2018

Equity Report |
Kia Taurite

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Frameworks

Te Tiriti o Waitangi provides the context and foundation for equity and diversity at the University of Canterbury | Te Whare Wānanga o Waitaha (UC). Our strategic partnership with Ngāi Tūāhuriri, and Te Rūnanga o Ngāi Tahu, recognises the legitimacy of Māori in the Te Waipounamu the South Island. Similarly, in line with the Human Rights Act 1993 and Education Act 1989, UC is committed to ensuring equity of opportunity in employment and education for all its staff and students, irrespective of their background. The aim of UC's equity and diversity programmes is to foster a campus environment of inclusion, knowledge and understanding in which students and staff feel a sense of belonging, learn to value diversity and respect individual differences that enrich the UC community and student experience.

The Central Equity and Diversity Advisory Committee, composed of UC students, general staff and academic staff from each of the five UC colleges, meets regularly to discuss initiatives and best practice. In 2017 its main focus, with extensive consultation, was the introduction and approval of an Equity and Diversity Policy. The policy underpins UC's commitment to eliminating discrimination and reflects Te Rautaki Whakawhanake Kaupapa Māori (Te Rautaki), UC's bicultural strategy.

The Equity and Diversity Plan 2018–2020 seeks to deepen that culture of inclusiveness at UC. The plan outlines strategic priorities for adult (mature-aged) students, faith groups, students who are first in their family to attend university, international students, LGBTQIA+, Māori, Pasifika, postgraduates, people with disabilities, and women.

Embedding into learning programmes

The UC Graduate Profile has provided a mechanism for students to understand and reflect on equity and diversity within the curriculum. The UC Graduate Profile has, as part of its attributes, knowledge and understanding of diverse communities through bicultural competence and confidence (BiCC), global awareness and community engagement. At the heart of all three of those pillars is a reflection and understanding of a culture other than one's own.

The BiCC attribute focuses on the unique nature of biculturalism in Aotearoa New Zealand. The community engagement attribute ensures students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community. Finally, global awareness ensures students will be competent in engaging with global and multicultural contexts.

The unique aspect of the UC Graduate Profile is that it is embedded throughout the curriculum so students experience issues of equity and diversity as part of the curriculum as well as individually. One example of how the curriculum has developed to grow greater understanding of diversity has been through changes in the focus of the courses. For example, SOWK205 Social Work and Community Engagement focuses on the development of the practice skills needed by students to engage well with individuals and community groups. This process of engagement will emphasise working biculturally as well as with individuals, groups and organisations that serve diverse groups across the lifespan. Another example is how the courses are delivered. In the "From UC to Helsinki" initiative in the College of Arts | Tē Rāngai Toi Tangata, students from across the globe work via social media to share views, comments, questions and even assessments, bringing multiple perspectives to a single topic.

Small additions to courses, such as a practice aimed at enhancing global awareness through short videos shown at the beginning of each class at 100-level, have grown across courses. Students report it gives a sense of belonging across both national and international cohorts.

Finally, the BiCC attribute has been extensively embedded throughout the undergraduate curriculum after its early introduction across degrees. It not only provides a Māori perspective but also teaches our students about multiple perspectives across their discipline and demonstrates that there are many ways to look at a single issue.

Māori

Our strategic approach to Māori development at UC is outlined in Te Rautaki and defines our commitment to Māori advancement. This is led through the Office of the Assistant Vice-Chancellor Māori | Te Tari o te Amokapa Māori and is underpinned by the overall vision of bicultural competence and confidence, within the UC Graduate Profile.

The year 2018 saw the greatest number of Māori students enrolled at UC to date, at 1,331. Of these, 1,111 were enrolled full time. The Office of the Assistant Vice-Chancellor Māori | Te Tari o te Amokapa Māori works across academic colleges and academy systems, while providing services that meet the academic, pastoral and cultural needs of Māori students. A range of Māori student innovations and engagements are facilitated with colleges and alongside wider student services across the institution.

Locally, we have continued our strategic approach to creating local partnerships with local learners. This relationship with schools was the genesis for our Ekea! initiative. Ekea! has a Year 10, 11 and 12 focus and provides on-campus exposure and interface with UC staff and academic disciplines at UC. We have also run another He Puna Pūtaiao programme, a Year 10 science-based wānanga, focused on Te Waihora Lake Ellesmere and in conjunction with Te Taumutu Rūnanga. Māori scholarships parallel our wider scholarship programme, as a means to ensure we provide Māori prioritisation across our student profile.

