

# Review of Equity Groups in The University of Auckland

## 1.0 Purpose of the Review

This review will

- identify equity groups at The University of Auckland and
- specify which equity groups will be the focus of programmes<sup>1</sup> and those for which other means of achieving equity outcomes will be appropriate.

## 2.0 Introduction

In order to meet the University's commitment to the Treaty of Waitangi, and to achieve its mission, strategic plan objectives, legislative and other compliance requirements, a range of University strategies, policies and practices have been developed to achieve equity outcomes for students and staff.

The University of Auckland's Strategic Plan (2005-2012) commits the University to *'providing equal opportunities to all who have the potential to succeed in a university of high international standing'*. Groups who do not have such opportunities are equity groups.

Equity groups are identified:

- to promote and advance the access, participation and success of staff and students through the elimination of barriers and
- to ensure that the pursuit of educational endeavors and employment at The University of Auckland for members of those groups are not limited by factors irrelevant to the requirements of those studies or careers

Relevant University strategic objectives include:

**10. Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.**

**13. Recruit and retain a high-quality staff and student body, striving to create equal opportunities for all those of ability to succeed in a university of high international standing.**

**14. Create and promote a student environment that is welcoming, enjoyable and stimulating, encouraging students to reach their full potential within a climate of academic excellence.**

**15. Create a culture that encourages academic and general staff to reach their full potential.**

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<sup>1</sup> Established programmes include the Tuākana programme, Women in Leadership Programme and Reach Up, Reach Down (Mentoring for Women in Engineering).

The EO Office's Strategic Plan 2008-2012 states *'It is essential that Equal Opportunities are embedded in institutional strategic objectives and they have the capacity to respond to changing needs'* (page 12).

To achieve these objectives, a review of equity of groups and approaches to achieving equity outcomes was initiated in 2008 and was completed in 2009.

## **2.1 Current Policy**

The University has a responsibility to ensure equity outcomes for Māori through its obligations under the Treaty of Waitangi. Māori status as tangata whenua requires the University includes Māori as an equity group. In addition to ensuring consultation and autonomy over things Māori, compliance with Article Three of the Treaty requires the University to provide fair and equitable distribution of resources to achieve equity outcomes for Māori.

In addition to Māori, a number of equity groups have been identified by legislation or compliance requirements.

Further equity groups have been identified by members of the University community as having particular needs for resources and support in recruitment, retention, and progression.

The University has had an EEO Policy and specified equity groups since 1991.

## **2.2 Current 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

### Staff

- Māori staff
- Pacific staff
- Academic women
- Academic and general staff women in senior positions
- Ethnic group staff
- Staff with disabilities and impairments
- General staff (technical and professional)
- Staff with family responsibilities
- Part-time, temporary and casual staff

### 3.0 Principles for identifying equity groups

Members of the University community have periodically questioned the rationales for policy and specifically for the identification of equity groups.

The following principles for identifying equity groups have been selected as being appropriate to Treaty obligations, New Zealand legislation and national tertiary strategy.

- i. Māori have a distinct status as tangata whenua. Equity policies at The University of Auckland must recognise the commitments and obligations under the Treaty of Waitangi.
- ii. The University of Auckland equity groups must include those required in legislation including the State Sector Act 1988, Education Act 1989, Human Rights Act 1993, and Employment Relations Act 2000 that contain provisions relating to specific equity groups and general standards of fairness.
- iii. The University of Auckland's equity groups will include those for whom the Tertiary Education Commission requires the University to deliver results, including Māori, Pacific and students with disabilities.
- iv. Equity groups include those in which the members are under-represented because of significant disadvantage in gaining access to and succeeding in the institution. Under-representation may be an indicator to identify equity groups where disadvantage has been a significant barrier to the educational and employment experience of these groups.
- v. Under-representation may not on its own identify a group as an equity group. Evidence of disadvantage may be required.
- vi. The indicators of 'under-representation and disadvantage' relate to the equity 'group' as a whole (even if there may be individuals within the group who are not personally disadvantaged).
- vii. The impact of 'disadvantage' can be compounded by multiple group membership e.g. when low socio-economic status correlates with English as a second language, Māori and Pacific equity group membership.
- viii. Student and staff equity groups may not be the same groups.
- ix. Identification of student equity groups requires an evidence base of the need to remove barriers and improve equity outcomes to improve access, participation, retention, and success for students.
- x. Identification of staff equity groups requires an evidence base of the need to remove barriers and improve equity outcomes to improve the selection, appointment, development, recognition, career progression, retention and job satisfaction of groups of staff.
- xi. Equity outcomes include matching the representation within the University staff and student profiles of equity groups with the distribution of these groups in the wider community.
- xii. The University's response to equity groups may be different for different groups and will be related to the evidential needs of the group, the reasons for under-representation and the nature of any 'disadvantage'.

