

# Disability Action Plan 2018 – 2021 End of DAP Report



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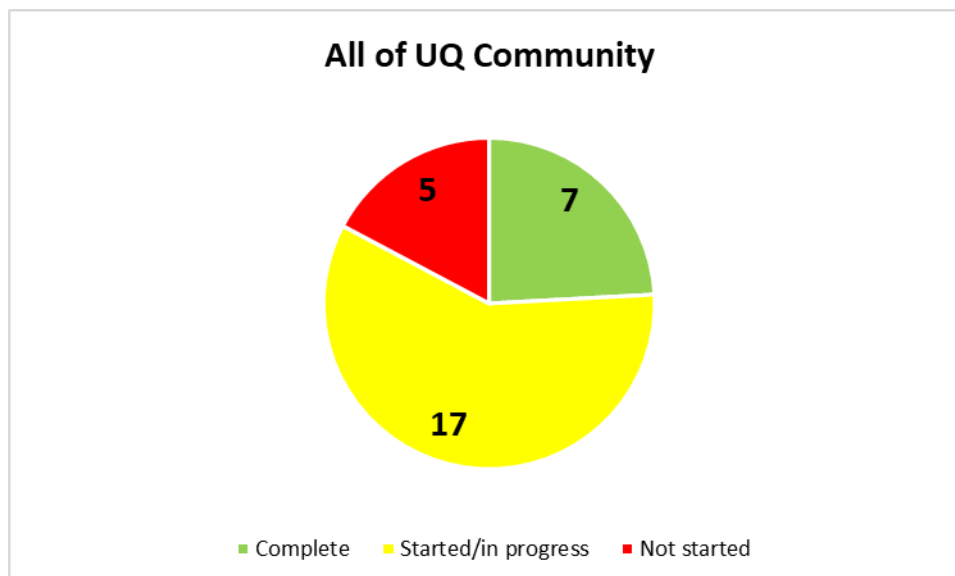
## 1. Introduction

The UQ Disability Action Plan (DAP) 2018-2021 constitutes formal recognition of UQ’s commitment to ensuring people with disability have equitable opportunities to participate in, thrive and be openly acknowledged as valuable members of the University community, and is published on the Australian Human Rights Commission’s DAP Register. The 2018-2021 DAP was extended to 2022 due to pandemic related challenges.

This completion report summarises the University of Queensland’s progress in addressing the DAP 2018 - 2021. It is based on feedback provided annually via the DAP Stakeholder Reports, in which Responsible Stakeholders reported their progress against the actions they were responsible for each year. Previous DAP Annual Reports are publicly available via the [UQ Disability Inclusion Group \(DIG\) website](#).

## 2. Overall Implementation

The following charts show the number of actions which were completed, are still in progress, and not started under the three sections of the DAP: All of UQ Community, Staff and Students. It is important to note that many actions are still in progress due to factors such as funding or other resourcing, or the ongoing nature of some actions. Additionally, whilst some actions were simply not started, there were several that were determined to be unrealistic (such as All of UQ Action 4.5), or not possible due to factors such as resourcing. As a result, the next iteration of the DAP (2023 – 2025) acknowledges the importance of ensuring actions are achievable within the timeframes set. For a complete list of which actions were completed, in progress or not started, please see [Appendix 1](#).



**Figure 1** Number of All of UQ actions completed, in progress or not started

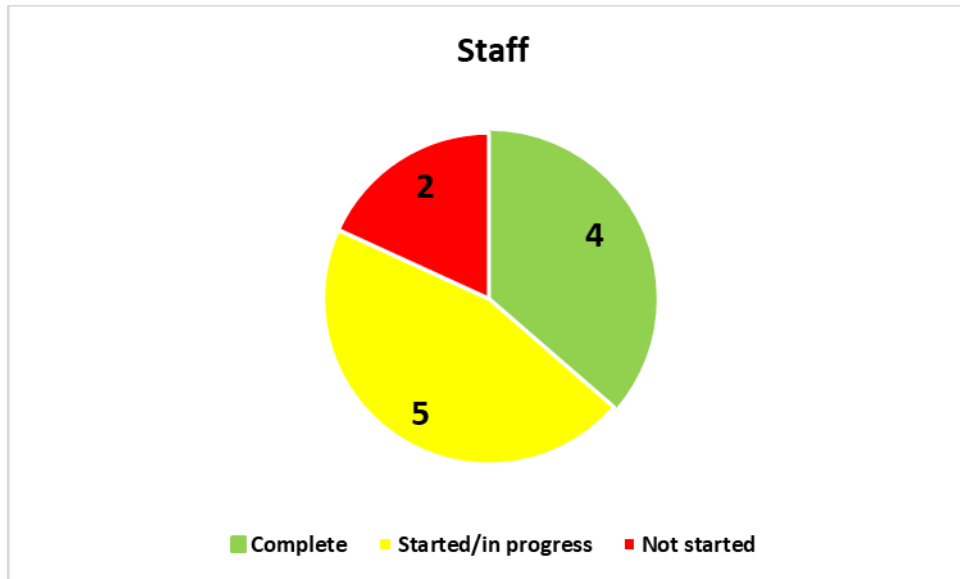


Figure 2 Number of staff centred actions completed, in progress or not started

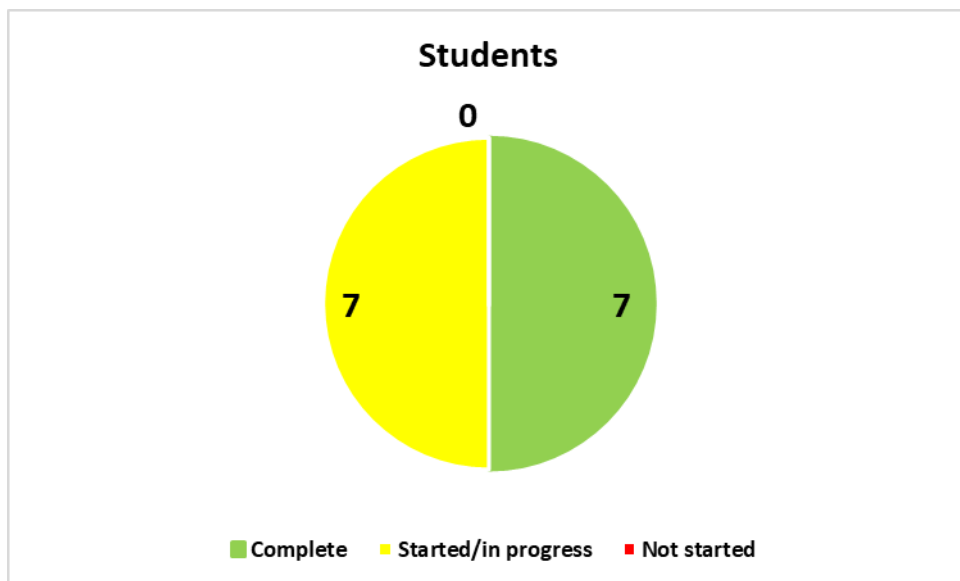


Figure 3 Number of student centred actions completed, in progress or not started

### 3. Key Achievements

After four years of implementation, the DAP had the following notable achievements:

- In 2019, the UQ DIG received a UQ Award for Excellence and Dr Paul Harpur received an individual citation for his work as the Chair and leader of UQ's DIG. (All of UQ Objective 1)
- UQ DIG was recognised as a 2021 World Access to Higher Education Day Champion for Change for the “tireless work they do to improve inclusion and access to higher education” by the National Centre for Student Equity in Higher Education, and Equity Practitioners in Higher Education Australasia. (All of UQ Objective 1)
- Supported implementation of the inaugural UQ Mental Health Strategy 2018-2020. (All of UQ 5.1)
- UQ was a founding member and the first Higher Education member of the Australian Human Rights IncludeAbility Network. (All of UQ Objective 1)
- ITS and the Library made significant gains toward improvement of the UQ digital infrastructure to comply with the Web Content Accessibility Guidelines 2.1 (Level AA) (WCAG 2.1) and in response to the recommendations of the digital audit conducted in 2018 (Jisc Accessibility Snapshot). (All of UQ 3.4)
- Development of several training programs available to all staff including *Academic Adjustments and Inclusive Learning*; *Staff Disability Inclusion Masterclass*; *Supporting Students with Mental Health Conditions*; and an online *Diversity, Disability and Inclusion* module. (All of UQ 4.1, Staff 2.4)
- Faculties, Schools and Institutes embodied disability courageousness by working towards embedding disability inclusion in all aspects of the student experience, including learning and study environments. (Students Objective 2)
- The process for developing and implementing Student Access Plans (SAP) was reviewed to dramatically improve wait times, communication, access and implementation for students. (Students 2.4, 2.5)
- The Staff with Disability Reasonable Adjustment Guide and the Staff with Disability Travel Support Fund were launched. (Staff 3.1, 3.2)
- The *Tertiary Transition Toolbox* resource and Triple T Orientation and Mentoring program were developed to help support students on the Autism Spectrum entering university. (Students Objective 1)
- The Diversity Hub, an online platform which connects students and employers who see the inherent value in hiring people with disability, was developed. (Students 2.10)
- UQ partnered with ANU to develop the free National Diversity Careers Fair, partnering with 21 universities, 68 local and global organisations and community representatives. 40 employers nominated interest in speaking with students with disability at the event. (Students 2.10, All of UQ Objective 1)
- UQ's recruitment and selection processes were reviewed to embed and improve disability inclusion. (Staff 2.2)
- Creation and recruitment of the Accessibility and Learning Support Assistant Manager role filled a much needed gap. This person works in partnership with Library teams, other units and individual staff who support students with a disability to ensure they have access to and use of the full range of facilities and resources of the Library. (All of UQ 3.6)
- An “Ableist Language” section of the UQP Style Guidelines was developed and extended by the publishers. (All of UQ Objective 1)

## 4. Areas for Improvement in Disability Inclusion:

Annual reporting on the implementation of the DAP highlighted consistent themes/areas for improvement around disability inclusion. They were:

### 4.1 Physical & Mobility Accessibility

Some examples of the areas still needing attention regarding physical and mobility accessibility are:

- There is a challenge in improving accessibility in historic UQ buildings due to restrictions in altering existing building design and structure, making it difficult, though not impossible to retrofit.
- Long Pocket campus currently has no footpath along roads. This means pedestrians need to share roads with cars which is not very safe.
- Some UQ laboratories (e.g. wet labs) are not accessible. There needs to be renovation funding to make laboratories more accessible, including adding space for carers or participation assistants if needed, as well as enough space for mobility devices to be able to turn around.

#### **Disability Action Plan 2023 – 2025**

Objective 2: Our physical environments are accessible to all

### 4.2 Universal Design

There is an inconsistency in how accessibility supports are implemented across different units, schools and institutes (e.g. speech-to-text or captioning options). UQ needs to have standardised tools for accessibility, which are implemented universally wherever possible (software, equipment or practices). This would reduce the need for individualised adjustments which currently require a person to tell their supervisor or teacher about their health/mental health condition. It would also reduce the need to have multiple people go through the same processes to identify, for example which accessibility equipment is most appropriate. Finally it would ensure that access isn't dependant on which unit a person works or studies in.

#### **Disability Action Plan 2023 – 2025**

Objective 1: We commit to best practice in access and inclusion for people with disabilities

Objective 8: We value people with disabilities as students and address their needs when developing our educational offerings

*Action 8.1: Encourage inclusion of accessible learning environment measures by developing capacity and capability in Universal Design for Learning*

### 4.3 Confidentiality and Data

Clarity is needed in regard to data governance and collection on student and staff disabilities. In order to remove potential obstacles to staff and students seeking support, it is important to have transparency and easily accessible information on what information can and should be shared with different people. Doing so would provide reassurance to both the client with the disability and to the people administering adjustments. For instance, Student Access Plans (SAPs) are only distributed to Course Coordinators via the online system and are therefore not readily accessible to

other staff, such as tutors, who may need this information to provide further support to the student. Although Course Coordinators are advised that they may share the SAP with any staff member who has responsibility for implementing any of the adjustments (including tutors), they often miss this advice due to the volume of information they contend with, especially at the beginning of the semester.

Additionally, very few work areas were able to identify the number of staff who requested work adjustments because there is neither a central way of organising this information, nor had the individual areas developed methods of keeping track of this. Those who did report a number reported very low numbers. This makes it impossible to know to what degree the University is responding to its legal obligations toward its staff who have need of reasonable adjustments. During implementation, at least one work area asked Workplace Diversity and Inclusion if gathering such information would breach confidentiality. This again points to lack of knowledge of disability and the legal obligations that all workplaces have to include people with disabilities.

#### **Disability Action Plan 2023 – 2025**

Objective 6: We value all our staff and students, including those who experience disabilities or are carers of people with disabilities, and are committed to their retention and development  
*6.1 People with disabilities are able to self-identify using our systems in a safe and supportive way*

Objective 7: We anticipate the needs of people with disabilities and carers of people with disabilities and have a robust process for making any adjustments that may be needed for individuals

## **4.4 Visibility**

UQ should increase visibility of staff and students with disabilities and those who stand with them via internal and external campaigns. Much in the same way that visibility has normalised and allowed LGBTQIA+ staff and students to come out and to bring their whole selves to work/study, visible signs of support for people with disabilities would help to normalise the experiences of those with disabilities and help to bring more realistic understandings about what having a disability may or may not mean for that person's work or study.

#### **Disability Action Plan 2023 – 2025**

Objective 4: Our communications, marketing and events are accessible to people with disabilities

*4.4 Support best practice across UQ and facilitate a culture of inclusivity*

## **5. Reflections on Reporting of 2018-2021 DAP**

### **5.1 Goal setting**

In the last stakeholder survey (refer to [Appendix 2](#)), there is inconsistency in how each stakeholder reported their progress. Some stakeholders rated their progress as a “6” or “7” but provided minimal evidence to support this high rating. Similarly, it is common for stakeholders to include vague phrases such as “providing an inclusive culture” as evidence for their implementation.

