DIVERSITY STRATEGY AND ACTION PLAN

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Introduction

Auckland University of Technology ("AUT") recognises diversity as integral to its Strategic Plan 2012–2016.

The Diversity Strategy and Action Plan represent AUT's commitment to building the competencies and skills of staff and students through an inclusive work and study environment. In particular, this Strategy recognises that diversity in all branches of AUT's activity will enable staff and students alike to fulfil their potential and that of the University.

To this end, AUT intends to increase diversity in its appointment of academic, administration and management staff, to build staffing that reflects the diversity of its students, and to promote a positive and inclusive culture that celebrates diversity. This Strategy will maximise the ability of AUT to take advantage of diversity and to encourage a robust and collegial environment characterised by the free exchange of diverse ideas and skills.

AUT also recognises that diversity is enshrined in New Zealand law. The diversity strategy will help ensure that AUT's actions conform to its legal obligations in guaranteeing freedom from unlawful discrimination under the Human Rights Act 1993, the New Zealand Bill of Rights Act 1990 and the Employment Relations Act 2000. The strategy specifically targets diversity in Māori and Pacific people, women and people with disabilities – groups which are currently under–represented in the AUT community.

Purpose

The purpose of this Diversity Strategy and Action Plan is to provide a framework that will help the University to meet its strategic objectives as set out in the Strategic Plan 2012–2016 and in line with its legal obligations.

Principles

The following principles inform AUT's Diversity Strategy:

• Supporting all staff and students through a commitment to better understanding and promoting diversity.
• Recognising that the AUT community consists of three discrete sectors (students, academic staff and administration and management staff) each of which has its own unique diversity challenges and opportunities.
• Recognising that success should not be defined by gender, gender identity, class, ethnicity or disability.
• Valuing diversity because it engenders success for AUT and its students, academic staff, and administrative and management staff.
• Instilling a culture of respect and ensuring that there is no tolerance for unlawful discrimination.
• Meeting AUT's legal obligations under the Human Rights Act 1993, the New Zealand Bill of Rights Act 1990, the Employment Relations Act 2000 and the Treaty of Waitangi.

What is diversity?

Diversity means understanding, respecting and embracing the uniqueness that results from differences in gender, gender identity, race, ethnicity, sexual orientation, marital status, age, disability, religious and ethical beliefs or political opinions. It means taking account of individual differences, respecting the ways in which differences are expressed, and taking full advantage of the exchange of perspectives and ideas resulting from those differences to build a robust, inclusive and welcoming environment.

The benefits of a diverse AUT

The Education Act 1989 acknowledges the unique characteristics of Universities, including the aim of advanced learning and intellectual independence, the interdependence of research and teaching and the Universities' role as critic and conscience of society. In particular, the Act notes that a university is characterised by "a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of, knowledge, develops intellectual independence, and promotes community learning".[1] AUT reflects these requirements in its Strategic Plan 2012–2016, and the same characteristics inform this Diversity Strategy. Diversity is not simply an end in itself; rather, diversity is seen as a means by which AUT can achieve its educational and strategic goals.

It is well established that gender diversity and high–performing companies correlate,[2] and that the most innovative companies deliberately establish diverse work teams.[3] The benefits of diversity are not only to be felt in the private sector. Research shows that a diverse faculty enhances teaching and research because diverse groups are more productive, innovative and creative than homogenous groups.[4]

Minority view points have been shown to stimulate discussion of multiple perspectives and previously unconsidered alternatives, leading to a higher level of critical analysis of decisions and alternatives.[5]

A 1995 survey conducted by UCLA's Higher Education Research Institute demonstrated that scholars from minority groups bring new perspectives and raise new challenges, questions and concerns, all of which expand and enrich scholarship and teaching.[6]

Similarly there is extensive evidence that diversity has a positive impact on students and their educational outcomes.[7] Students from a University that embraces diversity within its population will be better prepared for the social, cultural and technical demands of the working environment and will be better able to participate as global citizens in a rapidly changing and increasingly diverse world.[8]

A diverse university environment is important for student development in a number of areas. From the perspective of personal development, being introduced to diverse people, new ideas and fresh perspectives challenges previously held ideas and experiences and encourages genuine self–development.[9] Students learn to more effectively function and negotiate within complex and diverse social and occupational environments,[10] and become more open and responsive to diversity and challenge.[11]

It has also been shown that students who interact with diverse others develop higher levels of critical and active thinking skills,[12] demonstrate greater engagement and motivation,[13] experience enhanced classroom discussions,[14] and develop a greater ability to understand diverse perspectives.[15]

The benefits of a diverse university are clear – a diverse university is a successful university. By adopting this Diversity Strategy AUT recognises that success is not dependent on gender, gender identity, or ethnicity, and that sexual orientation or disability should not be barriers to staff and students reaching their maximum potential.