#### 4.0 Proposed equity groups

The following equity groups are those for whom there will be programmes (see Appendix i and ii).

##### 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<sup>2</sup>

##### Staff

- Māori staff
- Pacific staff
- Ethnic group staff<sup>3</sup>
- Academic women
- Academic and general staff women in senior positions
- Staff with disabilities and impairments

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.

- General staff (technical and professional)
- 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
- gay, lesbian, bisexual, transgender and intersex (GLBTI) staff and students
- Male students in Education and Nursing
- students with carer/family responsibilities
- Staff ethnic groups

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<sup>2</sup> Students from low SES have been identified as an equity group but technical difficulties remain in establishing the most accurate statistical indicators of low SES. The Admissions and Equity Taskforce has recommended use of school decile rating.

<sup>3</sup> '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.

## **5.0 Proposed strategies for achieving best practice in equity outcomes**

To achieve best practice in equity outcomes the University will need to respond in a variety of ways:

1. There is a clear rationale for providing specific resources and programmes to support some equity groups (Māori staff and students, Pacific staff and students, staff and students with disabilities and impairments, women students in certain areas, students from low socio-economic backgrounds, women academic staff, and all women staff in senior positions).
2. Strategies for some staff equity groups (general staff, staff with carer/family responsibilities, part-time staff, temporary and casual staff) will include on-going monitoring to ensure standards of best practice in strategy and policy are implemented, and where appropriate consultation, gathering of qualitative information from surveys.
3. Monitoring of processes, collection and analysis of statistical indicators are required for students with low socio-economic backgrounds and those from non-English speaking backgrounds, students from rural areas, students with multiple group membership, mature-age students and older employees.
4. Monitoring of process, consultation and collection of qualitative data in the form of surveys and snapshots are necessary to establish the needs of men in Education and Nursing; gay, lesbian, bisexual, transgender and intersex (GLBTI) staff and students; students with carer/family responsibilities, and staff ethnic groups.

### **Recommendations**

That equity outcomes will be achieved by

- Meeting obligations under the Treaty of Waitangi;
- Ensuring compliance with statutory obligations under the State Sector Act 1988, Education Act 1989, Human Rights Act 1993, the Employment Relations Act 2000 and international obligations;
- Achieving the University's strategic objectives which encompass providing equal opportunities and achieving equity outcomes, creating a positive and inclusive environment and a culture which enables students, academic and general staff to reach their full potential.
- Identifying the equity groups listed in the table below and ensuring that their needs are addressed either through specific programmes (with special attention to TEC requirements) and/or by monitoring. The monitoring will include on-going observation of processes; consultation, collection of quantitative and qualitative information and reporting on outcomes.
- Monitoring process may result in specific programmes being developed for certain groups in future years.

This approach is intended to provide the capacity to respond to changing needs while achieving statutory requirements and strategic objectives.

1 July 2009

## Identified Equity Groups

	<b>Students</b>	<b>Staff</b>
<b>Specific Programmes</b>	Māori students	Māori staff
	Women students in certain areas	Academic women Academic and general staff women in senior positions
	Pacific students	Pacific staff
	Students with disabilities and impairments	Staff with disabilities and impairments
	Students from low SES background	Ethnic group staff <sup>4</sup>
	<b>Students</b>	<b>Staff</b>
<b>Monitoring Processes</b>	Students with SES background	General staff (technical & professional)
	Students with family/carer responsibilities	Staff with family/carer responsibilities
	Mature-age students	Part-time, temporary and casual staff
	Students with multiple group membership	Older employees
	Gay, lesbian, bisexual, transgender and intersex (GLBTI) students	Gay, lesbian, bisexual, transgender and intersex (GLBTI) staff
	Students from rural areas	
	Men in Education & Nursing	Staff ethnic groups

