2	3.2
Sci	8.5	3.3	8.3	3.3	7.6	3.1	9.5	3.3	8.8	3.0

DSS 25 December 2014

Of the Māori professional staff working in the University's large service divisions, the highest number, 22.3 FTE (11.4% of division FTE), is employed in Campus Life. The Library employs the next largest group with 18.1 FTE (7.6%). The Library, Property Services, and ITS increased their numbers of Māori professional staff in 2014, from 2013.

Figure 32: Māori professional staff percentages in largest service divisions 2010 – 2014



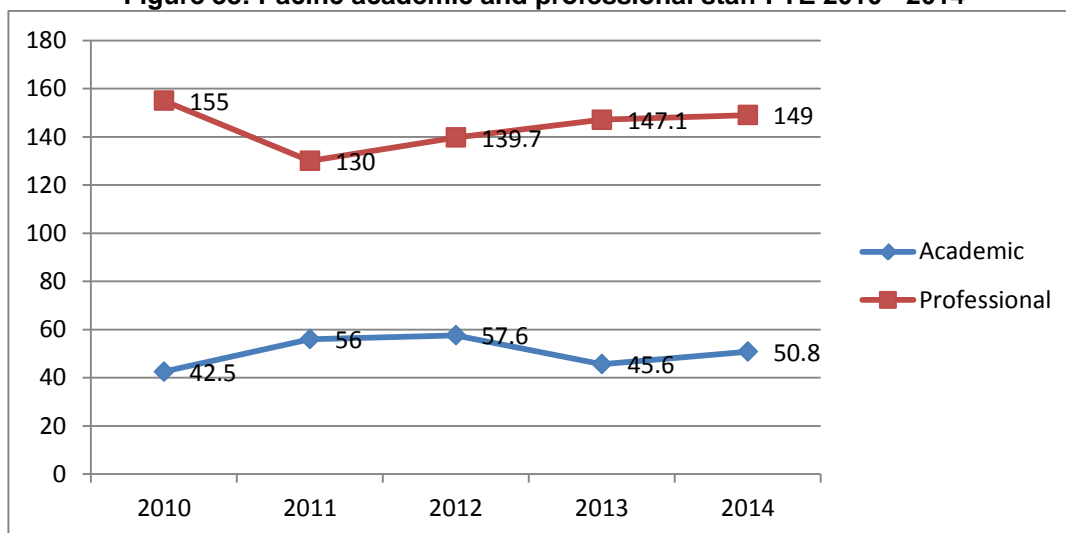
Service Divisions	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	1.0	3.4%	1.0	3.8%	1.2	2.6%	1.0	2.1%	1.0	4.3%
Human Resources	3.8	5.7%	2.9	5.1%	2.9	4.5%	2.7	4.1%	2.4	3.3%
ITS	7.7	3.5%	3.7	1.9%	2.0	1.0%	2.0	1.0%	3.6	1.7%
Library	15.0	6.8%	14.2	6.4%	16.4	6.8%	17.0	7.2%	18.1	7.6%
Property Services	4.0	2.9%	3.2	2.4%	4.0	2.9%	3.8	2.8%	5.4	4.0%
Academic Services	1.8	2.2%	1.5	2.0%	1.2	1.6%	2.5	3.0%	1.2	1.3%
Campus Life	10.9	9.2%	10.3	7.0%	19.0	10.8%	21.3	11.4%	22.3	11.4%

DSS 25 December 2014

Pacific staff

There was a total of 199.8 FTE (3.9%) Pacific staff at the University in 2014 which is significantly below the percentage of Pacific people in the Auckland area (16%, Statistics NZ).

Figure 33: Pacific academic and professional staff FTE 2010 - 2014

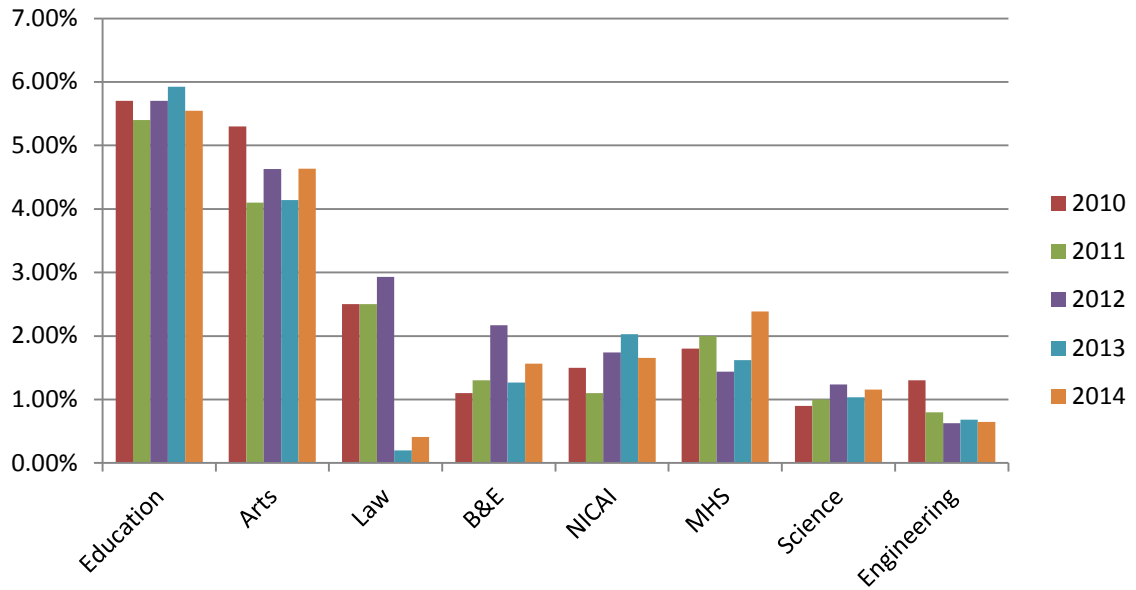


Pacific academic staff

After rising between 2010 and 2012, Pacific academic staff FTE declined significantly in 2013, but increased in 2014: 50.8 FTE (2.4% of total academic FTE) in 2014 compared to 42.5 FTE in 2010. Most Pacific academic staff are women (66%).

