



**UNIVERSITY OF
AUCKLAND**
Waipapa Taumata Rau

NEW ZEALAND

Waipapa Taumata Rau | The University of Auckland Disability Action Plan Annual Report

Year 1

1 July 2022 to 30 June 2023

Prepared by the Office of the Pro Vice-Chancellor Equity

Approved by University Equity Leadership Committee 3 August 2023

Table 1: DAP Primary success indicators

Attribute	Ref	Primary success indicator	Monitoring	Measurement
Participation	P1	An increasing percentage of students disclose disabilities	On track	The percentage of students who disclose disabilities has steadily risen from 4% in 2019 to 8% in 2022.
Participation	P2	An increasing percentage of staff disclose disabilities	On track	The percentage of staff who disclose disabilities has steadily risen from 3% in 2019 to 6% in 2022.
Experience	E1	Increasing Learning and Teaching survey scores for overall satisfaction from students with disabilities, to achieve parity	Not achieved	In 2019 the percentage of students who generally agreed that they are satisfied overall with their university experience was 75% for disabled students, and 76% for non-disabled students. Percentages fell for all students in 2020. The percentage of disabled students who generally agree was 54% in 2020 and steadily rose to 63% in 2022. The percentage of students without disabilities who generally agree was 64% in 2020 and steadily rose to 73% in 2022. While overall satisfaction is rising for all students, the 10% gap between disabled and non-disabled students that developed in 2020 has persisted.
Experience	E2	Increasing Employee Experience survey scores for overall satisfaction from staff with disabilities, to achieve parity	Not achieved	In March 2021, the overall average score for the Employee Experience Survey was 60% for staff with disabilities, and 73% for staff without disabilities. In March 2023, the overall average score for the Employee Experience Survey was 56% for staff with disabilities, and 64% for staff without disabilities. The overall average score has fallen for all staff. Disabled staff continue to report less positive experiences on average than their non-disabled colleagues, and this gap has closed from 13% to 8%.
Achievement	A1	Increasing course completion rates for students with disabilities to achieve parity with non-disabled students	Not achieved	The disabled student completion rate was 86% in 2019, rose to 89% in 2020, and has since fallen to 85% in 2021, and 84% in 2022. Disabled student completion rates were 3% lower than other students' in 2019 and 2022, and the gap widened to 5% lower in 2021 and 2022.
Achievement	A2	An increasing percentage of disabled learners enters the workforce at the conclusion of their studies	On hold	Awaiting TEC guidance for the sector.

Interpretation

A growing proportion of the University community experiences disability (P1, P2). This most likely reflects increasing enrolment of disabled students and recruitment of disabled staff, combined with an increasing willingness to disclose disability. It is not possible to disentangle these two factors.

There are gaps between the experiences (E1, E2) and achievements (A1) of disabled students and staff relative to their non-disabled peers. The pandemic had a negative effect on student experiences. This effect was greater for disabled students than non-disabled students and is persisting. Similarly, disabled staff report more negative overall experiences than their non-disabled colleagues, though the gap may be closing.

Response

Revisions to the way the University collects disability information from students and staff may facilitate disclosure. This can be progressed once TEC provides guidance to the sector.

TeachWell helps embed Universal Design for Learning principles in Learning and Teaching. This is enhanced by the Universal Design Canvas Baseline Project, the UDOIT tool, and capacity building for teaching staff. A Disabled Student Association has been established. An Accessibility Lounge in the General Library has been proposed. The Symplicity Access case management system has been implemented to improve provision of Student Disability Services (SDS). SDS is recruiting a Senior Project Officer to facilitate the roll out of Symplicity to Faculties to improve information sharing and responsiveness. A review of the Undergraduate Targeted Admissions Scheme policy and procedures revision is underway. These activities may contribute to improved student experience survey scores.

A Reasonable Adjustments Policy and Procedure is being developed. Specialist equity advisor roles in Marketing and Communications have been filled. A new system for logging and responding to accessibility issues is being scoped. A Staff Disability Service is being scoped. These activities are being supported by a 6 month full-time Senior Researcher and Policy Advisor role in the PVC Equity team. Three secondments have been created in Communications to refresh all intranet content and ensure it meets Web Content Accessibility Guidelines, planned for the first half of 2024. These activities are expected to contribute to improved student and staff experiences.