When asking Stakeholders for evidence, it must be made clear that evidence provided should be concrete and based on specific actions taken by the stakeholder. Further, to more widely include the whole university, each area, particularly “Responsible Stakeholders”, should set tangible goals for themselves and specific actions for disability inclusion at the start of each year as part of their regular planning process. In this way, all areas will be better able to assess their progress against initial goals and be better able to articulate their work towards disability inclusion.

## **5.2 Helping stakeholders understand the knowledge, actions and behaviours that contribute to disability inclusion**

Some of the 2018-2021 DAP objectives may be similar to each other or may be specific to a particular area of the University. As such, there was a tendency for some stakeholders to repeat their responses across the objectives (e.g. providing the same evidence for All of UQ Objective 1 and for Staff Objective 1), or to leave answers blank. The similarities, or seeming inapplicability in DAP objectives may prevent stakeholders from being able to identify nuances or clarify for themselves how an objective or action might apply to them. In future, having a guide or checklist of disability inclusive knowledge, actions and behaviours may help the general population of UQ to better understand what they can do to further disability inclusion beyond compliance with the law.

## **5.3 Increase staff knowledge and capability**

Based on responses to the survey, there are still many misconceptions about people with disabilities. Some stakeholders only seem to be aware of physical disabilities while not taking into consideration “invisible” disabilities. This may impact how they implemented DAP actions. For example, some areas may focus on providing accessibility options for people with physical disability (e.g. accessible toilets) but not on providing options for people who are neurodiverse (e.g. low sensory areas).

A lack of fundamental awareness of disability and disability inclusion can also lead to tokenistic examples which are meant to demonstrate “inclusion”, but only highlight a lack of awareness of the extensive presence of people with disabilities in the University. This leads to real instances of discrimination, or near discrimination, where because of a lack of awareness, managers may not approve legitimate requests for reasonable adjustments, or may not make an accurate assessment of situations in which a person with a disability makes a complaint.

A concerted, unified effort to increase staff awareness about disability inclusion is strongly recommended. One way to do this efficiently would be for each Central unit, School and Institute to actively encourage staff who supervise others to participate in the “Staff Disability Inclusion Masterclass” offered by Workplace Diversity and Inclusion, whilst encouraging all student facing staff to complete the online “Diversity Disability and Inclusion” module. There are also several other options for learning more generally about disability and disability inclusion on offer for staff via Workday, giving staff options for furthering their learning in this area.

Enhancing staff understanding will reduce the risk of tokenism in reporting. For example, reporting that one particular staff member with a disability participated in an awareness raising activity can be seen as a form of tokenism. Stakeholders should be aware that this kind of activity does not equate to progress in disability inclusion.



## 5.4 Distinguishing between self-facing action and client-facing action

It was clear that many areas had difficulty thinking about disability inclusion for both their own unit's staff members as well as for their "client" cohort (staff, students and external clients respectively). Some areas did not discuss what they had addressed for their own staff, speaking only about what they did for clients.

## 6. Conclusion

The University of Queensland made notable achievements towards the objectives of the Disability Action Plan (DAP) 2018-2021, with organisational units initiating a range of actions that promote disability inclusion. This resulted in accomplishments such as receiving recognition for excellence, making digital infrastructure improvements, and developing training programs and resources for students and staff. The reports from stakeholders over the life of this DAP indicate that some have made more progress than others, and while some actions are still in progress or not started, factors such as funding, resourcing, or the long-term nature of some actions have contributed to this. The next iteration of the DAP will focus on refining disability inclusion, seeking improvements which are both achievable and which will have a demonstrable impact on the disability inclusion landscape. It is essential to acknowledge the efforts made towards the completion of the actions in this DAP which have made it possible for the University to continue working towards a more inclusive environment for people with disabilities.

## Appendix 1. UQ Disability Action Plan Progress 2018-2021

- Complete or embedded as BAU (may be ongoing)
- Started/In progress; or completed/embedded in some areas of the University but not others
- Not started or just started; or not completed to intended outcome

<b>All of UQ Community</b>					
<b>Action</b>		<b>Responsible Stakeholders*</b>		<b>Timeline</b>	<b>Measure of success</b>
<b>Objective 1: Communicate and promote disability inclusion across, and outside of, UQ</b>					
1.1	Ensure that disability inclusive language and images are used in all UQ media, communication and marketing collateral.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (External Engagement)</li> <li>• <b>Responsible officer:</b> Office of Marketing and Communication</li> </ul>	Ongoing for life of plan	Disability inclusion is included in UQ Style Guide.	
1.2	Identify and promote champions and/or examples of good practice and research in disability inclusion at UQ.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (External Engagement)</li> <li>• <b>Responsible officer:</b> Office of Marketing and Communication</li> <li>• <i>In consultation with:</i> DIG, Schools/Faculties and Institutes, Human Resources and Student Services</li> </ul>	Ongoing for life of plan	At least two people/examples recognised in UQ media channels.	
1.3	Promote the existence, and implementation, of the DAP to the UQ community.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Provost</li> <li>• <b>Responsible officer:</b> DIG, Pro-Vice-Chancellor, Office of the Provost</li> <li>• <i>In consultation with:</i> Office of Marketing and Communication</li> </ul>	Ongoing for life of plan	DAP is available to UQ community and is communicated to all staff annually.	
1.4	Continue to improve the communication/promotion of internal and external teams that can provide specialist advice and support relating to disability inclusion to the UQ community to raise awareness about these information and support services.	<ul style="list-style-type: none"> <li>• <b>Owners:</b> Deputy Vice-Chancellor (Academic) and Chief Operating Officer</li> <li>• <b>Responsible officers:</b> Human Resources and Student Services</li> <li>• <i>In consultation with:</i> Office of Marketing and Communication and Information Technology Services and Property and Facilities</li> </ul>	Ongoing for life of plan	Information is made available to UQ community.	

Action		Responsible Stakeholders*	Timeline	Measure of success
<b>Objective 2: Ensure UQ's physical infrastructure embodies all elements of disability inclusion and physical access</b>				
2.1	Monitor the University accessibility maps to ensure their accuracy for all UQ locations.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> </ul>	Ongoing for life of plan	Updated at least annually, informed by user feedback sought each year.
2.2	Embed information about accessibility into UQ maps and UQNav	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> <li>• <i>Supported by:</i> Information and Technology Services</li> </ul>	2020	Accessibility information is available on UQ maps and UQNav.
2.3	Continue to improve the process of communicating temporary impediments to accessibility across all University locations.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> <li>• <i>Supported by:</i> Information and Technology Services and Office of Marketing and Communication</li> </ul>	Ongoing for life of plan	Information is more accessible to more of the UQ community in a timely manner.
2.4	Commit to ensuring that all new, and refurbishment of, buildings are informed by a specialist in physical accessibility for persons with disability in the design phase.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> </ul>	2021	A specialist in physical accessibility is engaged in all building projects.
2.5	Develop a process for accessibility features of rooms to be communicated to users, such as through the Teaching Space Management website.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Teaching Space Management</li> <li>• <i>In consultation with:</i> Property and Facilities and Information and Technology Services</li> </ul>	2020	Accessibility features of central teaching rooms are communicated on the Teaching Space Management website.
2.6	Improve the signage of accessible routes at all UQ locations.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> <li>• <i>Supported by:</i> Office of Marketing and Communication and DIG</li> </ul>	2019, continued for life of plan	Signage is improved, based on user feedback, and consistently monitored.
2.7	Maintain accessible pathways to ensure that accessibility is not compromised.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> </ul>	Ongoing for life of plan	Decrease in the number of reports of compromised accessibility through PF Assist.

	Action	Responsible Stakeholders*	Timeline	Measure of success
2.8	Establish a mechanism for the UQ community to provide feedback on physical accessibility.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Property and Facilities</li> </ul>	2020	Feedback mechanism established.

Objective 3: Ensure UQ's digital infrastructure and content embodies all elements of disability inclusion and accessibility				
3.1	Continue to improve UQ website platforms and design to ensure compliance with at least WCAG 2.0.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> </ul>	Ongoing for life of plan	Website platforms comply with at least WCAG 2.0.
3.2	Embed a requirement for compliance with at least WCAG 2.0 in UQ procurement policies and procedures.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Finance and Business Services</li> </ul>	2020	A requirement for compliance with at least WCAG 2.0 is included in UQ procurement policies and procedures.
3.3	Ensure that all current, and future, online learning platforms are at least WCAG 2.0 compliant.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> <li>• <i>In consultation with:</i> Institute for Teaching, Learning and Innovation and University Staff Development Committee</li> </ul>	2019 and ongoing for life of plan	Process and/or policy established to ensure all current, and future, online learning platforms are at least WCAG 2.0 compliant.
3.4	Apply the recommendations from the 2018 Jisc Accessibility Snapshot, where appropriate.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> <li>• <i>In consultation with:</i> Deputy Vice-Chancellor (Academic) portfolio</li> </ul>	2020	UQ Jisc Accessibility Snapshot implementation plan implemented.
3.5	Identify point/s of contact for students and staff with disability to seek IT support, including the use of assistive technologies, within the UQ digital environment.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> <li>• <i>In consultation with:</i> Library, Student Services and Workplace Diversity and Inclusion</li> </ul>	2020	Point/s of contact established and communicated to UQ community.

	Action	Responsible Stakeholders*	Timeline	Measure of success
3.6	Identify point/s of contact with expertise in digital accessibility who can be drawn on to inform the development and implementation of all relevant projects and programs, including teaching and learning resources, to ensure consistent application and consideration of digital accessibility across the University.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> </ul>	2020	Point/s of contact established and communicated to UQ community.
3.7	Monitor website content, where possible, to ensure compliance with at least WCAG 2.0.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> </ul>	Ongoing for life of plan	Include WCAG 2.0 in checklist used to monitor centralised websites.
3.8	Continue to provide opportunities for web accessibility training for all staff involved in website content development and management.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> </ul>	Ongoing for life of plan	Web accessibility training is continued to be provided to all staff involved in website content development and management.
3.9	Continue to seek preferred suppliers and publishers who provide learning resources and publications in various accessible formats.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Library</li> </ul>	Ongoing for life of plan	Preferred accessible suppliers and publishers are prioritised.
3.10	Ensure that all videos and digital media content that is developed by the University is accessible to all people, including having captions on all videos.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (External Engagement)</li> <li>• <b>Responsible officer:</b> Office of Marketing and Communication</li> <li>• <i>Supported by:</i> Information and Technology Services, Deputy Vice-Chancellor (Academic) portfolio; Faculties and Schools</li> </ul>	Ongoing for life of plan	Digital accessibility requirements are embedded in policy/process for digital media development.

Action	Responsible Stakeholders*	Timeline	Measure of success
<b>Objective 4: Provide a welcoming and inclusive community for persons with disability</b>			
4.1	Provide education and training opportunities for UQ students and staff that provide them with the knowledge and skills to support staff and students with disability and contribute to a disability inclusive culture at UQ.	<ul style="list-style-type: none"> <li>• <b>Owners:</b> Chief Operating Officer and Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officers:</b> Workplace Diversity and Inclusion, Student Services</li> <li>• <i>Supported by:</i> University Staff Development Committee</li> </ul>	Ongoing for life of plan  At least three workshops are provided to UQ staff and students each year.
4.2	Continue to work as a consultative group for all disability inclusion matters, in accordance with its Terms of Reference.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Provost</li> <li>• <b>Responsible officers:</b> DIG, Pro-Vice-Chancellor, Office of the Provost</li> </ul>	Ongoing for life of plan  Annual plan provided to PVC each year.
4.3	Recognise the multiple locations that comprise the University environment, and ensure that all persons with disability have access to equivalent levels of support and information resources across all University locations.	<ul style="list-style-type: none"> <li>• <b>Owners:</b> Provost, Deputy Vice-Chancellor (Academic) and Chief Operating Officer</li> <li>• <b>Responsible officers:</b></li> <li>• Human Resources</li> <li>• Student Services</li> <li>• Property and Facilities</li> <li>• Information and Technology Services</li> <li>• Schools/Faculties and Institutes</li> <li>• Library</li> </ul>	Ongoing for life of plan  Relevant programs, plans, policies and initiatives explicitly include coverage of at least St Lucia, Herston and Gatton campuses.
4.4	Ensure that all learning materials and course work, including online content such as the UQ2U program, is inclusive and representative of the diverse UQ community.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Institute for Teaching, Learning and Innovation</li> <li>• <i>Supported by:</i> Schools/Faculties and Institutes, Workplace Diversity and Inclusion</li> </ul>	Ongoing for life of plan  Evidence of diversity and inclusion being embedded in learning materials.
4.5	Develop a list of people with disability in the UQ community who may be engaged by staff who need to test their training, programs, products etc to ensure they are accessible, on a casual or contract basis.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Provost</li> <li>• <b>Responsible officer:</b> Pro-Vice-Chancellor, Office of the Provost, DIG</li> <li>• <i>In consultation with:</i> Human Resources and Student Affairs</li> </ul>	2020, and continued for life of plan.  Process is established, and at least one person engaged through the process.

	Action	Responsible Stakeholders*	Timeline	Measure of success
4.6	UQ will continue to promote and support academic and student research which help it become a disability courageous organisation.	<ul style="list-style-type: none"> <li>• <b>Owners:</b> Provost and Deputy-Vice-Chancellor (Research)</li> <li>• <b>Responsible officers:</b> Graduate School and Faculties/Schools and Institutes</li> <li>• <i>In consultation with:</i> Office of Marketing and Communication, Student Services and Workplace Diversity and Inclusion</li> </ul>	Ongoing for life of plan	At least one piece of research completed is promoted through UQ media channels.

Objective 5: Provide support to UQ students and staff who have a mental health condition				
5.1	Implement the UQ Mental Health Strategy 2018-2020.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Mental Health Strategy Project Board</li> </ul>	Ongoing for life of plan	Mental Health Strategy is implemented.