The highest faculty FTE percentage of Pacific academic staff is in Education 5.5% (11.2 FTE), although this declined from the 2013 total of 5.9% (12.2 FTE). Arts has the second highest percentage of Pacific academics with 4.6% (13.4 FTE), an increase from 4.1% (12.3 FTE) in 2013. Medical & Health Sciences has increased from 8.1 FTE (1.6%) to 12.4 FTE (2.4%).

Figure 34: Pacific academic staff percentages in faculties 2010 – 2014

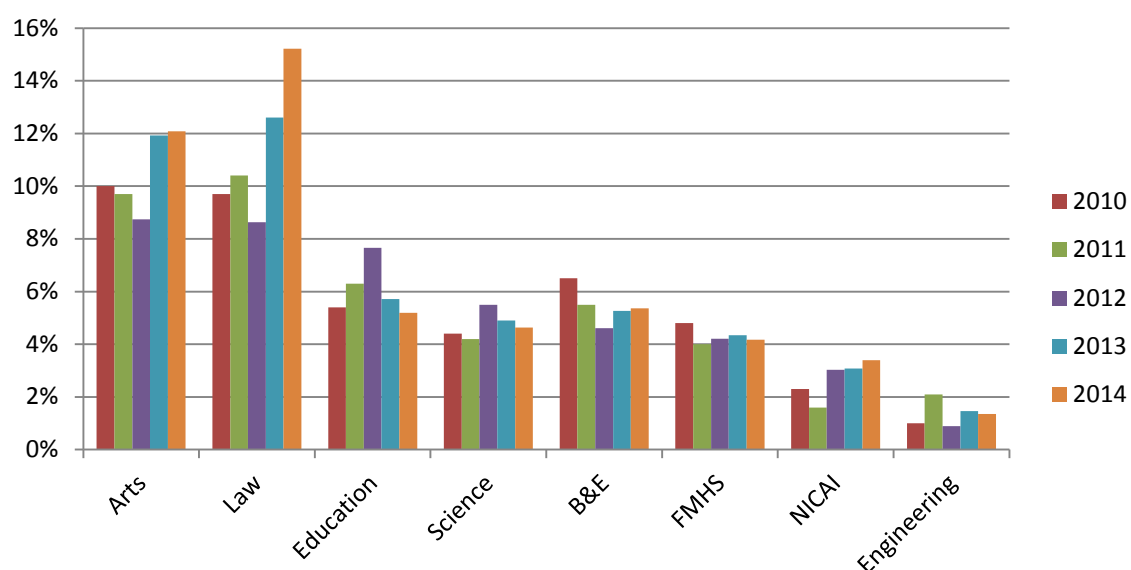


Faculty	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	16.3	5.3%	12.5	4.1%	15.8	4.6%	12.3	4.1%	13.4	4.6%
Bus& Ec	2.4	1.1%	2.8	1.3%	5.4	2.2%	2.6	1.3%	3.4	1.6%
Ed	11.6	5.7%	10.5	5.4%	11.5	5.7%	12.2	5.9%	11.2	5.5%
Eng	2.6	1.3%	1.8	0.8%	1.2	0.6%	1.2	0.7%	1.2	0.6%
Law	1.2	2.5%	1.2	2.5%	1.6	2.9%	0.1	0.2%	0.2	0.4%
MHS	8.3	1.8%	9.4	2.0%	7.8	1.4%	8.1	1.6%	12.4	2.4%
NICA I	1.8	1.5%	1.3	1.1%	2.2	1.7%	2.3	2.0%	1.8	1.7%
Science	4.5	0.9%	5.0	1.0%	6.7	1.2%	5.1	1.0%	5.7	1.2%

Pacific professional staff

In 2014, there were 149 FTE (5.3%) Pacific professional staff and this percentage is the same as 2013 (147.1 FTE).

