AGENDA PAPERS

NOTICE OF COUNCIL MEETING

Notice is Hereby Given that a Meeting of the Council of Auckland University of Technology will be held:

Council Room, Level 7, WA Building, AUT City Campus
On: Monday, 29 April 2024

FROM: 3.30 – 6.00 PM

Andrea Vujnovich
COUNCIL SECRETARY

AUCKLAND UNIVERSITY OF TECHNOLOGY COUNCIL

Chancellor　　　　　　**Rob Campbell**
Appointed by Council

Pro-Chancellor　　　　**Sussan Turner**
Appointed by the Minister of Education

Members　　　　　　　**Professor Damon Salesa**
Vice-Chancellor of the Auckland University of Technology

Peter Treacy
Appointed by the Minister of Education

Janine Smith
Appointed by the Minister of Education

Sina Wendt
Appointed by the Minister of Education

Alicia Lemmer
Appointed by the Auckland University of Technology Student Association

Leo Foliaki
Appointed by Council

Marama Royal
Appointed by Council

Welby Ings
Elected by the Academic Staff of the Auckland University of Technology

Lani Thomson
Elected by the Professional Staff of the Auckland University of Technology

PART A
OPEN AGENDA

COUNCIL PART A OPEN AGENDA

Council Agenda Part A (Open Agenda)
Monday 29 April 2024 at 3.30 pm to be held in the Council Room, Level 7, WA Building, AUT City Campus

Karakia		
Mihi – Chancellor		
1. **Welcome, Apologies and approval of agenda**	The **Chancellor moves** that apologies be **noted** and that **Council approve** the assignment of agenda items to Part A and Part B of the Council agenda.	
2. **Declaration/Recording of any Interests**	2. The attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.	The **Chancellor moves** that the declarations if any be noted and the action taken be **endorsed.**
3. **Constitutional Matters, Conferment of Degrees, and Policy**	3.1 Noting Chancellor delegation – Granting, Rescinding, Revoking and Amending Qualifications – March and April 2024.	The **Chancellor moves** that the following be **approved:** • See item 3.1
4. **Council Meetings**	4.1 (a) Council Meeting Draft Minutes Part A 26 February 2024. (b) Council AGM Draft Minutes 26 February 2024. 4.2 Matters arising from the Minutes Part A of the Council Meeting, 26 February 2024 not elsewhere on the agenda.	The **Chancellor moves** that: (a) the Minutes Part A of the Council Meeting held on 26 February 2024; and (b) the Minutes of the Council AGM held on 26 February 2024; be taken as **read** and **confirmed**.
5. **Vice-Chancellor's Report**	5. Vice-Chancellor's Report.	The **Chancellor moves** that the Vice-Chancellor's Report be **received**.
6. **Chancellor's Report**	6. Chancellor's Report.	The **Chancellor moves** that the Chancellor's Report be **received.**

7. **Reports from Boards, Committees and Working Groups to Council**	7. Reports and Minutes from the Academic Board, 26 February and 25 March 2024	The **Chancellor moves** that **Reports** and **Minutes** from the **Academic Board**, 26 February and 25 March 2024 be **received**.
8. **Health, Safety, and Wellbeing Reports**	8. Health, Safety & Wellbeing Report March 2024	The **Chancellor moves** that the Health, Safety and Wellbeing Report March 2024 be **received.**
9. **Te Tiriti**	9. No report.	
10. **Strategic Reports**	10. No report.	
11. **Student Success**	11. No report	
12. **Correspondence referred by the Chancellor**	12. 12.1 Letter from the Minister for Tertiary Education and Skills the Hon Penny Simmonds - Establishment of a University Advisory Group dated 27 March 2024.	The Chancellor **moves** that Letter from the Minister for Tertiary Education and Skills dated 27 March 2024 be **received.**
13. **Other matters arising for decision or noting**	13.1 Update from the President of AUTSA.	The **Chancellor moves** that the Update from AUTSA be **received**.
	13.2 Update from the Council Member elected by the Academic Staff of the Auckland University of Technology	The **Chancellor moves** that the Update from the Council member Elected by the Academic Staff of the Auckland University of Technology be **received**.
	13.3 Update from the Council Member elected by the Professional Staff of the Auckland University of Technology	The **Chancellor moves** that the Update from the Council member Elected by the Professional Staff of the Auckland University of Technology be **received**.
	13.4 Disability Action Plan	The **Chancellor moves** that the Disability Action Plan be **endorsed**.
14. **Items moved from Part B of the agenda to Part A and General Business**		

PUBLIC EXCLUSIONS

The Chancellor moved that the public be now excluded from Part B of this meeting, and that the following matters be discussed without public disclosure. This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and section 9 of the Official Information Act, as the case may require, which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting AND THAT W Lawson, L Williams, A Vujnovich and R Nottingham be permitted to remain at this meeting, after the public has been excluded, because of their knowledge of the matters to be discussed in the proceedings while the public are excluded. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to these matters because they relate to aspects of the administration of AUT for which those persons are responsible.

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter. The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA identified below.	Ground(s) under section 48(1) LGOIMA for the passing of this resolution
15. Council Meeting Part B of the meeting held on 26 February 2024	s 9(2)(b)(ii), s 9(2)(i), 9(2)(k)	7(2)(f)(i), 7(2)h), 7(2)(i), 7(2)(j)
16. Report from AUT Ventures	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
17. Report from AUT Millennium	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
18. Report from AUT Ethics Committee	s 9(2)(a), 9(2)(b)(ii), s 9(2)(i), 9(2)(g)(i)	s7(2)(a), 7(2)(c), 7(2)(j), 7(2)(F)(i), 7(2)(f)(ii)
20.1 Draft Minutes of Finance and Audit Committee held on 22 April 2024 & 20.2 Draft Minutes of the People and Culture Committee held on 22 April 2024	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
21 Items moved from part A to Part B	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
22. Other Business	9(2)(a)	7(2)(a)

	Part A	
	OPEN AGENDA ITEM	3.1

<u>Council Agenda Paper</u>

Subject: **GRANTING, RESCINDING, REVOKING AND AMENDING QUALIFICATIONS – MARCH AND APRIL 2024**

Date: **14 March 2024 / 11 April 2024**

RECOMMENDATION:

THAT COUNCIL NOTE THAT THE CHANCELLOR HAS EXERCISED A DELEGATION UNDER THE COUNCIL DELEGATION POLICY AND IN ACCORDANCE WITH THE GENERAL ACADEMIC STATUTE AND SECTION 283 OF THE EDUCATION AND TRAINING ACT 2020 TO:

1. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 MARCH AND APRIL MONTHLY CORPORATE CYCLE ON 14 MARCH AND 11 APRIL;*

2. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 MARCH AND APRIL MONTHLY CERTIFICATE CYCLE ON 14 MARCH AND 11 APRIL;*

3. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2024 MARCH AND APRIL CERTIFICATE OF PROFICIENCY (COP) CYCLE ON 14 MARCH AND 11 APRIL;*

4. *RETROSPECTIVELY GRANT A QUALIFICATION TO THE GRADUAND ON THE ATTACHED SCHEDULE BACKDATED TO 22 MARCH 2001;*

5. *REVOKE QUALIFICATIONS FOR THE STUDENTS ON THE ATTACHED SCHEDULE AHEAD OF THE MARCH AND APRIL CORPORATE CYCLE ON 14 MARCH AND 11 APRIL.*

The schedules are in supplementary papers.
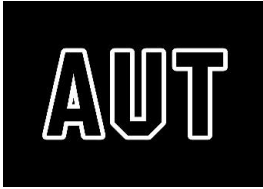
	PART A	4.1
	OPEN AGENDA ITEM	

Council Agenda Paper

Subject: Minutes of Part A of the Council Meeting held on 26 February 2024

Date: **29 February 2024**

Author: **A Vujnovich**

RECOMMENDATION:

THAT THE MINUTES OF THE AGM HELD ON 26 FEBRUARY 2024 AND THE MINUTES OF PART A OF THE COUNCIL MEETING HELD ON 26 FEBRUARY 2024 BOTH BE CONFIRMED AS A TRUE AND CORRECT RECORD OF THOSE MEETINGS

AUT

MINUTES

Annual General Meeting

Held on Monday 26 February 2024 from 3.30 – 3.45 pm
Council Room, Level 7, WA Building, AUT City Campus

PRESENT:	R Campbell (Chair); D Salesa; L Foliaki; S Turner; P Treacy; M Royal (via Teams); J Smith; S Wendt; W Ings; L Thomson; A Lemmer.
SECRETARY:	A Vujnovich, Council Secretary R Nottingham, Minute taker
IN ATTENDANCE:	W Lawson (Deputy Vice-Chancellor Academic), L Williams (AVC Finance and Infrastructure and Chief Financial Officer), S Davies (Group Director, People & Culture) and F Henare (Director, Health & Safety).

The Pro-Chancellor opened the meeting with a Karakia.

1   APOLOGIES AND WELCOME

THAT APOLOGIES FOR ABSENCE FROM R BLAIR BE RECEIVED AND APOLOGIES FOR LATENESS FROM M ROYAL BE RECEIVED.

2   INITIAL ITEMS

2.1   Declaration/Recording of Any Relevant Interests

Members were referred to the Council Policy on Council Member's Interests, which are set out in the Council Policies and Statutory Documents Handbook.

3   CONSTITUTIONAL MATTERS
3.1   ELECTION OF OFFICERS, CHAIRS AND MEMBERS OF COUNCIL COMMITTEES

3.1.1   Election of Chancellor and Pro-Chancellor

The Pro-Chancellor took the Chair.

Rob Campbell was nominated for the position of Chancellor.

Resolved
1.   *THAT THE NOMINATION OF ROB CAMPBELL AS CHANCELLOR OF AUT BE RECEIVED;*
2.   *THERE BEING NO FURTHER NOMINATIONS FOR THE POSITION OF CHANCELLOR, THAT THE NOMINATIONS FOR CHANCELLOR BE CLOSED; AND*
3.   *THAT ROB CAMPBELL BE ELECTED AS CHANCELLOR OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY IN 2023.*

The Chancellor resumed chairing the meeting.

Sussan Turner was nominated for the position of Pro-Chancellor.

Resolved
1. *THAT THE NOMINATION OF SUSSAN TURNER AS PRO-CHANCELLOR BE RECEIVED;*
2. *THERE BEING NO FURTHER NOMINATIONS FOR THE POSITION OF PRO-CHANCELLOR, THAT THE NOMINATIONS FOR PRO-CHANCELLOR BE CLOSED;*
3. *THAT SUSSAN TURNER BE ELECTED AS PRO-CHANCELLOR OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY IN 2023.*

3.1.2   Election of Council Secretary and Returning Officer
Andrea Vujnovich was nominated as Council Secretary and Returning Officer.

Resolved
THAT ANDREA VUJNOVICH BE APPOINTED COUNCIL SECRETARY AND RETURNING OFFICER.

3.1.3   Council Executive Committee
Resolved
THAT THE COUNCIL EXECUTIVE COMMITTEE COMPRISE:
- *THE CHANCELLOR (CHAIR)*
- *THE PRO-CHANCELLOR*
- *THE VICE-CHANCELLOR*
- *CHAIR OF FINANCE AND AUDIT COMMITTEE*
- *CHAIR OF PEOPLE AND CULTURE COMMITTEE*
- *OTHER MEMBER(S) OF COUNCIL APPOINTED BY THE CHANCELLOR*

3.1.4   Council Finance and Audit Committee
Resolved
THAT THE COUNCIL FINANCE AND AUDIT COMMITTEE COMPRISE:
- *P TREACY (CHAIR)*
- *R CAMPBELL*
- *J SMITH*
- *L FOLIAKI*

3.1.5   Council People and Culture Committee

Noted in discussion:
- Proposal to include the two Council members elected by University staff on the Committee;
- Proposal accepted subject to acknowledgement in the terms of reference that there may be agenda topics or meetings that required such members to abstain from an item or a meeting;
- Membership would be reviewed annually and inclusion of staff elected members likely to be regarded positively by the wider University community.

