

## **AGENDA PAPERS**

# **NOTICE OF COUNCIL MEETING**

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

**Board Room, MB317, 640 Great South Road  
AUT South Campus**

**On: Monday, 25 May 2026**

**FROM: 2.30 – 5.30 PM**

**Andrea Vujnovich  
COUNCIL SECRETARY**



## AUCKLAND UNIVERSITY OF TECHNOLOGY COUNCIL

<b>Chancellor</b>	<b>Rob Campbell</b> Appointed by Council
<b>Pro-Chancellor</b>	<b>Marama Royal</b> Appointed by Council
<b>Members</b>	<b>Professor Damon Salesa</b> Vice-Chancellor of the Auckland University of Technology
	<b>Peter Treacy</b> Appointed by the Minister
	<b>Janine Smith</b> Appointed by the Minister
	<b>Shaun Clarke</b> Appointed by the Minister
	<b>James Portegys</b> Appointed by the Auckland University of Technology Student Association
	<b>Leo Foliaki</b> Appointed by Council
	<b>Michelle Huang</b> Appointed by Council
	<b>Welby Ings</b> Elected by the Academic Staff of the Auckland University of Technology
	<b>Lani Thomson</b> Elected by the Professional Staff of the Auckland University of Technology

# Karakia

<b>Beginning and closing</b>	
<p>Tuia ki te rangi Dedicated to the sky</p> <p>Tuia ki te whenua and to the earth below</p> <p>Tuia ki te human kind are bound</p> <p>Ira tangata and inseperable</p> <p>Ka rongō te pō From the infinite potential</p> <p>Ka rongō te ao to the realization in light</p> <p>Tūturu whakamaua Let us come together</p> <p>Kia tīna with purpose</p> <p>Haumi e Hui e united and ready</p> <p>Tāiki e to progress</p>	<p>Kia tau iho Let the strength</p> <p>Te tauwhiro tangā and serenity</p> <p>O te wāhi ngaro of our ancestors</p> <p>E pai ai te nohotahi guide us as we gather</p> <p>Ā tinana, wairua hoki in body and spirit</p> <p>Whakauenuku ake Holdfast to</p> <p>Te āio mō te katoa Peace for all</p> <p>Kia whakamaua kia tīna let it be realised</p> <p>Hui e Tāiki e for us all</p>
<b>Closing</b>	
<p>Unuhia, unuhia Draw on, draw on</p> <p>Unuhia ki te uru tapu nui Draw on the supreme sacredness</p>	<p>Kia tau kia tātou katoa May peace, love, and safety</p> <p>Te āio, te aroha me te marutau Be upon us all</p>

<p><b>Kia wātea, kia māmā, te ngākau, te tinana, te wairua i te ara takatā</b> To clear, to free the heart, the body and the spirit of mankind</p> <p><b>Koia rā e Rongo, whakairia ake ki runga</b> Rongo, suspended high above us</p> <p><b>Kia tina! Tina! Hui e! Tāiki e!</b> Draw together! Affirm!</p>	<p><b>Thei mauri ora</b> a promise of a glorious day</p>
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# PART A

# OPEN AGENDA



COUNCIL PART A OPEN AGENDA

**Council Agenda Part A (Open Agenda)**  
**Monday 25 May 2026 from 2.30 pm to be held in the Board Room, AUT South Campus, Manukau**

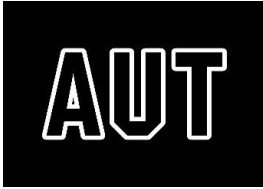
<b>Karakia</b>		
<b>Mihi – Chancellor</b>		
1. Welcome, Apologies and approval of agenda	The <b>Chancellor moves</b> that apologies be <b>noted</b> and that <b>Council approve</b> the assignment of agenda items to Part A and Part B of the Council agenda.	
2. Declaration/Recording of any Interests	2. 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 <b>Chancellor moves</b> that the declarations if any be noted and the action taken be <b>endorsed</b> .
3. Constitutional Matters, Conferment of Degrees, and Policy	3.1 Noting Chancellor delegation – Granting, Rescinding, Revoking and Amending Qualifications – May 2026.	The <b>Chancellor moves</b> that the following be <b>approved</b> : <ul style="list-style-type: none"> <li>• See item 3.1</li> </ul>
4. Council Meetings	4.1 Council Meeting Draft Minutes Part A, 28 April 2026. 4.2 Matters arising from the Minutes Part A of the Council Meeting, 28 April 2026 not elsewhere on the agenda.	The <b>Chancellor moves</b> that the Minutes of Part A of the Council Meeting held on 28 April 2026 be taken as <b>read</b> and <b>confirmed</b> as a true and correct record of the meeting
5. Vice-Chancellor’s Report	5. Vice-Chancellor’s Report	The <b>Chancellor moves</b> that the Vice-Chancellor’s Report be <b>received</b> .
6. Chancellor’s Report	6. Chancellor’s Report	The <b>Chancellor moves</b> that the Chancellor’s Report be <b>received</b> .
7. Reports from Boards, Committees and Working Groups to Council	7. Reports and Minutes from the Academic Board, 28 April 2026.	The <b>Chancellor moves</b> that <b>Reports</b> and <b>Minutes</b> from the <b>Academic Board</b> , 28 April 2026 be <b>received</b> .

<p>8. Health, Safety, and Wellbeing Report</p>	<p>8.1 Health, Safety &amp; Wellbeing Report for 25 March to 5 May 2026.</p> <p>8.2 Health, Safety &amp; Wellbeing Roles &amp; Responsibilities Report</p>	<p>The <b>Chancellor moves</b> that Council <b>receive</b> the Health, Safety and Wellbeing Report for 25 March to 5 May 2026</p> <p>The <b>Chancellors moves</b> that Council <b>approve</b> the Roles &amp; Responsibilities as part of the AUT Health &amp; Safety Management System implementation</p>
<p>9. Te Tiriti</p>	<p>9. No report</p>	
<p>10. Strategic Reports</p>	<p>10. No report</p>	
<p>11. Student Success</p>	<p>11. No report</p>	
<p>12. Correspondence referred by the Chancellor</p>	<p>12. No correspondence</p>	
<p>13. Other matters arising for decision or noting</p>	<p>13.1 Update from the President of AUTSA.</p> <p>13.2 Update from the Council Member elected by the Academic Staff of the Auckland University of Technology</p> <p>13.3 Update from the Council Member elected by the Professional Staff of the Auckland University of Technology</p>	<p>The <b>Chancellor moves</b> that the Update from AUTSA be <b>received</b>.</p> <p>The <b>Chancellor moves</b> that the Update from the Council member Elected by the Academic Staff of the Auckland University of Technology be <b>received</b>.</p> <p>The <b>Chancellor moves</b> that the Update from the Council member Elected by the Professional Staff of the Auckland University of Technology be <b>received</b>.</p>
<p>14. Items moved from Part B of the agenda to Part A and General Business</p>		

**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 28 April 2026	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. Vice Chancellor's Report	s 9(2)(b)(ii), s 9(2)(i), s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
23. Other Business	s 9(2)(a), s 9(2)(g)(i), s 9(2)(g)(ii),	7(2)(a), 7(2)(f)(i), 7(2)(f)(ii)



Part A OPEN AGENDA ITEM	3.1
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## **Council Agenda Paper**

Subject: **GRANTING, RESCINDING, REVOKING AND AMENDING QUALIFICATIONS – MAY 2026**

Date: **11 MAY 2026**

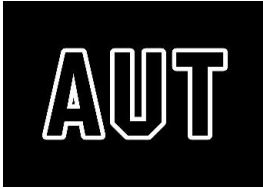
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### **RECOMMENDATION:**

*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 MAY MONTHLY CORPORATE CYCLE ON 14 MAY.*
  - 2. GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE MAY MONTHLY CERTIFICATES CYCLE ON 14 MAY.*
  - 3. GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE MAY MONTHLY CERTIFICATE OF PROFICIENCY'S (COP) CYCLE ON 14 MAY.*
  - 4. REVOKE QUALIFICATIONS TO THE STUDENTS ON THE ATTACHED SCHEDULE AHEAD OF THE MAY CORPORATE CYCLE ON 14 MAY.*
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The schedules are in supplementary papers.



PART A	4.1
OPEN AGENDA ITEM	

## Council Agenda Paper

**Subject:** Minutes of the AGM and Part A of the Council Meeting held on 28 April 2026

**Date:** 15 May 2026

**Author:** A Vujnovich

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**RECOMMENDATION:**

*THAT THE MINUTES OF THE COUNCIL MEETING PART A HELD ON 28 APRIL 2026 BE CONFIRMED AS A TRUE AND CORRECT RECORD OF THE MEETING*

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## MINUTES

### **Council Meeting**

Meeting held 28 April 2026 at 2.30pm

Council Room, Level 7, WA Building, City Campus, Auckland

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<b>PRESENT:</b>	R Campbell (Chair); M Royal; D Salesa; J Smith; L Foliaki; J Portegys; S Clarke (via Teams); L Thomson; M Huang; P Treacy (via Teams); M Darrow; W Ings.
<b>SECRETARY:</b>	A Vujnovich, Council Secretary R Nottingham, Minute Taker
<b>IN ATTENDANCE:</b>	W Lawson (DVC Academic); A Binning (Acting Director Health and Safety) - Item 8; M Durie (Te Toi Aronui) – Item 9
<b>IN APOLOGY:</b>	None.

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#### **PART A OPEN AGENDA**

##### **1 WELCOME, APOLOGIES AND APPROVAL OF AGENDA ITEMS**

Resolved

*THAT THE ASSIGNMENT OF AGENDA ITEMS TO PART A AND PART B OF THE COUNCIL AGENDA BE APPROVED.*

*THAT AN APOLOGY FOR LATE ARRIVAL BE RECEIVED FROM L FOLIAKI*

The Chair congratulated Mark Darrow on his appointment as Chair of Health NZ and noted that Mark had resigned from AUT Council. The Chancellor thanked Mark for his contribution to Council during his term.

##### **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 – March and April 2026**

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:*

MARCH 2026

- 1. REVOKE QUALIFICATIONS FOR THE STUDENTS ON THE ATTACHED SCHEDULE AHEAD OF THE 2026 MARCH CORPORATE CYCLE ON 12 MARCH.*

2. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2026 MARCH MONTHLY CORPORATE CYCLE ON 12 MARCH.*
3. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE MARCH MONTHLY CERTIFICATES CYCLE ON 12 MARCH.*
4. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE MARCH MONTHLY CERTIFICATE OF PROFICIENCY'S (COP) CYCLE ON 12 MARCH.*
5. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE 2026 MARCH OFFSHORE CYCLE ON 12 MARCH.*

APRIL 2026

1. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE APRIL MONTHLY CORPORATE CYCLE ON 16 APRIL.*
2. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE APRIL MONTHLY CERTIFICATES CYCLE ON 16 APRIL.*
3. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE APRIL MONTHLY CERTIFICATE OF PROFICIENCY'S (COP) CYCLE ON 16 APRIL.*
4. *GRANT QUALIFICATIONS TO THE GRADUANDS ON THE ATTACHED SCHEDULE FOR THE APRIL OFFSHORE CYCLE ON 16 APRIL.*
5. *REVOKE QUALIFICATIONS TO THE STUDENTS ON THE ATTACHED SCHEDULE FOR THE APRIL CORPORATE CYCLE ON 16 APRIL.*

**3.2 Council Travel Policy**

Received

Council Travel Policy

Noted in discussion

- Revised draft incorporated changes discussed at previous meeting.