<b>STAFF</b>			
Action	Responsible Stakeholders*	Timeline	Measure of success
<b>Objective 1: Gain a better understanding of staff with disability experiences at UQ</b>			
1.1	Implement an option for staff to identify their disability in the Human Resources Enterprise System (HRES).	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Human Resources</li> <li><i>In consultation with:</i> Information and Technology Services</li> </ul>	2021 Staff with disability are able to voluntarily self-disclose through the HRES.
1.2	Address inaccessibility issues identified with the current Human Resources Information System to ensure that it is accessible for all staff.	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Human Resources</li> <li><i>In consultation with:</i> Information Technology Services and external service provider</li> </ul>	2021 Accessibility issues are addressed.
1.3	Include disability demographic information for all-staff engagement and/or diversity surveys and analyse the data to gain a better understanding of the experiences of staff with disability.	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Workplace Diversity and Inclusion</li> <li><i>Supported by:</i> Human Resources</li> </ul>	2019, continuing for life of plan Disability demographic data is included in staff engagement and/or diversity surveys.

<b>Objective 2: Encourage suitably qualified persons with disability to apply for positions at all levels across the University</b>			
2.1	Monitor recruitment processes to ensure that they are accessible and inclusive of persons with disability in practice.	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Human Resources</li> </ul>	Ongoing for life of plan Recruitment processes are reviewed annually to ensure universal design principles are embedded.
2.2	Continue to strengthen recruitment processes to ensure they reflect best practice to attract diverse candidates.	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Human Resources</li> </ul>	Ongoing for life of plan Recruitment processes are reviewed annually to ensure diversity and inclusion principles are embedded.
2.3	Continue to develop partnerships with disability employment service providers to create employment opportunities for persons with disability.	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Workplace Diversity and Inclusion</li> </ul>	Ongoing for life of plan At least one partnership is developed.
2.4	Continue to provide educational opportunities to hiring managers with respect to disability inclusion.	<ul style="list-style-type: none"> <li><b>Owner:</b> Chief Operating Officer</li> <li><b>Responsible officer:</b> Workplace Diversity and Inclusion</li> <li><i>Supported by:</i> Human Resources</li> </ul>	Ongoing for life of plan At least one workshop is provided to staff engaged in recruitment each year.



Action	Responsible Stakeholders*	Timeline	Measure of success
<b>Objective 3: Address barriers and challenges in the workplace that may impact the participation of persons with disability</b>			
3.1	Implement the UQ Staff Reasonable Adjustment Procedure ensuring that managers and supervisors have access to training, information and support to guide the process.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Workplace Diversity and Inclusion</li> <li>• <i>Supported by:</i> Human Resources</li> </ul>	2019 Procedure is in place and supported by a communication strategy, which include education.
3.2	Embed disability inclusion initiatives in the Workplace Diversity and Inclusion Strategy and associated Action Plan that are evidence-based and designed to remove barriers and challenges.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Workplace Diversity and Inclusion</li> </ul>	2019, continuing for life of plan Disability inclusion initiatives are embedded in the Strategy and Action Plan.
3.3	Include disability inclusion information in induction programs.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Human Resources</li> <li>• <i>In consultation with:</i> Workplace Diversity and Inclusion</li> </ul>	2019, continuing for life of plan Disability inclusion information is embedded in induction program.
3.4	Develop guides to inform how disability inclusion may be embedded in all areas of the employee life cycle.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Workplace Diversity and Inclusion</li> </ul>	2021 At least one new guide is developed.

STUDENTS					
Action		Responsible Stakeholders*		Timeline	Measure of success
<b>Objective 1: Contribute to student retention and success through the provision of an informed and supportive pre-arrival and orientation environment</b>					
1.1	Promote and encourage pre-admission discussions with Student Services with potential students as part of our promotion to future students, signalling our positive and inclusive, supportive environment.	<ul style="list-style-type: none"> <li><b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li><b>Responsible officer:</b> Student Services</li> <li><i>In consultation with:</i> Schools/Faculties and Institutes, Graduate School, UQ International, Academic Services and Library</li> </ul>	Ongoing for life of plan	Number of pre-admission discussions increase by 20%.	
1.2	Develop clear inherent requirement statements for each program as required, to be available to prospective students and the University community, so that students are able to make informed study choices.	<ul style="list-style-type: none"> <li><b>Owner:</b> Provost</li> <li><b>Responsible officers:</b> Faculties/Schools and Institutes</li> <li><i>In consultation with:</i> Academic Services Division</li> </ul>	2021	Inherent requirement statements exist for all programs.	

<b>Objective 2: Provide a supportive and high quality student experience for students with disability</b>				
2.1	Monitor retention among UQ students who identify as having a disability and evaluate the effectiveness of the support measures in place for students with disability, on an annual basis.	<ul style="list-style-type: none"> <li><b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li><b>Responsible officer:</b> Student Services</li> <li><i>In consultation with:</i> Schools/Faculties and Institutes</li> </ul>	Annually during the life of the plan	Retention rate is provided in DAP annual report and continues to increase.
2.2	Continue to implement processes so that Library has advanced notice of the enrolment of students with disabilities in courses so the preparation of reading materials can be prioritised.	<ul style="list-style-type: none"> <li><b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li><b>Responsible officer:</b> Student Services</li> <li><i>In consultation with:</i> Library</li> </ul>	Ongoing for life of plan	Process in place is monitored and evaluated regularly.
2.3	Continue to provide access to the Library collection for students and staff with visual impairments and other print disabilities, through digitisation, and through seeking and adopting new and developing technologies in the field.	<ul style="list-style-type: none"> <li><b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li><b>Responsible officer:</b> Library</li> </ul>	Ongoing for life of plan	Access to the Library collection is available to all students.

	<b>Action</b>	<b>Responsible Stakeholders*</b>	<b>Timeline</b>	<b>Measure of success</b>
2.4	Continue to consult with students with disability, and other relevant stakeholders, as to what physical, support based, and virtual improvements can be made to improve their student experience.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Services</li> <li>• <i>In consultation with:</i> DIG</li> </ul>	Ongoing for life of plan	At least five students are consulted with on their student experience.
2.5	Provide improved communication, support, and advice to academic staff regarding the development and implementation of student access plans for students with disability.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Services</li> <li>• <i>In consultation with:</i> Schools/Faculties and Institutes, Information and Technology Services and Library</li> </ul>	Ongoing for life of plan	Feedback mechanism put in place for academic staff and students, with majority of feedback received being positive.
2.6	Review the process for communicating and supporting academic staff to implement exam adjustments. This will be informed by the Inherent Requirements. Additional guidance required at a local level for 'in-class' or non-centrally supported examinations.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Academic Registrar</li> <li>• <i>In consultation with:</i> Schools/Faculties and Institutes</li> </ul>	2021	Revised process is in place.
2.7	Ensure that Higher Degree Research (HDR) students with disability have access to appropriate support and that the available support is appropriately communicated to HDR students.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Services</li> <li>• <i>In consultation with:</i> Graduate School, Schools/Faculties and Institutes and Library</li> </ul>	Ongoing for life of plan	At least 10% of HDR students who disclose a disability access support.
2.8	Develop guides to assist student-facing staff to support students with disability.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Services</li> </ul>	2019	Guides in place.
2.9	Continue to provide the Zoom Mentoring program, with a focus on remote UQ locations.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Services</li> </ul>	2020	Zoom Mentoring program is provided.
2.10	Develop employability opportunities for students with disability, for example the Neurodiversity Hub.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Employability Centre</li> </ul>	Ongoing for life of plan	At least two new employability opportunities provided.

Action		Responsible Stakeholders*	Timeline	Measure of success
2.11	Strengthen the voice-to-text features of lecture recordings to ensure all students can access lectures online.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Chief Operating Officer</li> <li>• <b>Responsible officer:</b> Information and Technology Services</li> </ul>	2021	Voice-to-text features of lecture recordings are useable.
2.12	Investigate opportunities to improve communication and engagement with students about support services available for students with disability to reach students who acquire disability during their studies.	<ul style="list-style-type: none"> <li>• <b>Owner:</b> Deputy Vice-Chancellor (Academic)</li> <li>• <b>Responsible officer:</b> Student Services</li> <li>• <i>In consultation with:</i> Office of Marketing and Communication</li> </ul>	2021	Review of current communication and engagement processes is completed and improvements identified.

## Appendix 2. Disability Action Plan Final Year Stakeholder Reports 2020 – 2021

This report summarises key stakeholders' progress in addressing the Disability Action Plan (DAP) in its final year. In 2021, Workplace Diversity and Inclusion (WDI) sent out a survey to central units, schools, faculties and institutes across UQ asking how they implemented each DAP objective (i.e., champion disability inclusion) in their local areas within the reporting period of 1<sup>st</sup> July 2020 to 30<sup>th</sup> June 2021 as well as their future plans for the following year. For each objective, the stakeholders were asked to rank their progress on a Likert scale and to provide examples and evidence of progress on each main Objective. In addition, there were questions about how they were impacted by COVID-19 and plans for initiatives to minimise that impact. This report includes stakeholders' feedback on their progress in implementing DAP actions toward the Objectives and provides recommendations for how to improve stakeholder reporting in future rounds.

### The Survey

#### Survey structure and instructions

The survey asked stakeholders how they progressed against DAP objectives, which were categorised into disability inclusion for 1.) The Whole UQ Community, 2.) Staff and 3.) Students (including undergraduates through Higher Degree by Research [HDR students]). In particular, the stakeholders were asked to rate for themselves how well they addressed each DAP objective on a scale of 1 (no progress in this reporting period) to 7 (consistently and evidently implemented), and to provide evidence that supported their rating.

For staff inclusion, each area was also asked to identify the number of staff who required workplace adjustments, and to outline the evidence for successes or challenges associated with those adjustments. In addition, the survey asked how stakeholders plan to implement DAP in the next reporting period of 2021-22 as well as their recommendations on how UQ can improve disability inclusion. Finally, work areas which are not student facing (e.g. Human Resources) were instructed to select 'N/A' for the questions in the Student Section.

#### COVID-19

The survey includes questions about how the stakeholders were impacted by COVID-19. There are 3 questions in total: 1.) How did COVID-19 impact your staff and/or students with disabilities during this Reporting Period? 2.) What did your area do to successfully respond to those impacts? Please tell us what made these responses/ initiatives successful and 3.) What strategies, if any, were unsuccessful in responding to those impacts? Please tell us what made these responses/ initiatives unsuccessful? Stakeholders provided open-ended responses to these questions.

**Table 1. Survey questions about DAP objectives**

Question number	Questions	Average Self-Rating Across Stakeholders
<b>The Whole UQ Community</b>		
1	<b>Objective 1:</b> Communicate and promote disability inclusion across, and outside of UQ for your area	4.6
2	<b>Objective 2:</b> Ensure UQ's physical infrastructure in your area embodies all elements of disability inclusion and physical access	4.7
3	<b>Objective 3:</b> Ensure UQ's digital infrastructure and content in your area embodies all elements of disability inclusion and accessibility	4.8
4	<b>Objective 4:</b> Provide a welcoming and inclusive community in your area for persons with disability	4.4
5	<b>Objective 5:</b> Provide support to UQ students and staff who have a mental health condition	4.8
<b>Staff</b>		
6	<b>Objective 1:</b> Gain a better understanding of staff with disabilities experiences at UQ	4.0
7	<b>Objective 2:</b> Encourage persons with disability to apply for positions at all levels within your area	3.7
8	<b>Objective 3:</b> Address barriers and challenges in your work area that may impact the participation of persons with disability	4.5
9	<b>Objective 4:</b> Successfully planned, implemented and reviewed (as appropriate) workplace adjustments in consultation with the staff member who raised a need for adjustments	4.2
10	Please indicate the number of staff members who required workplace adjustments.	N/A
<b>Student</b>		
11	<b>Objective 1:</b> Contribute to student retention and success through the provision of an informed and supportive pre-arrival and orientation environment for your area	4.8
12	<b>Objective 2:</b> Provide a supportive and high quality student experience for students with disabilities within your area	4.8
13	<b>Objective 3:</b> Successfully implemented Student Access Plan adjustments in consultation with the Student who raised a need for adjustments, and communicated with the Diversity, Disability & Inclusion Advisers as needed	4.6
<b>Other Questions</b>		
	Please briefly list the top 3 achievements your area has made in relation t	N/A
15	Please briefly list any barriers or challenges your area has faced in relation to disability inclusion, beyond COVID related issues.	N/A

16	Please briefly outline the items in the DAP that you plan to implement or continue working on in the next Reporting Period (financial year 2021 - 2022).	N/A
17	What are some recommendations you would like to see implemented that relate to UQ-wide disability inclusion?	N/A
18	What are some recommendations you would like to see implemented that relate to the inclusion of staff with disabilities?	N/A
<b>COVID-19</b>		
19	How did COVID-19 impact your staff and/or students with disabilities during this Reporting Period?	N/A
20	What did your area do to successfully respond to those impacts? Please tell us what made these responses/ initiatives successful.	N/A
21	What strategies, if any, were unsuccessful in responding to those impacts? Please tell us what made these responses/ initiatives unsuccessful?	N/A

*Note:* Stakeholders rated their progress from a scale of 1 (made little progress) to 7 (made a lot of progress). These ratings are subjective based on self-assessments. Objectives related to staff are taken from local areas that are involved with staff only (see [Appendix 3](#) for more detail). Question 10 about number of assessments made may not be accurate as some area provided estimates which may be a combination of adjustments made for staff with disabilities as well as general adjustments for staff. Other and COVID-19 questions (15-21) required opened ended response and a summary of responses is provided later in the report.

## Methodology

A total of 34 stakeholders attempted to complete the survey. Nine stakeholders did not provide any evidence or examples of implementation. A total of 25 stakeholders are included in this report (See [Appendix 3](#) for list of stakeholders and contact person who completed the survey).

A member of the WDI Team reviewed all responses to the survey. There was a high overlap in responses across the questions for each stakeholder. For instance, answers which were provided for questions about disability inclusion for the wider UQ community were also included for questions about disability inclusion for staff. Because of this, the questions were collapsed into five broad categories: 1.) Current Progress and Achievements, 2.) COVID-19 impacts, 3.) Areas for Improvements for UQ, 4.) Suggestions for future plans for UQ disability inclusion, 5.) DAP Implementation in 2021-22. (Please note that the “DAP Implementation” section only contains information where specific DAP actions or objectives were directly referenced in the report). Responses from each stakeholder were categorised into these categories. A summary of progress for each stakeholder is reported in the next section. Note that some stakeholders reported evidence which was not related to disability inclusion and thus are not included in the report.

