

The Five Principles of Te Kaupapa Whaioranga

MANA ATUA, MANA TANGATA

1 Decision-making must be democratic, equitable and inclusive.

MANA WHENUA

2 Tertiary education should foster a sense of belonging, innovation and creativity.

MANA MOTUHAKÉ

3 Staff and students must have authority and influence over their work. Tertiary education institutions and their people must act as a critic and conscience of society.

AHU KĀWANATANGA

4 Staff and students must be able to collaborate and share their collective work with their communities.

MANA TIRITI

5 Tertiary education should promote participation, protection and partnership for all people.

Our public tertiary education system **belongs to all New Zealanders**.

We must ensure that tertiary education provision receives adequate **funding at all levels, in all communities**, and for all learners, whatever their current skill, aptitude and knowledge levels.

We must ensure that within our tertiary education institutions all staff and students have responsible **autonomy and academic freedom**.

READ TE KAUPAPA WHAIORANGA: TEU.AC.NZ/BUEPRINT

the BLUEPRINT for Women TE KAUPAPA WHAIORANGA



Te Kaupapa Whaioranga – the blueprint for women in tertiary education

Tertiary education is a public good –the system belongs to us all, we contribute to it, and we are all responsible for it. This responsibility extends to ensuring that those who work and study in the sector have equitable opportunities to participate, progress and succeed, and are not limited by gender.

Women account for about half of both staff and student populations in the tertiary education sector. Yet the representation of women in senior positions across occupational groups, gender pay equity, and access to life-long learning remain significant issues. For example, while the percentage of women in senior academic positions in universities has improved (from 22 percent in 2010 to 24 percent in 2012), it still falls far short of overall participation rates of women staff and students.¹

A more systematic approach is needed to lift women's participation in senior roles and address the very significant gender pay gap in the sector. Funding and policy models are required that are flexible enough to recognise that women often access tertiary education in different ways to men. This is an important element in ensuring equity of access and participation.

The tertiary education sector must recognise and support all staff equitably.

In order to make sure that this happens for women working in the sector, we believe the following changes must be implemented as a priority:

1 Human Rights Commission 2012. *New Zealand Census of Women's Participation 2012* page 137.



Women's participation and leadership within the tertiary sector

The percentage of women staff in senior positions within the tertiary education sector, proportional to their participation has seen only minor change in the past six years. This trend in the tertiary education sector is part of a wider issue facing the labour market:

The competition to attract and retain talent tends to ignore 51 percent of the population - New Zealand's women. Since 1994 women have been graduating with tertiary qualifications at higher rates than men; they now comprise 65 percent of university graduates. Women are, therefore, among the most qualified candidates for entry-level positions and they also create a sufficiently large pool of candidates for progression through to the highest roles.²

Funding must enhance the equitable participation of women, particularly in senior roles

- a. The allocation of funding should prioritise professional and career development that will provide opportunities for women to both develop and demonstrate leadership and associated skills.
- b. The allocation of funding should include prioritisation of resources for training and development of mentors and managers who can encourage women seeking to progress to senior roles or management.

Decision-making must recognise gender disparities in participation

- a. Targets should be established to ensure greater numbers of women in senior positions, as supported by the EEO Commissioner.
- b. Gender audits of institutional promotion processes need to take place to ensure staff are assessed equitably and gender bias is eliminated. Outcomes of such audits may include recognition of the need to include part-time staff in promotion processes and enhancing coaching and mentoring programmes.
- c. Tertiary education institutions (TEIs) must collect disaggregated and reliable data on a range of variables including ethnicity, to better reflect the diversity of women in the sector. This will also provide a richer source of information to inform policy and strategy development aimed at the participation of women in the sector.

² Ministry of Women's Affairs. 2013. *Realising the opportunity: addressing New Zealand's leadership pipeline by attracting and retaining talented women*, page 2.



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Pay and employment equity

Since the government abolished the PaEE Unit in 2009, pay and employment equity reviews have generally not been undertaken, with only one university completing a full review. In many of the reviews undertaken in the institutes of technology/polytechnics (ITPs) sector, implementation of the findings of reviews has been limited.

Funding must be allocated to support addressing the gender pay gap and employment equity

- a. Funding and infrastructure must enable regular pay and employment equity reviews and implementation of findings for each TEI. Experience has shown that without such funding and support, reviews will be patchy rather than systematic.
- b. Funding of TEIs must be at a level that means workplace conditions that foster gender equity can be implemented or progressed further. Examples include enabling flexible work environments, working at home provisions, and childcare provisions (including opening hours to suit staff who work later or are shift workers).
- c. Funding priorities in the tertiary education sector should include a systematic approach to addressing increasing insecurity of employment in the sector.
- d. TEIs as a priority should ensure they have clear policies and procedures for promoting positive work environments, and for appropriately addressing bullying and harassment in the workplace. This includes management and staff training to recognise and prevent bullying and harassment.

Decision-making must prioritise strategies to address the gender pay gap

- a. Where gender pay gaps are identified in a TEI, there should be a bi-partite mechanism involving employers and the TEU to develop action plans to address these.
- b. TEIs must clearly outline in their strategic plans what they will do to address gender pay gaps that are identified in PaEE reviews. Examples include identifying what decision-making will take place to develop and implement equitable career advancement strategies and promotion processes.

Access for women to tertiary and life-long education

Ensuring women can access and participate in publicly-funded and high-quality tertiary education must be a priority as part of the commitment to gender equity. Women often move in and out of paid work, due to taking a greater share of family responsibilities. Policy and funding must reflect that skills and knowledge may be attained intermittently and over longer periods of time.

Funding that ensures equity of access and participation

- a. Restore student allowances beyond four years of study – this funding decision does not adequately recognise the impact such a policy has on different groups, and on women in particular.
- b. As outlined in *Te Kaupapa Whaioranga: the blueprint for tertiary education* work towards addressing the cost of studying for students. For women, implementing universal student allowances is a particularly important aspect, as this would allow women students to focus on their study rather than economic survival. It would also recognise an equity issue - that when women earn less on entering the workforce, this has implications for the length of time and their ability to repay student loans.³
- c. Fund the reinstatement of the Training Incentive Allowance which will support single parents in their tertiary study, the majority of whom are women.
- d. Sufficient funding to be negotiated with the Adult and Community Education (ACE) sector, which recognises the unique features of the sector. ACE is an important means for women to enter into and engage in lifelong learning, in an environment that encourages social engagement and can lead to new opportunities in the labour market.

Decision-making that ensures equity of access and participation

- a. The Government and Ministry of Education must review their appointments processes for decision-making bodies such as councils, boards, and advisory groups to ensure that there is equitable participation of women.
- b. TEIs need to review their appointments processes for decision-making bodies such as councils, advisory groups or working parties to ensure that there is equitable participation of women.

³ Ministry of Education. 2013. Student Loan Scheme Annual Report 2012/13, page 39.