Resolved

*THAT THE COUNCIL TRAVEL POLICY BE APPROVED*

**4 COUNCIL MEETINGS AND MINUTES OF PREVIOUS MEETING(S)**

**4.1 Minutes of the previous meeting**

Received

Draft Minutes (Part A), of the Special Council meeting held on 30 March 2026

Resolved

*THAT THE MINUTES OF PART A OF THE SPECIAL COUNCIL MEETING HELD ON 30 MARCH 2026 BE TAKEN AS READ AND CONFIRMED AS A TRUE AND CORRECT RECORD OF THE MEETING*

**4.2 Matters Arising**

Noted in discussion

- Noted the status of the matters arising.

**5 VICE CHANCELLOR'S REPORT**

Received

Vice Chancellor's Report

Noted in discussion

- AUT Online had outperformed enrolment targets;
- Future focus of AUT Online was growing revenues that did not affect domestic enrolments;
- Council requested an annual update on AUT Online progress against targets, including financials, noting significant proportion of asset development had occurred in the first year;
- Pro Chancellor expressed Ngāti Whātua Ōrakei view that there continued to positive engagement and partnership with AUT.

Resolved

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

**6 CHANCELLOR'S REPORT**

Noted in discussion

- Minister had invited suggestions on appropriate skills and/or persons for a new appointee to Council;
- Discussed areas where council skills could be enhanced, noting skills matrix had been reviewed as part of the Board evaluation;
- Invited proposals from Council members, noting the Nominations Committee will meet to make recommendations to Minister.

Resolved

*THAT COUNCIL RECEIVE THE CHANCELLOR'S REPORT*

**7 PART A – REPORTS FROM BOARD, COMMITTEES AND WORKING GROUPS OF COUNCIL**

**7.1 Academic Board Report and Minutes, 23 February and 30 March 2026**

Received

Academic Board Report and Minutes, 23 February and 30 March 2026

Noted in discussion:

- Appreciated the revised report content which provided more context for governors.

Resolved

*THAT THE ACADEMIC BOARD REPORTS AND MINUTES OF THE MEETINGS HELD ON 23 FEBRUARY AND 30 MARCH 2026 BE RECEIVED.*

**8 HEALTH, SAFETY AND WELLBEING REPORT**

**8.1 Health, Safety and Wellbeing Report**

Received

Health, Safety & Wellbeing Report February-March 2026

Noted in discussion

- Te Ara Haumarū project was 85 percent complete with balance of programme expected to take longer as it required embedding of practices and space remediations;
- Challenged the speed of remedial stations, noting it was important that safety showers works were completed expeditiously to meet regulatory requirements;

- Management noted some completion dates were wrong, and confirmed showers and wash station works were underway though ventilation works were more complex requiring work outside of semester;
- Hazardous substances system implementation involved change of practice and culture, both of which were well underway;
- Increase in incidents in DCT Faculty raised at People & Culture committee meeting arose from increased reporting, noting adding type of incidents in report would help context;

Resolved

*THAT THE HEALTH, SAFETY & WELLBEING REPORT FEBRUARY-MARCH 2026 BE RECEIVED*

**9 TE TIRITI REPORT**

Received

WIPCE 2025 Impact and Legacy Report

Noted in discussion

- Management acknowledged the significant role of and partnership with Ngāti Whātua Ōrakei which underpinned the success of WIPCE conference, the largest event held in Auckland;
- Collective effort from partners and agencies helped grow AUT's profile and reputation locally and the conference created numerous opportunities for AUT, in research collaborations and international student exchanges which were being followed up;
- WIPCE conference success demonstrated that AUT could manage events at scale, with lessons learned captured by AUT;
- Indigenous learning was not a subject in global rankings but the conference helped underline AUT's distinctiveness in the indigenous learning sector across the globe as well as broader brand awareness;
- Pro Chancellor added from a Ngāti Whātua Ōrakei perspective the conference was an exemplar of Te Tiriti principles in action and had been an opportunity for AUT alumni from the iwi to play an important part.

Resolved

*THAT THE WIPCE 2025 IMPACT AND LEGACY REPORT FROM TE TOI ARONUI, PROFESSOR MEIHANA DURIE BE RECEIVED*

**10 STRATEGIC REPORTS**

No report

**11 STUDENT SUCCESS**

No report

**12 CORRESPONDENCE REFERRED BY THE CHANCELLOR**

No correspondence

**13 OTHER MATTERS FOR DECISION OR NOTING**

**13.1 Update from AUTSA**

Received

Update report from AUTSA President

Noted in discussion

- University of Auckland study indicated up to 45 percent of students experienced food hardship;
- Discussed solution option to help alleviate food hardship, noting AUTSA had a food pantry, and Student Services offered rent relief and other funds to assist;
- International students also experiencing hardship, lacking support structures of many domestic students and were limited by visas in number of hours they could work, noting job market in Auckland was very challenging for all students;
- Requested presentation from Student Services & Administration on scale and effects of student hardship faced in AUT and systems in place to help address it.

Action: Management to diarise presentation from SS&A on scale and effects of student hardship and systems in place to help address it.

Resolved

*THAT THE UPDATE FROM THE PRESIDENT OF AUTSA BE RECEIVED*

### **13.2 Update from Council Member elected by the Academic Staff of AUT**

Received

Update report from Council Member elected by the Academic Staff of AUT

Noted in discussion

- University rankings were important to students to ensure the value of their degree was maintained and a factor in international students' selection;
- AUT should concentrate efforts in its strong subject areas such as sport, engineering and health and communicate to and involve AUT academics in supporting its objectives.

Resolved

*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 AUT**

Received

Update report from Council Member elected by the Professional Staff of AUT

Noted in discussion

- NCEA reform was encouraging early decisions on vocational versus academic pathways in schools, and the effects of this on AUT;
- AUT needed to consider how to respond to potential changes in public perception of the value of university degree as well as impacts of AI on higher cognitive load jobs;
- Ministry of Education was consulting via Universities New Zealand on whether to create new university entrance requirements.

Resolved

*THAT THE UPDATE FROM THE COUNCIL MEMBER ELECTED BY THE PROFESSIONAL STAFF OF THE AUCKLAND UNIVERSITY OF TECHNOLOGY BE RECEIVED*

### **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, 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 30 March 2026	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. Vice Chancellor Report	s 9(2)(b)(ii), s 9(2)(i), s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
17. Report from AUT Ventures	s 9(2)(b)(ii), s 9(2)(i), s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
18. Report from AUT Millennium	s 9(2)(b)(ii), s 9(2)(i), s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
19. 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)
21.1 Draft Minutes of Finance and Audit Committee held on 13 April 2026	s 9(2)(b)(ii), s 9(2)(i), s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
21.2 Draft Minutes of the People and Culture Committee held on 13 April 2026	s 9(2)(b)(ii), s 9(2)(i), s 9(2)(k)	s7(2)(b), 7(2)(h), 7(2)(i), 7(2)(j)
22. Other Business	s 9(2)(a), s 9(2)(g)(i), s 9(2)(g)(ii),	7(2)(a), 7(2)(f)(i), 7(2)(f)(ii)

COUNCIL MEETING RAISED	ACTION	WHO	STATUS/ TARGET DATE
28 July 2025	<b>7.1 Academic Board Reports and Minutes</b> <ul style="list-style-type: none"> <li>Management to present to Council on Academic Quality including data, benchmarks and framework.</li> </ul>	DVC Academic	Open/July 2026
28 July 2025	<b>9.1 Te Tiriti</b> <ul style="list-style-type: none"> <li>Management to present on Māori student numbers and experience in AUT in a future report.</li> </ul>	Te Toi Aronui	Open/July 2026
29 September 2025	<b>5. Vice Chancellor's Report</b> <ul style="list-style-type: none"> <li>Management to provide information on resource plans to support student success given planned growth of international onshore students.</li> </ul>	DVC Academic	Open/July 2026
8 December 2025	<b>5.1 Vice Chancellor's Report</b> <ul style="list-style-type: none"> <li>Chancellor and Pro Chancellor to develop proposals for governors of Ngāti Whātua Ōrakei and AUT to work more closely together, such as through an annual wānanga.</li> </ul>	Chancellor & Pro-Chancellor	Open/July 2026
28 April 2026	<b>13.1 Update from AUTSA</b> Management to diarise presentation from SS&A on scale and effects of student hardship and systems in place to help address it.	Group Director Student Services & Administration	Open/September 2026



<b>PART A</b>	<b>5</b>
<b>OPEN AGENDA ITEM</b>	

## **Council Agenda Paper**

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

Date: **25 May 2026**

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### **RECOMMENDATION:**

*THAT THE VICE CHANCELLOR'S REPORT BE RECEIVED*

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### **SECTION 1. AUT'S CURRENT POSITION**

#### **1.1 Vice-Chancellor's introduction**

Across the reporting period, AUT has remained focused on delivery against Te Kete, while responding pragmatically to sector-level change, emerging opportunities and ongoing pressures affecting students, staff and institutions nationally and internationally.

Activity during the period demonstrates sustained progress across AUT's core missions of student success, applied research, engagement and innovation. Academic transformation continues to advance through AUT Online, work-integrated learning systems and digitally enabled teaching and learning, while student success and equity remain central priorities as demand for support and inclusion continues to evolve. Growth in postgraduate research activity and researcher development reinforces AUT's long-term research capability and impact trajectory.

AUT has also continued to strengthen its position as a connected, engaged institution. Partnerships across government, industry, community and international contexts have supported both immediate priorities and longer-term strategic positioning. Engagement with central and local government reflects AUT's role as a civic institution contributing constructively to public policy and city-level challenges, while alumni and philanthropic activity continue to demonstrate the impact and reach of AUT graduates and partners.

Investment in people, culture and place remains a critical enabler of delivery. Leadership and cultural capability programmes, estate development and sustainability initiatives together support an institution that is resilient, future-focused and aligned to its purpose as a university of technology and opportunity. Collectively, the activities outlined in this report provide assurance that AUT remains well positioned to deliver impact for learners, communities and Aotearoa New Zealand.

## HIGHLIGHTS

- AUT recognised four distinguished academics as Emeritus Professors: Professor Pare Keiha, Professor Michael Peterson, Professor Sharon Mazer and Professor Ella Henry, acknowledging their leadership, research excellence and long-standing service to the University.
- AUT Law School lecturer Kya Raina Lal was named a 2026 QECT 100 Young Leaders Awardee by the Queen Elizabeth II Commonwealth Trust, recognising her leadership and contribution in an international context.
- AUT marked New Zealand Sign Language Week, acknowledging the University's long-standing role in teaching New Zealand Sign Language for more than three decades, including before its recognition as an official language.
- The AUT Technology in Society Series returned for 2026, with an event delivered in partnership with the Trans-Tasman Business Circle, advancing public and policy discussion on data sovereignty.
- AUT Worldwide was delivered across campuses, celebrating the diversity of AUT's student community through performance, food and cultural expression.
- AUT released its 2025 Annual Report, reflecting a year of strong institutional performance, new partnerships, research impact and continued progress against Te Kete and Te Aronui.

## **SECTION 2. TE KETE | GRADUATES THE WORLD NEEDS**

*University highlights, activities and updates on our initiatives to enhance student success under Te Kete.*

### **2.1 Academic Transformation**

AUT continued to advance its academic transformation agenda during the reporting period, with a sustained focus on flexibility, access and quality across postgraduate and applied learning. AUT Online remains a central element of this transformation, supporting the University's ambition to broaden participation and respond to changing learner expectations through digitally enabled delivery models. The profile of learners engaging through AUT Online reflects the programme's role in extending access to postgraduate study and supporting lifelong learning pathways aligned with workforce and societal needs.

Progress also continued on strengthening assessment and applied learning systems that underpin AUT's distinctive educational approach. The staged implementation of the Work Integrated Learning placement platform is supporting a more consistent and assured approach to managing student placements across programmes, reinforcing quality, oversight and student experience. In parallel, the continued migration of legacy student-facing functionality into the MyAUT and AUT App environment is improving coherence across the student lifecycle, from application through to alumni engagement.

