

The University of Auckland

Review

**Creating an inclusive teaching and learning
environment for students with impairments**

November 2009

Staff Survey Results

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Section 3: Staff survey results

The third stage of the review project was to invite all University staff to complete an online anonymous survey. Separate general and academic versions of the survey were developed with input from the Review Working Committee (Appendix 3) and a disability expert advisor (Terry O'Neil).

The questions asked were informed by the interviews of staff and student and Kia Ōrite 'Best Practice Standards for Creating a Fully Inclusive Environment' outlined in Achieving Equity: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments (2004).

Most of the questions were in the form of closed questions with boxes to select. Answers to open-ended questions were categorised and coded. Participants were given the option to not answer any question they did not feel was applicable to them.

Definitions were provided at the beginning of the survey:

An inclusive learning environment is one which identifies and removes barriers in all areas of campus life.

Impairments include: Deaf, hearing, blind, vision, head injury, medical conditions, mental health conditions, mobility/physical, and speech impairments.

The survey was approved by The University of Auckland Human Participants Ethics Committee and the Staff Advisory Sub-Committee.

Initial publicity about the survey was sent out through a number of major University email lists and posters were put up in appropriate settings.

The online survey was open for two weeks (3rd – 14th August).

Self-selection

An important consideration for the strategic review was to provide an opportunity for all staff to contribute. Therefore a limitation of the methodology is that the respondents are self-selected (rather than a random sample). It is therefore likely they will have interest in creating an inclusive teaching and learning environment either positively or negatively and it is therefore not possible to make inference for the population at large.

Survey response profiles

A total of 434 surveys were returned. Of these 183 were from general staff and 250 were from academic staff

General Staff (n=183)

- Gender: female (75%), male (23%), no response (2%).
- Role: administrative (61%), librarians (16%), technical (8%), other (13%), no response (2%).
- Length of time at the University of Auckland: fewer than five years (55%), five-10 years (24%), more than 10 years (20%) and no response (1%).

Academic Staff (n=250)

- Gender: female (61%), male (36%), No response (3%).
- Role: Professor (6%), Associate Professor (11%), Senior Lecturer (39%), Lecturer (16%), Senior Tutor (17%), Tutor (6%), Graduate Teaching Assistant (2%), no response (3%).
- Length of time in a teaching or other academic staff role: Fewer than five years (22%), five-10 years (29%), more than 10 years (46%), no response (3%).

Faculty or service division

Respondents were from the following faculties and service divisions:

Faculty or service division	Academic	General
Arts	32	5
Business and Economics	19	3
Centre for Academic Development	12	2
Communications and Marketing	-	4
Education	41	12
Engineering	17	3
Equity	1	13
Human Resources	-	8
Information Technology Services	-	7
Law	2	-
Library	-	35
Medical and Health Sciences	31	11
National Institute of Creative Arts and Industries	18	2
Property Services	-	4
Science	62	10
Student Administration	-	36
Tamaki	4	3
University Management	-	6
Other	6	18
No response	5	1
Total	250	183

Current levels and contexts of teaching

Academic staff were asked which levels they currently taught, and most respondents were teaching at more than one level:

- Pre-degree (34)
- Undergraduate (222)
- Postgraduate (187)
- Other (12)

Academic staff were also asked to specify which teaching contexts applied to them and indicate the average number of students they have at any one time. Only one option for each context was available for the average number of students and some respondents noted they would have preferred to have chosen more than one.

Teaching Contexts	Average number of students				
	<10	10-20	21-50	51-100	>100
Laboratories	30	13	36	16	6
Field trips	32	4	17	2	4
Tutorials	23	47	71	15	9
Seminars	21	55	46	5	1
Lectures	5	14	54	50	94
Online	13	12	18	21	22
Graduate Supervision	128	29	4	1	1
Tours and visits	33	13	10	-	-

19 respondents said they taught in other contexts which include:

- 1:1 meetings (in 2008) saw 120 students
- Clinical placements
- Clinical environment (21-50 students)
- Drama studio (21-50 students)
- Studio teaching (16 – 20 students)
- Hands on practical workshops

Responsibilities for students with disabilities

9% of the academic staff (n=250) and 13% of general staff (n=183) respondents said they had special responsibilities for students with impairments.

Pastoral care of students

46% of the academic staff (n=250) and 15% of general staff (n=183) respondents said they had specific responsibilities for pastoral care of students

Pastoral care options were given for academic staff to select (only one was possible) included:

- Associate Dean (6)
- Postgraduate advisor (21)
- Mentor (9)
- Course co-ordinator (80)
- Other (6), which were described as academic advisor, committee chair, head of department, student advisor, and departmental enrolment advisor.

Personal experience

The majority of respondents, 81% of academic staff (n=252) and 89% of general staff (n=178), said they do not have an impairment themselves.

Of those who identified as having an impairment the following were described:

- vision (for some this was described as age-related)
- hearing
- asthma
- depression
- long-term chronic mental illness
- dyslexia
- medical
- Attention Deficit Disorder
- MS

- osteoarthritis
- physical mobility
- speech hesitancy
- anxiety
- RSI
- temporary physical disability related to an injury.

The majority of respondents, 70% of academic staff (n=244) and 58% general staff (N=179), said they had experience of family members/friends/colleagues with impairments outside of the University environment.

Findings

Where possible the findings have been reported using headings which correspond to Best Practice Standards for Creating a Fully Inclusive Environment outlined in Kia Ōrite Achieving Equity: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments (2004).

Results to quantitative questions have been reported in percentages except where the total number is fewer than ten or academic and general staff responses have been amalgamated.

1 Access to buildings, facilities and equipment

Students with impairments will have equitable access to the physical environment within the tertiary institution in which they will study, learn, live and take part. (Kia Ōrite, 2004, p. 28)

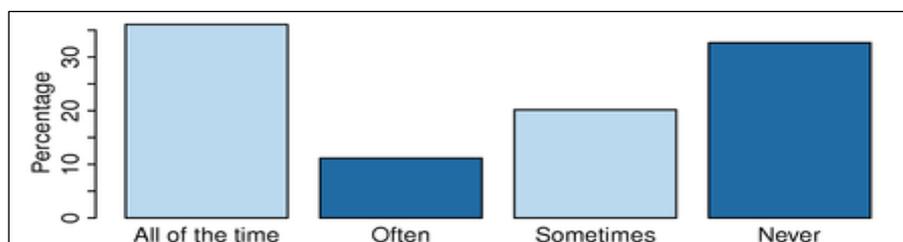
1.1 The physical environment

Students with impairments have equitable access to the physical environment within the tertiary institution in which they will study. (Kia Ōrite, 2004, p. 28)

There was one specific question in relation to the physical environment which is reported below. In addition, a number of open-ended response options generated comments about the physical environment.

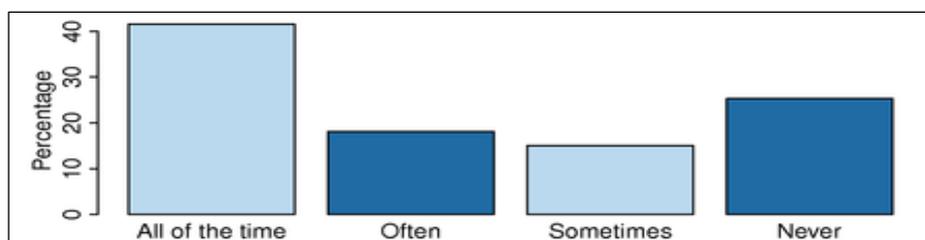
Where there are difficulties of accessibility in the physical environment, management or property services are notified

Academic staff (n=233)



A total of 233 academic staff answered this question with 36% saying they do this all of the time and 11% often. 33% said they never do this.

General staff (n=166)



A total of 166 general staff also responded to this question with 42% saying they do this all of the time and further 18% often.

36% of academic staff and 15% of general staff said they would consider doing this in the future.

	Academic (n=89)	General (n=166)
I have not considered the importance of doing this	26%	2%
I would consider doing this in the future	36%	15%
Not applicable in my role	38%	83%

The following issues were described in the open-ended sections of the survey.

There is no disabled access whatsoever to the main service areas within our facility. Nor are we resourced sufficiently to provide for impaired students. (General staff)

Geography and location - Auckland is hilly, not easy to access halls. (General staff)

The physical environment is restrictive for students, limited wheelchair access. For visually impaired students there are many difficulties if they are not with a sighted person. (General staff)

Much work needs to be done on footpaths, especially Grafton Road, and also on keeping paths and walkways clear from rotting leaves which make them extremely slippery and dangerous. (General staff)

I think facilities in the medical school must be very challenging for students with impairments as there was probably little thought about them when the building was constructed and I am not aware that great changes have been made. Academics at the University are often extremely unaware of the challenges that these people face and can be very patronising and uninterested in making changes because it would impact on the budgets they have for their teaching/research etc. (General staff)

In future, facilities need to be purpose built with consideration of equity for disabled/impaired students. I recognise that it would be a huge financial cost to upgrade existing facilities appropriately. (General staff)

There are no automatic doors leading into the Business Student Centre area or into the Postgraduate Office reception area in the OGGB. (General staff)

There needs to be more accessibility areas around campus, e.g. there are a lot of stairs in older sections of the University (near Rec Centre, Science block). More advertising of services to students. More tools/workshops for staff. (General staff)

Ask consultants who design our buildings and landscape areas to consider the issues that would make life easier. (General staff)

Information on the UOA website regarding disability access/parking needs to be kept up to date. (General staff)

Access arrangements e.g.; parking, building access, are discussed and put in place for students/staff with disabilities whether permanent or temporary. (General staff)

Lobbying for disability parking for staff who do not currently meet car staff parking criteria as they work part time, unsuccessful so far. (General staff)

1.2 Facilities and equipment

Campus facilities, equipment and events are accessible to all students with impairments. (Kia Ōrite, 2004, p. 28)

The following general comments were made about access to facilities and equipment by survey in the open-ended sections of the survey:

There is too much of a 'passing the buck' mentality, especially when it comes to facilities such as disabled toilets. These things should be a given in this type of environment, not something that should be fought for by a department on behalf of a student. The basic facilities such as toilets are an embarrassment in parts of the campus. (General staff)

Although I contact Property Services/management the campus as a whole (Epsom) is geared towards the able-bodied student. We have lecture theatres that do not have spaces for students in wheelchair, doors that are stiff, narrow and difficult to go through, very limited disability toilet access (if you have a class in T block and you are in a wheelchair you have to go out the building, up the sloping driveway 150m to the main road, along the front, past gateway 4, then down the Gate 3 driveway 150m to A block, for a disability toilet; the women's disability toilet on level 3 N Block has a fire hydrant hose holder in the way of accessing the toilet). (Academic, role not specified)

Property Services [are] extremely unhelpful and unwilling to assist leading to constraints on departmental implementation. (General staff)

Signage of places within the University need to be bold and clear for reading. (Lecturer)

Doors of the buildings do not have a push-button, which means people on crutches or wheelchairs may have accessibility issues. (General staff)

Flexibility to support students with impairments may be constrained by budgetary considerations and what money is available through Property Services for work on making buildings more accessible etc, for example, alterations to buildings, building ramps for easy access, door actuators, signage etc. (General staff)

Disappointment re inadequacy of toilet facilities for those students in wheelchair - a male after he has left the building his class is taught in travelled a short distance outside before entering another building and then required to use female toilets while someone stands watch for him (Lecturer)

Prohibitive costs of sourcing adequate bathroom facilities for students who use wheelchair (Lecturer)

Lobbying for disability access toilets to be upgraded at Epsom campus currently there are NONE! (General staff member)

The needs of students and staff with disabilities are always considered in lecture theatre and audio-visual design and refurbishment. The Disabilities Office is regularly consulted by the Lecture Theatre Management Unit and Property Services Staff involved in pool teaching space design and refurbishment. (General staff)

Comments relating to the design comfort and layout of seating in lecture theatres, computer and other laboratories include:

Lowering of counters for wheelchair users. (General staff)

Physically lifting a student in a wheelchair down the steps in a lecture theatre because they could not access the room in any other way. (Senior Lecturer)

A student who sat at the back of a small class in a large lecture theatre- rather than grouping together with the other students explained that the reason she did so was because she had mobility problems ascending and descending the stairs (she is obese). (Lecturer)

Many of our teaching spaces are extremely uncondusive to learning - students are crammed into small spaces so must be far worse for students who suffer a disability. One of the best ways of creating an inclusive learning environment is to get students working together during class sessions, helping and supporting one another in their learning. (Senior Lecturer)

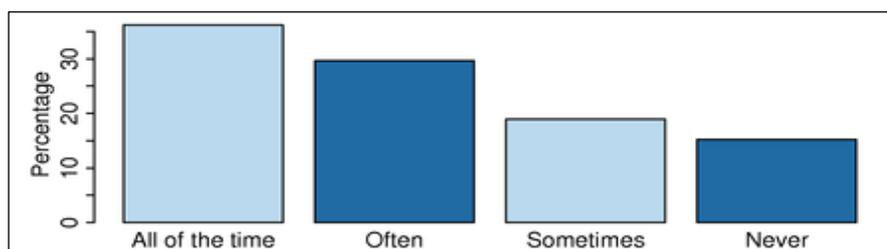
There were some comments relating to the installation, maintenance and notification of amplification and assistive listening systems.

Hearing aid loop is not functioning in theatre and there are a lot of stairs. (General staff)

Lecture notes on the institutional intranet and in accessible formats

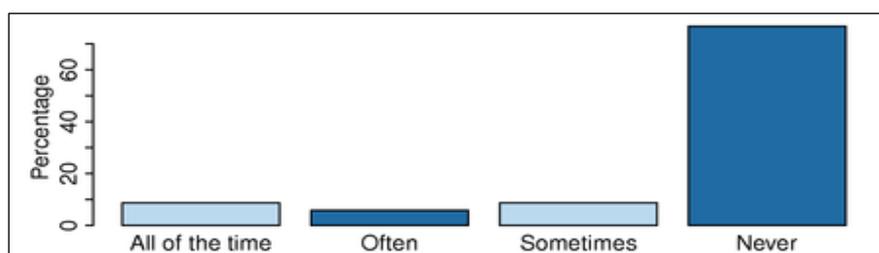
Staff were asked whether subject material/lecture notes are supplied in advance to enable students to prepare for a class, it was noted that students with some impairments may take three to four times longer than other students to complete reading and/or class preparation.

Academic staff (n=243)



243 academic staff answered the first part of this question with 36% saying they do this all of the time and a further 30% often. 15% said they never do this.

General staff (n=138)



Some general staff have responsibilities for assisting with this and were therefore asked the same question. 138 responded with 9% saying they do this all of the time and a further 6% often. Most (77%) do not do this.