Resolved
THAT THE COUNCIL PEOPLE AND CULTURE COMMITTEE COMPRISE:
- *S TURNER (CHAIR)*

- *R CAMPBELL*

- *R BLAIR*

- *M ROYAL*

- *S WENDT*

- *W INGS*

- *L THOMSON*

3.1.6   Council Nominations Committee

<u>Resolved</u>

THAT THE COUNCIL NOMINATIONS COMMITTEE COMPRISE:
- *THE CHANCELLOR (CHAIR)*

- *THE PRO-CHANCELLOR*

- *THE VICE-CHANCELLOR*

3.1.7   Council Honours Committee

<u>Resolved</u>

THAT THE HONOURS COMMITTEE COMPRISE:
- *THE CHANCELLOR (CHAIR)*

- *THE PRO-CHANCELLOR*

- *THE VICE-CHANCELLOR*

- *THE PERSON ELECTED TO COUNCIL BY THE PROFESSIONAL STAFF*

- *THE PERSON ELECTED TO COUNCIL BY THE ACADEMIC STAFF*

- *THE PERSON APPOINTED TO COUNCIL BY THE AUCKLAND UNIVERSITY OF TECHNOLOGY STUDENT ASSOCIATION*

3.1.8   Vice-Chancellor's Employment Agreement Committee

<u>Resolved</u>

THAT THE VICE-CHANCELLOR'S EMPLOYMENT AGREEMENT COMMITTEE COMPRISE:
- *THE CHANCELLOR (CHAIR)*

- *THE PRO-CHANCELLOR*

- *THE CHAIR OF FINANCE AND AUDIT COMMITTEE*

3.1.9   Auckland University of Technology Ethics Committee

<u>Resolved</u>

THAT MARION JONES BE APPOINTED TO THE AUCKLAND UNIVERSITY OF TECHNOLOGY ETHICS COMMITTEE

3.2   Committee Terms of Reference

<u>Received:</u>

Proposed Committee Terms of Reference

<u>Noted in discussion:</u>

- Support for the terms of reference subject to including member attendance expectation that a review be carried out if a member misses more than two consecutive meetings of the regular scheduled Committees;
- Attendance expectation would apply to both Council and Committee meetings;
- A further review of Committee terms of reference and membership was likely following adoption of the new AUT strategy under development.

Action: Management to amend the terms of reference for the Council Finance & Audit Committee and People & Culture Committee to reflect member attendance expectations.

Resolved
THAT THE TERMS OF REFERENCE FOR EACH COMMITTEE BE APPROVED SUBJECT TO INCLUSION OF MEMBER ATTENDANCE EXPECTATIONS IN THE COUNCIL FINANCE & AUDIT COMMITTEE AND PEOPLE & CULTURE COMMITTEE.

4   OTHER MATTERS FOR DISCUSSION

4.1   Amendments to and Retirement and Repeal of Council Policy and Statute

Received
Paper recommending amendments to Council policy.

Noted in discussion:
- Amendments provided rules for situations that could arise in member election processes;
- Other university processes had been reviewed to ensure good practice;
- Support for the clarity of the rules which afforded low key, fair and informed elections.

Resolved
THAT COUNCIL:
   1. *APPROVE COUNCIL STATUTE 4 COUNCIL MEMBERSHIP STATUTE AND COUNCIL ELECTIONS PROCEDURES; AND*
   2. *REPEAL COUNCIL MEMBERS APPOINTMENT STATUTES 2017; AND*
   3. *RETIRE COUNCIL POLICY NO: 04 WORKING GROUPS AND STANDING COMMITTEES.*

5   CLOSE OF MEETING

The meeting closed at 3:49 pm with a karakia led by the Vice Chancellor.

CONFIRMED AS A TRUE AND CORRECT RECORD

_____   _____
       Chancellor
                                                                 Date

CONFIDENTIAL

MINUTES

Council Meeting

Meeting held 26 February 2024 at 3.45 pm
Council Room, City Campus, Wellesley Street, Auckland

PRESENT:	R Campbell (Chair), D Salesa, J Smith, P Treacy; M Royal (via Teams); L Foliaki; S Wendt; S Turner; W Ings; L Thomson; A Lemming.
SECRETARY:	A Vujnovich, Council Secretary R Nottingham, Minute Taker
IN ATTENDANCE:	W Lawson (Deputy Vice-Chancellor Academic); L Williams (Chief Financial Officer and AVC Finance and Infrastructure); S Davies (Group Director – People & Culture) and F Henare (Director Health & Safety & Wellbeing) - Item 8.1;
IN APOLOGY:	R Blair

PART A OPEN AGENDA
The meeting was opened with a karakia led by the Vice Chancellor.

1   WELCOME, APOLOGIES AND APPROVAL OF AGENDA ITEMS

Resolved
1.   *THAT AN APOLOGY FOR ABSENCE FROM R BLAIR BE RECEIVED.*
2.   *THAT THE ASSIGNMENT OF AGENDA ITEMS TO PART A AND PART B OF THE COUNCIL AGENDA BE APPROVED.*

2   DECLARATION/RECORDING OF INTERESTS
The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.

Resolved
THAT THE DECLARATIONS BE NOTED AND THE ACTIONS TAKEN BE ENDORSED.

3   CONSTITUTIONAL MATTER, CONFERMENT OF DEGREES AND POLICY
3.1 Granting, Rescinding, Revoking and Amending Qualifications – December 2023
Received
Memorandum for Granting of Qualifications – December 2023

Resolved

THAT COUNCIL NOTE THAT THE CHANCELLOR HAS EXERCISED A DELEGATION UNDER THE COUNCIL DELEGATION POLICY AND IN ACCORDANCE WITH THE GENERAL ACADEMIC STATUTE AND SECTION 283 OF THE EDUCATION AND TRAINING ACT 2020 TO:

DECEMBER 2023:
1. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2023 SUMMER GRADUATION ON 12 - 13 DECEMBER.*
2. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2023 SUMMER OFFSHORE CYCLE ON 13 DECEMBER.*
3. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2023 DECEMBER MONTHLY AND CERTIFICATE OF PROFICIENCY (COP) CERTIFICATE CYCLE ON 12 DECEMBER.*
4. *REVOKE QUALIFICATIONS FOR THE STUDENTS ON THE ATTACHED SCHEDULE AHEAD OF THE 2023 SUMMER GRADUATION ON 12 - 13 DECEMBER.*

4 COUNCIL MEETINGS AND MINUTES OF PREVIOUS MEETING(S)

4.1 Minutes of the previous meeting

Received

Draft Minutes (Part A), of the Council meeting held on 4 December 2023

Resolved

THAT THE MINUTES (PART A) OF THE COUNCIL MEETING HELD ON 4 DECEMBER 2023 BE TAKEN AS READ AND CONFIRMED AS A TRUE AND CORRECT RECORD.

4.2 Matters Arising

There were no matters arising from the Minutes (Part A), of the Council meeting of 4 December 2023 not elsewhere on the agenda.

5 VICE CHANCELLOR'S REPORT

Received

Vice Chancellor's Report

Noted in discussion

- Strong domestic student numbers expected, helped by improved return rates of students;
- Risk to New Zealand universities' revenues and reputation with ongoing delays in processing 3,500 international students' visas, putting New Zealand at a disadvantage to other countries;
- Sector concern regarding international student visas had been escalated to the Deputy Secretary Immigration who had allocated short term additional resource to assist, but would not clear the backlog;
- Support for Management's constructive approach to this matter but Council recorded its deep concern of inability of the Immigration Department to resource and facilitate timely processing of international students' visas;
- Government's education policies were yet to be made clear, though no new funding was expected for universities, making international students a key driver of financial sustainability;
- Delays in Government budget processes created uncertainty for AUT in the next six months, noting better outcomes were expected in 2025;
- Challenge and time required to rebuild credibility lost through visa delays, particularly in a competitive market;
- Key Performance Indicators would be reviewed for value and accountability following finalisation of the new AUT strategy;

- Sustainability of current permanent staff numbers following the Financial Recovery Programme, noting Management continued to review appropriateness and opportunities to optimise, and the new strategy would also provide direction once finalised.

Resolved
THAT THE VICE-CHANCELLOR'S REPORT BE RECEIVED.

6   CHANCELLOR'S REPORT
Verbal report
- The warm welcome to AUT provided to students through powhiri conducted by AUT's Māori Students Association Titahi Ki Tua, should be acknowledged formally by Council;
- Encouraged Council members to explore the impressive array of new events and initiatives across AUT, including a world-class dental training facility that served local children at AUT South;
- Acknowledged the contribution of UniPrep to student readiness, now in its tenth year.

Action point: Management to draft letter of thanks to Titahi Ki Tua on behalf of Council.

Resolved
THAT THE CHANCELLOR'S VERBAL REPORT TO COUNCIL BE RECEIVED.

7   PART A – REPORTS FROM BOARD, COMMITTEES AND WORKING GROUPS OF COUNCIL
7.1   Academic Board Reports and Minutes, 27 November 2023

Received
Academic Board Report and Minutes, 27 November 2023

Resolved
THAT THE ACADEMIC BOARD REPORT AND MINUTES OF THE MEETING HELD ON 27 NOVEMBER 2023 BE RECEIVED.

8   HEALTH, SAFETY AND WELLBEING REPORT
8.1   Health, Safety and Wellbeing Report, January 2024
Received
Health, Safety and Wellbeing Report, January 2024

Noted in discussion
- Fred Henare, the Health, Safety & Wellbeing Director had commenced work at AUT with a focus on five key areas;
- Improved alignment between Estates and Health, Safety & Wellbeing.

Resolved
THAT THE HEALTH SAFETY AND WELLBEING REPORT FOR JANUARY 2024 BE RECEIVED.

9   TE TIRITI REPORT
No report.

Noted in discussion

- Allocation of responsibilities to ensure progress of Te Aronui during the Te Tiriti specialist time on paternity leave;
- Business case approved for Te Aronui to fund training over next three years;
- Process to recruit the new DVC Māori, with role to be advertised in next two or three months;
- Te Tiriti workshop for Council would take place in or around April.

10   STRATEGIC REPORTS
No report

11   STUDENT SUCCESS
No report

12   CORRESPONDENCE REFERRED BY THE CHANCELLOR
None

13   OTHER MATTERS FOR DECISION OR NOTING
13.1   Update from AUTSA

Verbal Update
- Successful start to the semester with students embracing orientation week creating positive campus environment;
- AUTSA launching its new student representation processes to ensure student voice in faculties.

Resolved
THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE PRESIDENT OF AUTSA

14   GENERAL BUSINESS AND ITEMS MOVED FROM PART B TO PART A
None

RESOLUTION TO EXCLUDE THE PUBLIC
The Chancellor moved that the public be now excluded from Part B of this meeting, and that the following matters be discussed without public disclosure. This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and section 9 of the Official Information Act, as the case may require, which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting **AND THAT** W Lawson, L Williams, A Vujnovich and R Nottingham be permitted to remain at this meeting, after the public has been excluded, because of their knowledge of the matters to be discussed in the proceedings while the public are excluded. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to these matters because they relate to aspects of the administration of AUT for which those persons are responsible.

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter. The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under section 9 of the OIA identified below.	Ground(s) under section 48(1) LGOIMA for the passing of this resolution
15.	s 9(2)(b)(ii), s 9(2)(i), 9(2)(k)	7(2)(f)(i), 7(2)h), 7(2)(i), 7(2)(j)

Minutes Part B of the Special Council meeting – 4 December 2023		
22. Other Business	s 9(2)(b)(ii), s 9(2)(i) and s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)

DRAFT

NO.	COUNCIL MEETING RAISED	ACTION	WHO	TARGET DATE STATUS/
01	29 May 2023	**8.1. Health, Safety & Wellbeing Reports,** • It was noted that health and safety reporting is often through different divisions of the University and not necessarily, through the health and safety division. The estates and health and safety reporting platforms, require integration, and an update will be provided to Council.	Director Health, Safety & Wellbeing	Actioned – refer update below
02		**9. Te Tiriti Report** • A Te Tiriti workshop will be scheduled for Council (Note: related to action #7 below).	Valance Smith - Kaihautu Tiriti	Deferred June - July 2024
03	25 September 2023	**10.1 Report on the Research Plan – Rautaki Rangahau - 2023 – 2028** • Management to provide Council with an update on progress of the Research Plan at six-monthly intervals.	Mark Orams – DVC Research	May 2024
04		**11. Student Success** • Management to provide information and metrics on student experience in the next update on Ki Uta Ki Tai to Council.	Wendy Lawson – DVC Academic	December 2023
05	30 October 2023	**4.2 Matters Arising** • Management to work with Council members to develop programme for a Council retreat in early 2024, potentially at North or South Campus.	Council Secretary	June 2024
07		**9 Te Tiriti Report** • Management to develop and diarise Te Aronui training sessions for Council members, dates to be scheduled as soon as possible. (Note: related to action #2 above).	Valance Smith - Kaihautu Tiriti	June – July 2024
10	4 December 2023	**10.1 Pacific at AUT** • Pacific at AUT plan to be presented to Council in 2024	Jacoba Matapo – PVC Pacific	September 2024
11	26 Feb 2024	**6 Chancellor's Report** • Management to draft letter of thanks to Titahi Ki Tua on behalf of Council.	Actioned Head of the VCO	April 2024

Updates

Action Item #1 - 8.1. Health, Safety & Wellbeing Reports:

Management response:

- The AUT Council highlighted last year the issue of disconnect between the Health, Safety and Wellbeing function and the Estates division, making it clear that "a workplace has to have one champion of Health and Safety, not two".
- People and Culture has reviewed the current state with Estates which has identified gaps in both reporting, consistent application of AUT HSW policy by the HSW team and operational HSW activities in Estates which were not integrated with the broader HSW work programme and reporting. A solution has been co-created and agreed.
- The solution includes establishing a 'HSW Specialist – Estates' role in the HS&W team to ensure the alignment and single point of accountability across AUT for Health Safety and Wellbeing. The role addresses the previous gaps (above) and coordinates with Estates Service Level, HSW activities with the broader HSW work programme and reporting.
- The position allows for some flexibility and sharing of workload to address peaks in either work programme and allows for more detailed monitoring and assurance at an AUT level of what have until now been internal (to Estates) "operational" matters.
- The establishment of the HSW Specialist role will also provide a consistent single point of contact for advice and support to ensure alignment and integration of both Policy and Processes across AUT. This includes in the risk management space given the current concerns raised in Estates with regard to the state of infrastructure and the potential impacts on the HSW of our people including both staff and students.
- Estates will retain an H&S role focussed on the operational aspects of health and safety within the Estates organisation to develop and implement processes and procedures to meet AUT policies and protocols.
- Work has already begun to integrate Estates into the broader HSW work programme through their inclusion in the current School of Science Hazardous Substances and Biological Containment Working Group and the invitation for Estates personnel to attend Hazardous Substances and Biological Containment training to better understand the potential risk of related emergencies and the associated facilities issues.

