

Victoria University of Wellington

Equity and Diversity Strategy 2010 - 2014



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Introduction

Equity of opportunity is identified as one of the Victoria University's core institutional values and one of the eight key goals of the Strategic Plan.

The Equity and Diversity Strategy represents the University's commitment to provide all of its staff and students with an inclusive environment for work and learning, an environment which gives them equal opportunities to fulfil their potential and make their contribution.

In particular this Strategy recognises that equity matters to national productivity and that strengthening human capital is the key to New Zealand's social and economic wellbeing.

The Strategy signals the University's recognition that the presence and success of a broad range of talented students and staff members of different backgrounds and experiences will help to link it more meaningfully to the local and global communities it serves.

The University encourages diversity as a distinctive and positive element of the university community and endeavours to model a culture that is supportive, free from discrimination, harassment and bullying and creates an attractive place to learn and work.

Purpose

The purpose of this Equity and Diversity Strategy is to provide a framework to ensure that the University's initiatives and actions help it to meet its strategic objectives as set out in the Strategic Plan 2009-2014. The Equity and Diversity Strategy takes into account the key internal and external influences identified as likely to have the greatest impact on equity and diversity over the plan's timeframe.

Principles

The following principles inform the vision of an equitable university.

- Supporting all staff and students by providing an inclusive and accessible environment with equal opportunities for all to fulfil their potential and make their contribution, and making a commitment to embrace and understand diversity and equity.
- Ensuring that merit is the overriding criterion for decisions affecting individuals, and also giving careful attention to definitions of merit, recognising that the distribution of talent does not favour any particular class, gender or ethnic group. Such decisions will include issues for staff relating to recruitment, staff development and training, work allocation and promotion. For students, they will include access to programmes and courses, academic support and services and international opportunities including exchanges.
- Valuing diversity because it enables the university and members of its community to benefit from encountering and understanding people from a wide range of backgrounds, holding a multiplicity of beliefs and opinions and contributing in a variety of ways.
- Instilling a culture of respect—there must be no tolerance for discrimination or harassment.
- Acknowledging that equity does not mean treating everyone in exactly the same way—systemic disadvantage should be recognised and addressed.
- Meeting our obligations under the Treaty of Waitangi by providing fair and equitable distribution of resources to achieve equity outcomes for Māori as well as consulting and ensuring autonomy over things Māori.

Legal and policy context

Students

The draft Tertiary Education Strategy 2010-2014 identifies, among the four key priorities for the tertiary sector, both to 'provide New Zealanders of all backgrounds with opportunities to gain world-class skills and knowledge' and to 'enable Māori to achieve tertiary success as Māori.' It suggests that these are to be achieved by providing extra academic and pastoral support for student groups with low completion rates (such as Pacific students), providing effective transition from school to tertiary education for Māori students and strengthening identity, culture and te reo Māori for Māori students. In addition, the Tertiary Education Strategy suggests that an inclusive environment will support the success of students with disabilities. The Tertiary Education Strategy has a strong focus on successful completion of qualifications.

Performance indicators have been developed at the national level to measure educational achievement for Māori and Pacific students. These are:

- proportion of equivalent full-time students (EFTS)
- successful course completion rates for degree and graduate diploma qualifications
- first year qualification-level attrition for degree, graduate and postgraduate qualifications
- qualification-level completion rates for all degree, graduate diploma and postgraduate qualifications.

With respect to students with disabilities, the Equity and Diversity Strategy will be guided by *Kia Ōrite: Achieving Equity, the New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments*. This document provides a guide for working towards equity of access and opportunity for students with disabilities.

The demographic change New Zealand is experiencing will have implications for tertiary education. These demographic changes are characterised by an ageing Pākehā population contrasting with a young population profile of Māori and Pacific.

The Wellington regional population is projected to grow by 17.8 percent between 2006 and 2031. This is below projected national population growth rates over the same period (26.4 percent). The 2006 census data showed that the Māori proportion of the Wellington region population (16.4 percent) was lower than the national Māori proportion (18.6 percent). The Pacific proportion of the Wellington region population (10.0 percent) was higher than the national Pacific proportion (8.9 percent).

Strong growth in the Māori and Pacific populations, together with the Asian population, is expected over the next ten years. The growth in Māori and Pacific populations is an important opportunity for the University as it seeks to recruit students with the potential to succeed from these populations in larger numbers than it has previously admitted.

Staff

The University will comply with the Human Rights Act 1993. The Act makes discrimination unlawful on a range of grounds. Discrimination in employment is defined in the Human Rights Act as being when an employer '... refuses or omits to offer or afford to that employee the same terms of employment, conditions of work, fringe benefits, or opportunities for training, promotion, and transfer as are made available for other employees with the same or substantially similar qualifications, experience, or skills employed in the same or substantially similar circumstances because of the employee's: sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origin, disability, age, political opinion, employment status, family status, or sexual orientation'.

There are some exceptions under the Act in relation to employment matters. These exceptions include issues relating to authenticity and privacy, religion, disability, age and family status and may be applied in certain circumstances.

The University also operates under the principles of the Crown Entities Act and State Sector Act. This means the University provides personnel policies that comply with the principle of being a good employer. Among other things, this means operating a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment including, but not limited to, an equal employment opportunities programme. An equal employment opportunities programme aims to identify and eliminate all aspects of policies, procedures, and other institutional barriers that cause or tend to cause or perpetuate inequality in employment in relation to any person or group of people. This includes indirect, as well as direct, discrimination.

Institutional Context

Strategic Plan

The high-level objectives of the Equity and Diversity Strategy are directed by the equity value, goals and associated actions and measures of success contained in the University's Strategic Plan 2009-2014.

Value

We are committed to equity of opportunity for all our staff and students.

Goal

Provide an inclusive and representative environment for staff and students that is conducive to equity of opportunity for participation and success.

Actions

- Develop a coherent University-wide equity strategy.
- Engage with the wider University community to gain understanding of and commitment to the Equity and Diversity Strategy.
- Progressively implement the Equity and Diversity Strategy.
- Take an evidence-based approach to equity planning, implementation, monitoring and review.

