



Equity Profile

2017

Compiled by the Planning and Information Office for the Equity Office –
Te Ara Tautika

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Introduction

In 2017, the University of Auckland continued to make progress in reaching student and staff equity goals that align with its strategic objectives.

This report presents data on staff and student participation and achievement in the University. The data used are taken from the University of Auckland's Strategic Management Reports and Decision Support System (DSS).

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 2017 targets for Pacific undergraduate enrolments as a proportion of domestic undergraduate Equivalent Full-Time Students (EFTS). Enrolments for Māori undergraduate and postgraduate, as well as Pacific postgraduate fell slightly below targets (*refer page 7*).

The proportion of Māori students enrolled at postgraduate level increased between 2013 and 2017, and the proportion of Pacific students decreased slightly. Pacific students had the highest representation at undergraduate level and the lowest representation of any ethnic group at postgraduate level (*refer page 12-13*).

Women students remain under-represented in some areas of Science, Technology, Engineering, Mathematics and Medicine (STEMM), despite small improvements. Women were least represented in Faculty of Engineering and the Department of Computer Science. The number of women in Computer Science showed fairly steady improvement since 2013 and a small increase from 2016 to 2017, but the proportion of women students in Computer Science in 2017 remains similar to 2013. In Engineering and Mathematics there has also been relatively little change in the representation of women from 2013.

Male students are significantly under-represented in Education and Social Work, and in areas of Medical and Health Sciences including Nursing and Pharmacy (*refer page 15*).

Across the key measures of student achievement, for domestic undergraduate there has been slight improvement in the student completion rate (SCR) from 2013 to 2017. However, there was minimal change in results for Māori students and Pacific students from 2016 to 2017. For Stage One new undergraduate students, there was a small increase in Māori SCR and a larger increase in Pacific SCR from 2016.

There were some outstanding Stage One SCR results for Māori students across faculties compared with total students. In Medical and Health Sciences, Creative Arts and Industries, and Law the SCR for Māori new undergraduates was higher than for all new undergraduates. Pacific students Stage One student completion rates were lower than overall students across the faculties, with Pacific students in Law achieving a higher completion rate (86.8%) than Pacific students in any of the faculties.

Retention of new undergraduate Māori students and students overall increased from 2016 and decreased slightly for Pacific students. Retention rates remain higher for Pacific and total students than for Māori students, but the gap is smaller in 2017 (*refer page 19*).

Student Disability Services (SDS) registrations increased again in 2017 and have increased by 61 (8.1%) between 2013 and 2017.

For students with disabilities, “invisible” disabilities remain the majority of impairments disclosed. Students with physical/mobility impairments increased in 2017 and students with Autism Spectrum Disorder (ASD) decreased.

The percentage of Māori academic staff was below the target, but the percentage of senior Māori academic staff slightly was above the target. Pacific academic staff numbers increased and the percentage of both academic staff and senior academic staff increased slightly, but both are below the target.

The gender balance of academic staff remained substantially the same as in 2017. The proportion of academic women in senior positions was just above target.

Māori professional staff FTE was similar to 2016, and was below the University target overall, but above target for Māori professional staff in senior roles. Pacific professional staff FTE was slightly below target.

The percentage of senior women professional staff remained the same as in 2016 at 52%, and exceeded the target of 49%.

In Science, women academics are under-represented in the Departments of Computer Science, Maths, and Physics. Women are under-represented in all departments in Engineering and at senior levels in Medical Science and Medicine in the Faculty of Medical and Health Science. Men are under-represented in Education and Social Work, and in the departments of Nursing and Pharmacy in Medical and Health Sciences.

In 2017, 38% of academic staff and 28% of professional staff were 51 years of age and over. These proportions have been fairly consistent over the last 5 years, with only a small decrease since 2013.

Notes:

- Additional equity data and information can be found in the University Strategic Management Reporting system.
- The information in this report is consistent with the University of Auckland KPI reporting.
- The University will soon be able to collect and report additional gender information. This will include gender diverse students and staff, and take place after systems changes occur (to enable this data to be collected) later this year.
- The University values the privacy and protection of every individual's personal information, and has an established privacy regime.

ACHIEVEMENT OF UNIVERSITY KPIS - EQUITY PROFILE STATISTICS

University KPIS	2017 Target	2017 Actual	Achieved/Not achieved
Students			
% Māori undergraduate students (Domestic EFTS)	9.5	8.8	Not achieved
% Pacific undergraduate students (Domestic EFTS)	12.0	12.2	Achieved
% Māori postgraduate students (Domestic EFTS)	7.0	6.7	Not achieved
% Pacific postgraduate students (Domestic EFTS)	7.5	5.6	Not achieved
Staff			
% women in senior academic positions (associate professor and professor)	33.0	33.4	Achieved
% senior women professional staff	49	52	Achieved
% Māori staff in academic positions	6.4	6.0	Not achieved
% Māori staff in senior academic positions	4.5	4.8	Achieved
% Pacific staff in academic positions	3.0	2.6	Not achieved
% Pacific staff in senior academic positions	1.5	0.9	Not achieved
% Māori professional staff	7.0	6.8	Not achieved
% Māori senior professional staff	4.0	5.8	Achieved
% Pacific professional staff	6.2	6.1	Not achieved
% Pacific senior professional staff	4.5	3.2	Not achieved

Student equity

Key facts

- The University met the 2017 target for Pacific EFTS as a proportion of domestic undergraduate EFTS (12.2% actual vs. 12.0% target). Enrolments for Māori undergraduate and postgraduate, as well as Pacific postgraduate were below target (as proportions of all domestic EFTS at the relevant level). The proportion of Māori undergraduate EFTS improved steadily from 2013 to 2016 (8.1% to 9.0%), but dropped slightly in 2017 (8.8%). Māori EFTS as a percentage of domestic postgraduate EFTS has improved steadily from 5.8% in 2013 to 6.7% in 2017. The proportion of Pacific postgraduate EFTS has fluctuated between 5.5% and 6.2% between 2013 and 2017 with the highest proportion in 2016.
- Māori EFTS (domestic) enrolled at the University decreased (2.4%) from 2,431 EFTS in 2016 to 2374 in 2017. This is in line with a decrease in overall domestic enrolments. Between 2013 and 2017 Māori EFTS increased by 127 EFTS (5.7%).
- Pacific EFTS (domestic) decreased by 28 EFTS (1.0%) from 2,776 EFTS in 2016 to 2748 EFTS in 2017. This is in line with a decrease in overall domestic enrolments. Between 2013 and 2017 Pacific EFTS increased by 181.1 (7.1%).
- The percentage of Māori EFTS (domestic) enrolled in postgraduate studies in 2017 was 18.7% an increase from 17.7% in 2016. The percentage of Pacific EFTS (domestic) enrolled in postgraduate studies in 2017 was 12.7%, a decrease from 13.4% in 2016. The percentage of Pacific EFTS enrolled in postgraduate research has increased from 2.8% in 2016 to 3.3% in 2017.
- In comparison, 25.6% of Pākehā/European EFTS, and 22.6% 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 37.2%.
- Women students made up 50.0% of the domestic EFTS in the Faculty of Science and 24.0% of the EFTS in Engineering. The proportion of women (domestic) enrolled in Mathematics increased marginally between 2016 and 2017 from 30.2 % to 31.0%. The proportion of women (domestic) enrolled in Computer Science increased slightly from 21.2% to 21.7% from 2016 to 2017, while in Physics it decreased from 33.7% to 31.3%.
- The domestic undergraduate student completion rate (indicating successful course completions) in 2017 for Māori students was 84.4%, a marginal decrease from 84.5% in 2016. The successful course completion rate for Pacific students increased marginally to 73.2% in 2017 from 73.0% in 2016. Rates for total students increased marginally, from 87.8 % in 2016 to 88.1% in 2017.
- The Stage One student completion rate of new domestic Māori students increased to 79.4% in 2017 from 78.8% in 2016. For new domestic Pacific students it increased to 66.5% from 62.6% in 2016.
- Retention of new undergraduate Māori students was 4.1% higher for 2017 than for 2016 increasing from 78.3% to 82.4%. Māori students had a similar retention rate to students overall in Arts (83.1% vs. 83.0%) and a higher retention rate than students overall and Medical and Health Sciences (84.4% vs. 83.2%).
- Retention of new undergraduate Pacific students decreased by 1.0% from 84.1% in 2016 to 83.1% in 2017. Pacific students had higher retention rates than total students in Creative Arts and Industries (93.1% vs. 92.1%), Education and Social Work (81.8% vs. 81.7%), and Engineering (96.4% vs. 94.6%).

- The retention of overall new domestic undergraduates rose, from 86.0% in 2016 to 86.7% in 2017.
- The rate of degree level or higher qualifications obtained by domestic students within five years was 65.7%, down 0.7 % from 66.3% in 2016. For Māori students, the figure was 54.1%, an increase of 1.1% from 53.0% in 2016. From 2013 the total increase in the qualification completion rate for Māori students was 2.4%.
- The qualification completion rate for Pacific students in 2017 was 49.7%, an increase of 0.7% from the 2016 rate of 49.0%. From 2013 the total increase in the qualification completion rate for Pacific students was 7.1%.
- There was an increase of 2.2% in the number of students seeking assistance from SDS from 2016 (793) to 2017 (811).
- “Invisible” disabilities, such as specific learning and mental health issues continued to make up the largest section of those impairments disclosed, together representing 63% of the primary impairments disclosed.
- Over the past five years, the number of students with specific learning disabilities seeking assistance has increased from 253 to 313, although there has been a slight drop (3 students) between 2016 and 2017.
- Of particular note in 2017 was a significant decrease in the number of students’ indicating ASD as a primary impairment (from 42 in 2016 to 28 in 2017).
- Women continued to make up a higher percentage of the students registered with SDS than men, which is consistent with their representation in the wider student body.
- The faculties of Arts and Science had the highest proportions of students who register with SDS, unchanged from 2013. These are also the faculties with the highest numbers of students. Business and Economics, and Education and Social Work were the faculties with the next highest proportions of students who register with SDS
- The proportion of students with impairments who are enrolled in taught and research postgraduate courses was 18.5% in 2017.

Student enrolments

Māori and Pacific domestic enrolments

Māori and Pacific domestic Equivalent Full-Time Students (EFTS) decreased slightly in 2017. This is in line with a decrease in overall domestic EFTS. Māori EFTS in 2017 were 2374.1, down 2.4% from the previous year. Pacific EFTS were down 1% from 2016 figures, at 2747.7 EFTS.

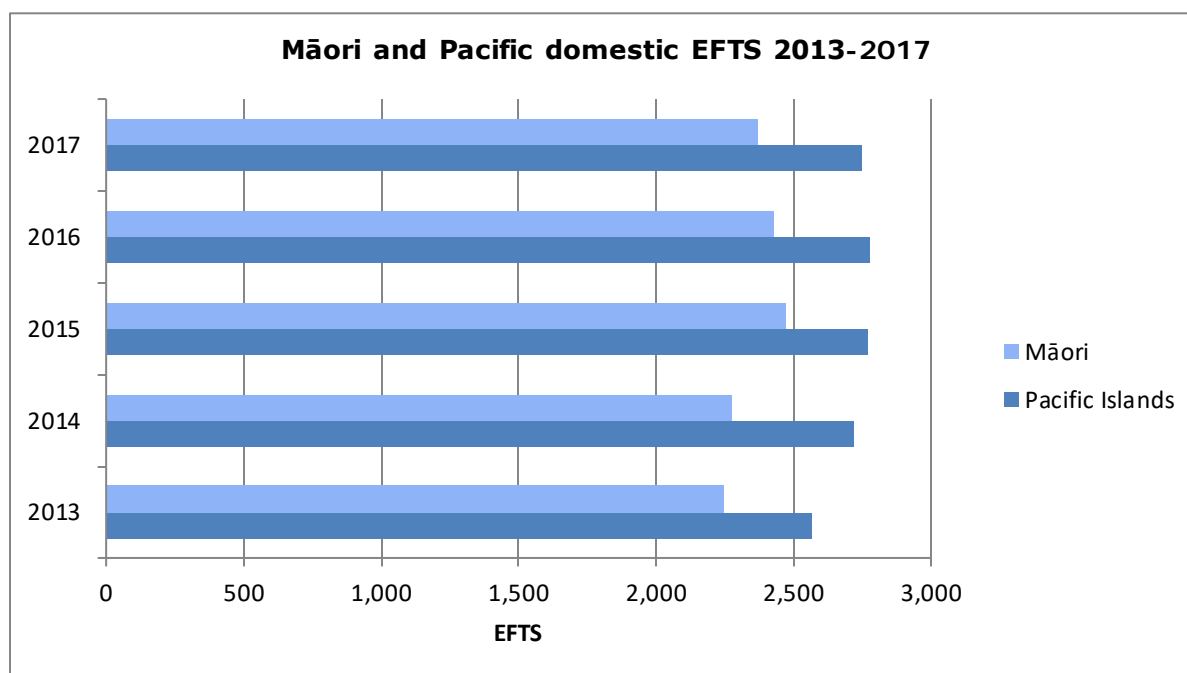


Table 1: Māori and Pacific domestic EFTS 2013-2017

Ethnic Group	2013	2014	2015	2016	2017
Māori	2,247.0	2,274.5	2,473.9	2,431.2	2,374.1
Pacific Islands	2,566.6	2,722.3	2,772.3	2,775.7	2,747.7
Total	4,813.6	4,996.8	5,246.2	5,206.9	5,121.7

Undergraduate and postgraduate Māori and Pacific domestic enrolments

The proportion of Pacific undergraduate students was 12.2%, slightly above the target of 12% for 2017. However, the proportion of Pacific postgraduate students (5.6%), and the proportions of Māori undergraduate (8.8%) and postgraduate students (6.7%) were below target as shown below:

Table 2: KPIs for Māori and Pacific domestic EFTS

KPI	2017 Actual	2017 Target	2017 Actual/Target
% Māori undergraduate students (Domestic EFTS)	8.8	9.5	92.8%
% Pacific students undergraduate (Domestic EFTS)	12.2	12.0	101.7%
% Māori postgraduate students (Domestic EFTS)	6.7	7.0	95.1%
% Pacific postgraduate students (Domestic EFTS)	5.6	7.5	75.2%

Domestic EFTS undergraduate by faculty and ethnic group 2017¹

The faculties of Education and Social Work, Law, Medicine and Health Sciences and Arts had the highest proportion of Māori students in 2017, while Education and Social Work and Arts had the highest proportion of Pacific students (Figure 2, Table 3).

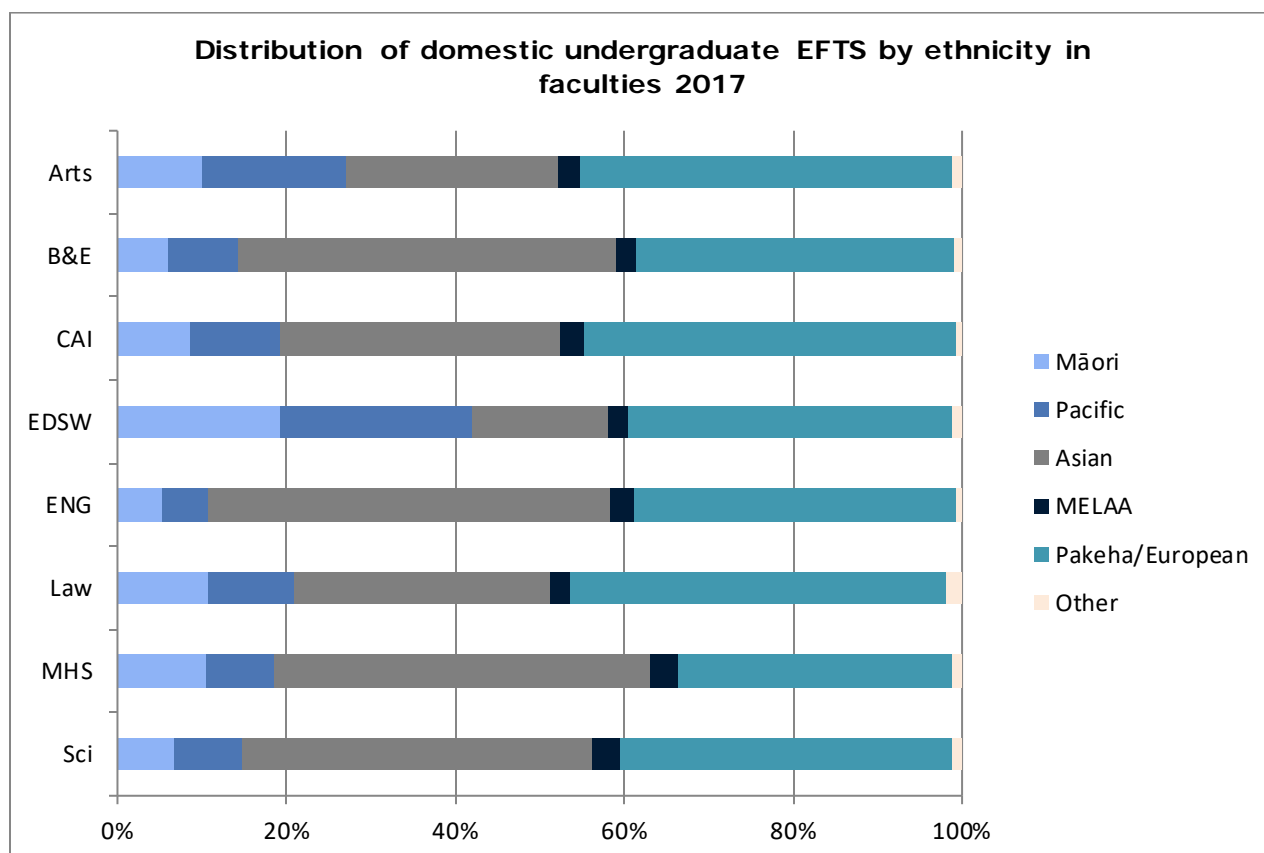


Table 3: Faculty domestic undergraduate EFTS by ethnic group

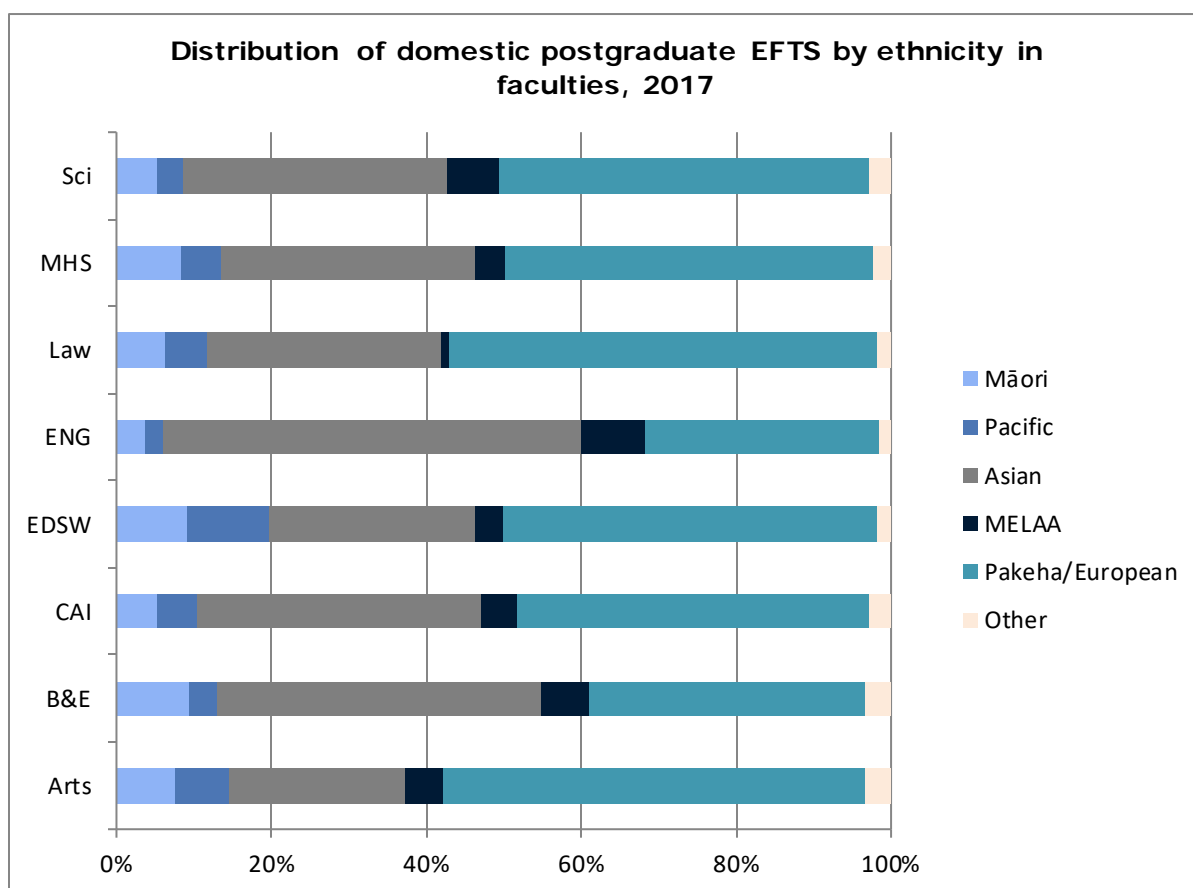
Ethnic Group	Arts	B&E	CAI	EDSW	ENG	Law	MHS	Sci
Māori	10.1%	5.9%	8.6%	19.3%	5.4%	10.8%	10.4%	6.7%
Pacific	17.0%	8.3%	10.6%	22.7%	5.2%	10.1%	8.0%	8.1%
Asian	24.9%	44.9%	33.1%	16.0%	47.7%	30.3%	44.6%	41.5%
MELAA	2.8%	2.3%	2.9%	2.5%	2.8%	2.3%	3.4%	3.2%
Pakeha/European	43.9%	37.5%	44.0%	38.3%	38.2%	44.7%	32.4%	39.3%
Other	1.3%	1.0%	0.7%	1.2%	0.7%	1.8%	1.1%	1.2%

Domestic postgraduate enrolments

Business and Economics, Education and Social Work and Medical and Health Sciences are the faculties with the highest proportion of domestic postgraduate Māori EFTS.

Education and Social Work and Arts are the faculties with the highest proportion of domestic postgraduate Pacific EFTS.

¹ EFTS with Progression funding source = Domestic, and Funding Level = UG (includes Non-Formal EFTS).



Ethnic Group	Arts	B&E	CAI	EDSW	ENG	Law	MHS	Sci
Māori	7.5%	9.3%	5.3%	9.0%	3.7%	6.3%	8.3%	5.3%
Pacific	7.2%	3.7%	5.1%	10.8%	2.3%	5.4%	5.3%	3.4%
Asian	22.7%	41.8%	36.5%	26.5%	54.0%	30.3%	32.7%	34.0%
MELAA	4.9%	6.3%	4.7%	3.5%	8.1%	1.0%	4.1%	6.7%
Pakeha/European	54.4%	35.6%	45.5%	48.3%	30.1%	55.2%	47.5%	47.7%
Other	3.3%	3.3%	2.9%	1.9%	1.7%	1.8%	2.3%	2.9%

Table 4: Faculty domestic postgraduate EFTS by ethnic group

Māori domestic EFTS distribution by faculty 2013 to 2017²

(NB: EFTS as a proportion of total EFTS in the 8 teaching faculties shown only)

The graph below shows the percentage of total Māori EFTS enrolled in each faculty from 2013-2017.

² 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.

In 2013, the spread of Māori EFTS across faculties was between 5.2% in Creative Arts and Industries and 21.8% in Arts (a 16.6% difference). In 2017, the spread of Māori EFTS across faculties was between 4.9% in Creative Arts and Industries and 18.7% in Arts (a 13.8% difference). Science (18.1%), Medical and Health Sciences (17.7%), and Education and Social Work (16.1%) had the next greatest proportions of total Māori domestic EFTS enrolled at the University in 2017.