Figure 35: Pacific professional staff percentages in faculties 2010 – 2014

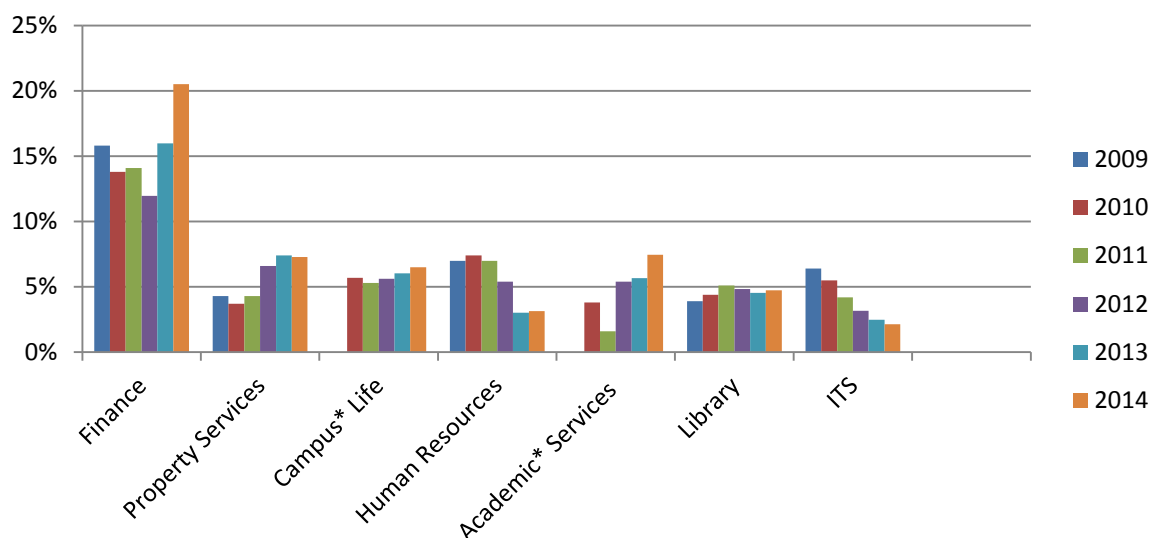


Faculty	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	10.4	10%	9.6	9.7%	9.8	8.7%	14.6	11.9%	14.4	12.1%
Bus&Ec	7.7	6.5%	6.6	5.5%	6.2	4.6%	7.2	5.3%	7.1	5.4%
Ed	13.7	5.4%	13.5	6.3%	11.6	7.7%	10.8	5.7%	9.7	5.2%
Eng	1.2	1.0%	3.0	2.1%	1.1	0.9%	2.0	1.5%	2.0	1.4%
Law	2.2	9.7%	2.4	10.4%	2.2	8.6%	3.2	12.6%	3.5	15.2%
MHS	16.7	4.8%	15.7	4.0%	17.9	4.2%	18.5	4.3%	17.5	4.2%
NICA	1.2	2.3%	1.0	1.6%	2	3.0%	2.2	3.1%	2.3	3.4%
Science	11.9	4.4%	10.7	4.2%	13.5	5.5%	14.2	4.9%	13.7	4.6%

*percentages are based on total FTE per faculty

Law had the highest rate of Pacific professional staff in 2014: 15.2% (3.5 FTE). Arts, Law, Business and Economics, and Creative Arts & Industries increased the percentage of Pacific professional staff in 2014 compared to 2013. The proportion of faculty professional staff who are Pacific decreased in Science, Education, Medical & Health Sciences and Engineering.

Figure 36: Pacific professional staff percentages in largest service divisions 2010 – 2014



Service Divisions	2010		2011		2012		2013		2014	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Finance	4.0	13.8%	3.7	14.1%	5.5	11.96%	7.7	16.0%	4.8	20.5
Human Resources	4.5	7.4%	4.0	7.0%	3.5	5.40%	2.0	3.0%	2.3	3.2
ITS	11.9	5.5%	8.1	4.2%	6.3	3.17%	5.1	2.5%	4.6	2.1
Library	9.8	4.4%	11.3	5.1%	11.7	4.83%	10.8	4.6%	11.3	4.7
Property Services	5.1	3.7%	5.8	4.3%	9.0	6.59%	9.9	7.4%	9.9	7.3
Academic Services	3.1	3.8%	1.1	1.6%	4.1	5.39%	4.7	5.7%	6.8	7.5
Campus Life	6.7	5.7%	7.7	5.3%	9.9	5.62%	11.3	6.0%	12.7	6.5

The Finance, Campus Life, Human Resources, Academic Services and Library employed more Pacific professional staff in 2014 than in 2013.

Asian staff

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

In 2010, Asian academic staff accounted for 275.7 FTE (13.5% of all academic FTE) and by 2014 this figure had increased to 317.7 FTE (14.8%). Over the same time frame, 2010-2014, Asian professional staff numbers increased from 589.4 FTE (21.9% of all professional staff) to 617.4 FTE (22.1%).

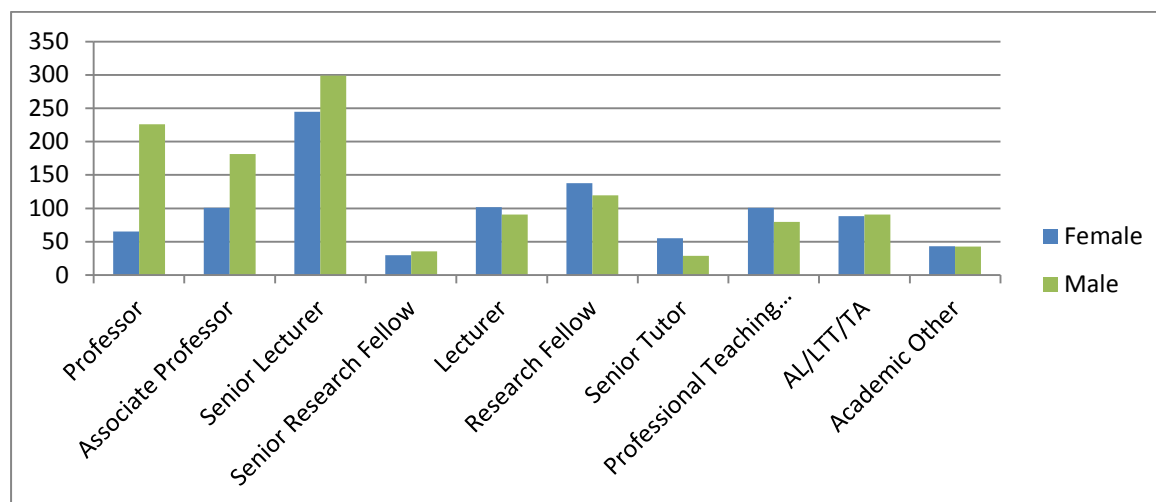
There is a total of 935.1 FTE (18.9%) Asian staff at the University, slightly below the Auckland Asian population of approximately 22% (Statistics NZ).