<sup>4</sup> '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 i**  
**Assessment of current and potential equity groups at The University of Auckland:**

**Student equity groups**

<b><i>Educational equity group</i></b>	<b><i>Rationale &amp; evidence base for measurement</i></b>
Women in Engineering and Science	<p>Under-represented in enrolments in Engineering (21%) and below 40% enrolments in Science; in Computer Science (18%), Geology (38%), Maths (39%), and Physics (31%).</p> <p>Enrolments are improving in some areas of Science, but still traditionally under-represented in employment and senior roles in science and engineering industry see table 3 Comparisons of Professional Groups. International research has suggested harassment as being a barrier but evidence provided by the UoA mediator has not supported this trend at UoA.</p>
Māori	<p>Treaty obligation TEC requirement.</p> <p>Traditionally under-represented relative to general population: 8% of domestic EFTS but 13.7% of the usually resident youth population in Auckland are Māori.</p> <p>Disadvantaged in terms of gaining access to UoA: Only 15% of Maori school leavers gained a University Entrance qualification in 2006 vs 36% of all school leavers, 63% of Asian, 41% of Pakeha<sup>5</sup>. Under achievement at school seriously disadvantages Maori students from gaining access to UoA.</p> <p>Increasing (school leaver) applications but decline in EFTS 2004-07. Over-representation at non-degree level. Proportion in postgraduate studies exceeds Asian students due to comparatively small population of Maori students in PG studies cf Asian. Pass rates largely improving: 81% in 2006 and 79% in 2007 but below Pakeha, Asian and Other ethnic groups. Significant improvement in first year retention rates. Completion rates improving.</p>
Pacific	<p>Traditionally under-represented relative to general population: 9.0% domestic EFTS but 17.8% of the usually resident youth population in Auckland are Pacific. TEC requirement.</p> <p>Disadvantaged in terms of gaining access to UoA: Only 17% of Pacific school leavers gained a UE qualification in 2006 cf. 36% of all school leavers, 63% of Asian, 41% of Pakeha<sup>6</sup>.</p> <p>Only 58% of Pacific school leavers who apply to UoA are admitted cf. 83% of all students. Pacific students have the lowest admission rate due to under achievement at school which seriously disadvantages them from gaining access to UoA.</p> <p>Increasing applications but declining admission rate, small increase in EFTS numbers. Over-representation at non-degree level. Pass</p>

<sup>5</sup> Ministry of Education (2007): State of Education in New Zealand 2007.

<sup>6</sup> Ministry of Education (2007): State of Education in New Zealand 2007.



	<p>rates lowest at UoA (65% cf. 85% for all students) fluctuating slightly but below all other groups. Good improvement in first year retention rates. Completion rates improving.</p>
Students with disabilities	<p>Traditionally under-represented relative to population. TEC requirement.</p> <p>The 2006 Stats NZ Disability Survey indicates that 9% of the population between 15 – 44 years reported that they live with a disability. As at July 2008, only 628 students enrolled at The University indicated that they live with a disability. This is less than 2% representation.</p> <p>The University of Auckland shows increasing enrolments of students with disabilities. No achievement data.</p>
Social/ economic background	<p>Traditional under-representation of those with low measures for socio economic status.</p> <p>Unavailability of student SES data reports at UoA is an urgent issue.</p> <p>In 2006, school leavers from schools that have the lowest proportion of students from low SES communities (ie decile 9 and 10 schools) were 4 times more likely to leave school with a UE qualification than school leavers from a school that has the highest proportion of students from low SES communities (ie. decile 1 or 2 schools). Thus students from lowest SES schools are seriously disadvantaged from gaining access to UoA.<sup>7</sup></p>
Men in Education & Nursing	<p>Under-represented (less than 40%) in enrolments in Education (17%), Law (39%) &amp; Arts (37%) faculties and in Nursing (9%). No evidence to suggest that men are disadvantaged in terms of accessing education in these areas (or that barriers to their enrolment might exist). Neither is there evidence to suggest that men are discriminated against within these fields of study.</p> <p>However, there are possible discrimination/barriers for men in ECE employment. Traditionally under-represented in some sectors of education and nursing profession, but not overall in other relevant occupations or senior roles.</p>
Ethnic groups (English Second Language)	<p>Asian students comprise 34% of domestic EFTS compared with 19% of usually resident Auckland population – over-represented student group. Also Asian student group had the highest proportion of school leavers achieving a UE standard in 2006 (63%). Asian student group pass rate was 85% in 2007, same at UoA overall student pass rate and second only to Pakeha students (90%). Asian students as a group are neither under-represented nor disadvantaged in terms of accessing or succeeding at UoA.</p>