Measures of success

- By 2014 the goals of the Equity and Diversity Strategy have been achieved.
- There is clear and consistent alignment between our equity values, and our overall strategic direction and core activities.

Treaty of Waitangi

The University is also committed to Māori student recruitment, retention and achievement through the Treaty of Waitangi Statute, the formal expression of Victoria's commitment to Māori as the tangata whenua and treaty partners.

Additionally, the Strategic Plan outlines other commitments to Māori. These are:

- Māori research excellence with the potential for significant social, economic and scholarly impacts;
- the contribution of Mātauranga Māori (Māori knowledge) to scholarship across disciplines;
- building long-term and positive relationships with Māori stakeholders;
- building Māori staff capability;
- increasing the capability of all staff to engage with Māori interests; and
- the contribution of te reo Māori and Tikanga Māori to the culture of Victoria.

These commitments should contribute to improved educational opportunities and a supportive environment for Māori students and staff as well as developing an increased understanding of disparities and how to address them.

Investment Plan

The University's Investment Plan has responded to the focus in the Tertiary Education Strategy on Māori and Pacific students by investing in initiatives that aim to increase the achievement of degree and postgraduate level qualifications by members of under represented groups. Examples of these are:

- Māori and Pacific Community Outreach Programme He Ara Mātauranga which is a partnership programme with ten low-decile schools providing a path to education to increase the chance of participants going on to tertiary study.
- Manaaki Pihipihinga, a Māori and Pacific mentoring programme available to students in the Faculties of Commerce & Administration and Humanities & Social Sciences to facilitate academic achievement for Māori and Pacific students within the cultural framework of co-operative learning.
- Te Rōpū Āwhina which is the vehicle for achieving the core strategic goal of the Faculties of Science, Engineering and Architecture and Design to produce Māori and Pacific professionals in these disciplines who will contribute to Māori and Pacific community development and leadership.

Academic Audit 2009

The New Zealand Universities Academic Audit Unit Academic Audit Report of November 2009 affirmed the University's intention to co-ordinate current endeavours to improve Māori and Pacific student retention. It acknowledged the progress made in support for Māori students as well as in student success and progression to postgraduate programmes. Te Rōpū Āwhina and Manaaki Pihipihinga mentoring programmes were noted as having played significant roles in increasing achievement and levels of success. The setting of goals, objectives and targets for Māori and Pacific retention and achievement was recommended.

Victoria University's Equal Employment Opportunity Policy

The University's Equal Employment Opportunity Policy states that it is firmly committed to the principle of non-discrimination in recruiting staff. Consistent with this principle, the University is committed to the provision of equal employment opportunities for both women and men, regardless of race, religious belief, disability, marital status or sexual orientation.

Consistent with its commitment to the principle of partnership expressed in the Treaty of Waitangi, the University is committed to finding ways to increase the proportion of Māori staff members.

The Pacific communities have links with the University through the Pasifika Peoples' Advisory Committee which provides advice from Pacific peoples to the Vice-Chancellor on matters relating to Pacific affairs. This group liaises with wider Pacific communities in order to assure the members that its advice is reflective of the views of those wider communities.

The equal employment opportunity programme puts into effect the University's commitment to ensure that the University increases the number of Pacific staff.

Responsibility

Formal responsibility for implementing the Equity and Diversity Strategy lies with the Deputy Vice-Chancellor (Academic). Equity issues underpin the core business of the University and a commitment to the actions, accountabilities, targets and timelines from the Strategy will be articulated in the unit plans of faculties, schools and central service units.

An Equity Strategy Group was formed to advise the Deputy Vice Chancellor (Academic) on the development of the Strategy. An Equity and Diversity Strategy Committee will be formed from the beginning of 2010, with Terms of Reference including monitoring progress toward the achievement of the goals and objectives of this Strategy.

Challenges

Defining merit

To meet the University's equity commitments, policies and processes will need to be developed and regularly reviewed so that decisions affecting individual students and staff members are made on the basis of a full and equal consideration of merit.

In order to avoid indirect discrimination, definitions of merit should not be formulated in such a way as to exclude individuals on the basis of their actual or perceived membership of some non-dominant group, whether that group is constituted by gender, ethnicity, class, disability, sexuality or some other factor.

Recognising barriers to achievement and success

Equity does not require that all individuals must be treated in the same way. Rather, we must recognise and address systemic disadvantage with a view to mitigating or, where possible, eliminating extraneous barriers to achievement and success.

The pattern of Māori and Pacific under-achievement in education is cause for concern. Māori and Pacific groups are disproportionately concentrated in low decile schools, leave school with a lower level of achievement than students from other demographic groups, and enter degree study, on average, with lower National Certificate of Education Achievement results than their peers.

Ministry of Education statistics for 2007 show that 66 percent of Asian and 44 percent of European/Pākehā school-leavers achieved the University Entrance qualification and/or a National Certificate of Education Achievement Level 3 Certificate compared with only 20 percent of Pacific and 18 percent of Māori school leavers. Students from decile 10 schools are three times more likely to leave school with a university entrance qualification than students from decile 1 schools.

These inequities pose a major challenge for Māori, Pacific and students from low socio economic backgrounds.

To address these inequities the University can:

- bring the disparities in educational performance of these groups of students to the attention of government;
- actively participate in developing increased understanding of the disparities and methods of overcoming them; and
- provide support through scholarships, support services, bridging programmes, mentoring and pastoral care.

When it comes to staff equity, the University faces a number of challenges in developing and then implementing a new Equity and Diversity Strategy that recognises barriers to achievement and success. Developing and updating policies in keeping with the various plans, and, in turn, continuing to develop procedures, reinforce appropriate delegations, and build best reporting practices, are areas in which many of these challenges reside. Added value and measurable outcomes are paramount; therefore, the University needs to work to ensure that resources are available, supported by flexible systems, which provide accurate and relevant data relating to staff employment and salaries to enable effective analysis of, for example, gender pay equity.

Fair and equitable student entry to courses

The admission system of the University must be set within the legislative framework established by Parliament and the University. The University's Limitations on Courses and Programmes Statute sets out the procedures for placing enrolment limitations on particular courses and programmes.