The second part of the question was answered by a total of 36 academics with 30% of these saying they would consider doing this in the future. 103 general staff responded with 99% saying it was not applicable in their role.

	Academic (n=36)	General (n=103)
I have not considered the importance of doing this	28%	1%
I would consider doing this in the future	30%	-
Not applicable in my role	42%	99%

Comments about this in the open-ended sections of the survey include:

I do not have time to convert my lecture notes and resources for delivery via Cecil. I intend in future to include this role in my tutor's job description and contract, if I can win departmental support for this initiative. On completing this survey, I am now thinking of presenting that as an equity as well as T&L initiative. (Associate Professor)

Having access to CECIL would be helpful. (General staff)

Course outlines and notes are scanned and emailed to student's home address so that these can be converted to verbal learning on her computer. (General staff)

Technological support

The survey asked what would assist staff in their current role to create a more inclusive environment for students with impairments. Of the respondents 60% of academic (n=206) and 59% of general staff (n=141) said they would like technological support (e.g. putting material onto CECIL, PowerPoint, PDF).

Open-ended comments:

Having the technology put into rooms; having physical environment altered. (Senior Lecturer)

I use technological support in many ways, e.g.: electronic course book and important readings available electronically, and lecture summaries are posted on Cecil. (Lecturer)

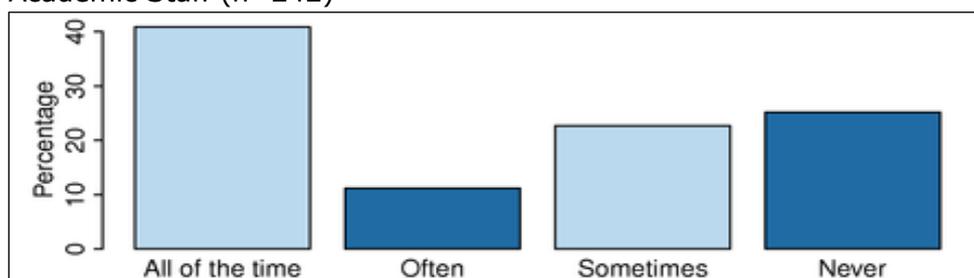
2 Examinations and assessment

Assessment and examination policies, procedures and practices provide students with impairment with the same opportunity as their peers to succeed. (Kia Ōrite, 2004, p. 37)

A number of questions in the survey related to examinations and assessment and results are provided under the following question headings.

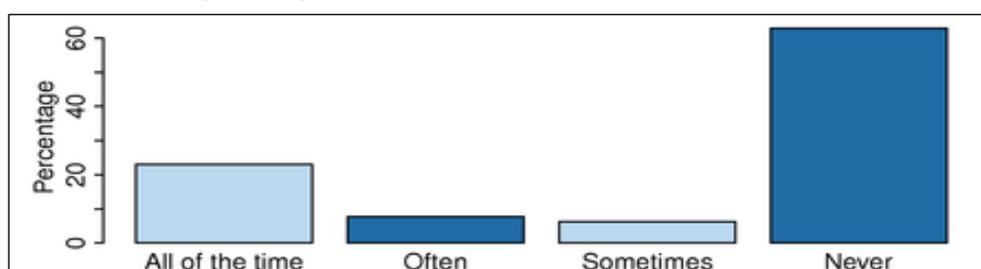
Appropriate arrangements are made for students with impairments to have alternative forms of assessment if required

Academic Staff (n=242)



A total of 242 academic staff responded to this question, with 41% saying if required, appropriate arrangements were made for students with impairments all of the time. A further 34% were doing this often or sometimes.

General Staff (n=142)



General staff were also asked this question with a total of 142 responding. Of these, the majority (63%) never did this and 23% do it all of the time.

Examples of strategies implemented by general staff include:

- Provision of accommodations for tests e.g. reader/writer, separate room, supervisors.
- Improvement of scheduling of exams held under special conditions to ensure that all students' needs are met, and that specific disabilities are taken into account.
- Provide special conditions - reader/writers, interpreters, computers.

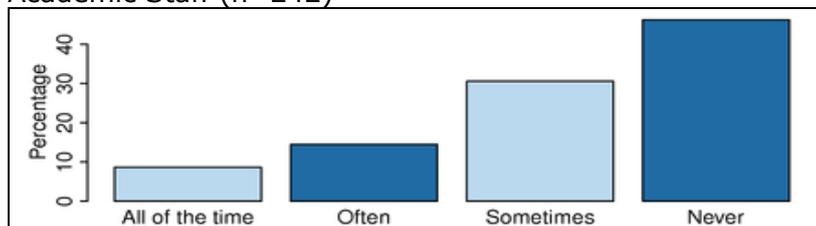
The second part of the question was answered by 67 academics with 39% saying they would consider doing this in the future and 90 general staff with most (97%) saying it was not applicable in their role.

	Academic (n=67)	General (n=90)
I have not considered the importance of doing this	31%	1%
I would consider doing this in the future	39%	2%
Not applicable in my role	30%	97%

Within a particular assessment task, students are offered optional assessment modes

These may include short answers, essays, multiple choice, a range of topics, visual and/or oral presentations.

Academic Staff (n=242)



242 academic staff responded to this question with 9% saying they do this all of the time and a further 14% doing it often. Of the remaining respondents, 31% said they sometimes do this and 46% said never.

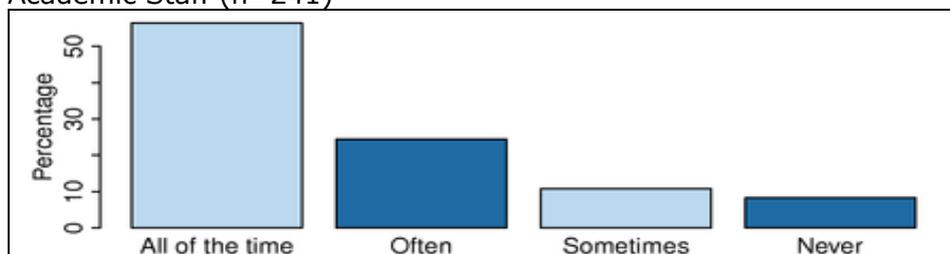
The second part of the question was answered by 100 academic staff with many (42%) saying they had not considered the importance of doing this. 26% said they would consider doing this in the future.

	Academic (n=100)
I have not considered the importance of doing this	42%
I would consider doing this in the future	26%
Not applicable in my role	32%

Across each course, a range of different assessment practices are used

This included tests assignments and projects.

Academic Staff (n=241)



A total of 241 academic staff responded to this question, with 56% saying if required, appropriate arrangements were made for students with impairments all of the time. A further 36% were doing this often or sometimes.

The second part of the question was answered by 20 people with most (85%) saying it was not applicable in their role.

	Academic (n=20)
I have not considered the importance of doing this	5%
I would consider doing this in the future	10%
Not applicable in my role	85%

A variety of comments about exams and assessment were made in the open-ended sections of the survey.

Strategies that have been successfully incorporated or suggested

Statistically, many more students in my department manifest dyslexic-type symptoms than on average in the university intake. I have modified assessment away from forms that unnecessarily favoured those few with pre-existing abilities in written communication. (Lecturer)

I wonder if offering an official 'marking consideration' for learning disabled students in exams might decrease the number of amanuenses and computer exams. A lot of dyslexic students (myself included) are worried about being marked down for spelling errors and poor handwriting. Making students (and academics) aware that if the script is illegible then they can be called in to read it before it is marked. (General staff)

Successfully used a Skype link from lecture theatre to support a blind student who was unable to attend lectures due to illness in family. (Senior Lecturer)

Online assessment that students can carry out in their own time/place. (Senior Tutor)

I watch for students who appear to be slow in delivering work for assessment, and approach them by email (usually, so that they are not embarrassed by my attention to them) asking them to let me know if I can do anything to help them. If they continue to struggle I ask to spend face- to-face time with them to work through any issues. (Lecturer)

Have formal verbal and written feedback opportunities at graduate level that requires students to give each other constructive feedback. The formal structure means that no one is left out, and everyone is obliged to give equal listening time to students. I have found it works extremely well as an alternative or in addition to open 'discussion'. (Senior Lecturer)

Individual assignment support and marking. Extension provision, individual review, oral component/ interview to assignments. (Senior Tutor)

In cases of oral assessment have looked for alternatives for students to present where an oral presentation would be difficult for the student. (Senior Lecturer)

Removing time-consuming response formats from examination assessment. (Senior Lecturer)

I have in the past allowed students to sit the test in advance in my office so that they did not have to wait till the evening. (Senior Lecturer)

Student in wheelchair being given choice of where to deliver seminar paper, i.e. at desk or at front of class. (Senior Tutor)

Improvement of scheduling of exams held under special conditions to ensure that all students' needs are met, and that specific disabilities are taken into account. (General staff)

Regulations

Some respondents expressed concerns about regulations not being flexible enough.

Late Deletion Policy is not always flexible or supportive. (General staff)

Use of computers in exams could be used more extensively. (General staff)

SA25 forms are sometimes brought to the department by students within a very short time frame for tests. Students know about the test from the first day of lectures, but wait until less than two days before the test to advise of special test requirements. (Senior Tutor)

Regulations regarding completion times. (Associate Professor)

Sometimes examinations are not very flexible when it comes to catering for students with disabilities. (Senior Tutor)

Other Comments

The following comments were expressed in the open-ended sections.

An earlier question asked if 'within a particular assessment task students are offered optional assessment modes'. I found this a challenging question as this could compromise the reliability of assessments in some of our courses which are used for medical entry. The perception about optional modes of assessment would be problematic and open to criticism about fairness and reliability. It would be an interesting challenge to introduce as described in the question. The assessment design I tend to use is a range of modes which are completed by all students. The range of modes accommodates the strengths of learners as well as challenges them with modes which are not their preferred. (Senior Tutor)

Clarification regarding assessment tasks and opportunities for and ideas about including different types of tasks. (Senior Lecturer)

Geology and Physics departments have assessments which include written components (short essays); however they appear to have no funding to support students with impairments who struggle with the writing process. It is difficult to support students without appropriate feedback. (Senior Tutor)

I just get on with assisting students as needs arise. My teaching methods use multiple types of materials in the class, although having done this survey, I'm now aware that I could use multiple assessment tools in the same assignment and will look at doing that. I've spent a lot of time with people with disabilities

and have no difficulty appreciating what their needs could be and responding proactively and reactively as the needs arise. (Lecturer)

Once notified by Disabilities Office, gave major extension to graduate student. Alas, neither the student nor the DO warned me of the potential for problems meeting deadlines. (Professor)

The post-graduate course I teach is fully online, offers learning materials in a range of modalities, ability to choose own topics for assignments, and flexibility in time/place access to materials and submission of work. I need to do better though in ensuring all online materials are accessible for learners with impairments (especially sight-related) and that course information encourages students with impairments to contact me to discuss these. (Senior Tutor)

Additional rooms and supervisors for test and exam conditions

Not enough rooms in a close vicinity to run examinations for students with impairments and increasing pressure on providing supervision. (General staff)

Additional time

Insufficient extra time in probably many exams, which does not create a level playing field, e.g. for blind student. Students who have overcome mental illness and have previously failed courses as a result of this a long time ago are unable to have these excluded from academic transcripts used in job applications - even if the courses pertain to a completely different subject area than the student's successful degree. Invisible disabilities that are not disclosed go undetected. (Senior Lecturer)

3 Access to general and specialist services

Students with impairments have equal educational opportunity through access to appropriate support and services. (Kia Ōrite, 2004, p21).

3.1 Specialist services

The survey asked staff whether they were familiar with the following University services, if they had contacted the service for support or advice and if they had referred students to the service. The second section of the question asked how helpful the service had been to those who had used it. There was quite a lot of variation in the number of respondents to each question in this section of the survey.

Disability Services

The majority of academic and general staff said they were familiar with this service and what it offers (e.g. alternative print service, note takers, New Zealand sign language interpreters, specialist mental health support, specialist study space and arranging special conditions for tests). Less than half had contacted the service for support and advice or to refer students to.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	70%	29%	1%	72%	27%	1%
Have contacted this service for support/advice	44%	55%	1%	38%	59%	3%
Have referred students to this service	49%	50%	1%	41%	56%	3%

They were also asked how helpful the service was for themselves or for the students they referred. Of those who responded to the question, most found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=143)	51%	32%	3%	14%
General (n=85)	67%	11%	2%	20%

There were a number of positive comments about the service in the open-ended sections of the survey:

I feel the Disabilities Office at the University of Auckland run excellent services for students with disabilities. (General staff)

The UoA is difficult enough for able bodied students. I think the disability office these days is practical and sensible with actions they are taking to assist persons with impairments. (General staff)

Disability Services are great and are always accommodating and willing when I've contacted them with a query on behalf of a student; in my experience they always have a solution. A friend of mine had a temporary impairment and was a student with the Faculty of Education, she didn't even know about Disability Services or that they could help, it was only in passing that I mentioned disability services, when she contacted them she found them excellent and a great support! (General staff)

Some staff expressed concern about perceived resource related issues:

Disabilities Office resource priorities (or financial resources?) do not meet demand for motorised wheelchairs. I have had over the years several students in wheelchairs who have had to cover long distances across campus with steep access paths in places. They have to leave classes early and are often late and physically drained, and sometimes embarrassed and distressed. Pushers have been arranged but not consistently. (Senior Tutor)

Comments I receive from undergraduate students indicate that while Disability Support Services are very helpful they are understaffed and priority is sometimes given to postgraduate students particularly when dealing with transcription of lecture notes and reading materials. This results in time delays. Materials are also not always provided in a format readable by software such as JAWS. I know of one student who admitted she left the University to study at another tertiary institution which she felt better supported students with a disability. (General staff)

University Student Call Centre

The call centre is often the first point of contact to re-direct students to relevant departments. The majority (74%) of academic respondents said they were not familiar with what this service offers however, the majority (62%) of general staff were. More general staff had contacted the service for support/advice or referred students than academic staff.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	24%	74%	2%	62%	37%	1%
Have contacted this service for support/advice	8%	89%	3%	31%	67%	3%
Have referred students to this service	15%	83%	2%	36%	60%	4%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section most found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=41)	29%	37%	7%	27%
General (n=77)	18%	53%	4%	25%

Faculty student centres

Faculty student centres are often the first point of contact to re-direct students to relevant departments or services. All faculties now have a student centre although the National Institute of Creative Arts and Industries was in the process of opening one at the time of this survey.