Between 2013 and 2017, Medical and Health Sciences showed the greatest increase in the proportion of Māori EFTS enrolled at 3.2% (from 14.5% to 17.7%), followed by Business and Economics at 2.3% (from 9.5% to 11.7%). The other faculties have seen decreases in the proportion of Māori EFTS since 2013, with Arts showing the largest decrease of 3.1% (from 21.8% to 18.7%).

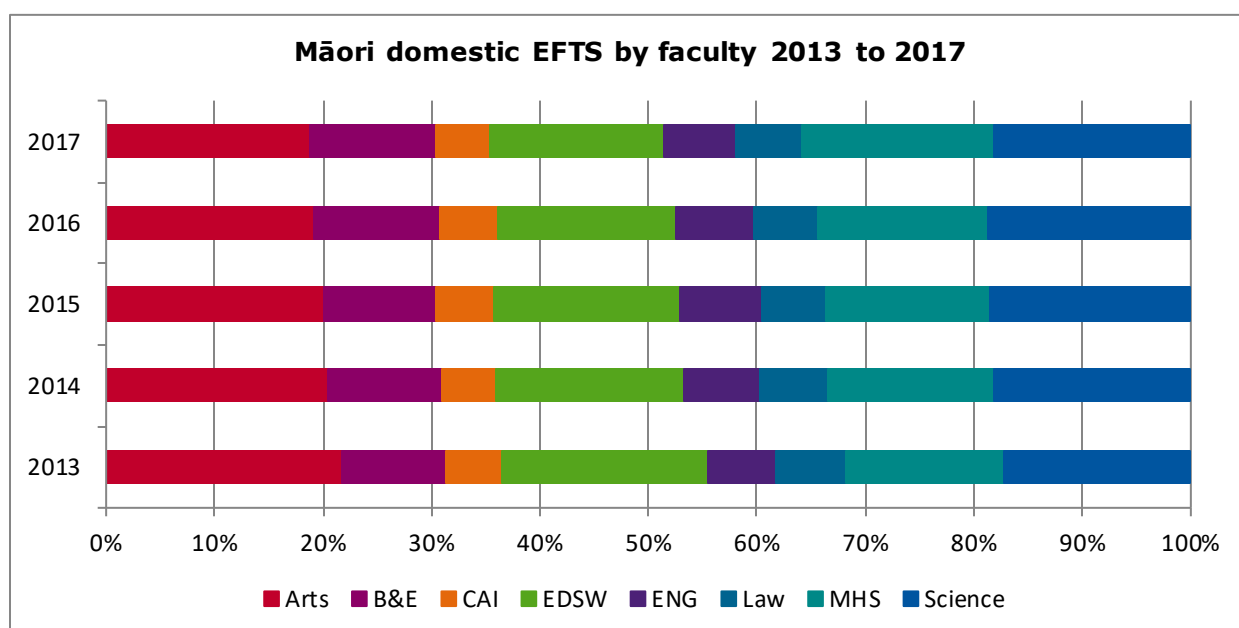


Table 5: Māori domestic EFTS distribution by faculty 2013-2017

Teaching Faculty	2013	2014	2015	2016	2017
Arts	21.8%	20.5%	20.0%	19.2%	18.7%
Business and Economics	9.5%	10.4%	10.4%	11.6%	11.7%
Creative Arts and Industries	5.2%	5.1%	5.4%	5.4%	4.9%
Education and Social Work	19.0%	17.2%	17.2%	16.4%	16.1%
Engineering	6.3%	7.0%	7.4%	7.1%	6.7%
Law	6.5%	6.4%	6.0%	6.0%	6.1%
Medical and Health Sciences	14.5%	15.2%	15.1%	15.7%	17.7%
Science	17.3%	18.2%	18.5%	18.6%	18.1%

Pacific domestic EFTS by faculty 2013 to 2017³

(NB: EFTS as a proportion of total EFTS in the 8 teaching faculties shown only)

Figure 5 below shows the percentage of domestic Pacific EFTS enrolled in each faculty from 2013 to 2017. In 2013, the spread of Pacific EFTS across the faculties was between 3.7% in Engineering and 27.1% in Arts (a 23.4% difference). In 2017, the spread of Pacific EFTS across the faculties was between 5.0% in Law and Creative Arts and Industries and 26.5% in Arts (a 21.5% difference). Science (17.6%) and Education and Social Work (16.7%) had the next highest proportion of Pacific EFTS.

Between 2013 and 2017, Engineering showed the most growth in the proportion of Pacific EFTS at 1.4% (from 3.7% to 5.2%). Business and Economics, Creative Arts and Industries, Law and Science also showed increases, while Arts, Education and Social Work, and Medical and Health Sciences show a decreased proportion of the Pacific EFTS at the University in 2017 when compared to 2013.

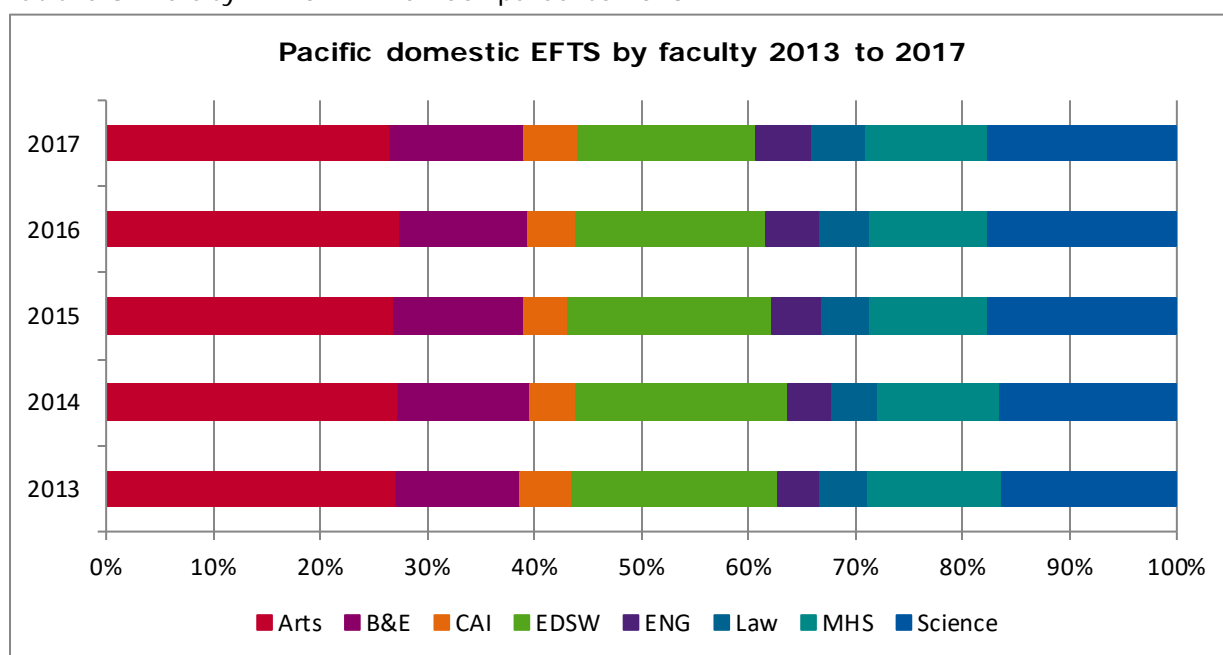


Table 6: Pacific domestic EFTS by faculty 2013-2017

Teaching Faculty	2013	2014	2015	2016	2017
Arts	27.1%	27.3%	27.0%	27.4%	26.5%
Business and Economics	11.5%	12.2%	12.1%	11.9%	12.5%
Creative Arts and Industries	4.8%	4.4%	4.0%	4.6%	5.0%
Education and Social Work	19.4%	19.9%	19.1%	17.8%	16.7%
Engineering	3.7%	4.0%	4.8%	5.0%	5.2%
Law	4.5%	4.5%	4.4%	4.6%	5.0%
Medical and Health Sciences	12.6%	11.4%	11.0%	11.1%	11.5%
Science	16.3%	16.5%	17.7%	17.6%	17.6%

³ 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.

Domestic EFTS by level of study and ethnic group 2017

The proportion of Māori and Pacific students studying at postgraduate level is lower than that for other ethnic groups. The percentage of Māori EFTS enrolled in postgraduate studies in 2017 was 19.8% and the percentage of Pacific EFTS enrolled in postgraduate studies in 2017 was 13.9%.

In comparison, Middle Eastern, Latin American or African (MELAA) had the highest proportion of enrolments at postgraduate level at 37.2%.⁴ The proportion of EFTS enrolled at postgraduate level was also higher for Pākehā/European students (25.6%) and for Asian students (22.6%).

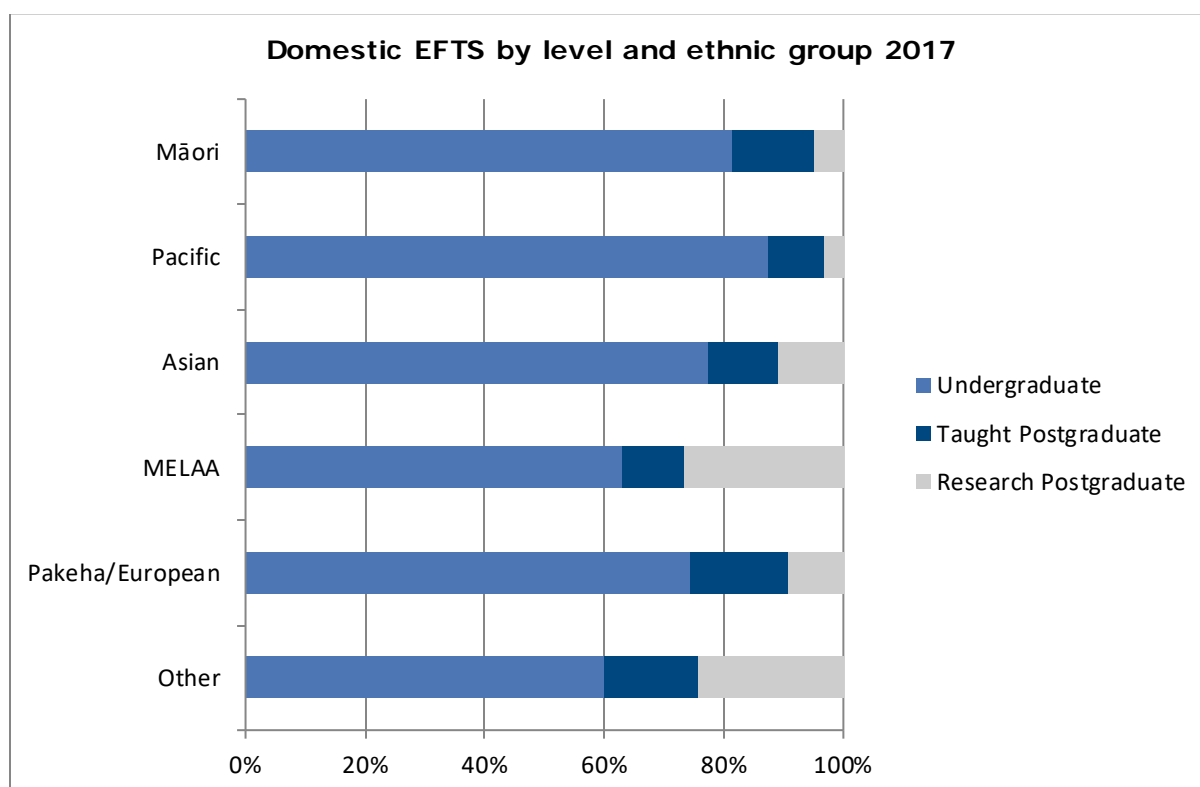
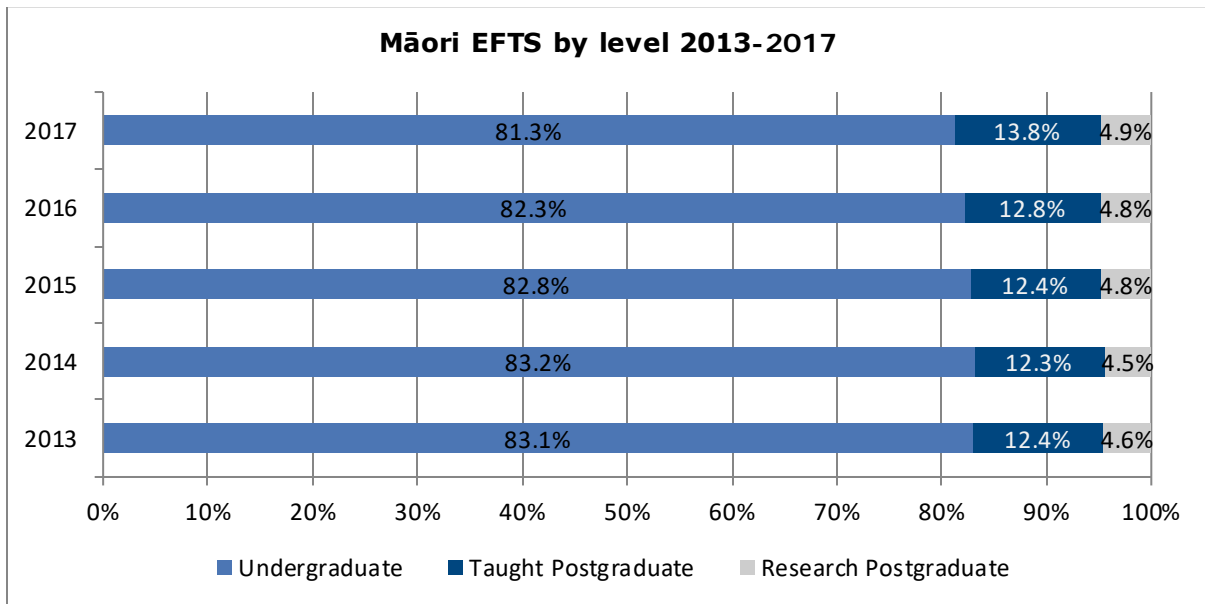


Table 7: Domestic EFTS by level and ethnic group 2017

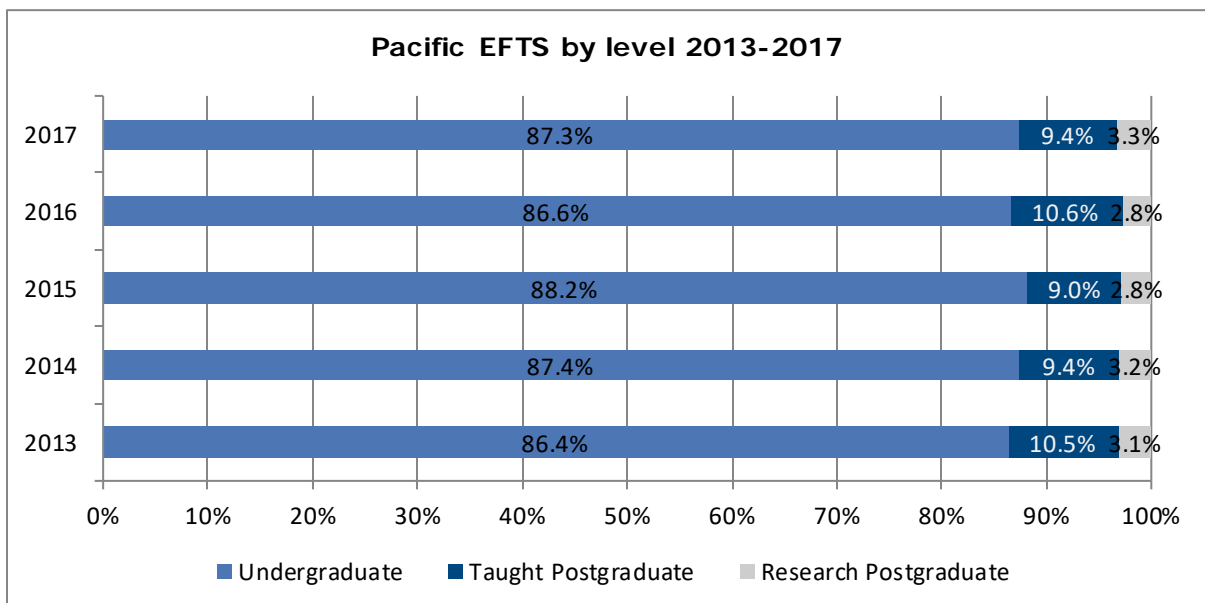
	Māori	Pacific	Asian	MELAA	Pakeha/European	Other
Funding Level						
Undergraduate	81.3%	87.3%	77.4%	62.8%	74.4%	60.0%
Taught Postgraduate	13.8%	9.4%	11.7%	10.4%	16.2%	15.6%
Research Postgraduate	4.9%	3.3%	10.9%	26.7%	9.4%	24.4%

⁴ Excluding 'Other' with the small group of students who are not in one of the defined Ethnic Groups

The percentage of Māori domestic EFTS enrolled in postgraduate studies in 2017 was 18.7% an increase from 17.7% in 2016.



The percentage of Pacific domestic EFTS enrolled in postgraduate studies in 2017 was 12.7%, a decrease from 13.4% in 2016. However, the percentage of Pacific EFTS enrolled in postgraduate research has increased from 2.8% in 2016 to 3.3% in 2017.



Women in Science and Engineering

Women were most over-represented in Education and Social Work (77.8%) and most under-represented in Engineering (24.0%) in 2017.

Table 8: Gender breakdown of domestic EFTS in Faculties and LSRI's for 2017

Teaching Faculty	Female		Male		Total
	EFTS	%	EFTS	%	EFTS
Arts	2946.5	65.6%	1543.9	34.4%	4490.5
Bioengineering Institute	19.4	25.5%	56.6	74.5%	75.9
Business and Economics	1963.7	45.6%	2343.0	54.4%	4306.7
Creative Arts and Industries	922.8	60.4%	605.2	39.6%	1528.0
Education and Social Work	1920.8	77.8%	549.5	22.2%	2470.3
Engineering	773.7	24.0%	2450.4	76.0%	3224.1
Law	857.0	62.9%	506.2	37.1%	1363.2
Liggins Institute	36.0	75.7%	11.5	24.3%	47.6
Medical and Health Sciences	2855.2	67.4%	1382.5	32.6%	4237.7
Other Academic Activities	133.4	52.8%	119.0	47.2%	252.4
Science	3285.0	50.0%	3285.8	50.0%	6570.8
Total	15713.4	55.0%	12853.7	45.0%	28567.1

The proportion of women EFTS enrolled in Engineering increased marginally between 2016 and 2017, and has been steady at around 23-24% over the last five years.

Table 9: Gender breakdown in the Faculty of Engineering 2013-2017

Teaching Faculty	Gender	2013	2014	2015	2016	2017
		% EFTS	% EFTS	% EFTS	% EFTS	% EFTS
Engineering	Female	23.8%	23.6%	23.4%	23.6%	24.0%
	Male	76.2%	76.4%	76.6%	76.4%	76.0%

In the Faculty of Science, women EFTS make up 50.0% of domestic EFTS overall. The proportion of women is lowest in Computer Science (21.7%), Mathematics (31.0%) and Physics (31.3%). The proportion of women is highest in Psychology (75.9%), Biological Sciences (62.6%) and Marine Science (58.3%)

Table 10: Gender breakdown in Science departments 2017

Teaching Department	Female		Male	
	EFTS	%	EFTS	%
Chemical Sciences	363.2	56.9%	275.3	43.1%
Computer Science	227.9	21.7%	824.6	78.3%
Environment	472.6	55.7%	376.4	44.3%
Marine Science	56.1	58.3%	40.1	41.7%
Mathematics	188.2	31.0%	419.0	69.0%
Physics	111.5	31.3%	244.7	68.7%
Psychology	722.9	75.9%	229.4	24.1%
Biological Sciences	686.4	62.6%	410.0	37.4%
Science Admin	4.6	48.7%	4.9	51.3%
Exercise Sciences	95.7	53.0%	84.7	47.0%
Statistics	356.0	48.6%	376.6	51.4%
Total	3285.0	50.0%	3285.8	50.0%

The table below shows the gender breakdown of domestic student enrolments in Computer Science from 2013 to 2017. The proportion of women has fluctuated over the last five years, and from 2016 to 2017 there was a small increase of 0.5% in the proportion of women making up enrolments in the department.

Table 11: Gender breakdown in Computer Science 2013-2017

Teaching Department	Year	2013	2014	2015	2016	2017
	Gender	% EFTS	% EFTS	% EFTS	% EFTS	% EFTS
Computer Science	Female	21.6%	20.4%	21.8%	21.2%	21.7%
	Male	78.4%	79.6%	78.2%	78.8%	78.3%

Similarly in Mathematics, the proportion has varied from 2013 to 2017, but was slightly higher in 2017 (31.0%) compared to 2016 (30.2%).

Table 12: Gender breakdown in Mathematics 2013-2017

Teaching Department	Year	2013	2014	2015	2016	2017
	Gender	% EFTS	% EFTS	% EFTS	% EFTS	% EFTS
Mathematics	Female	30.5%	30.9%	30.4%	30.2%	31.0%
	Male	69.5%	69.1%	69.6%	69.8%	69.0%

In Physics, the proportion was the highest in 2016 (33.7%), and has decreased in 2017 (31.3%).

Table 13: Gender breakdown in Physics 2013-2017

Teaching Department	Year	2013	2014	2015	2016	2017
	Gender	% EFTS	% EFTS	% EFTS	% EFTS	% EFTS
Physics	Female	31.5%	31.9%	31.6%	33.7%	31.3%
	Male	68.5%	68.1%	68.4%	66.3%	68.7%

Men are most under-represented in the Education and Social Work, and also in some departments in Medical and Health Sciences. The below table shows the under-representation of men in Nursing, where they make up on 11.1% of domestic student EFTS.

Table 14: Gender breakdown in Medical and Health Sciences departments 2017

Teaching Department	Female		Male	
	EFTS	%	EFTS	%
Te Kupenga Hauora Māori	87.3	75.5%	28.3	24.5%
Faculty Administration FMHS	0.2	100.0%		
Medical Sciences	687.2	61.7%	426.3	38.3%
Nursing	625.3	88.9%	78.3	11.1%
Optometry and Vision Science	139.3	67.2%	68.2	32.8%
Pharmacy	202.3	66.6%	101.3	33.4%
Population Health	527.4	69.2%	234.9	30.8%
School of Medicine	586.2	56.8%	445.2	43.2%
Total	2855.2	67.4%	1382.5	32.6%

Student achievement

Student academic achievement is measured by a range of indicators including:

- Student Completion Rate, SCR (indicates successful course completions)
- First-year retention

Successful course completions

The graph below shows the undergraduate domestic student completion rates (SCR) for Māori, Pacific and total students from 2013 to 2017.