Together, these developments reinforce AUT's academic transformation priorities by enabling more flexible learning pathways, strengthening system capability and supporting a contemporary, student-centred academic portfolio aligned with Te Kete.

### **2.2 Student Success**

Student success remained a central focus as Semester 1 delivery continued and demand for coordinated support remained high. Across March and April, Student Services recorded sustained and, in some areas, unprecedented levels of student engagement, reflecting ongoing cost-of-living pressures, placement-related demands, and increasing complexity of student needs. Despite these pressures, service responsiveness remained strong, with high volumes of student enquiries, case management and wellbeing interventions delivered across campuses.

Targeted initiatives continued to support students across the learner journey. AUT Support provided timely escalation and intervention for students of concern, while counselling, medical and wellbeing services prioritised urgent and complex cases. Financial assistance activity increased significantly compared with earlier in the year, providing targeted support to students experiencing acute hardship. These coordinated responses reinforce AUT's commitment to holistic student success and wellbeing, particularly during periods of heightened pressure.

Digital enablement continues to support student success at scale. Enhancements to the MyAUT environment, including the rollout of applicant and alumni experiences, and the planned refresh of the AUT App with an AI-first and accessibility-focused design, are improving the consistency, clarity and responsiveness of student interactions with the University.

### **2.3 Innovative and technology-enabled teaching and learning**

AUT continued to invest in innovative and technology-enabled teaching and learning, reinforcing its distinctive position as a university of technology and opportunity. During the reporting period, work progressed on uplifting artificial intelligence literacy for staff through a refreshed AI literacy programme, informed by prior survey insights and designed to support confident, ethical and effective use of generative AI across learning and assessment.

Significant progress was also made in enabling digital infrastructure that supports advanced teaching and learning. Completion of the proof of concept for a centralised high-performance computing environment provides a foundation for a scalable, user-friendly platform to support data-intensive teaching and research across disciplines. Together with continued migration of student-facing services into MyAUT, these initiatives enhance both the learning experience and institutional capability, aligning with Te Kete's focus on distinctive, student-centred education.

### **2.4 Equity and opportunity**

AUT continued to advance equity and opportunity through targeted initiatives that support access, belonging and successful outcomes for priority learner groups. Employability and student support services embedded inclusive practice across workshops, events and one-to-one engagement, with particular focus on disabled and neurodivergent students, Rainbow learners, Māori and Pacific students, and international cohorts. Innovations such as positive disclosure workshops, quiet-time sessions at career expos, and culturally grounded networking events created more accessible and affirming environments for student participation.

Demand for Rainbow student support continued to grow, with increasing complexity of cases and expansion of services across campuses to ensure equitable access. Māori and Pacific students benefited from purposefully designed employability initiatives delivered in partnership with the Office of Māori Advancement and the Office of Pacific Advancement, strengthening culturally safe pathways into industry and professional networks.

These activities collectively reinforce AUT's Tiriti-aligned commitment to equity and opportunity, ensuring that diverse learners are supported to succeed academically, professionally and personally within an inclusive university environment.

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### **SECTION 3. TE KETE | KNOWLEDGE DISCOVERY AND APPLICATION WITH PURPOSE**

*University highlights, activities, and updates on our progress in fostering impactful and innovative research, learning, teaching, and technology, as guided by Te Kete.*

#### **3.1 Research transformation**

AUT continued to strengthen its research ecosystem during the reporting period, with sustained growth across postgraduate research enrolments and throughput reinforcing long-term research capability. Master's and doctoral enrolments continue to track strongly year on year, signalling both the attractiveness of AUT's research environment and a growing future research workforce. This growth is now translating into higher volumes of examination activity, particularly practice-led research, requiring coordinated institutional planning to maintain quality, timeliness and academic integrity.

Post-examination performance remains strong, with the majority of doctoral candidates completing required amendments within short timeframes. This reflects the maturity of supervision practices and the effectiveness of support structures across the research lifecycle. Collectively, these developments provide Council with assurance that AUT's research transformation agenda is supporting both scale and quality, aligned with Te Kete's emphasis on purposeful knowledge discovery and application.

#### **3.2 Building research activity**

AUT continued to invest in building research capability through structured researcher education and development, supporting early career researchers, postgraduate students and supervisors. Delivery of targeted research development programmes remained high, with workshops, peer groups and cohort-based initiatives supporting research planning, progression and completion readiness across disciplines.

AUT is also demonstrating leadership beyond the institution. The Aotearoa Researcher Development Framework, developed by AUT staff, gained international interest following its presentation at a major postgraduate research conference, with other universities expressing interest in adopting the framework within their own development programmes. This positions AUT as a contributor to sector-wide capability building while strengthening its own research culture and supervision quality.

#### **3.3 Research impact and success**

AUT continued to focus on strengthening research impact, visibility and external engagement in an increasingly competitive and mission-led research environment. Preparations progressed for Wiki Rangahau Research Week 2026, which will showcase applied research and technology for public good and support interdisciplinary collaboration across the University. This work contributes to greater visibility of AUT research and strengthens connections between research, industry, communities and policy stakeholders.

Graduate research activity remains a core contributor to AUT's broader research impact, supporting internationalisation, external partnerships and research outputs across a wide range of disciplines. Together, these activities reinforce AUT's position as a university that delivers research with relevance, application and societal value.

### **3.4 Adapting to emerging technologies**

AUT continues to respond proactively to the rapid evolution of emerging technologies and their implications for research and teaching. During the reporting period, the proof of concept for a centralised high-performance computing environment was completed, with feedback from faculty testing teams informing the development of a university-wide strategy. The proposed model prioritises secure, scalable and user-friendly access to high-performance compute and GPU capability, supporting data-intensive research and advanced teaching across disciplines.

In parallel, AUT progressed work on digitally enabled research systems, including early-stage development of AI-supported tools to streamline postgraduate research management and improve researcher experience. These initiatives reflect a deliberate, institution-wide approach to adopting emerging technologies in ways that are ethical, Tiriti-aligned and focused on enabling high-quality research outcomes, consistent with AUT's role as New Zealand's university of technology and opportunity.

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## **SECTION 4. TE KETE | PARTNERSHIPS THAT ACCELERATE IMPACT**

*University highlights, activities and updates on our partnerships and engagements as outlined in Te Kete.*

### **4.1 Government relations**

AUT continued to engage with central government and sector leadership on matters affecting the tertiary education system and the University's strategic priorities. During the reporting period, AUT provided the new Minister of Tertiary Education, Hon Penny Simmonds, with a briefing on the University and key issues facing the sector. Engagement is underway to host the Minister on campus to support renewed connection and dialogue following her appointment.

Developments in international policy settings were also monitored closely. The release of the New Zealand-India Free Trade Agreement is of particular interest to the tertiary sector, with provisions signalling enhanced visa settings and post-study work rights for Indian students accepted by recognised education institutions. Given AUT's strong engagement with Indian international students, these settings represent a positive direction for international education, and AUT will continue to monitor opportunities arising from the agreement.

Through this engagement, AUT remains focused on maintaining constructive relationships with ministers and officials, contributing to policy discussions, and positioning the University to respond effectively to changes in the national and international tertiary environment.

### **4.2 Civic engagement**

AUT continued to demonstrate civic leadership through engagement with local government and city-level stakeholders on issues affecting students, staff and the wider Auckland community. During the reporting period, AUT maintained a leadership role in work associated with the Mayor's Central City Advisory Panel, contributing to coordinated responses on emerging city issues.

In response to the fuel supply disruption, AUT supported the development of an Auckland-wide stakeholder position advocating for the continuation of in-person education. This included correspondence to the Mayor outlining the University's position and reflecting AUT's commitment to student access, wellbeing and continuity of learning.

### **4.3 Alumni engagement and impact**

During the reporting period, AUT alumna and entrepreneur Natalia Herewini, founder of Natalia's Food Journey, was selected to represent Aotearoa New Zealand at the King's Trust 50th Birthday celebrations in London. Ms Herewini's participation reflects the international recognition of AUT graduates and the strength of AUT's partnership with the King's Trust in supporting enterprise, leadership and opportunity for young entrepreneurs.

At a faculty level, the School of Communication Studies reinstated its graduate and alumni awards following a pause in recent years. The awards, supported in part by industry partners,

provided an opportunity to celebrate graduate achievement, strengthen alumni connection and reinforce relationships between the school, its graduates and external stakeholders. Progress also continues towards the establishment of a university-wide AUT Alumni Awards programme, scheduled for later in the year.

#### **4.4 International**

AUT continued to advance its international priorities through coordinated engagement aligned with the University's strategic direction and long-term objectives. During the reporting period, progress was evident across transnational education, international partnerships, recruitment markets and alumni engagement. New institutional agreements in China, the Philippines, Sri Lanka and Indonesia strengthened AUT's transnational education footprint and support longer-term education and research collaboration in priority regions.

Engagement in the United States focused on deepening partner relationships and strengthening future mobility pipelines. This included sector engagement and targeted partner visits that supported the establishment of a new Study Abroad agreement with Brandeis University, alongside recruitment outreach activity in Hawai'i delivered in partnership with Te Ara Poutama.

Strategic partnership governance also progressed, with the AUT–UP Education Joint Management Committee meeting supporting continued alignment and delivery across shared priorities. Senior-level engagement across North Asia, South Asia and China further reinforced AUT's international presence through participation in sector roadshows, Education New Zealand activities, partnership development and recruitment initiatives.

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## **SECTION 5. TE KETE | OUR OFFER AND APPROACH**

*University highlights and updates on activities related to our positioning in the market as a university of technology and opportunity*

### **5.1 Digital capability and artificial intelligence**

AUT continued to strengthen its positioning as a university of technology and opportunity through deliberate, institution-wide adoption of emerging digital and artificial intelligence capabilities. Activity during the reporting period focused on establishing enabling platforms and governance that support responsible innovation, data stewardship and user-centred service design across the University.

The rollout of *ServiceHub*, a digital assistant integrated within Microsoft Teams, provides staff with a single, consistent point of access to core support services, improving navigation of institutional systems and supporting more integrated service delivery. In parallel, AUT continued preparations for the broader rollout of AUTGPT, a secure, in-house generative artificial intelligence platform designed to provide access to leading AI tools while maintaining institutional control over data sovereignty, privacy and cost.

AUT also progressed the considered adoption of emerging technologies within its digital and research infrastructure, ensuring alignment with academic priorities, ethical frameworks and long-term sustainability.

### **5.2 Domestic brand position and marketing activities**

Across March and April, AUT continued to strengthen its domestic brand position through integrated communications, marketing and future student engagement activity that reinforces the University's distinctive proposition. Activity during the period focused on increasing visibility of AUT's academic quality, research impact and student success, while also improving the quality and consistency of the prospective student experience.

Campaign activity transitioned from readiness into scaled delivery, with strong performance across digital channels and sustained growth in high-intent engagement such as course counselling and enquiries. At the same time, AUT invested in longer-term brand strength through refreshed publications, improved web journeys and programme comparison tools, and more consistent application of the University's tone, design system and values.

Relationship-based engagement with schools, careers advisors, whānau and priority communities continued to support AUT's "right growth" approach to domestic recruitment. This work prioritises trust, connection and pathway-building over transactional recruitment, supporting both immediate demand and long-term reputation.

### **5.3 Global brand position and marketing activities**

AUT continued to strengthen its global market position through focused international campaign delivery, digital lead generation and reputation-building activity across priority markets. International marketing performance was particularly strong in Asia, supporting pipeline development and contributing to a growing pool of engaged prospective students.