The tertiary funding system, which has been in place since 2008, requires universities to operate within a capped funding environment. As a result of the government budget of May 2009, there will be no inflation adjustment to Government revenue and this equates to a drop in real income for the University of at least \$2.4 million per annum.

The need for enrolment limitation on courses and programmes, the capped funding environment and reduced income as a result of the 2009 budget pose a challenge for the University. The challenge is to manage the admissions to meet the dual commitments of academic excellence and equity. Enrolment limitations must not negatively impact on the ability for under-represented groups of students to participate in study at Victoria. The University's policy and procedural framework for managing enrolments must be developed in such a way as to provide fair and equitable access.

Equity groups

While the University's commitment to equity and diversity extends to all members of its community, a set of equity groups has been identified as those toward which urgent action with measurable outcomes can be targeted:

- Māori students and staff
- Pacific students and staff
- students and staff members with disabilities
- men or women in professions or disciplines where they are under-represented in a particular profession or area of study
- students from socio-economically disadvantaged backgrounds.

The inclusion of Māori students, Pacific students and students with disabilities as primary equity groups is guided and supported by the draft Tertiary Education Strategy, by the University's Investment Plan, and by accountability for funding streams designed to support interventions to improve participation and success by students in these groups.

The draft Tertiary Education Strategy links future tertiary education funding to institutional performance in student completion and retention. Māori and Pacific student completion and retention will be an important aspect of future funding.

Māori staff members and Pacific staff members are identified as an equity group on the basis of their current under-representation in the University's staffing complement. In 2008 6.3 percent of staff identified as Māori and 1.5 percent identified as Pacific. Only 55 percent of staff self reported ethnicity in 2008. The University is currently improving its processes to capture staff ethnicity.

The identification as an equity category of men or women in professions or disciplines in which they are under-represented is supported by the principle of non-discrimination and by the need to ensure that the New Zealand community is able to draw upon the abilities and contribution of all sectors of its diverse population. The threshold for student under-representation in a discipline will be set at a participation level of less than 30% of the total. The Department of Labour's workbook *Working Towards Pay and Employment Equity for Women, January 2006* provides a standard definition for domination of an occupation by one gender. Female dominated occupations are defined as 70% or more female and male dominated occupations are 60% or more male.

Students from socio-economically disadvantaged backgrounds have been identified as an equity category on the basis of systemic problems associated with poverty and the likelihood of attendance at low decile schools.

Funding for student equity

In addition to funds committed to support equity through the University's budget, the Tertiary Education Commission provides specific equity funding to assist in improving equity of access and achievement for Māori and Pacific students and students with disabilities.

Government equity funding is a 'top-up' to student achievement component funding, in recognition of the higher costs that can be associated with supporting these students. It is not intended to be the sole or primary source of funding to be used to support Māori students, Pacific students and students with disabilities.

The equity funding the University received from the Tertiary Education Commission in 2009 for Māori and Pacific students totalled \$0.66 million. These funds contributed to the cost of the following Student Services programmes:

- Manaaki Pihipihinga
- Tūmau Awards
- Māori and Pacific Learning Advisers
- Community Outreach programme run from Student Recruitment & Course Advice
- Te Horomata Scholarships.

An additional \$1.2 million was received by the Tertiary Education Commission for a project entitled *Strengthening Pathways: Success for Māori and Pacific Students at Victoria*. The project started in May 2009 and continues until 30 June 2011.

The University received \$0.44 million funding in 2009 for students with disabilities. The total cost of the service at the University is \$0.88 million.

Monitoring and reviewing

The actions in the Equity and Diversity Strategy are each assigned to a particular leadership responsibility as a mechanism for ensuring co-ordination of effort and reporting. However, consistently with the overall planning framework at the University, it is expected that they will be embedded in the operational unit plans of faculties, schools and central service units. These actions will be monitored through the University's normal review processes. The Deputy Vice-Chancellor (Academic) will co-ordinate a mid- year and year-end review of progress against the equity actions in the unit plans and report this to the University Council.

Equity and Diversity Action Plan

Goal

Provide an inclusive and representative environment for staff and students that is conducive to equity of opportunity for participation and success.

Student equity and diversity

Objective 1: Improve the recruitment, retention and success rates of students in the identified equity groups.

Strategy	Leadership Responsibility
1.1 Under the leadership of the Pro Vice-Chancellor (Māori) implement the project <i>Strengthening Pathways: Success for Māori and Pacific Students at Victoria</i> with a view to identifying programmes and policies that contribute to improved rates of retention and success.	PVC (Māori)
1.2 Provide students with targeted equity scholarships (undergraduate and postgraduate).	DVCs
1.3 Through dialogue with iwi, communities and schools, improve our understanding of the aspirations of prospective students in the identified equity groups and the factors that contribute to or impede their success.	Faculty PVCs Deans Heads of Schools
1.4 Identify and develop pathways for school leavers and other prospective student groups who have experienced systemic educational disadvantage (such as transition learning programmes, university preparatory programmes or articulation pathways from the vocational sector).	DVC (Academic) Director, Centre for Lifelong Learning
1.5 Further develop the availability of flexible delivery, web-based learning resources and learning support for students who need extra assistance.	AVC (Academic) Director UTDC
1.6 Promote and co-ordinate approaches to the identification of students at risk of failure and provide targeted support to these students through initiatives such as peer-led workshops, additional tutorial support and mentoring schemes.	DVC (Academic) Faculty PVCs
1.7 Develop and implement a method to identify the programmes and professions where a gender is under-represented.	DVC (Academic)

From the Learning and Teaching Strategy

1.8 Devise and implement initiatives to support students in developing the Victoria graduate attributes in ways culturally appropriate to them.	DVC (Academic) AVC (Academic) PVC (Māori) Faculty PVCs PVC (International)
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Objective 2: In partnership with Victoria University of Wellington Students' Association, create and support a study environment that recognises the diversity of the University community and advances equity by giving all students opportunities to achieve their best.