AUT

NOTES

AUT STRATEGY UPDATE & DISCUSSION
29 February 2024 at 9.00 am

PRESENT:	R Campbell (Chair); D Salesa; J Smith; P Treacy (via Teams); M Royal; L Foliaki; S Wendt (via Teams); W Ings; L Thomson; A Lemming.
SECRETARY:	A Vujnovich, Council Secretary R Nottingham, Minute Taker
IN ATTENDANCE:	W Lawson (Deputy Vice-Chancellor Academic); L Williams (Chief Financial Officer and AVC Finance and Infrastructure); M Skinner (Group Director Strategy & Planning).

STRATEGY UPDATE PAPER & DISCUSSION

M Skinner and the Vice Chancellor presented the AUT Strategy Update. They highlighted:

- Strategy superseding AUT Directions which was out of date, growth not achievable and Covid 19;
- Seeking outcomes-focussed strategy that was distinctive, bold and ambitious;
- Reminder on strategy process and timeline to date including consultation;
- Themes from the consultation included:
  - AUT as Aotearoa's University of Technology, applied knowledge of technology and proximity to employers and industry;
  - AUT as the university of opportunity, enabling diversity of learners across all different measures, reflecting the city and communities AUT serves – a civic angle;
  - Importance of Te Tiriti to support cultural shift and increased cultural capacity and capability;
  - Graduate knowledge skills and capabilities fit for future industries/employees such as critical thinking, creativity;
  - Focus on applied research and partnerships with, but beyond, industry;
  - Climate change and sustainability literacy – need to be bolder in this and enabling students to contribute positively to society;
  - Opportunity to make lasting contribution in the Pacific, managing tension between global orientation vs planet impact;
  - Importance of people relationships within AUT, students and staff, and being genuinely student centred required greater flexibility;
  - Greater recognition of staff success and central support for building partnerships,
- Proposal for strategy being encapsulated by a te kete aronui framework and approach to strategy, weaving together desired outcomes, Te Tiriti, people and activities (learning, teaching and research), though people had to be at the centre/underpinning it all;
- External engagement ongoing and different channels to manage short timeline, including interviews with medium and large employers and alumni;
- Draft strategy to be circulated to Council inviting all feedback, to be posted via Diligent, before final approval on 29 April.

Noted in discussion
- AUT's work-placement differentiation has been lost and was, and should be at core of what AUT does;

- Industry placements a differentiator, but lack of payment to students while undertaking them creates financial difficulty for many;
- Enabling placements is a constant negotiation process with the large number of private organisations (outside public health sector) with AUT having little control, but opportunity to reframe placements as cost effective recruitment by converting interns to employees. AUT seeking to move to more coordinated approach, and with lack of large corporates in NZ, pursue opportunity to partner with smaller businesses should be pursued;
- The need for clarity on the intended audience for the strategy - directed towards one audience works better. People who will be key to delivering the strategy, so primary audience likely to be staff. Strategy will also provide clarity to other plans and should underpin decision-making and allocation of resources;
- Languaging of the strategy needs to reflect the audience's input so they see themselves in it;
- Support for succinct strategy which enables improved alignment and visibility for staff on how they contribute to it;
- Next level of conversation should be about where AUT is in its objective to be distinctive: need to be brutally honest with ourselves on where we at so we can take the right action;
- Is the culture the point of difference, the strategy is the enabler to make it happen: what is relationship of strategy and culture? AUT has been keen to show/prove its university status and show convergence with other NZ unis, and now is right time to focus on how to be distinctive;
- Challenge to AUT is Te Pukenga, edging into our space was an area of risk, but that has reduced as TP unlikely to be resourced to do that;
- Supported move away from focus on growth, but would like to strengthening commitment to free speech and more explicit bravery to exchange ideas and hear different ideas;
- Talk about city of Auckland, but is actually group of cities; need to be careful of concept of city, it is where we are based but need to be appealing to students throughout NZ or Oceania, or via online offerings;
- Reality of (economic) dependence on international students, but is there a need to re-define/refine why we want international students and what we offer to them and what they offer to AUT beyond revenue. E.g. International students add value to our students who are less resourced for international experience, so bringing in international students to AUT is a means to broaden domestic students experiences and insights;
- Reasons why international students choose Aotearoa/ AUT. Many come here as can be free to talk here in NZ, "intellectual refugees"; we are safe place to think and develop thought – should examine who comes here and why; the world is not safe for a lot of thinking – what is that we offer international students that is so specific – what is hidden in plain sight?
- Aotearoa is a high immigration country – be mindful of using the international student term in binary way; different types of "international students", those schooled here, onshore international students and a high proportion of percent of students where English second language. Also need to attract and retain international staff who aspire to work in intellectual international organisation as knowledge is an international endeavour – need to be clear what our focus is;
- Tensions with global/international aspirations with sustainability, seeking to answer this through "Our place in the world". We believe we are "Auckland's university" – a civic space – we are a civic university and arena for ideas and thinking - difficult to resolve and need to give strong steer;
- Aotearoa university of technology – that is the point of difference as is our story as is the whenua where this City isbuilt upon - Ngāti Whatua Orakei tupuna gifted this piece of whenua that was tuku (a gift) under the korowai of manaaki – this is a powerful story for AUT to share;
- Reference re alumni network needs to be strengthened to reflect that opportunity for funding;
- Acknowledged work of Executive to get to this point and support for process and direction of strategy;
- Chancellor will seek an alternative date for Council retreat, potentially before finalisation of strategy;
- Strategy should be referred to and help inform organisational decisions including Council;
- Suggest Management consider alternative terms to kete, to something stronger such as whariki – mat which is stronger, or kōtui or ??hauhia ??which is a means of lashing of waka together.

DRAFT

23
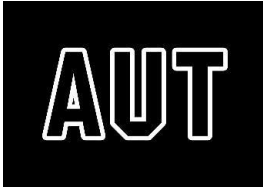
PART A OPEN AGENDA ITEM	**5**

Council Agenda Paper

Subject: **VICE-CHANCELLOR'S REPORT**

Date: **24 April 2024**

RECOMMENDATION:
THAT THE VICE CHANCELLOR'S REPORT BE RECEIVED

The report will be sent under separate cover.

	PART A	
AUT	**OPEN AGENDA ITEM**	**6**

Council Agenda Paper

Subject: **Chancellor's Report**

Date: **29 April 2024**

RECOMMENDATION:

THAT COUNCIL RECEIVE THE CHANCELLOR'S VERBAL REPORT

PART A OPEN AGENDA ITEM	7

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Council Agenda Paper

Subject: **Report from Academic Board**

Date: **15 March 2024**

RECOMMENDATION:

THAT COUNCIL RECEIVE THE ACADEMIC BOARD REPORTS AND MINUTES OF THE MEETING HELD ON 26 FEBRUARY 2024 AND 25 MARCH 2024

The minutes are in supplementary papers.

Academic Board Report to Council

Meeting held 25 March 2024

Strategic Matters and Policy Developments

- **Te Aronui/Aronui Ora**
  An overview of Aronui Ora, the professional development programme piloted in 2023, was provided. The six workshop components and how they are interwoven were outlined and the programme's strategic alignment with the new Strategy, Ki Uta Ki Tai and Rautaki Rangahau was explained. Funding has been allocated for three years and 270 places across the university will be offered each year. A digital platform will be created for a self-paced online offering in 2025.

  Comments from Academic Board members included: the value of a teams-based approach within the programme to enable groups to work together; provision of a student version of the programme once staff capacity has been built; and, the pilot of the course UNI101, delivered within UniPrep, was underpinned by Te Aronui.

- **Towards an Assessment Policy**
  While there have been in depth discussions about aspects of assessment in recent years, such as examinations, how to proceed with assessment during a pandemic and AI in assessment, the University has never had an Assessment Policy. Different approaches to assessment have developed across the University and the resultant inconsistency prompted the work undertaken towards an Assessment Policy.

  The development process undertaken was outlined. The Principles (foundation), Policy (what must be done, each statement linked to a principle) and Procedures (how it will be done) are designed to fit AUT's context and bring practice into line with contemporary approaches to assessment design. The aim is for a consistent and programme-based approach to assessment which will retain sufficient flexibility to accommodate all faculties whilst giving consistency to students. Alignment with, and enactment of, Te Tiriti o Waitangi and Te Aronui within the Principles, Policy and Procedures and was explained.

  Implementation of the Policy and will be managed by the Transformation Management Office. Professional development is planned for the next 18 months with the Office of Learning, Teaching and Educational Development (LTED) developing modules and working with targeted areas on assessment design.

  The draft policy was well received, and its 'bravery' commended. Comments from Academic Board members included: the need for clarity around 'authentic' assessment; assessment can be related to the culture people are in and is not merely setting and assessing tasks; the role of ethical use of AI and workplace use of generative AI; and, reconsideration/tidying of existing related documents referred to in the Policy and Procedures.

Committees of Academic Board

- Academic Board approved the inclusion of an additional clause in the General Academic Regulations for Doctoral degrees. This relates to payment of appropriate additional fees for an extension on a pro-rata basis where time limits are exceeded.

Other - nil

Academic Board Report to Council

Meeting held 26 February 2024

Strategic Matters and Policy Developments

- **Proposed AUT Research Entities Framework**
  The Deputy Vice-Chancellor Research presented an overview of the proposed Research Entities Framework. The four tiers of the hierarchical structure were outlined, particularly Tier 4 which is aligned with five trans-disciplinary and cross-faculty research themes/areas of research focus that AUT will be known for.

  Points raised by Academic Board members included: the appropriateness of the title of Tier 4 – Pou Herenga Waka; two of the five Tier 4 teams are pre-determined, namely the Māori Research Network and the Moanaroa Pacific network; the visibility of solo researchers in the creative sector who do not work in teams or are part of professional teams and where they fit within the framework; the impact of the framework on existing entity directors with roles specified in employment contracts; and, inclusion of both experienced and emerging researchers as well as research students in order to build capability.

  The framework consultation period has been extended to the end of March. Board members were encouraged to engage research leaders, emerging researchers and staff across their networks and portfolios in discussion about the framework and to make submissions.

- **Imagine AUT**
  The Director, Strategy and Planning provided an overview of outcomes consulted on as part of the development of the new strategy and an update on the themes that have arisen.

  Comments from Academic Board members included: a desire for the document to give staff more direction around what being a university of technology means in a practical sense; being a university of opportunity but also a top provider in particular areas creates a tension; and, there is a need to ensure the document portrays AUT as distinctive from other universities but also how it fits into the landscape.

Committees of Academic Board

- Academic Board <u>endorsed</u> the proposed AUT Research (Co)Authorship Protocol.