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[1] Education Act 1989, s 162(4).

[2] McKinsey and Company "Women Matter: Gender diversity, a corporate performance driver" (2007).

[3] Rosabeth Moss Kanter The Change Masters: Innovations for Productivity in the American Corporation (New York, Simon and Schuster, 1983).

[4] Eva Fine and Jo Handelsman "Benefits and Challenges of Diversity in Academic Settings" (2nd ed, University of Wisconsin System, 2010) at 3.

[5] Charlan Jeanne Nemeth "Dissent as Driving Cognition, Attitudes and Judgments" (1994) 13 Social Cognition 273 and see Antonio, Anthony Lising et al "Effects of Racial Diversity on Complex Thinking in College Students" (2004) 15 Psychological Science 507.

[6] AL Antonio "Faculty of Color Reconsidered: Reassessing Contributions to Scholarship" (2002) 73 J of Higher Ed 582.

[7] Fine and Handelsman, above n 4, at 4.

[8] Susan A Ambrose "The Benefits of Diversity for Education at Carnegie Mellon" (President's Diversity Advisory Council, Carnegie Mellon, 2005) at 1.

[9] Ambrose, above n 8, at 3.

[10] Ambrose, above n 8, at 3.

[11] ET Pascarella et al "Influences on student's openness to diversity and challenge in the first year of college" (1996) 67 J of Higher Ed 174.

[12] Gurin et al "Diversity and higher education: Theory and impact on education outcomes" (2002) 71 Harvard Ed Rev 3.

[13] Gurin, above n 12.

[14] G Orfield and D Whitla "Diversity and legal education: Student experiences in leading law schools" (1999) Harvard University Civil Rights Project.

[15] P Gurin, BA Nagada and GE Lopez "The benefits of diversity in education for democratic citizenship" (2004) 60 J of Social Issues 176–34.

The current position

AUT values diversity of gender, gender identity, ethnicity, and disability and recognises that diversity in staff and student communities can enhance the delivery of tertiary education. AUT is also committed to keeping its diverse community safe, and ensuring its staff and students are treated with dignity and equality.

The Strategic Plan 2012–2016 states:

> "AUT is the university for the changing world, an increasingly powerful force for learning and discovery that promotes the wellbeing of people and their environments, and provides them with opportunities to expand and achieve their aspirations and to which all can contribute and thrive.
>
> AUT has a culture that is inclusive, collegial and challenging, attracting and sustaining the most capable staff and the most promising students."

In order to meet the promise of the Strategic Plan, a wide range of perspectives in the exchange of knowledge and exploration and articulation of ideas from a diverse community is required.

AUT recognises that its current policies and practices differentially impact the three key segments of the University community:

i. The student body;
ii. Academic staff; and
iii. Administration and management staff.

For example within the student body, although Māori and Pacific participation rates are on the rise only 6% of postgraduate students are Pasifika and 8.3% are Māori (compared to 12% Pasifika and 10.2% Māori undergraduates).[16]

Women comprise more than half of the AUT workforce, but they are underrepresented in senior positions, with ethnic women being the least represented.[17] In relation to academic staff, Māori and Pacific people are underrepresented.

Each of the three University communities has its own particular diversity challenges and opportunities. Meeting the needs of each community means devising solutions tailored to their specific situation. Addressing imbalances in the AUT community as a whole will require an examination and review of policies and procedures relating to hiring and promotion of staff, the distribution of funding, the admission of students and the University environment and culture.

Through this Diversity Strategy, the University leadership is making a strong commitment that it will change institutional processes and structures where needed in order to affect change.