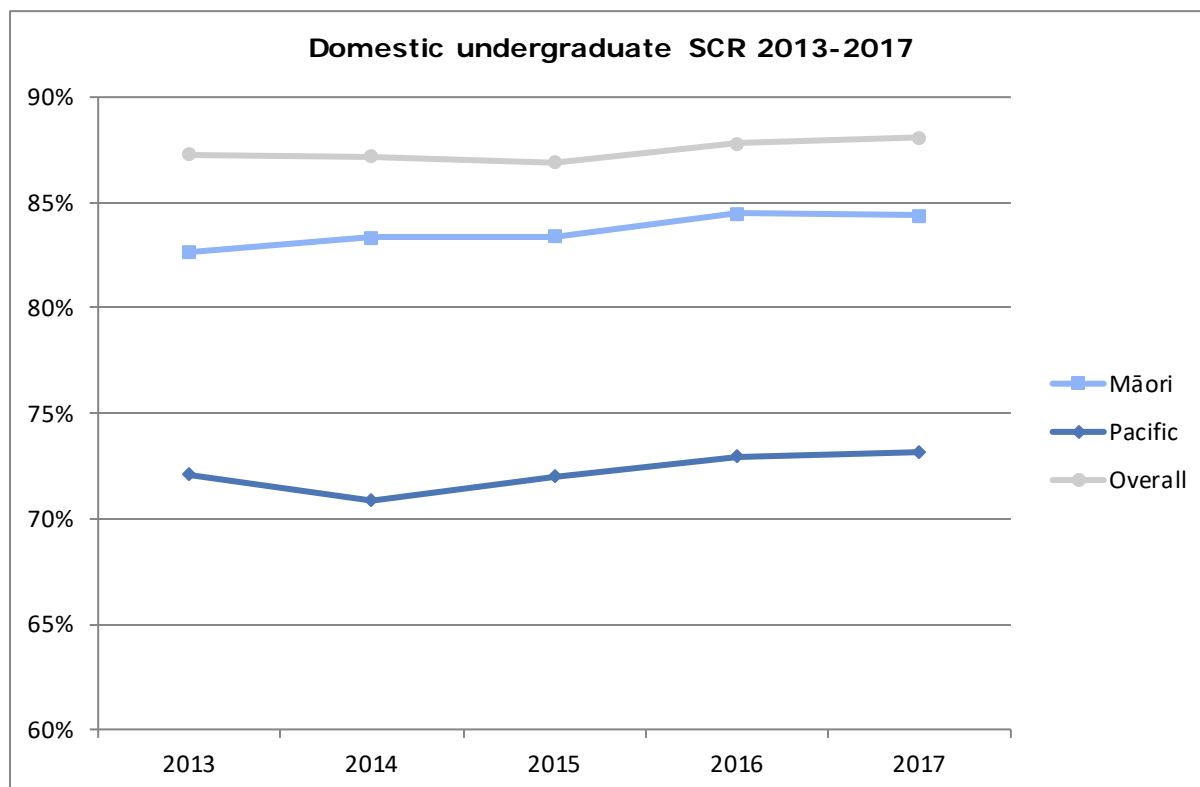


Table 15: SCR for domestic Māori and Pacific students 2013-2017

	2013	2014	2015	2016	2017
Māori	83%	83%	83%	85%	84%
Pacific	72%	71%	72%	73%	73%
Overall	87%	87%	87%	88%	88%

Stage One Student Completion Rate (SCR) - new domestic students

The Stage One new domestic undergraduate SCR is a useful indicator of the effectiveness of teaching and learning for new undergraduate students.

The graph and table below show Stage One SCR from 2013 to 2017 for new students (EFTS). The total Stage One SCR has increased by 0.6% from 83.3% to 83.9% during this period, although it dropped in both 2014 and 2015 before steady increases of around 1% over the last two years.

In 2013, the SCR for Māori students at the 1N level was 77.4% and the SCR for Pacific students at the 1N level was 63.4%. In 2017 the Māori 1N SCR was 79.4% (2% higher than in 2013) and the Pacific 1N SCR was 66.5% (an increase of 2.1% from 2013).

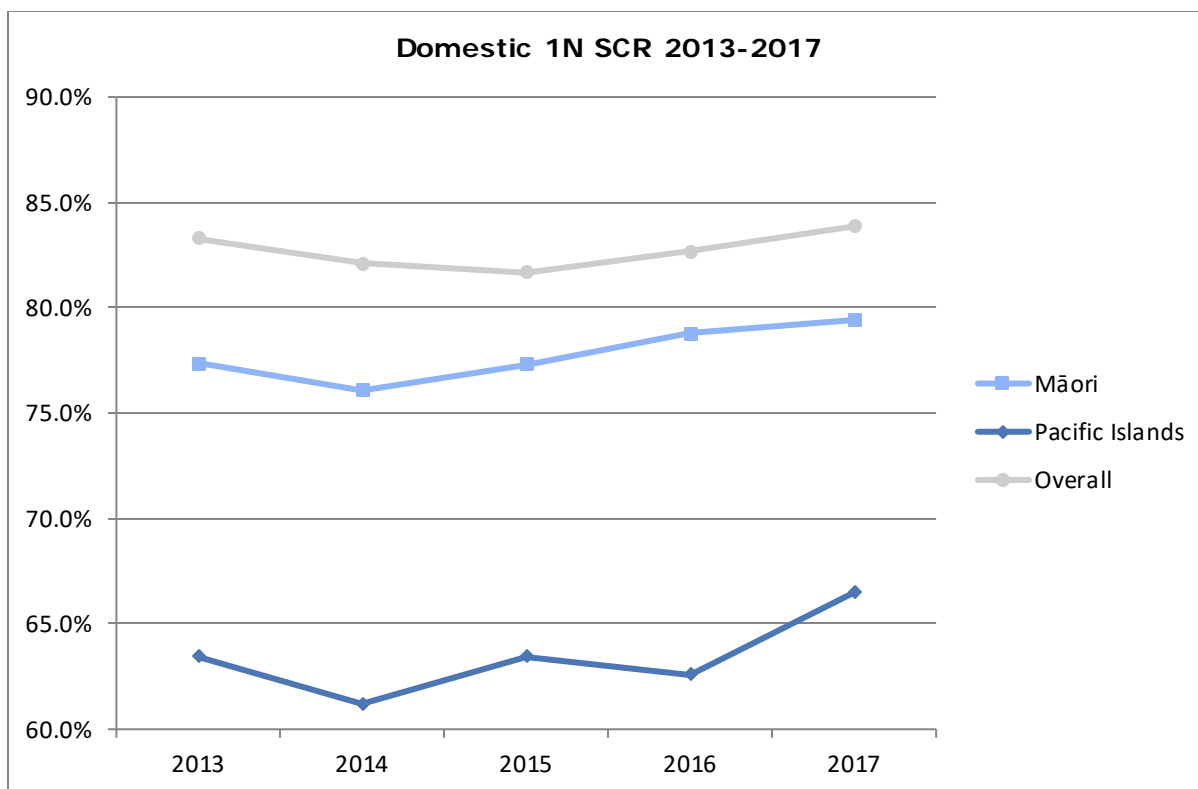


Table 16: Domestic 1N Student Completion Rate

Course Level and ethnic group		2013	2014	2015	2016	2017
1N	Māori	77.4%	76.1%	77.3%	78.8%	79.4%
	Pacific Islands	63.4%	61.2%	63.5%	62.6%	66.5%
	Overall	83.3%	82.1%	81.7%	82.7%	83.9%

Stage One student completion rate (SCR) across faculties for domestic students

The graph below compares the Stage One student completion rate for new students (1N SCR) in 2017 across faculties.

In 2017, the 1N SCR for Māori students was highest in Creative Arts and Industries (98.2%), Law (94.9%) and Medical and Health Sciences (90.2%). The rate for Māori student was higher than for students overall in Creative Arts and Industries (98.2% vs. 93.2%), Law (94.9% vs. 94.2%) and Medical and Health Sciences (90.2% vs., 83.3%).

Pacific students' 1N SCR in 2017 were highest in Law (86.8%), Creative Arts and Industries (77.5%) and Engineering (75.8%). Pacific students at the 1N level had lower SCR than other ethnic groups across all faculties.⁵

⁵ Excluding 'Other', with the small group of students who are not in one of the defined Ethnic Groups

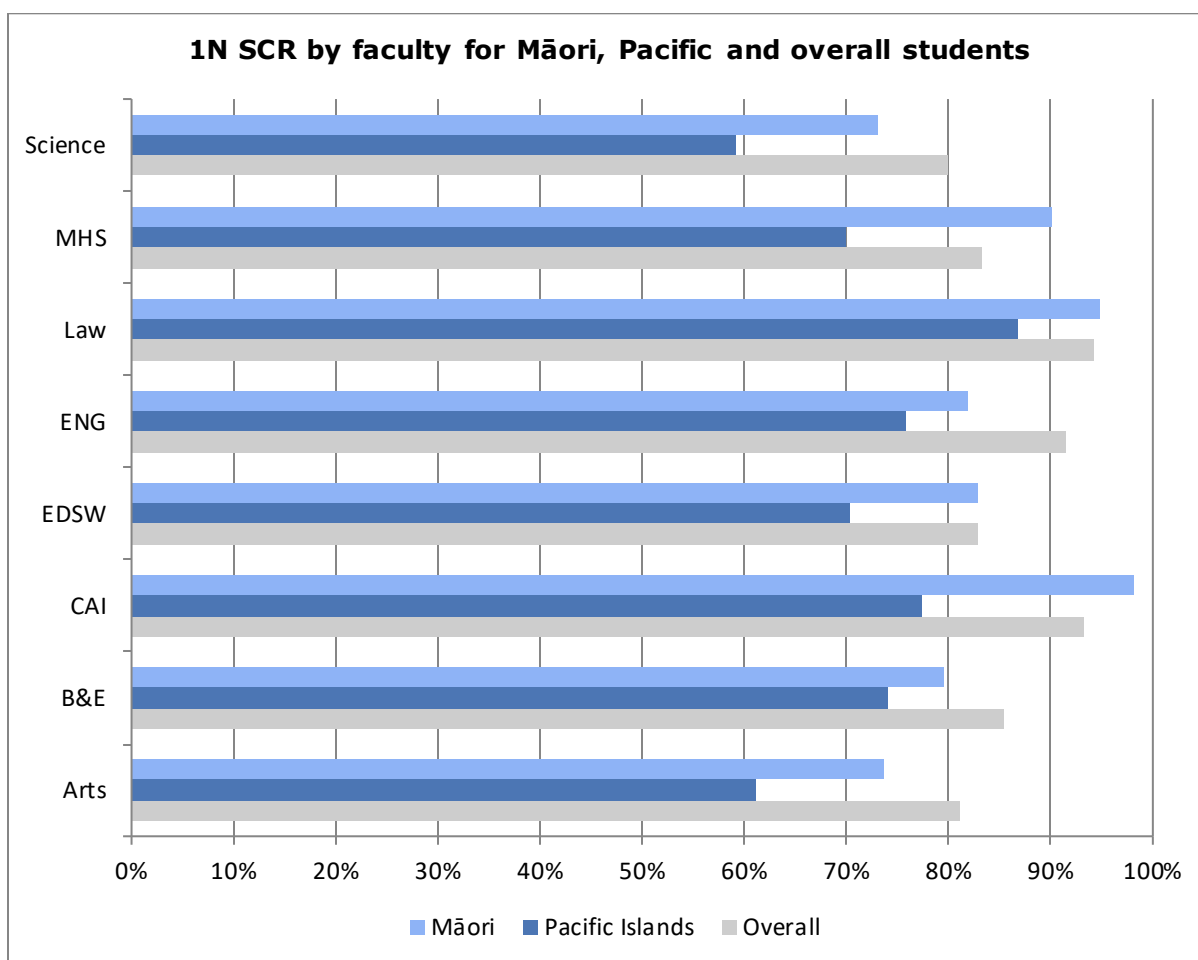


Table 17: 1N SCR by faculty and ethnicity

1N SCR							
Teaching Faculty	Māori	Pacific Islands	Asian	MELAA	Pakeha/ European	Other	Total
Arts	73.6%	61.2%	86.2%	81.2%	87.5%	95.1%	81.0%
B&E	79.5%	74.1%	86.7%	77.9%	88.7%	91.2%	85.5%
CAI	98.2%	77.5%	94.2%	97.1%	94.5%	90.0%	93.2%
EDSW	82.9%	70.3%	85.2%	82.1%	89.5%	100.0%	82.9%
ENG	81.9%	75.8%	92.8%	91.0%	93.5%	74.1%	91.5%
Law	94.9%	86.8%	94.1%	89.5%	96.5%	100.0%	94.2%
MHS	90.2%	69.9%	81.9%	84.3%	87.5%	92.9%	83.3%
Science	73.0%	59.2%	81.8%	79.1%	84.4%	75.1%	79.9%

New undergraduate retention

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

The graph below shows that 86.7% of the local (NZ residency) 2016 new undergraduate cohort returned in 2017. Retention of new undergraduate local Māori EFTS in 2017 was 82.4%.

The new undergraduate retention rate of local Pacific EFTS decreased by 1% from 84.1% 2016 to 83.1% in 2017. The total new undergraduate local students during the same period increased by 0.7% from 86.0% to 86.7% (graph starts at 70%).

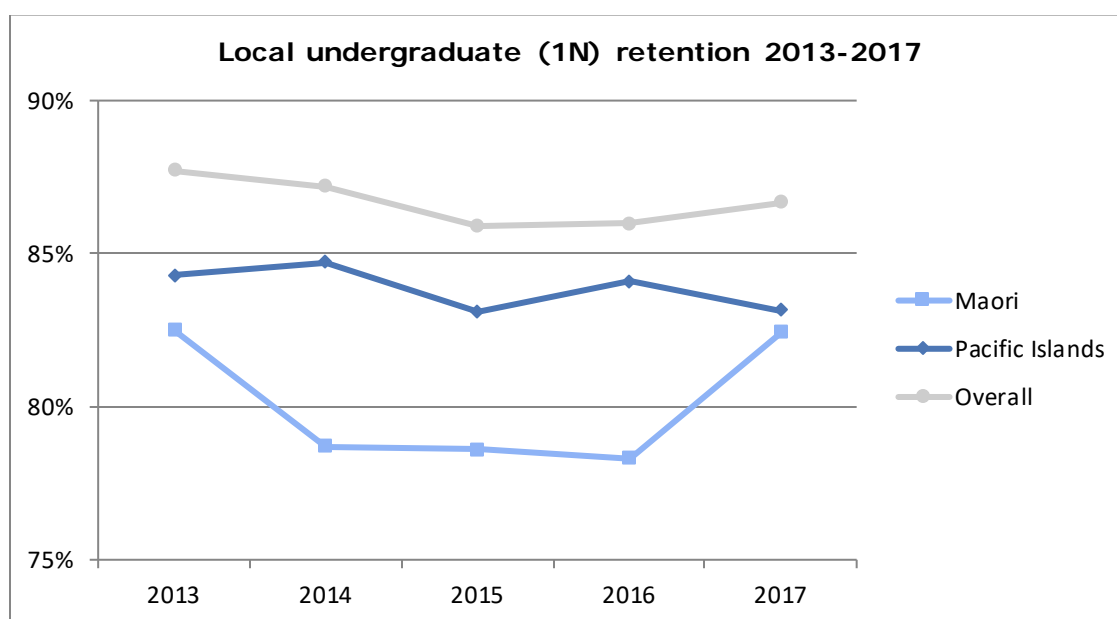


Table 18: Local undergraduate retention 2013-2017

Ethnic Group	Retained (%) ⁶				
	2013	2014	2015	2016	2017
Māori	83%	79%	79%	78%	82%
Pacific Islands	84%	85%	83%	84%	83%
Overall	88%	87%	86%	86%	87%

New undergraduate retention across faculties

The graph below shows new undergraduate student retention across faculties in 2017. New undergraduate local Māori EFTS enrolled in Creative Arts and Industries (89.5%), Business and Economics (87.0%) and Engineering (86.8%) had the highest retention rates for 2017. Education and Social Work (74.3%) and Science (81.1%) had the lowest retention rates for this group of students.

New undergraduate local Pacific EFTS in Engineering (96.4%) and Creative Arts and Industries (93.1%) had the highest retention rates in 2017. Medical and Health Sciences

⁶ Data for local new undergraduate students from the SMR 2017 First Year Undergraduate Retention report (2016-17), and the DSS Undergraduate Retention reports for previous years (20161231, 20151130, 20141130, 20131031)

(77.8%) and Business and Economics (79.8%) had the lowest retention rates for this group of students.

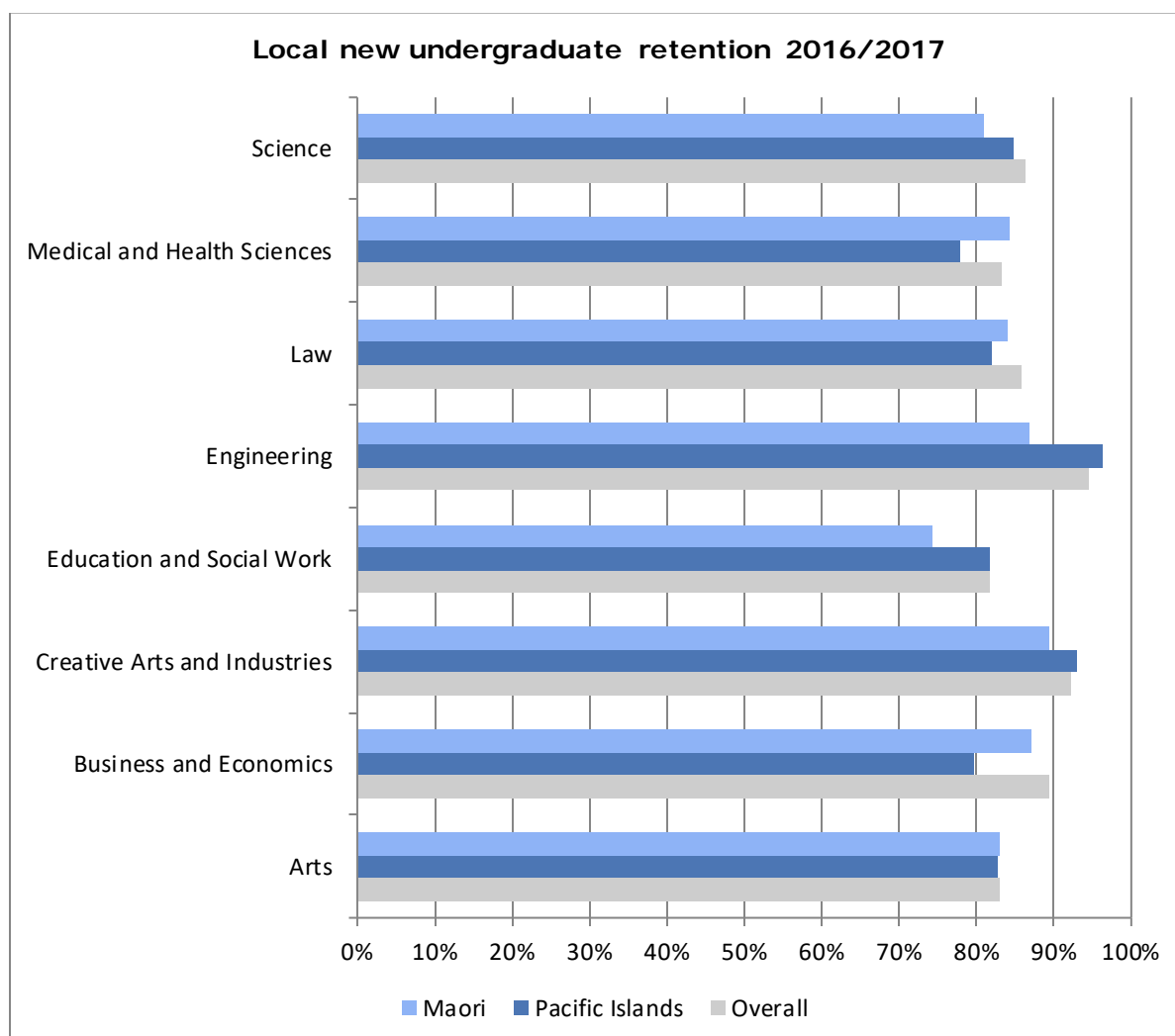


Table 19: Retention of local new undergraduate students by faculty 2016/2017

Programme Owing Faculty	Māori	Pacific Islands	Overall
Arts	83.1%	82.7%	83.0%
Business and Economics	87.0%	79.8%	89.5%
Creative Arts and Industries	89.5%	93.1%	92.1%
Education and Social Work	74.3%	81.8%	81.7%
Engineering	86.8%	96.4%	94.6%
Law	83.9%	82.1%	85.9%
Medical and Health Sciences	84.4%	77.8%	83.2%
Science	81.1%	84.7%	86.3%

Qualification completion rate

The total five-year qualification completion rate for domestic students in 2017 was 65.7%, down 0.6% from 66.3% in 2016.

For domestic Māori students, the five-year qualification completion rate in 2017 was 54.1%, up 1.1% from 53.0% in 2016. The five-year qualification completion rate for domestic Pacific⁷ students in 2017 was 49.7% up 0.7% from the 2015 rate of 49.0%.

The Māori five-year qualification rate was 2.4% higher in 2017 (54.1%) than in 2013 (51.7%). The Pacific five-year qualification rate was 7.1% higher in 2017 (49.7%) than in 2013 (42.6%). For total students there has been an increase of 1.1% from 2013 (64.0% compared to 65.1%).

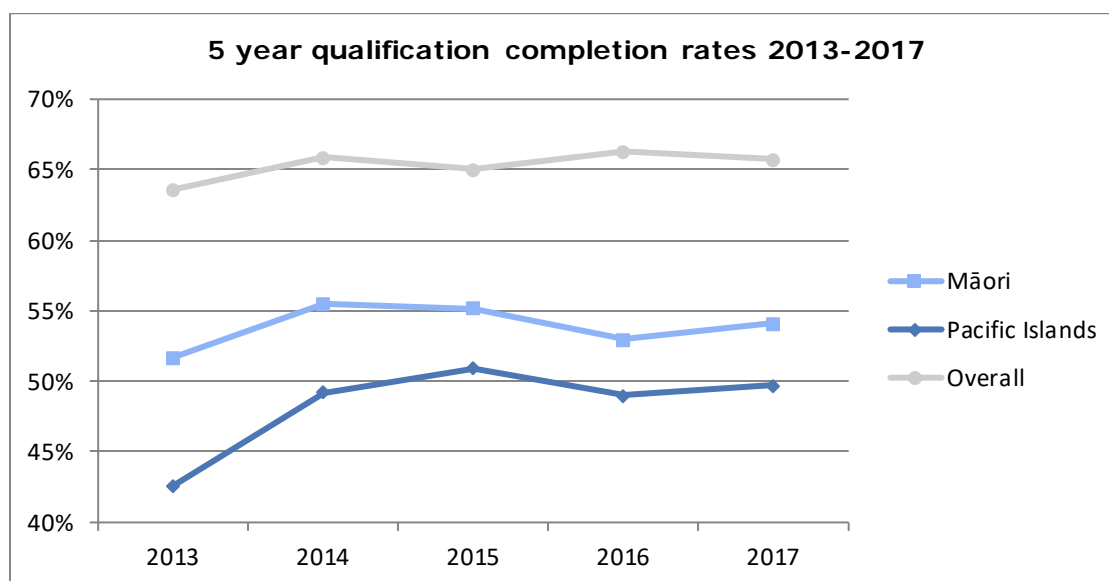


Table 20: 5 year qualification completion rates for domestic students 2013-2017

	2013	2014	2015	2016	2017
Māori	51.7%	55.5%	55.2%	53.0%	54.1%
Pacific Islands	42.6%	49.2%	50.9%	49.0%	49.7%
Overall	63.6%	65.9%	65.0%	66.3%	65.7%

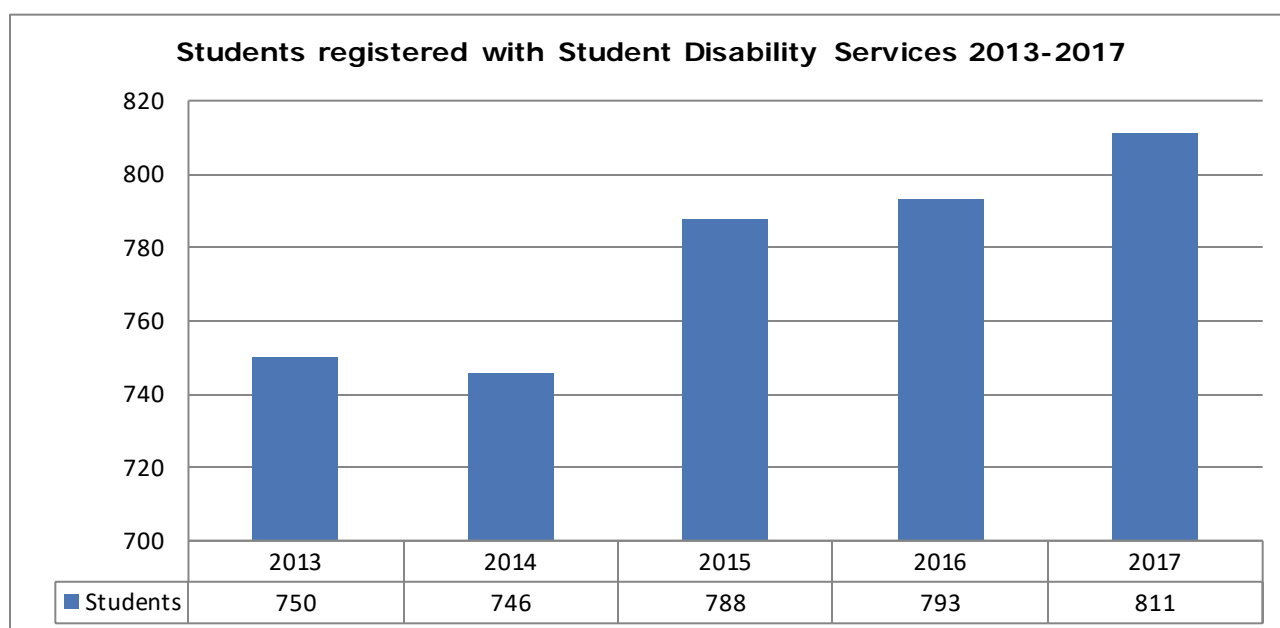
⁷ For the 5 year qualification completion rate, Pacific includes any student who has indicated Pacific as an ethnicity (including those who have also indicated Māori as an ethnicity). This is different to most other reports, where students can only appear in one ethnic group based on a hierarchy: Māori, Pacific, Asian, MELAA, Pakeha/European, Other)

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 from the University's strategic reporting systems. Data from SDS shows numbers of students, while data from the strategic reporting systems show Equivalent Full-Time Students (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 students or EFTS with impairments at the University of Auckland.

