GUIDELINES FOR FACULTY EQUITY COMMITTEES

March 2013

Introduction
The University is committed to equitable advancement of staff and students. Successful achievement of equity in employment and education can bring about innovation, a satisfying work and study environment where people can reach their potential and ultimate benefits for the creative and intellectual life of the University community. The University recognises its distinctive role in a diverse local, national and global environment and this is enhanced by drawing on a diverse community of staff and students. (For statutory obligations and Strategic Objectives see Appendices One and Two).

The University has an Equity Committee which plays an important role in implementation, oversight and consultation on equity issues. It reports to Council through Senate. Some of its membership is drawn from faculties. The faculty representatives on the University Equity Committee are usually the chairs of the Faculty Equity Committees.

University Equity Committee Terms of Reference
• To advise Senate and Council on University equity strategy, plans, policy, projects and outcomes.
• To monitor and report on the implementation of the University’s equity strategy, plans, policy, and projects.
• To support the development of faculty, service division and University equity strategy, projects, plans and reports.
• To support faculty and service division equity committees.

Note: 1) Conflicts of Interest
Committee members must declare any real or perceived conflicts of interest in line with the requirements of the University’s Conflicts of Interest Policy.

Note: 2) Confidentiality
Committee members have a responsibility to treat all information with appropriate confidentiality. This includes matters tabled or discussed at the Committee meetings, as well as any additional issues that are raised outside meetings.

All Faculties should have an Equity Committee or equivalent. Faculty Equity Committees are expected to assist faculties and the University to maintain communication with each other on equity issues, and to develop good equity practice, by:
• Developing and co-ordinating equity planning within faculties.
• Reporting to the University Equity Committee on faculty equity matters.
• Reporting to the faculty and departments on University equity matters.

These guidelines are intended to promote effective conduct of the Faculty Equity Committees, appropriate representation of faculty interests on the University Equity Committee, and good communication about equity initiatives across the University. Some variation in the structure and conduct of Faculty Equity Committees is to be expected.
1.0 Faculty Equity Committee Representatives on the University Equity Committee
Key functions for all Faculty Equity Committee members on the University Equity Committee are to:
- Provide advice to the Committee that will enhance equity outcomes in strategy, projects, policy, planning, and reporting.
- Receive advice from the Committee that will enhance equity outcomes in strategy, projects, policy, planning, and reporting relating to their area of responsibility.
- Enable effective channels of communication between the committee, equity groups and the wider University community, and enable clear accountabilities for implementing decision-making.

2.0 Faculty Reports to the University Equity Committee
Faculty representatives will be expected to report to the University Equity Committee annually. They will be provided with a template that has been populated with KPIs, staff and student data on which they can provide comments. They can also describe achievements and challenges in the previous year.

3.0 Activities and Terms of Reference Faculty Equity Committees
The Faculty Equity Committee Terms of Reference are to ensure good within-Faculty communication on Equity matters as well as communication with the Pro Vice-Chancellor (Equity). Their terms of reference should mirror those of the University Equity Committee
- To advise the University Equity Committee on strategy, plans, policy, projects and outcomes.
- To monitor and report on the implementation of the faculty’s equity strategy, plans, policy, and projects.
- To support the development of faculty, and school/departmental equity strategy, projects, plans and reports

4.0 Leadership within Faculties
In order to be effective in achieving strategic goals, the Faculty Equity Committee must engage with senior academic and professional staff leadership in the faculty.

5.0 Chair of Faculty Equity Committees
The Chair should be a senior member of staff, and participate in the faculty’s senior leadership.

6.0 Faculty Equity Committee Membership
Deans and Chairs of Faculty Equity Committees should together determine processes to ensure an effective Committee membership. Membership should be as broadly representative as possible with regard to Māori, equity groups, and including professional staff, academic staff, students and departments.

7.0 Frequency of Meetings
The timing of the Faculty Equity Committee meetings should take into account the dates of University Equity Committee meetings to allow for appropriate reporting and feedback.