Strategy	Leadership Responsibility
2.1 Review the information technology (IT) environment to ensure that appropriate specialised equipment and software are available to students with disabilities.	Chief Operating Officer DVC (Academic)
2.2 Establish mechanisms to provide more opportunities for equity group students to participate in University committees and processes.	SMT members
2.3 Use inclusive learning practices to enable identified equity groups to achieve the same educational success as other students.	DVC (Academic) Faculty PVCs
2.4 Ensure that student services are delivered in culturally appropriate ways that respect diverse ethnic and cultural heritages.	DVC (Academic) Faculty PVCs
2.5 Develop and implement a disability action plan.	Devise: Director Student Services Implement: SMT members
2.6 Develop leadership opportunities for Māori and Pacific students and support more leadership initiatives for these groups.	PVC (Maori) DVC (Academic)

From the Internationalisation Strategy

Strategy	Leadership Responsibility
2.7 Ensure there is equity in offering international opportunities for all students.	PVC (International) Faculty PVCs
2.8 Wherever possible, provide support and access to facilities to all students to observe religious and cultural practices.	PVC (International)
2.9 Create greater opportunities for groups of students currently under-represented in exchange programmes to participate in student mobility.	PVC (International)
2.10 Continue to offer high quality, culturally appropriate support services and pastoral care for international students.	PVC (International) Director Student Services

Staff equity and diversity

Objective 3: Promote an inclusive workplace environment that fosters and supports the diversity of the University community.

Strategy	Leadership Responsibility
3.1 Identify and implement targeted policies and strategies to increase the attraction and retention of staff members from the designated equity groups.	Identify: Director HR Implement: SMT members
3.2 Take steps to ensure that all staff and students are familiar with the appropriate codes of conduct and policies related to workplace behaviour.	SMT members Heads of School CSU Heads
3.3 Develop, maintain and regularly review a policy framework that secures a harassment-free environment and supports work-life balance.	Director HR
3.4 Review the IT environment to ensure that appropriate specialised equipment and software are available to staff members with disabilities.	Chief Operating Officer Director HR
3.5 Incorporate cultural and diversity awareness training into induction and development programmes for appropriate groups of staff.	Director HR
3.6 Establish mechanisms to encourage and enable more equity group staff to participate in management and governance of the University.	SMT members
3.7 Encourage more women to prepare themselves for, and apply for, promotion and advancement.	Director HR Faculty PVCs CSU Heads Faculty PVCs Heads of Schools
3.8 Make an appointment to a University-wide Pacific leadership position.	Vice-Chancellor

From the Internationalisation Strategy

Strategy	Leadership Responsibility
3.9 Ensure that staff recruitment results in a high-quality, internationally diversified staff complement.	SMT members Heads of Schools
3.10 Provide opportunities for staff to be more aware of the intercultural dimensions of teaching, learning, research and service.	AVC (Academic) Director UTDC

Objective 4: Enhance the performance and perception of Victoria as an employer with a commitment to the advancement of equity.

Strategy	Leadership Responsibility
4.1 Develop and implement a disability action plan.	Develop: Director Student Services, Director HR, Director FM Implement: SMT members
4.2 Ensure that equity issues and processes are incorporated into selection, employment and performance appraisal policies and practices.	Director HR
4.3 Encourage and support mentoring schemes for staff from identified equity groups.	SMT members
4.4 Conduct a tailored pay equity employment review to identify and address any systemic gender or other inequity in the University in the areas of fairness and respect, participation levels, and the distribution of rewards.	DVC (Academic) Chief Operating Officer Director HR
4.5 Incorporate equity awareness training into staff development programmes, including the Leading People Programme.	Director HR
4.6 Refine workload models and associated management processes to incorporate equity principles.	AVC (Academic) PVCs
4.7 Develop and implement clear guidelines for promotions committees on the way that part-time roles and temporary breaks in employment will be taken into account in the evaluation of research, teaching and service.	Develop: DVC (Academic) Director HR Implement: Committee Chairs
4.8 Investigate opportunities to allow greater flexibility in temporary or permanent part-time employment arrangements for staff members.	DVC (Academic) Director HR
4.9 Establish an equity staff development budget to subsidise the additional costs of staff development provision and participation in University committees for staff members whose disabilities create barriers to participation.	DVC (Academic)

Equity management and monitoring

Objective 5: Create an environment of good leadership and evidence-based decision-making in the management of equity.

Strategy	Leadership Responsibility
5.1 Develop and adopt a set of defined equity responsibilities at appropriate levels within the University that will guide staff members on the best way to fulfil those responsibilities.	DVC (Academic)
5.2 Specify baseline equity data requirements in relation to the identified equity groups and establish processes for their ongoing collection.	DVC (Academic)
5.3 Establish key performance indicators (KPIs) in equity, together with a schedule by which appropriate governance and management committees will regularly review progress measured against them.	DVC (Academic)
5.4 Identify and engage with a small number of national and international benchmarking partners in relation to the equity KPIs.	DVC (Academic)
5.5 Integrate equity issues, processes and responsibilities into core University processes for academic planning, quality assurance and review.	DVC (Academic) AVC (Academic) Director Planning and Policy
5.6 Ensure that equity policies and programmes are informed by relevant research, reflective practice, client feedback and benchmarking data.	DVC (Academic)
5.7 Implement the recommendations from the Academic Audit Report 2009.	DVC (Academic)

From the Strategic Plan

5.8 Take an evidence-based approach to equity planning, implementation, monitoring and review.	DVC (Academic)
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Glossary

This glossary explains how some commonly used terms are defined in this document.

Attrition

Attrition is the proportion of enrolments where students do not continue in a consecutive second year of learning in a qualification at the same or higher level and where they have not completed a qualification at the same or higher level.

Course

An individual unit of study towards a qualification identified by a course code and title and usually carrying a specified points value. Details of courses are listed in the University's Calendar and on the University website.

Course completion

Completion measures the pass rate of students paying domestic fees on a given course, expressed as a percentage of total valid enrolments and where a final outcome has been established. It is a measure of whether students succeed in meeting all the course requirements.

As well as excluding fails, completion also excludes students who withdrew after the 'add/drop' period.

Disability

The term disability is used in this document to refer to permanent or temporary physical, sensory, neurological, psychiatric or other impairments that actually or potentially have an impact on an individual's access to, or participation in, programmes, services or facilities of the University.