## Findings

This section outlines each stakeholder's progress in implementing DAP objectives within their local areas during the reporting period of 1 July 2020 to 30 June 2021.

### 1. Human Resources (HR)

#### *Current Progress and Achievements*

Workplace Diversity and Inclusion<sup>1</sup> is a point of contact for all things related to diversity, equity and inclusion for staff. WDI provides training (both online and in-person) to build Disability Confidence in managers and general staff members via the Staff Disability Inclusion Masterclass, offered 3 times in the reporting period. There were also 3 offerings of Managing a Diverse Team, and 3 offerings of Managing Unconscious Bias, both of which have elements of disability inclusion in them. Additionally, WDI advocates for inclusive and accessible learning materials and course work (4.1) to be developed via the Disability Inclusion Group (DIG), the Faculty and Institute Equity Diversity and Inclusion Committees (EDICs) and workshops, however direct action on this was not accomplished in the reporting period. Finally, through specially targeted channels on Teams and in committees in which WDI participates, WDI promoted the UQTedx, the Teaching and Learning week and the Research and Innovation Week events -all of which had diversity and inclusion themes, and included disability-related topics.

There was an improvement in training and data collection. For instance, disability demographic data was included in the 2021 Pulse Survey and the 2019 Voice Survey. WDI collaborated with the Talent Acquisition manager to create resources ensuring that recruitment processes are accessible and inclusive. However, the resources have not been reviewed since its development, and Recruitment has not specifically reviewed their processes for accessibility and disability inclusion. Within EAIT, the HR Client Partners made a concerted effort to ensure that all members of selection panels had undergone training in Unconscious Bias. WDI also continues to offer training to hiring managers in Disability Inclusion and Unconscious Bias. In addition, the procedure for Staff Reasonable Adjustments was put into place in 2021 and WDI has offered training on this. WDI also included disability initiatives to remove barriers in its internal strategy, though implementing these widely has been difficult. The new Appropriate Workplace Behaviours training (mandatory for all staff every 5 years) was created and launched. This included a section on reasonable adjustments and has examples that include disability. Finally, WDI completed and published the Inclusive Events and Meetings Guides, which gives specific advice on how to make events and meetings more accessible.

There was progress in the following: the Staff Disability Travel Fund was developed and offered to staff, Staff with Disability Reasonable Adjustment Procedure and form was finalised, WDI supported UQ's involvement in the Australian Human Rights IncludeAbility Network.

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<sup>1</sup> WDI was previously part of HR. The unit joined the Office of the Deputy Provost in December 2022.



## *Areas for Improvement*

During the reporting period and prior to that, there was no centralised way to track reasonable adjustments nor the confidential documents that would accompany that process. Thus, it was unclear how many staff identify with a disability or how many need reasonable adjustments. Along with this, there is no way to track how much money is actually being spent on reasonable adjustments, whether people are making use of JobAccess, or whether the most appropriate adjustments are being made.

There is also a concern about where confidential documents such as medical documentation has been stored. It is believed that these documents would largely be held by the supervisor or HR Client Partners in their individual filing systems or emails, and that there is no consistent way to smoothly transfer knowledge of a person's reasonable adjustments between supervisors if the employee moves to another area of the university or if the supervisor leaves the work unit.

There is also little understanding across the university of basic legal requirements for reasonable adjustments, and coupled with the decentralised way of managing adjustments, it is unclear how often staff members' requests for reasonable adjustments may have been rejected because of a lack of knowledge about how to fund adjustments or about what a person with a disability's rights are.

## *Suggestions for Future Plans*

- Mandatory training in disability/disability inclusion for anyone in managerial roles, HR Client Partnering, and for those who need to complete DAP actions or reporting would significantly reduce legal risk to the University and more generally reduce safety risks (both physical and cultural). It would potentially, also help to ensure better general inclusion of staff and students with disabilities.
- Centralised systems for organising reasonable adjustments for staff are considered best practice and have been implemented by very large companies such as Microsoft and Accenture. Centralising the process and funding for reasonable adjustments would mitigate significant risk to the University by allowing for secure storage of confidential information, having a consistent way to manage and plan for funding for adjustments, having consistent decisions around what is "reasonable" and having a consistent way to ensure that a person does not need to repeatedly go through a process of explaining how they are impacted by their condition in a work environment each time they change roles or have a new manager.
- An establishment of a Community of Practice for staff who work or research in the area of disability would serve to build UQ's leadership in this space.

## *COVID-19 Impacts*

Like many areas, some staff within HR found that for the first time, their needs around flexible work were met. However, other staff found that their mental health suffered with the imposed isolation of lockdown, or that they had reduced access to meetings via Zoom (e.g. for hard of hearing and deaf staff, or staff who did not have reliable internet). Additionally, the movements that began

happening with staff changing jobs towards the beginning of 2021 in combination with a practice of not hiring to replace staff who left, meant that across UQ, HR has been hearing about how stretched people feel including within HR (anecdotally). Snap lockdowns have also continued, and this has derailed events and other interactions, which can be unsettling for some staff. The areas within HR have, to varying degrees, found ways to cover the losses of staff, though not entirely. People were supported on a case-by-case basis. There was a blanket expectation that all staff should return to campus without much thought to the difficulties that this could cause to some individuals. Some staff felt that the expectation was to continue to be supportive of students through the continually transitioning expectations and environments during the pandemic, but there was not much acknowledgement of the difficulties facing staff members themselves, and that the same considerations need to be applied.

### *DAP Implementation*

**Staff 1.1** The WDI team will work toward improving the disability identifiers on Workday.

**All of UQ 4.2** To improve the processes for leveraging assistance from the DIG on disability inclusion work outside of meeting time by having clear tasks for the working parties.

**Staff Objective 3** The team will run focus groups with staff with disabilities to better understand the experiences and needs of Staff with disabilities .

**All of UQ 4.1** Finally, WDI will work with other areas of HR to improve accessibility in their processes through targeted training and joint projects (e.g. recruitment guide).

## 2. Chief Operating Officer Office

This includes Health, Safety and Wellbeing (HSW), Governance & Risk (G&R) as well as Integrity Unity (IU).

### *Current Progress and Achievements*

**Health Safety and Well-being.** HSW assisted faculties and institutes across UQ on accessibility issues for staff and students. For instance, HSW contacted Properties and Facilities (Properties and Facilities) to organise alternative accessible pathways in areas where there was a construction or a renovation. New staff with disabilities were supported by Ergonomics and Rehabilitation Advisor, in collaboration with Properties and Facilities, who made assessments of the current workstations and provide additional equipment and adjustments to ensure appropriate workspaces (e.g. workstations are height adjustable). HSW has also been an ongoing and active member on the Disability Inclusion Group (DIG).

In terms of mental health support, HSW referred staff or students to an appropriate point of contact (e.g. HR/Workplace Psychologists/ Employee Assistance Program [EAP]) and provided a Wellness Program for staff. HSW also ensured there is an Employee Assistance Program link available on UQSafe Incident Database to inform staff that help is available following an incident or near miss.

HSW did not actively recruit staff with a disability but also did not discourage anyone with a disability from applying for roles in the team. Job descriptions in the team included a standard diversity and inclusion statement.

**Governance & Risk (G&R).** G&R reported a respectful and inclusive culture. For instance, the unit provided flexible work options to meet individual staff needs and requirements. The Acting Director (in 2021) completed an intersectionality workshop to gain a better understanding on how to ensure inclusive team culture. In terms of mental health support, G&R provided information on EAP and leave options for its staff.

**Integrity Unit (IU).** IU is a small team of 6 people and had limited capacity to implement DAP actions. However, the building in which the team was located is accessible via lift and the doors are wide enough to accommodate anyone with a wheelchair. In terms of mental health, IU reported having relevant resources and knowledge to assist staff when needed.

### *Areas for Improvement*

**Health Safety and Well-being.** In the building where HSW is situated, there are three lifts that accommodate staff with physical disabilities; however, there is only one ambulant toilet in proximity. If a worker with a disability commenced on the team, the kitchen area and door mechanisms would need to be assessed to accommodate some people with disabilities.

**Governance & Risk (G&R).** There was no review of the accessibility of work areas or digital infrastructure for staff. In part, this was because there are no staff publicly identifying with a disability within the unit.

**Integrity Unit (IU).** The team was located in Cumbrae-Stewart Building (72) where the bathrooms are not accessible for wheelchairs.

### *Suggestions for Future Plans*

**Health Safety and Well-being.** UQ should provide more support to implement assistive technology for online workshops/seminars.

### *COVID-19 Impacts*

**Health Safety and Well-being.** Resources were provided to staff who transitioned to working from home.

### *DAP Implementation*

**Health Safety and Well-being.**

**All of UQ 2.1, 2.3** Continue to report any issues to P&F relating to UQ maps and impediments to accessible paths of travel.

**All of UQ 2.4** Continue to review PREMS for compliance with accessibility requirements and physical safety and ergonomics.

**Staff 3.1** Provide advice on reasonable adjustments as required.

**Governance & Risk:**

**Staff 3.1, 3.2** Will continue high uptake of flexible work arrangements

### 3. Queensland Brain Institute (QBI)

#### *Current Progress and Achievements*

QBI reported having an Equity, Diversity and Inclusion Committee (EDIC) and sharing resources regarding disability inclusion through its website. QBI renovations were compliant with *Disability Access* and the Building Codes of Australia (BCA). QBI website web content accessibility was improved for their major landing pages. The Institute increased awareness of mental health first aid training that is available and also provided increased communication with staff and students about how to access relevant support.

#### *Areas for Improvement*

QBI was aiming to improve parking arrangements (Ritchie Building, 64A) for research participants who attend Human Studies Clinic (All UQ Objective 2).

#### *Suggestions for Future Plans*

Information not provided.

#### *COVID-19 Impacts*

QBI staff who identified as having a disability required additional support to work remotely during the lockdown. This support was provided on a case-by-case basis with assistance from ITS and HSW team. QBI arranged free parking for vulnerable QBI staff so that they could use personal vehicles rather public transport to work.

#### *DAP Implementation*

Specific actions/objectives not referenced.

### 4. Provost and Deputy Provost Office

#### *Current Progress and Achievements*

The Offices of the Provost and Deputy Provost actively took part in the reporting of the DAP through participation in Senate Committee for Equity Diversity and Inclusion (SCEDI). The Deputy Provost regularly met with Chair of DIG in his capacity as the Executive Champion for Disability Inclusion. He supported the establishment of a disability travel fund to ensure that staff with disabilities have the opportunity to travel for work purposes, without concern for any additional funds they would need due to adjustments required whilst travelling. The Deputy Provost also represented the UQ Vice-Chancellor (VC) at a national network called IncludeAbility, which is a network of public and private sector employers initiated by the Australian Human Rights Commission to increase employment opportunities for people with disabilities. The current office entrances are via Brian Wilson Chancellery (61A) and JD Story (61). The former has an accessible entrance, but the latter may have limited accessibility.

## *Areas for Improvement*

Accessible entry (for wheelchair) to JD Story is limited to one side of the building with lift access on the ground floor.

## *Suggestions for Future Plans*

UQ can increase awareness of staff and students with disability, create universally designed and adjusted learning programs to meet students' needs. UQ should have more ambitious goals in disability employment and retention.

## *COVID-19 Impacts*

The Provost and Deputy Provost were involved in the Crisis Management Team (CMT) to handle the impact of lockdown and Work From Home for staff and student with disabilities.

## *DAP Implementation*

**All of UQ 1.3:** Promote the existence, and implementation, of the DAP to the UQ community.

**All of UQ 4.2:** Continue to work as a Executive Leads to the consultative group for all disability inclusion matters, in accordance with its Terms of Reference.

**All of UQ 4.5:** Progress the development of a list of people with disability in the UQ community who may be engaged by staff who need to test their training, programs, products etc to ensure they are accessible

**All of UQ 4.6:** UQ will continue to promote and support academic and student research which help it become a disability courageous organisation.

## 5. Information Technology Services (ITS)

### *Current Progress and Achievements*

For ITS staff, the unit promoted disability and inclusion initiatives via staff newsletters (Techtimes, posters, Chief Information Officer updates). Supervisors informed their teams about access to the EAP in their communications. ITS staff were given the option to work from home.

For the broader UQ community, ITS ensured that UQ software supported accessibility and worked with the Marketing and Communications (M&C) team to create the Digital Presence Procedure which was published in the UQ Policy and Procedure Library. The procedure item 3.4 includes a clear expectation that a UQ digital presence at UQ must be accessible for people with disabilities.

ITS implemented the new UQ Maps Solution with information about accessibility around campus (including a feature for those with impaired vision). ITS also included accessibility as part of the ICT procurement framework. The unit provided guidelines across UQ on creating accessible digital content. More accessible equipment was provided to the wider UQ communities (e.g. laptops with number pads that are compatible with screen reading software). Currently, Zoom, ECHO and Kaltura support automatic caption and transcript generators to assist learning for

students with a disability as well as to staff who use these platforms and need the captioning. ITS worked closely with Human Resources (HR), Marketing and Communications (M&C) and Institute of Teaching and Learning Innovation (ITaLI) to support the implementation of university-wide accessibility requirements for students and staff. In terms of recruitment, all job openings for ITS contained the standard diversity and inclusion statement. ITS worked with HR to follow best recruitment practices and adherence to UQ policies and procedures.

### *Areas for Improvement*

There is a lack of clarity at UQ about what organisational units are accountable for in addressing disability inclusion. The DAP identifies actions for specific groups but does not encompass all units within UQ. Therefore, it is unclear which actions are better taken centrally (e.g. HR) or locally (e.g. ITS).

### *Suggestions for Future Plans*

There should be more clarity about different organisational unit responsibilities in implementing disability inclusion. There should be a formal feedback process whereby persons with disability can comment about their experiences. Disability and inclusion champions should be more active in professional services. There needs to be sufficient funds allocated to progress initiatives to enact DAP initiatives. UQ should consider making automatic transcription and captions mandatory with a system in place to check for accuracy.

### *COVID-19 Impacts*

The transition to work from home impacted 2 ITS staff who required workplace adjustment as these adjustments were not made at their home offices. The pandemic affected the mental health of staff. The ITS team conducted regular check-ins (e.g. lunches) with members as well as provided resources (e.g. EAP). Some staff reduced work hours to support their mental health.