This activity was underpinned by a strategic shift toward higher-quality engagement and more efficient conversion pathways, with increased use of marketing automation and culturally relevant content improving reach and effectiveness. Alongside recruitment, AUT continued to amplify academic expertise and applied research through international media and digital channels, reinforcing a distinctive global narrative centred on innovation, relevance and real-world impact.

#### **5.4 Te Aronui in market positioning and engagement**

Across March and April, AUT's commitment to Te Aronui was reflected through a more integrated and intentional focus on Māori visibility, representation and relationship-centred engagement across communications, marketing, brand and future student activity. Storytelling across AUT channels highlighted Māori student, staff and community success, celebrated kaupapa Māori events and cultural leadership, and reinforced the place of mātauranga Māori and Māori excellence within the University's public profile. This included content connected to student achievement, kapa haka, Te Tiriti-centred leadership and Māori-led success stories across digital, news and print platforms.

This commitment was also expressed through recruitment and engagement activity grounded in whanaungatanga, manaakitanga and belonging. Whānau hui, Iti Kōpara activity, Māori careers engagement and partnership-based school outreach supported stronger connections with students, whānau and communities, reflecting Te Aronui in practice rather than message alone. Supporting activity across brand and marketing, including collaboration with AUT Māori, values-related design work and efforts to strengthen Māori representation in campaign content, contributed to a more authentic and visible expression of AUT's commitment to Māori success.

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## **SECTION 6. TE KETE | OUR PLACE, OUR PEOPLE AND OUR CULTURE**

*Highlights and updates on activities related to the University's operations.*

### **6.1 Sustainability**

AUT continues to progress a more integrated and evidence-led approach to sustainability, with a focus on decarbonisation, regenerative campus development and long-term environmental responsibility. During the reporting period, AUT's 2025 carbon emissions were verified, confirming a 34 percent reduction against the 2018 baseline. This represents a significant milestone and provides strong evidence base for future emissions reduction planning and target setting.

Work also progressed on strengthening institutional governance and planning for sustainability. The Regenerative Action and Sustainability Plan is scheduled to progress to the Executive Portfolio Board shortly, seeking approval to consult. This plan will provide a more structured framework for aligning sustainability objectives, actions and performance measures across the University. In parallel, preparation of AUT's 2025 Sustainability Report advanced, supporting transparency and external accountability.

AUT continued to embed sustainability through its built environment and infrastructure. A year-long, AI-assisted optimisation of the Tukumuku building's heating, ventilation and air-conditioning system was completed, delivering an estimated 20 percent reduction in energy use while strengthening institutional understanding of how artificial intelligence can support building performance. Decarbonisation works across the estate also continued, with a focus on reducing gas usage and reliance on increasingly constrained energy sources.

Sustainability initiatives increasingly integrate research and teaching alongside operational outcomes. The Microgrid Research Initiative continues to develop, with proposals for solar installations at North and South Campuses now incorporating research and learning objectives. Engagement activity also supported behaviour change, including campus-based transport initiatives delivered in partnership with Auckland Transport, encouraging uptake of sustainable travel options. Collectively, these activities demonstrate AUT's commitment to sustainability as a core institutional capability aligned with Te Kete and long-term environmental stewardship.

### **6.2 Leadership and development**

AUT continued to invest in leadership capability as a key enabler of strategy delivery and organisational performance. Leadership development programmes support leaders at different stages, with a focus on inclusive leadership, cultural capability and leading in complex environments.

Progress also continued on Aronui Ora, AUT's core cultural capability programme, with growing participation by people leaders. Together, these initiatives strengthen leadership consistency and support shared behaviours aligned with Te Kete and AUT's values.

### **6.3 Culture and people**

AUT continued to progress its Thriving People, Thriving Future People Plan from strategy into delivery. Current work is focused on improving coherence and sequencing of initiatives across 2026 and into 2027, supporting clearer alignment between activity and intended outcomes.

Development of the People Plan performance framework is nearing completion, strengthening AUT's ability to monitor progress across culture, wellbeing, inclusion and workforce sustainability. Actions in response to the Your Voice staff survey remain underway, reinforcing a culture of listening, accountability and continuous improvement.

### **6.4 Spaces and places**

AUT continues to invest in its physical environment to support student wellbeing, high-quality teaching and research, and long-term institutional resilience. During the reporting period, a significant portfolio of capital works, relocations and refurbishments progressed across the campus network, supporting both contemporary learning environments and more efficient use of space.

Key projects advanced during the period include major faculty relocations, specialist teaching and simulation facilities, and preparatory works for significant future developments. Investment in safety-critical infrastructure and compliance works continued, alongside initiatives to reduce overcrowding and return space to teaching use.

Strategic space planning and asset management activity also progressed, informed by benchmarking, data-enabled systems and early planning for future timetabling requirements. Collectively, this work supports a more resilient, flexible and sustainable estate that is aligned with AUT's academic priorities and growth areas.

### **6.5 Enterprise and service**

AUT's enterprise and service functions continue to support the University's academic mission, campus experience and external engagement. During the reporting period, Estates Commercial Services demonstrated resilience in a variable operating environment, delivering a positive financial result while supporting internal activity, events and campus services.

Commercial activity included lease renewals, event delivery and catering services that contribute to campus vitality and external engagement. Ongoing review of commercial opportunities, including interest in new retail offerings, reflects a deliberate approach to balancing revenue generation with student and staff experience.



PART A	6
OPEN AGENDA ITEM	

## Council Agenda Paper

**Subject:** The Chancellor's Report

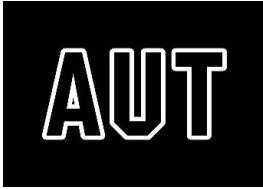
**Date:** 15 May 2026

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**RECOMMENDATION:**

*THAT COUNCIL RECEIVE THE VERBAL REPORT FROM THE CHANCELLOR*

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<b>PART A</b> <b>OPEN AGENDA ITEM</b>	<b>7</b>
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## Council Agenda Paper

**Subject:** Report from Academic Board

**Date:** 15 May 2026

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**RECOMMENDATION:**

*THAT COUNCIL RECEIVE THE ACADEMIC BOARD REPORTS AND MINUTES OF THE MEETINGS HELD ON 28 APRIL 2026.*

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The minutes are in supplementary papers.

## Academic Board Report to Council

Meeting held 28 April 2026

### Strategic Matters and Policy Developments

#### **Postgraduate Research Supervisor Register**

The Dean of the Graduate Research School updated the Board on the new Postgraduate Research Supervisor Register policy and procedures, which formalise existing practice and introduce a clear suspension and reinstatement process. The policy and procedures are now published on TUIA for a 30-day consultation period.

### Committees of Academic Board

#### **Learning and Teaching Committee**

The Board:

- Noted that the Committee has developed draft *Use of Artificial Intelligence (AI) for Marking and Feedback Guidelines*.

#### **Research Committee of Academic Board**

The Board:

- Noted the development of draft *Sensitive Research and Export Controls Procedures*.
- Noted that a draft plan to support and grow international research at AUT is to be socialised with faculties.

#### **Programme Approval and Review Committee**

The Board:

- Approved the forwarding of the report to CUAP deleting the Taxation Specialisation in the Master of Laws.

#### **Academic Planning Subgroup**

The Board:

- Approved the establishment of a Pan-University Programmes Board as a committee of Academic Board to provide oversight of pan-University programmes.



AGENDA ITEM	8.1
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## Council Agenda Paper

Subject: **Health, Safety and Wellbeing Report: 25 March 2026 to 5 May 2026**

Date: **7 May 2026**

From: **Andrea Binning, Director Health & Safety**

**RECOMMENDATION:**

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*THAT THE COUNCIL PEOPLE AND CULTURE COMMITTEE RECEIVE THE HEALTH, SAFETY AND WELLBEING REPORT*

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### **1. Introduction**

The purpose of this report is to update Council on the current state of Health, Safety and Wellbeing at AUT and support Council’s responsibilities for governance and oversight aligned with their duties under the Health and Safety at Work Act 2015.

This report covers incidents reported in the period 25 March to 5 May 2026, with information and actions that have occurred or been reported over that period.

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### **2. HSW Open Action Item**

**Action Item:**

<b>Date Raised</b>	<b>Action</b>	<b>Due Date</b>	<b>Current state</b>
<b>13<sup>th</sup> April 2026</b> <b>P&amp;C Committee</b>	<b>4.1 HSW Report</b>  Management to report on reasons for spike in HSW incidents in Faculty of Design and Creative Technologies and provide assurance on appropriate handling of incidents involving threats of violence.	<b>July 2026/Open</b>	Update provided below
<b>28<sup>th</sup> April</b>	<b>4.1 HSW Report</b>  Provide additional reporting where there is an increase in trends for incidents and	<b>July 2026/Open</b>	To be included in July reporting pack



<b>AGENDA ITEM</b>	<b>8.1</b>
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	identify local leadership pressures around the identified trends		
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**Incident Reporting Spike for DCT**

A recent increase in reported incidents within DCT (+10 for the reporting period) is outside the typical fluctuations observed throughout 2025. Investigation confirms that this increase does not reflect a rise in actual incidents. Rather, it is attributed to improved education and awareness of incident reporting processes from semester 1, 2026. Schools within DCT have committed to reporting all incidents into Noggin moving forward, leading to an increase in recorded incidents rather than an increase in events occurring within DCT spaces.

**High Risk Incidents**

Future Council reporting will include clear and specific reference to notable incidents involving threats or acts of violence, or other serious incidents, providing assurance that such matters are appropriately identified, escalated, and managed. This will support Council confidence that proportionate and timely controls are applied where required.

In the previous reporting period, two incidents involving violence were reported: one involving a staff member and a contractor, and one involving a student and a staff member. Both incidents were managed with support from central Health and Safety, with the staff-related incident also involving Employee Relations and Student Services. Appropriate response actions have been, or are currently being implemented, and stakeholder support has been provided. An ongoing collaboration between Health and Safety, Employee Relations, and Student Services is in place to ensure that any ongoing or potential threats of violence involving staff or students are appropriately managed.

**3. Governance Knowledge and Awareness**

**Key developments in legislation, regulation, or guidance**

**WorkSafe: Consolidation of Reform Direction into Regulatory Practice**

WorkSafe activity and messaging have increasingly reflected a “settling in” phase of the HSWA reform direction, with inspectors and guidance reinforcing proportional regulation rather than introducing new requirements. For large, complex education providers, the emphasis has continued to be on whether critical risks are clearly understood, actively controlled, and meaningfully governed, rather than on completeness of documentation.

Early signals suggest a firmer regulatory expectation that universities can demonstrate why particular risks are prioritised, and how assurance mechanisms demonstrate effective control in practice.

**Education Sector Focus on Psychosocial Risk and Sustainable Work Design**

WorkSafe and system-wide commentary have continued to reinforce psychosocial risk as a serious harm issue, with relevance to tertiary education due to workload intensity, change programmes, and



student-facing roles. While no new regulatory instruments have been issued, expectations are continuing to shift toward evidence of operational controls (e.g. workload management, role clarity, supervision, escalation pathways), rather than reliance on wellbeing initiatives alone. This reflects growing alignment between HSW and organisational design responsibilities.

#### **Shared Duties: Student Placements, Research Collaboration, and Contractors**

Regulatory attention has continued to focus on shared-duty environments, particularly placements, practicums, fieldwork, and joint research arrangements. The reporting period reinforces that education providers are expected to clearly identify where they retain influence over risk and ensure coordination is effective at the point of activity. Inspectors are placing greater weight on practical risk ownership and communication, rather than complex contractual delineation.