Key mechanisms to address change

To meet the goal of becoming a University for diversity, three key areas for change must be addressed. Each area must be suitably targeted to the needs of the student body, academic staff, and administration and management staff.

Education on the benefits of diverse staff and student bodies

In order to implement the Strategy and realise the benefits of a diverse faculty and student body, an education programme will be undertaken that will engender commitment to diversity at every level of University operations.

Diversity will be promoted as an essential aspect of AUT's core business. Managers and senior staff will be briefed on the Diversity Strategy and the benefits of a diverse staff and student body. Supporting diversity through discussions with staff and students, communicating the benefits, challenging misconceptions and developing wider understanding of diversity will become key performance indicators for managers and senior staff.

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[16] Auckland University of Technology "Annual Report 2012" at 24.

[17] Ethnic in this context refers to women who share a common and distinctive racial, national, or cultural heritage.

Targets

Diversity groups

While AUT's commitment to diversity extends to all staff and students, a set of diversity groups has been identified as those toward which urgent action with measurable outcomes will be aimed:

- Māori students and staff;
- Pasifika students and staff;
- Women in areas where they are under-represented;
- Students and staff with disabilities; and
- LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer).

Each group is identified as a diversity group on the basis of current under-representation in the AUT community. The threshold for student under-representation in a discipline will be set at a participation level of less than 30% of the total. The threshold for women's under-representation will be set at 40% of the total, in line with the standard international definition of male- and female-dominated occupations.[18]

The inclusion of these particular diversity groups is guided by AUT's Strategic Plan 2012–2016 and by the Tertiary Education Strategy 2010–2015.[19] In particular, the Tertiary Education Strategy 2010–2015 links tertiary education funding to institutional performance in the retention and completion rates of Māori students, Pacific students and students with disabilities.[20]

By focussing attention on these specific diversity groups AUT will be better able to target actions for change at those who most need it, which will result in measurable progress for the most disadvantaged members of the AUT community.

Diversity will be recognised in strategic planning, policy-making and resource allocation. Appropriate targets and measurable outcomes will be set at a University strategic level. Within each distinct University community, particular attention will be given to:

Students

- Diversity in student recruitment and admission;
- Academic and professional development of undergraduate candidates from diversity groups;
- Ensuring accessible and welcoming physical, administrative and learning environments;
- Remedying gaps in the provision of accessible student accommodation and support services; and
- Provision of appropriate facilities for child-care.

Academic staff

- Diversity in staff recruitment;
- Professional development of academic staff from diversity groups;
- Ensuring welcoming and accessible physical and teaching environments; and
- Provision of family-friendly employment policies and appropriate facilities for child-care.

Administration and management staff

- Diversity in staff recruitment;
- Professional development of administration and management staff from diversity groups;
- Ensuring accessible and welcoming physical and administrative environments; and
- Provision of family-friendly employment policies and appropriate facilities for child-care.

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[18] The standard international definition of male- and female-dominated occupations are 60% or more male and 70% or more female, Department of Labour "Working Towards Pay and Employment Equity for Women" (January 2006) at 23.

[19] The Tertiary Education Strategy links funding to institutional performance in student completion and retention, with specific expectations for Māori, Pacific and disabled students.

[20] Office of the Minister for Tertiary Education "Tertiary Education Strategy 2010–2015" at 18.

Monitoring and Reporting

Transparency is crucial to the success of any strategy. An effective monitoring and reporting system will allow AUT to review progress against targets set under the Action Plan and report successes and areas for further development to all stakeholders. It will also ensure that there is clear alignment between the Diversity Strategy and AUTs overall strategic direction.

Each faculty and unit will establish a committee, which will include diverse members of AUT's student and staff communities and encourage leadership by such members, to co-ordinate, monitor and report on the implementation of the Strategy and Action Plans. Reports will address the outcomes and continuing needs of each of the three University communities.

The Equity Steering Committee will request regular reports on diversity considerations and will develop a communications strategy on diversity initiatives. The Committee will pay particular attention to the consideration given to diversity in recruitment decisions, appropriately differentiating between decisions in relation to academic staff and those relating to administration and management staff.

A report on the progress made to achieve targets set by the Diversity Strategy and Action Plan will be made by December 2014. If necessary, fresh targets will be set at that point.