### *DAP Implementation*

Actions in progress/ongoing include:

**All of UQ 3.1, 3.3, 3.4, 3.8, 4.3**

## 6. Sustainable Mineral Institute (SMI)

### *Current Progress and Achievements*

One person at SMI identified as having a disability. A Personal Emergency Evacuation Plan was implemented for this person, and a mobility scooter was obtained. Issues impacting accessibility were addressed by HSW and facilities manager. SMI Staff members responsible for updating websites underwent training on how to improve digital accessibility and work in conjunction with the Communication and Engagement officer at the Institute. The Institute increased the number of Mental Health Champions (2 at Indooroopilly and 2 at St Lucia). There were posters to promote MH Champions in high traffic areas such as the lifts in the Institute. Institute wide meetings were held every month. It was an opportunity for the Director to check in with colleagues regarding their

wellness concerns. The Institute actively promoted R U OK Day and hosted regular morning teas. Two SMI staff members completed the Disability Masterclass. Adjustments to work stations have been made on a case to case basis. Height adjustable desks were provided to staff if requested through the HSW manager. In terms of recruitment, there hasn't been an active role for a person with disability to apply for.

### *Areas for Improvement*

There needs to be a clear process of identifying staff with disabilities to provide relevant support. There needs to be clarity on how to promote available UQ positions to those with disability.

### *Suggestions for Future Plans*

The Institute should host more diversity and inclusion activities to raise awareness.

### *COVID-19 Impacts*

WhatsApp groups have been created to encourage ongoing social connections. Supervisors organised regular catch-ups with their teams.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

- Including Disability support information on the SMI website.
- Encouraging staff and HDR's to disclose disabilities so they can be better and more effectively supported.
- Promote the Disability Inclusion Masterclass.
- Support from HR to assist with promoting SMI positions to those with disabilities.

## 7. Faculty of Business Economics and Law (BEL)

### *Current Progress and Achievements*

The faculty has an EDIC. The Faculty's campus in the city was designed to be accessible for people with disabilities. All new staff starting with the faculty were assessed on their workplace requirements and adjustment needs. Events hosted by the faculty were designed to be inclusive and assistance was provided to staff with a disability if needed. Digital media was designed to enhance inclusion, for example, PowerPoint slides were adjusted (e.g. colour and visibility) to assist visually impaired students. To support the mental health of staff, the faculty informed all new staff of Mental Health First Aid training and highlighted resources available. Staff were also provided with information about the EAP. There was a noticeable increase in the uptake of EAP services by the staff in the faculty in this reporting year.

The faculty had one targeted hire for an individual with a disability this reporting year with the aim to change a fixed term contract to continuing. The recruitment process was carried out in line with university guidelines to encourage persons with disability to apply for the advertised position.

To create a sense of inclusion for students, the schools invited representatives from Diversity, Disability & Inclusion (Student Services) to give a presentation at orientation at the start of each semester. Students with disabilities were encouraged to get Student Access Plans (SAPs) to assist with their experience at UQ.

### *Areas for Improvement*

It is difficult to be aware of staff's needs if this is not formally disclosed. There may be more staff with a disability but the faculty is not informed of this. There needs to be more mental health support.

### *Suggestions for Future Plans*

There needs to be a better recruitment strategy to support people with disabilities. UQ should standardise accessibility options and teaching platforms so each faculty doesn't have to replicate existing resources. There needs to be better data collection or an audit of the number of people with disabilities and the common support/access requirements to better support enterprise solutions. Supervisors should undergo training on how to best support staff with specific needs. UQ needs to promote research that aims to understand diversity and inclusion.

### *COVID-19 Impacts*

There were increased mental health concerns among staff and students during the pandemic. Some students needed visual aid assistance through online learning platforms. There were regular team check-ins for staff online and constant communication from the faculty. Both staff and students have social zoom activities organised to encourage social connection.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

Implement the actions in our EDI plan. Including actions to engage staff, students and industry.

## **8. Institute for Teaching and Learning Innovation (ITaLI)**

### *Current Progress and Achievements*

The Institute's achievements mostly relate to accessibility in learning. The Institute established an EDIC to help oversee areas relating to inclusion. The Institute ensured that digital content is in accordance with Action 3.3 in the DAP and that all online learning platforms are WCAG 2.0 Compliant. This includes the university's core eLearning system, Blackboard, Echo360, Turnitin, Kaltura, EdX. The UQ Library recently subscribed to SensusAccess, a product that helps students convert resources into alternate media so that it will be accessible to people who can't access



media/documents in their current formats. The University's external learning tool guideline also required staff to consider the DAP and Equity and Diversity guidelines which ensure that these tools are themselves accessible. The Institute also encouraged diversity and inclusion through its different initiatives such as the Teaching and Learning Professional Learning Program, UQ Student Strategy (2017-2020) and UQ2U team. Through its newsletters, teaching staff were reminded to enhance accessibility in their teaching by doing things such as ensuring captions are turned on for recordings. For Echo360 and Kaltura, automatic captions for recordings were turned on across UQ. Course coordinators were encouraged to include "course help" links on Blackboard which link students to support services.

Web content and newsletters were designed in line with W3c Web Content Accessibility Guidelines which means they can be read out loud by a screen reader and have voice-activated assistance services. All library areas are wheelchair accessible (e.g. ramp access and lift access).

The Institute included a diversity and inclusion statement in the position description when hiring. Staff are encouraged to undertake Disability Inclusion Masterclass training. Staff with disability received transportation support (e.g. drop off at the bus station). In terms of mental health support, the Institute also has a network of mental health champions and provides training and resources for staff. The Institute was also involved in mental health service renewal focus groups.

### *Areas for Improvement*

The evacuation procedure is not very inclusive. There can be more guidance on how to manage staff returning to work after the pandemic. Buildings can be more inclusive in their design.

### *Suggestions for Future Plans*

UQ should adopt new Threshold Standards for course design by the Teaching and Learning committee (which have inclusion goals) along with increased training on how to achieve inclusion amongst learning designers and teaching staff as guided by the Institute.

### *COVID-19 Impacts*

Students struggled with a sense of belonging. People with caring responsibilities were impacted. There was an issue around accessibility and workload management.

### *DAP Implementation*

**All UQ 3.3:** Ensure that all current, and future, online learning platforms are at least WCAG 2.0 compliant.

**All UQ 4.4:** Ensure that all learning materials and course work, including online content such as the DLU program, is inclusive and representative of the diverse UQ Community.

## 9. Faculty of Medicine

### *Current Progress and Achievements*

The Faculty Strategic Intent 2019-2021 included a commitment to UQ DAP. The faculty encouraged all staff to complete additional training courses each year, including the Disability, Diversity and Inclusion Training Program, and promoted this on the staff intranet page and through R&D processes. EDIC operated at faculty, school and centre level, and are avenues to support and promote disability inclusion. Medical Student Support Strategy has Disability Inclusion as an objective, and the Manager, Diversity, Disability and Inclusion, UQ Student Services, is a member of the Medical Student Aspirations and Support Advisory Group. Monthly newsletter to Medical students (and copied to staff) provided updates and reminders about student services offerings including in relation to Medical Student Support Team and Diversity, Disability and Inclusion Team. These newsletters were distributed in an easily accessible format. Medical Program Website provides information to incoming and current students. Although Mayne Medical Building is not very accessible (see below areas of improvements), handrails were installed at the main entrance steps.

The faculty established a good relationship with Student Services who provides advice on when a student with a disability will arrive at the Herston campus whereby adjustments will be made. Teaching staff worked closely with individual students who need extra support. Students can request for accessible learning materials such as notes with large fonts and documents in different background colours (i.e., assist with colour blindness). The laboratories in the School of Biomedical Sciences accommodate students with disabilities by providing a quiet space as well as a space for a carer when required. An achievement this reporting year is a student on SAP who received a grade 7 for their Honours project. Students with disabilities are also members of committees and working group.

In terms of mental health, the faculty had 10 Mental Health Champions. The majority of staff completed or planned to complete the Mental Health First Aid Course (new staff are encouraged to complete the program). The faculty took an active approach in ensuring mental wellness of student of staff. The Rural Clinical School identified stressors associated with students and staff dealing with participating in clinical placements and/or living in rural and regional areas, and planning strategies to alleviate the issues. This led to the revision of the Medical Student Support Strategy 2021-2023. The medical Student Support team and UQ counsellors provided one on one welfare checks and assistance with navigating policies and procedures. Students were provided a list of health practitioners who do bulk billing. Staff in the faculty aimed to know students with mental disabilities by name so they can quickly identify their email and quicken their response.

### *Areas for Improvement*

Currently, Mayne Medical Building doesn't meet disability access requirements, particularly relating to door access at the Eastern and Western ends of the level 2 floor. The faculty requested a review of the door and sought advice from Properties and Facilities (Properties and Facilities).

Online content across the schools is not consistently or universally accessible. This is an area of improvement that the faculty identified and will implement the universal design principle to develop curriculums that meet the diverse learning needs of students while at the same time reducing the need for adjustments for an individual student. A challenge is also access to SAP. Currently, there is difficulty in adding or sharing additional stakeholders to view the plan and provide holistic support to the student.

Many students assumed that SAP will roll over from year to year. However, there needs to be communication that an updated letter from a practitioner is required for ongoing support.

Students are not applying for exam adjustments early enough. Exam adjustments are too vague (e.g. if a student is being given an extra 10 minutes, it is unclear whether this will be requested by the student or the exam supervisor will monitor it).

### *Suggestions for Future Plan*

It is important that honorary and affiliated staff are trained on how to provide adjustment and support to students. SAP is restricted to course coordinators, this should be made available to relevant stakeholders to ensure maximum support to the student (e.g. clinical placement).

### *COVID-19 Impacts*

Mental health issue increased for both staff and students. Lack of face-to-face interactions made communication more challenging. Zoom sessions to support students were organised but attendance was low. There was an instance when SAP was not approved by one course coordinator but was approved by another. The student reacted positively but this led to a lot of back and forth communication.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

- Continue to improve the process of communicating temporary impediments to accessibility across all University locations (i.e. telepresence)
- Develop clear inherent requirement statements for each program as required, to be available to prospective students and the University community, so that students are able to make informed study choices.
- Review the process for communicating and supporting academic staff to implement exam adjustments. This will be informed by the Inherent Requirements. Additional guidance required at a local level for in-class or non-centrally supported examinations.
- Provide improved communication, support, and advice to academic staff regarding the development and implementation of student access plans for students with disability.

## 10. Properties and Facilities

### *Current Progress and Achievements*

The unit promoted funding through the Properties & Facilities Equity program for projects to enhance accessibility. The unit was involved in making St Lucia campus more accessible such as by conducting audits to improve UQ accessibility map, creating a new accessibility pedestrian link between Cooper Road and Staff House Road as well as incorporating accessibility solutions to building projects. The unit had the initiative to provide employment for a person with a disability within the grounds team. Workplace and technology adjustments were made for staff with disabilities, and height adjustable desks were provided to all staff in the office.

### *Areas for Improvement*

There was difficulty procuring a service to accurately audit existing pedestrian path gradient.

### *Suggestions for Future Plan*

More accessible toilets (i.e. Adult Changing facilities) at St Lucia campus and accessible pedestrian paths at Long Pocket campus.

### *COVID-19 Impacts*

There were no known impacts.

### *DAP Implementation*

[Specific DAP actions not referenced.]

**All UQ Community Objective 2**

**Staff Objective 3**

**Student Objective 2**

## 11. Australian Institute for Bioengineering and Nanotechnology (AIBN)

### *Current Progress and Achievements*

The Institute provided support for people with disabilities by creating more inclusive lab and office spaces and promoted awareness through inclusion events. Currently, the laboratories do not accommodate those needing wheelchairs (or physical disability due to wet labs) but other adjustments such as lighting have been made for people with light sensitivity. The Institute ensured that digital infrastructure is inclusive. The Institute also conducted a survey to better understand perceptions and needs of staff with disabilities in order to provide better support them. The Institute hired an intern identified as having a visual disability. In terms of mental health support, the Institute hosted sessions and events to support mental health including R U OK Day,

Men's Mental Health week and World Mental Health Day. The Institute also has a Gender Equity and Diversity Committee.

### *Areas for Improvement*

There needs to be a more accessible and inclusive environment in laboratories (e.g. wet labs).

### *Suggestions for Future Plan*

UQ should have one location that is "fit for purpose" such as having a wet lab environment for those with mobility issues. This may required working with the Pro Vice Chancellor (Research Infrastructure) for support.

### *COVID-19 Impacts*

The pandemic increased the number of staff with mental health concerns and those who required specific equipment and support to work from home. To address this, the Institute increased communication and inclusion events to encourage mental health, converted events and activities online and promoted UQ resources that provide mental health support. Team members also received physical adjustments such as additional equipment which they can bring home to assist with working.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

- Continue to improve AIBN website platforms and design to ensure compliance with at least WCAG 2.0
- Increased accessibility
- Expand and develop partnerships with disability employment service providers to create employment opportunities for persons with disability

## 12. The Queensland Alliance for Agriculture and Food Innovation (QAAFI)

### *Current Progress and Achievements*

The Institute provided information about disability inclusion and services on the website (including links to the DAP, employer's tool kit and other resource) as well as information about EDIC and Disability Inclusion Masterclass. Staff who were responsible for website editing also completed a Drupal Site Editor training that includes guidelines for improving digital accessibility. All senior staff involved in recruitment and selection panel participated in Managing Unconscious Bias training.

In terms of mental health support, the Institute embarked on an internal campaign to grow their Mental Health Champion Network. There were 9 champions. Mental health initiatives were promoted in bi-monthly forums, meetings and fortnightly newsletters (QAAFI Break). Buildings are

PWD compliant and in accordance with BCA including a recent refurbishment at Gatton (Level 6 Hartley Teakle) and at Long Pocket (Elkhorn). The Brisbane sites (such as Coopers Plains and Ecoscience Precinct at Dutton Park) are also PWD compliant, but the regional sites are perhaps less. Support for students is assessed on a case-to-case basis. The Institute were not informed of student disability or SAP for HDRs.