The number of students seeking assistance from Student Disability Services showed an increase of 2.2% from 2016 to 2017.



"Invisible" disabilities, such as specific learning and mental health issues, continue to make up the largest section of those impairments disclosed. Over the past five years, the number of students with specific learning disabilities seeking assistance has increased from 244 to 313 (although there has been a slight drop in numbers from 2016 to 2017).

In 2017, there have been increases in students disclosing vision impairments, head injuries and physical or mobility impairments. There has been a decrease in students indicating ASD as their primary impairment.

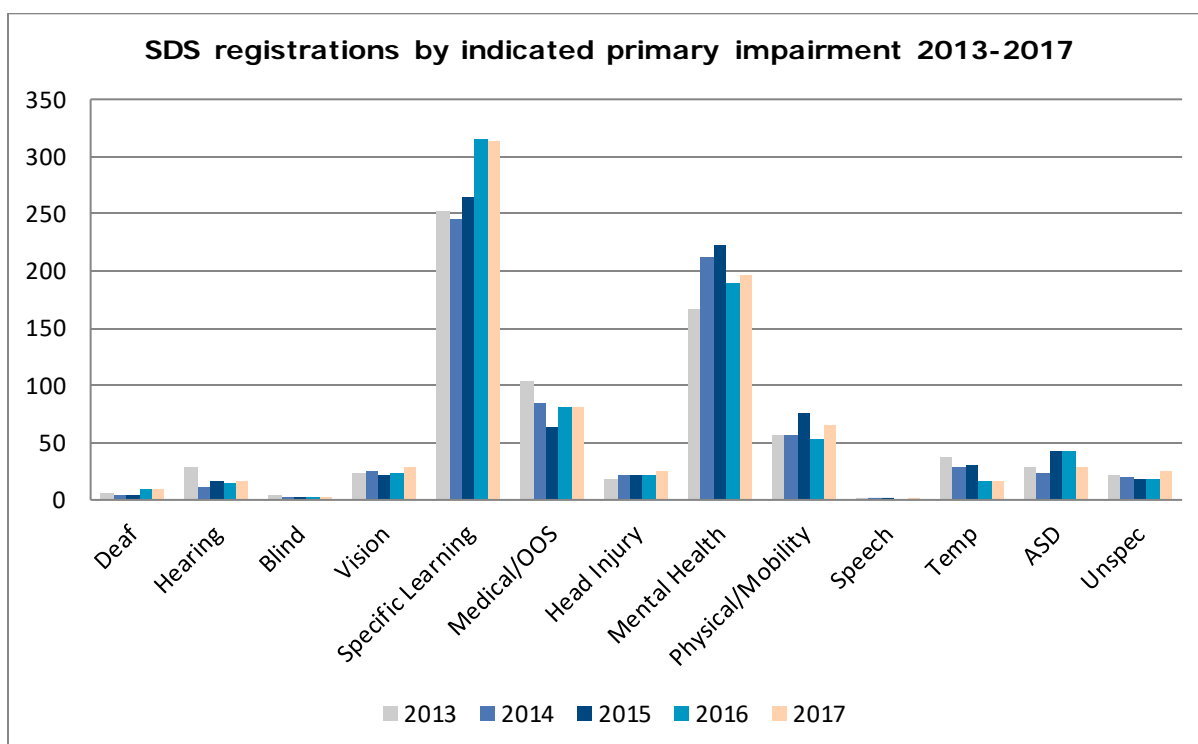
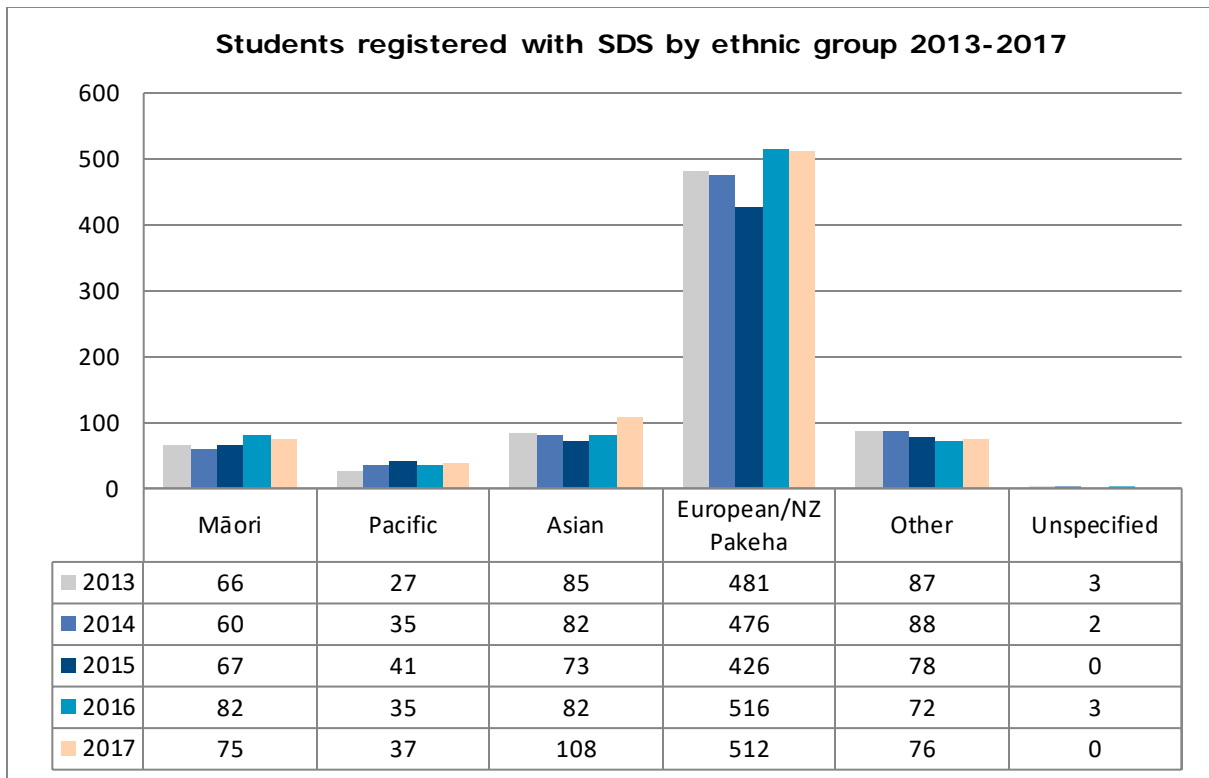


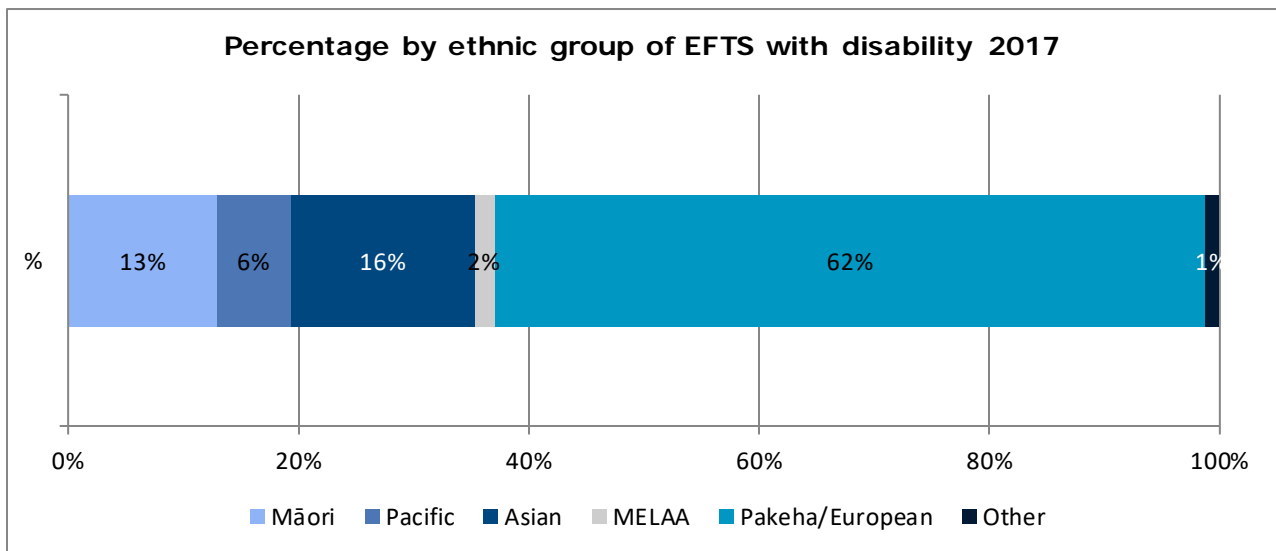
Table 21: Students registered with SDS by indicated primary impairment 2013-2017

Impairment	2013	2014	2015	2016	2017
Deaf	6	4	4	10	9
Hearing	28	11	16	15	16
Blind	4	3	2	2	2
Vision	24	26	21	24	28
Specific Learning	253	246	265	316	313
Medical/OOS	104	85	64	82	82
Head Injury	19	22	21	21	25
Mental Health	167	212	223	190	197
Physical/Mobility	56	57	76	53	65
Speech	1	1	1	0	1
Temp	37	28	31	17	16
ASD	28	24	43	42	28
Unspec	22	20	19	18	26
Other	0	0	0	0	0

The number of students registered with SDS by ethnicity is shown below. The number of Asian students registered with SDS increased by 32% (from 82 to 108) between 2016 and 2017. As a proportion of total students registered with SDS, this is an increase from 10.4% in 2016 to 13.4% in 2017. The number of Māori students registered with SDS decreased, and the number of Pacific students increased slightly.



The graph below shows the proportion of EFTS by ethnicity for students indicating an impairment at the point of enrolment.



Across all ethnic groups,⁸ except for MELAA women made up a larger proportion of EFTS for students who indicated an impairment at the point of enrolment.

(NB: these are not necessarily the same students who register with SDS).

⁸ Excluding 'Other', with the small group of students who are not in one of the defined Ethnic Groups

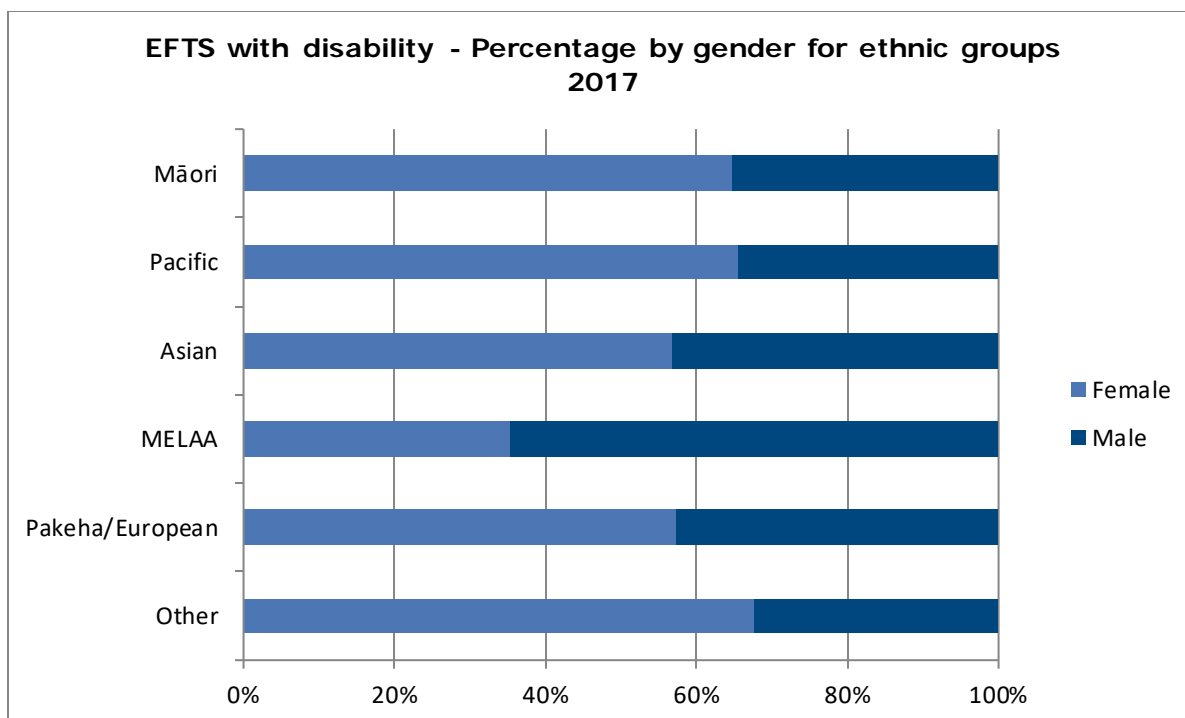
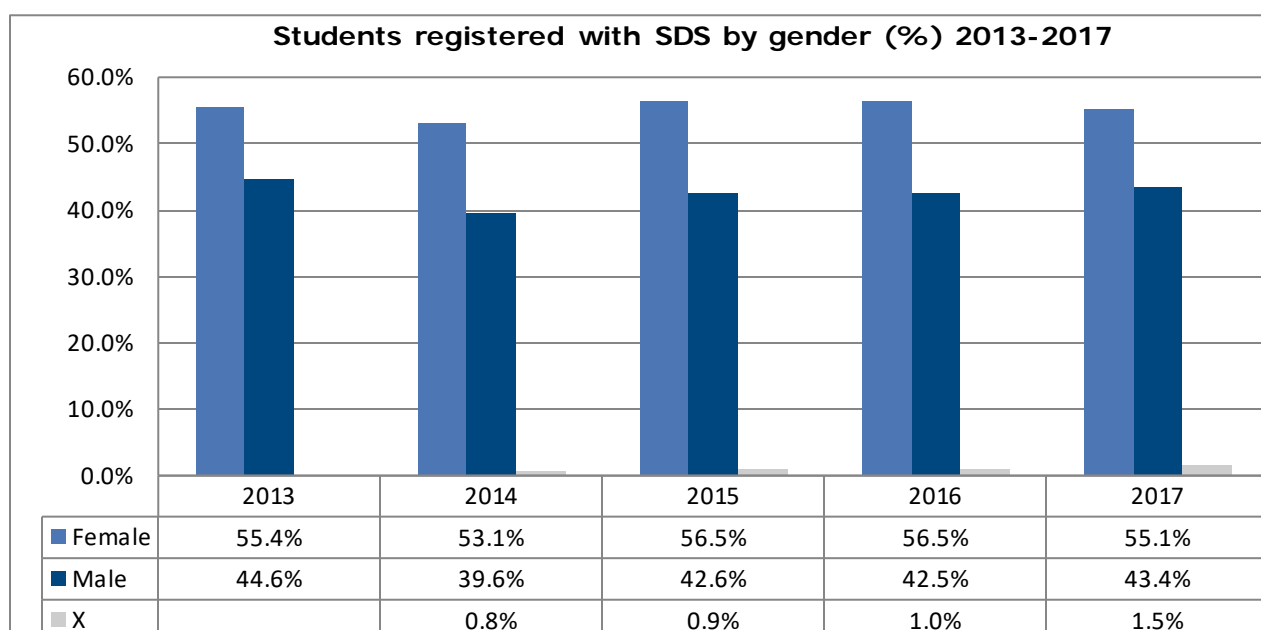


Table 22: EFTS with disability – percentage by gender for each ethnic group

	Māori	Pacific	Asian	MELAA	Pakeha/European	Other	Overall
Female	65%	65%	57%	35%	57%	68%	58.6%
Male	35%	35%	43%	65%	43%	32%	41.4%

Student Disability Services data by gender and ethnicity 2013-2017

Over the last 5 years, women consistently make up a higher percentage of students registered with Student Disability Services. This is in line with general enrolment data, where female students also make up the majority of EFTS enrolled at the University (see page 14).



In 2017, women made up over half of the numbers across all ethnic groups for students registered with SDS.

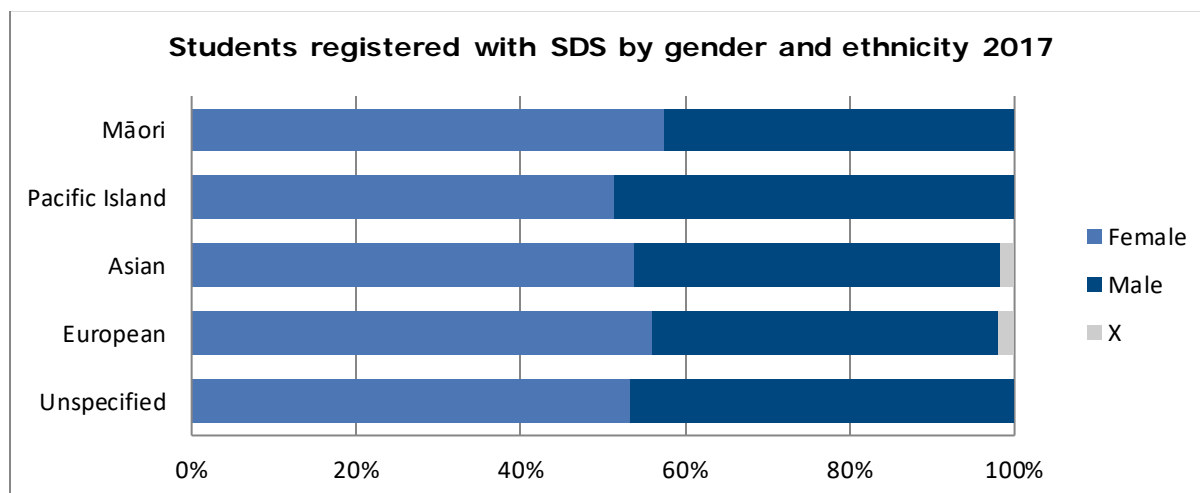


Table 23: Students registered with SDS by be gender and ethnicity (%) 2017

	Māori	Pacific Island	Asian	European	Unspecified
Female	57%	51%	54%	56%	53%
Male	43%	49%	44%	42%	47%
X	0%	0%	2%	2%	0%

Arts and Science account for the largest proportion of students indicating at enrolment that they live with an impairment in 2017. For both of these faculties, the proportion of EFTS with disability is higher than the proportion of overall⁹ enrolments.

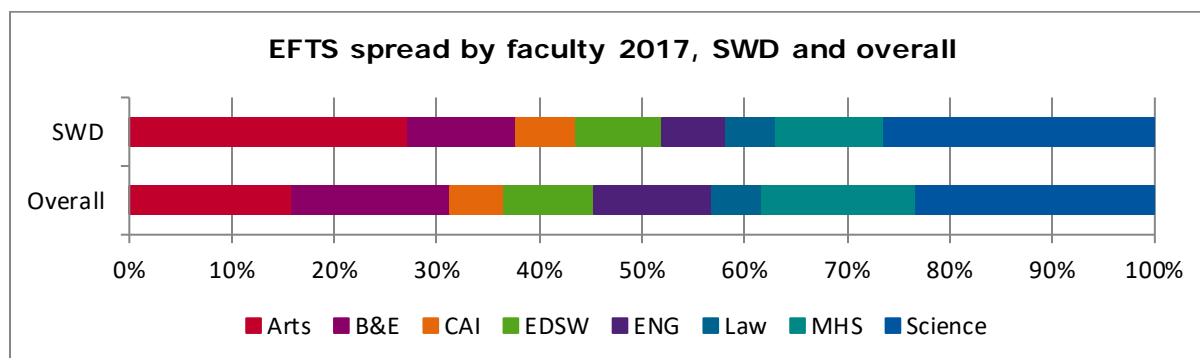


Table 24: EFTS spread by faculty 2017, SWD and overall

Teaching Faculty	SWD		Overall	
	EFTS	%	EFTS	%
Arts	261.7	27.1%	4490.5	15.9%
B&E	101.7	10.5%	4306.7	15.3%
CAI	56.4	5.9%	1528.0	5.4%
EDSW	82.0	8.5%	2470.3	8.8%
ENG	59.7	6.2%	3224.1	11.4%
Law	46.7	4.8%	1363.2	4.8%
MHS	101.7	10.5%	4237.7	15.0%
Science	254.4	26.4%	6570.8	23.3%

⁹ Overall includes students who have indicated that they live with an impairment

Similarly, students in Arts, Science, Education and Social Work and Business and Economics make up the largest proportions of students registered with SDS. Over the last five years, the proportion of students registered with SDS who are in the Faculty of Arts has dropped from 31.4% to 25.4%, while the proportion of students registered with SDS who are in the Faculty of Science has increased from 18.8% to 25.7%.

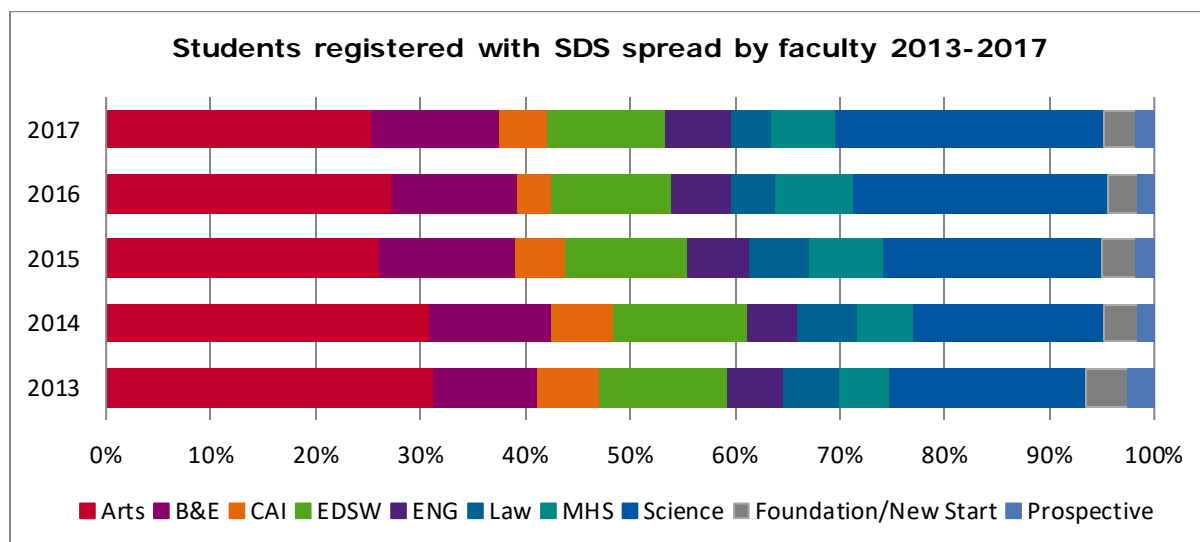


Table 25: Students registered with SDS by faculty 2013-2017

	2013	2014	2015	2016	2017
Arts	31.4%	30.9%	26.1%	26.9%	25.4%
B&E	9.9%	11.6%	12.9%	11.9%	12.1%
CAI	5.8%	6.0%	4.8%	3.3%	4.7%
EDSW	12.2%	12.8%	11.8%	11.2%	11.3%
ENG	5.4%	4.8%	5.9%	5.8%	6.2%
Law	5.4%	5.6%	5.7%	4.2%	3.9%
MHS	4.8%	5.4%	7.0%	7.2%	6.0%
Science	18.8%	18.1%	20.9%	24.0%	25.7%
Foundation/New Start	3.9%	3.3%	3.2%	2.9%	3.0%
Prospective	2.5%	1.5%	1.7%	1.5%	1.8%

EFTS with disability by funding level

The graph below shows the proportions of domestic EFTS with disability (SWD) compared to the same breakdown for domestic EFTS overall. The proportion of students with disability at postgraduate levels is lower than the similar proportion for students overall.