Funding for diversity

In 2012 AUT received $436,000 in government operational funds for tertiary students with disabilities and $840,000 for Māori and Pacific peoples.[21] To implement this Diversity Strategy, the budget pool for diversity related activities may need to increase.

Action Plan

AUT has developed an Action Plan to implement the strategic objectives with regard to diversity. The Action Plan recognises that each distinct University community faces different challenges and requires different actions if the desired outcomes are to be achieved. The Action Plan is therefore split into four sections:

- Student diversity;
- Academic staff diversity;
- Administration and management staff diversity; and
- Actions which are generally applicable.

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[21] Auckland University of Technology "Annual Report 2012" at 64.

Student diversity

Actions [timeframe]	Possible metrics	Oversight
Identify barriers that prevent qualified applicants in diversity groups from admission to AUT [on-going].	• Number of qualified people from diversity groups who enrol in undergraduate and postgraduate programmes • Meet with AuSM to discuss ways in which students can actively engage in delivery of diversity targets.	PVC Maori Head of Pasifika Advancement GM UR
Investigate ways to broaden the pathways used for admission to undergraduate programs for diversity groups. Identify good practices as well as challenges to entry [on-going].	• Breadth and quality of admissions criteria • Number of admission enquiries from people from diversity groups • Number of people from diversity groups who enrol in undergraduate programmes • Findings of Student Success Working Group	PVC Maori Head of Pasifika Advancement GM UR
Conduct a study to discover what barriers are experienced during the recruitment process by prospective undergraduate and postgraduate students from diversity groups [one year].	• Survey of prospective and current students from diversity groups • Targeted research into barriers • Meet with AuSM to discuss ways in which students can actively engage in delivery of diversity targets.	PVC Maori Head of Pasifika Advancement GM UR
Develop effective recruitment strategies that address barriers experienced by undergraduates and postgraduate students from diversity groups [on-going].	• Number of undergraduate and postgraduate student enrolments from diversity groups • Meet with AuSM to discuss ways in which students can actively engage in delivery of diversity targets.	PVC Maori Head of Pasifika Advancement GM UR
Review student admission processes to undergraduate and postgraduate programs to identify advantages and challenges [on-going].	• Monitor changes in number of undergraduate and postgraduate student enrolments from diversity groups • Meet with AuSM to discuss ways in which students can actively engage in delivery of diversity targets.	PVC Maori Head of Pasifika Advancement GM UR
Develop and implement methods of identifying programmes where members of diversity groups are underrepresented [one year].	• Monitor changes in number of undergraduate and postgraduate student enrolments from diversity groups in identified programmes	PVC Maori Head of Pasifika Advancement
Increase the percentage of undergraduate Māori students to a target of at least 13% of total enrolment by 2016.[1]	• Number of undergraduate Māori students increased to at least 13% by 2016	PVC Maori GM UR
Increase the percentage of undergraduate Pasifika students to a target of at least 13% of total enrolment by 2016.[2]	• Number of undergraduate Pasifika students increased to at least 13% by 2016	Head of Pasifika Advancement GM UR