Gender

Women academic staff

In 2014, out of 2,153.5 FTE academics, 962.1 FTE (44.7 %) were women and 1,191 FTE (55.3%) were men. Numbers of women academic staff have risen from 848.8 FTE (43%) in 2006 resulting in a modest increase in women's overall representation.

Figure 37: Academic staff FTE by grade and gender 2014



Grade	Female		Male		Total FTE
	FTE	%	FTE	%	
Professor	65.1	22.4	225.9	77.6	291.0
Associate Professor	100.5	35.7	181.4	64.4	281.9
Senior Lecturer	244.5	45.0	298.9	55.0	543.4
Senior Research Fellow	29.7	45.5	35.5	54.4	65.2
Lecturer	101.5	52.8	90.6	47.2	192.1
Research Fellow	137.6	53.4	119.6	46.4	257.2
Senior Tutor	55.1	65.6	28.8	34.3	83.9
Professional Teaching Fellow	100.9	55.9	79.4	44.0	180.3
AL/LTT/TA	88.4	49.4	90.5	50.6	178.9
Academic Other	43.3	50.4	42.6	49.6	85.9
Total	962.1	44.7	1191	55.3	2153.5

*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.

The numbers of women and men at lecturer level are 101.5 FTE and 90.6 FTE respectively, followed by decreasing proportions of women in the senior grades.

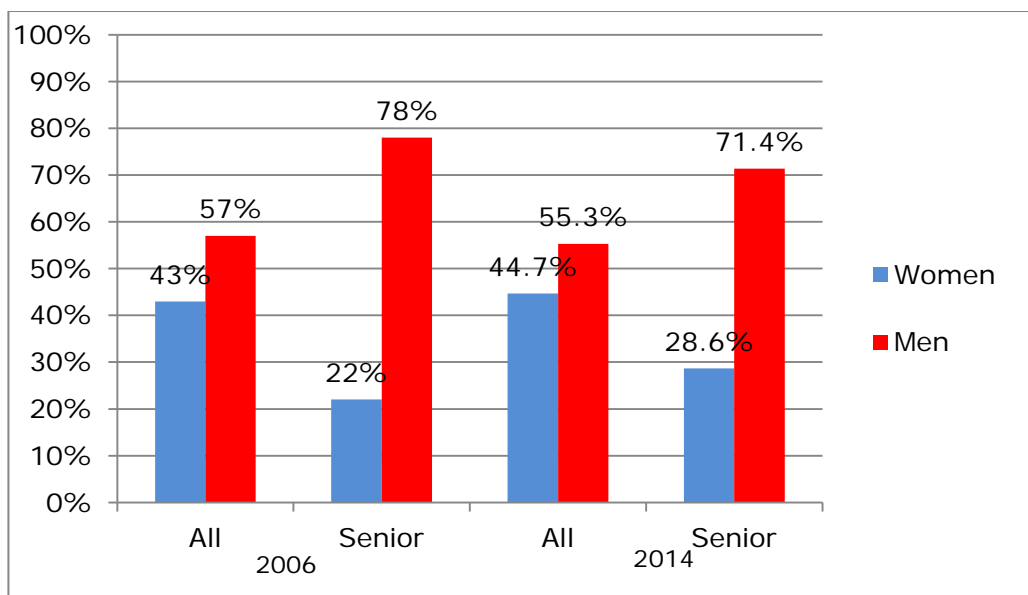
Currently the greatest number of both female and male academics is at senior lecturer grade (244.5 FTE and 298.9 FTE respectively). This is important for enlarging the pool of eligible applicants for promotion to associate professor and professor. The percentage of lecturers who are women has remained essentially the same since 2006 although the actual numbers have decreased from 147 FTE in 2006 to 101.5 FTE in 2014.

Senior women academic staff

The proportion of associate professors who are women increased from 25.5% (59.5 FTE) in 2006 and 32.6% (88.9 FTE) in 2013 to 35.7% (100.5 FTE) in 2014. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 22.4% (65.1 FTE) in 2014, holding steady from 2013 (22.5% and 61.5 FTE).

In 2006, 22% (97.3 FTE) of all senior academics were women and by 2014 this had risen to 28.6% (169.8 FTE), an increase from 2013 figures of 27.24% (154.1 FTE). The 2014 FTE total represents an increase of 72.5 FTE (43%) since 2006.

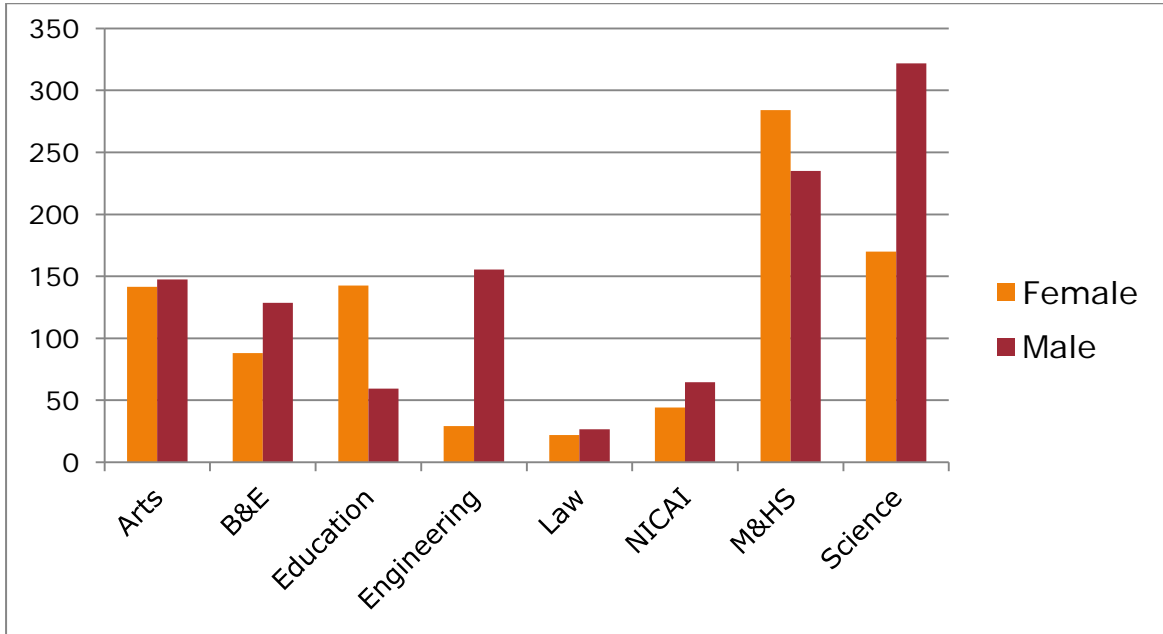
Figure 38: Senior academic staff percentages by gender 2006-2014