Other - nil

Part A	8
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: **HEALTH, SAFETY & WELLBEING REPORTS**

Date: 12 April 2024

RECOMMENDATION:

THAT COUNCIL RECEIVE THE HEALTH, SAFETY AND WELLBEING REPORTS FOR MARCH 2024

AGENDA ITEM	

AUT COUNCIL
Agenda Paper

Subject: **Health, Safety & Wellbeing March Month Report**

Date: **April 2024**

From: **Fred Henare, Director Health Safety and Wellbeing**

RECOMMENDATION:

THAT THE AUT COUNCIL RECEIVE THE HSW REPORT FOR MARCH 2024

Health, Safety & Wellbeing Report

HSW Executive Summary

The HSW Team are actively working in several key areas:
- Developing the HSW Governance Framework for AUT
- Addressing psychosocial risks in the workplace and developing policies and protocols to better support staff
- Reviewing and refining our risk management processes to get better engagement and more meaningful results.
- Actively following up on higher risk incidents particularly where we share HSW responsibilities with other PCBU's.
- Supporting the School of Science Working Group to address Hazardous Substance and Biological Containment compliance programmes of work.

Events Summary

Accident, Incident, and Near Miss summary:
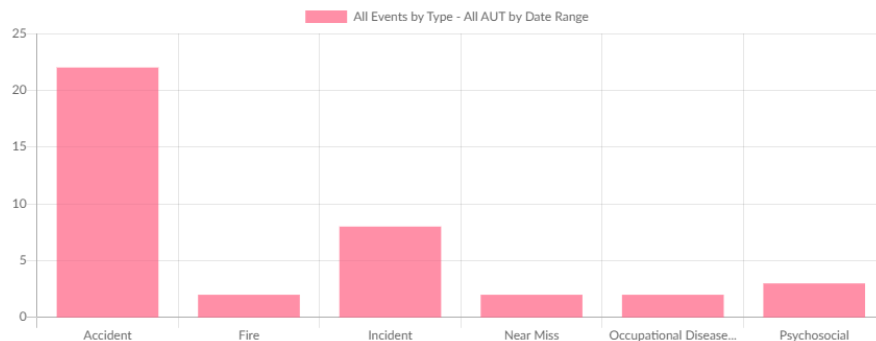
Key Events reported to the Health, Safety and Wellbeing team in March included:

- A passenger on the AUT shuttle bus reported a driver on two separate occasions over a week, appeared to fall asleep at the wheel. The driver crossed into another lane nearly hitting a car. The HSW team notified Estates and contacted Transit (the bus owner). The driver is under review and will no longer work on AUT runs. The completed investigation results will be forwarded to the HSW team.

- Nursing student was kicked in the chest by a patient whilst on a placement. We are working with the faculty to gain more information about the injuries received and status of investigation from placement.

- Nursing student and social worker were pushed from behind whilst leaving a house. Student reported seeing a knife in the person's hand. The HSW team have requested more information from the placement organisation including a copy of the investigation, whether a risk assessment had been completed for home visits and if the social worker was using standard protocols including an app to show their location and had access to a panic button.

- Staff member at Te Mātāpuna ki Waihorotiu (level 4 City Campus Library) was approached by around 20 students who were unhappy that there was a book on display that they viewed as being offensive to their faith. The book was removed from the display, and security was called to ensure the safety of staff. The team lead is currently investigating this.

Hazards Reported Summary

Key hazards reported to Health, Safety and Wellbeing team in March included:

- It was reported that workers on the construction site at North Campus were smoking in an area that was agreed to be a non-smoking area. The HSW team have followed up with Estates who are speaking to the project manager about this.
- Three poor behaviour incidents reported were regarding students being disruptive. In all of these cases Security was called to assist staff.

EAP work-related support requests comparison to all EAP Customers

In March AUT engagement with EAP Services showed that our staff were accessing them less for work related concerns, 10% compared to 28% in February 2024, and 38% in March 2023. The results in March 2023 was a reflection on FRP and the impact this was having on staff.
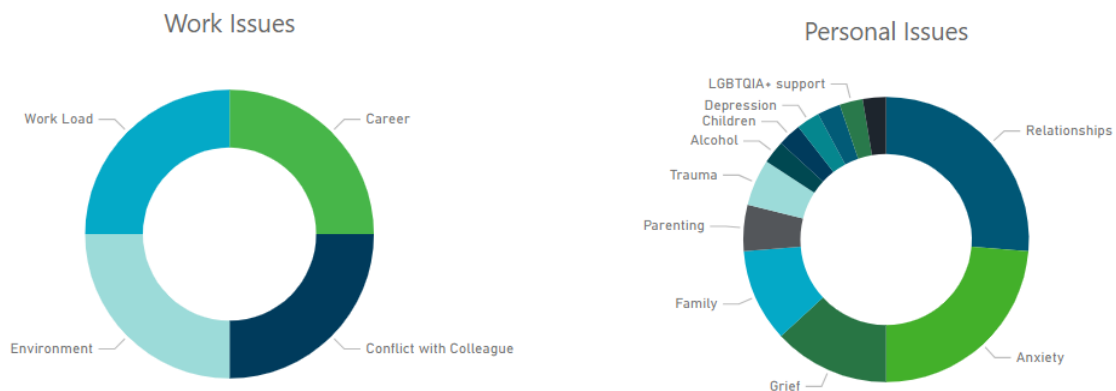
Part B **CLOSED AGENDA ITEM**		**12.1**

Council Agenda Paper

Subject: **Letter from the Minister for Tertiary Education and Skills - Establishment of a University Advisory Group**

Date: **27 March 2024**

RECOMMENDATION:

THAT COUNCIL RECEIVE THE LETTER FROM THE MINISTER FOR TERTIARY EDUCATION AND SKILLS DATED 27 MARCH 2024 ON THE ESTABLISHMENT OF A UNIVERSITY ADVISORY GROUP

Hon Penny Simmonds

Minister for Disability Issues
Minister for the Environment
Minister for Tertiary Education and Skills
Associate Minister for Social Development and Employment

2 7 MAR 2024

Rob Campbell   Ref: PS0170
Chancellor
Auckland University of Technology

rob@tutanekai.com

Dear Rob

Establishment of the University Advisory Group

I am pleased to advise that the Government has today announced the establishment of a University Advisory Group (UAG) to explore challenges and opportunities in the university system.

Along with the concurrent establishment of a Science System Advisory Group, the UAG will consider the role of universities in both the tertiary education and science, innovation and technology systems. Both groups will be chaired by Professor Sir Peter Gluckman, who will draw connections between the two as appropriate.

Universities are a significant contributor to the research produced in this country, and the benefits of drawing connections between the work of the two advisory groups will provide us with the potential to shape opportunities that span both systems, and an increased awareness of how changes in one system can impact the other.

Universities are critical to New Zealand's education and research ecosystems. While I know that some in the university sector are experiencing financial issues, in the current fiscal environment it is important that we know we are all getting the best possible outcomes from the Government's investment.

As part of determining this, the UAG's Terms of Reference includes a specific focus on the Performance-Based Research Fund (PBRF). While the Group's work is ongoing, I have decided that the 2026 PBRF Quality Evaluation (QE) will not take place and requested the Tertiary Education Commission to stop its preparations for this.

The QE component of your current PBRF allocation will continue to be calculated on the basis of your 2018 results, with all other current conditions unchanged. I understand that this will create disruption for your organisation, but I think that it is important not to put providers and staff through a burdensome QE exercise while more fundamental questions about the PBRF are considered.

I expect that the UAG will engage closely with each university as well as other sector stakeholders as it formulates its advice, as the Terms of Reference explicitly state that the Group's advice will be informed by engagement with the sector. The UAG is also expected to take into account the Ministry of Education's scoping work last year on higher education funding issues, including the 2019/20 review of the PBRF and subsequent work by the Sector Reference Group.

You can find further information and FAQs including changes to the PBRF QE on the TEC website https://www.tec.govt.nz/university-advisory-group.

The Terms of Reference and further information on the UAG, including how the UAG will engage with the sector, can be found at uag.org.nz.

Kind regards

Hon Penny Simmonds
Minister for Tertiary Education and Skills

cc. Professor Damon Salesa, Vice-Chancellor
d.salesa@auckland.ac.nz
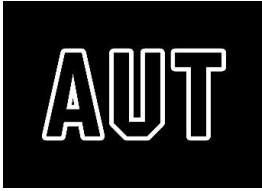
PART A	13.1
OPEN AGENDA ITEM	

Council Agenda Paper

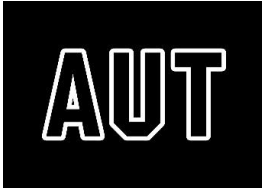**Subject:**   Update from the President of AUTSA – Alicia Lemmer

Date: 29 April 2024

RECOMMENDATION:

THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE PRESIDENT OF AUTSA

PART A	
	13.2
OPEN AGENDA ITEM	

Council Agenda Paper

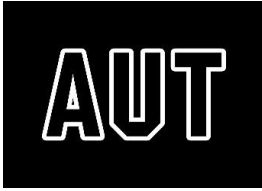**Subject:** Update from the Council Member Elected by Academic Staff – Welby Ings

Date: 29 April 2024

RECOMMENDATION:

THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE COUNCIL MEMBER ELECTED BY THE ACADEMIC STAFF OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY

PART A	13.3
OPEN AGENDA ITEM	

Council Agenda Paper

Subject: Update from the Council Member Elected by Professional Staff – Lani Thomson

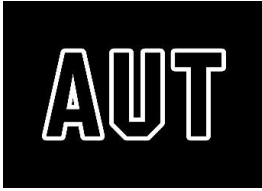**Date:** 29 April 2024

RECOMMENDATION:

THAT COUNCIL RECEIVE THE VERBAL UPDATE FROM THE COUNCIL MEMBER ELECTED BY THE PROFESSIONAL STAFF OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY

PART A **OPEN AGENDA ITEM**	**13.4**

<u>Council Agenda Paper</u>

Subject: Disability Action Plan

Date: 9 March 2024

Author: Deputy Vice Chancellor Academic- Professor Wendy Lawson

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RECOMMENDATION:

THAT COUNCIL RECEIVE AND ENDORSE THE DISABILITY ACTION PLAN

Auckland University of Technology

Disability Action Plan

2024-2026

1

Contents

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Quick facts on Deaf and disabled students at AUT

Our students self-identify with one or more of many different disabilities. We categorise them this way

Autism spectrum	Blind/Low vision/Deafblind	Brain injury
Deaf/Hard of Hearing	Learning	Medical (chronic)
Medical (temporary)	Memory/Speech/Intellectual	Mental health
Other	Physical	

9% of AUT students are Deaf or disabled (2023)

9% of students have a disability

The three most common disabilities amongst our students are so-called invisible disabilities

Invisible disabilities

Most common disabilities: Learning; Chronic medical conditions; & Mental health

Single disabilities

1 in 5 (20%) of Deaf and disabled students had two or more disabilities

Multiple disabilities

For the years 2020 to 2022, **nearly half (48%) of Deaf and disabled students had an accommodation plan with Disability Support Services**

Accommodation plans help support students with disabilities

From 2020 to 2022, **the number of students with an accommodation plan increased by 33%** (763 vs. 1,018)

Consistent year-on-year growth in students with accommodation plans

Disabled students have achieved parity in course completion rates with non-Deaf/non-disabled (each 83%) Data in this section are for domestic students from 2021 and 2022 (combined)

Students with multiple disabilities still have a small parity gap (80%)

Students with an accommodation plan did better than those without one (85% vs. 80%). **This is also higher than students who are neither Deaf nor disabled** (83%)

AUT has achieved parity between disabled and non-disabled students

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Acknowledgements

The Disability Action Plan working group wishes to acknowledge the staff and students who helped to shape this plan. This includes members of the AUT Access and Inclusion Network, our Deaf community, the Student Reference Group, the AUTSA Disabilities Affairs Officer, the Centre for Person-Centred Research, and the students who responded to the survey.

A note on terminology

Our staff and students provided strong feedback on the name of the plan and the terminology used within it. Our initial use of the term *students/staff with disabilities* was felt to be deficit based and excluded groups such as our Deaf and neurodiverse communities. Some of the recommended alternative terms were:

- Students/staff who are Deaf or who have disabilities
- Students/staff with access needs
- Students/staff who are living with disabilities

However, none of these options received wide-ranging acceptance. We considered the umbrella term *tāngata whaikaha* but based on feedback from students have followed the approach of Whaikaha Ministry of Disabled People, and adopted the term *disabled people*. While not perfect, it was agreed that this approach put the emphasis on the system that was disabling, rather than the individual. In response to specific concerns raised by our Deaf community, we have used the phrase *Deaf and disabled people* where this is appropriate.