### *Areas for Improvements*

It is difficult to accommodate people with disabilities in older UQ buildings and at non-UQ sites (does not comply with PWD). It is hard to provide support for staff and students if they do not disclose information about their disability.

### *Suggestions for Future Plan*

Make the Disability Inclusion Masterclass a mandatory training for supervisors/managers and offer the course more frequently. Currently, mental health is the most prevalent form of disclosed disability and so the UQ Mental Health Strategy should be the focus of the plan. There should be more awareness raising for managers/supervisors on how to provide additional support resources to facilitate staff with a disability. It may be important to encourage staff and students to disclose their disabilities as part of the onboarding process.

### *COVID-19 Impacts*

There is an assumption that there was a significant mental health impacts for staff and students. The Institute widened their network of Mental Health Champions. It was hard to measure the success of implementation as no evaluations were made.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

Continue raising awareness around disability inclusion, and promoting the Disability Inclusion Masterclass.

## 13. Marketing and Communications (M&C)

### *Current Progress and Achievements*

The unit did not have staff with a disability, but all workspaces were designed to be accessible. The unit provided guidelines for staff (including Brand Guidelines, Accessibility Guidelines, and Written Style Guide) on appropriate disability-inclusive language and was used by all marketing and communication staff across UQ. Corporate managers attended DIG meetings to discuss improvements on how to better support disability inclusion goals. The publication team produced content that promoted UQ members who are leaders in disability inclusion:

- <https://stories.uq.edu.au/contact-magazine/2021/how-will-hosting-the-olympic-games-in-2032-benefit-brisbane/index.html>

- <https://alumni.uq.edu.au/contact-magazine/article/2021/03/podcast-paralympic-champion-keeps-fire-burning-amid-covid-19-chaos>
- <https://stories.uq.edu.au/contact-magazine/2021/kicking-down-barriers/index.html>
- <https://stories.uq.edu.au/contact-magazine/2020/software-for-the-blind-by-the-blind/index.html>

The communication team published two media releases on disability research:

- Disability highest for schizophrenia and personality disorders:  
<https://www.uq.edu.au/news/article/2021/03/disability-highest-schizophrenia-and-personality-disorders>
- Landmark agreement catapults Para-sport research to next level:  
<https://www.uq.edu.au/news/article/2021/05/landmark-agreement-catapults-para-sport-research-next-level>

The team promoted Professor Paul Harpur's TED Talk on 'Universities as Disability Champions of Change': <https://www.facebook.com/uniofqld/posts/4266703290073893>. The DAP was promoted to UQ staff at Protocol and Events training sessions when providing guidance to staff on planning inclusive events – The team also produced a new guide, the 'Inclusive Events Guide', with the WDI team (still pending final approval).

The team also helped make UQ events more accessible by creating signages for accessible bus services, the location of lifts at key events including graduation. In an in-person recruitment event in 2020, Career Pulse, the team asked attendees on registration form about their need for assistance "There will be excessive walking across campus, do you require assistance?"

All content published on Drupal and Shorthand websites was quality tested before publishing to ensure it meets basic accessibility standards (the team also proactively provides advice and feedback to other units as they are the sole publishing funnel for Shorthand stories). Future Student's website is also built on a Drupal 8 codebase, which has inbuilt accessibility standards as well. There were captions for live-stream and video recordings of events, including the staff forum and UQ Online Celebration of Graduates/Graduations. The platform that was used for online and hybrid events includes an accessibility feature that attendees can turn on if they wish, which provides "keyboard navigation, focus highlight, screen reader compatibility and high contrast colours". Over the past 12 months, the team invested in software and upskilling their members to be able to create captions more efficiently. The team consulted (internal) clients about the requirements for captions and encouraged them to include it.

In terms of mental health support, the team coordinated an internal communication campaign for HR to promote events and services relating to mental health support:

- Work, life and mental wellbeing webinar and podcast -Parents (& Carers) At Work – Monday, 16 August 2021
- COVID-19 Mental Health support for UQ staff (Benestar) – Monday, 9 August 2021
- Sharper Minds to support students mental health - Developed by HABS faculty academics, students, and General Practitioners at UQ Medical Centre - Monday, 2 August 2021

- Life, work and career wellbeing webinar - Parents (& Carers) At Work – Monday, 5 July 2021
- Men's Health Week - UQ Life – Monday, 14 June 2021
- UQ Men's Health Week virtual event (Health, Safety and Wellness) – Monday, 7 June 2021
- Life, work and career wellbeing webinars in June -Parents (& Carers) At Work – Monday, 7 June 2021,
- Uni Mental Health Day – Tuesday, 4 May 2021
- Life, work and career wellbeing webinars - Parents (& Carers) At Work – Tuesday, 27 April 2021
- UQ's HR Mental Health team evaluating UQ's Employee Assistance Program, Benestar (Employees give feedback) – Monday, 15 March 2021
- Life, work and career wellbeing webinar - Parents (& Carers) At Work – Monday, 8 March 2021
- Life, work and career wellbeing webinar - Parents (& Carers) At Work – Monday, 8 February 2021

### *Area for Improvements*

Video content did not have an audio description and was not accessible to those who were visually impaired. More resources and training are required. For instance, does content vary for people (making audio description mandatory) or the same with different accessibility options? It is important to consider the cost implications of this.

### *Suggestions for Future Plan*

There needs to be better communication of current best practices from HR/WDI (particularly related to inclusive language and content accessibility). Buildings need to be more accessible, for instance, there is only one accessible toilet in JD Story. There needs to be more training and upskilling of staff on appropriate language and access requirements.

### *COVID-19 Impacts*

Information not provided.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

M&C will continue to plan content and event support, ensure we meet best (known) practice and respond to issues when required, and perform against the objectives set out in the first page of this report, as we have every year the DAP has been in place.



## 14. Library

### *Current Progress and Achievements*

Information about library services for staff and students with disabilities were posted on the website. The library promoted the National Diversity Careers Fair via Library social media channels and added to the slide deck for promotion on display screens in libraries. The Accessibility Working Party communicated and promoted work and initiatives happening in the Library and wider UQ community regarding disability inclusion. The newly appointed Library Accessibility and Learning Support Officer, Leonie Meyn, organised tailored orientation meetings for students referred by the Diversity, Disability and Inclusion Advisors. Ms Meyn also conducted an in-house review of Library physical spaces (including Gatton campus) relating directly with accessibility including:

- Assistive Technology Rooms (organising to have duress alarms available and automatic doors to be installed - in procurement at the time of this report)
- Accessible bathrooms (automatic doors to be installed - in procurement at the time of this report)

Another new position in the Library, the Student Engagement Manager, was reviewing engagement activities, particularly around orientation, to help the team move from a reactive and supportive to proactive and pre-emptive when communicating and promoting disability inclusion in the Library.

The Library spaces and facilities team, conscientious of accessibility issues, ensured that:

- A-frame signage that obscured pathways (particularly tactile paving) was moved
- To make it as accessible for everyone as possible, all signage was placed at a height everyone can see, and more accessible fonts were used.

UQ engaged Hassell, an architecture firm, to create a Master Plan for the development of the Library's physical infrastructure. Accessibility was at the forefront of discussions with the Hassell team for any new developments or restructuring of current areas.

Library staff who update the website underwent training (e.g. UQ Drupal, Library Guides) to keep up to date on information about writing content for the web accessibility principles outlined in WCAG 2.1 standards. The library ensured digital inclusion by acquiring new licenses to install updated hardware into Assistive Technologies Rooms including Fusion which includes both JAWS and ZoomText and incorporating updated hardware and software in all three Assistive Technology rooms by mid-Semester 2021. The library is procuring a 12-month pilot of SensusAccess which can be used to convert documents that are inaccessible to accessible – they can be edited and read by screen readers. This software will be embedded in the Library platform and available for all staff and students to use. In accordance with the JISC Snapshot recommendation, the Library now includes an Accessibility Tools folder on all staff and student workstations - student-facing computer software packages include Colour Contrast, NVDA, Vision Australia Toolbar, Zotero.

The Library has also formed an EDIC as well as a new internal Library EDI Transfunctional Team ([accessibility@library.uq.edu.au](mailto:accessibility@library.uq.edu.au)). The latter can be contacted for support for clients with disabilities and can provide tailored assistance and orientation with the Accessibility and Learning Support Assistant manager.

In terms of mental health, library staff were encouraged to attend the Mental Health First Aid course and there was an established Mental Health Champion Network. The library's HSW officer circulates UQ health, safety and wellness newsletters to all staff to raise awareness.

Understanding of staff disability is dependent on self-disclosure. Job advertisements include the standard statement about diversity and inclusion. Workplace adjustments are made for staff on a case-to-case basis such as:

- Ergonomic equipment (e.g. mouse, keyboard, chairs, height-adjustable desks)
- Installation of assistive software or available software can be self-installed via Zenworks
- Set-up of software solutions (e.g. automatic click)
- Workspaces have a variety of spaces and options to try and accommodate staff (lighting, noise, position on floor)
- Hybrid meetings - turning on closed captioning, and recordings for reference.
- Providing information in various formats (e.g. providing written notes explaining information on a one-on-one basis after meetings)
- Work From Home set ups for immune compromised staff
- Allowing flexibility in work day patterns to accommodate rest periods
- Use of Voluntary Banked Time (VBT) to assist with work-life balance
- Reassignment of tasks within teams

For students, the Library Digitisation team provided alternative formats to print for students with disabilities. In the last year, 87 items were supplied to students with disabilities with a scan time of 680mins (11.3 hours) and a processing/file production time of 5845mins (97.42 hours). That means that for 87 items required a total of 108.75 hours to produce the final file/s for students.

Work continued with the DDIA team to help support students with required adjustments and access to spaces and technologies via the Assistive Technology (AT) rooms. There is access to 3 rooms reserved for students registered with the DDIA team. The AT rooms:

- Provide a private and/or low-sensory space for students when required.
- Access to hardware like larger computer monitors/curved computer monitors, and magnifier machines that include colour switching options (e.g. white text on black background) for print material.
- Height adjustable desks and ergonomic chairs.

Accessible software (though this has been reviewed for when new hardware is to be installed in Semester 2, 2021 mid-semester break).

## *Areas for Improvement*

Current accessibility functions (e.g. speech to text on MS teams) are still improving accuracy.

Accessing UQ support services for staff can be daunting and complex, and this led to instances where staff used their own equipment because the process of receiving aid was too challenging. Privacy and confidentiality policies can make it difficult to manage instances where staff are undertaking restricted duties and colleagues have to take on additional tasks.

Some UQ courses/programs included complex material which was difficult to translate into alternative formats (e.g. mathematical formulas, foreign languages). Open book exams were also problematic due to the difficulty of obtaining licenses from multiple eBook providers. Some requests to publishers to provide material in an accessible format resulted in supplied documents that were hard to remediate for student requirements. Funding to support the implementation of changes could be difficult to secure and could not necessarily be drawn from a standard operational budget given the costs involved. There were also issues with the time it takes for the procurement process to approve funding for necessary upgrades.

The implementation of the Temporary Additional Recruitment Controls (TARC) process at the beginning of 2020 delayed recruitment for the Accessibility and Learning Support Assistant Manager position for over a year.

## *Suggestions for Future Plan*

There needs to be a strategic plan on how funds are made available or allocated as part of the operating budget to support plans for disability inclusion. Accessibility pathways need to be overlaid in UQ Maps. All staff should complete some form of cultural competencies training (e.g. Managing unconscious bias and SBS Inclusion Program) to increase knowledge and awareness of issues relating to disability and disability inclusion. A new statement of vision for EDI should also be included in the new University strategy.

## *COVID-19 Impacts*

There was a delay in setting up in upgraded technology in AT Rooms (installation of hardware that could be imaged to Library systems) affecting students who needed it even after lockdown. The on-campus physical work restrictions also caused barriers to providing services for students with disabilities. For example, staff could not access required hardware and physical collections for digitising material when Government mandates put the campus at Level 4 lockdown restrictions. Students could not access AT Rooms during UQ Level 4 lockdown restrictions, and some students rely on access to these rooms to continue studying and/or to take exams in a conducive environment.

The Library responded to the pandemic by promoting online consultations to support students. The Library also set up the Student Laptop Loan Scheme, and couriered laptops to students where required. A Business Continuity Plan was in place to ensure staff requiring access to the hardware (digitisation machines) and resources (software, physical collections) necessary to continue to provide alternative formats of documents after Level 4 restrictions were lifted. Spaces were

opened with safety standards in place for students as soon as Level 4 was lifted so students could access AT Rooms and Lockers. AT rooms were set up so that Proctored exams could take place in these spaces.

## *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

1. Library space developments 2022:
  - Continue to review and update wayfinding within all Library spaces to make it more accessible for users.
  - Standard, fixed elevator procedure/signage will be added to provide information for alternative pathways and contact information for people impacted by elevator outages.
  - Library Facilities team is currently working with OH&S, P&F, and UQ Parking to see if the accessible car park spaces near Central Library (Campbell Road), can be moved closer to the Central Library's main entrance. This move would ensure that people with disabilities that affect mobility do not have as far to go to access Library spaces and no longer need to walk upon the road before being able to access the footpath.
2. Developed and CMG approved master plan for the development of library spaces over the next 5 years.
3. The SensusAccess trial should run once it has gone through procurement.
4. Inclusion of information for students with disabilities as part of the Library orientation packages (e.g. slide decks).
5. Access to hardware:
  - Mac laptops should be provided as part of the equity program,
  - Accessories for AT rooms such as headsets

## 15. Faculty of Health and Behavioural Sciences (HABS)

### *Current Progress and Achievements*

**School of Psychology.** The School's clinic emphasised accessibility to clients with the extension of telehealth therapy services provided during COVID-19. The School has a front-facing reception and student/academic advisors are available to provide advice to students regarding Student Access Plans in multiple locations within the building and via other mechanisms such as email, phone, zoom and online chat. The reception area was refurbished in the last 12 months to include a height adjustable front desk.