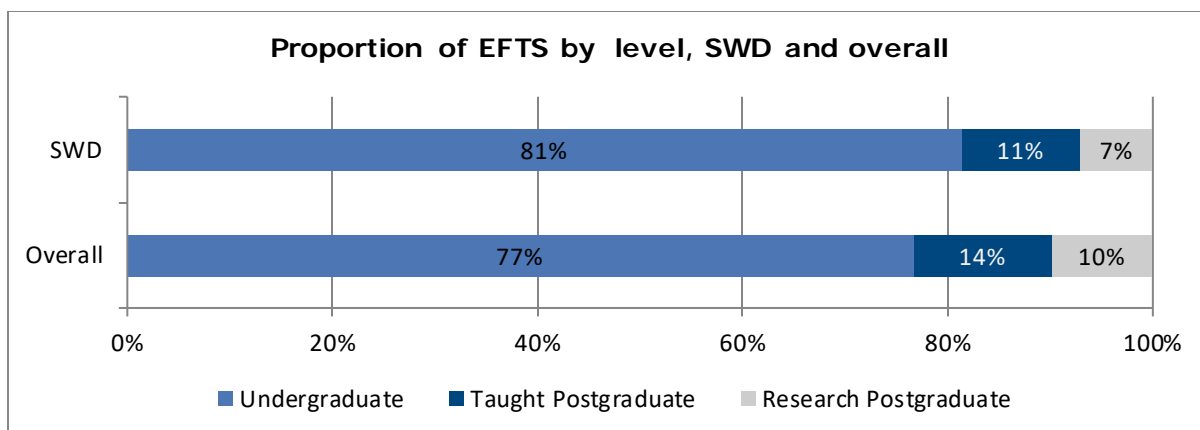
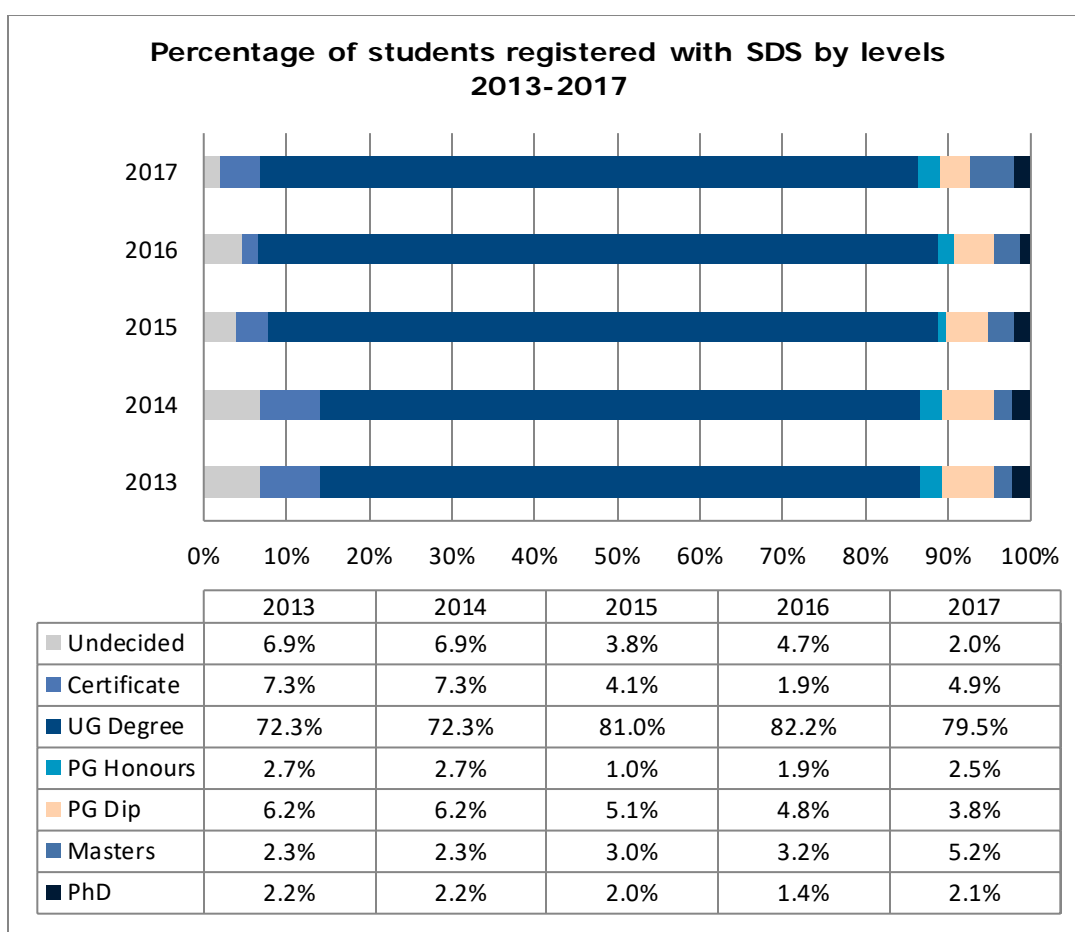


Table 26: EFTS by funding level 2017, SWD and overall

	Undergraduate		Taught Postgraduate		Research Postgraduate		Total EFTS
	EFTS	%	EFTS	%	EFTS	%	
SWD	800.9	81.5%	111.9	11.4%	70.4	7.2%	983.2
Overall	21917.2	76.7%	3852.8	13.5%	2797.1	9.8%	28567.1

Around 80% of students registered with SDS are studying towards an undergraduate degree, while 13.6% are studying towards postgraduate programmes. Between 2016 and 2017 the proportion of students registered with SDS increased for honours, masters and doctoral students.



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.
- Māori academic FTE increased slightly from 134.5 FTE in 2016 to 134.6 FTE in 2017, but the proportion dropped slightly from 6.1% to 6.0%. This is slightly below the target of 6.4%. Business and Economics, Law, and Medical and Health Sciences increased their proportion of Māori academic staff from 2016 to 2017.
- From 2016 to 2017, Pacific academic staff increased 9.7% from 53.7 FTE to 58.9 FTE. The proportion of academic staff who are Pacific increased slightly from 2.4% in 2016 to 2.6% in 2017, but is still below the target 3.0%. Arts, Business and Economics, Creative Arts and Industries, Education and Social Work, Law and Science all increased their proportion of Pacific academic staff from 2016 to 2017.
- The proportions of Māori and Pacific staff in senior academic roles have increased steadily since 2013 and the proportion is now above target for Māori staff (4.8% cf. target of 4.5%), but remains below target for Pacific staff (0.9% cf. target of 1.5%).
- Asian academic staff increased from 372.4 FTE (16.9%) in 2016 to 396.8 FTE (17.8%) in 2017. Asian professional staff increased from 777.4 FTE (26.4%) in 2016 to 846.7 FTE (27.7%) in 2017.
- In 2017, 46.4% of academic staff were women and 53.6% were men. This is a slightly higher proportion of women than in 2016.
- The proportion of associate professors who are women decreased from 39.7% (132.8 FTE) in 2016 to 38.7% (121.3 FTE) in 2017.
- The proportion of professors who are women increased from 24.6% (75.6 FTE) in 2016 to 28.0% (90.3 FTE) in 2017.
- The proportion of women in senior academic positions (associate professor and professor) reached 33.4%, an increase from 31.4% in 2016, and just above the target of 33.0%.
- In 2016, 18 women (72% of the female applicants) and 23 men (57% of the male applicants) were promoted to associate professor.
- In 2017, 25 associate professors applied for promotion to professor (9 women and 16 men). Of those who applied, 6 of the women (68%) and 12 of the men (70%) were successful.
- In 2017, out of 3059 professional staff FTE, there were 207 FTE (6.8%) Māori professional staff, an increase of 8.7 FTE or 4.4% from 198.3 FTE (6.7%) in 2016. This was below the University target of 7.0%. The proportion of Māori staff in senior professional roles has increased significantly from 2.5% in 2013 to 5.8% in 2017 (above the target of 4.0%).

- Pacific professional FTE were 187.9 FTE (6.1%) in 2017, a 4.0% increase from 180.7 FTE (6.1%) in 2016, just below the target of 6.2%. The proportion of Pacific staff in senior professional roles has fluctuated over the last 5 years, but it higher in 2017 than in 2013 (3.2% cf. 2.5%), although still below the target of 4.5%.
- Women were the majority among professional staff at around 62% of professional staff a trend that has remained consistent in recent years.
- The percentage of senior women professional staff remained consistent with 2016 at 52% which is above the target of 49%.
- In 2017, 38% of academic staff and 28% of professional staff were 51 years of age and over.

Notes:

- The grades that make up "academic staff" include professor, associate professor, senior lecturer, senior research fellow, research fellow, professional teaching fellow senior tutor and assistant lecturer/graduate teaching assistant/teaching assistant as defined in Academic Collective Agreements
- Staff can opt not to select a gender in the University's systems, so a small number of staff have done this.

Ethnicity and equity

Overall, academic staff increased by 1.0% from 2208.6 FTE in 2016 to 2232.5 FTE in 2017. Professional staff increased by 3.7% from 2948.8 FTE in 2016 to 3059 FTE in 2017.

Māori academic FTE increased slightly from 134.5 FTE in 2016 to 134.6 FTE in 2017, but the percentage of Māori academic FTE dropped slightly from 6.1% to 6.0%. This is below the target of 6.4%. Māori professional staff FTE increased from 198.3 FTE (6.7%) in 2016 to 207 FTE (6.8%) in 2017, slightly below the target of 7.0%.

Pacific academic staff increased 9.7% from 53.7 FTE in 2016 to 58.9 FTE in 2017. The proportion of Pacific academic staff also rose slightly from 2.4% to 2.6%. Pacific professional staff increased 1.5% from 180.7 FTE in 2016 to 187.9 FTE in 2017, with the proportion remaining the same at 6.1%.

Table 27: University KPIs for Māori and Pacific staff

University KPIs	2017 actual	2017 target
% Māori staff in academic positions	6.0%	6.4%
% Māori staff in senior academic positions	4.8%	4.5%
% Pacific staff in academic positions	2.6%	3.0%
% Pacific staff in senior academic positions	0.9%	1.5%
% Māori professional staff	6.8%	7.0%
% Māori senior professional staff	5.8%	4.0%
% Pacific professional staff	6.1%	6.2%
% Pacific senior professional staff	3.2%	4.5%

Asian academic staff increased by 6.6% and Asian professional staff increased by 8.9%. The proportion of Pākēha/European academic staff remained around the same and Pākēha/European professional staff increased by 1.6% from 2016 to 2017.

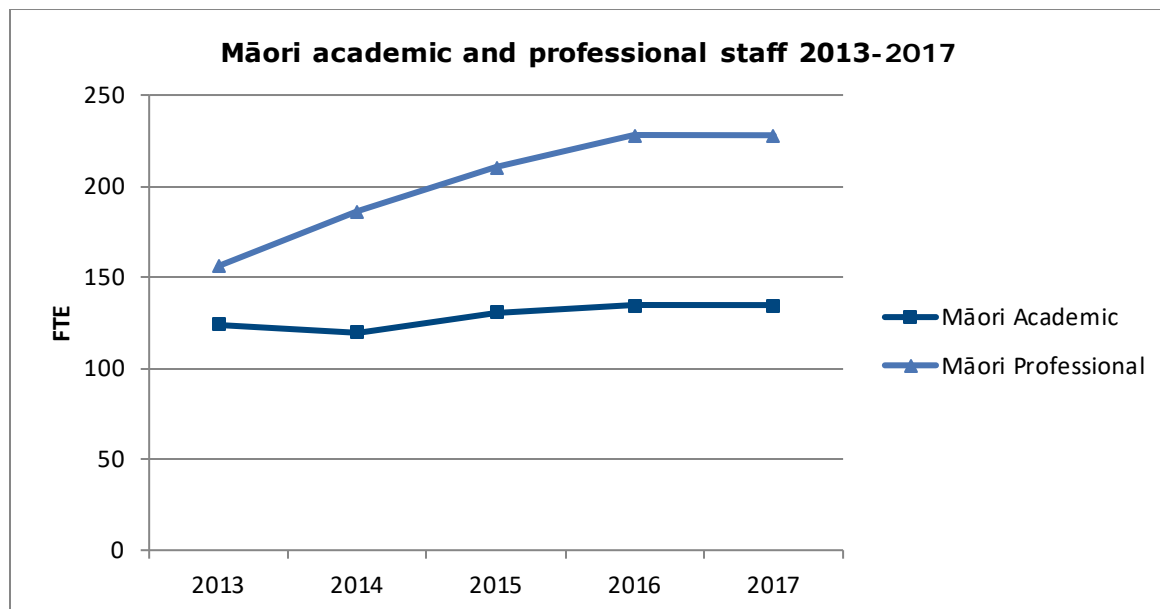
Table 28: Academic and professional staff by ethnicity 2017 (FTE and %)

Ethnic Group Desc	Academic		Professional	
	FTE	%	FTE	%
Māori	134.6	6.0%	207	6.8%
Pacific Islands	58.9	2.6%	187.9	6.1%
Asian	396.8	17.8%	846.7	27.7%
Pakeha/European	1426.4	63.9%	1565.1	51.2%
No Response	22.6	1.0%	16.5	0.5%
Other	193.1	8.6%	235.9	7.7%
Total	2232.5	100.0%	3059	100.0%

Māori staff

There were a total of 341.6 FTE (6.5%) Māori staff at the University in 2017.

This was significantly below the percentage of Māori people in the Auckland area (approximately 10.7% in the 2013 census, Statistics NZ).



Māori academic staff

Māori academic staff increased from 124.4 FTE in 2013 to 134.6 FTE in 2017. The overall percentage of academic staff who are Māori decreased slightly in 2017 (6.1% in 2016 and 6.0% in 2017). This is below the target of 6.4%. The faculties of Education and Social Work, Law, Arts, and CAI had the highest percentage of Māori academic staff in 2016 (14.3%, 10.0%, 7.2%, and 6.1% FTE respectively).

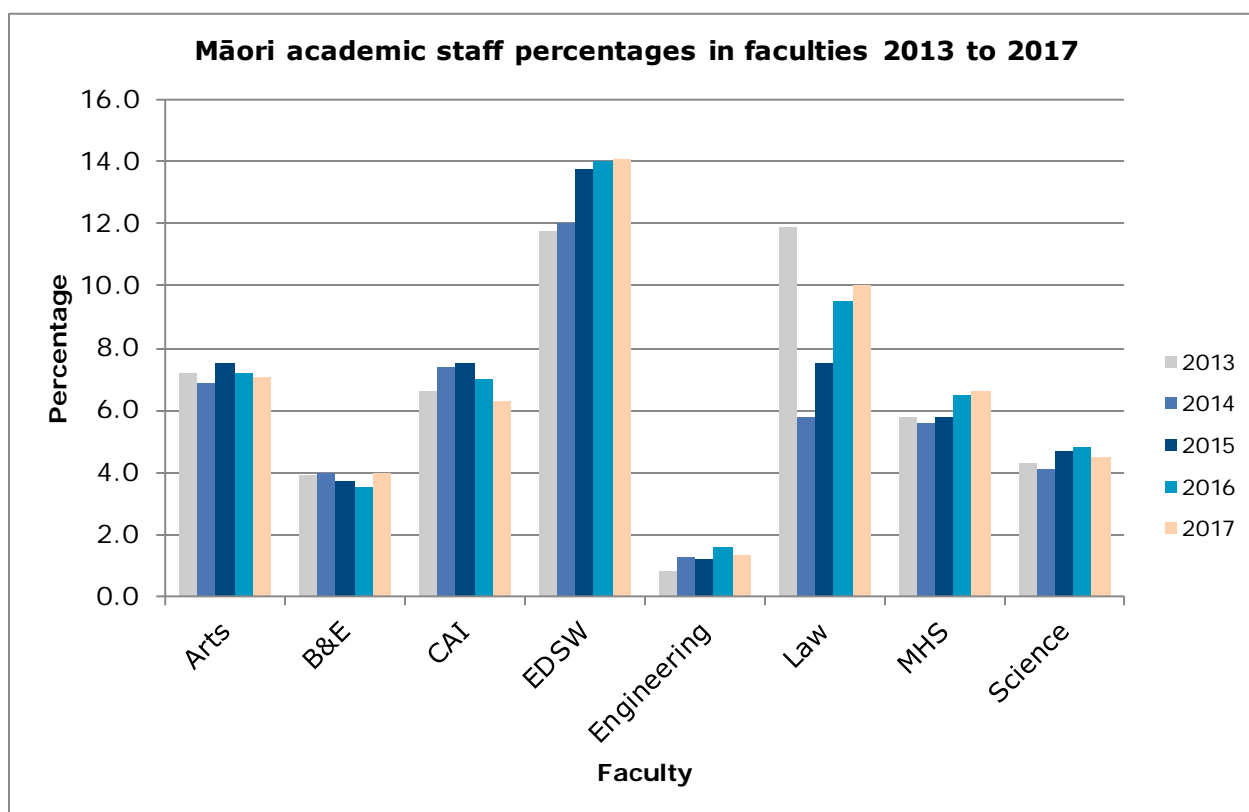


Table 29: Māori academic staff in faculties 2013-2017 (FTE, %)

Faculty	2013		2014		2015		2016		2017	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	20.9	7.2	19.9	6.9	21.2	7.5	19.0	7.2	17.5	7.1
B&E	8.0	3.9	8.6	4.0	8	3.7	8.0	3.5	9.6	4.0
CAI	7.4	6.6	8.0	7.4	7.9	7.5	7.7	7	6.7	6.3
EDSW	24.1	11.8	24.3	12.0	27.1	13.8	26.6	14	26.6	14.1
Engineering	1.5	0.8	2.4	1.3	2.2	1.2	3.1	1.6	2.7	1.3
Law	5.9	11.9	2.8	5.8	3.9	7.5	4.6	9.5	5.2	10.0
MHS	28.7	5.8	28.9	5.6	31.1	5.8	35.5	6.5	37.2	6.6
Science	21.3	4.3	20	4.1	23.5	4.7	24.0	4.8	23.3	4.5

Māori professional staff

In 2017 there were 207.0 FTE (6.8%) Māori professional staff. This represents an increase of 4.4% from 2016 (8.7 FTE) but it is below the target of 7.0%. Most Māori professional staff in 2017 were women (66.3%), which is above the overall percentage of women professional staff (61.8%). The highest percentages of Māori professional staff in faculties were in the Faculty of Arts (15.4%), Education and Social Work (12.5%), and the Faculty of Law (11.6%).

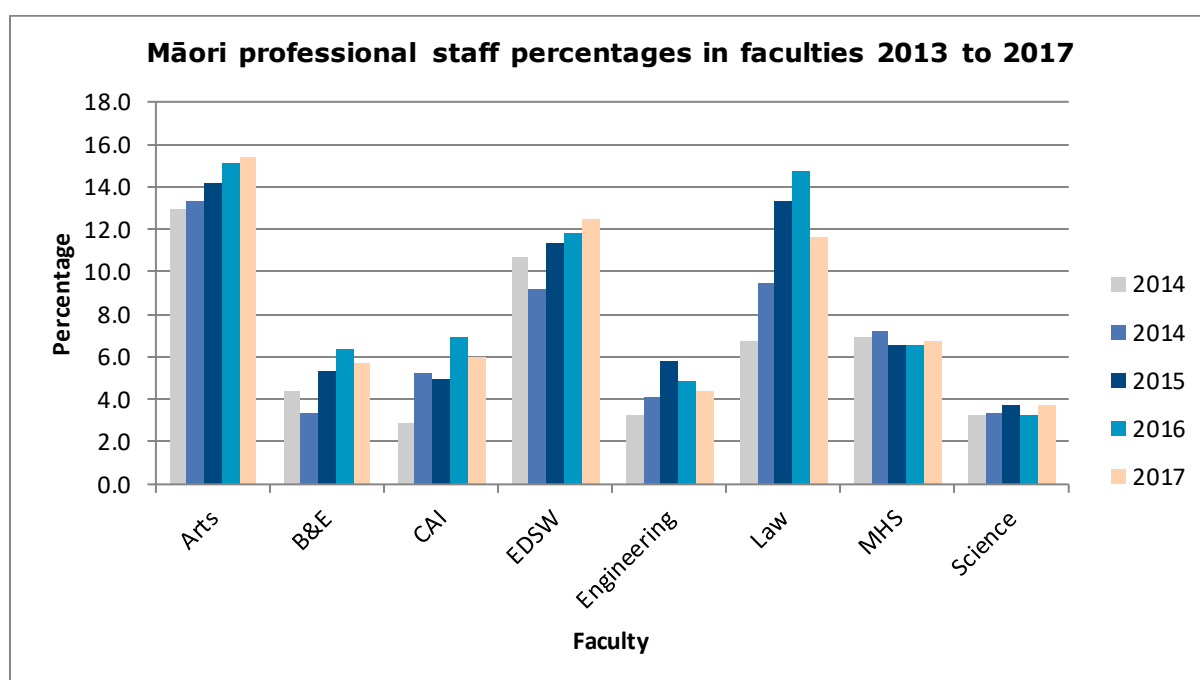


Table 30: Māori professional staff in faculties 2013-2017 (FTE, %)

Faculty	2013		2014		2015		2016		2017	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	15.4	13	15.3	13.3	15.0	14.2	15.1	15.1	16.1	15.4
B&E	6.0	4.4	4.3	3.34	6.6	5.3	8.9	6.4	8.1	5.7
CAI	2.0	2.9	3.2	5.2	3.0	5	3.9	6.9	3.6	6
EDSW	12.1	10.7	9.4	9.2	12.5	11.4	13.9	11.8	15.3	12.5
Engineering	4.5	3.3	5.8	4.1	9.0	5.8	7.9	4.9	7.6	4.4
Law	1.7	6.7	2.2	9.5	3.2	13.3	3.6	14.7	3.4	11.6
MHS	29.3	6.9	29.4	7.2	26.9	6.6	27.8	6.6	28.9	6.7
Science	9.5	3.3	10.1	3.4	10.7	3.7	9.8	3.3	11.1	3.7

Of the Māori professional staff working in the University's large service divisions, the highest number, 33.9 FTE (14.8% of division FTE), were employed in Campus Life. The Library employed the next largest number of Māori professional staff with 21.8 FTE (8.9%). Academic Services, Campus Life, and Finance increased their numbers of Māori professional staff between 2016 and 2017.