Ref	Area of focus	Milestone	Timeframe	<ul style="list-style-type: none"> Workstream deliverable(s) Alignment Measures of Success Alignment
		<ul style="list-style-type: none"> Recruitment for 1FTE on a fixed term six-month contract began in June 2023. The resource will support the implementation and continual improvement of the DAP. Primary measures of success were identified and consulted. This follows guidance from TEC and engagement with the governance group and the DAP Reference Group. 		
2	Data collection and use	<ul style="list-style-type: none"> A specialist disability case management system, Symplicity Access, is in place for students to access disability support through a dedicated portal. The Office of the Pro Vice-Chancellor Equity is working with the Planning and Information Office to improve the identity characteristics in the Enterprise Person Registry. Further detail at number 5 Early Alerts. the Academic Quality team shared Learning and Teaching Survey results for Māori disabled and non-disabled learners with the Office of the Pro Vice-Chancellor Equity OPVCE will begin tracking the experiences of Māori students with disability relative to their peers. These quantitative data will need to be integrated with qualitative data to build a more complete understanding of the experiences of this group of students. The University is committed to protecting specific personal information. Guidelines are in place to support staff who access and use personal information, including disability disclosures. 	<p>Q4 2022</p> <p>Q2 2023</p>	<p>Workstream 4 Systems and policies</p> <p>Participation Experience Achievement</p>
3	Schools	<ul style="list-style-type: none"> A strategic focus on improving pathways to study for Māori students with disabilities has seen the implementation of Māori 	Q4 2022	Workstream 1 Student experience

Ref	Area of focus	Milestone	Timeframe	<ul style="list-style-type: none"> • Workstream deliverable(s) • Alignment • Measures of Success • Alignment
		<p>School Leaver Recruitment Strategy. This work commenced with work including role creation for Kahurangi Engagement Adviser and a Māori Relationship Manager role.</p> <ul style="list-style-type: none"> • Awareness of disability support is a focus of presentations for student orientation. 	Q2 2023	Participation
4	Curated pathways	<ul style="list-style-type: none"> • Two dedicated scholarships for students with specific impairments have been established. The University provides a range of undergraduate and postgraduate scholarships are promoted with students with disabilities. 	Q2 2023	<p>Workstream 1 Student experience</p> <p>Participation</p>
5	Early Alerts	<ul style="list-style-type: none"> • The University has introduced a Wellbeing and Preparedness Assessment at the point of enrolment. The Assessment asks questions about accessibility and supports and directs new students to information about a range of support services, including Disability supports. The University expects to see an uplift in students identifying specific support requirements as early as possible in their student journey. This work will roll out to Post Graduate students in time. • TEC has provided advice on disability enrolment questions and the University is on track to meet requirements in time for the target date of 2025 enrolments. Partnering between divisions including Planning and Information Office and further consultation will continue. • Presentations on available disability supports are an ongoing feature of the student orientation experience. 	Q2 2023	<p>Workstream 1 Student experience</p> <p>Participation</p> <p>Experience</p> <p>Achievement</p>

Ref	Area of focus	Milestone	Timeframe	<ul style="list-style-type: none"> • Workstream deliverable(s) • Alignment • Measures of Success • Alignment
		<p>good practice examples will support the ongoing Curriculum Framework Transformation and Signature Pedagogical Practices. Technology Enhanced Learning is an anchor point which will continue to mature of Q1 and Q2 in 2024.</p> <ul style="list-style-type: none"> • The Canvas Baseline Practices work is underway and will carry out a systemic course-by-course audit of accessibility as part of its function. Audits of 1,682 courses completed. This is 60% of those courses earmarked for review in the 2023 calendar year. The successful recruitment of 10 Learning Technologists over Q4 2022 to Q1 2023 made this effort possible. • Campus Life began work on accessible study spaces, including a proposed 'Accessibility Lounge' in the General Library. The Disability Action Plan offered advice on design of lounge, and it is intended further engagement with disabled students will be undertaken. 		
8	Employment pathways for disabled students	<ul style="list-style-type: none"> • The University is committed to improving pathways to employment for disabled students in line with graduate profile attributes. A year-long Memorandum of Understanding with Workbridge is in place. The MoU supports employment of graduating disabled students. Offerings via the University's own Career Development and Employability Services team enhances this MoU. • Student Disability Services (SDS) has re-engaged with external provider Be.Lab to set up a 12-week paid internship programme for students with disabilities. Website updates have been made to promote this programme. 	<p>Q3 2022</p> <p>Q2 2023</p>	<p>Workstream 1 Student experience</p> <p>Participation</p> <p>Achievement</p>