	2006		2014	
	All	Senior	All	Senior
Women	43% 849 FTE	22% 97 FTE	45% 962.1 FTE	29% 169.8 FTE
Men	57% 1,129 FTE	78% 349 FTE	55% 1,191 FTE	71% 423.1 FTE

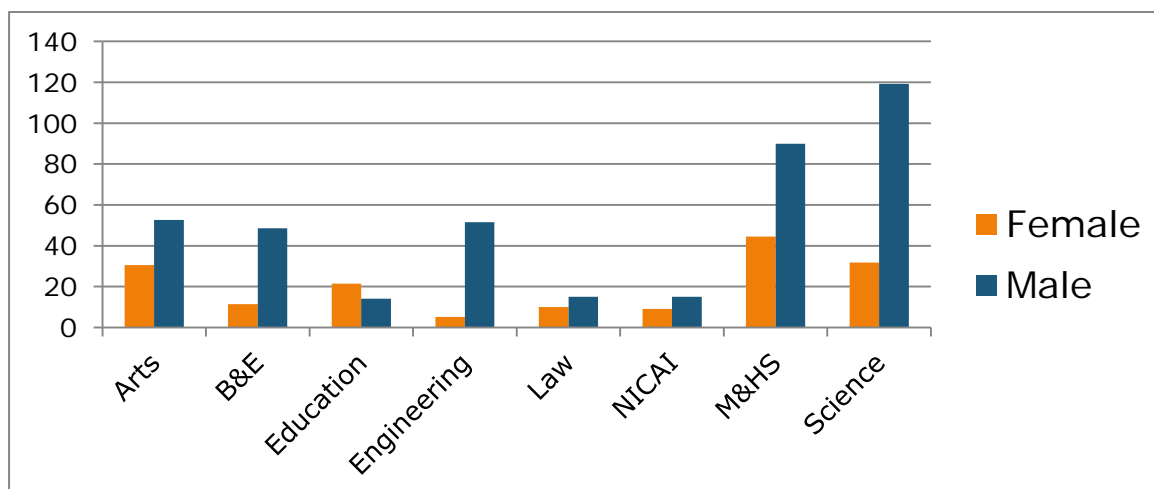
Women outnumber men on staff in the Faculties of Education, and Medical & Health Sciences but they only hold the majority of senior positions in the Faculty of Education. Other faculties show significantly fewer women in senior positions. As shown in Figure 37, more women than men hold positions such as senior tutor, which do not have a direct career path through to senior academic positions.

Figure 39: All academics in faculties by gender FTE



Faculty	Female		Male		Total FTE
	FTE	%	FTE	%	
Arts	141.6	49.0	147.6	51.1	289.1
Bus& Ec	88.2	40.6	128.7	59.3	217
Education	142.5	70.5	59.5	29.5	202
Engineering	29.3	15.8	155.6	84.2	184.9
Law	21.9	45.1	26.7	54.9	48.6
NICA I	44.2	40.7	64.5	59.3	108.7
M&HS	284.2	54.7	235	45.3	519.2
Science	169.9	34.5	321.8	65.4	492

Figure 40: Senior academics in faculties by gender



Faculty	Female		Male		Total
	FTE	%	FTE	%	FTE
Arts	30.5	36.7	52.6	63.3	83.1
Bus&Ec	11.4	19.0	48.6	81.0	60
Education	21.5	60.6	14.1	39.7	35.5
Engineering	5.1	9.0	51.6	91.0	56.7
Law	10	39.7	15.1	59.9	25.2
NICAI	9.1	37.8	15	62.2	24.1
M&HS	44.5	33.1	89.9	66.9	134.4
Science	31.8	21.1	119.2	78.9	151

Promotions success by gender

Promotions to associate professor 2014

Increasing the numbers of women associate professors and professors is essential for gender equity. In 2014 there were a total of 55 applications to associate professor, comprising 22 from women (40%) and 33 from men (60%). 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 25 over the last five years. However, applications from men have fluctuated more widely from 19 to 40.

In 2014, 16 women (73% of the female applicants) and 17 men (52% of the male applicants) were promoted to associate professor. This continues the trend of female applicants being highly successful in promotion to associate professor. Over the last five years, 72% of women applicants and 56% of male applicants have been successful in promotion to associate professor.