Recording disabilities and access needs

Students and staff are asked about Deafness and disabilities on application to AUT. They also have the right to update the disability information we hold at any stage during their enrolment or employment. The categories we use in recording student Deafness and disabilities are listed below, matching those used by the Tertiary Education Commission (TEC). We have heard from our students and staff that several of these terms are outdated as they reflect a deficit model. We encourage TEC to update the reporting categories accordingly. In the meantime, the terms used in this report are described below.

TEC categorisation	Used in this Plan	Examples
Autism Spectrum Disorder	Autism Spectrum Condition	
Chronic medical conditions	Medical (chronic)	Conditions such as diabetes, asthma, cancer, auto-immune conditions, and chronic fatigue syndrome
Hearing (Deaf)	Deaf	

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TEC categorisation	Used in this Plan	Examples
Hearing (Hearing impaired)	Hard of Hearing	
Intellectual/cognitive impairment	Memory/Speech/Intellectual	
Physical disabilities	Physical	Mobility and agility issues, repetitive strain injuries, and occupational overuse syndrome
Psychological and mental health conditions	Mental health	Depression, anxiety, schizophrenia, panic attacks
Speaking	Memory/Speech/Intellectual	Speech impairments
Specific Learning Disability	Learning	ADHD, dyslexia, dyscalculia, dyspraxia, Twice Exceptional (2E), Auditory Processing Disorder, Visual Processing Disorder
Temporary medical conditions	Medical (temporary)	Injuries or short-term illnesses
Undeclared disabilities	Other	
Vision (Blind)	Blind or DeafBlind	
Vision (Vision impaired)	Low Vision	

Several of the categories on this list can also be categorised as invisible disabilities. According to the Invisible Disabilities Association, this can be any "physical, mental, or neurological condition that is not visible from the outside, yet can limit or challenge a person's movements, senses, or activities. This would include learning disabilities, chronic medical conditions, and mental health conditions, amongst others.

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Section 1. Background

Introduction

At AUT I feel comfortable and a sense of belonging. My message is that if you have an impairment and you think it will prevent you from getting into work, give it a go. More and more places like AUT are learning how to remove the barriers to work and study.

- *Anna Nelson, Disability Service Manager, AUT*

AUT has a long-standing reputation for supporting the access and success of disabled students. We have a relatively high proportion of Deaf and disabled students amongst our student body and are committed to the principles of the Kia Ōrite Code of Practice, for creating an inclusive environment that enables Deaf and disabled students to achieve success.

We are proud that, at the overall level, our disabled students have achieved parity in success rates with other students over the last few years, and that we are known for providing personalised and mana-enhancing support. We have long-standing relationships with advocacy groups such as Achieve, Workbridge, and Be.Lab. We offer specific programmes designed to support the Deaf community, including the Bachelor of Arts major in Sign Language and Deaf Studies, and the Bachelor of Arts (NZSL – English Interpreting).

The development of the Disability Action Plan has been timely for guiding our next steps, including a push to understand the needs of our students and staff better, establishing formal evaluation procedures, and tackling some of the more challenging barriers they face.

This Disability Action Plan is founded on an ongoing programme of engagement between AUT and our disabled students. In 2018 a series of workshops explored our students' preferred terminology. As a result, we retained the name Disability Support Services (DSS). The feedback from our students was that this term was clearly identifiable, easily understood, and supported an inclusive message. This was followed two years later by Barriers to Learning, a major qualitative research project exploring the experiences and challenges facing disabled students. Resulting actions included ensuring that our new learning management system (Canvas) has built-in accessibility features; more quiet spaces on campus, including a nap room in the Library; improved communication between teaching staff and DSS; and extended use of videos (including those in New Zealand Sign Language (NZSL)) on our website and to support the enrolment process. This plan is also informed by a 2022 kōrero on *Ki Uta Ki Tai* between the Acting Pro Vice-Chancellor (Learning and Teaching) and Deaf staff and students.

While the emphasis remains on students, we have also included disabled staff in the Disability Action Plan. We recognise there are significant opportunities to provide greater support and create a more inclusive and accessible workplace.

Strategic context

AUT is in the process of introducing a new strategy and the Disability Action Plan will form part of our planning framework. The companion document to our strategy is Te Aronui, which

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outlines AUT's Tiriti response (Picture 1) and provides the foundation for how our people interact with one another, and with our students and communities. It is centred on our core values of pono, tika, and aroha (Tier 2 of the framework). These values guide AUT to communicate with integrity and purpose (pono), then take considered and appropriate actions (tika) that are designed to restore, maintain, or enhance the mana of both parties (aroha).

When engaging with our disabled staff and students, the three Māori principles (at Tier 4) and two Tiriti enactments (Tier 5) are also relevant: whanaungatanga (relationality), manaakitanga (enhancing mana), and kaitiakitanga (guardianship), leading to whakamana (equitable outcomes for all) and whakanui (the elimination of racism and discrimination). Taken together, Te Aronui sets the course for AUT in supporting our disabled students and staff. We are to be welcoming, accessible, and inclusive. We are to listen carefully to each person's aspirations and needs, to actively reduce or mitigate barriers wherever possible, and to care for each person as we support them to achieve their goals.

Picture 1. Te Aronui, AUT's Tiriti framework

The Disability Action Plan will be incorporated into our governance structure for Ki Uta Ki Tai, AUT's student success plan, which was developed in 2022. It has five focus areas, all of which are closely aligned with the Disability Action Plan: executive leadership; responding to Te Tiriti; building cultural capability; transition to university; a whole-university service model; and integrated, targeted academic support. The Ki Uta Ki Tai Steering Group, a group of senior executives at the University and led by the Deputy Vice-Chancellor – Academic, will be responsible for the implementation of the Disability Action Plan.

Support for disabled students

In line with Kia Ōrite, AUT is committed to providing an accessible environment for our students. Some students and staff may not disclose (or be aware of) having a disability, and

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reducing and mitigating barriers is beneficial for all. Some of the standards we have already adopted include a learning management system with in-built screen readers and other accessibility features. All AUT students have access to Studiosity, an online assessment feedback and study service. Sign language interpreters support all major university events, including orientation and graduation. All students receive free access to the Microsoft platform with embedded accessibility features. Our website includes guides and handbooks on maximising the use of these and other relevant applications. Our staff intranet includes information on developing accessible content, supporting colleagues and disabled students, and hiring diverse talent. Our learning and teaching development centre provides a professional development course on accessible learning design and technology. All our newer facilities are built to Be.Lab's Gold standards for accessibility, while older facilities are either upgraded or due to be phased out of use in the coming years.

For students who do elect to disclose Deafness or a disability, DSS is the primary point of contact. DSS staff proactively case manage and offer support to every student who notes a disability on their application form. Current students may also connect with the service independently, or be referred by a staff member. Students who indicate an interest in additional support attend an individual needs assessment, where they and a DSS staff member identify the specific support needed to be successful. During that assessment, DSS seeks to understand what supports students have previously accessed, how these have worked for them, and any adjustments they would like to explore at university. AUT provides a wide range of support for students, including:

- personalised evacuation plans in the event of an emergency (also known as PEEPs);
- access to, and training in the use of, assistive technology to support independent learning, note-taking, writing, and spelling;
- sign-language interpreters;
- mobile campus maps with guidance for finding accessible routes;
- alternative arrangements for exams and assessments;
- assistance with managing the study load;
- access to study materials and lecture content in appropriate formats;
- support for discussing specific needs with lecturers;
- access to in-person support, such as reader/writers, digital notetakers, and personal assistants; and
- access to the Te Mātāpuna AUT Library adaptive technology lab.

The University is also in the process of implementing two new accessible systems: a smartphone-based lift call system; and in response to requests from Deaf and Hard of Hearing students, a fire alarm system that will send alerts directly to students' phones or smart watches.

When students have not previously accessed a diagnosis, DSS case manage their needs and can provide funding for assessments for students with suspected learning disabilities,

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attention deficit disorders, or autism spectrum condition.[1] As the diagnostic process can be lengthy, we provide interim support through an academic accommodation plan, which can be enhanced once the final diagnosis has been shared.

The DSS team includes staff with backgrounds in social work, educational psychology, counselling, supportive employment, recruitment, teaching, and occupational therapy. They also have an adaptive technologies co-ordinator, who specialises in working with students to identify technological solutions that will support their learning. This has a focus on both hardware and software, and they have a key role in managing and maintaining the adaptive technology resource library.

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[1] To date in 2023, 196 students have benefited from this service (data as of 31 October)

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Section 2. Developing and implementing the Disability Action Plan

The Plan development process

AUT commenced developing our Disability Action Plan with an analysis of our available data (Appendix 1). An initial investigation considered the demographic characteristics of our students, along with their study preferences, growth patterns, success rates, and the uptake and impact of accommodation plans across the University. The resulting 'Students with Disabilities' paper was shared with senior leaders and the TEC, and provided the foundation for the development of our Plan.

That initial analysis has subsequently been established as a formalised reporting system and shared on UniAssist, our internal reporting portal, where all staff can access up-to-date information on the backgrounds and success rates of disabled students. The student-focussed report is now accompanied by a staff-focussed report, which aims to increase the profile of disabled staff at AUT.

With the evidence base established, we completed a gap analysis based on Achieve's Kia Ōrite toolkits. This commenced with a presentation to staff at an Academic Board meeting, along with internal communications articles and a video featuring the Deputy Vice-Chancellor – Academic and the Disability Service Manager. The toolkits were shared with senior leaders of relevant portfolios and their teams around the University, including the following:

- Pro Vice-Chancellor (Learning and Teaching)
- Dean, Graduate Research School;
- Group Director Estates
- Director Marketing and Recruitment;
- Director Health, Safety, and Wellbeing

- Senior Events Manager;
- Student Inclusion Manager (Rainbow);

- Director Student Administration

- Pro Vice-Chancellor (Pacific)
- Associate Deans Academic;
- Group Director People & Culture;
- Director Academic Quality;
- Senior Manager Student Communications;
- Disability Service Manager;
- Faculty registrars and student success managers.
- Employability and Careers

Members of the development team met with each of the senior leaders to assist completion of the toolkits, and we shared relevant material with our Student Advisory Committee, which includes representatives from the AUT Students Association (AUTSA). The information gathered during the gap analysis was combined with the results of our earlier investigations to create a draft plan.

Incorporating the voices of our disabled staff and students

The draft Disability Action Plan was then shared with disabled staff and students. We met with several groups including the AUT Access and Inclusion Network, some members of our

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Deaf community, disabled student members of the Student Reference Group, and the AUTSA Disabilities Affairs Officer. The draft was also emailed and shared through the AUT app to all current students who had registered a disability with AUT, along with a survey requesting their feedback. We received 63 responses to the survey.

We have introduced several specific actions that resulted from student and staff engagement. These include:

- Introduce a disabled staff and student advisory group;
- Evaluate opportunities to recruit staff to support specific groups; and
- Assess opportunities for external accreditations.

Students and staff also provided additional context for the Plan, which will shape the way we approach the implementation phase. This next section provides a summary of the feedback we received. Refer to Appendix 3 for further details, including supporting quotes.

While there is room to improve, students appreciate the support they receive

Students were generally satisfied with the support provided by DSS, and their academic accommodation plans.

A broad endorsement of the proposed actions and objectives

Disabled students and staff largely agreed with the barriers identified during the self-review process, and our proposed remedial actions. In many cases, students and staff provided further examples of how these barriers have affected them, and or a more nuanced understanding of the experience of Deafness and disability at AUT. Several respondents noted the need for adequate resources to fulfil the intent of the Disability Action Plan.

A good experience rests on having proactive, informed, and supportive teaching staff

The feedback process again demonstrated the importance of engaged and informed frontline teaching staff, especially for disabled students. While centralised support (including from DSS and other support services) is vital, it cannot alone create a good learning experience. Students told us that the experience can vary between faculties, and even between courses. This support includes proactive contact from staff, flexibility of deadlines, forwarding course materials in advance, and providing recorded lectures. Postgraduate students agreed that there were gaps in the support they were able to offer.

Rather than just broad categories, students and staff wanted to see where they fit

Following input from our students and staff, we changed our terminology and included more specific information on the categorisation of disabilities, including ADHD, learning disabilities, and invisible disabilities. We have also used the term *Deaf and disabled* students where appropriate. Appendices 1 and 2 are unchanged as they reflect the current data structure.

A safe, welcoming, and inclusive atmosphere benefits everyone

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Students recognised the importance of a diverse range of voices in the enactment of the Disability Action Plan, including a clear articulation of Māori strengths and the Disability Action Plan's alignment with Te Tiriti o Waitangi.