Ref	Area of focus	Milestone	Timeframe	<ul style="list-style-type: none"> Workstream deliverable(s) Alignment Measures of Success Alignment
9	Learner Voice	<ul style="list-style-type: none"> Students supported to establish a student-led network, the Auckland University Disabled Students Association. Workstream Owners and the Disability Action Plan Reference Group will look for opportunities to improve the links and information loop between themselves and the Disabled Students Association. Disabled students involved in the design of the Te Kāuta Student Kitchen and Lounge which opened in July 2022, ensuring that the facilities were fully accessible. Autism Chill-Out Zone pilot has started 	Q2 2023	<p>Workstream 1 Student experience</p> <p>Participation Experience Achievement</p>
10	Staff Voice	<ul style="list-style-type: none"> Human Resources employed 1FTE Diversity, Equity, and Inclusion Experience Lead to improve engagement with disabled staff and to promote opportunities for disabled staff to lead their own networks and discussions. The Associate Director of Diversity, Equity, Inclusion, HR continues to support communications and connection with members of the Disabled Staff/Staff with Disabilities Network. Work within the new Human Resource 'ecosystem', Hono, provides a platform to centre inclusion and improve the end user experience across HR systems. This work emphasises engagement with stakeholders, including those with disability, towards inclusive design. 	<p>Q3 2022</p> <p>Q2 2023</p>	<p>Workstream 3 Staff capability and experience</p> <p>Participation</p>
11	Staff recruitment and retention	<ul style="list-style-type: none"> The DAP provides for improving practices and systems for administering reasonable adjustments. Work to review and assess the efficacy of existing workplace adjustments practices started. This Workstream Owner will work closely with the OPVCE to take forward work on a Reasonable Adjustments Policy. 	Q1 2023	Workstream 3 Staff capability and experience

Ref	Area of focus	Milestone	Timeframe	<ul style="list-style-type: none"> • Workstream deliverable(s) • Alignment • Measures of Success • Alignment
		<ul style="list-style-type: none"> • Workstream 3 informed the HR Advisory assessment panel review of the University’s employee assistance programme procurement. This ensured the needs of neurodiverse staff were considered in the criteria and process used to evaluate potential vendors. • An ADHD specialist counselling and executive coaching service provider has been trialled. Beehyve Limited is in place for a six month period to receive staff referrals. 	Q2 2023	
12	Promotion of DAP and disability supports	<ul style="list-style-type: none"> • Dedicated webpages are in place, and the OPVCE met the TEC guidance with respect to publishing the University’s Disability Action Plan. Waipapa Taumata Rau was the first to do so under the new TEC requirements. • The OPVCE continues to help Workstream Owners promote supports and services that arise from the DAP. The OPVCE is committed to updating the dedicated DAP webpage content at least every six months and provide links to relevant information, such as events for disabled staff and students. 	Q3 2022	Workstream 5 Leadership and Governance
13	Best practice	<ul style="list-style-type: none"> • Workstream 3 Staff capability and experience is covering several areas of best practice investigation for inclusive and accessible communications, marketing, and events planning. • Workstream 3 has been investigating training and development options, this includes the adoption of Disability Confidence training released by the Tertiary Education Commission. Targeted testing and improvement of training offerings relating to Disability and Neurodiversity has been progressing. 	Q4 2022	<ul style="list-style-type: none"> • Workstream 3 Staff capability and experience • Workstream 5 Leadership and Governance

Ref	Area of focus	Milestone	Timeframe	<ul style="list-style-type: none"> • Workstream deliverable(s) • Alignment • Measures of Success • Alignment
		<ul style="list-style-type: none"> • The DAP includes a deliverable for Workstream Owners to refer to the Kia Ōrite Toolkit. The new Cascade reporting application links each task to corresponding best practice under the Toolkit. The timing of the release of the Toolkit and the development of the University's DAP were out of synchronisation. The Toolkit will be able to inform subsequent revisions to the DAP. 	Q2 2023	
14	Attitude and language	<ul style="list-style-type: none"> • The DAP Reference Group prepared a definition of disability for adoption by the University. This was later endorsed by quorum. UELC is expected to receive the recommended definition in August 2023. Subject to UELC approval, the definition will be communicated to all staff and students. Updates to relevant policies and procedures are planned. • The Provost and PVC Equity are advocating for a policy on reasonable adjustments and removal of discriminatory practices across existing procedures for reasonable accommodations. This covers reasonable workplace adjustments and academic adjustments. The intention of the proposed Reasonable Adjustments policy is to have wider equity outcomes than for disability, offering a wider range of necessary adjustments, such as on grounds of faith and spirituality, carer responsibilities, or other commitments. 	Q2 2023	<ul style="list-style-type: none"> • Workstream 1 Student experience • Workstream 2 Learning and Teaching • Workstream 3 Staff capability and experience • Workstream 4 Systems and policies