The majority of respondents (66% of academic staff and 68% of general staff) said they were familiar with what this service offers. Slightly more academic staff than general had contacted the service for support or advice and slightly more general than academic staff had referred students to the centre.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	66%	32%	2%	68%	30%	2%
Have contacted this service for support/advice	42%	56%	2%	40%	56%	4%
Have referred students to this service	48%	49%	3%	52%	45%	3%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=125)	42%	43%	3%	12%
General (n=98)	42%	36%	3%	19%

Centre for Academic Development (CAD)

CAD includes the Student Learning Centre (SLC) which provides specialist academic support to students and approves accommodations in tests and exams for students with specific learning disabilities. CAD also provides for professional training for staff. The majority of academic and general staff respondents were familiar with this service and the majority of academic staff had contacted the service for advice or recommended students to it.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	85%	14%	1%	77%	20%	3%
Have contacted this service for support/advice	56%	42%	2%	45%	52%	3%
Have referred students to this service	64%	34%	2%	37%	58%	5%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=173)	48%	39%	2%	11%
General (n=91)	56%	30%	0%	14%

University Health and Counselling Centre

Responsibilities of this service include approving accommodations in tests and exams for students with impairments, approval of aegrotats and compassionate passes in exams.

Most of the respondents (86% academic and 82% general staff) are familiar with what the service offers. Over half of the academic staff and just under half of the general staff had either contacted the service themselves for support/advice or had referred students to this service.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	86%	11%	3%	82%	15%	3%
Have contacted this service for support/advice	51%	47%	2%	45%	52%	3%
Have referred students to this service	71%	26%	3%	49%	47%	4%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=179)	59%	22%	4%	15%
General (n=109)	69%	17%	1%	13%

There was one response in the open-ended sections of the survey that related to this service.

Apart from my above comments about workload, I would like to see the University take a more actively supportive approach to student mental health. The University Counselling Services provide an excellent service, however they can only offer students 10 free sessions. For most if not all mental illnesses, long-term therapy is the best treatment (and much recent research supports this), however students cannot usually afford this for the duration of their studies. I suggest that the [Equity] Office consider asking staff for submissions specifically on how to improve the University's support of student mental health in the context of providing an inclusive learning environment. (Lecturer)

Student Records Office

Responsibilities of this service include approving withdrawal and deletions and also late withdrawals and deletions. The majority of respondents (56% of academic and 59% of general staff) are familiar with what the service offers. However, fewer had contacted the service themselves or referred students to it.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	56%	42%	2%	59%	38%	3%
Have contacted this service for support/advice	30%	66%	4%	34%	63%	3%
Have referred students to this service	37%	60%	3%	35%	62%	3%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very	Some	No	Not
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	helpful	help	help	sure
Academic (n=103)	25%	49%	9%	17%
General (n=68)	43%	34%	7%	16%

Examinations Office

Responsibilities of this service include organising accommodations for students sitting examinations under special conditions e.g. reader/writer, separate rooms and supervisors. The majority of respondents (74% of academic and 71% of general staff) are familiar with what the service offers. However fewer had contacted the service themselves or referred students to it.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	74%	23%	3%	71%	27%	2%
Have contacted this service for support/advice	41%	57%	2%	34%	63%	3%
Have referred students to this service	47%	51%	2%	35%	62%	3%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=124)	43%	43%	4%	10%
General (n=68)	65%	23%	0%	12%

Property Services

Responsibilities of this service include organising disability parking, remediation activities such as door actuators, disability access to toilets, ramps and disability signage. The majority of respondents (63% of academic and 76% of general staff) are familiar with what this service offers.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	63%	35%	2%	76%	21%	3%
Have contacted this service for support/advice	28%	68%	3%	53%	46%	1%
Have referred students to this service	10%	87%	3%	16%	82%	2%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very	Some	No	Not
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	helpful	help	help	sure
Academic (n=67)	33%	51%	15%	1%
General (n=86)	37%	50%	10%	3%

Library

Responsibilities of this service include providing assistance with finding resources. 83% of academic and general staff respondents were familiar with this service. More academics had contacted the service for support/advice or referred students than general staff.

Know/have used this service	Academic (n=250)			General (n=183)		
	yes	no	n/r	yes	no	n/r
Familiar with what this service offers	83%	15%	2%	83%	14%	3%
Have contacted this service for support/advice	63%	35%	2%	47%	49%	4%
Have referred students to this service	67%	30%	3%	47%	50%	3%

Respondents were also asked how helpful they thought the service was for themselves or the students they referred. Of those who answered this section the majority found the service to be either very helpful or some help.

How helpful	Very helpful	Some help	No help	Not sure
Academic (n=170)	79%	12%	1%	8%
General (n=101)	71%	20%	1%	8%

3.2 Liaison people in faculties/departments

Respondents were asked 'as far as you know, does your faculty/service division have a liaison person to assist students with impairments?' Of the respondents 45% of academic staff (n=235) and 44% of general staff (n=170) said yes.

3.3 Individuals and practices that remove barriers

A further question asked the respondents if they could identify any individuals or practices that removed barriers for students with impairments within their faculty/school/service division.

Of those who responded, 34% of academic staff (n=226) and 30% of general staff (n=162) said yes. Those who said yes were invited to provide examples and these have been summarised under the headings below:

Physical environment

- Special arrangements for tests and exam conditions.
- Automatically opening doors.
- Classroom seating to allow for wheelchair BUT not where the student is seen to be different, e.g. group tables of four can accommodate a wheelchair instead of a chair and this does not 'isolate' the student or emphasise the impairment.
- Lift access.
- Only using accessible lecture theatres.
- Building refit/refurbishments always consider access provisions. Provision of disability parking. Assistance with afterhours escort service.

- There is a wheelchair access desk at the Enquiries/Lending counter. Also a disabilities lift into the General Library building.
- Ramp and lift in building. Although, the ramp is down the side of the building, and not easily identified as an alternative entrance. The front steps are not mobility disability friendly.
- Wheelchair ramp access has just been completed to all classrooms.

Ramps, Lifts, and Hearing assistance outputs provided in many pool teaching spaces. Reverberation time in acoustic specifications for pool teaching spaces has recently been decreased to improve speech intelligibility. (General staff)

OGGB (Business School) I would be very difficult to negotiate in a wheelchair - there are elevators but I think it would be a burden to have to find the appropriate routes for wheelchairs and the lifts are often congested at class change over times. (Lecturer)

Examinations and assessment

- Law School - sends email reminders to students about special conditions.
- Additional pre-exam tutorials.
- Computer use is encouraged for all assignments, which is usually better for impaired students. If not, then allowances are made.

Advice to students who require special conditions for exams. Setting up these conditions. Ensuring that students with a temporary or permanent disability are not disadvantaged when sitting their exam(s); i.e. creating a level playing field through providing, where necessary, a writer, a room on own, additional resting or writing time etc. (General staff)

Support services

- Staff at Disability Services (mentioned by many as accessible and helpful).
- EEdO.
- The LD Programme.
- Student Health and Counselling.
- Property services.
- Examinations.
- Interpreters for hearing impaired.
- Note taking.

I used to be a volunteer for students with disabilities. The voluntary aspect was then removed and replaced with paid workers. I think this was a retrograde step, though I have since been employed as a note taker. (Graduate Teaching Assistant)

- Equity committee writers, more time in examinations, lift access, multimedia course materials.
- Recreation Services.
- Faculty Equity coordinator in department.
- Student Advisors are available 24 hours, 7 days.
- Library and Information Commons.

Our building is wheelchair friendly (Bldg 315, Kate Edger Information Commons) and there are some lower desks and photocopiers suited to wheelchair users. There is a disability services room within our building, access is managed by disability services. All information about the services we provide is available online and in written format. We offer phone support for a variety of IT related

problems. We have extensive and long opening hours, 7 days/wk, 7am-12am Mon-Fri, 8am-10pm S&S. We offer a variety of types of study spaces, for example people can work in groups/pairs and talking is allowed. We are considering special software for visually impaired students and have been approached Disability Services about this already. (General staff)

- Faculty liaison people.

Each faculty needs a liaison person who would be the first 'port of call' for the student. This person would then disseminate the knowledge/updates to other staff members. (General staff)

Teaching and learning

- Attempt to offer smaller classes to ensure participation however this imposes higher staff workloads and is not always valued.
- Being open to the possibility of impairment.
- Class discussions, group discussions and tasks, instead of straight lecturing for much of the class time.
- Multimedia course materials.
- Academic skills tutor is available to help students develop academic skills.
- Provide materials in alternative formats.
- Modified programme requirements to reduce load.
- Policy to have all notes on Cecil Learning outcomes policy for all courses.
- Specific tutor training for tutors teaching all stage one BIOSCI labs. Plus resources for tutors online and opportunities for discussion and access help and advice when and where required.
- Student-centred staff, establish affirmative practices in course culture and clear directions in course material.
- Students with dyslexia and reading/writing difficulties encouraged to seek help within University.
- The Claire Davies/Sue Stott FMHS Equity committee -funded project currently underway in FMHS to evaluate accessibility of websites and online course materials.
- Speaking loudly and clearly.
- We offer Flexible courses so that those unable to physically attend can study at home or elsewhere.
- Providing e-books where ever possible.

I am aware of many students with underlying emotional and mental health impairments. I feel that much of my role as a teacher here is to accommodate and work within the scope of functionality these issues create for students.

Other examples

- LANCOM - particularly with writing DELNA - reading and writing GILD - Business School initiative Great Ideas in Leveraging Diversity - breaking barriers through building bridges.
- Less visible than used to be before merger between ACE and University. Whereas always used to know Jeannette now would not know who to go to without research.
- I have organised a professional development workshop (taken by Disability Services -City Campus) for academic staff to be informed about the UoA policy regarding disability and to assist staff with strategies for dealing with disabled students.
- Accessibility standards for web applications and accessibility (specifically, screen-reader) testing of new software applications.

- When in the office, I am available to assist staff dealing with hearing impaired students (as I have basic sign language skills).
- Staff to assist any impaired student particularly and escort or guide around campus.
- Having used disability services myself I am also confident in directing students there when needed.
- Staff who have direct contact with students are very patient and would not rush a person with any kind of impairment. They would treat that person as they would wish to be treated themselves.
- Awareness of all staff to disability issues certainly removes barrier to participation of staff and students with disabilities.
- Buddy system.
- Information available on line and in hard copy.
- Referrals to other service providers.

People

- Head of Department, Associate Dean, Academic (Science)
- Associate Dean Equity and Diversity.
- Reception staff (SLC)
- David Krofcheck (Physics)
- Danny Butt (Elam)
- Assistant Dean, Associate Deans.
- Manager, Student Services Centre.
- Faculty Equity coordinator in department.
- Equity mentors.
- In addition to course coordinators there are Part coordinators who have the role of overseeing all the courses in one year of the degree.
- Margaret McLean is a strong and sincere advocate for such students.
- Michelle Burstall in Psych dept is very good in dealing with problems of this nature. As a tutor, if we experience problems like this we pass them onto her, and she sorts them out quickly and efficiently.
- Our Student Advisor maintains contact with students with disabilities and liaises with academic staff members to ensure that students with disabilities get appropriate assistance.
- Tara Winters does a lot of excellent work interacting with students about their progression through the course and experience of the programme.
- Disability support coordinator.
- Michele Leggott.
- Viral Shah in Innovative Learning Technologies has been responsible for checking many of the sound out ports on the e-lecterns in the OGGB so that they actually function.
- Jane Rennie.
- The Speech Language Therapist on staff has an understanding of learning difficulties and language impairments and is able to assist with compensatory strategies and empowering students.
- Marilyn Humphries and Arts IT team.
- Rebekah Williams.
- Sue O'Shea in the SLT programme has been involved with property services about getting better physical access for students with disabilities within that programme. Once a student is identified we are better about to provide support where it might be necessary.
- Davina Speakman and Mark Thomson who may talk to students about their situation and refer them to Disabilities where appropriate.
- The School of Population Health has the audiology team situated there - the people working in that team have an accepting, informed and helpful attitude

to people with disabilities and this extends to all their interactions with other people.

Respondents were also asked 'as far as you know, does your department have a liaison person to assist students with impairments?'

Of the respondents 27% of academic staff (n=236) and 29% of general staff (n=172) said yes.

3.4 Information about services

Some respondents mentioned referring students to the appropriate services however many did not know what services were available and/or who was entitled to use them.

I believe the most important thing for students is to know where to go if they need support and make them aware that this service is available. (General staff)

This survey makes me aware that I could be clearer about who to go for support in each case. (Lecturer)

Probably things like this survey, seminars profiling "places to go" or in general terms raising awareness of the general body of staff/students at the university on a more regular basis, "where to go" for inclusive support with the same profile given such things as fire/emergency drill. Find ways of disseminating inclusive literature within Faculties. Using special education/disability staff who have the special expertise required to be mentors/support persons, more professoriates in this area. (Lecturer)

More advertising of services to students. More tools/workshops for staff. (General staff)

Ways of constructively helping such students and information on what the university offers them could be included in the orientation programme for new staff. (General staff)

While staff wanted more information about what services were available, suggestions as to the form this should take varied.

One complete list of who provides what type of services, I still don't know where to refer students who need an aggregate pass or compassionate consideration, etc. I only discovered it was University Health and Counselling Centre from one of the questions above! (General staff)

An A5 poster which lists services and contact details? (General staff)

I think this is something that you learn as situations arise. There are so many different types of disability that require just as many different ways of dealing with them that it would be impossible to predict them all. Also, it would be too much information and if it isn't used straight away, then I tend to forget it (a bit like first aid training). What is required is to ensure that staff know where to turn to for advice and information when they need it. (General staff)

Guidelines could offer a checklist for adding to course outlines and a flowchart to help understand which services might be called on depending on the nature of the impairment to be accommodated. (Lecturer)

A good handbook on the range of impairments and their practical effects from the students' point of view, with tips on how to help them work around those effects. Note, not courses and seminars, just a handbook. (Professor)

Yes. I would like to see, in publicly available print, a clear list of the actual services that all the University support services you list purport to provide. Does the student Records Office actually HELP students concerning withdrawals and late deletions etc? I thought it just dealt with the forms. (Professor)

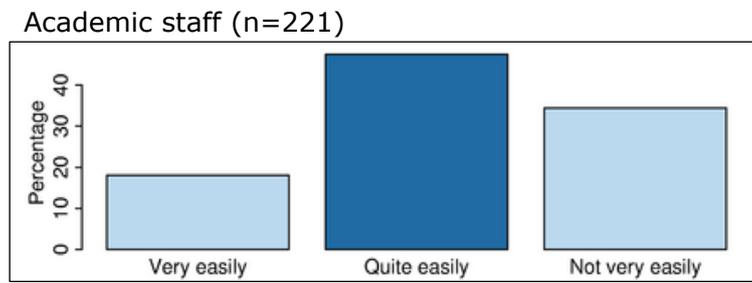
4 Teaching and learning

All academic programmes are accessible to students with impairments, and staff design and implement appropriate teaching and learning strategies. (Kia Ōrite, 2004, p.33).