8.0 Resources and advice
The Equity Office web page contains comprehensive information on staff and student equity and details of Equity Committee Terms of Reference and meeting dates.
www.equity.auckland.ac.nz
Appendix One

EQUITY STATUTORY OBLIGATIONS

State Sector Act 1988
The State Sector Act includes “good employer provisions” which require the University to provide:
- an equal employment opportunities programme;
- impartial selection of suitably qualified persons for appointment;
- recognition of:
  (i) The aims and aspirations of the Maori people;
  (ii) The employment requirements of the Maori people;
  (iii) The need for greater involvement of the Maori people in the Education service; and
- opportunities for the enhancement of the abilities of individual employees;
- recognition of the aims and aspirations, and the cultural differences, of ethnic or minority groups;
- recognition of the employment requirements of women; and
- recognition of the employment requirements of persons with disabilities.

Education Act 1990
In 1990, the New Zealand Government required that all tertiary education institutions should act to improve access to and participation by a wide range of New Zealanders. 
Under section 181 of the Education Act 1990, states that it is the duty of the Council of an institution, in the performance of its functions and the exercise of its powers:
“... (b) To acknowledge the principles of Treaty of Waitangi;
(c) To encourage the greatest possible participation by the communities served by the institution so as to maximise the educational potential of all members of those communities with particular emphasis on those groups in those communities that are under-represented among the students of the institution...”

Under section 220 if the Education Act 1990, it states that the Council of each university is required to include in its annual report to the Minister:
“... (a) A summary of its equal employment opportunities programme for the year to which the report relates;
(b) An account of the extent to which the Council was able, during the year to which the report relates, to meet the equal employment opportunities programme for that year;
(c) An account of the extent to which the Council has eliminated unnecessary barriers to the progress of students;
(d) An account of the extent to which the Council has avoided the creation of unnecessary barriers to the progress of students; and
(e) An account of the extent to which the Council has developed programmes to attract students from groups in the community:
  (i) Under-represented in the institution’s student body; or
  (ii) Disadvantaged in terms of their ability to attend the institution...

Under this statute, the University and its Faculties are legally obliged to encourage, and build up, enrolments by the disabled, by Maori, by Pacific Islanders, by those from lower socio-economic backgrounds, and by women in areas where they are under-represented, and to monitor and report on their progress.
Appendix Two
STRATEGIC PLAN
The University of Auckland’s Strategic Plan (2013-2020) commits the University to ‘providing equal opportunities to all who have the opportunity to succeed in a university of high international standing.
Values, aspirations and objectives of particular significance for equity outcomes include:

Values
- Recognising a special relationship with Māori under the Treaty
- Providing equal opportunities to all who have the opportunity to succeed in a university of high international standing
- Providing high quality management marked by open, transparent, responsive, and accountable academic and administrative policies, practices and services.

Aspirations
- Benefit Māori and the University through partnerships that acknowledge the principles of the Treaty of Waitangi
- Committed to creating an equitable environment for all students and staff as a means of achieving excellence

Objectives
1. A work environment characterised by commitment to clear expectations, development of potential, inclusiveness, high achievement and rewarding performance
   - Develop a reputation as a workplace that reflects and signals our commitment to equity in employment
2. An outstanding staff experience where success is celebrated and high levels of engagement achieved
   - Enhance staff equity initiatives to enable talented staff to succeed
4. A diverse student body of the highest academic potential
   - Identify students of ability whose personal circumstances limit their opportunity to access and succeed at University and assist them to overcome those barriers through a coordinated, research-informed suite of support programmes.
7. A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience
   - Develop a coordinated, research-informed suite of programmes to support equity students to succeed in their studies at all levels in the University.
8. A distinctive, high quality extracurricular experience that maximises the value to our alumni of their university experience
   - Encourage activities and events that engage students in campus life, and in the unique cultural attributes of Auckland, New Zealand and the Pacific.
   - Collaborate with undergraduate and postgraduate student representatives as requirements for facilities and services that support the social, recreational, cultural and spiritual needs of students are determined.
11. Partnerships in which the University and Māori work together to achieve their shared aspirations