#### **Key Themes**

This reporting period reflects the continued embedding of HSWA reform intent into regulatory practice, with an emphasis on proportionate regulation, clear prioritisation of critical risks, and evidence that controls are effective in practice rather than procedurally complete. For the education sector, this supports a more targeted, governance-led approach to health and safety, with increasing attention on psychosocial harm, and shared-duty environments.

## **4. Te Ara Haumarū Programme**

The Safety Pathway Programme continues to focus on delivering the 274 recommendations within scope. During the latest reporting period, progress has primarily been directed toward completion of the remaining lower-complexity items. Attention is now concentrated on delivery of the remaining digital solutions and longer-term building remediation projects. As previously noted, it is anticipated that the building remediation programme may extend through the remainder of 2026.

Key projects underway include:

#### **Safety Shower and Eyewash Remediation**

This project is in progress and has been prioritised due to its regulatory and compliance requirements. Six laboratory or technical spaces have been identified where a safety shower or plumbed eyewash is required. Two of these installations have been scheduled for completion in June, aligned with the semester break. The remaining four locations require further engineering assessment; this review has been commissioned, after which quotations will be obtained and works scheduled. Engagement with key stakeholders across DCT and FHES is underway to agree on appropriate interim controls and, where necessary, temporary relocation of activities to compliant spaces.

#### **Ventilation and Extraction Remediation**

Detailed occupational hygiene assessments conducted over the past six months have identified a significant number of technical spaces requiring remediation of local exhaust ventilation, equipment or bench-top extraction, to adequately manage exposure to dusts, smoke, fumes and chemical vapours. Improvements to general ventilation in technical spaces have also been identified. This project has



commenced with a validation phase to confirm remediation requirements, prior to formal engagement with Estates for engineering review and cost estimation. A risk-based assessment approach is being applied to determine whether interim alternative controls can be implemented, or whether activities can be modified or relocated, ahead of more substantial capital works being undertaken.

As outlined in the table below:

- **233 items (85%)** have been completed or are no longer required (due to changes within spaces or activity)

Workstreams	Total Rec's	% of Rec's	Not Started	In Progress	Complete	Not Required	% Complete
Regulatory Compliance	130	47%	0	9	112	9	93%
Safe Workplace, Safe Worker	19	7%	0	8	11	0	58%
Risk Prevention & Control	52	19%	0	10	35	7	81%
Digital Solutions	19	7%	0	10	8	1	47%
Building Maintenance Remedial Work	37	14%	0	3	31	3	92%
Organisational Management	8	3%	0	1	6	1	88%
Strategic AUT wide Initiative/Future Strategic Planning	9	3%	0	0	9	0	100%
<b>Totals</b>	<b>274</b>		<b>0</b>	<b>41</b>	<b>212</b>	<b>21</b>	<b>85%</b>

## 5. Understanding AUT's Operations and Risk Landscape

### WorkSafe Workplace Assessments

At the time of writing, confirmation is still pending from WorkSafe regarding their intended visit timeframes and the specific spaces they propose to assess. Initial communication regarding the potential WorkSafe visits has been shared with key internal stakeholders. In parallel, guidance material is being prepared for staff working in any selected spaces to provide assurance and practical advice on engaging with WorkSafe inspectors.

Internal audits of identified or high-risk spaces will be undertaken in advance of any WorkSafe visit. Review and refinement activities are already underway in priority areas where it is anticipated WorkSafe may focus their assessment.

The visit is expected to primarily focus on the storage and handling of hazardous substances, with a particular emphasis on chemicals. A preliminary list of key spaces across the four locations has been provided to WorkSafe to support their planning and scoping.

### Critical risk themes and trends

In the reporting period 25 March to 5 May 2026, 47 incidents were reported.



The clearest critical risk themes in this period remain concentrated in Health and Environmental Sciences, with smaller secondary clusters in Student Services and Administration and Design and Creative Technology.

The main trends continue to be manual task and physical injuries (slips, trips and falls, strains, sprains, dropped objects), cuts and lacerations from tools, sharps and broken glass in laboratory, clinical and workshop settings, and a number of health-related incidents including fainting, collapse, seizure and illness during teaching, placement and recreational activities. There are also several laboratory and clinical control events, including chemical spills, sharps handling issues, and medication-related incidents.

There remain a small number of higher-consequence events and near misses, including head injuries with concussion, chemical spills requiring evacuation, falling equipment, medication errors, and accessibility hazards affecting mobility-impaired users. While many incidents are first-aid or no-treatment cases, the dataset continues to show recurring exposure to critical risk precursors that could result in serious harm if controls and supervision are not consistently applied.

Higher-consequence events identified during this reporting period have been subject to appropriate investigation and follow-up. A small number of reports remain open to allow for completion of investigations and/or implementation of remediation works.

#### Incidents by Faculty/Directorate

Faculty / Directorate	Current Period	Previous Period	Change
Health and Environmental Sciences	31	26	+5
Design and Creative Technology	3	11	-8
Not recorded	0	5	-5
Estates	1	3	-2
Business, Economics and Law	1	2	-1
Culture and Society	3	2	+1
Te Mātāpuna (Library and Learning Services)	0	2	-2
Student Services and Administration	6	1	+5
Brand & Marketing	1	0	+1
AUT International	1	0	+1

**Key insights:**

- Health and Environmental Sciences remain the primary hotspot, accounting for many reported incidents across clinical, laboratory, teaching and recreational environments, indicating sustained exposure to a broad range of operational risks.
- Slips, trips, falls and sharp-object injuries continue to dominate the incident profile across multiple faculties, reinforcing the need for continued focus on environmental controls, safe systems of work, and supervision in practical settings.
- Higher-consequence incidents and near misses remain present, particularly involving chemical handling, medical events, and falling or encroaching equipment, suggesting ongoing exposure to critical risk precursors despite generally low injury severity outcomes.

**Open Incidents****Overview**

There are currently 47 incidents open, down from 70 under the previous period. 33 are older than 28 days. Education for people leaders around investigating and closing Noggin incidents continues, and targeted communication has been sent to people leaders to address older open incidents.

**Open Incidents by Faculty/Directorate**

Faculty / Directorate	Total Open	28+ days open
Culture and Society	1	
Design and Creative Technology	1	
Health and Environmental Science	39	29
Student Service & Admin	3	2
AUT International	1	
DVC Research	1	1
Estates	1	1
<b>Total</b>	<b>47</b>	<b>33</b>

**6. Risk Management Capability****HSW Assurance Programme**

There are three current audits that HSW has responsibility or oversight for:

- Hazardous Substances Roles & Responsibilities (Internal Audit) – Completed with agreed action items for remediation.



- Hospitality Audit (Internal Audit) – Completed, reporting expected end May 2026
- Transport Safety (HSW) – Vendor selection underway. Expected to commence in Q2 2026.

#### **MPI Audit**

Mark Orams, Deputy Vice Chancellor – Research acts as the nominated delegate for AUT Transitional Facility Operator function. Mark has provided a written update on the most recent MPI Audit, 6th May 2026, which is available in appendix two.

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## **7. Forward Outlook**

### **Priorities and planned initiatives to July 2026**

- Support WorkSafe Workplace Assessments and address outcomes
- Prioritise MPI Biosecurity improvements, including recruitment for Biological Safety Manger in the central Health & Safety team.
- Embedding of Chemical Inventory Management software (Chemwatch), including barcoding off all chemical and biological materials.
- Implementation of Laboratory Audit & Asset Management software (Safety Culture).
- Continued roll out of AUT's Health & Safety Management System – Phase one launch in June
- Strengthen portfolio relationships for business-as-usual health & safety through increased cross campus presence
- Continued work under the Te Ara Haumaruru programme to address major works.
- Deep dive of Incident Management (Noggin), including process and digital solution offerings.
- Commence Transport Audit
- July Council Health & Safety tour at North Campus

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## **8. Conclusion**

This reporting period demonstrates continued progress in strengthening AUT's health, safety and wellbeing arrangements, with clear focus on priority risks, delivery of the Te Ara Haumaruru programme, and improved visibility of incidents through more consistent reporting practices. Many incidents remain low severity; however, the presence of recurring critical risk precursors reinforces the importance of sustained attention to effective controls in clinical, laboratory, teaching and high-interaction environments.

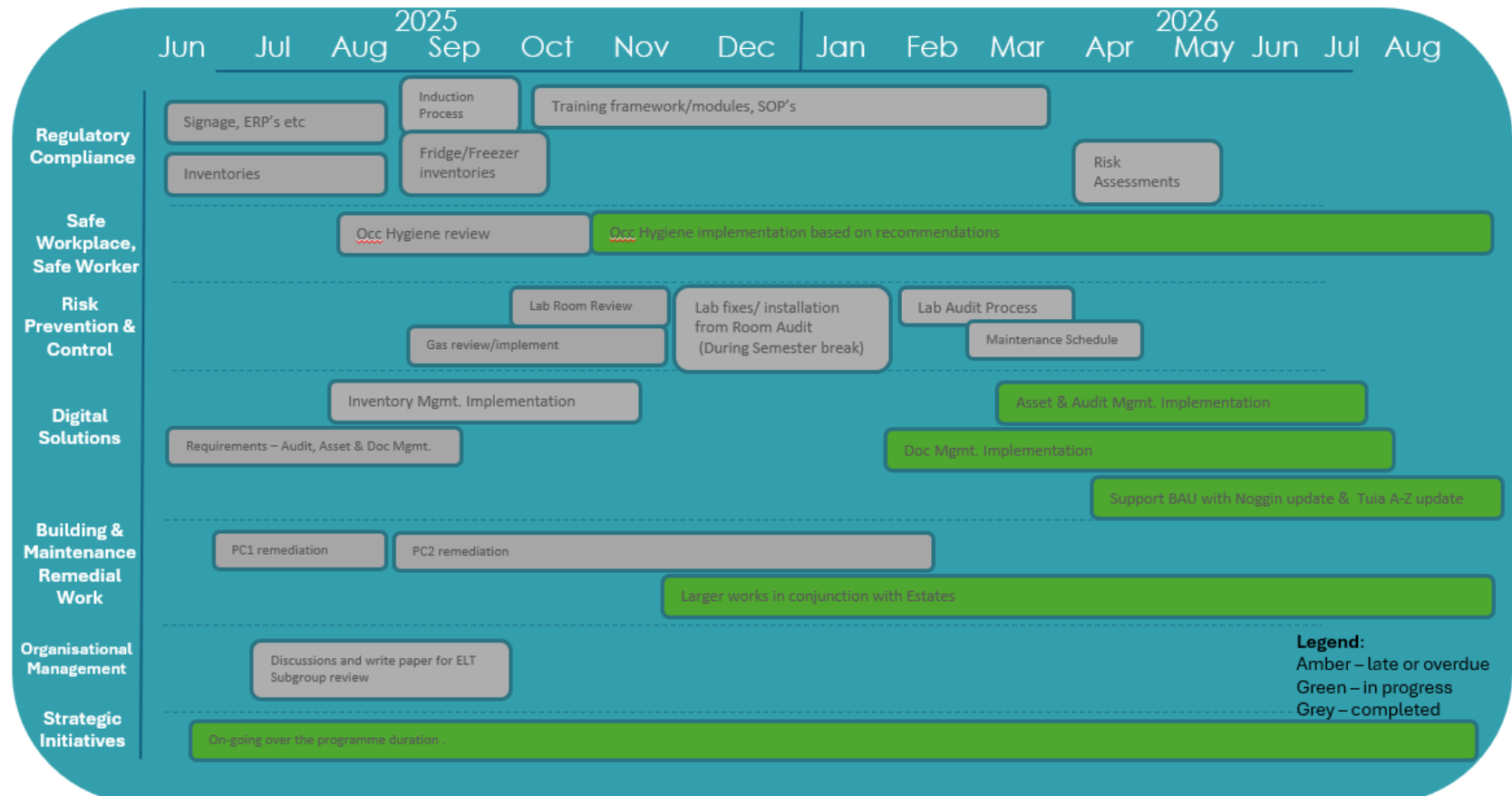
Significant progress has been made in completing programme recommendations and advancing longer-term remediation projects in partnership with Estates. At the same time, preparatory work for regulatory engagement, targeted audits, and system improvements provides assurance that AUT is responding proportionately to emerging expectations under HSWA.