In terms of mental health support, the School launched the Sharper Minds Project which aims to increase the mental health literacy of students and researchers, as well as to improve mental and physical health outcomes for academic success. Through the UQ Psychology Clinic and its triage service UQ With You, therapy and assessment services were offered at discounted rates to students enrolled across UQ, and is also providing supervised practical experience to students in the School's postgraduate professional training programs. Student practitioners in these programs

were supervised by registered professionals in the provision of such services. Students were encouraged to apply for adjustments if they required them. The School provided extensive support to students with SAPs.

The School of Psychology had an excellent track record in the promotion and dissemination of both staff and student research, some of which is in disability. Examples include psychological skills training for athletes with disabilities and the Triple P program which caters to many parents and children with disabilities. The School also actively promoted volunteering opportunities with organisations in the disability sector. Postgraduate students were offered opportunities to work with organisations that undertake NDIS assessments, providing them with a broad scope of practice within this area.

**School of Health and Rehabilitation Sciences (SHRS).** The School provided services to people with disabilities and has accessible parking. The bitumen carpark and driveway of building 84A (Level 1) was resurfaced to better support client movement and access when entering the clinic. In terms of mental health, the School supported students and staff who required modified tasks, work patterns and locations.

**Human Movement and Nutrition Sciences (HMNS).** The School's Para Sport and Adapted Physical Activity research group actively promoted and supported people with a disability in exercise, sport, and physical activity. This includes leading a Queensland based network of researchers and sports organisations moving towards greater participation in sport/physical activity/exercise by people with a disability. A Memorandum of Understanding (MOU) was signed with Paralympics Australia, Sporting Wheelies and Disabled Association, Queensland Academy of Sport and the Vice Chancellors of three Queensland-based universities to progress these goals.

All courses within Nursing, Midwifery and Social Work contain content that educates students and future practitioners on supporting individuals with a disability. For example: SWSP3076 Foundations for Social Work Practice in Disability, NUMW2101 Mental Health, COUN7005 Counselling and Mental Health.

The carpark has additional space provided between the two disabled parking bays to allow for easier access and movement from the car to the building. There was approval/commitment by Properties and Facilities to provide access ramps to the pool area for HMNS disability clients to have safer access to the area. Within controlled spaces, ramps and lifts were provided for general access. In an event of an emergency, mobility-disabled persons will be placed in front of lifts and in fire stairwells for their safety. The annual inspection checklist also addresses egress areas and ensures that these spaces are suitable for mobility-impaired persons.

In terms of mental health, the School has Mental Health Champions and just hosted a push-up challenge to aid mental health, with the dissemination of materials for staff and HDR students. Posters and support resources are displayed around School areas and resource information is emailed to all staff and HDR students. A working party commenced to ensure the dissemination of a regular wellbeing newsletter for staff and HDR students. Staff were supported with regular check-ins during COVID-19.

Students were encouraged to apply for adjustments if they required them. The School provided extensive support to students with SAPs. The School was involved in the development of a new "UQ accessibility map" which will provide anyone with disabilities – students, community members or staff members – with a guide to the extent to which areas of campus are accessible. This initiative provided a much-needed and up-to-date map of accessible parking and uses consumer-driven methods to rate footpath surface, incline, clear width, identified areas with stairs and a range of other features important for accessibility. Collaborators were Tim Sweeney (Property and Facilities), Paul Harper (Business, Economics, Law), Jenny Fleming (Occupational Therapy) and Sean Tweedy (HMNS).

**School of Dentistry.** The School of Dentistry partnered with Metro North Health (MNH) to provide patients with a range of disabilities with the appropriate physical infrastructure and services including the bariatric toilets and hoists in clinics to assist patients. A challenge with this has been reconfiguring spaces in the building and negotiating between UQ Properties and Facilities and MNH. Disability parking was provided.

One of the School's major research focus areas is dental public health, improving the oral health and quality of life of vulnerable populations including people suffering from general health morbidities such as Multiple Sclerosis, and mental health illnesses. This research group has several projects and publications that were promoted. One of the School's postgraduate disciplines is the study of Special Needs Dentistry. Student undertook placement where they can provide services to patients with special needs such as those with a disability and mental health concerns.

In terms of mental health, the School encouraged staff to undertake Mental Health First Aid training. The School regularly shared resources with staff and students. The School's program pre-commencement pack contains a reference to student resources such as the DAP and student disability advisors. This provides a single source of information for students.

**School of Pharmacy.** The School of Pharmacy worked closely with UQ Health Care (UQHC) to present a welcoming environment and clearly direct people to their destinations during COVID-19 (e.g. COVID Respiratory Clinic and Vaccination Hub).

**School of Nursing and Midwifery and Social Work (NMSW).** All NMSW staff were aware of and actively referred students to Student Support Services and staff to the Employee Assistance Program. Most front-facing staff undertook the Mental Health First Aid training program.

The School expanded on its disability research agenda with three projects currently active:

- Young people with cognitive disability transitioning to adulthood: experiences of violence, abuse, neglect and exploitation
- National Disability Research Agenda
- Police Responses to People with a Disability. This is a report to the Disability Royal Commission

The faculty also promoted events such as R U OK Day and included the standard diversity and inclusion statement in the job description. The faculty implemented factors to promote website accessibility to consider impairments relating to visual, hearing, motor skills/physical, and cognitive disabilities as well as photosensitive seizures. The School followed UQ web content and accessibility guidelines and thus used alternative text for images which facilitates screen readers to communicate visual imagery in a verbal manner; carefully chosen colours; easy-to-read fonts to suit all screens and sizes; subtitled video content and links that were clear and descriptive. All Faculty managed videos on social media were captioned. The HaBS HR Professional Services Team worked with Managers and HSW staff on any required adjustments needed before persons with a disability commenced work in the Faculty. HSW also assisted with providing tailored inductions for commencing staff with disabilities. For example, a mobility disabled person was shown suitable exits. Entryways are suitable for a person in a wheelchair and safety noticeboards were designed to display relevant information.

In terms of mental health, the Faculty supported and promoted Mental Health Champions in all schools. The Faculty also provided support to students with mental health conditions through a range of processes including modification of study plans, withdrawal without academic penalty and interruption of studies. These processes all provided students with accommodations in varying ways to manage study and mental health issues. Students were also referred to existing support services as needed.

The HaBS HR Professional Services Team worked with staff and their managers (where relevant) on providing support to staff with mental health conditions. For instance, return-to-work plans were facilitated by HR after liaising with treating medical practitioners. HR worked closely with the Workplace Psychologist to support staff in the workplace when required. HaBS staff were also part of a working party to address occupational violence and psychosocial hazard at UQ.

### *Areas for Improvements*

There is generally an increase in students with SAPs - this has led to an increased workload for staff involved in SAP development and implementation. Students who received a SAP after being allocated a placement faced complications of having to negotiate with external providers about their SAPs. There was also a lack of accessibility of SAPs which makes it hard to coordinate and consolidate plans. There were funding complications within Properties and Facilities which can make it hard to make changes or improvements to disability access. There are also constraints in what equipment is made available due to introduction of 'Bring Your Own Device' (BYOD) (ITS has authority in dictating what equipment remains in labs).

### *Suggestions for Future Plan*

UQ (central) needs to provide more frequent and consistent communication on how the faculties can track their progress throughout the year, rather than in the reporting period. Central needs to help develop solutions (and provide funding) rather than rely on local units to come up with them. There needs to be constant development of staff training to allow a broader understanding of how to contribute to disability inclusion in a meaningful way. Quicker response to physical adjustments is needed. There should be an increase in the visibility of students and staff with a disability in promotional material. An audit of spaces would ensure better campus access (e.g. wheelchair

accessibility in some older buildings). There needs to be an increase in interconnected areas within UQ which is visible on the UQ mobility app. There needs to be an increase in funding and efficiency in addressing any mobility issues identified. Position descriptions can be clearer which encourage staff with disabilities to apply. More information should be provided about the types of support available from Student Support Services. Diversity, Disability, and Inclusion Advisers could present at student orientations or provide slide packs, or they could present at School Teaching & Learning meetings. There needs to be greater transparency about students' disability which respect confidentiality but allow better coordination from the school level. Due to increased incidents of mental health illnesses, there can be increase mental health counsellors to ensure minimal wait times for students.

## *COVID-19 Impacts*

Generally, there was a heightened sense of anxiety among students.

**School of Psychology.** The School of Psychology in collaboration with the School of Nursing, Midwifery and Social Work established a new clinical service within the UQ Psychology Clinic specifically designed to support staff, students and members of the broader community with the challenges they were facing due to COVID-19. In addition to this, the UQ Psychology Clinic continued to be able to provide psychological support services to students with a disability in the undergraduate program. Where students required specific equipment or facilities to comfortably work from home, the School was able to provide these services within UQ. The Psychology Clinic is also now fully accessible to those off-site through the provision of telehealth therapy.

**School of Health and Rehabilitation Sciences (SHRS).** SHRS ensured zoom check-ins with staff as well as flexibility in work location and lending equipment. Colleagues/team members share duties and the School Business Continuity Planning committee discussed common issues and provided all-of-school messaging. Requirements for medical certificates for extensions were waived by UQ during COVID-19 to support students with mental health concerns and also reduced the burden on the healthcare system.

**Human Movement and Nutrition Sciences (HMNS).** HMNS established the 'Ministry of Fun' which are enjoyable activities for staff and postgraduate students in the School. The School hosted a number of online activities during the first and subsequent lockdowns which staff really appreciated including a staff trivia quiz and the like.

**School of Dentistry.** The School of Dentistry (along with other areas) provided the opportunity for staff to work from home wherever possible. This included enabling staff to have the necessary equipment (e.g. desks, chairs, computers) to support working from home thereby reducing the risk of infection by staff being on campus and helping to ensure staff have appropriate ergonomics at home. Staff used zoom functionality and regular catch-up meetings were put in place to ensure staff connectivity during lockdowns. Catch-up sessions with student year groups were organised regularly to check in with students offshore or who were otherwise impacted by COVID restrictions. Year 5 Dentistry students on placement were regularly engaged to ensure their wellbeing.



**School of Nursing Midwifery and Social Work (NMSW).** In NMSW, many course coordinators offered both online and in-person attendance options (when restrictions allowed) and/or scheduled additional online activities that were not essential to the curricula, but which gave students an opportunity to engage with staff and each other.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

**Pharmacy:** The School leadership committee has commenced discussion and planning to re-introduce a variety of inclusion activities into the School.

**Psychology:** Increase number of staff within the School who have undertaken specific training within this area.

**HRS:** The School plans to review our school-based consultative committees to ensure they represent diversity and the consumer voice.

**Dentistry:** Increased number of staff who have undertaken mental health first aid. Increased number of staff who are mental health champions. An easy to find suite of resources for staff who may be concerned about students.

**NMSW:** The course content around disability education will be reviewed across most of the School's programs within the coming year. Opportunities for more interdisciplinary learning will be sought, eg amalgamation of a number of mental health courses.

Implementation of audits of existing content to ensure compliance with digital accessibility guidelines are scheduled for 2021-2022 reporting period.

**The Faculty** has prioritised the development of inherent requirements for all remaining disciplines throughout 2021.

## 16. Faculty of Science

### *Current Progress and Achievements*

The faculty promoted disability inclusion in all its communication when possible (e.g. in meetings and position description). The faculty's EDIC meets four times per year to work on actions to promote diversity and inclusion of staff and students. The faculty's newsletter includes mentions of EDI issues.

In terms of digital inclusion, the faculty strives to create web content that complies with relevant legislation and UQ's commitment to making content accessible to all users. Digital Engagement staff work with ITS/CX/School-based colleagues to ensure that all Drupal standard pages meet level AA of the Web Content Accessibility Guidelines version 2.0. Accessibility is improved by doing the following:

- Text, links and headings:
  - creating meaningful and unique link text
  - avoiding naked links
  - warning users if a link opens a new tab/window
  - naming the source if a link takes users to an external page
  - creating meaningful page headings and tagging headings in H2-H6 hierarchies to enable screen reader indexing
  - using call-to-action buttons for emphasis rather than using visual styling clues
  - avoiding, where possible, over-use of internal acronyms and abbreviations
- Audio, video and documents:
  - introducing videos and audio with captions or link text to signal platform and length
  - ideally, providing a transcript to aid hearing-impaired users, or a summary of the video's content, and offering to make a transcript available on request
  - avoiding, where possible, the use of PDFs and other inaccessible attachments, and instead presenting content in a web page. If PDFs are used, including description in link text to signal file type/size
- Imagery:
  - adding alternative text to images, when appropriate
  - avoiding collages of images
  - optimising images to limit file sizes and decrease download times
  - minimising use of text over imagery
- Tables:
  - avoiding complex table information by separating the information
  - ensuring the use of a table is the most appropriate format for data
  - following recommended WCAG guidelines by providing summaries or captions
- Consistency:
  - maintaining consistency with navigation and link display within each Science site to help meet user expectations learned from other UQ Standard sites within the Faculty and wider University website, and to minimise frustration for users, such as those with motor skills issues or hand tremors
- Web writing training:
  - providing web writing and technical training, including the provision of 'cheat sheets' for editors as they begin to work on their site
- Quality assurance:
  - running through a Quality Assurance (QA) checklist before go-live, and responding to feedback arising from a QA check from ITS

The faculty ensured that both staff and students were aware of services and support for those with disabilities (e.g. through orientation and newsletters). The faculty provided appropriate equipment for staff (e.g. screen reader for staff with impaired vision). Staff with disability were supported by their colleagues who were informed of their disability to ensure effective communication. For instance, one visually impaired staff member was concerned that their colleague might consider them rude because they don't always recognise other staff members. This staff member was supported by the School manager to write a general introduction to all staff informing them of their vision impairment to ensure that other staff understood the situation.

In terms of mental health support, the faculty worked with the Student Services team after an incident whereby a student expressed a grievance relating to trauma/mental health. The faculty worked with Student Services and the student to adjust the procedure for sexual assault/misconduct referral. The new procedure includes prompt referral of the student to the UQ Counselling Service (like welfare checks) or drafting an appropriate and considered response that is tailored to the situation, and not reliant on standard wording that could be triggering for the student. During Show Cause interviews, students who identified or alluded to a mental health condition that affected their studies were required to make an appointment with student counselling for support.