- Identify the University’s key partnerships with Māori to advance shared aims and aspirations; develop, implement, monitor, and evaluate programmes to achieve mutual benefits.
- Develop and implement policies and processes which promote Māori presence, participation, and achievement in all aspects of University life.
- Promote and support excellent teaching, learning, and research for Māori intellectual, cultural and economic advancement across all relevant disciplines.
- Develop and implement strategies to assist all staff and students to have a knowledge and understanding of The Treaty of Waitangi/Te Tiriti o Waitangi relevant to their disciplines.
- Develop and implement policies and processes to improve Māori staff recruitment, promotion, reward, and retention.
- Develop and implement strategies to improve Māori student participation, success, retention, and completion rates in all disciplines.
Appendix Three

UNIVERSITY OF AUCKLAND EQUITY GROUPS

There will be programmes for the following equity groups

Students
- Māori students
- Women students in certain areas such as science and engineering
- Pacific students
- Students with disabilities and impairments
- Students from low socio-economic backgrounds
- Students from refugee backgrounds
- Lesbian, gay, bisexual, transgender and intersex (LGBTI) students

Staff
- Māori staff
- Pacific staff
- Ethnic group staff:
- Academic women
- Academic and general staff women in senior positions
- Staff with disabilities and impairments
- Staff from refugee backgrounds
- Lesbian, gay, bisexual, transgender and intersex (LGBTI) staff

The following staff equity groups are not under-represented but have fulfilled the principle of the need to remove barriers to improve development, recognition, career progression, retention and job satisfaction.
- Professional staff
- Staff with carer/family responsibilities
- Part-time, temporary and casual staff

Other groups lack an evidential base for identification as equity groups. This may be because there has not previously been a mandate for data collection, because there are technical difficulties in collecting appropriate information or because further qualitative information is required.
- Students from low socio-economic backgrounds and those from non-English speaking backgrounds
- Students from rural areas
- Mature-age students
- Students with multiple group membership
- Older employees
- Male students in Education and Nursing
- Students with carer/family responsibilities
- Staff ethnic groups

¹‘Ethnic groups' have been included because the State Sector Act 1988 requires that there are programmes to serve the ‘aspirations’ of ‘minority groups. Pacific staff are included as an identified equity group but there is a currently only partial evidence of barriers and needs of other ‘ethnic group’ members.
Appendix four

Significant Documents

Tertiary Education Commission
  • Pasifika Education Strategy - Ko e Ako a e Kakai (web)
  • Kia Ōrte Achieving Equity: The New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments. (web)

The University of Auckland
  Charter
  The University of Auckland Strategic Plan
  The Equity Office Strategic Plan
  The Equity Office Annual Statistical Report

Equity Office web page www.equity.auckland.ac.nz

The Equity Cycle ..\..\..\..\Equity Cycle\Equity Cycle Final May 2012.pdf

Policies and Guidelines

  The University of Auckland Equity Policy
  The University of Auckland Work, Life, Family and Carers Policy
  The University of Auckland Prevention of Bullying and Harassment Policy
  The University of Auckland Academic Timetabling Policy
  The University of Auckland Undergraduate Targeted Admissions Scheme (UTAS) Policy
  The University of Auckland Travel, Entertainment and Expenditure Policy
  The University of Auckland Flexible Work Policy
  The University of Auckland Merit Relative to Opportunity Policy
  The University of Auckland Merit Relative to Opportunity Guidelines
  The University of Auckland Staff with Disabilities Guidelines

  The University of Auckland Strategic Plan 2012-2020
  The University of Auckland Equity and Admissions Taskforce Report 2008
  The University of Auckland Alternative Print Recommendations
  Staff Equity Grievance Protocol