Actions [timeframe]	Possible metrics	Oversight
Increase the percentage of postgraduate Māori students to a target of at least 11% of total enrolment by 2016.	• Number of postgraduate Māori students increased to at least 11% by 2016	PVC Maori GM UR
Increase the percentage of postgraduate Pasifika students to a target of at least 7% of total enrolment by 2016.	• Number of postgraduate Pasifika students increased to at least 7% by 2016	Head of Pasifika Advancement GM UR
Increase availability of AUT scholarships that are specifically allocated to qualified applicants from diversity groups, ensuring that such scholarships are consistent with legal obligations [on-going].	• Number of scholarships and level of funding • Number of students from diversity groups who apply for and receive scholarships	PVC Maori Head of Pasifika Advancement
Introduce a buddy system for new students from diversity groups [one year].	• Number of students matched with a buddy • Retention of students from diversity groups	PVC Maori Head of Pasifika Advancement GM UR
Develop methods of identifying students from diversity groups who are at risk of failure and provide targeted support to those students through initiatives such as a buddy system, mentoring, tutoring support and peer-led learning [one year].	• Retention rates of students from diversity groups • Number and quality of support schemes • Number of students matched to buddies and mentors • Number of students from diversity groups in tutors and peer-led learning groups	PVC Maori Head of Pasifika Advancement GM UR
Develop the availability of flexible delivery, including web-based learning resources and learning support for students from diversity groups who need extra assistance [one year].	• Number of programmes available through flexible delivery methods • Number of students accessing flexible delivery methods	PVC Maori Head of Pasifika Advancement
Ensure that all student services are delivered in culturally appropriate ways [one year].	• Results of student satisfaction surveys • Findings of Student Success Working Group • Meet with AuSM to discuss ways in which students can actively engage in delivery of diversity targets.	PVC Maori Head of Pasifika Advancement GM UR
Ensure that AUT's information technology environment provides appropriate specialised equipment and software for students with disabilities [one year].	• Purchase and implementation of appropriate technology • Number of IT stations with appropriate technology	Group Director ICT Disability Office
Develop guidelines and practices to enhance accessibility of the physical environment at AUT for students with disabilities in line with AUT's legal obligations [one year].[3]	• Commission a report and audit on accessibility (BeAccessible) • Aim to achieve gold status for accessibility • Results of student satisfaction surveys • Findings of Student Success Working Group	ESC General Manager Estates and Development Planning

Actions [timeframe]	Possible metrics	Oversight
Develop guidelines and practices to enhance accessibility of student accommodation and support services in line with AUT's legal obligations [one year].	• Commission a report on accessibility (BeAccessible) • Develop guidleines for access to web and written communications and physical access. • Results of student satisfaction surveys • Findings of Student Success Working Group	ESC General Manager Estates and Development Planning
Survey graduating students concerning the impact of diversity initiatives [yearly].	• Results of survey	ESC

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[22]The % figures for Māori participation are adapted from the AUT Investment Plan 2013–2015.

[23]The % figures for Pasifika participation are adapted from the AUT Investment Plan 2013–2015.

[24]New Zealand has ratified the Convention on the Rights of Persons with Disabilities ("Disability Convention"), which provides guidance on how to ensure disabled people's rights can be realised. The Disability Convention is implemented via the Human Rights Act 1993 and the Building Act 2004 (and accompanying Building Code), which are the source of AUT's legal obligations in relation to accessibility for people with disabilities.

Academic staff diversity

Actions [timeframe]	Possible metrics	Oversight
Establish a diversity staff development budget to subsidise the costs of staff development for members of diversity groups [two years].	• Allocation of budget to appropriate staff development initiatives	Group Director P&O Deans
Develop and implement methods of identifying disciplines where members of diversity groups are underrepresented [one year].	• Report on representation	Deans Group Director P&O
Revise recruitment policies and procedures and include hiring targets for diversity groups [one year].	• New policies and procedures in place • Faculty employment reports	Deans Group Director P&O ESC
Create mechanisms to expand the applicant pool through active and targeted recruitment practices [one year].	• Faculty employment reports • Number of applicants from diversity groups resulting from targeted recruitment practices	Deans Group Director P&O ESC
Educate hiring committees on diversity issues in recruitment and selection process [one year].	• Number of training programmes • Number of people attending training programmes • Each Hiring Committee Manager to have undergone diversity training within one year	Deans Group Director P&O ESC
Review recruitment and selection processes across AUT to identify best practice and challenges [yearly].	• Yearly report on processes • Adoption of best practice	Deans Group Director P&O Hiring Managers ESC
Increase the percentage of Māori academic staff to a target of 6.5 by 2016, 7.8% by 2018 and 13% by 2020	• Number of Māori academic staff in 2016, 2018 and 2020. • Each short list to include at least one Māori candidate • Each Māori candidate shortlisted for a position to be interviewed for that position • Implement a strategy to "grow our own" Maori academic staff.	Deans Appointing managers Head of School Group Director P&O ESC
Increase the percentage of Pasifika academic staff to a target of 4% by 2016, 5.2% by 2018 and 11% by 2020.	• Number of Pasifika academic staff in 2016 • Each short list to include at least one Pasifika candidate • Each Pasifika candidate shortlisted for a position to be interviewed for that position • Implement a strategy to "grow our own" Pasifika academic staff.	Deans Appointing managers Head of School Group Director P&O ESC