In regard to retention, UC runs an annual application-to-enrol phone call-out project. Here, every Māori student making an application to enrol is contacted to understand their interest(s) in study at UC and ensure we have a good understanding of their aspirations, while also providing the initial relationship-building opportunity with potential new-to-UC students. This also supports an introduction to our extensive orientation programme and mihi whakatau to new students and their whānau.

The total student engagement numbers for 2018 saw some 3,094 engagements during the year, an increase of 342 from 2017. The strategic intervention was also refocused on a more intense prioritisation of first- and second-year students. The intention of this focus is to facilitate more in-depth engagements with students perceived to be most at risk of not completing their qualification.

UC's commitment to BiCC has been reflected in an exceptional redevelopment of our curricula across all programmes of study. Further, the BiCC strategy has seen a significant increase in demand from UC staff for their own te reo Māori development as well as an increase in te reo Māori naming, text and translations, as well as whakataukī.

As a result, the presence of te reo Māori around campus has increased, with bilingual signage on and in new buildings. During Te Wiki o Te Reo Māori, campus cafes providing a discount for coffees ordered in te reo were very popular. Paralleling the signage, a UC Cultural Narrative video was created in 2018 and has been received positively. The narrative imbues the campus with indigenous knowledge and philosophies to broaden and enrich the UC community's awareness of Māori language, culture and contribution.

BiCC content is incorporated in a wide range of undergraduate degrees. Staff participation in professional development programmes such as "Tangata Tū, Tangata Ora", "Te reo Māori for the workplace" and "Culturally responsive pedagogy" has continued to increase.

During 2018, UC facilitated two celebrations for Māori graduands, graduates and whānau, alongside the UC graduation ceremonies. These were attended by significant numbers across the year and provided an opportunity to celebrate the success of the students, while highlighting tertiary study to wider whānau, including potential future students.

Finally, during 2018 UC has been an active participant and leader in the AQA Enhancement Theme project, focusing on Māori and Pasifika learner recruitment, retention and achievement. This has included the establishment of an internal working party as well as participation in the national steering group and symposium held at the end of 2018. The life cycle of the learner has been the UC approach to understanding our strengths and identifying opportunities to expand in these critical areas. This work continues over the next two-year association with the enhancement theme and academic audits that AQA will lead over the next five to six years.

Pasifika

UC is committed to ongoing strong relationships with Pacific communities through the Pacific Peoples' Advisory Committee. A significant milestone in progress was celebrated when the number of Pasifika students enrolled at UC reached 500 for the first time. This is a testament to successful recruitment and outreach efforts and the implementation of the UC Pasifika Strategy 2014–2018. In 2018, the Pasifika Strategy for 2019–2023 was developed and approved by Council.

The launch of the Pasifika Success Indicator (PSI) tool this year at the National Pacific Tertiary Forum was the culmination of a research project led by the Pacific Development Team at UC in collaboration with Ako Aotearoa. Working with Ara Institute of Canterbury and Lincoln University, the working group developed a Pasifika Resource Kit that includes this PSI tool to assist tertiary staff implement suggested changes to better engage Pasifika learners. This research was also translated into two one-day training courses in Pasifika Professional Development, available to all staff.

The UC Pasifika Law Students' Society also organised and hosted the 2018 Pacific Law and Culture Conference, only a year after the association formed.

Students with disabilities

The Disability Policy was reviewed to provide a clearer understanding of the connection between the Disability Resource Service (DRS) and other resources available within the University from other areas, as

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well as a stronger connection to the Equity and Diversity Policy. UC supported 675 students with disabilities, an increase of 5% on the previous year. Students registered with DRS passed nearly 90% of their courses and reported high levels of satisfaction with the service.

Women

Fifty-two percent of employees at UC are women, a proportion mirrored by the Senior Management Team — seven of the 13 members are female. UC regularly assesses the value of positions in relation to pay equity, which includes work by an independent consultant and systems that monitor promotions. Student and staff identities, including gender, are appropriately captured in student and staff management systems. A "UC Women" initiative was undertaken to establish priorities to support equal employment opportunities for women at UC.

UC took the opportunity, in the context of the #Metoo movement, to improve education for students on sexual consent and healthy relationships, which was developed by the Sexual Violence Prevention Working Group.

Rainbow community

A Rainbow hui was organised by Q Canterbury and funded by the UC Foundation. Representatives from all colleges and the UCSA provided an overview of what has been done to support UC's rainbow community. Workshops were held on future development priorities. Gender-neutral toilet options available to both students and staff on campus were progressed, including re-signing and re-zoning.