Continued support from Council, the Executive, and the broader AUT community will remain essential to embedding durable cultural change, strengthening risk ownership, and ensuring health and safety controls remain effective in practice as AUT continues to operate in a complex and high-risk environment.



AGENDA ITEM	8.1
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9. Appendix 1 – Te Ara Haumarū high level timeframes & progress





## 9. Appendix 2 – MPI Audit update

### BACKGROUND

- AUT School of Sciences Physical Containment (PC) Laboratories are approved by the Ministry of Primary Industries (MPI).
- The PC Laboratories are subject to a PBV audit system where an inspector from MPI undertakes a site visit and reviews the physical spaces, systems and operations of the PC spaces to ensure they are compliant with the relevant MPI standards.
- AUT has, for many years, had challenges associated with meeting the expectations of MPI identified in these PBV audits. There have been multiple findings of non-compliance and issuing of Corrective Action Requests (CARs) arising from the PBV audits.
- This has resulted in AUT PC Labs being placed on a shortened PBV audit cycle of three months.
- The most recent PBV audit was held on Wednesday 6 May.

### OUTCOME OF THE PBV AUDIT FROM 6 MAY

- **The outcome of the PBV audit from 6 May was “unacceptable”** (the formal wording used by MPI).
- The inspection of the PC laboratories themselves was acceptable and the MPI inspector noted many improvements from previous PBV audits.
- The “unacceptable” outcome was due to:
  - AUT has not taken effective action to address non-compliances identified over multiple PBV audits.
  - This has resulted in the issuing of multiple CARs to AUT, including a CAR directed at AUT addressing and closing out identified non-compliances from PBV audits.

### NEXT STEPS IN THE PROCESS AND RISKS TO AUT

- The MPI inspector has concluded that the use of notifications of non-compliances from PBV audits and the issuing of CARs has not been effective in bringing AUT PC laboratories up to the required standard.
- As a consequence, the MPI inspector is referring AUT onto the MPI Compliance Team for consideration for more formal action.
- **This will likely result in the issuing of a formal “Compliance Order” to AUT.**
- **If this Compliance Order is not adhered to, MPI may issue an Infringement Notice accompanied by a fine ranging from \$800 for a minor infringement to prosecution in the case of a “critical non-conformance”.**
- **My assessment is that, if MPI decides to issue an Infringement Notice (and they will only do so if we do not immediately and appropriately address the Compliance Order) they will likely deem the infringement to be at the lower/minor end of the scale, and any fine will likely reflect this.**
- **My assessment is that, while MPI has the option of suspending or cancelling our PC facility approval, that this is unlikely at this stage.**



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**WHAT ARE WE/SHOULD WE DO FROM HERE**

- We are taking immediate action to address the key non-compliances identified in the PBVs. Specifically, the use of Hazardous Substances and New Organisms (HSNO) requires specific training for all staff/students engaging with HSNO to be undertaken, that this training be registered and verifiable by the MPI inspector.
- That all other non-compliances, including those identified in PBV audits and the AUT internal audits (carried out quarterly) are actioned, closed out and notified to MPI within an appropriate timeframe.
- That the regular fortnightly meetings between the Biological Safety Officer (Tim Lawrence), HoS Science (Paul Sowman) and AUT’s Nominated Delegate (Mark Orams) have as a priority standing agenda item the actions required to address non-compliances (from PBV audits, CARs, internal audits, and ad hoc non-compliance events). That these actions are time-bound and when completed/closed out that this is reported to MPI.
- That we should respond and take action immediately to address issues raised in any Compliance Order issued by MPI.
- The Physical Containment Manual updating protocol be revised and brought into alignment with MPI’s expectations.
- That we await, and respond accordingly, for the formal MPI inspector’s PBV report from the audit visit undertaken 6 May. We must especially focus on any non-compliances identified in this PBV Report.
- That we recruit and appoint, with urgency, the new Biological Safety Manager role (who will also become AUT’s nominated delegate) so that they can apply their expertise and experience to improving our systems, practices and reporting. Note: This is already underway.



AGENDA ITEM	8.2
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## Council Agenda Paper

Purpose:	<b>For Approval</b>
Subject:	<b>AUT Health &amp; Safety Framework – Roles &amp; Responsibilities</b>
Meeting Date:	<b>25<sup>th</sup> May 2026</b>
Member:	<b>Stephen Davies, Assistant Vice-Chancellor, People &amp; Culture</b>

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Recommendation(s): *THAT COUNCIL APPROVE THE ROLES & RESPONSIBILITIES AS PART OF THE AUT HEALTH & SAFETY MANAGEMENT SYSTEM IMPLEMENTATION*

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### **Introduction:**

In early February 2026 the Executive Leadership team approved, and Council endorsed the framework to support AUT's new Health & Safety Management System (HSMS). The approval included draft roles and responsibilities within the HSMS. Following feedback from ELT and Council, and consultation with various stakeholders, the roles and responsibilities are now ready for final approval. These have been approved by ELT at the 5<sup>th</sup> May 2026 meeting.

Note: Formatting of the R&R documents, in line with AUT guidelines, is still to be completed.

### **Roles & Responsibilities:**

There are seven layers of role at AUT, which cover the operational model of AUT and the legislative requirements of the Health & Safety at Work Act 2015.

The responsibilities of Council and Executive are defined by HSWA and have less room for change; there are legislative responsibilities that must be met. The remaining five levels of responsibility are informed by the act but have been designed to align with the roles level of responsibility within AUT at an operational level.

<b>Role / Group</b>	<b>Key Responsibilities</b>
Council	Provides governance and oversight of AUT's HSW performance and due diligence.
Executive (VC & Direct Reports)	Demonstrates visible leadership, ensures resources, and monitors performance.
Faculty & Directorate Leadership	Integrates HSW into portfolio planning and oversees local implementation.
People Leadership	Promotes safe, healthy, and inclusive environments within their teams.



<b>AGENDA ITEM</b>	<b>8.2</b>
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Staff	Take reasonable care of themselves and others and follow AUT’s HSW guidance.
Student	Take reasonable care of themselves and others and follow AUT’s HSW guidance.
Contractor	Supports safe health & safety practise when working for the university, or onsite at one of our locations

**Delegation of PCBU duties to ELT**

Under the AUT HSMS, Person Conducting a Business or Undertaking (PCBU) responsibilities are delegated to Executive members. To allow AUT to execute its health and safety duties effectively, it is not only reasonable to assign these duties to the ELT, but also the most effective way to ensure the University meets its primary duty of care.

In the context of the Health and Safety at Work Act 2015 (HSWA), while the University itself is the PCBU, it cannot "act" without its people. The ELT sits at the perfect intersection of governance and operations to pull the levers that make safety happen.

While the Council and Vice-Chancellor (the Officers) hold the "due diligence" duty to ensure the PCBU is doing its job, the ELT members are usually the ones with the delegated authority to:

- **Allocate Budgets:** Ensuring schools and departments have the funds for safety equipment or training.
- **Set Culture:** Driving a "top-down" safety culture across their specific portfolios (e.g., Science, Arts, Property Services).
- **Manage Resources:** Directing staff time toward risk assessment and compliance.

**Next Steps:**

The Council is asked to approve the seven roles and responsibilities. The new Health, Safety & Wellbeing Policy, together with these roles and responsibilities, will constitute phase one of the implementation of the new AUT Health and Safety Management System (HSMS).

We anticipate phase one being released AUT-wide in June 2026. Phase two will follow, with the rollout of the supporting protocols, digital tools, and guidance materials that sit within the HSMS framework.



AGENDA ITEM	8.2
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## 1. COUNCIL AND VICE-CHANCELLOR: HSW RESPONSIBILITIES STATEMENT

### 1. PURPOSE

The purpose of this Policy is to define the health, safety and wellbeing governance responsibilities and due diligence duties of Council and the Vice-Chancellor as Officers of the University under the Health and Safety at Work Act 2015.

### 2. SCOPE

This Policy applies to members of Council and the Vice-Chancellor in their capacity as Officers of the University.

### 3. DEFINITIONS

Term	Definition
<b>Due Diligence</b>	The duty under section 44 of the Health and Safety at Work Act 2015 requires Officers to take reasonable steps to ensure the University complies with its duties, including acquiring knowledge, understanding risks, ensuring resources and processes are in place, and verifying their effectiveness.
<b>Officer</b>	A person who holds a governance or senior executive role within the University and has duties under the Health and Safety at Work Act 2015.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

### 4. RESPONSIBILITIES

Council and the Vice-Chancellor, as Officers of the University, shall exercise due diligence to ensure that the University complies with its duties and obligations under the Health and Safety at Work Act 2015.

To meet this obligation, Council and the Vice-Chancellor shall:

- Acquire and maintain up-to-date knowledge of health, safety and wellbeing matters relevant to the University and its risk profile;



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- Gain and maintain an understanding of the nature of the University’s operations and the associated hazards and risks, including critical and emerging risks;
- Ensure the University has, and uses, appropriate resources and processes to eliminate or minimise risks to health and safety so far as is reasonably practicable;
- Ensure the University has appropriate processes for receiving, considering and responding to information regarding incidents, hazards, risks, and compliance performance in a timely manner;
- Ensure the University has, and implements, processes for complying with its duties and obligations under health and safety legislation, including systems for reporting, assurance and verification; and
- Verify that the resources and processes referred to above are in place and are effective.

Council and the Vice-Chancellor shall demonstrate visible leadership and ensure that health, safety and wellbeing are embedded within the strategic direction, governance oversight and performance expectations of the University.

**5. REQUIREMENTS**

The Council Secretariat and the Office of the Vice-Chancellor are responsible for maintaining formal records evidencing governance oversight, due diligence enquiries, performance review discussions, and verification of the effectiveness of the University’s health, safety and wellbeing systems.

**6. DOCUMENT CONTROL**

<b>Field</b>	<b>Details</b>
<b>Document Title</b>	[Insert Title]
<b>Document Code</b>	HSW-PRO-XXX
<b>Version</b>	1.0
<b>Document Owner</b>	
<b>Author</b>	Senior Health & Safety Specialist
<b>Approval Authority</b>	[e.g., Vice Chancellor / ELT / Council depending on level]
<b>Approval Date</b>	[DD/MM/YYYY]
<b>Review Date</b>	[DD/MM/YYYY]



<b>AGENDA ITEM</b>	<b>8.2</b>
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**2.EXECUTIVE LEADERSHIP TEAM HSW RESPONSIBILITIES STATEMENT**

**1. PURPOSE**

To define how the Executive Leadership Team discharges the University’s primary duty of care as the Person Conducting a Business or Undertaking under section 36 of the Health and Safety at Work Act 2015.

**2. SCOPE**

These statements apply to members of the Executive Leadership Team in their capacity as portfolio leaders responsible for implementing the University’s Health, Safety and Wellbeing Framework.