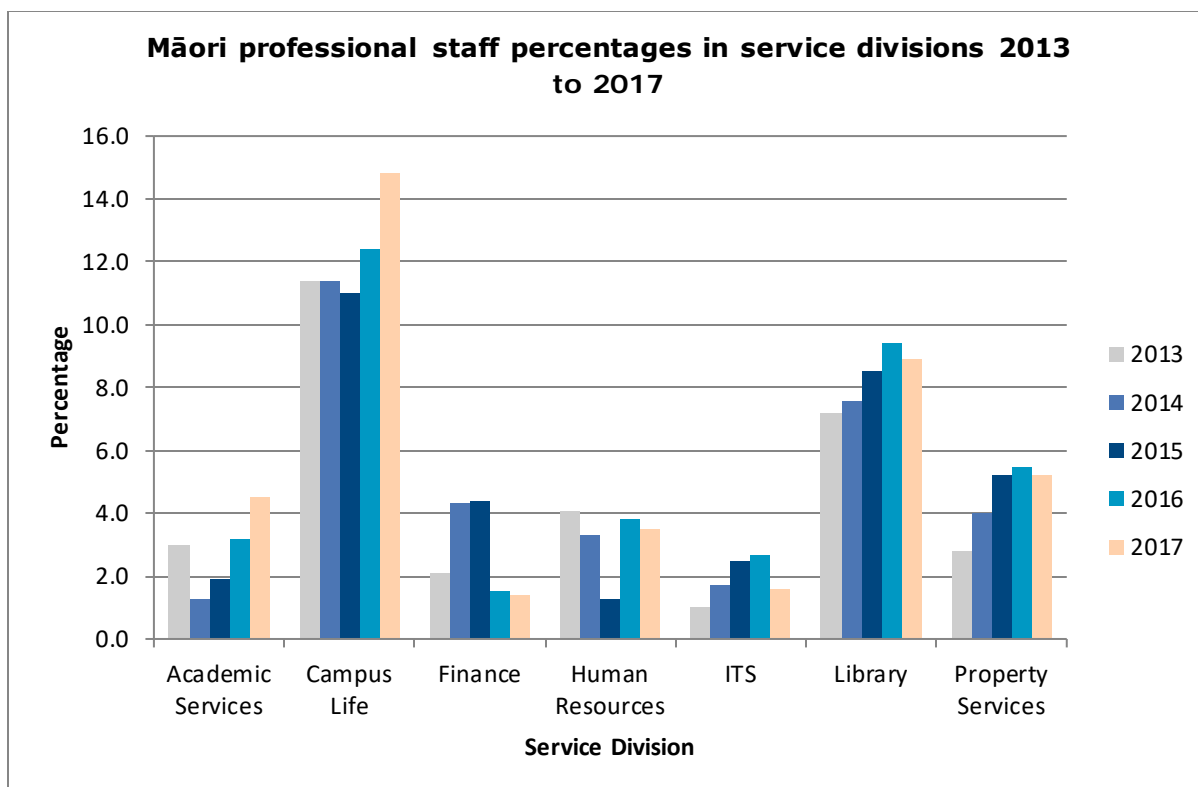


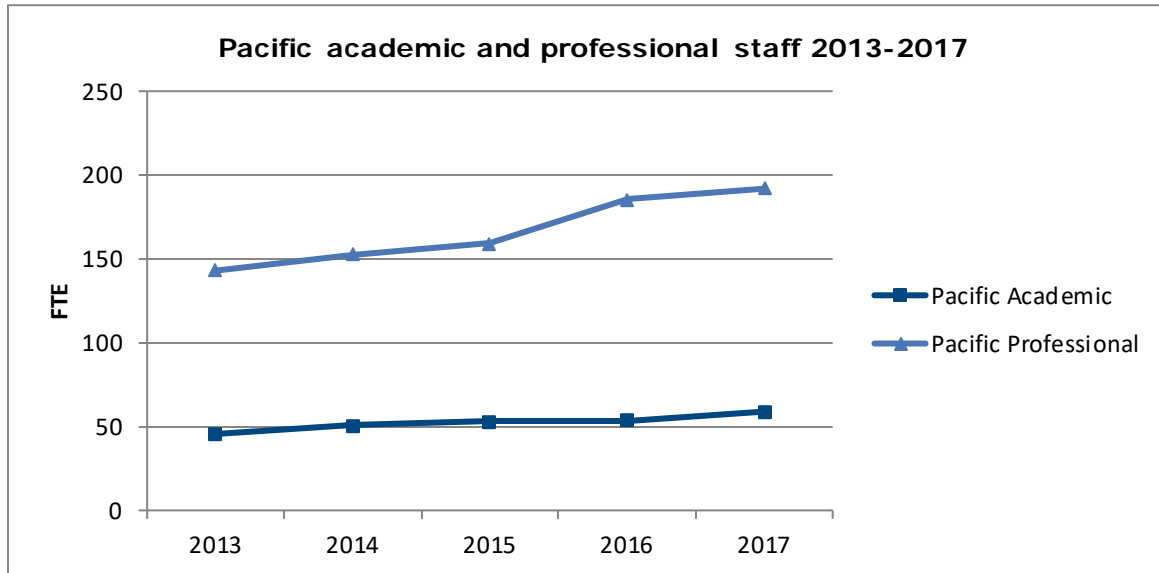
Table 31: Māori professional staff in service divisions 2013-2017 (FTE, %)

Service Division	2013		2014		2015		2016		2017	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Academic Services	2.5	3	1.2	1.3	1.7	1.9	3.8	3.2	5.7	4.5
Campus Life	21.3	11.4	22.3	11.4	23.2	11	28.0	12.4	33.9	14.8
Finance	1.0	2.1	1.0	4.3	1.0	4.4	1.0	1.5	1.0	1.4
Human Resources	2.7	4.1	2.4	3.3	1.0	1.3	3.0	3.8	3.0	3.5
ITS	2.0	1	3.6	1.7	5.9	2.5	7.2	2.7	4.3	1.6
Library	17.0	7.2	18.1	7.6	20.3	8.5	24.0	9.4	21.8	8.9
Property Services	3.8	2.8	5.4	4	7.3	5.2	7.9	5.5	7.5	5.2

Pacific staff

There were a total of 246.8 FTE (4.7%) Pacific staff at the University in 2017.

This was significantly below the percentage of Pacific people in the Auckland area (14.6% in the 2013 census, Statistics NZ).



Pacific academic staff

Pacific academic staff FTE comprised 58.9 FTE (2.6% of total academic FTE) in 2017, compared to 53.7 FTE (2.4%) in 2016. This was below the University target of 3.0%. The majority of Pacific academic staff were women (67%).

The highest faculty FTE percentage of Pacific academic staff was in Education and Social Work (5.3%) – 10 FTE. Arts had the second highest percentage of Pacific academics with 4.9% (12.1 FTE). This represented an increase from 4.0% (10.6 FTE) in 2016. Law had a higher percentage of Pacific academic staff (4.1%) than in 2016 (2.3%). Most other faculties showed a minor percentage increase in terms of Pacific staff, except for FMHS where there was a mild decrease (from 3.1% to 2.6%).

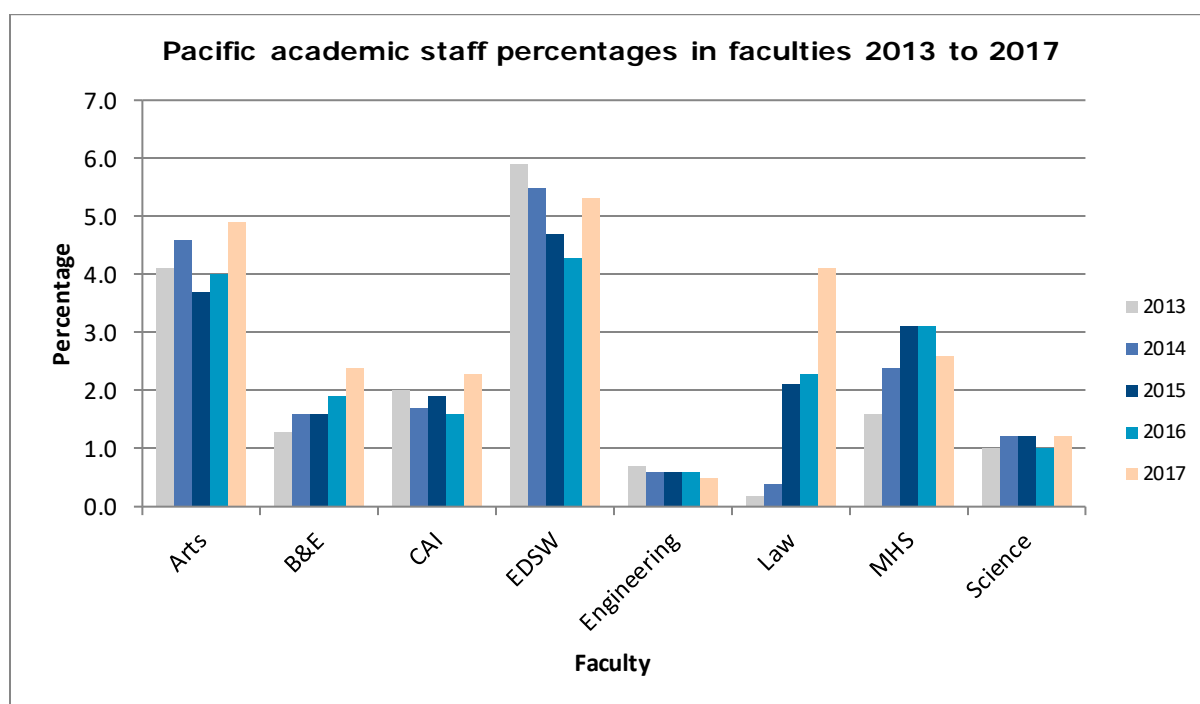


Table 32: Pacific academic staff in faculties 2013-2017 (FTE, %)

Faculty	2013		2014		2015		2016		2017	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	12.3	4.1	13.4	4.6	10.5	3.7	10.6	4	12.1	4.9
B&E	2.6	1.3	3.4	1.6	3.4	1.6	4.4	1.9	5.8	2.4
CAI	2.3	2	1.8	1.7	2.0	1.9	1.8	1.6	2.4	2.3
EDSW	12.2	5.9	11.2	5.5	9.2	4.7	8.2	4.3	10.0	5.3
ENG	1.2	0.7	1.2	0.6	1.2	0.6	1.2	0.6	1.0	0.5
Law	0.1	0.2	0.2	0.4	1.1	2.1	1.1	2.3	2.1	4.1
MHS	8.1	1.6	12.4	2.4	17.0	3.1	17.2	3.1	14.7	2.6
Science	5.1	1	5.7	1.2	6.0	1.2	5.2	1	6.3	1.2

Pacific professional staff

In 2017, there were 187.9 FTE (6.1%) Pacific professional staff. This is below the target of $\geq 7.0\%$. Law had the highest percentage of Pacific professional staff in 2017: 11.4% (3.3 FTE) and MHS had the highest number 21.5 FTE (5.0%).

Business and Economics has had small but consistent increases since 2013.

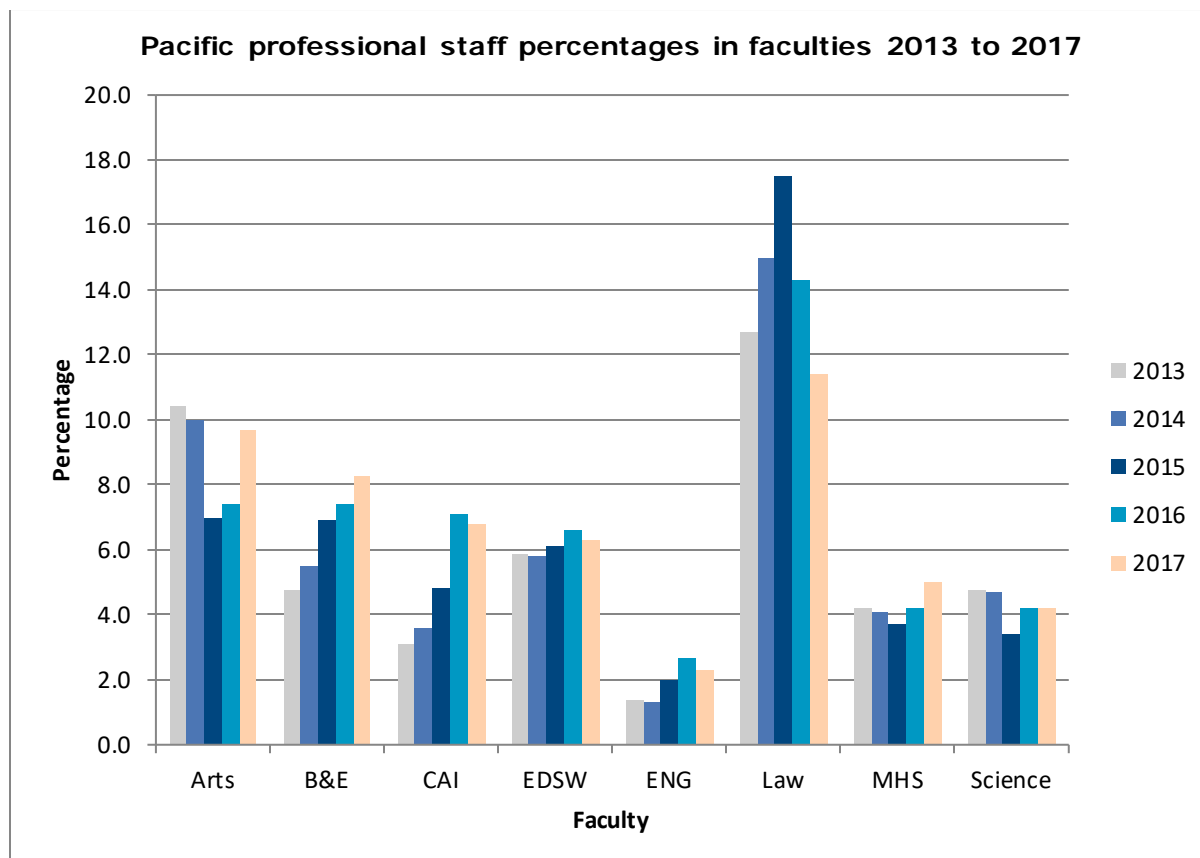


Table 33: Pacific professional staff in faculties 2013-2017 (FTE, %)

Faculty	2013		2014		2015		2016		2017	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Arts	12.4	10.4	11.5	10	7.4	7	7.4	7.4	10.2	9.7
B&E	6.5	4.7	7.1	5.5	8.5	6.9	10.2	7.4	11.8	8.3
CAI	2.2	3.1	2.1	3.6	2.9	4.8	4.0	7.1	4.0	6.8
EDSW	6.6	5.9	5.9	5.8	6.7	6.1	7.7	6.6	7.8	6.3
ENG	1.9	1.3	1.8	1.3	3.1	2	4.4	2.7	4.1	2.3
Law	3.2	12.7	3.6	15	4.2	17.5	3.5	14.3	3.3	11.4
MHS	17.9	4.2	16.8	4.1	15.2	3.7	17.4	4.2	21.5	5.0
Science	13.8	4.8	13.7	4.7	9.8	3.4	12.6	4.2	12.5	4.2

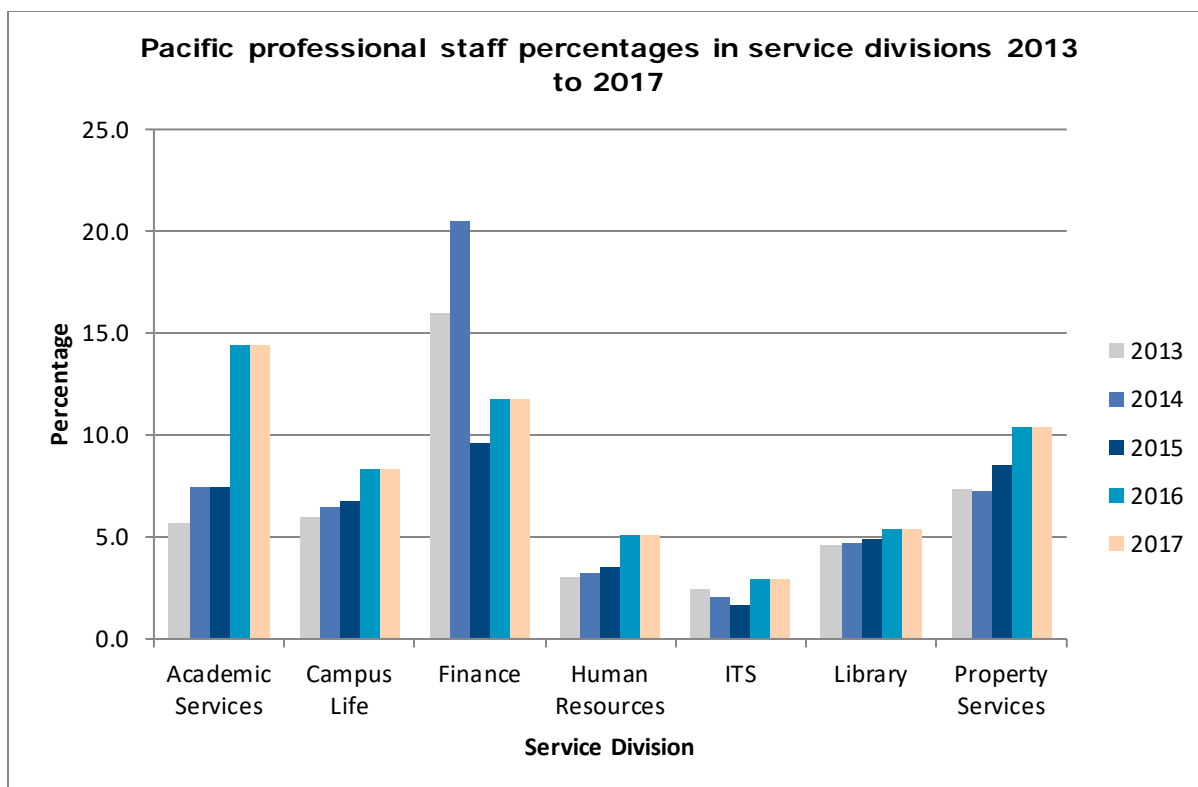


Table 34: Pacific professional staff in service divisions 2013-2017 (FTE, %)

Service Division	2013		2014		2015		2016		2017	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Academic Services	4.7	5.7	6.8	7.5	6.8	7.5	17.3	14.4	17.6795	14.4
Campus Life	11.3	6	12.7	6.5	14.2	6.8	18.8	8.3	19.013	8.3
Finance	7.7	16	4.8	20.5	2.2	9.6	7.9	11.8	7.7197	11.8
Human Resources	2	3	2.3	3.2	2.8	3.5	4	5.1	3.4932	5.1
ITS	5.1	2.5	4.6	2.1	4	1.7	7.7	2.9	7.6965	2.9
Library	10.8	4.6	11.3	4.7	11.7	4.9	13.7	5.4	14.0262	5.4
Property Services	9.9	7.4	9.9	7.3	11.9	8.5	14.8	10.4	14.8737	10.4

Asian staff

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

In 2013, there were 297.6 FTE (14% of all academic FTE) Asian academic staff and by 2017 this figure had increased to 396.8 FTE (17.8%). Asian professional staff numbers have increased from 522.9 FTE (20.0% of all professional staff) to 777.4 FTE (25.6%).

There were a total of 1243.5 FTE (23.5%) Asian staff at the University in 2017. This was very similar to the Auckland Asian population of 23.1% (Statistics NZ, 2013 Census).

Gender

Women academic staff

In 2017, 1036.2 FTE (46.4%) out of 2232.5 FTE of academics were women, and 1196.2 FTE (53.6%) were men.

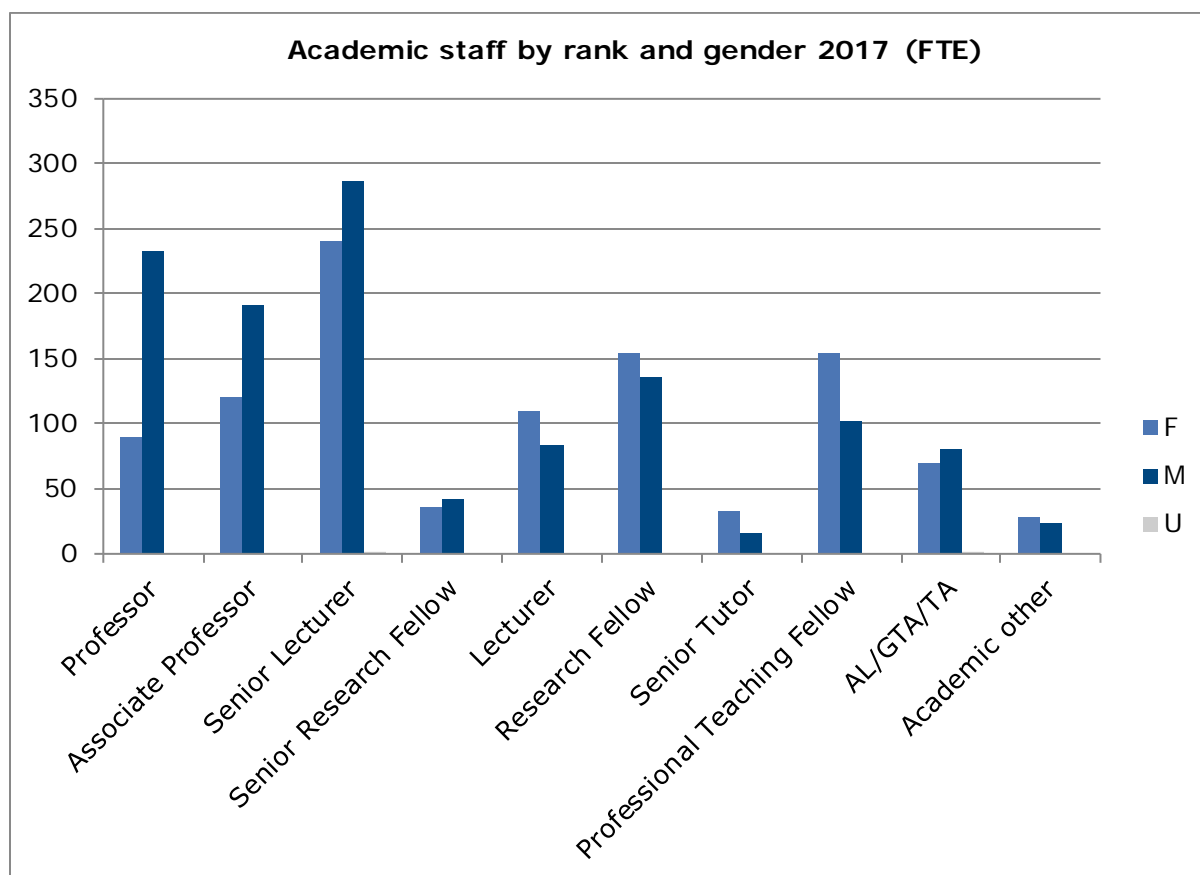
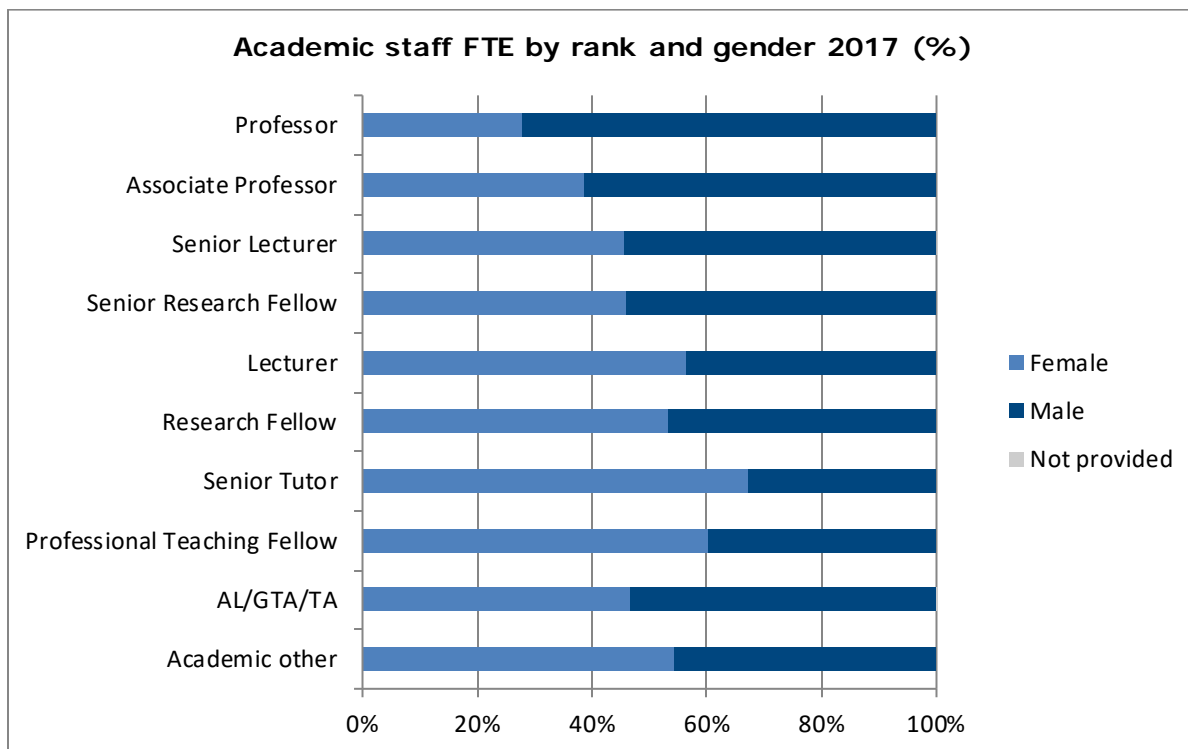


Table 35: Academic staff by rank and gender 2017

Position Rank	Female		Male		Not provided		Total FTE
	FTE	%	FTE	%	FTE	%	
Professor	90.3	28.0%	232.8	72.0%	0.1	0.02%	323.1
Associate Professor	121.3	38.7%	192.2	61.3%	0.0	0.0%	313.4
Senior Lecturer	240.7	45.7%	286.2	54.3%	0.1	0.02%	526.9
Senior Research Fellow	36.3	45.9%	42.7	54.1%	0.0	0.0%	79.0
Lecturer	109.5	56.5%	84.3	43.5%	0.0	0.0%	193.8
Research Fellow	154.1	53.0%	136.4	47.0%	0.0	0.0%	290.5
Senior Tutor	32.5	67.0%	16.0	33.0%	0.0	0.0%	48.4
Professional Teaching Fellow	153.9	60.1%	102.1	39.9%	0.0	0.0%	256.1
AL/GTA/TA	70.0	46.5%	80.4	53.4%	0.04	0.03%	150.5
Academic other	27.6	54.4%	23.1	45.6%	0.0	0.0%	50.8
Total	1036.2	46.4%	1196.2	53.6%	0.1	0.01%	2232.5



The numbers of women and men at lecturer level were 109.5 FTE and 84.3 FTE respectively, followed by decreasing proportions of women in the senior grades.