Table 4: Academic promotions to associate professor: application and success rates by gender 2010–2014

	2010		2011		2012		2013		2014	
	F	M	F	M	F	M	F	M	F	M
Applicants	20 51%	19 49%	16 38%	26 62%	20 36%	35 64%	25 38%	40 62%	22 40%	33 60%
Success% of gender	13 65%	10 53%	11 69%	14 54%	16 80%	23 66%	18 72%	22 55%	16 73%	17 52%

Compiled from data provided by Human Resources

Promotions to professor 2014

In 2014, 23 associate professors applied for promotion to professor (7 women – the highest number in at least five years – and 16 men). Although the women's application rate appears significantly lower than their male counterparts', it is relative to their representation as associate professors. The number of women applicants represents 7% of women associate professors compared with male applicants representing 9% of male associate professors. Four women (representing 58% of women who applied) and 10 men (63% of those who applied) were successful.

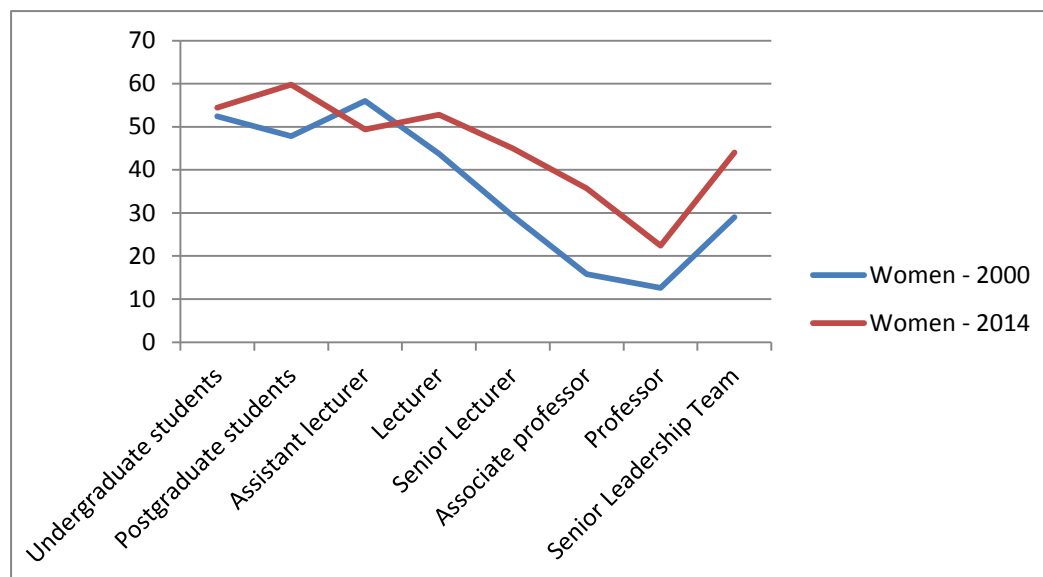
Table 5: Academic promotions to professor: application, progression and success rates by gender 2010–2014

	2010		2011		2012		2013		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Applicants	3	16	4	14	5	16	4	16	7	16
Progressed	2	11	3	11	4	13	4	12	4	10
Success % of gender	2 67%	9 56%	3 75%	10 71%	4 80%	13 81%	3 75%	12 75%	4 58%	10 63%

Academic pipeline for advancement to senior positions

The graph below compares women from undergraduate to senior leadership team level in 2000 and 2014. It shows a marked increase in women postgraduate students, fewer in the “assistant lecturer” range (which includes GTAs tutors etc.) and a significant increase in the senior leadership team this includes the Vice-Chancellor, deputy vice-chancellors, pro vice-chancellors and directors) by 2014.

Academic women 2000 and 2014



Grade	Women - 2000	Women - 2014
Undergraduate students	52.4	54.4
Postgraduate students	47.8	59.8
Assistant lecturer	56	49.4
Lecturer	43.7	52.8
Senior Lecturer	29.3	45
Associate professor	15.8	35.7
Professor	12.6	22.4
Senior Leadership Team	29	44

Professional staff

Women professional staff

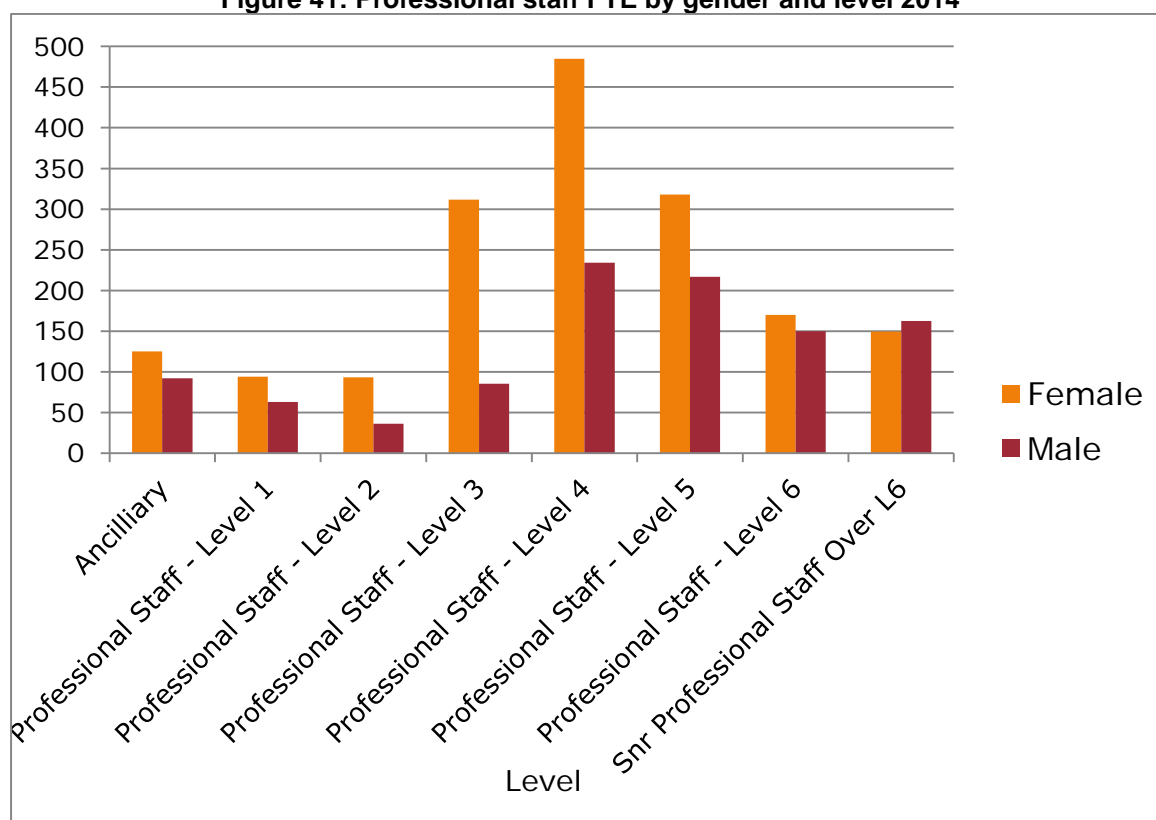
2014 data on professional staff represents a transition arising from the Faculty Administrative Review. The data covers the entire year and data collected after October 2014 captures some, but not all, of the changes resulting from the Review. A complete record will not be available until 2015/2016.