Actions [timeframe]	Possible metrics	Oversight
Increase the percentage of women senior academic staff to a target of at least 40% by 2016.	• Number of senior academic staff who are women in 2016 • Each short list to include at least one female candidate • Each female candidate shortlisted for a position to be interviewed for that position	Deans Appointing managers Head of School Group Director P&O ESC
Conduct a pay equity employment review to identify and address any systemic inequity towards members of diversity groups in the University [two years].[4]	• Report on pay equity • Policy developed to address inequity • Budget allocated where necessary	Deans Appointing managers Head of School Group Director P&O ESC
Develop a mechanism for sharing best practice in relation to diversity in recruitment issues [one year].	• Best practice identified and adopted	Group Director P&O ESC
Ensure that AUT's information technology environment provides appropriate specialised equipment and software for academic staff with disabilities [one year].	• Purchase and implementation of appropriate technology • Guidelines developed in partnership with BeAccessible • Number of IT stations with appropriate technology	General Manager Estates and Development Planning
Develop guidelines and practices to enhance accessibility of the physical environment at AUT for academic staff with disabilities in line with AUT's legal obligations [one year].[5]	• Commission a report/audit and guidelines on accessibility (BeAccessible) • Results of staff satisfaction surveys	ESC General Manager Estates and Development Planning
Identify and address barriers to success for academic staff from diversity groups [6 months].	• Report on barriers to success • Results of staff satisfaction surveys	Deans Group Director P&O ESC
Expand services and support for academic staff, including those with disabilities and those with family responsibilities [two years].	• Take up of support services • Results of staff satisfaction surveys • Retention rates of staff from diversity groups	ESC General Manager Estates and Development Planning
Ensure compliance with AUT's legal obligations regarding family friendly policies [one year].[6]	• Retention rates of staff from diversity groups • Take up of family–friendly policies • Results of staff satisfaction surveys	ESC General Manager Estates and Development Planning Deans
Incorporate diversity awareness training into induction and development programmes for academic staff [on–going].	• Production of training materials • Number of training programmes run	Deans ESC Group Director P&O

Actions [timeframe]	Possible metrics	Oversight
Track measures of success of academic staff from diversity groups including promotions, salary and awards [on-going].	• Results of staff satisfaction surveys • Rates of retention and promotion of staff from diversity groups • Report on salary rates of staff from diversity groups • Number of awards made to staff from diversity groups	Deans ESC Group Director P&O
Expand and improve the quality of coaching, mentoring and training provided to new academic staff from diversity groups, and for existing academic staff moving into new areas [on-going].	• Number of coaches and mentors available • Number of academic staff from diversity groups taking part in coaching and mentoring • Number of training programmes available • Number of academic staff from diversity groups taking part in training programmes • Retention rates of staff from diversity groups	Deans ESC Group Director P&O
Develop and introduce a buddy system for new academic staff from diversity groups [one year].	• Number of buddies available to academic staff from diversity groups • Take up of buddies • Retention rates of staff from diversity groups	Deans ESC Group Director P&O
Ensure that AUT academic staff are treated fairly and with good faith regardless of individual differences, in line with AUT's legal obligations [on-going].	• Results of staff satisfaction surveys • Staff surveys benchmarked against other organisations including other tertiary education institutions • The performance index (the mean of all survey responses) and the engagement index (mean of survey responses to the six engagement questions) compared for diversity groups	Deans ESC Group Director P&O
Ensure that AUT is an employer of choice for members of diversity groups, including Māori, Pasifika, women and people with disabilities [on-going].	• Recruitment and retention rates for members of diversity groups	Deans ESC Group Director P&O
Ensure that AUT has a positive and inclusive culture that supports the diversity of the workforce [on-going].	• Results of staff satisfaction surveys • The performance index (the mean of all survey responses) and the engagement index (mean of survey responses to the six engagement questions) compared for diversity groups	Deans ESC Group Director P&O

[25]AUT has legal obligations relating to gender pay discrimination under the Equal Pay Act 1972, the Human Rights Act 1993 and the Employment Relations Act 2000. The recent Employment Court decision in Service and Food Workers Union Ngā Ringa Tota Inc v Terranova Homes [2013] NZEmpC 157 also found that equal pay for women who work in sectors that are predominantly female is to be determined by reference to what men would be paid to do the same work in a sector that does not suffer structural gender discrimination.