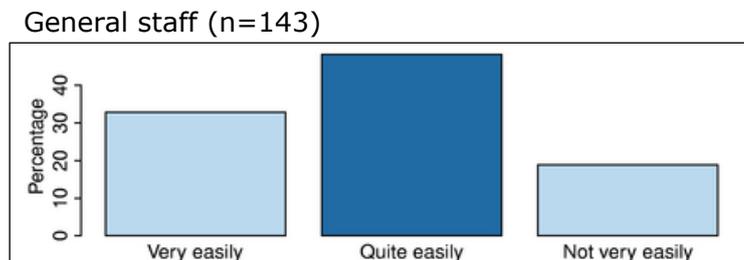
4.1 Encouraging students to ask for support

A number of questions in the survey related to encouraging students ask for support. Responses are reported under the specific questions.

How easily does your faculty/department/service division enable students to disclose impairments?"



221 academic staff responded to this question with 18% saying very easily and a further 48% saying quite easily.



143 general staff also responded with 33% saying easily and a further 48% saying quite easily.

Respondents were asked to give reasons for their opinion and these are summarised below:

Very easily

18% of academic staff (n=221) and 33% of general staff (n=143) responded 'very easily'. Many of these described an approachable and open environment.

Staff are approachable and open, in my opinion. There are no impediments to disclosure as far as I can see. (Academic)

Other reasons saying that the faculty/department/service division enabled students to very easily disclose impairments included:

- Small classes with plenty of time for interaction.
- Active encouragement including invitations in orientation, course books and at the start of the course.
- Student support programmes in the department with general staff employed in these roles.
- Considered core business by the service division or department.

Quite easily

48% of academic (n=221) and 48% of general staff (n=143) thought it was quite easy for students to disclose. Many respondents who selected this response said that they thought it was but could not be sure.

Try to be approachable but have no way of knowing whether we succeed in this.
(Senior Lecturer)

Other reasons given for this choice included:

- Depends on the individual staff and how receptive they seem.
- We try to offer a friendly, open environment and to be approachable.
- Much depends on relationship.
- Typically students are not requested to come forward.
- Not made explicit but are generally supportive and approachable, think students would know raising an issue would not be a problem.
- Think/hope that the avenues are there for students to come forward.
- This survey leads me to think a seminar or some information for all staff would be very useful.
- We are a small department, student can access staff easily.
- There is an open culture between staff and students.
- Excellent and experienced staff.
- Small teaching groups makes it easier.
- Lots of approaches about imagined/trivial impairments so assume those with real impairments come forward but can't be sure.
- Overall it is an inclusive environment. Until recently had a general staff member with a visible impairment.
- The few students who have disclosed impairments have a history of disclosure.
- Students have direct access to tutors and course co-ordinators and to the school reception.
- Publicity at orientation.

Not very easily

34% of academic (n=221) and 19% of general staff (n=143) thought it was not very easy for students to disclose. Some of the general staff explained that they had little contact with students. Reasons given for this choice included:

- Lack of conscious effort to let students know there is assistance and support.
- Nothing is advertised.
- There is no direct person who has responsibility.
- Busy environment, would make it difficult for a student to have a quiet word.
- Not a very friendly service division.
- Lack of awareness of how to deal with people with disabilities.
- No explicit pathway identified for students to disclose (ad hoc).
- Professional criteria may discourage students from disclosing some impairments as they might be considered inappropriate candidates for registration.

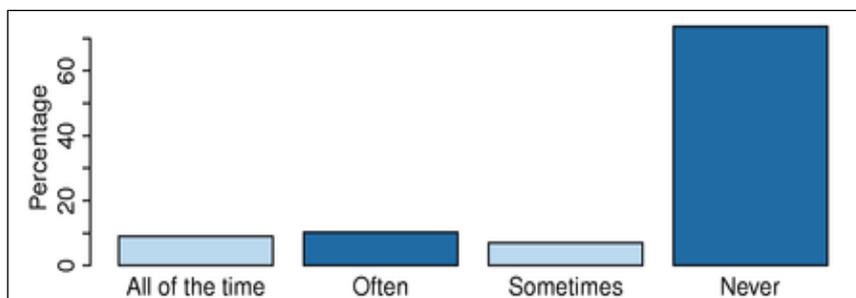
- Students don't readily disclose impairments.
- University and academic culture tends to poorly accommodate diversity.
- Don't believe the HOD has an empathy with impairments.
- Hierarchical structure.
- Rarely discussed, no leadership from the top.
- Not a topic for conversation in staff discussions – suggests as a faculty we are not good at creating an intentional environment for students to disclose.
- Concern that impairments had been discovered half way through a course.
- Maybe I should encourage students to do this but before doing this survey I did not know that this would be good practice.
- Unaware of any initiatives aimed at students which encourage disclosure.

I don't know the answer to this question and would have to ask how we really know. I note this because as a lecturer with a disability, I have not disclosed my condition to anyone in an official role – although the opportunity to do so may exist. All I can say is there are situations in which the question is asked but whether students (or staff for that matter) feel "enabled" to disclose impairments is a matter that is influenced by many factors, including societal norms, University systems, personal and staff attributes and many other factors. Good on you for asking the question – but do be aware that this is not answerable with any confidence unless you poll students in a safe and anonymised fashion. (Lecturer)

Statement in course notes

Academic respondents were asked whether their course notes included a statement about their willingness to make arrangements for students with impairments.

Academic staff (n=243)



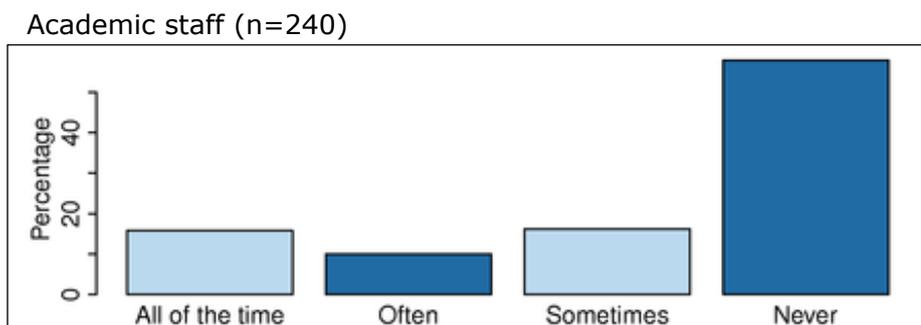
A total of 243 academic staff responded, with the majority (74%) saying they never did this and 19% doing it all of the time or often.

The second part of the question was answered by a total of 239 academics with 62% saying they would consider doing this in the future.

	Academic (n=239)
I have not considered the importance of doing this	31%
I would consider doing this in the future	62%
Not applicable in my role	7%

Inviting students to privately discuss their special learning requirements

Academic respondents were also asked whether, at the beginning of the course students are invited to discuss privately their special learning requirements orally and/or in written form.



A total of 240 academic staff responded to this question with the majority (58%) saying they never did this and 26% said they did it all of the time or often. The second part of the question was answered by a total of 180 academics with 54% saying they would consider doing this in the future.

	Academic (n=180)
I have not considered the importance of doing this	37%
I would consider doing this in the future	54%
Not applicable in my role	9%

In the open-ended questions staff were invited to give examples of strategies they had successfully implemented to reduce barriers for students with impairments. Many of the responses included ways they had encouraged students to ask for support.

I hold extensive office hours and usually leave time at the end of all lectures and urge students to come and see me if they have any difficulties. My lab tutors are also asked to do this. (Senior Lecturer)

I try to ensure that I discuss this in the first lecture - i.e. I tell students I am aware that they differ in terms of learning needs and any students with specific needs should feel free to approach me - even by email if they feel more comfortable doing so. I also look for visible disabilities (sensitively) and make a point of introducing myself to any students who look like they need special assistance. (Lecturer)

Having office hours with opportunity for one on one time with each of the course instructors for an hour ahead of each lecture. At these sessions, I have had the opportunity to hear from and respond to the individual needs of students, some of these needs reflecting particular learning difficulties or impairments. I have been able to help find a way forward for each of these students, using resources available in our course, or where necessary, from other parts of the University support system. (Associate Professor)

Contacting students with known disabilities via email, telephone, and face-to-face during class breaks to discuss one-to-one appointment options. Some students are sent to me via the Student Learning Centre, some self-identify and some I identify myself and offer one-to-one appointment help directly to them. (Senior Lecturer)

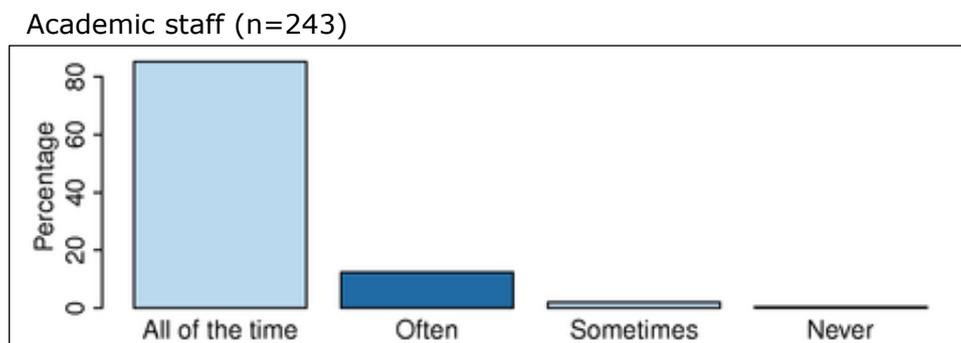
At the beginning of each semester, and each class, I promote the available student support services, including SLC, Disability Support and culturally-specific services. (Senior Lecturer)

Distinction is made between Senior tutor and lecturing staff i.e. senior tutor deals with pastoral care thus students, we believe, are more inclined to discuss private and confidential matters e.g. impairments etc. All tutoring and lecturing staff are directed to material provided by student disabilities before teaching laboratories to ensure they are aware of potential needs of students. (Senior Tutor)

I am available to my students after class and have flexible office hours. I respond to all student emails within 24 hours, and often respond immediately, including throughout the weekend. (Senior Tutor)

Students are invited to make contact if they have questions about any aspect of the class

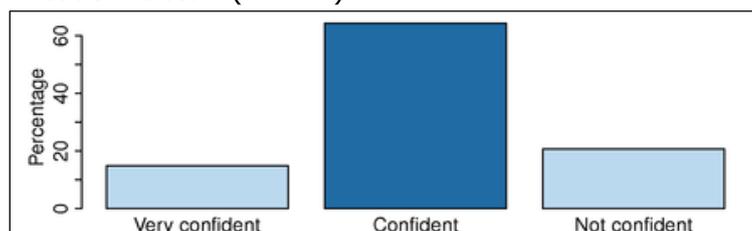
This includes face-to-face, email, online chat, telephone, etc.



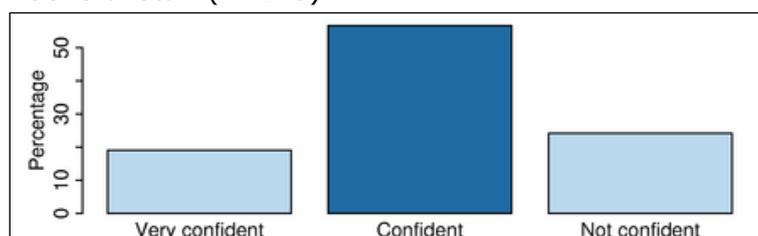
A total of 243 academic staff responded to this question with the majority (85%) saying they do this all of the time. A further 12% do this often. Only one person said they never do this and that it was not applicable to their role.

Staff confidence in supporting students with impairments

Academic staff (n=241)



General staff (n=178)



241 academic and 178 general staff responded to a question asking staff how confident they are in supporting students with impairments. Of these the majority (64% academic and 57% of general staff) said they were confident. A further 15% of academic and 19% of general staff described themselves as very confident.

The importance of disclosure

Respondents were asked approximately how many students had disclosed impairments to them in the last year. More academic staff than general had students disclose to them.

	None	< 5	5-10	> 10	N/R
Academic (n=250)	36%	51%	8%	4%	1%
General (n=183)	53%	27%	8%	8%	4%

Of the staff who indicated that one or more students had disclosed an impairment to them in the last year, 139 academic and 57 general staff said they had been able to negotiate appropriate arrangements to support the student's learning. The following options were listed as possible actions that may have been taken and respondents could choose any options that applied.

Types of actions and percentage of staff who specified each one	Academic (n=139)	General (n=57)
Information (including lecture notes) has been available in advance	45%	26%
Information (including lecture notes) had been available in a different format	48%	28%
More time has been given to complete work (e.g. extensions)	81%	37%
A microphone is used or a transmitter is worn	34%	9%
Rest space has been made available	9%	19%
Access venues/seating have been arranged	28%	45%

Access ways have been cleared (e.g. corridors kept clear of obstacles; low counters designed for wheelchair users are kept clear of obstacles)	15%	46%
Other	24%	32%

Specific actions that were described in the open-ended response section included:

- Lectures were recorded /transmitted and special tutor support was made available.
- Taping of lectures.
- Teaching sessions recorded, placement delayed.
- Extra time in exams.
- Large print test provided.
- A person with a stammer was given more time during tutorials and in group presentations but not obliged to present as long as could demonstrate knowledge.
- Alternative print service for readings.
- Arrange support for the student for some activities where they would struggle without a study partner.
- Many students suffer from mental health issues, often exacerbated by stress. Setting deadlines in any form adds to their stress levels. I do my best to work with them on healthy responses to stress, depression and quite often alcoholism and drug dependency.
- Referral to support services.
- Opportunities for students who have dyslexia to discuss readings out of class time.
- One-on-one support.
- Reserved seating for hearing impaired student.
- Positioning in lecture to allow hearing impaired student to see lips.
- Management of noise levels in classroom.
- Use of sign language.
- Medical condition made known before field trip.
- Increased tolerance for sloppy work as student had a handwriting disability.
- With support from Property Services – access to teaching spaces have been improved e.g. door actuators, location and relocation of mobility parking spaces, installation of visibility strips at stairways/steps, handrails.
- Arranged for student to have access to more than the standard 250 MB of storage. The student had video files from lectures that were very large and nowhere to store them.
- Magnifying reader monitor to enable reading.
- Adjustable height table made available and photocopier lowered to accommodate wheelchair users.

Other related comments include:

- As a tutor it is my role to pass student concerns on to the head tutor. (in most cases)
- I am a GTA and have very little control over what is available to students and what form it takes. This is sometimes frustrating.
- Extra time on exams was given and a reader supplied, but the extra time in exams was insufficient for student concerned due to nature and number of questions.
- Academic records >10 years old and from different degrees taint transcripts of successful students with past history of mental illness.
- Support for assignments has been provided but not necessarily extensions.
- Students have been online students so conditions are not applicable.