In 2014 there were 1,747.0 FTE women professional staff and 1,040.6 FTE men giving a total of 2,787.6 FTE professional staff.

Women are in the majority among professional staff – consistently around 60% (63% in 2014).

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 41: Professional staff FTE by gender and level 2014



Level	Female		Male		Total FTE
	FTE	%	FTE	%	
Ancillary	125.4	57.7	92.0	42.3	217.3
Professional Staff -Level 1	94.2	59.6	63.1	39.9	158.0
Professional Staff -Level 2	93.3	71.9	36.5	28.1	129.8
Professional Staff -Level 3	311.7	78.4	85.6	21.5	397.4
Professional Staff -Level 4	484.9	67.4	234.1	32.5	719.6
Professional Staff -Level 5	317.9	59.4	216.9	40.6	534.8
Professional Staff -Level 6	170.0	53.1	150.0	46.9	320.0
Professional Staff over L6	149.6	47.9	162.4	52.0	312.1
Total	1747.0	62.6	1040.6	37.3	2789.0

Senior professional staff

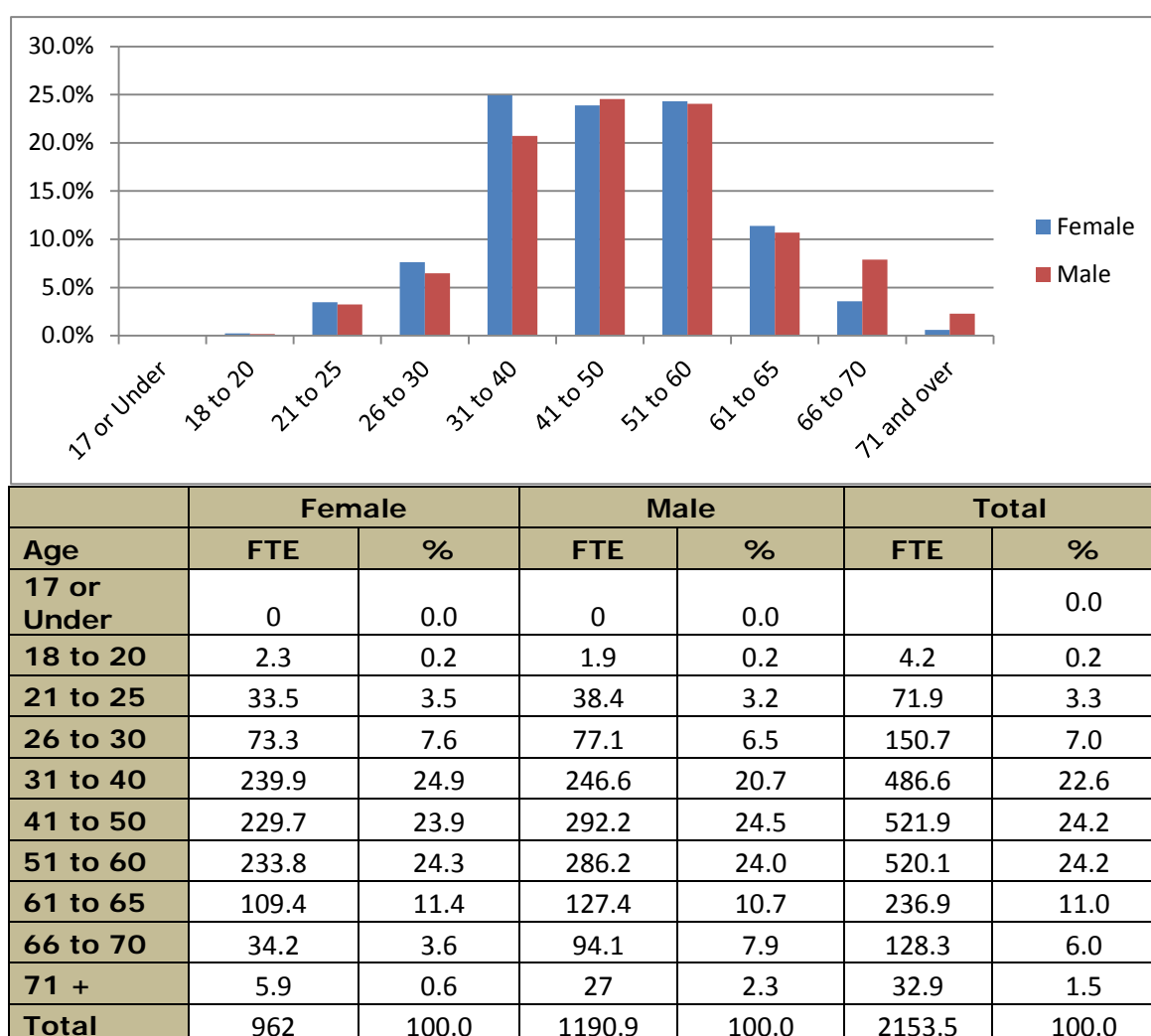
Available data indicate that women hold 48% of senior executive positions (Professional staff level 6 and above)⁶ as compared with 45% in 2013. However, it is possible that some of the staff classed as “Ancillary” may also be holding senior positions. This has been a consistent percentage in recent years.