Staff specifically noted the work required to create an inclusive environment where people feel safe to disclose disabilities. Greater visibility can result in a more accepting environment, where Deafness and disability are normalised. This helps break down barriers for students as well as staff, and is beneficial for all.

Implementing the Disability Action Plan

The Disability Action Plan 2024-2026 is outlined in Section 3. We have adopted an intervention logic approach to implementing the Plan, starting with the self-review and identification of the key barriers experienced by our staff and students. The actions described in the next section have grown from our understanding of those barriers.

Following the intervention logic approach, once the Plan has been submitted to TEC, our next steps are as follows:

1. Conduct a full scoping exercise to determine the exact nature of the intervention required. This will include analysis of the needs, benefits, and likely investments associated with each action.
2. Identify those actions with the greatest expected benefits and prioritise accordingly, ensuring they are resourced correctly.
3. Identify those actions that can be included within our existing programme of work, so they can be delivered efficiently and all intersecting dependencies managed appropriately.
4. Develop a detailed delivery plan for the Disability Action Plan, which will be overseen by the Ki Uta Ki Tai Steering Group.

This Group will be responsible for the Plan's implementation, with specific members charged with overseeing each objective. The AUT Transformation Management Office will provide the programme management rigour to ensure visible progress towards achieving the Plan goals, and that experiences gained and lessons learned can be shared with other senior leaders. The full programme of activity will be reviewed annually as part of AUTs planning processes, so that it remains aligned with other transformational initiatives. The annual review process also allows AUT to take stock and reshape our approach if necessary.

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Section 3. AUT's Disability Action Plan

The Disability Action Plan has three over-arching aims, which emerged from early discussions held with staff and students on the draft Plan, and were tested with subsequent contributors.

1. Normalise the experience of Deafness and disability within AUT

In the past, disability has often been viewed through the lens of deficit or as something negative. In today's society, this perception appears to have transformed into the belief that disability is a problem that needs to be fixed to align with societal norms.
- Dr Sally Britnell (School of Clinical Sciences)

We recognise that within AUT's context, this phenomenon unconsciously results in Deaf and disabled people shouldering much of the accompanying administrative load. This is a significant barrier to their full participation in, and satisfaction with, their study experience. While individual matters can be remedied, this relies on the student or staff member having the agency and capacity to raise it, and does not address the underlying issue. A university-wide understanding of access-related issues will help to normalise the experience of Deafness and disability for all.

2. Ensure our interactions are mana-enhancing

Pathways to discuss your disability … without feeling like it's embarrassing or you're making excuses…. I really wanted my tutors to understand what I face daily and why I am the way I am, but didn't know how to broach it.
- Student survey respondent

With a normalised view of Deafness and disability, the University can identify and address the hitherto hidden barriers our people experience. Each staff member shares in the responsibility for creating an inclusive and accessible environment, and for engaging with disabled students and colleagues in a mana-enhancing way.

3. Introduce a university-wide support system

My grades directly reflect the amount of support I received in that course.
- Student discussion group participant

This final aim ties directly to Objective 5 of *Ki Uta Ki Tai:* A whole-university service model. At present, the University's services largely operate alongside but independently of one another. As the above quote shows, the experience can vary largely depending on the knowledge and support provided by staff, especially by teaching staff. A more integrated and targeted system, plus improved knowledge-sharing between various services and academic staff, would ensure that Deaf and disabled students receive holistic support, informed by an intersectional understanding of their various cultural, demographic, and access needs.

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Objectives and purpose

The Disability Action Plan has a three-year tenure (2024-2026) and is split into five objectives, each with a series of associated actions. A summary of the plan's objectives and purposes is provided below, along with the member of the Ki Uta Ki Tai Steering Group with delegated responsibility for their implementation.

Objective	Purpose	Senior leader
Become disability confident	At present, disability confidence is limited to a specific group of staff. This creates a significant barrier for students at the intersections of disability, sexuality, gender identity, and/or ethnicity. One of our major objectives for this Plan is to build greater staff understanding of disability issues across all academic and pastoral support services.	Group Director People and Culture
Implement inclusive policies and procedures	This objective focusses on creating a positive environment and removing or mitigating administrative barriers that cause difficulties for our students and staff. AUT's approach until now has been to place strict limits on access to disability-related information due to privacy concerns. However, we have identified that this creates additional barriers and an environment where students are having to disclose their deafness/disability on multiple occasions.	Group Director Student Services
Improve accessibility in learning and teaching	This objective addresses accessibility in the classroom, including assessments, curriculum design, and classroom practices. Along with professional development opportunities for academic staff, we have identified a need for a consistent standard and approach to lecture recordings, and clarification of expectations and processes for programmes that include a fitness to practice component.	Pro Vice-Chancellor Learning and Teaching
Support our students	Under this objective, we will seek to fill the identified gaps in our understanding of our students and their experiences, and reshape our support systems appropriately. This includes centralised reporting and monitoring, along with gathering qualitative feedback from our students, particularly those with intersectional experiences of disability. We will evaluate our existing support services, and address areas where our students continue to experience barriers, including securing employment.	Group Director Strategy and Planning

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Objective	Purpose	Senior leader
Support our staff	This objective is centred on building understanding of our Deaf and disabled staff and their experiences of working at AUT. We want to make AUT a place where staff feel safe to disclose disabilities and receive the support they need to progress their careers.	Group Director People and Culture

Each objective is underpinned by a series of actions the University will take, which are outlined in the following table.

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Disability Action Plan

Objectives and actions
Objective: Become disability confident
• Expand existing training on disability issues and relevant legislation to all academic and pastoral support services.
• Promote Achieve Disability Confidence training and our internal disability awareness programmes to all staff
• Identify and evaluate opportunities for specific roles that support Deaf and disabled students and staff
Objective: Implement inclusive policies and procedures
• Establish an advisory board of Deaf/disabled students and staff
• Re-write Council Policy 05 (Equal Opportunities) to be the University's overarching equity, diversity, and inclusion policy.

• Deepen disability awareness and an understanding of intersectionality across the University through regular kōrero between DSS and other student support services, including those focussed on students who are:
  o Māori,
  o Pacific,
  o members of the Rainbow community,
  o postgraduate researchers;
  o from refugee backgrounds; and
  o migrants to New Zealand

• Establish expectations for the use of Kia Ōrite toolkits (or other relevant accessibility awareness tool) to support decision-making in key areas. These may include:
  o programme and project evaluations;
  o capex bids; and
  o business cases.

• Reset privacy settings and systems access to ensure that all relevant staff are informed of a student's Deafness or disability and agreed accommodations (where appropriate). Establish annual review of privacy settings to ensure they remain fit for purpose.

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Objectives and actions

• Streamline administrative processes that currently act as barriers to students receiving timely and effective support, including:
  o Applications for special consideration;
  o Dissemination of academic accommodation plans to all relevant staff (and the associated resource plan for students receiving people-based support); and
  o Improvement in awareness of referral options to specialist services

• Explore opportunities for connection with Te Kura, Ko Taku Reo, Deaf Aotearoa, and Homai College
• Establish Disability Champions within each faculty to act as a point of contact for sharing information, provide appropriate guidance on learning design and curriculum delivery in accessible formats, and supporting teaching staff to meet students' needs.

Objective: Improve accessibility in learning and teaching
• Establish University-wide standards for recording lectures and accessible content
• Ensure teaching staff are informed when there are disabled students in their class, relevant details of any academic accommodation plans in place, and any changes to support needs
• Investigate opportunities for external accreditations

• Embed the use of the Kia Ōrite learning and teaching toolkit (or equivalent) into:
  o programme and course reviews; and
  o new qualification development processes.

• Include accessibility standards in new assessment guidelines
• Establish regular connection and kōrero between Student Services and faculties and schools to ensure clear communication and ongoing improvements to academic administration practice.

• Include metrics focussed on Deaf and disabled students in quality assurance activities, including:
  o programme reviews; and
  o faculty assessment boards

• Include accessible learning design in professional development programmes for new teaching staff, and audit compliance with participation

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Objectives and actions
• Investigate making embedded accessibility features open to all students, not just those with an accommodation plan
• Identify programmes where a fitness-to-practice component may create a barrier for some students and ensure this is clearly stated on all promotional material. Where necessary, work with prospective students to select an appropriate alternative
• Enhance professional development opportunities in accessible learning design, including the formation of communities of practice
Objective: Support our students
• Establish regular, centralised monitoring and reporting on success, retention, participation, graduation, employment, and satisfaction rates of our Deaf and disabled students and graduates

• Investigate if, and why, disabilities are under-reported in particular groups, including:
  o Pacific students;
  o Asian students;
  o those from a low socio-economic background

• Work with staff and students to deepen our understanding of the different cultural norms of each group under the disability umbrella (such as the Deaf and neuro-diverse communities), and ensure our material and support are tailored and relevant to each community.

• Invite groups of students with intersectional experiences of disability and/or specific needs to share their perspectives and shape targeted support systems, including potentially the opportunity to indicate their preferred main support provider. The groups we engage with may include (but are not limited to) students:
  o with multiple disabilities;
  o with disabilities where there is a lingering parity gap;
  o from diverse ethnicity groups;
  o who are gender diverse;
  o in postgraduate study;
  o with mental health conditions; and
  o enrolled in qualifications with a persistent achievement gap.
• Use the insights gathered to improve support for these students

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Objectives and actions
• Evaluate accommodation plans (including students' perspectives), with a view to understanding: 　○ Which elements are most effective, especially for those from lower socio-economic areas (and if there are elements that can be scaled to the wider student body) 　○ If we need to, and subsequently how we can, improve the effectiveness of plans for students who are Blind/Low Vision/Deafblind, Deaf/Hard of Hearing, or have autism spectrum condition 　○ Opportunities to improve the flexibility and applicability of accommodation plans as students' needs change.
• Provide additional support for disabled students and graduates through the career search, job application, and employment processes.
Objective: Support our staff
• Provide and promote opportunities for staff to disclose disabilities
• Raise the profile of disabled staff, sharing their lived experience with the aim to increase awareness of the diverse nature of our staff community
• Promote and establish personalised evacuation plans for staff
• Support line managers to create and maintain accommodation plans for staff use, enabling accessible practices in the workplace to become embedded.
• Work with Access and Inclusion Network to identify and mitigate remaining barriers for staff in disclosing disabilities and receiving appropriate support

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Section 4. Communication, evaluation, and monitoring

Communicating our Disability Action Plan

Communications for the Disability Action Plan commenced with an internal campaign designed to raise staff awareness of the development process, and encouraging their involvement. The campaign included articles, videos, and a dedicated site on our staff intranet, presentations to key committees (including the Senior Leadership Team, Academic Board, and the Learning and Teaching Committee), and the release and promotion of the Disabled Students and Disabled Staff reports. The response to this campaign was overwhelmingly positive.

With the Plan now complete, AUT will establish a permanent site for the Disability Action Plan on our external website. As well as the Plan itself, the site will provide links to appropriate, informed support services, a high-level profile of our students, and a clearly defined complaints process. We intend to invite students and staff with lived experience of disabilities to share their experiences and to profile their achievements. Where appropriate, we will share findings from the kōrero to be held with various student groups and any proposed changes or enhancements to our services, and invite further input from students. For staff, we will continue to raise awareness of Disability Confidence training and other professional development opportunities, lift the profile of the Access and Inclusion Network, profile disabled staff, and report on the progress of Disability Action Plan-related initiatives as they are implemented.

More broadly, we will continue to advocate for a more inclusive and accessible tertiary sector. We have identified several opportunities where AUT could share expertise and resources with smaller tertiary institutions. Our ability to respond to these needs at present is constrained by finances; a collaborative approach between TEC and the sector would benefit all students and providers. We also strongly support the establishment of a sector-wide community of practice, dedicated to enhancing the learning experiences of disabled students.

Evaluating our Disability Action Plan

Initiatives introduced under the Disability Action Plan will be evaluated for their effectiveness as part of the wider Ki Uta Ki Tai programme evaluation strategy. Exact details are yet to be determined, and are likely to include quantitative and/or qualitative analyses of staff and student feedback, contribution to the University's wider learner participation and success goals, efficiency and return on investment, lessons for future initiatives, and scalability. The evaluation programme will be managed by the University's Strategy and Planning Office, with oversight from the Group Director Strategy and Planning and the Deputy Vice-Chancellor – Academic.

More broadly, the University will implement a series of metrics (discussed below) that are associated with the Disability Action Plan. The Ki Uta Ki Tai Steering Group will receive biannual reports on progress against most of these metrics (particularly those related to

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student participation and achievement), and annual reports on others (including retention and satisfaction rates). These will also be included in our Annual Report.