- Negotiating terms of engagement in course, in the end no satisfactory arrangement was reached despite considerable effort to achieve a constructive basis for in-the-room participation.
- My area does not allow time extensions or compassionate consideration as the result is dictated by a government agency.
- Point out different areas of a graph to show colour changes and what they mean for colour blind student.
- Draw pictures on the whiteboard of what the material looks like and what they need to observe for student with differing eye strengths using a binocular microscope.

12 academic staff (but no general staff) indicated they had not been able to negotiate appropriate arrangements. Reasons included:

- The students were organised already.
- Students do not always choose to declare. Can't help if you don't know.
- Not knowing who these students are - if I was notified, I could then help them! I would still wait for them to approach me, but I would be able to prepare more inclusively.
- I'm perfectly happy to help, but think students often don't identify themselves until too late.
- The course that I teach is heavily practical and students with auditory or visual impairments are likely to find it difficult to judge whether a sufficient technical standard of achievement has been reached. Developing students' ability to make these judgements is a core goal of the course. I'm sure alternative arrangements could be found for students with these kinds of impairments, but I would need to be aware of them. I will be looking at ways of building a confidential dialogue about this into the course I teach, based on some of the information and support services mentioned in this survey.

Challenges to providing an inclusive educational environment for students with impairments

Many of the respondents to the open-ended section asking about challenges they faced mentioned issues related to the need for students to disclose.

I believe that directing students with identifying non-visible disability to help without offending them requires care and also the right moment. In a busy schedule it may be hard to engineer the right moment. (Senior Tutor)

It seems to me if the student doesn't disclose then it is hard to cater to his or her specific needs especially if the nature of the impairment is not obvious. (Senior Lecturer)

The policy of non-disclosure and the implicit do nothing until neediness that this engenders is a major problem. I come from a background of active inclusion in schools where a partnership approach is the key. As the parent of a young woman with significant impairments I find the situation very frustrating when I have had experience of what can be achieved. (Senior Lecturer)

Advise students to disclose their needs. (Associate Professor)

Consider each student as an individual. And while it is a big responsibility I do wait for them to approach otherwise it may be none of my business. Courtesy suggests we ask but not hound a student with help --the individual struggle is one for all of us - from wheelchair to SAD. (Senior Tutor)

If students have identified themselves to Disability Services, it would be helpful for course conveners / tutors to know this - with the students' consent - rather than the teachers having to hope the students will identify themselves. (Associate Professor)

Some staff members mentioned only encountering one or two students with an impairment or never having had one. One of these respondents was reflecting on whether there had been students with impairments and they were not aware of it.

I haven't encountered a student with impairments. (Graduate Teaching Assistant)

I'm not aware of any students with disabilities - and to my knowledge haven't had any (apart from one who needed a bit more time to complete a terms test as she wrote slowly). So my experience is zero. My concern is whether there were disabled students and I didn't know it. That's not good. (Senior Lecturer)

Many of the respondents speculated about reasons for non-disclosure which include the following:

I'm sure I've had more than five students with difficulties in my various classes this past year. In pre-degree courses this is dealt with well, but very little discussion in other courses - I'm not sure how easy it is for students to disclose the information. The suggestions in [survey] section a above are helpful - but I actually think it should not be the case that a student with an impairment has the responsibility to tell every lecturer every time they start a new class. I don't think this is fair for the student. They should only have to tell a central administrator ONCE - who should then notify lecturers and work to ensure classes are made accessible. This might mean all the lecturers sitting down to have a discussion (perhaps with the student if they want this) to share ways to make learning accessible for specific students. (Senior Lecturer)

The view is often expressed that students do not need to disclose any need for support they have, in turn the attitude that staff need not bother about creating accessible learning environments until disclosure occurs seems to dissuade students from making the disclosure. I foster any openness and show a willingness to try whatever it may take for a student to be more successful and in turn at times find other staff including support co-ordinator promoting the RIGHT to non-disclosure and not engaging to check if the student is succeeding. I have had debates and arguments over this stance. It would be fine if some of the principles of universal design and access were available more readily but they simply aren't. (Senior Lecturer)

I believe the broad culture of the university needs to change to make it less of a risk for students to disclose impairments, especially the hidden impairments. This could be part of a culture shift toward celebrating diversity in all its colours: at present a gap between what the University says and how it behaves persists. Academic regulations that favour the majority student demographic do need to be reviewed. (Associate Professor)

One of the most difficult problems are students with "invisible impairments". I suspect that many of these students would find it difficult to impart this information to a lecturer. A good example would be a difficulty in verbal communication (e.g. dyslexia) which would be more of a problem with postgraduate teaching. I have encountered one (academically very good)

student with this problem. It only became apparent during class (and consequently was embarrassing for me and the student), though I avoided putting her through the ordeal again. I suspect that many of my colleagues would regard such a student as "shy", "lazy" etc, because the impairment is invisible. It would good for everyone if this particular issue could be resolved appropriately and with sensitivity. (Senior Lecturer)

One respondent referred to students who do not have impairments when they first enrol for university study.

RSI amongst postgraduate thesis students is rife and largely under reported. This unfortunately can be a lifelong disability that it began at U for many must be a terrible disappointment. (Academic, role not specified)

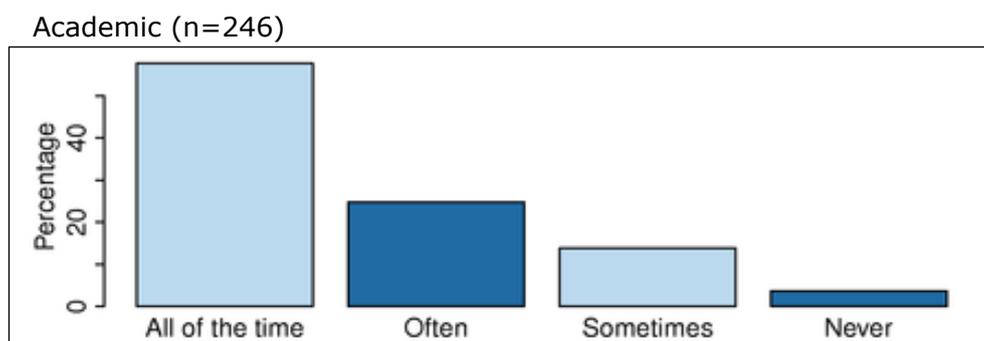
Making adaptations to delivery and offering appropriate and effective academic support and guidance

Web 2.0 seems to have a lot of promise for promoting inclusiveness in the classroom. I have an ongoing research project on the role of online discussions, blogs, online reading materials (which allow students with reading problems to make print larger or easier to read than the original format), video of lectures for slower and repeated review afterwards, in teaching. Distance learning tools also show promise and our team is looking at applying these in our courses. (Lecturer)

4.2 Inclusive teaching and learning strategies

The survey provided a list of actions a tutor/lecturer could take to assist students with impairments and respondents were asked to indicate if they were currently incorporating this practice into their teaching/tutoring practice. A second part of the question asked those who said never to indicate: if they had considered the importance of this; if they would consider doing this in the future; if it was not applicable to their role. Results relating to inclusive teaching and learning strategies are provided below.

A class climate is created where diversity is respected (includes different learning needs.)



246 academic staff answered the first part of this question with the majority (58%) said they do this all of the time. Of the remaining: 25% often, and 14% sometimes. Only 4% of respondents said they never do this.

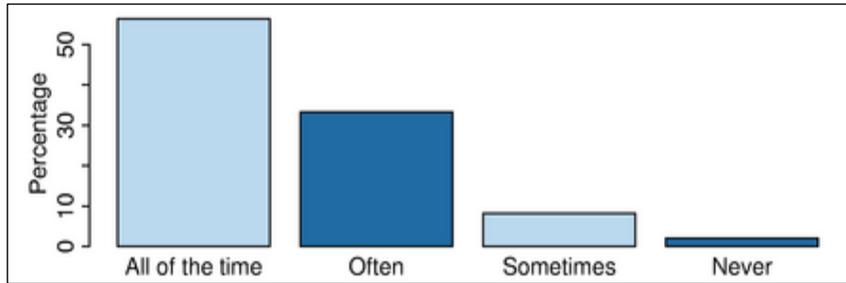
The second part of the question was answered by a total of 10 academics with 30% of these saying they would consider doing this in the future.

	Academic (n=10)
I have not considered the importance of	50%

doing this	
I would consider doing this in the future	30%
Not applicable in my role	20%

Goals and expectations are clarified at the beginning of each class

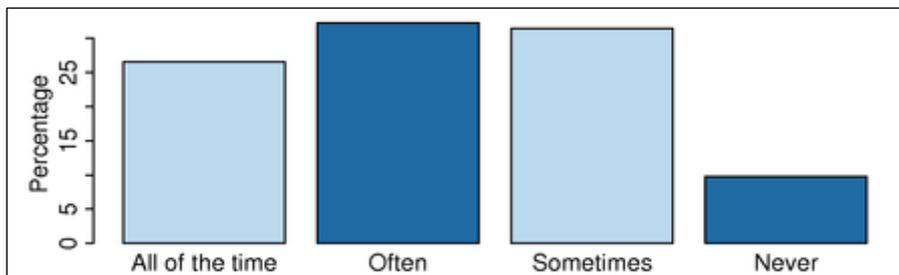
Academic staff (n=243)



A total of 243 academic staff answered this question. Of these, the majority (56%) do this all of the time and 33% often. Of the three staff who said they never do this, one had not considered the importance of doing this and two said it was not applicable in their role.

Time for review is incorporated at the end of the session

Academic staff (n=245)

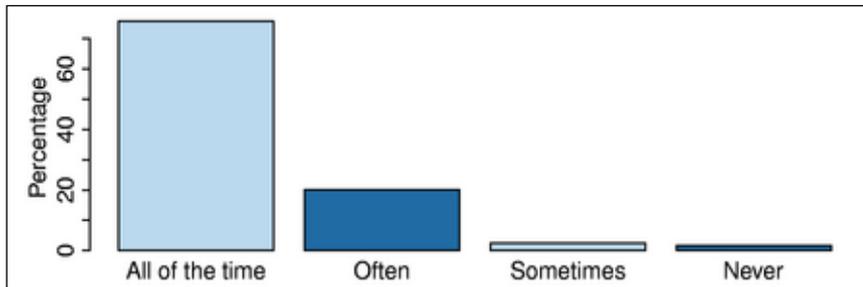


A total of 245 academic staff answered this question. Of these, 26% do this all the time and 64% do this often or sometimes. A further 10% never do this.

The second part of the question was answered by a total of 23 academic staff with 35% saying they had not considered the importance of doing this, and 48% saying they would consider doing this in the future.

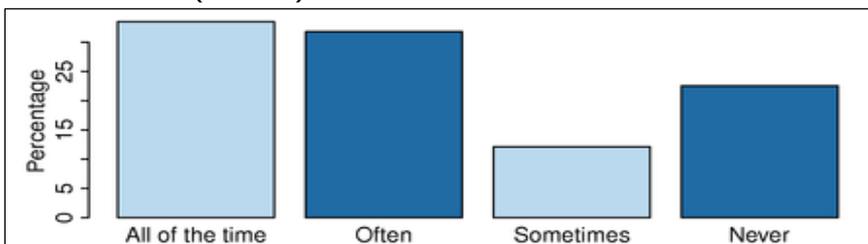
Information is provided in oral and written form

Academic staff (n=244)



A total of 244 academic staff responded to this question. Of these, the majority (76%) do this all of the time and a further 20% often. Two academics responded to the second part of the question both saying this was not applicable in their role.

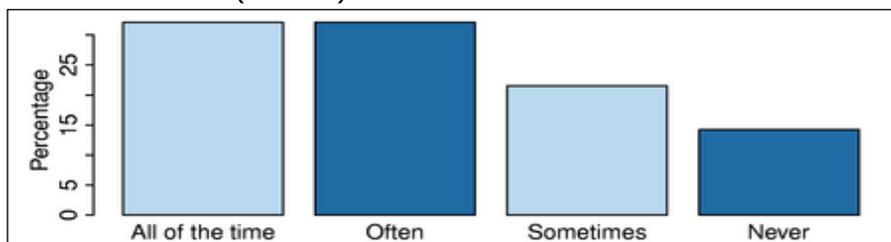
General staff (n=172)



General staff were also asked this question and a total of 172 responded. Of these, 34% do this all of the time and a further 32% often. 22% said they never do this.

Teaching material is adapted to take into account different learning styles

Academic staff (n=246)

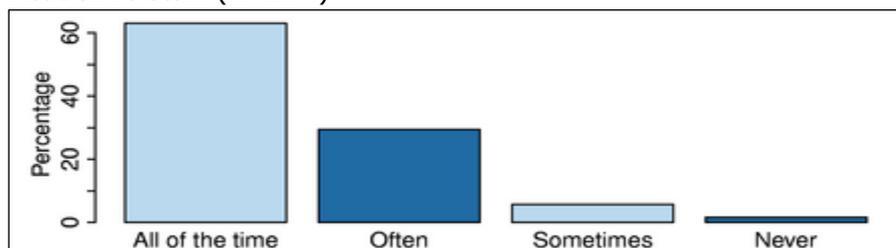


A total of 246 academic staff responded to this question. Of these, 32% said they do this all of the time and 32% said they do this often. A further 14% said they never do this.

Of those who responded to the second section of the question (n=36), 53% said they had not considered the importance of doing this and 30% said they would consider doing it in the future. The remaining 17% said it was not applicable to their role.

Visual aids are used during my lectures/tutorials

Academic staff (n=244)



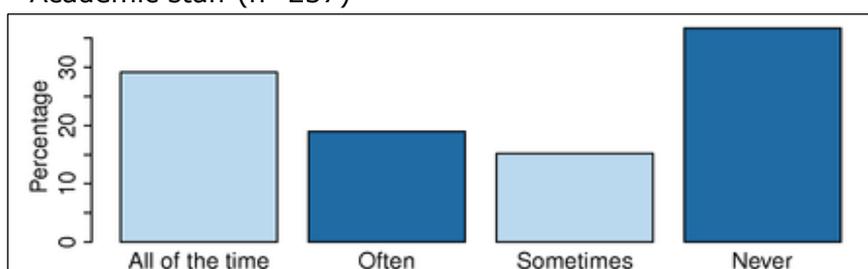
A total of 244 academic staff responded to this question with 63% saying they do this all of the time and a further 29% often.

Of the five academic staff who responded to the second section of the question, two said they do have not considered the importance of doing this and one said they would consider doing this in the future. The remaining two said it was not applicable to their role.