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 2014, 43% of academic staff and 33% of professional staff were 51 years of age and over.

The greatest percentage of women academic staff is in the 31-40 age group (24.9%) (very slightly above the 51-60 age group, which is 24.3%). This represents an increase from 2013 when 39% of academic staff were over 50 years. The peak group for men is 41-50, with 24.5%). There is a slightly higher percentage of academic men over 50 years (43% compared with 40% women). 15.6% of women and 18.5% of men were 61 years and over.

Figure 42: Academic staff percentages by age and gender 2014

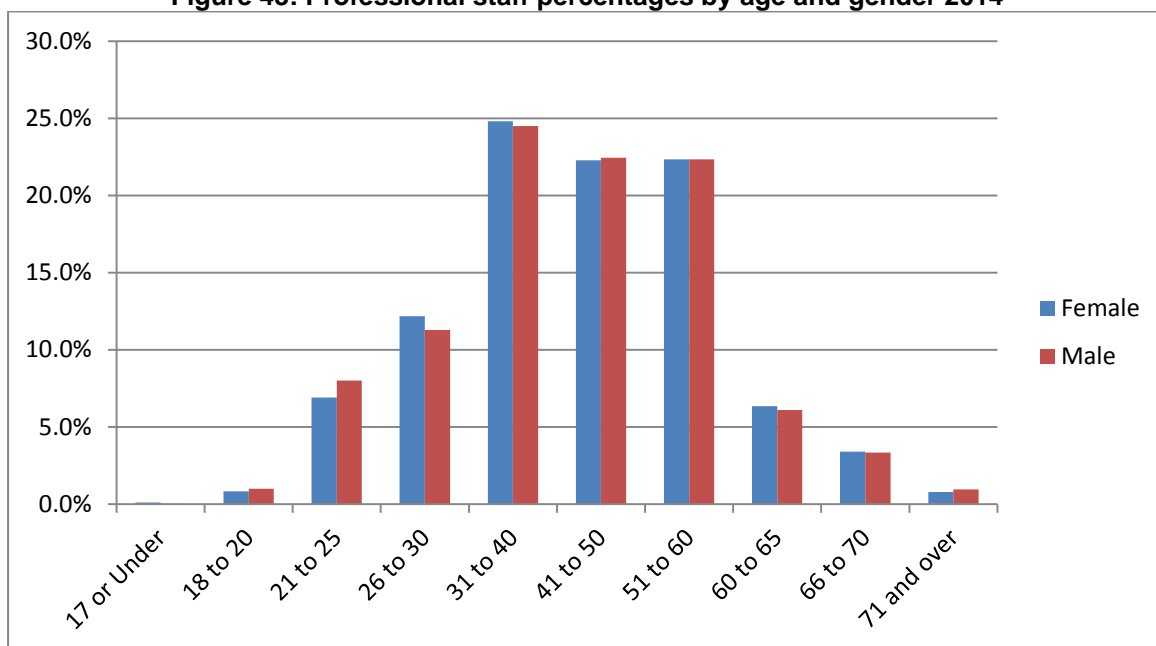


Professional staff show similar patterns with high percentages of men and women in the 31-40 age group. However, there is less gender differentiation in the age groups

⁶ 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”. Since 2011 these two groups have been combined in DSS as “Executive”.

of professional staff, and they tend to be younger than academics, with 45% of men and 45% of women below 40 years. 10.5 % of women and 10.5% of men are 61 years and over. The percentage of professional staff over 50 has increased from 31% in 2013 to 33% in 2014.

Figure 43: Professional staff percentages by age and gender 2014



Age	Female		Male		Total	
	FTE	%	FTE	%	FTE	%
17 or Under	1.8	0.1	0.2	0.0	2	0.1
18 to 20	14.7	0.8	10.4	1.0	25.2	0.9
21 to 25	120.8	6.9	83.3	8.0	204.7	7.3
26 to 30	212.6	12.2	117.4	11.3	330.1	11.8
31 to 40	433.4	24.8	254.9	24.5	688.5	24.7
41 to 50	389.3	22.3	233.6	22.5	623.3	22.4
51 to 60	390.2	22.3	232.4	22.3	622.6	22.3
61 to 65	110.8	6.3	63.5	6.1	174.3	6.3
66 to 70	59.6	3.4	34.8	3.3	94.4	3.4
71 +	13.8	0.8	10	1.0	23.7	0.8
Total	1747	100.0	1040.5	100.0	2788.8	100.0

Overall the over 50 age group has increased from a 35% average in 2013 to a 38% average in 2014.