[26]New Zealand has ratified the Convention on the Rights of Persons with Disabilities ("Disability Convention"), which provides guidance on how to ensure disabled people's rights can be realised. The Disability Convention is implemented via the Human Rights Act 1993 and the Building Act 2004 (and accompanying Building Code), which are the source of AUT's legal obligations in relation to accessibility for people with disabilities.

[27]The Employment Relations Amendment Bill currently before Parliament contains provisions relating to flexible working. When enacted these provisions will be the minimum standard that AUT will be legally obligated to meet concerning flexible work practices.

Administration and management staff diversity

Actions [timeframe]	Possible metrics	Oversight
Establish a diversity staff development budget to subsidise the costs of staff development for members of diversity groups [two years].	• Allocation of budget to appropriate staff development initiatives	Group Director P&O ESC
Develop and implement methods of identifying areas where members of diversity groups are underrepresented [one year].	• Report on representation	Group Director P&O ESC
Revise recruitment policies and procedures and including hiring targets for diversity groups [one year].	• New policies and procedures in place • Department employment reports	Group Director P&O ESC Hiring Managers
Create mechanisms to expand the applicant pool through active and targeted recruitment practices [one year].	• Faculty employment reports • Number of applicants from diversity groups resulting from targeted recruitment practices	Group Director P&O ESC Hiring Managers
Educate hiring committees on diversity issues in recruitment and selection process [one year].	• Number of training programmes • Number of people attending training programmes • Each Hiring Committee Manager to have undergone diversity training within one year	Group Director P&O ESC
Review recruitment and selection processes across AUT to identify best practice and challenges [on-going].	• Yearly report on processes • Adoption of best practice	Group Director P&O ESC Hiring Managers
Increase the percentage of senior administration and management staff from diversity groups by at least 13% by 2016.	• Number of senior administration and management staff from diversity groups in 2016 • Each short list to include at least 1 candidate from a diversity group • Each candidate from a diversity group shortlisted for a position to be interviewed for that position	Group Director P&O ESC Hiring Managers
Conduct a pay equity employment review to identify and address any systemic inequity towards members of diversity groups in the University [two years].[7]	• Report on pay equity • Policy developed to address inequity • Budget allocated where necessary	Group Director P&O ESC
Develop a mechanism for sharing best practice in relation to diversity in recruitment issues [one year].	• Best practice identified and adopted	Group Director P&O ESC Hiring Managers

Actions [timeframe]	Possible metrics	Oversight
Ensure that AUT's information technology environment provides appropriate specialised equipment and software for administration and management staff with disabilities [one year].	• Purchase and implementation of appropriate technology • Number of IT stations with appropriate technology	General Manager Estates and Development Planning
Develop guidelines and practices to enhance accessibility of the physical environment at AUT for administration and management staff with disabilities in line with AUT's legal obligations [one year].[8]	• Commission a report on accessibility (BeAccessible) • Results of staff satisfaction surveys	ESC General Manager Estates and Development Planning
Identify and address barriers to success for administration and management staff from diversity groups [6 months].	• Report on barriers to success • Results of staff satisfaction surveys	Group Director P&O ESC
Expand services and support for administration and management staff, including those with disabilities and those with family responsibilities [two years].	• Take up of support services • Results of staff satisfaction surveys • Retention rates of staff from diversity groups	ESC General Manager Estates and Development Planning
Ensure compliance with AUT's legal obligations regarding family friendly policies [one year].[9]	• Retention rates of staff from diversity groups • Take up of family–friendly policies • Results of staff satisfaction surveys	ESC General Manager Estates and Development Planning
Track measures of success, including promotions, salary and awards [on–going].	• Results of staff satisfaction surveys • Rates of retention and promotion of staff from diversity groups • Report on salary rates of staff from diversity groups • Number of awards made to staff from diversity groups	ESC Group Director P&O
Expand and improve the quality of coaching, mentoring and training provided to new administration and management staff from diversity groups, and for existing academic staff moving into new areas [on–going].	• Number of coaches and mentors available • Number of academic staff from diversity groups taking part in coaching and mentoring • Number of training programmes available • Number of academic staff from diversity groups taking part in training programmes • Retention rates of staff from diversity groups	ESC Group Director P&O
Develop and introduce a buddy system for new administration and management staff from diversity groups [one year].	• Number of buddies available to academic staff from diversity groups • Take up of buddies • Retention rates of staff from diversity groups	ESC Group Director P&O