Diversity

Diversity is a term denoting a positive valuation of the many different backgrounds and experiences reflected in members of the University community. These may include differences of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs or political beliefs.

Domestic student

Victoria University's definition of a domestic student is 'A person who is a citizen or permanent resident of New Zealand, Australia, the Cook Islands, Niue or the Tokelau Islands, or a citizen of other countries who is resident in New Zealand as a consequence of assignments to a diplomatic or consular post, his or her spouse, and their immediate dependents'.

For the purposes of the Equity and Diversity Strategy, a domestic student is defined as a 'domestic fee paying student'.

EFTS—Equivalent full-time student

A unit of measurement of a student's enrolment (corresponding to 120 points).

Enrolled student

A student who has completed the Victoria University enrolment process as defined in the enrolment regulations according to the Education Act 1989.

Equity

Principles and practices that ensure fairness to all students and staff members irrespective of gender, race, religion, and disability in providing the opportunity for them to participate in the activities of the University and successfully fulfil their roles.

These principles include respect and inclusiveness, ensuring fairness and making sure that barriers, overt or covert, which stand in the way of under-represented groups are eliminated wherever possible.

Indirect discrimination

The Human Rights Act defines indirect discrimination, as 'Where any conduct, practice, requirement, or condition that is not apparently in contravention of any provision of this Part of this Act has the effect of treating a person or group of persons differently on one of the prohibited grounds of discrimination in a situation where such treatment would be unlawful under any provision of this Part of this Act other than this section, that conduct, practice, condition, or requirement shall be unlawful under that provision unless the person whose conduct or practice is in issue, or who imposes the condition or requirement, establishes good reason for it.'

Pacific peoples

Pacific peoples are defined as New Zealanders who identify with, or feel they belong to, one or more Pacific Islands ethnicities. The seven largest ethnicities are Cook Island Māori, Fijian, Niuean, Samoan, Tokelauan, Tongan and Tuvaluan.

Participation

This measures the percentage of students (EFTS) who were enrolled in specific papers in a specific time period.

Qualification

A degree, diploma or certificate.

Qualification completion

Qualification completion is defined as completing a qualification of the same level or higher within five years. This is measured using students enrolling for the first time in a particular qualification as the cohort.

Appendix 1

Baseline data on participation and completion rates

All data for the graphs is sourced from the student information system for the 2008 calendar year unless otherwise advised. This data is in line with the data provided to the Tertiary Education Commission for monitoring Victoria University's Investment Plan.

Student participation

Māori and Pacific proportion of EFTS enrolled at Victoria compared to all universities

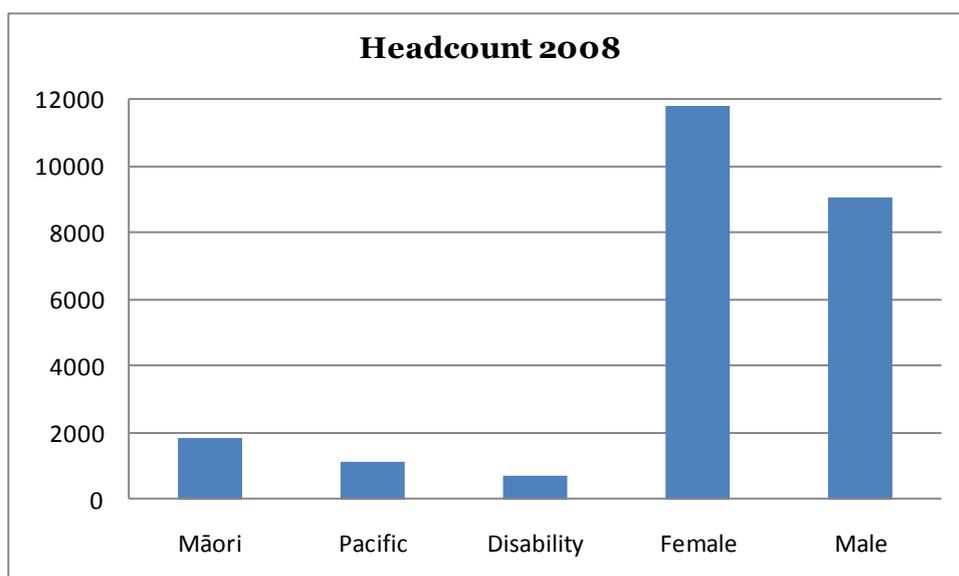
	Māori	Pacific
Victoria	8.7%	5.0%
All universities average	8.9%	5.8%