Reading notes are prioritised

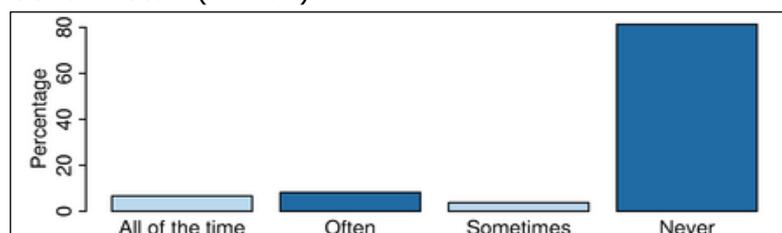
Academic and general staff respondents were asked whether reading notes are prioritised (e.g. to enable students who read slowly to make sensible and strategic choices).

Academic staff (n=237)



237 academic staff responded with 48% saying they do this all of the time or often and 37% never doing this.

General Staff (n=134)



A total of 134 general staff also answered this question. The majority (81%) said they never did this and 15% said they do it all of the time or often.

The second part of the question was answered by a total of 104 academic staff with 34% saying they would consider doing this in the future. All of the general staff who indicated they never did this said it was not applicable in their role.

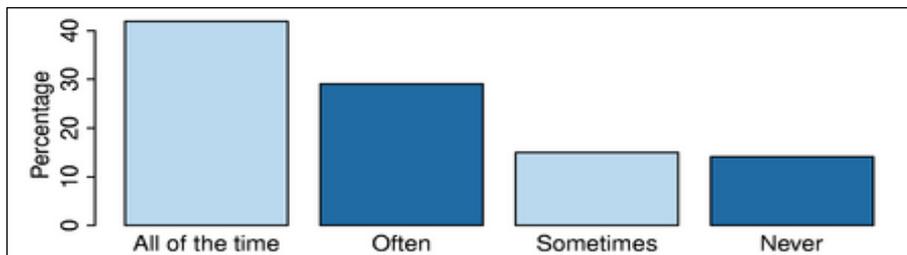
	Academic	General
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	(n=104)	(n=109)
I have not considered the importance of doing this	38%	-
I would consider doing this in the future	34%	-
Not applicable in my role	28%	100%

Note taking tasks are reduced

The question noted that some students with impairments take more time than other students to copy information and may have issues with being able to read their own notes. Only some students have access to note takers in lectures and very few in tutorials or labs.

Academic staff (n=241)



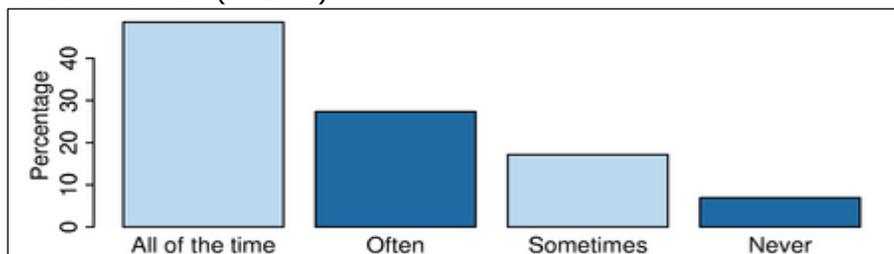
241 academic staff responded to this question with 42% saying they do this all of the time and a further 29% often. 14% said they never do this.

There were 32 respondents to the second section of this question with 34% saying they would consider doing this in the future.

	Academic (n=32)
I have not considered the importance of doing this	38%
I would consider doing this in the future	34%
Not applicable in my role	28%

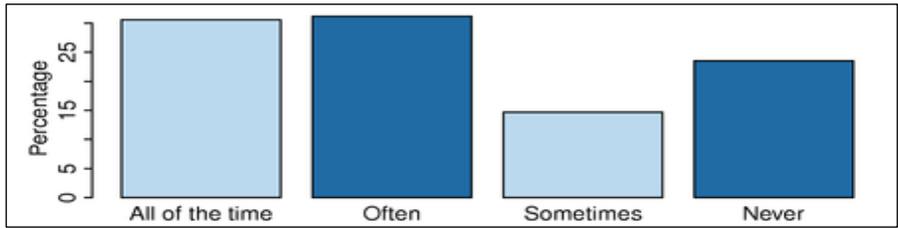
Material/information is provided in alternative formats (e.g. on-line)

Academic staff (n=245)



245 academic staff responded to this question with 49% saying they always do this and a further 27% often. Only 7% said they never did this.

General staff (n=169)



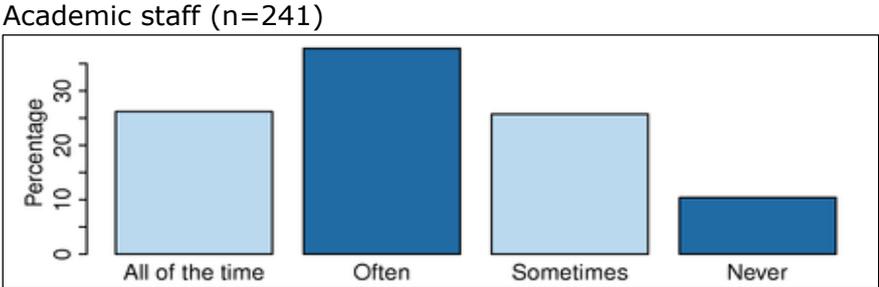
General staff were also asked this question and 169 responded. Of these, 31% said they always do this and a further 31% often do this. 23% said they never do this.

17 academic staff responded to the second section of the question with 41% saying they would consider this in the future. 40 general staff also responded with most saying it was not applicable to their role.

	Academic (n=17)	General (n=40)
I have not considered the importance of doing this	18%	0%
I would consider doing this in the future	41%	3%
Not applicable in my role	41%	97%

Potential barriers to learning that may arise within my lecture or tutorial/lab are identified

For example spelling of new and/or difficult vocabulary or tell students where they can access this.



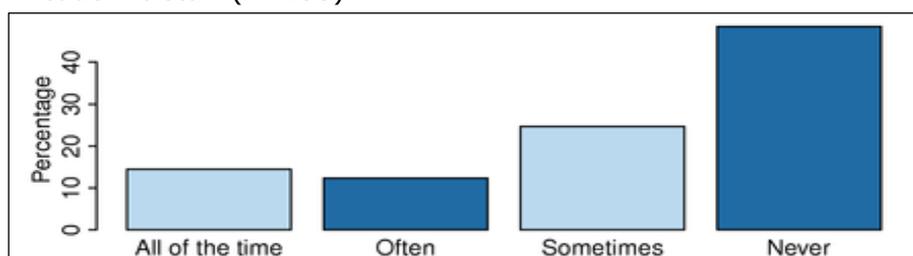
241 academic staff responded to this question with 26% saying they do this all the time and a further 38% often. 10% never do this.

31 academic staff also responded to the second section of the question with 42% saying they had not considered the importance of doing this and 48% saying they would consider doing this in the future.

Being clear about requirements

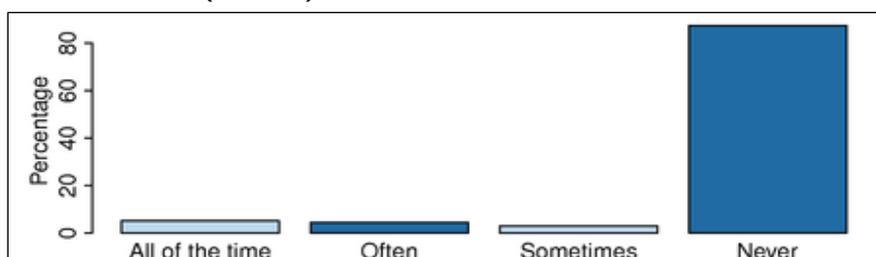
Respondents were asked how often curriculum requirements which may present potential barriers to students with impairments are identifiable in course materials and student are invited to discuss possible support strategies. Examples of curriculum requirements given were labs, field work, and heavy reading load.

Academic staff (n=235)



A total of 235 academic staff responded to this question with 14% saying they do this all of the time and a further 12% doing it often. 49% said they never do this.

General staff (n=133)



General staff were also asked this question and 133 responded. Of these 5% do this all of the time and a further 5% often. 88% said they never do this.

130 academic and 116 general staff answered the second part of the question with 33% of academics and 2% of general staff saying they would consider doing this in the future. Most general staff said it was not applicable in their role.

	Academic (n=130)	General (n=116)
I have not considered the importance of doing this	36%	1%
I would consider doing this in the future	33%	2%
Not applicable in my role	31%	97%

In the open-ended response section the following comment was made.

Before enrolment in a course, impaired students or their advisors should seek advice regarding that course, as to what is involved and how hard it might be to devise assistance for them. Some subjects are harder to provide effective help in than others, e.g. where visual input is especially important to understanding. (Senior Lecturer)

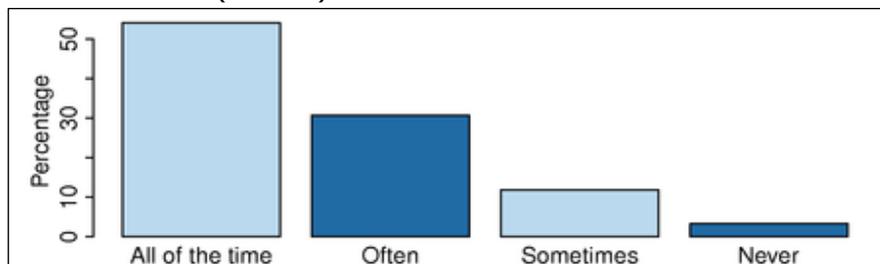
Speaking clearly and pacing

A number of questions in the survey related to inclusive practices relating to oral communication.

Oral communication is clearly enunciated and the student's sightline is not obscured. If appropriate a microphone is used

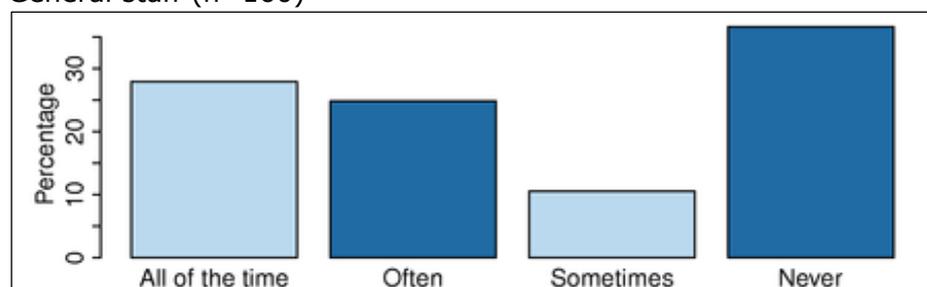
The survey explained that some students such as those with hearing or visual impairments will be relying on visual and auditory cues for learning.

Academic staff (n=244)



244 academic staff answered the first part of this question with the majority (54%) saying they do this all of the time. A further 31% do this often.

General staff (n=160)



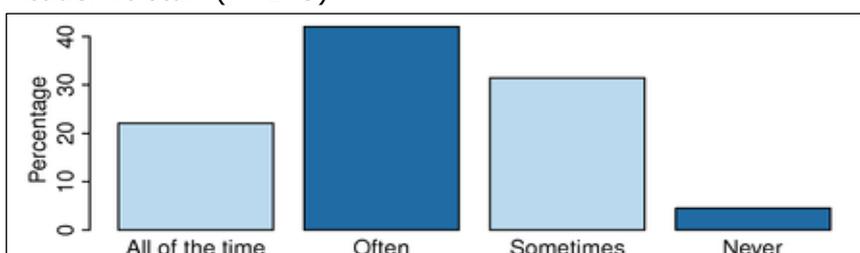
General staff were also asked to respond to this question and a total of 160 responded, of these 28% said they do this all of the time and 24% often. A further 37% said they never do this.

Responses to the second part of the question are provided in numbers given the small number of academic staff respondents.

	Academic (n=9)	General (n=58)
I have not considered the importance of doing this	3	0
I would consider doing this in the future	4	1
Not applicable in my role	2	57

In classes/tutorials, students' questions are repeated by the lecturer/tutor before a response is given

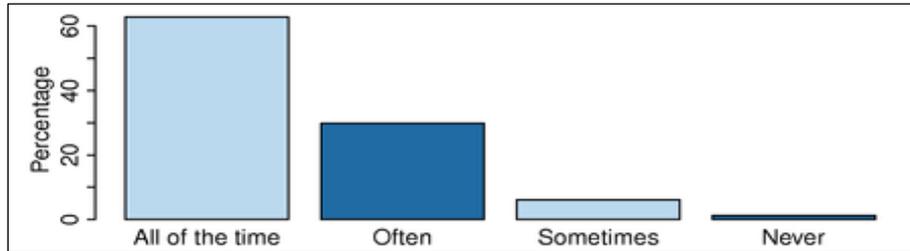
Academic staff (n=245)



245 academic staff responded to this question of these, 22% said they did this all of the time. A further 42% do this often and 31% sometimes. 5% said they never do this and of those (n=11), 3 said they had not considered the importance of doing this and 5 said they would consider doing it in the future.

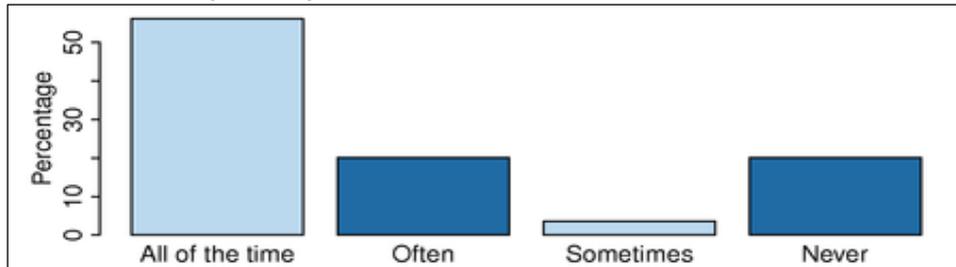
In verbal interactions students have sufficient time to ask questions and respond (e.g. classes, and phone conversations)

Academic staff (n=245)



245 academic staff responded to the first part of this question with the majority (63%) saying they do this all of the time. A further 30% do this often. Four staff responded to the second section with two saying it was not applicable to their role.

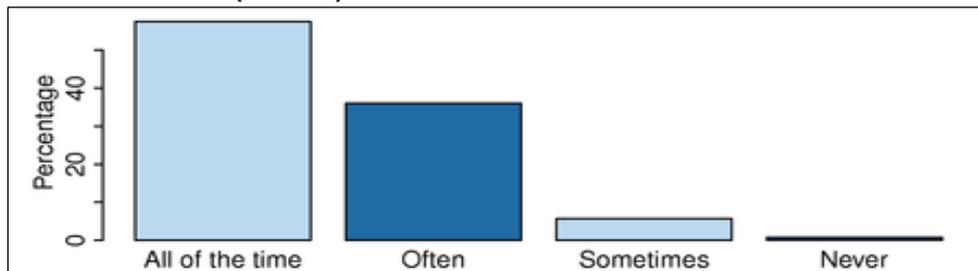
General staff (n=168)



General staff were also asked to respond to this question and a total of 168 responded, of these 56% said they do this all of the time and 20% often. A further 20% said they never do this all of whom said it was not applicable to their role.