<sup>7</sup> Ministry of Education (2007): State of Education in New Zealand.

	<p>Individuals in the group could be facing English language difficulties while at UoA.</p> <p>Other students (includes "no responses") comprise 7% of domestic EFTS. This compares with 9.6% of Auckland population.</p> <p>Overall there is a high participation and success rate by Asian students. Unclear whether there are Asian sub-groups or other ethnic groups under-represented at University or which groups. Issue could be combination with other factors e.g. low SES, language, country of origin.</p>
Minority sexual orientation (gay, lesbian, bisexual, transgender)	<p>Traditionally disadvantaged.</p> <p>Unclear whether under-represented in enrolments at University. No available data.</p>
Rural students	<p>No data reporting on rural students at UoA although it is possible to extract from nDeva though since students provide home address on application</p> <p>Given that 70% (19 out of 27 of Northland schools are low decile schools (dec 1-4) we can conclude that students from Northland are generally disadvantaged in terms of accessing UoA.</p> <p>Also Maori comprise 32% of the Northland population.</p> <p>Students face more limited NCEA subject choices, include a greater proportion of Maori and low SES students. Unclear whether specifically under-represented in enrolments at University.</p>
Students with carer responsibilities	<p>No data is available on this group. Some students may face barriers relating to their caring responsibilities, but many won't. Is not necessarily an under-represented group amongst students but may well pose a barrier to equity.</p>
Mature students	<p>16% of the domestic student EFTS are aged 30 and above. This compares with 56% for wider Auckland population. Mature students are under-represented. No evidence to suggest that they are disadvantaged as a group in terms of accessing UoA. More analysis required.</p> <p>Some older students may face barriers relating to their age, but many won't. Barriers could exist for mature students without UE or mature low SES students.</p>
Migrants	<p>Unclear what issues may be that would disadvantage immigrant students – some issues covered in discussion above on 'ethnic' groups.</p>
Refugees	<p>No data is available to identify this group.</p>
Multiple Disadvantage	<p>Further research is required on the impact on people who belong to more than one equity group and/or experience multiple/compounding disadvantage e.g. Low SES and mature Pacific women, rural and Maori; mature students with Disabilities. This is a complex issue.</p>

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## Appendix ii Assessment of current and potential identified equity groups at The University of Auckland:

### Staff equity groups

<b><i>Employment equity group</i></b>	<b><i>Rationale/evidence base</i></b>
Women	<p>They are slightly under-represented in academic roles overall (44%) and more significantly in some disciplines e.g.13.5% in Engineering, 34.5% in Science and 37% in Business and Economics. Under-represented in senior academic and executive general staff roles, women hold 18.7% of academic senior positions and 30% of general staff executive roles. This indicates they are disadvantaged in opportunities for progression.</p> <p>Women are also under-represented in both numbers and higher positions in the professions of engineering, science, and law.</p> <p>Traditionally under-represented in senior roles sometimes related to traditional female role as carer in employment generally. This also leads to a paucity of women role models.</p> <p>Required under State Sector Act</p>
Māori	<p>Treaty obligation.</p> <p>Traditionally under-represented relative to general population with 5.0% FTE Māori staff employed compared with 10.5% of Māori adult (25 years+) Auckland population.</p> <p>Under-represented in both academic (5.0%) and general staff (5.3%) roles and at senior levels.</p> <p>Required under State Sector Act</p>
Pacific	<p>Traditionally under-represented relative to general population with 3.4% FTE staff employed compared with 13.6% Pacific adult Auckland population.</p> <p>Under-represented in both academic (2.3%) and general staff roles (5.0%) and at senior levels.</p> <p>Required under State Sector Act</p>
People with disabilities	<p>Disclosure rate of 7% amongst staff while 9% of the New Zealand population between 15 – 44 years indicated that they live with a disability. Traditionally under-represented relative to population.</p> <p>People with disabilities have traditionally been disadvantaged in the following areas:</p> <ul style="list-style-type: none"> <li>• Less likely to be in paid work e.g.NZ Ministry of Social Development Report: Disability and Work Participation in New Zealand, June 2005</li> </ul>