Currently the greatest numbers of both female and male academics are at senior lecturer grade (240.7 FTE and 286.2 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.

Women academic staff in Science, Technology, Engineering, Mathematics and Medicine (STEMM)

In Science, women academics are under-represented in the Departments of Computer Science, Maths, and Physics. Women are under-represented in all departments in Engineering. Women academics now make up at least 50% of all departments in the Faculty of Medical and Health Science (a change from 2016, where women were still under represented in Medical Science and Medicine), however at the higher position ranks are still under represented in Medical Sciences, Medicine and Population Health.

In Science, women academics are under-represented (<30%) in the departments of Computer Science, Mathematics and Physics¹⁰.

Table 36: Women academic staff in Science by rank and gender 2017 (FTE, %)

	Biological Sciences		Computer Science		Environment		Chemical Sciences		Mathematics		Physics		Psychology		Statistics	
	Female		Female		Female		Female		Female		Female		Female		Female	
Position Rank	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professor	6.8	47%	1.0	10%	1.0	13%	3.2	39%	1.0	10%	0.4	7%	5.2	59%	0.1	3%
Associate Professor	2.7	18%	1.0	16%	2.9	23%	1.2	13%	2.5	45%	1.0	11%	4.6	42%	3.3	52%
Senior Lecturer	7.4	38%	3.0	17%	8.3	50%	1.0	19%	1.0	12%	1.2	14%	9.4	75%	3.0	29%
Senior Research Fellow	2.1	65%					0.4	13%			1.0	64%			1.0	91%
Lecturer	1.1	52%	0.9	16%	2.5	56%	2.0	50%	1.5	26%	1.0	57%	4.7	71%	1.4	31%
Research Fellow	11.2	54%			3.1	94%	6.0	78%	0.2	21%	4.0	47%	2.0	41%	0.1	11%
Senior Tutor	1.0	51%	1.0	50%	2.3	69%	0.3	14%					2.8	100%	0.8	100%
Professional Teaching Fellow	5.6	100%	4.3	62%	0.4	10%	1.1	27%	3.4	66%	1.7	54%	5.3	87%	4.8	59%
AL/GTA/TA	3.2	61%	1.9	16%	2.8	63%	2.0	43%	1.2	27%	0.6	16%	3.8	69%	2.4	32%
Academic other	0.8	60%			0.6	84%	0.6	49%	0.1	64%	0.1	62%	0.9	96%	0.1	10%
Total	42.0	47%	13.1	21%	23.9	42%	17.7	36%	10.9	27%	11.0	26%	38.8	64%	17.0	38%

¹⁰ Women are also under-represented in Exercise Sciences and Marine Sciences although the overall FTE in these departments is fairly small

Women are under-represented in Engineering, particularly in the higher position ranks.

Table 37: Women academic staff in Engineering by rank 2017

Position Rank	Female	
	FTE	%
Professor	4.1	13.1%
Associate Professor	2.1	7.2%
Senior Lecturer	5.9	11.2%
Senior Research Fellow	0.1	5.8%
Lecturer	6.4	23.5%
Research Fellow	4.2	24.3%
Senior Tutor	1.0	50.0%
Professional Teaching Fellow	2.7	15.9%
AL/GTA/TA	3.6	19.0%
Academic other	1.2	26.4%
Total	31.3	15.6%

Women are under-represented at the higher ranks in Medical and Health Sciences, particularly in the departments of Medical Sciences and the School of Medicine. Men are under-represented in general in Nursing and Pharmacy.

Table 38: Academic staff gender breakdown in Medical and Health Sciences departments by rank 2017

	Medical Sciences		Nursing		Optometry and Vision Science		Pharmacy		Population Health		School of Medicine	
	Female		Female		Female		Female		Female		Female	
Position Rank	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professor	4.0	21.6%	1.8	63.5%			1.1	61.8%	4.0	32.6%	7.7	33.8%
Associate Professor	9.0	42.4%	2.8	75.7%			1.9	100.0	5.5	52.5%	7.0	37.3%
Senior Lecturer	9.2	52.8%	11.4	79.0%	2.0	35.5%	3.0	48.1%	13.9	60.5%	14.7	52.9%
Senior Research Fellow	11.1	43.9%	1.0	100%					4.3	68.7%	4.6	84.3%
Lecturer	2.6	72.2%	3.4	89.1%	1.9	74.8%	4.0	100%	2.8	71.9%	5.6	98.5%
Research Fellow	31.9	59.9%	3.8	100%	1.8	98.0%	0.7	77.0%	8.8	77.0%	27.9	60.9%
Senior Tutor	1.3	29.3%					1.7	98.7%	0.5	99.5%	0.03	64.7%
Professional Teaching Fellow	10.4	71.4%	16.7	93.3%	6.1	67.5%	4.1	79.7%	4.0	53.5%	4.1	62.2%
AL/GTA/TA	3.6	52.9%	1.1	90.4%	0.7	72.0%	0.2	76.4%	1.8	57.9%	1.8	77.5%
Academic other	1.7	41.4%	1.3	88.3%	0.2	61.3%	0.4	87.1%	1.2	85.5%	1.2	52.2%
Total	84.8	50.2 %	43.3	86.4 %	12.6	53.9 %	17.0	76.2 %	46.7	58.7 %	74.5	54.3 %

Senior women academic staff

The proportion of associate professors who are women has increased substantially from 25.5% (59.5 FTE) in 2006 to 38.7% (121.3 FTE) in 2017. The proportion of professors who are women increased from 17.8% (37.8 FTE) in 2006 to 28.0% (90.3 FTE) in 2017.

In 2006, 22% (97.3 FTE) of all senior academics (professors and associate professors) were women and by 2017 this had risen to 33.4% (210.7 FTE). This represents an increase of 113.4 FTE (117%) since 2006, and is just above the University's target for senior women academic staff in 2017 (33.0%).

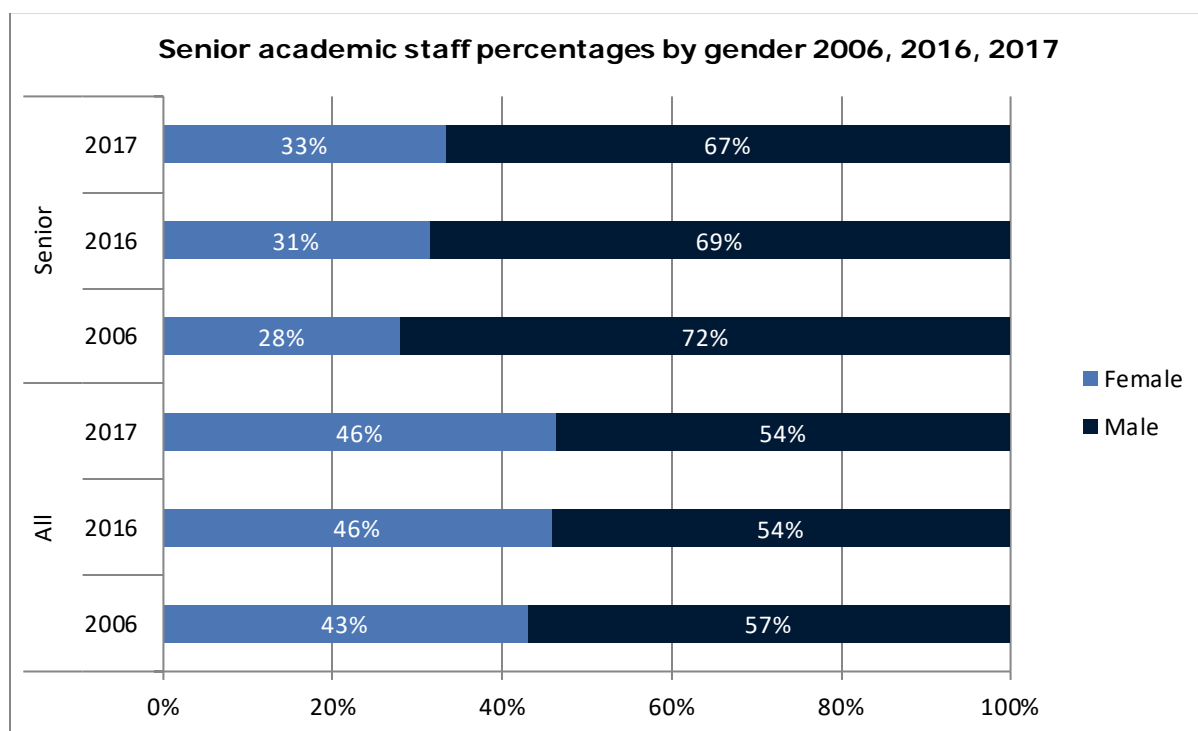


Table 39: Senior and all academic staff by gender 2006, 2016 and 2017

	2006		2016		2017	
	All	Senior	All	Senior	All	Senior
Female	43% 849 FTE	22% 97 FTE	45.8% 1,013 FTE	31.4% 193 FTE	46.4% 1,036 FTE	33.4% 211 FTE
Male	57% 1,129 FTE	78% 349 FTE	54.1% 1,196 FTE	68.6% 421 FTE	53.6% 1,196 FTE	66.6% 421 FTE

Women academic staff outnumbered men in the Faculties of Arts, Education and Social Work and Medical and Health Sciences, but they only held the majority of senior positions in the Faculty of Education and Social Work. Other faculties generally showed a lower proportion of women in senior positions.

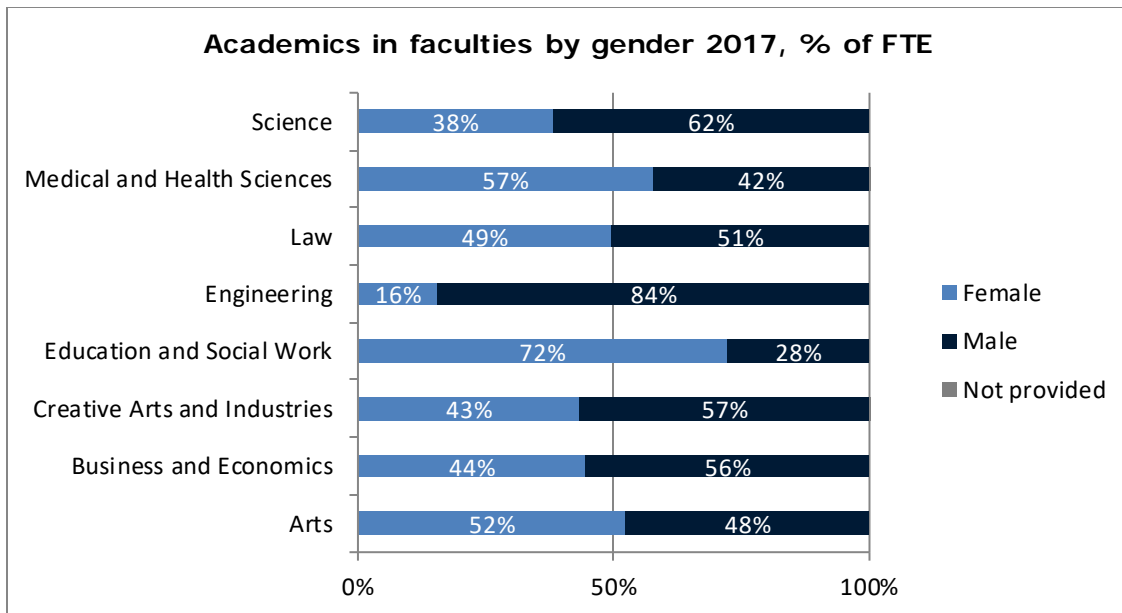


Table 40: Academics in faculties by gender 2017

Faculty	Female		Male		Not provided	
	FTE	%	FTE	%	FTE	%
Arts	129.0	52.3%	117.7	47.7%		
Business and Economics	106.5	44.5%	133.0	55.5%		
Creative Arts and Industries	46.2	43.3%	60.5	56.7%	0.0	0.0%
Education and Social Work	135.9	72.1%	52.7	27.9%		
Engineering	31.3	15.6%	169.6	84.4%		
Law	25.6	49.4%	26.2	50.6%	0.0	0.0%
Medical and Health Sciences	322.9	57.5%	238.6	42.5%	0.1	0.0%
Science	195.6	38.0%	319.6	62.0%		

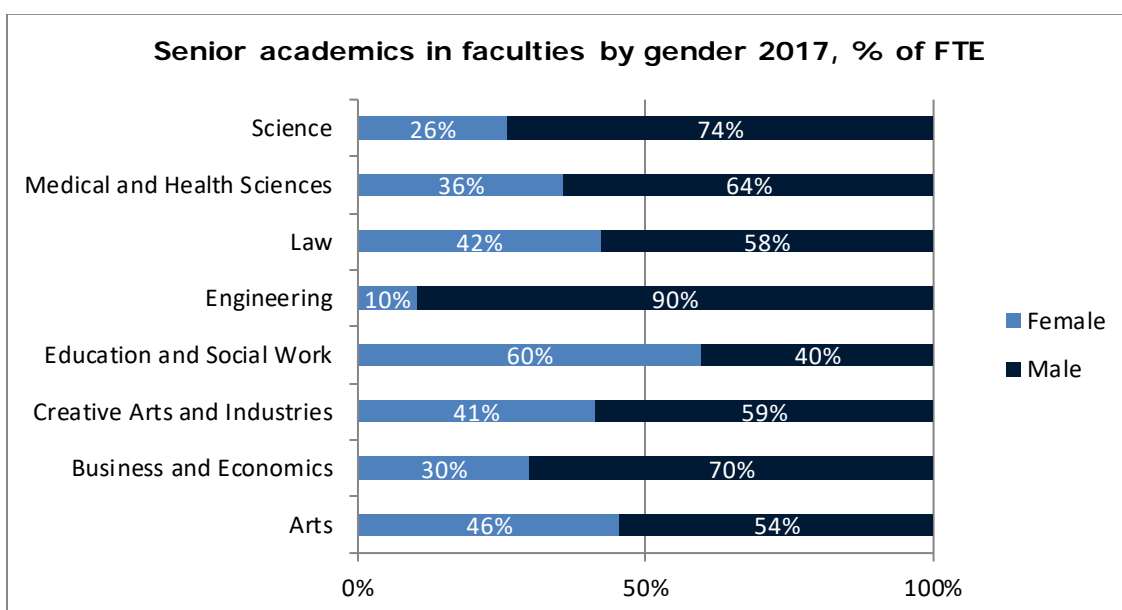


Table 41: Senior academics in faculties by gender 2017

Faculty	Female		Male	
	FTE	%	FTE	%
Arts	39.7	45.5%	47.6	54.5%
Business and Economics	18.9	29.8%	44.6	70.2%
Creative Arts and Industries	11.7	41.1%	16.7	58.9%
Education and Social Work	25.4	59.6%	17.2	40.4%
Engineering	5.9	10.1%	52.6	89.9%
Law	10.5	42.1%	14.5	57.9%
Medical and Health Sciences	50.7	35.8%	91.0	64.2%
Science	41.5	25.9%	118.9	74.1%

Promotions success by gender¹¹

Promotions to associate professor 2017

Increasing the numbers of women associate professors and professors is essential for gender equity. Success rates of applications for promotion to associate professor in 2017 were similar for women and men.

Staff are entitled to apply for promotion to 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 29 and applications from men have fluctuated from 26 to 35 over the last five years.

Over the last five years, 66% of women applicants and 67% of male applicants were successful in being promoted to associate professor.

Table 42: Applicants and success rates for promotion to Associate Professor by gender 2013-2017

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Applicants	16 38%	26 62%	20 36%	35 64%	23 42%	32 58%	29 50%	28 50%	25 43%	33 57%
Success% of gender	11 69%	14 54%	16 80%	23 66%	12 52%	22 65%	18 62%	21 75%	18 72%	23 70%

Promotions to professor 2017

In 2017, 23 associate professors applied for promotion to professor (9 women and 16 men). Of those who applied 6 women (representing 67% of women who applied) and 12 men (75% of those who applied) were successful.

Table 43: Applicants and success rates for promotion to Professor by gender 2013-2017

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Applicants	4	14	5	16	7	20	19	10	9	16
Progressed	3	11	4	12	7	13	16	7	6	12
Success % of gender	3 75%	10 71%	4 80%	12 75%	7 100%	12 60%	13 68%	7 70%	6 67%	12 75%

¹¹ Data for promotions supplied by Human Resources

Women professional staff

In 2017, there were 1889.2 FTE women professional staff and 1164.45 FTE men, as well as 5.5 FTE where gender was not provided, giving a total of 3059.0 professional staff FTE.

Women are in the majority among professional staff, consistently around 62%.

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.

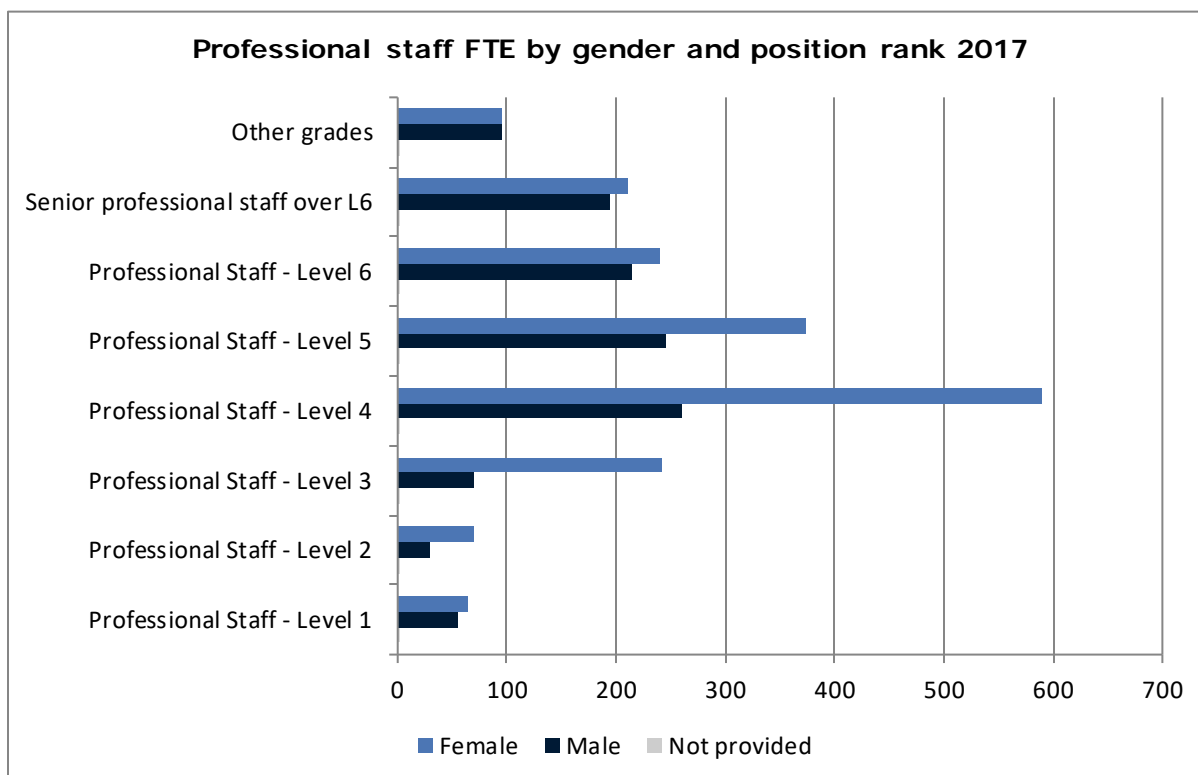


Table 44: Professional staff by position rank and gender 2017

Position Rank	Female		Male		Not provided		Total
	FTE	%	FTE	%	FTE	%	
Professional Staff - Level 1	65.0	54.0%	54.7	45.5%	0.6	0.5%	120.2
Professional Staff - Level 2	69.7	70.2%	29.2	29.5%	0.4	0.4%	99.3
Professional Staff - Level 3	242.1	77.6%	69.8	22.4%	0.0	0.0%	311.9
Professional Staff - Level 4	590.4	69.2%	261.0	30.6%	1.1	0.1%	852.5
Professional Staff - Level 5	373.6	60.1%	246.5	39.7%	1.0	0.2%	621.1
Professional Staff - Level 6	240.7	52.8%	214.1	47.0%	1.1	0.2%	456.0
Senior professional staff over L6	211.6	52.1%	194.1	47.8%	0.8	0.2%	406.5
Other grades	96.3	50.2%	95.0	49.6%	0.4	0.2%	191.6
Total	1889.2	61.8%	1164.5	38.1%	5.4	0.2%	3059.0