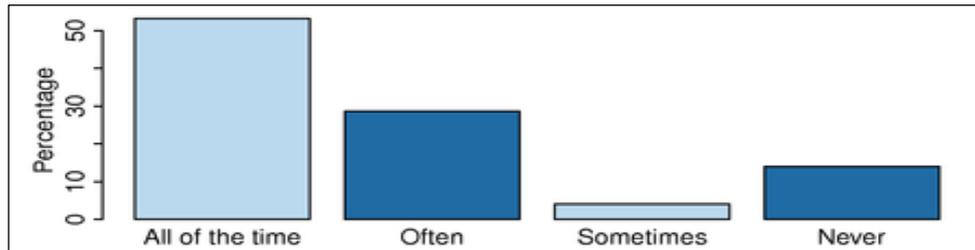
Spoken instructions are direct and explicit

Academic staff (n=247)



247 academic staff responded to this question with 57% saying that they do this all of the time and a further 36% doing this often. Two people responded to the second section and both said this was not applicable to their role.

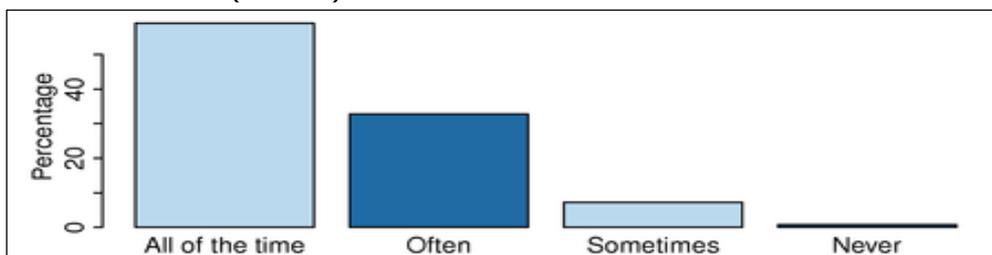
General staff (n=170)



General staff were also asked to respond to this question and a total of 170 responded, of these 54% said they do this all of the time and 28% often. A further 14% said they never do this. 23 staff responded to the second section an all of whom said this was not applicable to their role.

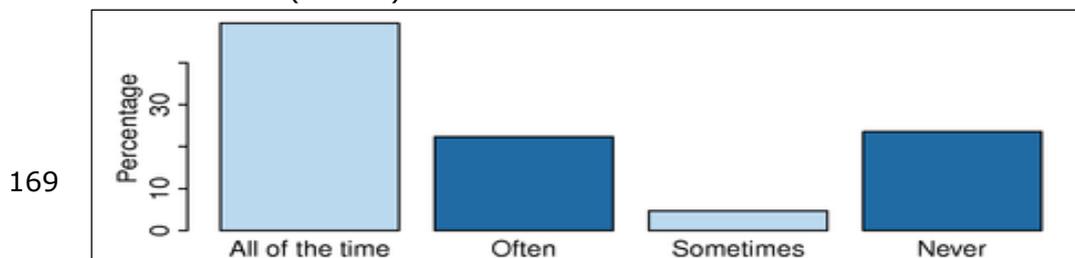
Students are given the opportunity to reflect on and ask questions about instructions

Academic staff (n=247)



247 academic staff responded to this question with 59% saying they do this all of the time and a further 33% doing it often. Only one person answered the second section saying it was not applicable to their role.

General staff (n=169)



general staff responded to this question with 49% doing this all of the time and a further 22% often. 24% said they never do this. 41 responded to the second section with all but one saying it was not applicable in their role. One person said they had not considered the importance of doing this and would consider doing it in the future.

Other strategies

A survey question asked staff if they had successfully implemented other strategies to reduce barriers for students. It was noted that these strategies might be in relation to meeting specific needs or ones which support an inclusive learning environment for all. Also noted was that a percentage of all students have permanent or temporary impairments that they do not disclose and may not be visible.

234 academic staff and 165 general staff responded to this question with 37% of academics and 24% of general staff saying they had implemented further strategies.

Many of the strategies discussed incorporated recording of lectures, making physical adjustments to seating arrangements and providing materials in other formats:

Horse-shoe seating arrangement when a deaf lip-reading student was enrolled. Monitored my position in the room for lighting, i.e. better for student to have back to window. (Senior Lecturer)

Transforming PPT presentations into Word documents so that visually impaired students can scan them into the PCs. (Lecturer)

I had a student with a disability who failed a course which I coordinated in 2007, so at the beginning of the 2008 course (she had re-enrolled) I emailed her and specifically offered to help out where possible. In the end this meant myself (and all other lecturers in my course) printed the lecture notes for her to have during the class, whereas other students received this material by Cecil after the lecture. She did well in the course and easily passed in 2008. (Lecturer)

I had a student with I had a student with Asperger's and found it helped him a lot if I gave him his own copy of whatever I was writing on the board or display, or even notes of general remarks I had made in class. (Graduate Teaching Assistant)

Working individually with blind students on library assignments. (General staff)

Provide readings on audiotape. (Senior Lecturer)

Other examples of strategies include:

Adjusting lighting for student with a medical condition. (Tutor)

Made sure visually impaired students get a seat at the front. I simply put together a well-rounded course that offers opportunities to learn in a variety of means (visual, written, auditory). I give everyone the opportunity, because every individual has something unique to them that hinders/aids their learning. I do not believe in catering to individuals unless there is something specific that cannot be met be a good course design. (Tutor)

Learning strategies, e.g. use of all sensory modalities to make a point, advice on revision techniques, and on how to read, search for and retain information, are incorporated into my lectures. (Senior Lecturer)

More practical class exercises to cater for different learning styles, namely for students with significant reading/writing impairments. (Lecturer)

using group work and time with other students - spending time working on how to work in a group, including that ALL members will bring different strengths and weaknesses and the idea is to help each other - with a lot of support and feedback these groups do work well for most students, with many students reporting that although they initially felt shy, unsure, or inadequate over time they have found this a safe environment to learn together with others especially to go over difficult course material. I would still like to keep improving this strategy and every year we respond to feedback to try to make it a better and safer process. (Senior Lecturer)

Asking questions in different ways, incorporating visual aids as a means of asking questions in different ways, and encouraging engagement. (Senior Lecturer)

Counselling of students with impairments as to what to expect in med programme and ascertaining of needs. Decompression of medical programme/ tailor making programme/increasing flexibility of programme. (Associate Professor)

Developing links between people so that they can all form a peer-support group. (Senior Lecturer)

Working in small groups at a table allows for students to participate and engage with the readings, activities etc. Attention is not so obviously focused on students who need extra help. (Senior Lecturer)

Have a standard policy of access and support cross the school. Use the support service. (Senior Lecturer)

Course begins with a collaboratively developed set of guidelines for responsible membership of the group - focus on individual needs, rights and responsibilities. Includes roles of support, access to materials, facilitating 'voice', etc. (Senior Lecturer)

The use of mixed mode delivery of course content- Hard copy and electronic of notes and handouts, supply of flexible learning material to face to face students with impairments in order to encourage working in own time/ reflection at own rate. (Lecturer)

Online self-paced interactive programmes for learning that may be repeated according to a student's need. (Professor)

Have filmed lectures where interpreters are filmed alongside the lecturer... Discuss prior to the class a film with interpreters or students who are hearing impaired so that they have a context for the film and to assist interpretation. (Senior Lecturer)

Restricting readings to those available electronically. (Senior Lecturer)

Instructions for any in class activities are written on the board in sequential 'verbed' steps. Instructions are repeated back via lecturer explicit questions. Reminders about upcoming activities are emailed to students, as are electronic copies of templates etc used in class. 'Surgeries' are conducted periodically so as students can have an extended one-on-one conversation about their learning, in private. This is in addition to my 'open-door' policy. Students are also encouraged to email as soon as they perceive any difficulties with the course, material or assignments. (Senior Lecturer)

Providing a buddy system with a different person each week helping a student in a wheelchair become enabled. The room for the class had an exceptionally heavy door that the person with difficulties could not open. If buddy was away - I took on the role and reassigned the missing person to assist another week. (Graduate Teaching Assistant)

We ensure one-to-one instruction for students with hearing impairment in the labs. (Senior Lecturer)

The best strategy so far has been regular communication with the student involved. Students with disabilities are generally extremely resourceful and have a very good sense of their strengths and the issues that are likely to arise for them. Problem solving in partnership with the student is definitely an advantage. (Senior Tutor)

Advocate for students in general regarding access to sufficient study spaces. (General staff member)

I provide help if the student cannot use equipment - by either showing how it is done or assisting them to do it. (General staff)

I have encouraged a student with dyslexia to block out the parts of the written material that she is not reading, so that she can focus on the words she is actually reading at the time. She has found this helpful and is now using this strategy in other aspects of her study here. (General staff)

Have attempted to help students with computer needs by having someone on the staff who can use JAWS. (General staff)

We have advised agents and recruitment representatives to inform us if they have any students with disabilities, so that we can make sure we can meet their requirements. (General staff)

Making personal contact with parents and students in schools and putting them in touch with disability services before the start of semester. (General staff)

Concerns

Some respondents expressed concerns relating to providing inclusive teaching and learning strategies for students with impairments.

I don't like it. It should be about an inclusive environment for all students, and to cater for everyone. The average student who doesn't quite have the same learning style as everyone else, but who isn't "impaired" needs just as much, if not more help, because there are MORE students like this than there are students with special impairments. (Lecturer)

Perspective--this work is important and great you are advertising it, but the university also needs to ensure that it caters for those who get bored with going slow. I loved those artful lectures that are now discouraged as not working for some disabilities students, so mourn that when you cater for one group it is usually at the expense of something else. (Senior Tutor)

I am concerned at some of the strategies that are being suggested in this survey are not conducive to high quality learning. In particular, the excessive use of Cecil is detrimental to learning. Similarly, I do not prioritise my recommended reading lists, because I recommend only essential material anyway. Similarly, I am concerned that the "no" responses here are phrased as "I have not considered the importance of doing this". In this context, if I do not do something, it is because I have considered it and do not consider that it is educationally appropriate. (Professor)

This University's preoccupation with PBRF scores is having a significant impact on teaching quality in general. It will be difficult to get academic staff in particular to take disability issues seriously until the University shows it takes teaching seriously. (Senior Lecturer)

5 Staff development

Staff development initiatives include disability issues and ensure that staff have the knowledge and skills to work effectively with people with impairments and create a fully inclusive environment. (Kia Ōrite, 2004, p39).

The survey asked what would assist staff in their current role to create a more inclusive environment for students with impairments. Of the respondents 72% of academic (n=216) and 81% of general staff (n=153) said they would like professional development opportunities. A further 73% of academic staff (n=222) and 73% of general staff (n=154) would like departmental seminars.

An additional question asked whether they had attended any staff development or information sessions to enable them to provide a more inclusive environment (e.g. inclusive learning practices, curriculum development, learning resources and assessment processes. Responses are provided in the following table.

Have attended staff development sessions	Academic (n=238)	General (n=167)
Yes, at the UOA	20%	11%
Yes, at another tertiary institution	14%	8%
No	66%	81%

Examples of the staff development and information session's staff had attended include:

- SLC workshops. (learning styles, learning disabilities)
- CAD courses and seminars. (curriculum development, assessment practices, certificate in teaching and learning, lecturing large classes)
- Sessions facilitated by colleagues.
- Training for tutors.
- Faculty/departmental meetings or training.
- Curriculum development seminar held at faculty retreat planning day with input from CAD.
- Component of own academic study.
- In previous position at UK it was obligatory for course co-ordinators to attend information sessions prior to developing course outlines.
- Post Graduate Certificate in academic practice. (included teaching students with diverse needs)
- Campus meeting provided by Disability Services.
- Hold qualification in this area from Auckland College of Education.
- Conference, Seminars, Equity Office presentations.
- 1:1 with Disability Services staff.
- Informal learning e.g. discussions with colleagues, disability support people and impaired students.
- A resource guide for staff.
- Community workshops on inclusive learning environments.
- Part of an advisory group to evaluate accessibility of websites and online course materials.
- TFC programme organises support/information.
- Listening to students.
- Interest groups.

- School has organised training for staff and students by DANZ (Deaf Aotearoa NZ) sadly not well attended as many thought it was not of use to them, those who attended got a lot out of it.
- CCE course on autism.

The majority of respondents had not attended any sessions. Those who said responded saying “no” were asked to indicate any of the following reasons that applied.

Main reasons for not attending staff development sessions	Academic n=158	General n=136
not aware of any staff development/information sessions	61%	63%
couldn't fit into my schedule	18%	4%
did not know in time	8%	2%
no funding	1%	3%
did not think it was important	5%	7%
already putting these strategies into practice	22%	12%
other	9%	14%

Other reasons included:

- Not relevant, I haven't been aware of any seriously impaired students in my class.
- My own area of expertise.
- I will not go to staff development sessions which do not provide the relevant information in advance, on handouts, outline (the way I provide my lecture notes) so I can see whether or not the session is worth going to.
- No training as such but as a student I have experienced non-inclusive teaching practices and I am keen to use the inclusive ones myself.
- Even if known, unlikely to do so given time pressures and other teaching (and research) priorities.
- Time pressures and having to prioritise which CAD Sessions attended (also not many of these come to Tamaki and attending in the city is difficult).
- Not relevant to my situation.
- Attended seminar by Levi Pay from University of Leeds about being confident to support students.
- Having a disabled child makes me already aware of requirements for disabled students.
- Opportunities for GTAs have seemed few and far between.
- Employed for research alone so could not justify the time and did not know of it anyway. Would definitely consider it if had the opportunity to teach, I know from a close family member how challenging it can be for people with impairments.
- I am new to the University, still learning about resources.
- Often courses are held during busy teaching times or exam times or enrolment period which requires long office hours. Strategies need to be context specific and I have not experienced any PD to date which has been helpful in this regard.
- Life is busy.
- Based at Tai Tokerau campus – not practical or affordable to attend sessions.