	<table border="1"> <tr> <td>18 - 64 yrs</td> <td>Disabled</td> <td>Non-disabled</td> </tr> <tr> <td>Any employment</td> <td>58%</td> <td>77%</td> </tr> <tr> <td>Full Time employment</td> <td>29%</td> <td>65%</td> </tr> <tr> <td>Beneficiary</td> <td>29%</td> <td>11%</td> </tr> </table> <p>And, as indicated a report produced by the (UK) Prime minister's Strategy Unit in June 2005 – Improving the Life Chances of Disabled People:</p> <ul style="list-style-type: none"> <li>• Lower/fewer educational qualifications</li> <li>• More likely to experience problems with transport</li> <li>• Likely to experience attitudinal barriers/stigma/discrimination</li> <li>• Likely to experience access barriers to buildings</li> <li>• Likely to experience access barriers with delivery of teaching materials</li> </ul> <p>Required under State Sector Act</p>	18 - 64 yrs	Disabled	Non-disabled	Any employment	58%	77%	Full Time employment	29%	65%	Beneficiary	29%	11%
18 - 64 yrs	Disabled	Non-disabled											
Any employment	58%	77%											
Full Time employment	29%	65%											
Beneficiary	29%	11%											
Ethnic group	<p>This group includes all employees who have not identified as Pākeha/European, Maori or Pacific people. As a large and ill-defined group it is difficult to provide useful evidence of disadvantage. Issues associated with low SES, English as a second language, religious and cultural adjustments may or may not be barriers.</p> <p>HR provides support for new migrants.</p> <p>'Asian' staff account for 14.3 % FTE of all staff, compared with 15.6% of the adult (over 25 years) population of Auckland. 10% of academic staff and 18% of general staff FTE are 'Asian'. (Ministry of Education classifies Chinese, Indian and 'other Asian' as Asian).</p> <p>'Other' equity groups make up 5.4% of the staff.</p> <p>Overall ethnic groups are traditionally under-represented relative to general population.</p> <p>'Asian' academic staff are under-represented.</p> <p>Required under State Sector Act</p>												
General staff (technical and professional)	<p>General Staff make up 55% of all staff and are not under-represented but there are issues associated with value and status that are unique to academic institutions. This can result in low morale, reduced satisfaction and retention issues.</p>												
Staff with family responsibilities	<p>Reliable data is not available but a 2005 survey of 529 staff indicated that 76.5% of the respondents had family responsibilities and of these 40% said they had sole responsibility for their dependants.</p> <p>Some staff may face barriers in their employment relating to their family or care responsibilities, but many won't. Research indicates that women will face more career limitations than men. Women with family responsibilities</p>												

	are under-represented in senior positions indicating that caring can pose a barrier to equity outcomes.
Part-time, temporary and casual staff	Part-time temporary and/or casual staff out number permanent full-time (27%). Some staff may face barriers relating to the nature of their employment, but many won't. Unclear rationale except where conditions may be unfairly distributed. Is not a clearly defined group as arrangements may vary over time. Other potentially interrelated factors such as having caring responsibilities or disability more likely to affect equity outcomes.
Minority sexual orientation (gay, lesbian, bisexual, transgender)	Traditionally disadvantaged. Unclear whether under-represented in employment at University.
Older workers	8.0% of staff are aged 15-24 years, 45% are 25-45 years, 46% are 45-64 years and 1% are over 65 years age group.  Increasing attention as growing group, to ensure barriers to continued service minimized.
Refugee	No data available on refugees.