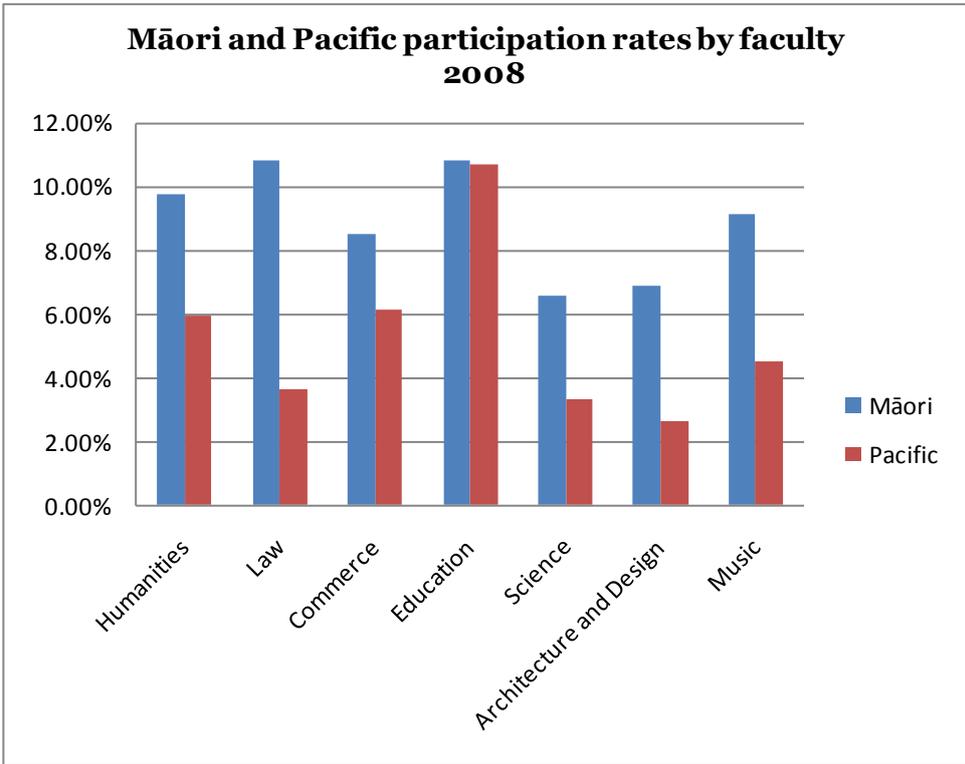
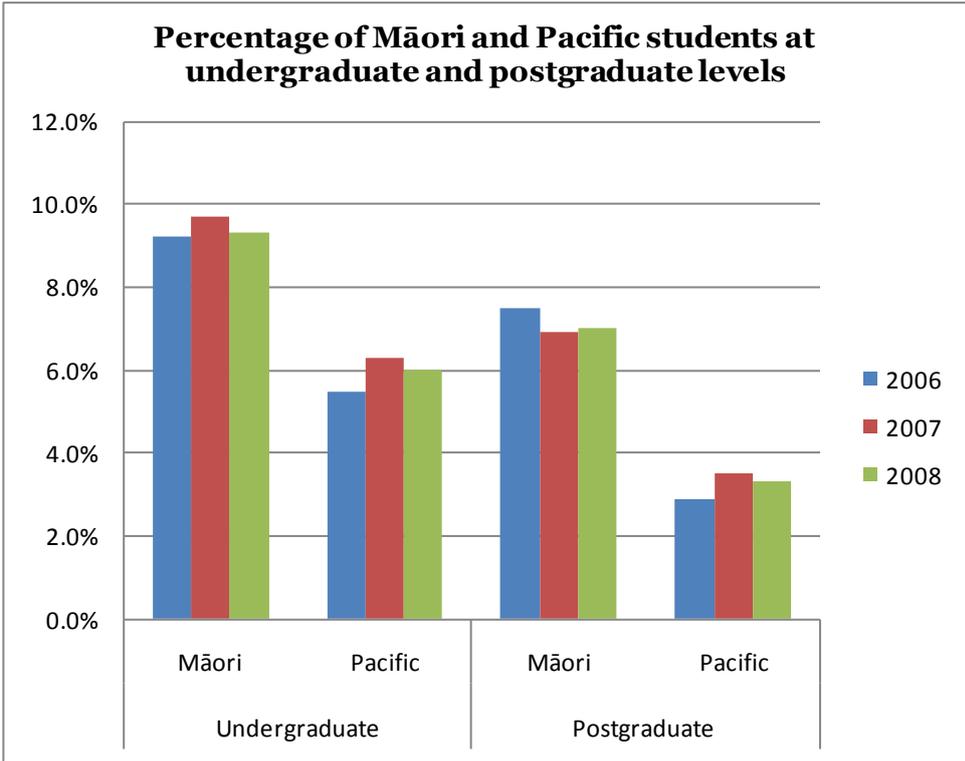
Data source: Single Data Return December 2008

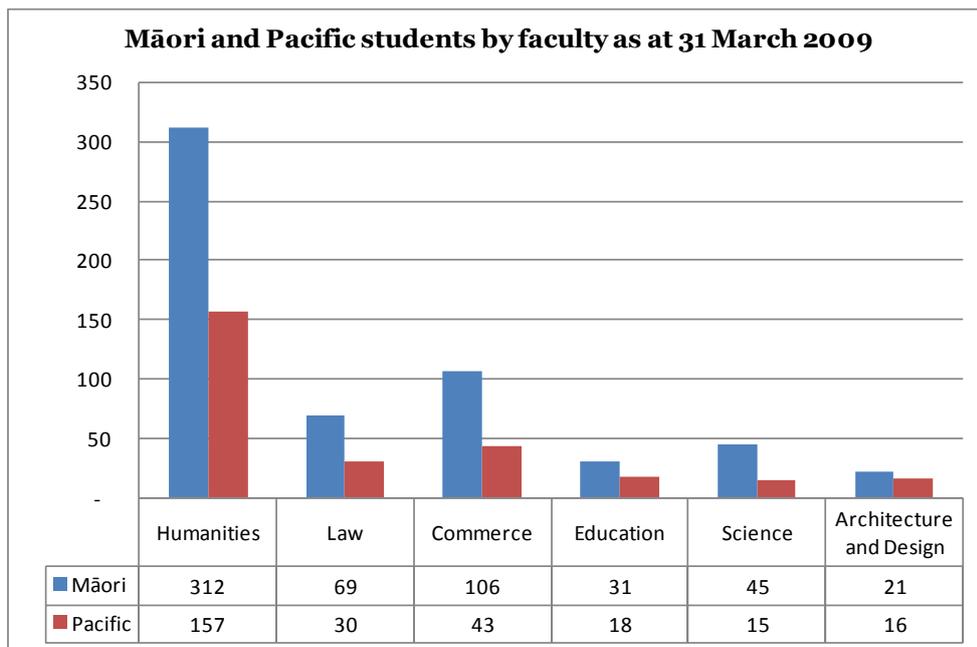
Māori and Pacific EFTS as a proportion of domestic EFTS

	Māori	Pacific
Auckland	7.0%	8.4%
AUT	10.0%	10.0%
Canterbury	5.5%	2.3%
Lincoln	5.1%	2.6%
Massey	10.0%	2.9%
Otago	8.3%	2.8%
Victoria	8.0%	5.0%
Waikato	21.2%	5.1%

Data source: 2008 Annual Reports. Victoria's data is from the student information system academic year Feb-Mar