Measuring the success of our Disability Action Plan

The actions outlined in the Plan are designed to carry AUT closer to a genuinely inclusive and accessible environment. As such, we have identified several measures that will help AUT determine whether we have made progress towards this goal. These are centred on the participation, experiences, achievement, and successful workforce transition of our disabled students, along with greater visibility of disabilities amongst our staff.[2] We will report against these in the Annual Report, along with regular updates to the Vice-Chancellor's Executive, the Ki Uta Ki Tai Steering Group, and Council.

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[2] Several of these metrics are drawn from Ki Uta Ki Tai

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Indicator	Metric	Student cohort	2022 result
Participation	Proportion of students with noted disabilities	All students	10%
		Postgraduate	8%
		Pacific students	6%
		Asian students	6%
		School leavers	10%
Course completion rate	Students with noted disabilities	Pre-degree	72%
		Undergraduate	82%
		Postgraduate	81%
Retention rate	Students with noted disabilities	Undergraduate	79%
Graduate profile	Proportion of graduates who have noted disabilities	Undergraduate	8%
Student experience	Proportion of students with noted disabilities who would recommend AUT		82%
	Proportion of Pacific students with an academic accommodation plan		26%
Transition to workforce	Proportion of available graduates with a noted disability who are employed full time		88%
	Proportion of employed graduates who are applying all or some of the skills learnt in their qualification in their current role		87%
	Proportion of graduates who completed a placement and were subsequently offered a role at the same organisation		40%
Staff participation	Proportion of AUT staff with a noted disability	Academic staff	2.5%*
		Allied staff	3.8%*

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Appendix 1. A profile of disabled students at AUT

This section presents some unique features of our disabled students, including their various backgrounds, experiences at AUT, and success rates. Rather than providing a comprehensive profile, it focusses on the key insights arising from our analysis. Where relevant, we have identified the corresponding objectives included in the Disability Action Plan (see Support our students below for an example).

Reporting of disabilities at AUT

Almost a quarter (24%) of New Zealanders have some form of disability.[3] While AUT is still well short of achieving this level of participation amongst our student body, both the number and proportion of students reporting disabilities have grown steadily in recent years, up 25% to 2,400 in 2023 (Graph 1[4]). This equates to 9% of all students, and 11% of domestic students. By far the most common types of disability reported by AUT students are learning disabilities, including dyslexia and dyscalculia. These are followed by two other so-called invisible disabilities: chronic medical conditions and mental health conditions (Table 1). A significant minority (around 20%) of students also report having multiple disabilities. While most students with multiple disabilities report two, a small number of students report five or more.

Disability and demography

When viewed by various demographic characteristics, we can see some clear patterns emerge for disabled students.

Ethnicity | Māori and European students are the two groups with the highest recorded rate of disabilities. Around 15% of European and 13% of Māori students report having a disability, compared with just 6% of Asian and Pacific students. We expect that disabilities are under-reported in these two communities. Support our students.

Gender | There is a definite intersection between gender and disability amongst AUT students. While 11% of women and ten percent of men report having a disability, almost half of all students who are gender diverse have at least one disability (42%). They are also significantly more likely to report having multiple disabilities.[5] With around 170 gender diverse students at AUT in 2023, they are a key group with unique insights to share and potentially specialised support needs. Support our students.

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[3] Office for Disability Issues. *New Zealand Disability Strategy 2016-2026,* Ministry of Social Development, 2016, p. 12
[4] Refer to Appendix 1 for tables and graphs
[5] 46% of disabled students who are gender diverse report having multiple disabilities

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Socio-economic status | Around 15% of Deaf and disabled students come from lower socio-economic backgrounds.[6] It is likely that disability is under-reported amongst this cohort due to the higher concentration of Pacific peoples. Support our students

Disability type | While most student groups reflect the same predominance of learning disabilities, chronic medical conditions and mental health conditions, there are some key variances for particular students. Table 2 shows the degree of intersectionality between some demographic characteristics and type of disabilities reported.

Disability and programme choice

Disabled students are still slightly under-represented at the highest levels of study; just 7% of postgraduate students report a disability, compared to 10% of pre-degree and undergraduates). However, the number of postgraduate students with a reported disability is increasing sharply, up 46% since 2020 (from 268 students to 391 in 2023). AUT has an opportunity to increase our understanding of, and support for postgraduate students. Support our students. The larger programmes (including the Bachelor of Arts, Bachelor of Business, and the Bachelor of Health Science (Nursing)) generally attract the highest number of disabled students. However, a different picture emerges when looking at the programmes with the highest proportion of disabled students, which are the BA in Sign Language Interpreting, BHSc in Health Management, and BHSc (Occupational Therapy) (Table 3).

Accessing specialised support

As previously described, AUT provides comprehensive and well-regarded accessibility support. On average, around four in ten students (42%) with a reported disability will go on to establish an academic accommodation plan with DSS, a statistic that has remained relatively consistent as the number of students reporting disabilities has grown. Students with multiple disabilities are more likely to secure an accommodation plan (57%). In 2023, DSS is actively supporting almost 1,100 students.

The student experience at AUT

The 2022 University Experience Survey showed that disabled students are generally less satisfied with the University and its services than other students (Table 4). This is true for all satisfaction items except Student Services, which scored a relatively high satisfaction rate for both groups. A similar pattern is observed in the 2020 and 2021 surveys. Support our students.

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[6] Lower socio-economic background is defined as a student's first residential address being located in a census area meshblock that is assigned a New Zealand Deprivation Index score of 9 or 10

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Disability and student outcomes

Progress towards parity

At the overall level, disabled students attained parity in success rates in 2021, and have maintained it in subsequent years. Māori students followed suit the following year. (Table 4). Many noted that the shift to blended learning during the pandemic was helpful.

While we have noticed these significant shifts at the overall level and for Māori students in recent years, the relationship between disability and success rates has been stable for other priority groups.   Both Pacific students and those from lower socio-economic areas consistently have a higher success rate if they have a recorded disability. Students with multiple disabilities, by contrast, have not yet reached parity and tend to have lower completion rates than those with a single disability (Table 5). Support our students.

Intersecting factors

Other demographic and study factors can also affect a student's chances of success. These are discussed in more detail below.

Disability type | While AUT has achieved parity for disabled students at the overall level, this is largely due to the predominance and high achievement of students with learning disabilities. Other than this group, and students with brain injuries and physical disabilities, a performance gap remains for students with all other disability types, ranging from the small (-1pp for students with chronic medical conditions) to the significant (-6pp for students with mental health conditions) (Table 6). Support our students.

Level of study | The impact of having a noted disability on a student's success rate varies significantly by level of study. Disabled students at pre-degree level consistently report higher success rates; undergraduate students are at parity; a gap remains for postgraduate students (Table 7). Support our students.

Programme of study | When viewed by programme of study, there are clear differences in success rates for disabled students. These largely follow the University's overall pattern; students in the BHSc (Nursing), Bachelor of Design Te Tohu Paetae mō te Hoahoa, BHSc in Paramedicine, and the Bachelor of Education (Specialty) Teaching all achieve well above average completion rates. A second group of programmes (including the BHSc (Oral Health), BHSc in Counselling, and Bachelor of Medical Laboratory Science) have both high course completion rates for disabled students and a lingering parity gap. The programmes that are of most concern are in the third group, where completion rates are lower than average, and in some cases have a considerable parity gap.   This group includes the Bachelor of Communication Studies, Bachelor of Computer and Information Sciences, and the Bachelor of Engineering Technology (Table 8). Support our students.

Accessing disability support services | Overall, students with an academic accommodation plan have a significantly higher success rate than students who do not (+4 percentage points). The correlation between accommodation plans and success rates is even stronger for certain

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priority cohorts, including students from lower socio-economic backgrounds, Pacific students, and those with multiple disabilities (Table 9). Support our students.

Effectiveness of an academic accommodation plan | While at the overall level, an accommodation plan is associated with a higher success rate, the importance of having one varies by disability. Students with brain injuries, for example, have a 23-point higher completion rate if they have an accommodation plan, compared with those who don't. Students with memory, speech, and intellectual disabilities, and chronic or temporary medical conditions also have much higher success rates with an accommodation plan. On the other hand, students who are Deaf/Hard of Hearing, Blind/Low Vision/Deafblind, or who have autism spectrum condition, tend to do better without an accommodation plan (Graph 2). We will explore the reasons for these results, and adjust our approaches to developing plans where appropriate. We will also ensure that students who have disabilities that are shown to benefit from having a plan are aware of its potential importance. Support our students.

Post-study outcomes

The 2022 AUT Graduate Survey showed that disabled graduates were much less likely to be in employment, between six and nine months after graduation, and slightly more likely to be in further study.

When looking just at those respondents who identified as available for full-time work, 88% of disabled graduates were in full-time employment, compared with 84% of other respondents. This suggests that graduates who are seeking full-time work are relatively successful in securing it (Table 11). For graduates now in full-time employment, disabled people were more likely to be working in not-for-profit organisations, and less likely to be in the private sector. However, these graduates were also more likely to be employed on fixed-term contracts or in temporary or casual work, and less likely to be applying the skills they had learnt during their qualification at their current role. Both these results suggest that disabled graduates may find it harder to secure meaningful, rewarding employment on completing their studies. Of those who had completed a work placement, disabled graduates were less likely to be offered a role at the same organisation (Table 12). Support our students.

Further actions

These findings present some key insights for student success at AUT, beyond the Disability Action Plan. Disabled students from lower socio-economic areas are within reach of achieving our overall parity target, if they have an accommodation plan.[7] AUT will seek to understand the reasons why this level of support is helpful, and whether some elements could be expanded sustainably to a wider group of students. Support our students.

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[7] Students who are not Māori or Pacific, and do not have a disability, had an overall course completion rate of 87% between 2020-2022, compared with 82% for students who have a disability and come from lower socio-economic areas

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Appendix 2. Tables and graphs

Deaf and disabled students at AUT: Tables and graphs

Graph 1. Number of students with a reported disability, 2020-2023

Table 1. Most common disabilities reported by AUT students, 2020-2023

Disability type	Students
Learning	1,083
Medical (chronic)	683
Mental health	535
Blind/Low Vision/Deafblind	355
Deaf/Hard of Hearing	195
Autism spectrum	152
Physical	140
Medical (temporary)	73
Brain injury	61
Other	39
Memory/Speech/Intellectual	37

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Table 2. Intersectionality of reported disabilities and varying demographic characteristics

Student cohort	Most common disabilities reported
All	Learning Medical (chronic) Mental health
Pacific	Medical (chronic) Blind/Low Vision/Deafblind Mental health
Gender diverse	Mental health Autism spectrum Learning
Aged under 25	Learning Medical (chronic) Blind/Low Vision/Deafblind
Aged 40 and over	Medical (chronic) Learning Deaf/Hard of Hearing
Multiple disabilities	Learning and mental health Medical (chronic) and mental health Autism spectrum and learning
From lower socio-economic areas	Medical (chronic) Blind/Low Vision/Deafblind Learning

Table 3. Programmes with the greatest proportion of disabled students (combined data 2020-2022)

Programme of study	Deaf & Disabled students (#)	Deaf & Disabled students (%)
Bachelor of Arts (NZSL-English Interpreting)	18	27%
Bachelor of Health Science in Health Management	15	22%
Bachelor of Health Science (Occupational Therapy)	92	16%
Bachelor of Health Science in Psychology	69	16%
Bachelor of Health Science in Counselling	23	15%
Bachelor of Creative Technologies	41	15%
Bachelor of Health Science in Paramedicine	148	14%

Table 4. Rates of satisfaction with AUT, University Experience Survey 2022[8]

Item	Deaf & Disabled students	Non-Deaf/Disabled students	Gap
Student life	73%	77%	-4pp
Facilties and environment	78%	83%	-5pp
Student services	81%	81%	-
Administration	72%	77%	-5pp
Library collection	83%	84%	-1pp

[8] The response rate for this survey was 27% for Deaf & disabled students (559 respondents out of a total population of 2,083). This is higher than the overall response rate, which was 23%.