**3. DEFINITIONS**

<b>Person Conducting a Business or Undertaking (PCBU)</b>	Auckland University of Technology as defined under the Health and Safety at Work Act 2015.
<b>Primary Duty of Care</b>	The duty under section 36 of the Health and Safety at Work Act 2015 requiring a PCBU to ensure, so far as is reasonably practicable, the health and safety of workers and other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

**4. RESPONSIBILITIES**

In discharging the University’s Primary Duty of Care, the Executive Leadership Team shall ensure, so far as is reasonably practicable, that:

- Workers and other persons are not exposed to health and safety risks arising from the University’s activities;
- The work environment within their portfolios is without risks to health and safety;
- Plant, structures and equipment under their control are safe and without risks to health and safety;
- Systems of work are designed and maintained to eliminate or minimise risks;
- The safe use, handling and storage of plant, structures and substances are ensured;
- Adequate facilities for the welfare of workers are provided and maintained;



<b>AGENDA ITEM</b>	<b>8.2</b>
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- Information, training, instruction and supervision necessary to protect persons from risks are provided;
- The health of workers and workplace conditions are monitored where appropriate to prevent illness or injury;
- Risks are identified, assessed and controlled in accordance with the University’s Risk Management Framework;
- Critical risks within their portfolios are identified, monitored and reported;
- Legal and regulatory obligations are implemented and monitored within their areas of responsibility; and
- Assurance activities are undertaken to verify that control measures are effective.

The Executive Leadership Team shall integrate health, safety and wellbeing into strategic planning, resource allocation, operational oversight and performance expectations within their portfolios.

**5. REQUIREMENTS**

Executive Leadership Team members are responsible for maintaining evidence of portfolio-level oversight, risk review, corrective action monitoring and assurance activities.

**6. DOCUMENT CONTORL**

<b>Document Code:</b>	HSW-
<b>Version:</b>	1.0
<b>Author:</b>	Senior Health & Safety Specialist
<b>Approval Date:</b>	
<b>Review Date:</b>	



AGENDA ITEM	8.2
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### 3. FACULTY AND DIRECTORATE LEADERSHIP HSW RESPONSIBILITIES STATEMENT

#### 1. PURPOSE

To define how Faculty and Directorate Leadership Teams implement and oversee health, safety and wellbeing within their areas of responsibility in alignment with the University’s Health, Safety and Wellbeing Framework.

#### 2. SCOPE

These Procedures apply to Deans, Directors and members of Faculty and Directorate Leadership Teams responsible for managing health, safety and well-being within their portfolios.

#### 3. DEFINITIONS

<b>Faculty / Directorate Leadership Team</b>	The leadership group within a Faculty or Directorate is responsible for strategic oversight, operational management and performance within that area.
<b>Risk Register</b>	The documented record of identified hazards and risks, associated control measures, and review status within a Faculty or Directorate.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

#### 4. RESPONSIBILITIES

Faculty and Directorate Leadership Teams shall:

- Maintain an accurate and current understanding of the health, safety and wellbeing risk profile within their area;
- Ensure risk assessments are conducted for activities, tasks, environments and equipment under their control;
- Ensure Critical Risk Standards are implemented and monitored where applicable;
- Monitor psychosocial risks and organisational factors that may impact health and wellbeing.
- Allocate sufficient resources, capability and supervision to manage identified risks;
- Ensure local compliance with applicable legislative and regulatory obligations as outlined in the HSW Catalogue of Controls & Obligations;



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- Monitor incident trends, emerging risks and corrective actions within their Faculty or Directorate;
- Ensure timely investigation of incidents and implementation of corrective actions;
- Undertake Level 2 assurance activities and respond to findings;
- Escalate significant risks or systemic issues to the Executive Leadership Team where required;
- Ensure appropriate contractor management and oversight arrangements are in place;
- and
- Promote worker engagement, consultation and participation in health, safety and well-being matters.

Faculty and Directorate Leadership Teams are accountable for ensuring that health, safety and well-being controls are embedded into operational planning, resourcing decisions and performance discussions within their area.

**5. REQUIREMENTS**

Faculty and Directorate Leadership Teams are responsible for maintaining evidence of local risk assessments, risk register reviews, assurance activities, incident investigations and corrective action monitoring.

**6. DOCUMENT CONTROL**

<b>Document Code:</b>	HSW-
<b>Version:</b>	1.0
<b>Author:</b>	Senior Health & Safety Specialist
<b>Approval Date:</b>	
<b>Review Date:</b>	



<b>AGENDA ITEM</b>	<b>8.2</b>
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#### **4. PEOPLE LEADERS HSW RESPONSIBILITIES STATEMENT**

##### **1. PURPOSE**

To define how People Leaders discharge their responsibilities for managing health, safety and wellbeing within their teams in accordance with the University’s Health, Safety and Wellbeing Framework.

##### **2. SCOPE**

These Procedures apply to all People Leaders who have direct reports and are responsible for supervising staff within the University, excluding those covered under Council, Executive Leadership Team, or Faculty / Directorate Leadership Team procedures.

##### **3. DEFINITIONS**

<b>People Leader</b>	Any staff member with direct reports who is responsible for supervising, directing or managing the work of others within the University.
<b>Risk Assessment</b>	A structured process for identifying hazards, evaluating associated risks, and determining appropriate control measures.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

##### **4. RESPONSIBILITIES**

People Leaders shall:

- Ensure that health, safety and wellbeing expectations are clearly communicated to their team members;
- Ensure risk assessments are conducted for tasks, activities, environments and equipment under their supervision;
- Verify that appropriate control measures are implemented before work or study activities commence;
- Ensure team members receive appropriate information, training, instruction and supervision;
- Monitor the effectiveness of controls within their team’s activities and address identified gaps;
- Encourage and respond to the reporting of hazards, incidents and near misses;



<b>AGENDA ITEM</b>	<b>8.2</b>
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- Ensure incidents within their team are reported and supported through investigation processes;
- Participate in Level 1 and Level 2 assurance activities where required;
- Ensure contractors under your supervision comply with University safety requirements.
- Escalate significant or unmanaged risks to Faculty or Directorate Leadership where required.
- Ensure corrective actions assigned to their team are completed in a timely manner; and
- Promote respectful, inclusive and psychologically safe team environments.

People Leaders are accountable for ensuring that safe systems of work are followed and that health, safety and well-being considerations are integrated into day-to-day supervision and decision-making.

**5. REQUIREMENTS**

People Leaders are responsible for ensuring risk assessments, training records, corrective actions and relevant safety documentation for their teams are completed and maintained in accordance with University requirements.

**6. DOCUMENT CONTROL**

<b>Document Code:</b>	HSW-
<b>Version:</b>	1.0
<b>Author:</b>	Senior Health & Safety Specialist
<b>Approval Date:</b>	
<b>Review Date:</b>	



AGENDA ITEM	8.2
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## 5. STAFF HSW RESPONSIBILITIES STATEMENT

### 1. PURPOSE

To define the responsibilities of staff members for contributing to a safe and healthy working and learning environment in accordance with the University's Health, Safety and Wellbeing Framework.

### 2. SCOPE

These Procedures apply to all staff members of the University who do not have direct reports and are not covered under Council, Executive Leadership Team, Faculty / Directorate Leadership Team or People Leader procedures.

### 3. DEFINITIONS

<b>Staff</b>	Any worker engaged by the University who does not have direct reports and performs work or services under the direction of the University.
<b>Safe System of Work</b>	A documented or agreed method of performing work that incorporates identified control measures to eliminate or minimise risk.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

### 4. RESPONSIBILITIES

Staff shall:

- Take reasonable care for their own health and safety;
- Take reasonable care that their actions or omissions do not adversely affect the health and safety of others;
- Follow agreed safe systems of work, procedures and control measures;
- Participate in risk assessments where required and contribute relevant information about hazards and risks;
- Use equipment, plant and personal protective equipment correctly and in accordance with training and instructions;
- Report hazards, incidents, injuries and near misses promptly;
- Participate in required training, inductions and health and safety activities;
- Cooperate with assurance activities, investigations and corrective actions; and



<b>AGENDA ITEM</b>	<b>8.2</b>
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- Support respectful, inclusive and psychologically safe working and learning environments.

Staff are accountable for complying with University health, safety and wellbeing requirements and for actively contributing to continuous improvement.

**7. REQUIREMENTS**

Staff are responsible for completing required training records, risk assessment contributions, incident reports and other safety documentation as required by the University.

**8. DOCUMENT CONTROL**

<b>Document Code:</b>	HSW-
<b>Version:</b>	1.0
<b>Author:</b>	Senior Health & Safety Specialist
<b>Approval Date:</b>	
<b>Review Date:</b>	



## 6. STUDENT HSW RESPONSIBILITIES STATEMENT

### 1. PURPOSE

To define the responsibilities of students in contributing to a safe and healthy learning environment in accordance with the University's Health, Safety and Wellbeing Framework.

### 2. SCOPE

These Procedures apply to all students enrolled at the University who participate in teaching, research, fieldwork, practical activities, placements or use University facilities.

### 3. DEFINITIONS

<b>Student</b>	Any person enrolled in a programme of study at the University.
<b>Safe Instruction</b>	Direction, guidance or requirements provided by the University regarding the safe use of facilities, equipment, environments or participation in activities.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

### 4. RESPONSIBILITIES

Students shall:

- Follow all health, safety and wellbeing instructions provided by the University, including laboratory, workshop, fieldwork and placement requirements;
- Participate in required inductions, training or briefings before engaging in practical or higher-risk activities;
- Use facilities, equipment and materials safely and only for their intended purpose;
- Wear required personal protective equipment where instructed;
- Report hazards, incidents, injuries or unsafe conditions promptly to a staff member or through approved reporting channels;
- Act in a manner that does not endanger themselves or others;
- Comply with emergency procedures and evacuation instructions; and
- Support respectful, inclusive and psychologically safe learning environments.



<b>AGENDA ITEM</b>	<b>8.2</b>
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Students are accountable for complying with University health, safety and wellbeing requirements as a condition of participating in University activities.

**5. REQUIREMENTS**

Students are responsible for completing required inductions, acknowledgements and activity-specific safety documentation as required by the University.

**6. DOCUMENT CONTROL**

<b>Document Code:</b>	HSW-
<b>Version:</b>	1.0
<b>Author:</b>	Senior Health & Safety Specialist
<b>Approval Date:</b>	
<b>Review Date:</b>	



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## **7.CONTRACTOR HSW RESPONSIBILITIES STATEMENT**

### **1. PURPOSE**

To define the health, safety and well-being responsibilities of contractors engaged by the University and to ensure work performed on behalf of the University is carried out safely and in compliance with legislative and contractual requirements.

### **2. SCOPE**

These Procedures apply to all contractors, subcontractors and their workers engaged by or performing work for the university, on university premises or in connection with university activities.

### **3. DEFINITIONS**

<b>Contractor</b>	Any external organisation or individual engaged by the University to perform work or provide services under a contract or agreement.
<b>Subcontractor</b>	An organisation or individual engaged by a Contractor to perform part of the contracted work.
<b>Safe Work Method</b>	A documented process describing how a task is to be performed safely, including identified hazards and control measures.
<b>University</b>	Auckland University of Technology as the Person Conducting a Business or Undertaking (PCBU) under the Health and Safety at Work Act 2015.

### **4. RESPONSIBILITIES**

Contractors shall:

- Comply with all applicable health and safety legislation and University health, safety and wellbeing requirements;
- Consult, cooperate and coordinate activities with the University and other duty holders where work activities overlap;
- Ensure their workers are competent, appropriately trained and supervised;
- Conduct task-specific risk assessments and implement appropriate control measures prior to commencing work;



<b>AGENDA ITEM</b>	<b>8.2</b>
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- Provide safe work methods, permits or other documentation where required;
- Ensure plant, equipment and materials brought onto University premises are safe and fit for purpose;
- Comply with University Critical Risk Standards and site-specific safety requirements;
- Report hazards, incidents and injuries to the University promptly;
- Cooperate with University assurance, monitoring and audit activities; and
- Rectify identified safety deficiencies within agreed timeframes.

Contractors are accountable for ensuring their workers perform contracted work safely and in accordance with University expectations and contractual obligations.