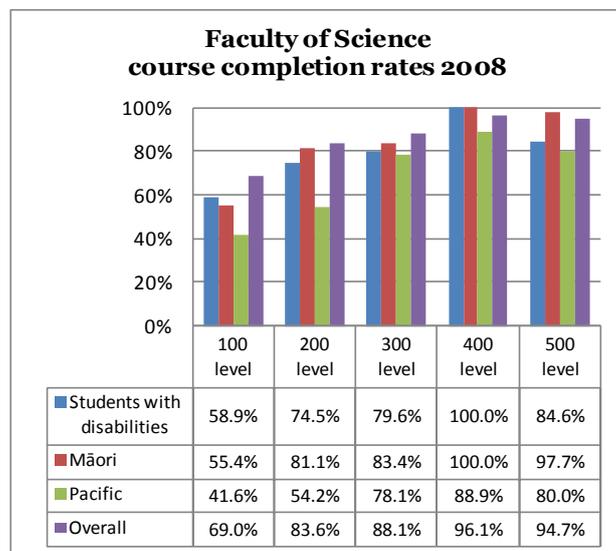
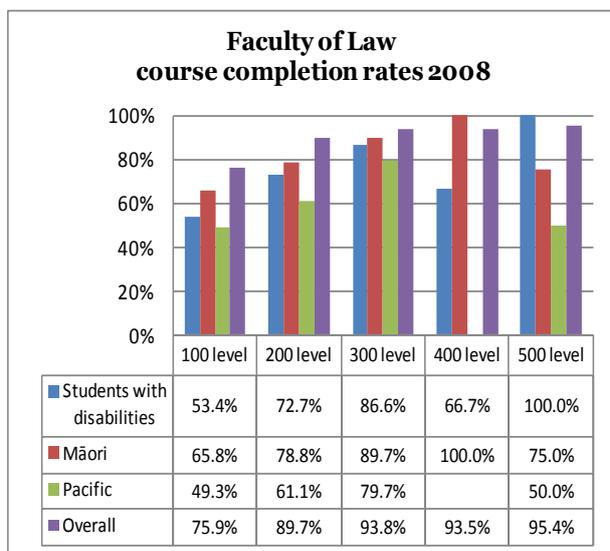
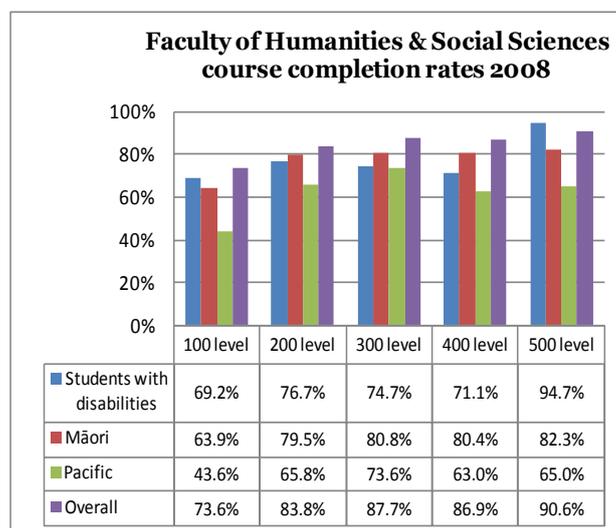
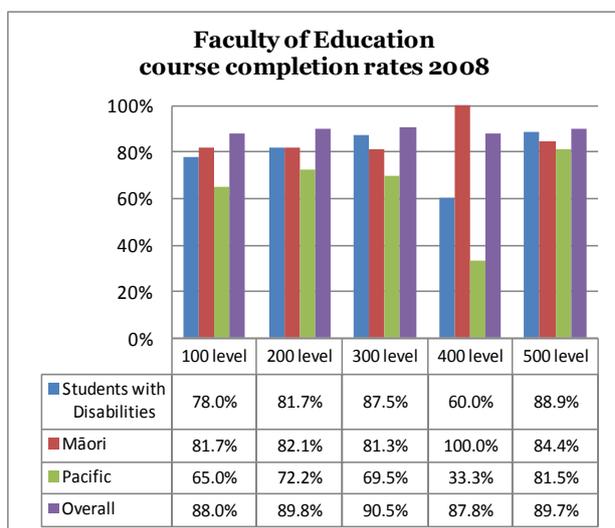
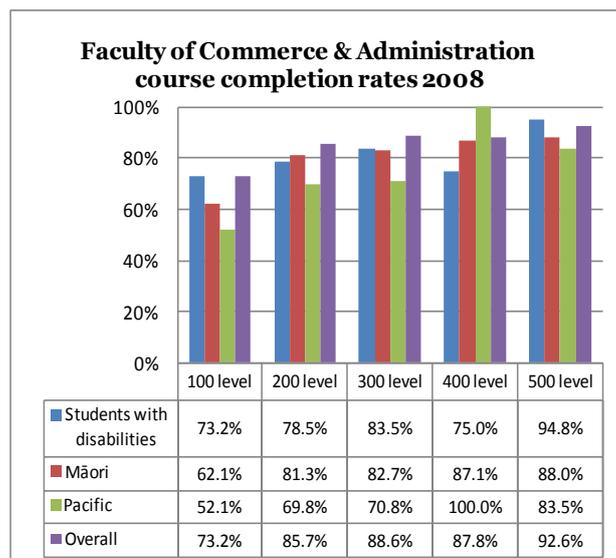
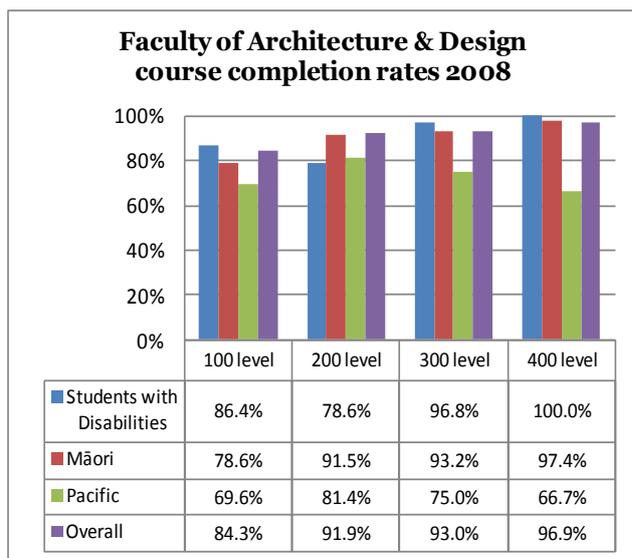






Note: This data was downloaded from the Victoria University Banner database and reflects student enrolment as at 31 March 2009.