Other responses relating to staff development made in other open-ended sections of the survey include:

I now need to look at the University website to see what information is available. If it is not clear and comprehensive I would like training/educational information to be made available with some urgency. (General staff)

I figure the issues out on a case by case basis. While this is inevitable as the specific impairments are likely to be different and unique, I feel formal guidance should be more readily available and proactively provided. This should be a compulsory part of academic orientation/lecturer and tutor training. (Associate Professor)

While the ongoing support from the [Equity] Office and CAD is fantastic as it is a step in the right direction, we need more staff/fusing so that we can conduct staff development seminars around the university. (Senior Tutor)

In my experience, shifting the culture of schools, departments and divisions is best achieved through group activities rather than individual professional development opportunities, though I know these are easier said than done! (Lecturer)

I would like to see the University take more responsibility for making its teaching staff aware of the issues around this and providing specific training opportunities within departments that take into account the specific teaching and learning contexts in which staff are teaching and students are learning. (Lecturer)

Try to generate a discussion about this in individual departments and faculties. Although I have been introduced to inclusive practises in another faculty, I had completely forgotten about their importance in my new position as it's not often explicitly discussed here. Unless you've had to direct someone to a specific resource, it's difficult to remember exactly what every department does and the differences between them (e.g. I had completely forgotten that CAD offers support to students of this nature). (Tutor)

It may be useful to get in someone who provides 'sensitization' programmes about people with disabilities and how to respond when you do encounter such students. It's not enough that healthcare people, such as those in my faculty (FMHS) are trained clinically about disability - the social implications often escape their attention and it's the social implications that affect study. (Lecturer)

I think we all need to talk about these issues as a group/team. (Lecturer)

As a part time fixed term employee I get no professional development in my department with regard to anything let alone inclusive learning which I consider to be very important. I think fixed term employees should be included in this type of PD. (Graduate Teaching Assistant)

I work part-time, and have more than enough work to keep me busy. At the moment, I would not want to add hours to my schedule. But will keep looking at it. I would be happy to attend on my own time, as the topic is important and very significant to my position. (General staff)

6 Policy

All policies, procedures and planning processes take into account the goal of a fully inclusive educational environment in which students with impairments have equal opportunities for participation and achievement. (Kia Ōrite, 2004, p.13).

Open-ended responses to the survey provided a number of requests for clear, accessible policies.

The lack of clear policy or guidelines regarding the necessity of special accommodation provision to support students. (General staff)

University's legal obligations to disclose knowledge of a student's impairment, e.g. mental health issues to credentialing body, e.g. medical council, are not clear to me. (Associate Professor)

Unsure about policy re offering alternative assessments in response to specific and unpredictable situations. (Senior Lecturer)

Review of university policies towards students with disabilities to see whether the relevant statute reflects current international best practice and change of rules where appropriate - centralised capture of information on learning disabilities - as part of the enrolment process, course coordinators being alerted to presence of students with special needs and nature of these needs (not necessarily the nature of the disability but what measures are required to include the students). (Senior Lecturer)

Very important that we have clear, accessible policies to support students with disabilities and clear directions to staff that they are to be accommodated. (Professor)

In response to the survey question about what could assist you in your current role to provide a more inclusive environment for students with impairments, a number of responses were related to the provision of policy.

Commitment in UoA Teaching & Learning Policies for use of inclusive teaching, learning & assessment practices with training/support for staff to be able to develop inclusive programmes that are based on principles of universal design. (General staff)

Clear UoA policy on inclusive teaching practices that is approved by the highest authority of the University. (General staff)

Need for policies and guidelines to address statutory obligations in regard to eligibility for professional registration of students with some types of impairment.

Students need opportunities to discuss the appropriateness for the targeted employment following graduation if they have a serious impairment. For example, students with severe reading and writing difficulties will find it very hard to get a teaching position even if they are supported to complete a teaching degree. (Senior Lecturer)

Balancing rights of individual access and confidentiality with Fitness to Practice in a profession such as medicine is an ongoing challenge. See it as a case by case situation. Medical training is intensive physically and mentally and may preclude inclusion of students with severe impairments, no matter how well intentioned the university. (Associate Professor)

7 Additional challenges to creating an inclusive teaching and learning environment

The survey included a question asking staff to identify challenges for them as an academic or general staff member in providing an inclusive educational environment for students with impairments.

A number of options were provided for selection. The majority of academic and general staff respondents identified insufficient knowledge about inclusive learning practices as a challenge. Results are given in numbers rather than percentages as a different number of respondents answered each option.

	Academic n=250	General n=183
Insufficient knowledge about inclusive learning practices	40%	35%
Time to participate in staff development opportunities	37%	15%
Time to update materials used by students	36%	6%
Insufficient support or not knowing where to access support	34%	22%
Knowing how to make specific arrangements for students with impairments without compromising the integrity of my teaching philosophy	28%	0%
Privacy/confidentiality issues are unclear	21%	15%
Concern about doing/saying the wrong thing	21%	15%
Flexibility to support students with impairments is constrained by departmental or universal policies	9%	8%
Feeling uncomfortable in dealing with impairments	8%	5%
Copyright issues are unclear	6%	4%
Other please specify	7%	4%
Not experiencing any challenges	16%	27%

A number of respondents mentioned the importance of staff attitudes:

A university culture which is more inclusive, so that it is NATURAL to accommodate students in lectures, etc rather than having lecturers look at you like you have two heads if you suggest it. (Graduate Teaching Assistant)

Possibly through workshops, etc strategies for dealing with academic staff that have negative attitudes towards those students with disability. (Senior Lecturer)

Support is not just about technical accommodations it is about accepting that impairments are an ordinary feature of the human condition. Attitudes that regard impairment as a marker of inferiority are as big a barrier as the assumption evident in the university buildings that all the users will walk. (Senior Lecturer)

Students with impairments have potential but they need to feel they are worthy and capable of learning and achieving without feeling over embraced. They need to feel empowered. (Senior Lecturer)

The questions in this survey are very loaded! And I say that as a person who thinks access for disabled people is very important. What is more important is the lecturer's attitude to disabled students. My child has had good to extremely

bad experiences - it is dependent on the willingness of the lecturer to be considerate. (Senior Lecturer)

Academic staff employed by the University of Auckland should be made aware that they will most probably be teaching some students with impairments. As part of the interview process questions should be explored regarding their attitude to disability. Although, I appreciate that professional development can change individual's attitudes some academic staff do not consider their negative attitude to be a problem. (Senior Lecturer)

Attitudes of some academic staff regarding people with disabilities particularly if the disabled person is in a wheelchair and training to be a primary teacher. (Lecturer)

Other responses to relating to challenges included the following:

Support in the form of course materials in alternative formats can take a long time to obtain. (Senior Lecturer)

Information in this area needs constant review and update - latest best practice - takes time - needs to be disseminated to staff through effective channels. Keeping up-to-date can be hard. Supporting students who don't disclose difficulties can be hard! (Senior Tutor)

Finding specific disabled student extremely confrontational, making it very difficult to provide appropriate assistance. (Lecturer)

Privacy fears are annoying. A regime that promotes a lack of transparency. Be more transparent and hit offenders/breakers of privacy considerations with a ton of bricks. (Professor)

The biggest problem is to know how the course looks to a student who may have a non-obvious disability. For example, do we know which students are colour-blind, and do we know how to check our slides from their point of view? (Professor)

Perspective--this work is important and great you are advertising it, but the University also needs to ensure that it caters for those who get bored with going slow. I loved those artful lectures that are now discouraged as not working for some disabilities students, so mourn that when you cater for one group it is usually at the expense of something else. (Senior Tutor)

Information in this area needs constant review and update - latest best practice - takes time - needs to be disseminated to staff through effective channels. Keeping up-to-date can be hard. Supporting students who don't disclose difficulties can be hard! (Senior Tutor)

Our class size is greater than 1000 and we deal with diverse learning experiences already - will need additional resource to cope with needs of other impairments - especially physical constraints in terms of being able to accommodate as well as all other constraints in managing a class of this size. (Senior Lecturer)

In reality, due to workload, there may not be adequate time to attend to students with impairments. (General staff)

Lack of funding and support from City campus. (General staff)

Suggestions are rubbished or ignored by those "in charge". (General staff)

I want to create a flexible learning environment that caters to ALL students, not just the "special" ones. (Lecturer)

Lack of communication and support from Faculty and School. (Senior Lecturer)

As a short term GTA I am not included in the department staff consultation process so I never know anything. (Graduate Teaching Assistant)

I haven't viewed students with impairment as a challenge. Have always tried to compromise and adapt to their needs. (Senior Lecturer)

8 Other

Some respondents requested clarification of what constitutes and impairment.

Much greater awareness and transparency about students with impairments - who can be included and what rights they have and what supports are available to them and their teachers! (Lecturer)

What do you define as 'impairment' in this context? I think some awareness raising would be a good thing with some practical suggestions. (Senior Lecturer)

In the UK dyslexia and the autistic spectrum are being heavily discussed and catered to in the tertiary environment, but I have seen no awareness of these as educational issues in New Zealand. (Tutor)

A few considered English as a second or other language to be an impairment:

Main disability I encounter is students' limited command of English. This is not a trivial comment! (Senior Lecturer)

Just need to be more aware of what can constitute an impairment to learning e.g. is ESL included? (Lecturer)

Not entirely sure how widely 'impairment' applies - are students who are simply not bright enough to succeed at university or have skills in another area of life 'impaired'? (Senior Lecturer)

A few people mentioned the need to consider staff with impairments:

I think we also need an inclusive environment for staff. I often cannot hear in meetings. (Professor)

I was shocked to discover that although UoA provides ample support for students with disabilities, the Disabilities Office provides essentially NO support for academic staff with disabilities. This is a serious oversight! (Senior Lecturer)

Other comments include:

From experience as a postgraduate advisor and frequent supervisor a key challenge is RSI. The questionnaire does not really pick up on this, assuming that most learning where difficulties are found is related to teaching practice. (Academic, role not specified)

Encouraging the UoA to adopt an improved approach to allowing students to select their preferred channel(s) of communication; introducing speech recognition and interpretation to systems to accommodate students with vision impairments - so that they can for example authenticate themselves by phone (rather than keying in a user code and password), or interrogate the knowledge base by phone. (General staff)

That the University are more inclusive in their plans and strategies to include the Tai Tokerau campus instead of letting us 'drop off the radar'. (General staff)

That this survey should also look at our inclusiveness of staff. Inclusive learning is just a part of inclusiveness, and until an organisation-wide spirit of inclusiveness prevails or is at least visited on a regular basis, then there is a set-up for possible failure of such initiatives. (General staff)

In reality, due to workload, there may not be adequate time to attend to students with impairments. (General staff)

9 Guidelines

Staff were asked what would assist in their current role to create a more inclusive environment for students with impairments. Of the respondents to this question 86% of academic (n=231) and 86% of general staff (n=157) said they would like access to clear guidelines.

Guidelines about what type of accommodations we can give, and under what circumstances. (Lecturer)

Guidance for lecturers/tutors about alternative tasks for students with disabilities and information about privacy issues. (Senior Lecturer)

Would it be possible for you to give guidelines as to what is meant by 'students with impairments', please? As I have read this Q-naire, much of what is being asked is difficult to answer because of this gap. For example, would students who have English as an Additional Language (EAL) be included? Many thanks if you can clarify this for me. (Academic, role not specified)

Particular tasks set on field trip that did not require taking a wheelchair into inaccessible places. (Associate Professor)

Not having robust knowledge on what information staff need; not yet having University-wide co-ordinated, collaborative action plans to address staff needs on these matters. (General staff)

I have never received any guidance on how to identify students with learning disabilities or how to design teaching to address them. Indeed, options and suggestions for teaching and assessment strategies would be very welcome for me to consider. (Associate Professor)

10 Comments about the survey

Many of the respondents made positive comments about this survey and how it had raised their awareness.

Just more out in the open. (General staff)

Just that I think this is a worthwhile survey, thanks. (Senior Lecturer)

Keep up the good work - and thanks for the friendly reminder to be inclusive. (Senior Tutor)

I am relieved that this questionnaire has been developed. I think we are in dire need of creating more discourse around the needs of students with impairments. I think that the University does not do enough to attract and support students with disabilities and we need to act on this issue. (Lecturer)

We need a much more inclusive learning environment for students and I wholeheartedly support this initiative. (Lecturer)

I'm glad this survey is being done. In completing it I realised how poor my practice is in this area - probably through lack of awareness and lack of time. Guidelines and information would be useful! (Senior Lecturer)

I have two children with impairments - it is good to see the University thinking about and reviewing this now - it is encouraging for the future generations like my own children. (Graduate Teaching Assistant)

Thank you for raising my consciousness of this important matter. (Senior Lecturer)

I think efforts in this direction have the potential to enrich the educational environment for all students at the University. (Senior Lecturer)

I think this is an excellent way to raise awareness about this issue and increase our capacity to be inclusive and equitable. (Senior Lecturer)

The U is to be congratulated on this initiative. The range of questions exposed areas where I have not done enough and prompted deep reflection on other areas. A good outcome to the questionnaire. I would like to re-stress the situation relating to thesis students who, while they are actively encouraged to manage their computer practices carefully, often push themselves too hard and as a result end up badly affected with chronic RSI and its variants. It is exacerbated by stress, an all too frequent by-product of thesis work. This general disability area should be taken up by the Dean Postgraduate as a special

initiative to help raise awareness and improve departmental practices. (Academic, role not specified)

However there were a few who expressed concerns about the question design.

The questions with the prompts: # I have not considered the importance of doing this; # I would consider doing this in the future; # Not applicable in my role. Are not always helpful. There are other reasons aside from these for answering "Never". (Lecturer)

What an awful survey. It works on options that encourage people to either skite or be guilty - i.e. moving people into unreliable extremes with no effort to cover the variations that are possible because of the institutional context of a programme or cohort or the discourses that enable responsiveness. (Senior Lecturer)

This survey ceases to be anonymous once you are asked to identify both your role and your faculty. It should not be promoted as an anonymous survey. (Associate Professor)

I was unable to answer a lot of the questions in the first section as I could not understand them or for other reasons. For example. My reading lists are arranged so that books and articles are grouped by way of subject - I did not understand how they might be arranged for people who read slowly. Did not make sense to me. Why would goals and expectations be clarified before each class? (same each time???) 'Note-taking tasks for students are reduced'??? We are desperately trying to teach/encourage students to take notes. If they have an impairment that is one thing, but why discourage all students from taking notes? 'a range of different assessment practices are offered'/'optional assessment modes' are offered: how can that be? Course requirements are set out before the course begins and must conform to department standards. Essay writing is fundamental to my department's teaching programme although special provisions might be made for a student unable to write due to impairment. Questions in the second section asked for a single response with regard to students being referred to particular services. I could not give a single answer. For example, I have referred students to the Arts Student Centre. Some were very pleased/were helped a lot, some only marginally, some not at all. In the last, example, I had a student with a broken foot who was unable to stand in the long queue for sufficient time to submit a form allowing entry to my course. (Lecturer)