**5. REQUIREMENTS**

Contractors are responsible for providing and maintaining evidence of competency, risk assessments, safe work methods, training records and compliance documentation as required by the University.

**6. DOCUMENT MANAGEMENT AND CONTROL**

<b>Document Code:</b>	HSW-
<b>Version:</b>	1.0
<b>Author:</b>	Senior Health & Safety Specialist
<b>Approval Date:</b>	
<b>Review Date:</b>	



<b>PART A</b>	
<b>OPEN AGENDA ITEM</b>	<b>13.1</b>

## Council Agenda Paper

**Subject:** Update from the President of AUTSA – James Portegys

**Date:** 15 May 2026

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### **RECOMMENDATION:**

*THAT COUNCIL RECEIVE THE UPDATE FROM THE PRESIDENT OF AUTSA*

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### **AUTSA Report**

#### **Issue Highlight: high cost of AUT accommodation**

One of the key reflections arising from recent engagement on the Mayoral Drive student accommodation is the tension between AUT’s identity as the “University of Opportunity” and the lived realities many ākonga face when trying to access that opportunity.

AUT has long positioned itself as an institution committed to widening participation, supporting diverse learners, and creating pathways for students who may traditionally face barriers to tertiary education. However, there is growing concern that the increasing cost and accessibility challenges associated with AUT-supported accommodation risk undermining this vision.

At present, accommodation costs at Mayoral Drive can reach approximately \$477 per week. By comparison, the maximum weekly Student Loan living costs available to domestic students is \$333.48, leaving a shortfall of approximately \$143.52 per week—before accounting for food, transport, course-related expenses, or other essential costs. leaving a substantial shortfall before essential costs are considered. While the halls offer convenience and a supported environment, the price point is out of step with the financial realities many students face. This becomes more critical in the context of recent proposed changes to the Fees Free scheme, which reduce overall support and increase the financial burden on students. As costs rise, AUT must be careful in how it positions itself, as the total cost of study may begin to outweigh perceived benefits. Without meaningful interventions to address affordability, there is a real risk that pursuing tertiary education may not be seen as financially viable for some school leavers.

This gap creates a structural inequity, whereby the “hall experience”, often promoted as a cornerstone of student connection, wellbeing, transition, and academic success, may only be realistically accessible to those whose families are able to provide financial support. For many students, particularly those from lower socioeconomic backgrounds, this significantly limits choice and access.

This concern is further exacerbated by AUT's own guidance that "it can be helpful to treat your study as if you have a full-time job." While this reflects the level of commitment required for academic success, the financial realities many students face mean they must instead balance full-time study with substantial paid employment simply to afford housing and basic living costs.

As a result, students who are required to work long hours to support themselves are often disadvantaged compared to their peers who receive financial support from family. This has implications not only for academic outcomes, but also for participation in student life, wellbeing, leadership opportunities, internships, networking, and broader engagement with the university.

In addition, feedback regarding accessibility at Mayoral Drive suggests there may be further barriers affecting disabled ākonga. Concerns raised include the accessibility of communal spaces, emergency systems, bathrooms, entrances, elevators, and the processes for allocating accessible rooms. These issues raise important questions about whether all students are currently able to participate equally in the residential experience AUT promotes.

In particular, requirements for students to provide proof of disability in order to access accessible rooms were identified as potentially creating additional barriers and discomfort. Further concerns included the absence of visual emergency alarms, limited wheelchair accessibility in communal areas, and a lack of tactile accessibility features.

Collectively, these issues raise broader strategic questions for AUT around affordability, accessibility, and equity within the student experience. If AUT is to continue positioning itself as the University of Opportunity, it is essential that opportunity is not perceived as contingent on a student's financial circumstances, physical ability, or existing support networks.

There is a clear opportunity for AUT to strengthen its commitment to equitable participation by reflecting on how accommodation, accessibility, and student wellbeing systems can better align with the institution's stated values and aspirations for all ākonga.



<b>PART A</b>	<b>13.2</b>
<b>OPEN AGENDA ITEM</b>	

## Council Agenda Paper

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

**Date:** 15 May 2026

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**RECOMMENDATION:**

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

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### **CANVAS/SHINYHUNTERS' AND ACADEMIC STAFF IMPACT**

#### **THE INCIDENT**

Between May 1 and May 12, 2026, the cyberattack on Instructure, (the parent company of AUT's learning management system **CANVAS**), resulted in a significant, week-long disruption to university information systems.<sup>1</sup> The hackers, identified as the group ShinyHunters, breached Instructure, affecting approximately 9,000 education institutions globally (including Harvard, Princeton, Columbia, Georgetown, and systems in New Zealand - including AUT, the University of Auckland, Victoria University of Wellington and Manukau Institute of Technology).<sup>2</sup>

At the time of the incident, Instructure advised that data affected may have included names, email addresses and messages between users.<sup>3</sup> The hackers threatened to release this material if a ransom was not paid by May 12, 2026. On May 12, Instructure announced that it had reached an agreement with ShinyHunters to return the stolen data and destroy any copies.

To contain the attack, Canvas was taken offline or placed in 'maintenance mode'. AUT responded by securing its internal systems, mandating student/staff login precautions, and providing university-wide (non-application-based) seven-day assignment deadline extensions. Upcoming examination dates were not rescheduled.

The Canvas learning system came back online at 5.00 pm, on Sunday 10 May and classes were able to proceed as normal on Monday 11 May 2026.

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<sup>1</sup> The most significant disruption and public defacement of login pages occurred on May 7, 2026.

<sup>2</sup> The timing of the attack was strategic. The breach is the largest known cybersecurity incident in the education sector to date. Canvas holds a 41% market share among North American higher education institutions and serves over 30 million active users globally. When ShinyHunters forced the platform offline on May 7, thousands of institutions simultaneously lost access to course materials, grading systems, and communication tools during [for the U.S. - one of the most operationally sensitive periods of the academic calendar. The attack was strategically designed to amplify operational disruption and reputational damage, forcing institutions to extend deadlines, alter exam schedules, and suddenly revert to paper-based processes. A comprehensive analysis of the attack is available here: <https://www.uvcyber.com/resources/reports/threat-advisory-shinyhunters-canvas-attack>

<sup>3</sup> At the time, ShinyHunters claimed to have stolen 275 million users' data. The chat messages mentioned, were those within Canvas.

#### **THE IMPACT<sup>4</sup>**

- Most staff approached said they were monitoring the event across multiple information platforms (in addition to AUT comms). In general, they saw the university's management of the situation as calm, transparent and consistent with external media sources. They compared AUT's handling of the disruption to teaching favourably in comparison to strategies deployed at the outset of COVID in March 2020.
- The decision to extend submission dates meant that staff have had reduced time for marking and feedback before final assessments. Given the size of many classes, this has put significant pressure on lecturers, so it was helpful that university comms explained to students that the amount of time in which they would receive feedback before final assessments would to be impacted.<sup>5</sup>

#### **IMPLICATIONS**

Staff raised concerns regarding what formal strategies for access to teaching materials AUT has in place if such attacks occur again, especially if access issues cannot be resolved quickly. (Most staff saw similar attacks as probable in the next three to five years). Specifically concerns related to a perceived absence of a formal backup strategy. Currently, many lecturers informally back up teaching material and related comms on the cloud. Some papers have developed more informal strategies, but others have no alternative system in place.

Given that CANVAS is AUT's centralised, web-based learning management system that enables students to access course materials, lecture slides, key readings, communication with academic staff, assignment submissions, grades, and interactive tools (like discussion boards), staff approached for this report recommended that the university establishes and communicates a comprehensive 'back up policy' because, had the attack not have been resolved inside the week-long timeframe, the impact on learning and teaching would have been very serious.

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<sup>4</sup> In drawing this report together, 25 staff - across three campuses and seven disciplines who are teaching non-thesis papers, were approached for reflections on their experience.

<sup>5</sup> <https://www.aut.ac.nz/student-life/studying/canvas-outage-faq>



PART A

OPEN AGENDA ITEM

13.3

## Council Agenda Paper

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

**Date:** 15 May 2026

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### **RECOMMENDATION:**

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

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*This report provides Council with an update on sector-wide and AUT specific issues as observed through the professional staff lens, highlighting matters of strategic risk and future opportunity that are relevant to Council.*

### **Discontinuation of Final-Year Fees Free Scheme – Implications for AUT**

The government's recent announcement to discontinue the Final-Year Fees Free scheme following the 2026 academic year, is an emerging issue that is still to be fully explored. But, this report aims to outline key Council level implications and considerations for AUT, with a particular focus on equity, access, student experience and institutional risk, that have been identified in this early stage.

For context, the Fees Free scheme has undergone several policy shifts since its introduction in 2018. From 2018 – 2024 eligible first-time learners were entitled to their first year of tertiary study, free. From 1 January 2025 with the onboarding of a new government, this was reconfigured to cover the final year of an eligible learner's study. This most recent announcement in May 2026 will see no fees-free entitlement available for university study from 2027 onwards.

#### Student impact

While some evaluations suggest the Fees Free scheme had limited impact on overall student participation rates to date, early discussions indicate that its removal will have very real consequences for specific student groups, many of whom are strongly represented at AUT. This talks to our identity marker as a university of opportunity. AUT students, particularly those in three and four-year degrees, will now face:

- Increased reliance on student loans in their final year; and
- Higher total debt on completion, at a time when living costs remain high.

Recent feedback and commentary from students and staff, has already highlighted the compounding impact of losing final-year support, taking into consideration too that our students received a marked tuition fees increase for 2026 which will increase student loan balances.

AUT's mission and student profile mean the removal of Fees Free has disproportionate equity implications. We enrol higher proportions of Māori, Pacific, first-in-family, and varied socioeconomic students compared with peer institutions, and research and sector commentary indicate that while Fees Free did not significantly widen participation overall, it reduced the burden of debt and signalled institutional accessibility for underrepresented learners.

Pacific sector voices have warned that removing Fees Free risks reinforcing perceptions that university study is "unattainable", particularly for families already under financial strain. [\[omn.co.nz\]](#)

#### Implications for Council to consider

From a Council perspective, the discontinuation of Fees Free raises several strategic considerations, including:

- Potential impacts on final-year retention and completion, particularly for students balancing study with paid employment.
- Increased risk of delayed completion or withdrawal from programme from students experiencing financial stress in their final year.
- Flow-on effects for completion-based funding metrics, student success KPIs, and reputational outcomes.

As a university with an inherent commitment to equity, Te Tiriti o Waitangi, and community impact, our university also faces increased expectation to think carefully about how our strategic plans continue to serve the public good, especially now that this national funding support is no longer available. We may also be expected to monitor closely whether this policy change worsens existing gaps in student completion rates. This is particularly important given government has signalled that savings from the scheme's discontinuation may be redirected towards vocational and trades pathways, potentially reshaping perceptions of the value and accessibility of university education. [\[newswire.co.nz\]](#) A timely mention given our recent discussion around vocational pathways and NCEA reform concerns.

There is also the financial and reputational risk to consider. While Fees Free funding flowed directly to students rather than institutions, its removal may indirectly affect Domestic enrolment demand, particularly among price-sensitive cohorts. It may also create expectation for AUT to fill perceived support gaps through scholarships or hardship mechanisms. And there is the matter of staff workload and wellbeing, as professional (and academic) staff respond to increased student financial distress.

To conclude, the discontinuation of the Final-Year Fees Free scheme represents a significant shift in the tertiary funding landscape. While the policy's effectiveness remains contested, its removal is likely to have real and uneven impacts on our student cohort. From a Council perspective, the key issue, alongside operational response, will be ensuring AUT continues to meet its strategic objectives as set out in Te Kete, our equity commitments as set out in Te Kete and Te Aronui, and risk obligations, in an altered policy environment.