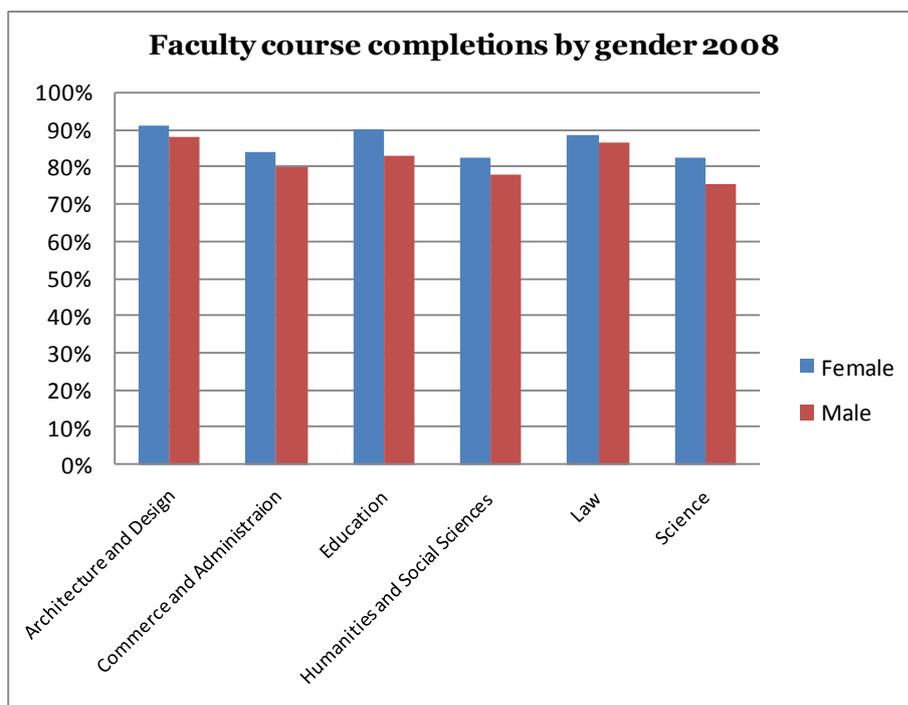
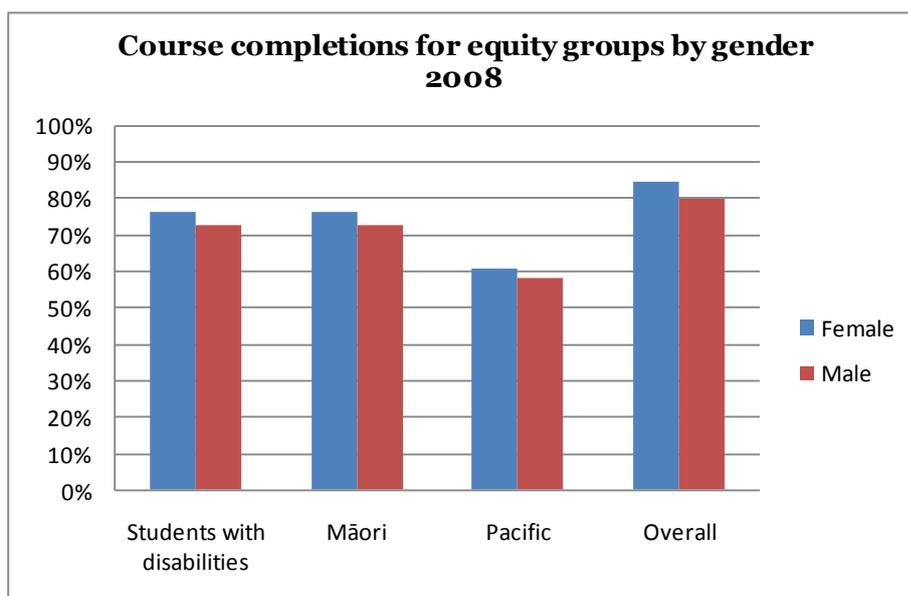
Student course completion



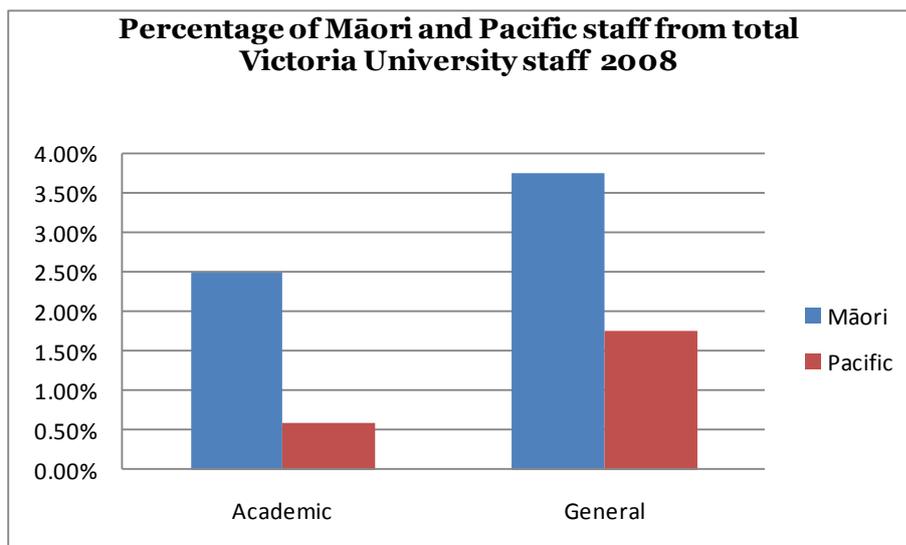
Māori and Pacific successful course completion rates for degrees and postgraduate diplomas

	Māori	Pacific
Victoria	74.7%	59.6%
All universities average	75.6%	64.2%

Data source: Single Data Return December 2008



Staff participation



Note that in 2008 55.2 percent of staff self-reported their ethnicity.



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December 2009