Professional staff by gender in faculties and service divisions

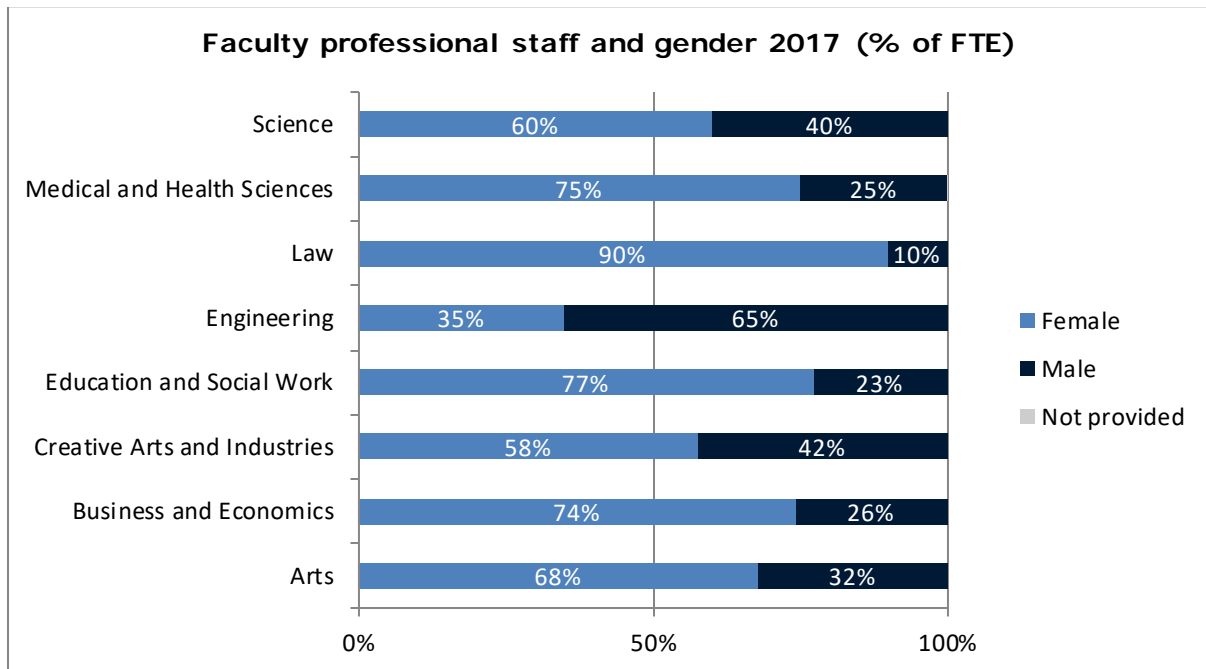
Table 45: Professional female staff FTE by faculty and level 2017 (%)

	Arts		B&E		CAI		EDSW		ENG		Law		MHS		Science	
	Female		Female		Female		Female		Female		Female		Female		Female	
Position Rank	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professional Staff - Level 1	3.6	60.9%	4.5	47.6%	0.7	40.2%	1.8	50.1%	1.5	26.3%	1.1	90.1%	3.9	75.5%	4.4	72.1%
Professional Staff - Level 2	1.5	79.0%	1.6	79.8%	0.9	48.5%	4.8	66.7%	2.3	58.4%	0.9	100.0%	10.3	78.3%	8.2	79.2%
Professional Staff - Level 3	11.7	89.9%	14.9	97.1%	7.5	90.6%	10.4	84.6%	6.1	58.4%	4.1	100.0%	39.2	86.9%	18.6	77.2%
Professional Staff - Level 4	29.7	78.0%	34.3	74.0%	16.3	55.5%	30.6	85.7%	28.1	47.4%	13.4	97.2%	175.0	78.8%	85.1	69.2%
Professional Staff - Level 5	11.8	45.2%	21.5	73.8%	3.0	30.8%	18.0	74.2%	11.7	21.3%	1.3	51.6%	52.5	66.9%	34.0	50.7%
Professional Staff - Level 6	4.1	88.8%	13.5	80.4%	1.3	99.4%	12.8	73.9%	4.4	20.3%	2.4	70.5%	25.3	67.4%	15.3	46.5%
Senior professional staff over L6	5.1	55.9%	12.4	63.7%	4.1	65.3%	14.7	72.4%	5.7	45.8%	3.1	95.4%	8.8	52.7%	7.0	31.4%
Other grades	3.0	57.9%	2.5	75.7%	0.7	58.2%	1.6	78.2%	0.7	14.7%	0.2	55.2%	10.4	65.4%	8.2	54.0%
Total	70.7	67.8%	105.2	74.2%	34.4	57.7%	94.6	77.2%	60.5	34.9%	26.4	89.7%	325.4	74.9%	180.8	60.1%

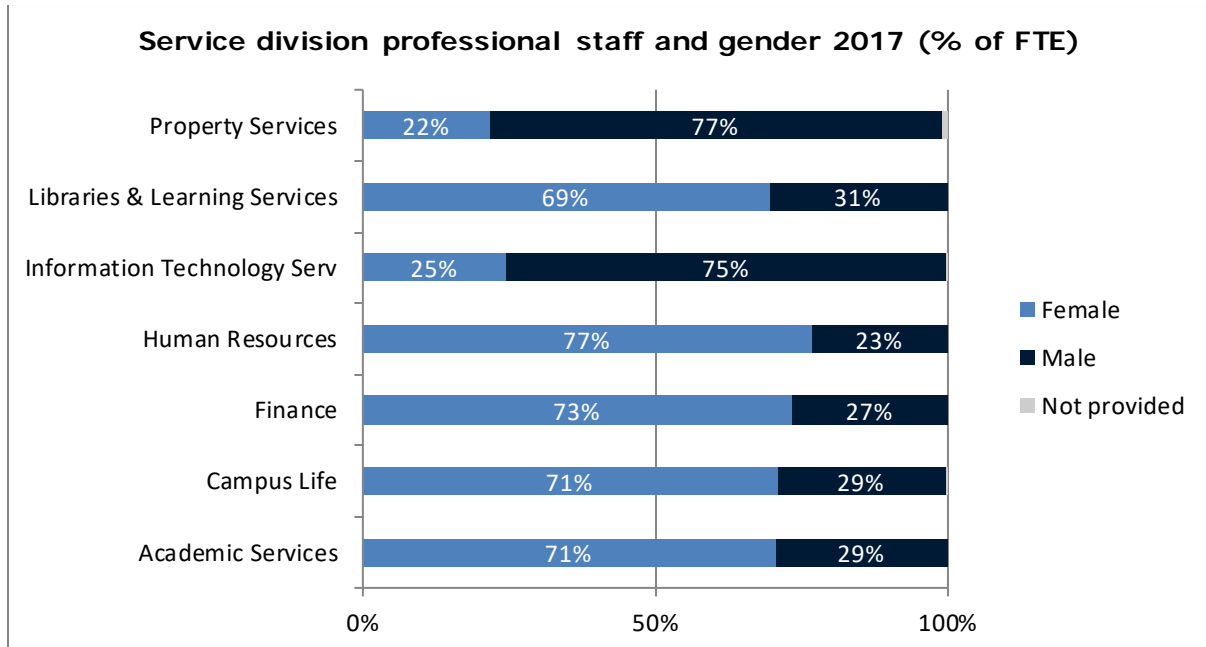
Table 46: Professional female staff FTE by service division and level 2017 (%)

	Academic Services		Campus Life		Finance		Human Resources		Information Technology Services		Libraries & Learning Services		Property Services	
	Female		Female		Female		Female		Female		Female		Female	
Position Rank	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Professional Staff - Level 1	3.7	94.0%	21.0	48.3%	0.6	100.0%	1.0	70.4%	0.2	7.4%	3.8	42.7%	0.0	10.1%
Professional Staff - Level 2	4.0	77.1%	9.8	67.4%	0.2	18.4%			0.7	100.0%	13.7	60.8%	1.6	100.0%
Professional Staff - Level 3	22.1	75.3%	17.8	66.1%	20.3	85.2%	0.9	100.0%	2.7	69.6%	28.1	65.0%	1.7	100.0%
Professional Staff - Level 4	29.1	63.8%	15.8	78.1%	6.8	87.2%	17.6	71.6%	7.3	16.4%	20.4	61.6%	8.0	52.2%
Professional Staff - Level 5	14.8	64.7%	14.9	69.8%	5.6	77.9%	19.1	86.4%	21.0	30.7%	60.2	76.2%	2.4	31.5%
Professional Staff - Level 6	7.3	71.8%	14.2	74.5%	8.9	72.3%	8.9	73.8%	24.7	24.3%	29.5	75.9%	6.0	38.1%
Senior professional staff over L6	8.1	94.7%	13.9	56.7%	9.6	52.5%	19.4	74.7%	8.8	21.2%	13.5	74.5%	10.2	25.9%
Other grades	0.6	40.7%	55.2	93.1%	0.0	65.1%		0.0%	0.6	47.2%	0.9	85.8%	1.8	2.8%
Total	89.7	70.6%	162.6	70.9%	52.0	73.4%	76.8	76.8%	66.0	24.9%	170.1	69.5%	31.8	21.8%

Apart from the Faculty of Engineering, the majority of professional staff in faculties are women.

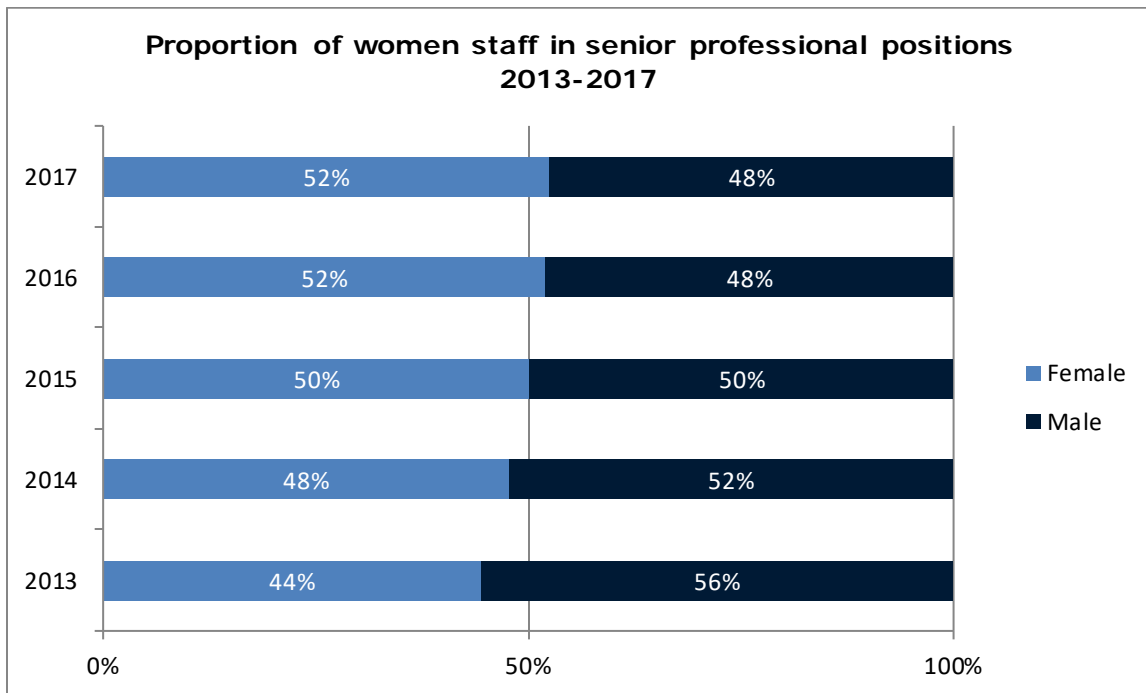


Female staff make up the majority of professional staff in all major service divisions, except for Property Services and Information Technology Services.

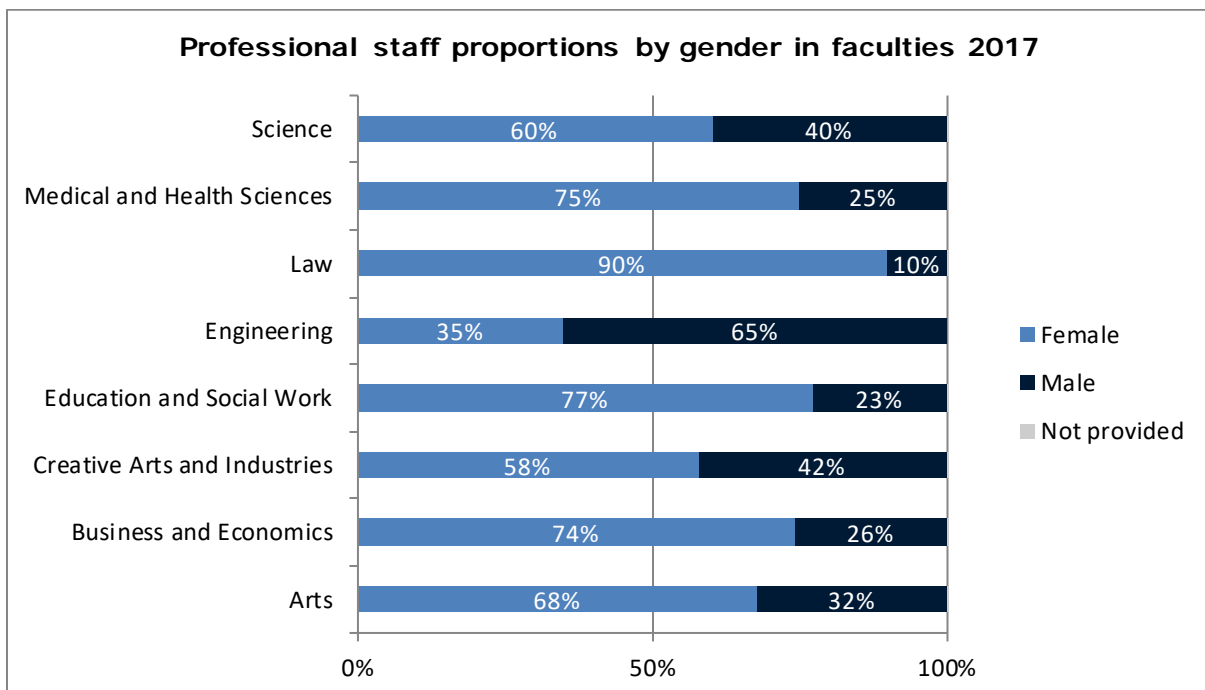


Senior women professional staff

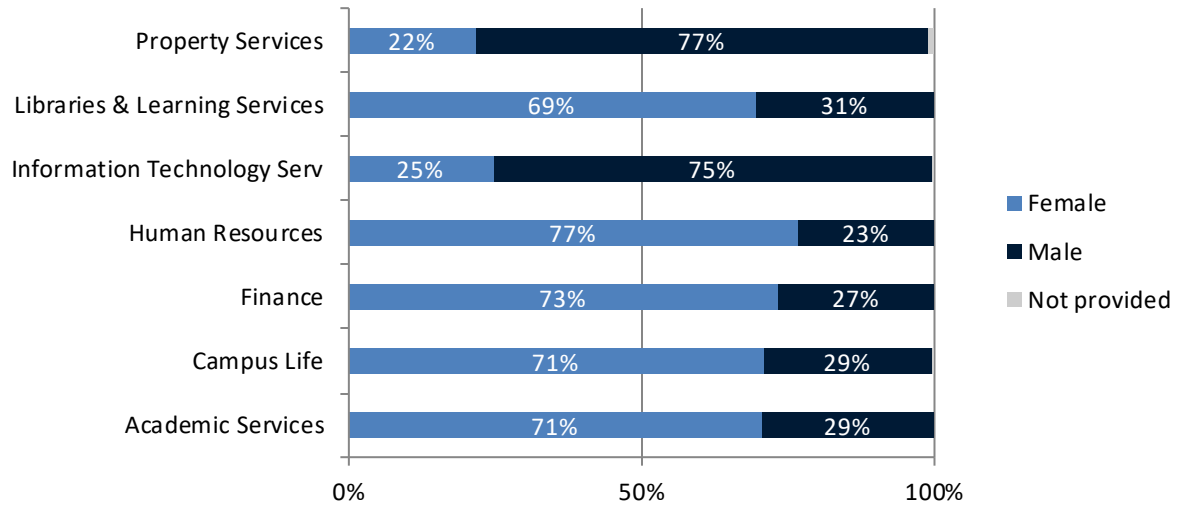
Women hold 52% of senior positions (Professional staff above level 6) which is higher than the target of 49%. This has been a consistently increasing percentage in recent years and women have outnumbered men in senior professional roles since 2015.



The only faculties in which men hold the majority of senior professional staff positions are Engineering and Science. In service divisions, men hold the majority of senior professional staff positions in Property Services and Information Technology Services.



**Professional staff proportions by gender in service divisions
2017**



Age

In 2017, 38.5% of academic staff and 27.5% 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 (27%) (Slightly above the 41 to 50 age group which makes up 25%). The peak group for men is 41 to 50, with 25%). There were slightly more academic men over 50 years (40% compared with 36% women). Thirteen percent of women and 18% of men were 61 years and over.

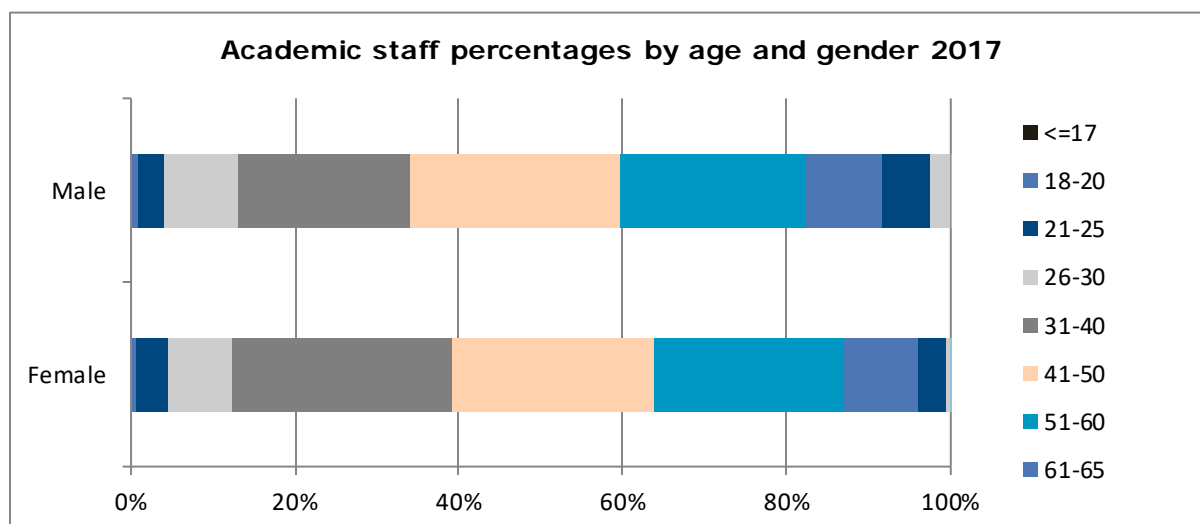


Table 47: Academic staff by age group and gender 2017

Age group	Female		Male		Not provided		Total	
	FTE	%	FTE	%	FTE	%	FTE	%
<=17		0.0%	0.1	0.0%			0.1	0.0%
18-20	6.3	0.6%	9.0	0.8%			15.3	0.7%
21-25	40.4	3.9%	38.0	3.2%			78.4	3.5%
26-30	80.2	7.7%	109.1	9.1%			189.3	8.5%
31-40	279.8	27.0%	251.9	21.1%			531.7	23.8%
41-50	254.8	24.6%	304.1	25.4%	0.1	89.2%	559.1	25.0%
51-60	239.6	23.1%	273.5	22.9%			513.1	23.0%
61-65	92.5	8.9%	111.0	9.3%	0.0	10.8%	203.6	9.1%
66-70	36.6	3.5%	69.9	5.8%			106.5	4.8%
71+	6.0	0.6%	29.6	2.5%			35.6	1.6%
Not available	0.0	0.0%	0.0	0.0%			0.0	0.0%
Total	1036.2	100%	1196.2	100%	0.1	100%	2232.5	100%

Professional staff showed similar patterns with the highest percentages of men and women in the 31-40 age group. However, there is less gender differentiation in the age groups and professional staff tend to be younger than academics with 50% of men and 51% of women below 40 years. Eight percent of women and nine percent of men were 61 years and over.

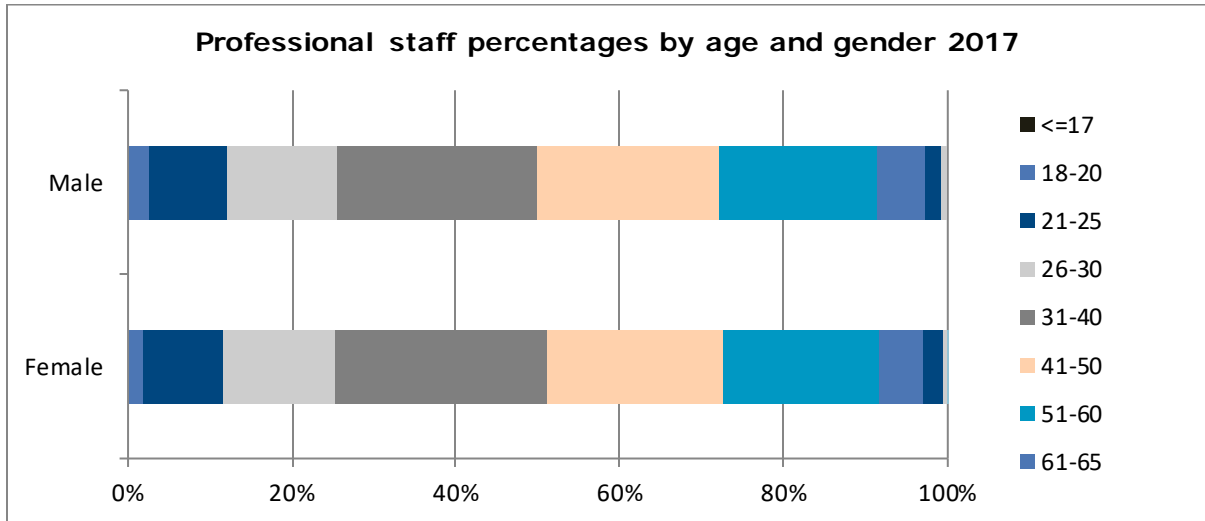


Table 48: Professional staff by age group and gender

Age group	Female		Male		Not provided		Total	
	FTE	%	FTE	%	FTE	%	FTE	%
<=17	0.9	0.0%	0.7	0.1%	0.1	1.4%	1.7	0.1%
18-20	35.8	1.9%	29.5	2.5%	0.1	1.8%	65.4	2.1%
21-25	181.3	9.6%	111.7	9.6%	1.8	33.4%	294.8	9.6%
26-30	258.9	13.7%	154.9	13.3%	1.4	26.8%	415.2	13.6%
31-40	490.4	26.0%	282.8	24.3%	0.1	2.4%	773.3	25.3%
41-50	404.7	21.4%	259.2	22.3%	1.7	32.6%	665.7	21.8%
51-60	359.5	19.0%	225.7	19.4%	0.1	1.6%	585.3	19.1%
61-65	101.1	5.4%	66.3	5.7%			167.4	5.5%
66-70	47.6	2.5%	24.3	2.1%			71.9	2.3%
71+	8.1	0.4%	9.3	0.8%			17.4	0.6%
Not available	1.0	0.1%		0.0%			1.0	0.0%
Total	1889.2	100	1164.5	100	5.4	100	3059.0	100

Glossary and data sources

Glossary of Terms

AL/GTA/TA: Assistant Lecturer/Graduate Teaching Assistant/Teaching Assistant

ASD: Autism Spectrum Disorder

B&E: Faculty of Business and Economics

CAI: Faculty of Creative Arts and Industries

EDSW: Faculty of Education and Social Work

EFTS: Equivalent Full-Time Student

ENG: Faculty of Engineering

MELAA: Middle Eastern, Latin American and Asian

MHS: Faculty of Medical and Health Sciences

OOS: Occupational overuse syndrome

SCR: Student Completion Rate = the sum of EFTS for all pass grades (A+ to C-, Conceded Pass, Aegrotat, Pass) as a proportion of the sum of all EFTS enrolled (including courses for which no grade has yet been assigned)

SDS: Student Disability Services

STEMM: Science Technology, Engineering, Mathematics and Medicine

Data Sources

Student and staff data:

Decision Support System, DSS

Strategic Management Reports, SMR

Promotions information

Human Resources

Students registered with Student Disability Services information

Student Disability Services