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Item	Deaf & Disabled students	Non-Deaf/Disabled students	Gap
ICT services	75%	80%	-5pp
Recommend AUT	82%	85%	-3pp

Disability and outcomes: Tables and graphs

Table 5. Progress towards parity of achievement in course completion rates for all and Māori students, 2020-2023 (S1)

			Course completion rate	
Cohort	Year	Parity	Deaf/Disabled students	Non-Deaf/Disabled students
All students	2020	×	84%	85%
	2021	=	84%	84%
	2022	=	81%	81%
	2023 (S1 only)	=	84%	84%
Māori	2020	×	78%	80%
	2021	×	78%	81%
	2022	+	79%	77%
	2023 (S1 only)	=	82%	82%

Table 6. Course completion rates for students who are Pacific, from low socio-economic areas, or with multiple disabilities, overall 2020-2022

Cohort	Parity	Deaf/Disabled students	Non-Deaf/Disabled students
Pacific	+	69%	67%
From lower socio-economic areas	+	76%	74%
Multiple disabilities	×	81%	84%

Table 7. Course completion rates by type of disability, overall 2020-2022

Type of disability	Course completion rate	Parity[9]
Learning	89%	+
Medical (chronic)	83%	×
Mental health	78%	×
Blind/Low Vision/Deafblind	79%	×
Deaf/Hard of Hearing	81%	×
Physical	86%	+
Autism spectrum	81%	×
Medical (temporary)	82%	×
Brain injury	84%	=
Memory/Speech/Intellectual	80%	×

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[9] Parity is measured against the overall course completion rate for non-Deaf/non-Disabled students from 2020-2022, which was 84%

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Table 8. Course completion rates by level of study, 2020-2022 overall

Cohort	Parity	Deaf/Disabled students	Non-Deaf/Disabled students
Pre-degree	+	73%	69%
Undergraduate	+	84%	84%
Postgraduate	×	84%	90%

Table 9. Course completion rates for Deaf and disabled students in key programmes of study, overall 2020-2022

Programme of study	Deaf & Disabled students (#)	Deaf & Disabled students (CCR)
Programmes with high success rates		
Bachelor of Health Science (Nursing)	193	88%
Bachelor of Design - Te Tohu Paetahi mō te Hoahoa	154	91%
Bachelor of Health Science in Paramedicine	148	89%
Bachelor of Education (Specialty) Teaching	119	90%
Bachelor of Health Science (Physiotherapy)	119	93%
Bachelor of Health Science (Occupational Therapy)	92	94%
Bachelor of Health Science (Midwifery)	65	94%
Bachelor of Creative Technologies	41	91%
Bachelor of Visual Arts Te Tohu Paetae mō Toi Ataata	32	91%
Graduate Diploma in Secondary Teaching	28	94%
Programmes with high success rates, but a consistent parity gap		
Bachelor of Health Science (Oral Health)	26	86%
Bachelor of Health Science in Counselling	23	88%
Bachelor of Medical Laboratory Science	21	91%
Bachelor of Architecture and Future Environments	21	87%
Programmes with lower completion rates, and/or a consistent parity gap		
Bachelor of Arts	326	79%
Bachelor of Health Science	166	70%
Bachelor of Laws	156	74%
Bachelor of Science	150	77%
Bachelor of Communication Studies	165	79%
Bachelor of Computer and Information Sciences	157	76%
Bachelor of Health Science in Psychology	68	77%
Bachelor of Engineering Technology	58	78%
Other		
Bachelor of Business	308	82%

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Table 10. Course completion rates for students with and without an accommodation plan, overall 2020-2022

Cohort	Deaf & Disabled students		Non-Deaf/Disabled students
	With an accommodation plan	Without an accommodation plan	
All students	85%	81%	84%
From lower socio-economic areas	82%	71%	73%
Pacific	71%	68%	67%
Māori	80%	77%	80%
With multiple disabilities	82%	79%	84%

Graph 2. Difference in success rates for students with an accommodation plan, by type of disability (single disabilities only)

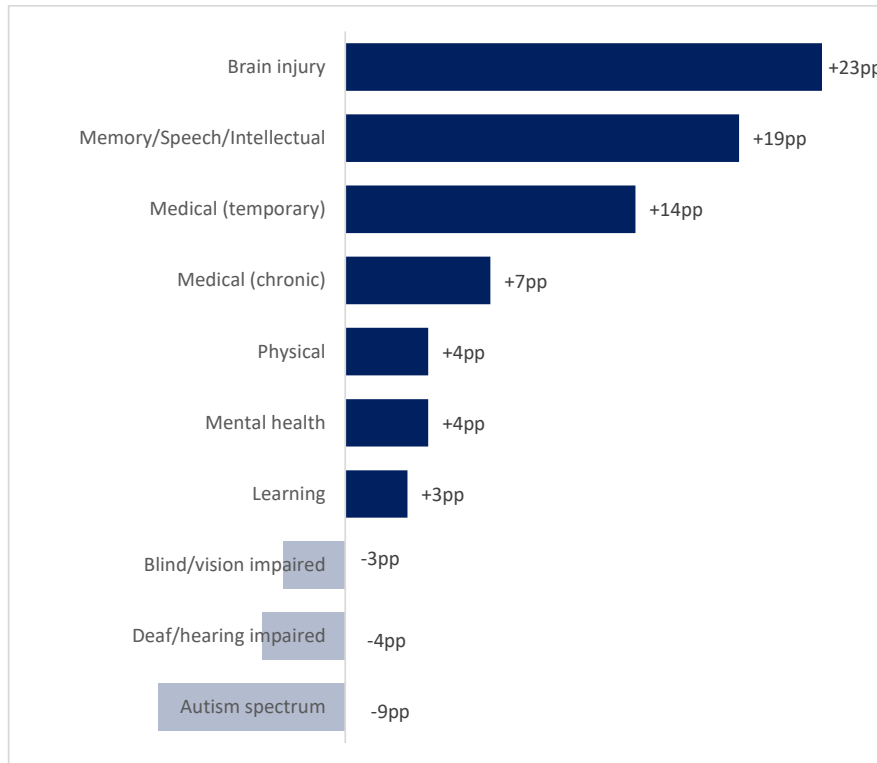| Brain injury | +23pp |
Memory/Speech/Intellectual	+19pp
Medical (temporary)	+14pp
Medical (chronic)	+7pp
Physical	+4pp
Mental health	+4pp
Learning	+3pp
Blind/vision impaired	-3pp
Deaf/hearing impaired	-4pp
Autism spectrum	-9pp

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Table 11. Employment and study status, 2022 Graduate Survey[10]

Graduate Survey section	Deaf/Disabled graduates	Non-Deaf/Disabled graduates
Work status *(GS Table 7)*	57% full-time 21% part-time 22% not in paid employment	65% full time 23% part-time 12% not in paid employment
Work-ready graduates *(GS Table 9)*	64% full-time 20% part-time 16% not in paid employment	69% full time 21% part-time 10% not in paid employment
Graduates available for full-time work *(GS Table 11)*	88% full-time 5% part-time 7% not in paid employment	84% full-time 11% part-time 5% not in paid employment
Study status *(GS Table 40)*	20% in further study (full-time and part-time combined)	19% in further study (full-time and part-time combined)

Table 12. Employment sector, contract, use of skills, and employment from placement, Graduate Survey 2022

Graduate Survey section	Deaf/Disabled graduates	Non-Deaf/Disabled graduates
Sector of employment *(GS Table 19)*	44% Private 47% Public 9% Not-for-profit	50% Private 47% Public 3% Not-for-profit
Type of enrolment contract *(GS Table 21)*	75% permanent 8% fixed term (more than 12 months) 14% fixed term (up to 12 months) 4% temporary/casual	85% permanent 6% fixed term (more than 12 months) 7% fixed term (up to 12 months) 2% temporary/casual
Applying the skills they learnt in their qualification to their current role *(GS Table 24)*	24% all 63% some 13% none	28% all 65% some 6% none
Employed full time and completed a placement, being employed from that placement *(GS Table 30)*	60% No offer was made	42% No offer was made

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[10] The response rate from graduates with noted disabilities in the 2022 Graduate Survey was 43% (159 respondents out of a population of 370). This was above the overall response rate of 38%

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Appendix 3. Responses from Deaf and disabled students and staff

The following section summarises the contributions made by staff and students to the final Disability Action Plan. In some cases, quotes have been lightly edited for clarity.

While there is room to improve, students appreciate the support they receive

I have been very grateful for the support given by the Disability Support Services and feel they do an excellent job. (Survey respondent)

I think that AUT and the Disability Support Services staff have done a very good job from my experience. (Survey respondent)

A broad endorsement of the proposed actions and objectives

Disabled students and staff largely agreed with the barriers identified during the self-review process, and our proposed remedial actions.

I think that AUT and the disability support staff have done a very good job from my experience. I think that ensuring support and workplace quality for the staff are central to maintaining that. (Survey respondent)

I think it's a positive step moving forward. (Survey respondent)

AUT celebrates people from all walks of life. (Survey respondent)

Seems up to date and very comprehensive. (Survey respondent)

I found that the overall plan is great and I look forward to when it is implemented. I would also like to see how students are actively integrated into these processes (Survey respondent)

In many cases, students and staff provided further examples of how these barriers have affected them, and or a more nuanced understanding of the experience of Deafness and disability at AUT.

I had to speak with six people just to book a counselling appointment. (Deaf student)

Often disabled students are not supported to make [clinical placements] accessible. (Survey respondent)

My issues surrounded a lack of accommodation for students with ADHD who only do assessments. (Survey respondent)

A good experience rests on having proactive, informed, and supportive teaching staff

The feedback process again demonstrated the importance of engaged and informed frontline teaching staff, especially for disabled students. While centralised support (including from DSS and other support services) is vital, it cannot alone create a good learning experience. Students told us that the experience can vary between faculties, and even between courses.

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Having to reach out can be the barrier to support. (AIN member)

I was shy to mention my academic accommodation plan to my lecturers. (Survey respondent)

I don't use [service] anymore, after that experience. (Deaf student)

Have teachers follow the plan … for me personally it's being able to have someone … go through resources with me and be clear about the requirements of a project (Survey respondent).

I would want the lecturers to learn more about the student's disability, and to study the areas the student might be struggling in, and also be able to help with their strengths (Survey respondent).

Have a support person that can provide lecturers with knowledge and awareness of a student's condition … so the student doesn't have to keep explaining their situation … to get extra help or extensions on assignments. (Survey respondent)

Make staff more aware of the challenges disabled students face on the daily basis. Making accommodations for the students is very important, as they already face so many challenges on top of figuring out how to make taking a lecture more possible for us. (Survey respondent)

I think the staff education and on-going accountability to change will be key. (Survey respondent)

This support includes flexibility of deadlines, forwarding course materials in advance, and providing recorded lectures

If I get the notes early, I can prepare. (Student discussion group participant)

It would be great to have a more open conversation between students and teachers regarding deadlines. (Survey respondent)

My main issue is the inconsistency in uploading lecture recordings to Canvas. (Survey respondent)

Consistency with uploading lecture videos is essential. I also think that where online lecture videos are released later during the week, these should be released earlier. (Survey respondent)

I find recordings crucial to my learning and I have some lecturers who have refused to record. It would be great to have a more open conversation between students and teachers regarding deadlines. (Survey respondent)

And providing more support for postgraduate students

Postgraduate students agreed that there were gaps in the support they were able to offer.

I'm dyslexic and a postgraduate student and I don't feel like I was able to get much support. (Survey respondent)

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It would be nice to see postgrad more represented. (Survey respondent)

Rather than just broad categories, students and staff wanted to see where they fit within the document

There is only one representation of neurodiversity [in the draft] which is autism. However there is a more common neurodiverse condition which is ADHD…. This condition needs to be supported more. (Survey respondent)

Hearing society has problems communicating with us…. Add Deaf in all objectives and goals; how to support disability and Deaf people (Deaf student)

It would be great if this invisible disability was also brought to attention in the document. (AIN member)

A safe, welcoming, and inclusive atmosphere benefits everyone

Staff specifically noted the work required to create an inclusive environment where people feel safe to disclose disabilities. Greater visibility can result in a more accepting environment, where Deafness and disability are normalised. This helps break down barriers for students as well as staff, and is beneficial for all.

I am a strong believer that the staff voice needs to be further promoted in AUT for our diverse staff and accessibility needs. (AIN member)

I don't think the statistics are correct for the amount of staff…. I know four in my department, three of whom won't disclose. The other is me. (AIN member)

Students recognised the importance of a diverse range of voices in the enactment of the Disability Action Plan, including a clear articulation of Māori strengths and the Disability Action Plan's alignment with Te Tiriti o Waitangi.

Additional focus on Te Tiriti and Māori strengths. (Survey respondent)

It is essential to include students from Pacific backgrounds to work alongside staff from those teams to better understand the gaps that may occur. (Survey respondent)

I think having students play an active role in the promotion and prevention of discrimination and stigmas around disabilities will help them reach … people who are going through the same thing. (Survey respondent)

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