Actions [timeframe]	Possible metrics	Oversight
Incorporate diversity awareness training into induction and development programmes for administration and management staff [on-going].	• Production of training materials • Number of training programmes run	ESC Group Director P&O
Ensure that AUT administration and management staff are treated fairly and with good faith regardless of individual differences, in line with AUT's legal obligations [on-going].	• Results of staff satisfaction surveys • Staff surveys benchmarked against other organisations including other tertiary education institutions • The performance index (the mean of all survey responses) and the engagement index (mean of survey responses to the six engagement questions) compared for diversity groups	ESC Group Director P&O
Ensure that AUT is an employer of choice for members of diversity groups, including Māori, Pasifika, women and people with disabilities [on-going].	• Recruitment and retention rates for members of diversity groups	ESC Group Director P&O
Ensure that AUT has a positive and inclusive culture that supports the diversity of the workforce [on-going].	• Results of staff satisfaction surveys • The performance index (the mean of all survey responses) and the engagement index (mean of survey responses to the six engagement questions) compared for diversity groups	ESC Group Director P&O

[28]AUT has legal obligations relating to gender pay discrimination under the Equal Pay Act 1972, the Human Rights Act 1993 and the Employment Relations Act 2000. The recent Employment Court decision in Service and Food Workers Union Ngā Ringa Tota Inc v Terranova Homes [2013] NZEmpC 157 also found that equal pay for women who work in sectors that are predominantly female is to be determined by reference to what men would be paid to do the same work in a sector that does not suffer structural discrimination.

[29]New Zealand has ratified the Convention on the Rights of Persons with Disabilities ("Disability Convention"), which provides guidance on how to ensure disabled people's rights can be realised. The Disability Convention is implemented via the Human Rights Act 1993 and the Building Act 2004 (and accompanying Building Code), which are the source of AUT's legal obligations in relation to accessibility for people with disabilities.

[30] The Employment Relations Amendment Bill currently before Parliament contains provisions relating to flexible working. When enacted these provisions will be the minimum standard that AUT will be legally obligated to meet concerning flexible work practices.

Actions which are generally applicable

Actions [timeframe]	Possible metrics	Oversight
Incorporate diversity goals into strategic planning and review processes of every faculty and division/unit [12 months].	• Number of Faculties and Divisions/Units which have diversity plans	ESC
Establish key performance indicators in diversity, by which appropriate governance and management committees will regularly review progress [one year].	• Key performance indicators included for all staff • Regular reporting of progress against key performance indications	ESC Deans
Develop a system by which each faculty reports on progress in furthering diversity goals [every 6 months].	• System developed for each faculty	ESC
Publish reports from each faculty on progress in furthering diversity goals [every 12 months].	• Report summarizing progress published by each faculty	ESC Deans
Develop university-wide strategies for internal and external communications that will reinforce diversity as integral to the University's identity [18 months].	• Communications strategy developed and implemented • Public statements published relating to diversity	ESC General Manager UR
Develop training materials on diversity to aid individuals involved in diversity initiatives [6 months].	• Production and dissemination of training materials • Take up of training materials	ESC Group Director P&O General Manager Estates and Development Planning
Providing education and training on diversity to individuals who are involved in diversity initiatives [on-going].	• Number of education and training sessions available • Number of individuals that receive education and training sessions each quarter	ESC Group Director P&O General Manager Estates and Development
Establish awards for outstanding diversity initiatives or contributions [one year].	• Budget allocated for awards • Number of awards available for diversity initiatives or contributions • Number of applications for awards • Number of awards made	ESC Deputy Vice-Chancellor
Develop a mechanism for sharing best practice in diversity initiatives [one year].	• Best practice identified and adopted	ESC
Increase childcare spaces by x per year [every 12 months].	• Reduced waiting lists for childcare	ESC General Manager Estates and Development Planning

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55 Wellesley Street East, Auckland Central

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