The Faculty of Science regularly reminded supervisors and staff of their access to EAP services. During difficult periods, such as COVID-19 lockdowns, supervisors were encouraged to undertake additional regular welfare checks with staff and to provide support to those who may be experiencing difficulties. The Faculty regularly participated in events such as "Are U OK Day" to raise awareness of mental health issues among staff and students.

The Faculty included diversity and inclusion statements in their position descriptions. They removed the term "essential" within the selection criteria to reduce likelihood of bias from occurring.

### *Areas for Improvement*

There is difficulty in communicating about SAPs to all relevant stakeholders who can provide support to the student. There is also a challenge in identifying staff and students with disabilities to provide timely responses and assistance. There is also a barrier to providing support to offshore students and students who are on break. There may be limited funding to provide support for disability inclusion.

### *Suggestions for Future Disability Inclusion Plans*

There needs to be more support for faculties and schools working with neurodiverse students and staff. There needs to be more standardised wording for responses that recognises students' needs. There needs to be better HR monitoring and reporting to allow management to help staff receive reasonable adjustments to work. New students should meet with Student Services to ensure their disabilities can be supported. UQ can improve how it communicates its culture to be more understanding and accepting of disability through increased visibility and internal campaigns.

### *COVID-19 Impacts*

The faculty experienced similar impacts as others in the university. No special adjustments were made for staff and students apart from that already available (e.g. extending assignment due date, deferred examination etc.). During the COVID-19 pandemic, there has been an increase in creating virtual experiences for students (e.g. field trips). This created a sense of inclusion as those with disability could also join these experiences. For instance, in BIOL1030, there was a virtual trip to Mt Nebo. Biological Science staff went up to the mountain one weekend and filmed the locations, activities, flora/fauna etc. This means students who were in a wheelchair could also participate in the field trip.

## *DAP Implementation*

**All UQ Objective 1:** The Faculty will continue to implement communication activities that support inclusion across and outside of UQ. Ensure all HR workplace inductions include mention of disability support. The Faculty will continue to work on disability inclusion in our workplaces.

**All UQ Objective 2:** All new infrastructure projects will incorporate elements to ensure physical access and disability inclusion. A number of new infrastructure projects are planned for 2021-22.

**All UQ Objective 3:** The Faculty of Science will ensure ongoing WCAG compliance for all digital infrastructure.

**All UQ Objective 5:** The Faculty will continue to implement procedures and processes which support students with mental health conditions, particular recognition of the neurodiversity of our students.

## 17. UQ Graduate School

### *Current Progress and Achievements*

The School maintained consistent communication with HDR students about the value of a Student Access Plans for their program. The School also made every effort to accommodate study plans. The website uses UQ standards and all newsletters are sent in both HTML and plain text.

In terms of mental health, the Director is a Mental Health Champion and other staff within the Graduate School have been trained in Mental Health First Aid. There is also a clear process for students requiring accommodations to meet their oral exam requirements (several successful cases) and paid leave for mental health reasons. Position descriptions included diversity and inclusion statements.

### *Areas for Improvements*

The key challenge is that students are enrolled through Schools and Institutes. This limits the ability of the Graduate School to roll out universal measures of support.

### *Suggestions for Future Plan*

There can be better information for students about current support when they are given their offer. There can be more opportunities for students to seek advice about requirements before commencement.

## *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

Increase information for students when they accept their offer and increase chances to provide advice about their requirements before they arrive.

## 18. School of Education

### *Current Progress and Achievements*

The School identified and promoted champions for disability inclusion. The School promoted research projects on diversity and inclusion which are featured on the School website. Researchers also promoted their projects through national and international conferences. For example, Associate Professor Rhona Faragher at Australian Council for Educational Leaders ([http://www.acef.org.au/ACEL/ACELWEB/Events/2021/Disability\\_and\\_Inclusion\\_Conference/Rhonda\\_Faragher.aspx](http://www.acef.org.au/ACEL/ACELWEB/Events/2021/Disability_and_Inclusion_Conference/Rhonda_Faragher.aspx)); European Downs Syndrome Association (<https://www.ds-int.org/news/learning-mathematics-by-students-with-down-syndrome>); International conference on Best Practices in Education and Training of persons with Down Syndrome (<https://abilityindia.org/wp-content/uploads/2021/04/Amity-University-International-Conference-Brochure.pdf>); Auckland Downs Syndrome Association. The School also co-hosted a satellite event IASSIDD which brought together members from South East Queensland, and from this event, an Intellectual Disability and Autism Research group was developed.

Research by staff and students was also promoted by Marketing and Communication such as a project by Professor Karen Nankervis, We Need to Talk (<http://researchers.uq.edu.au/research-project/42107>). This project was a co-designed study with people with disabilities. The School of Education amplified these promotions through social media channels. Associate Professor Rhona Faragher also won a grant from the National Disability Research Program which involve two co-researchers with Down Syndrome.

Staff were encouraged to undertake the Disability Masterclass and other disability inclusion courses.

Accessibility to the School was regularly reviewed by HSW. There was a concern with the old lift in Building 24. It once broke down and a visitor with a physical disability had to be assisted by security staff to exit the building. Small tutorial rooms on level 3 of building 24 and 24a was also of concern due to a cramped environment. The School regularly included closed captioning to support student learning. Staff assisted students with SAPs during online learning through such means as providing appropriate break times, supporting students who are not comfortable with engaging in online collaborative discussions, using online digital tools to support learning, and adapting online assessment requirements. However, staff had to rely on students disclosing their disability to make most adjustments. For instance, there was a student who did not have an SAP but disclosed a hearing impairment. Staff consistently checked with them about their experience using new online tools and techniques. In-class learning materials are accessible to students before and after class to support their learning. Teaching staff were encouraged to use closed captions on lecture recordings and promotional videos.

### *Areas for Improvement*

There is currently no data known to the School on retention of students who have an SAP.

## *Suggestions for Future Plan*

UQ should ensure that the IT infrastructure supports all accessibility requirements. There needs to be a consistent review of buildings or rooms that do not meet the teaching needs for students and staff with disabilities. There needs to be a target for staff training (ensure that it is a core module) and UQ should continue support and promotion of Student Access Plans to students.

If a critical incident occurs, there should be a form to file for incident support for online teaching environments. If a critical incident is occurring on campus during a class, teaching staff can call security to support the student and access student services/medical attention. However, when teaching online, if a student indicates that they are experiencing a critical incident (e.g. feeling like they might self-harm), there is limited support at this point for the staff member and student. While it is possible to ring the UQ crisis number, it might take them a number of hours to respond. To call an ambulance for that student, the staff member needs to look up this information, while all other students are still online in the virtual classroom. It would be good to see a strategy moving forward to support online teaching for staff and students in these situations.

## *COVID-19 Impacts*

Studying online impacted students with certain disabilities (e.g. students with anxiety, depression, and executive functioning difficulties such as fatigue). Some students also faced uncertainties and stresses around managing employment causing additional financial stress. Staff responded to students' concerns in the following ways:

- Engaging with the UQ welfare check process for students where there were particular concerns.
- Designing online teaching material including: weekly modules, with clear steps or “to do” task lists; weekly emails to course participants; provision of synchronous teaching for at least one part of the course delivery; emailing or phoning students at risk (such as those not accessing the Blackboard materials); using non-assessed tasks where students introduced themselves to the teaching staff.
- Staff provided more personalised interaction where they could when they became aware of students in difficulties.
- Professional staff supported students and staff with keeping in contact with students; assisting them with queries around changes to courses and attendance; and providing information proactively on the common student Blackboard site, particularly around changes to professional experience.
- Several town hall type meetings were held with our professional year students to keep them all informed about the changes occurring around practical placements and to ensure they were making the necessary progress toward degree completion.
- Any particular issues around placement requests were handled by the Placements Team, School Manager and/or Head of School as appropriate and necessary.
- The School Manager shared with staff resources of key contact information for student support.

Staff with disability commonly reported impacts relating to increased fatigue, anxiety, and challenges accessing ergonomic work environments at home. Staff were supported in the following way:

- Weekly zoom meetings for the professional staff so all of them could interact at one time.
- For academic staff, weekly zoom coffee/tea gatherings on a Monday in lieu of the usual weekly coffee/tea gatherings for those interested in joining in.
- Additionally, a virtual monthly social to which all staff were invited was held.
- If the Head or School Manager noticed a staff member had not been in communication in over a week, they reached out to the individual to ensure everything was going fine.
- Additional teaching support was provided to staff with complex student cohorts.
- Ergonomic equipment was provided to staff who were working from home.
- An overview of student support contacts was distributed by the School Manager and has been very helpful. It was also nice to have one place (a COVID file in the staff folder) to view the various documents (health anxiety, building resilience, remote workers, support services, etc.) as it made for easy access.

## *DAP Implementation*

The following items have been indicated as areas of the DAP that the School of Education wishes to continue working on and reporting in the next period.

**All UQ Community:** Objective 1 - 1.2; Objective 3 - 3.10; Objective 4 - 4.1; 4.3; 4.4; 4.6

**Staff:** Objective 2 - 2.4

**Students:** Objective 1 - 1.1; 1.2; Objective 2 - 2.1; 2.5; 2.6; 2.7.

## 19. Academic Services Division

### *Current Progress and Achievements*

The division actively supported flexible work arrangements for staff in line with the Fair Work Act 2009. Advertisements for roles have the standard diversity and inclusion statement. Candidates who applied for roles at the division often stated that UQ's approach to diversity and inclusion was the reason they were applying. In terms of mental health support, all staff were regularly advised of the EAP program. Managers regularly checked in with team members during periods of lockdown and on an ad hoc basis. Staff were encouraged to attend relevant training. Staff also received emails relating to mental health, and there was a promotion of R U OK Day.

**Graduation Unit.** The Graduation website included information on accessibility and how to request adjustments for students with a disability. As of February 2021, closed captioning was provided at graduation ceremonies. The team facilitated and funded Auslan blind and deaf interpreters. There was ramp access on and off the stage during graduation which allowed for students in wheelchairs. Academic staff with a wheelchair could access the stage via a lift. A wheelchair lectern was provided if requested. The division facilitated assistance dogs and other aids.

**Examination Unit.** Personalised timetables for mid-semester, end of the semester and deferred/supplementary exam periods were provided and sent to students. The timetable communications included alternative examination arrangements that are in place for those who have been approved and instructions on how to apply were there for those who require consideration during exams (e.g. additional time or additional equipment such as ergonomic chairs or a scribe). Prior to the commencement of the end of semester exam period, a further communication was distributed to students who have Alternative Exam Arrangement (AEA) in place. In this reporting round, 4086 AEAs were accommodated (a portion of these students experience illness relating to mental health). This communication provided tips on how to prepare for the exam. Approved requests were actioned with the required arrangements in place. Students were directed to appropriate services if they inquired or presented with mental health concerns. Examination staff proactively sought the assistance of Student Services to undertake welfare checks where needed.

**Business Enhancement Unit.** All UniTask workflows were developed in consultation with design staff who consider accessibility. This unit also focused on the integration with the Student Access Plan system in the context of Alternative Exam Arrangements to ensure a smooth process.

**Student Progression Unit:** Staff complete safety training and workstation assessment

### *Areas for Improvement*

In some instances, Examinations cannot accommodate students who submitted their request for AEAs too late. Some students found the personalised timetable (which outlines adjustments) confusing, especially regarding the communication of additional time relating to working on exams or taking a break.

UQ can continue to improve the communication/promotion to internal and external teams regarding specialist advice and support on disability inclusion with the wider community. The university can continue to promote the existence, and implementation, of the DAP in the UQ community. UQ spaces should have the necessary equipment and be large enough to support students with disabilities (e.g. sound proof spaces, up-to-date hardware and software).

**Examinations.** Current office layout needs to be improved to allow wheelchair access.

**Student Fees.** There need to be clear resources and support for staff who are supporting and facilitating adjustments for other staff and students. It would also be valuable to have more education and training opportunities for students and staff that provide the knowledge and skills to support individuals with a disability and contribute to a disability-inclusive culture at UQ.

### *Suggestions for Future Plan*

Currently, access to Student Services are available to current UQ students. However, the team often received enquiries relating to support for prospective students with a disability but currently are only able to provide general advice about policy in relation to inclusion. It would be great if there could be a consultancy service for prospective students so that they can be advised about



not just what is in place but perhaps participate in a pre-enrolment assessment of their needs, which would support their application to UQ.

## *COVID-19 Impacts*

Staff were assisted with computers and work set up at home, and all staff were contacted a number of times throughout each week with consistent team meetings in place. Work-from-home and onsite arrangements were transparent and planned to take into consideration the needs of each team member. Work-from-home arrangements allowed disabled and immunocompromised team members to remain active contributors.

## *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

The Academic Services Division will continue with the work underway. This includes:

- **Examinations** will be working on the comms that are sent to students to ensure the language used and layout of information is easy to understand and provides clarity of any adjustments that have been made.
- **Timetabling:** 2.5 was completed although the Teaching Space Management website no longer exists. Replaced with: <https://campuses.uq.edu.au/information-and-services/events-functions/hiring-venues-uq/central-learning-spaces>
- **Scholarships:** In the 2021 – 2022 we intend to:
  - Make the new UQ Scholarships website accessible to all
  - Develop an application process that is accessible to all
  - Ensure reporting mechanisms capture relevant information to disaggregate scholarships data by inclusion indicators: gender, disability, socio-economic.
- **Business Enhancements:** Continue to consider student and staff accessibility in devising digitisation and automation solutions.

## 20. Institute for Molecular Bioscience (IMB)

### *Current Progress and Achievements*

The Institute tried to optimise access to building. For instance, the time that doors are opened with swipe card access had been extended to allow staff with movement disability more time to enter and exit. Disability signage (i.e. indicating access and amenities) was clear across the buildings.

In terms of digital inclusion, websites are accessible to a variety of screen readers. Videos that are used both internally and externally include captions. PDFs comply with WCAG. There is clear instruction on how to use digital screens and intranet.

There was one case of a staff member with a hearing loss. Adjustments were made to accommodate their working arrangements.

In terms of mental health, floor managers at the Institute and staff all took Mental Health First Aid training. These individuals and other UQ aid services (EAP) are displayed on digital screens throughout the building. There were 18 Mental Health Champions in IMB. The Institute also conducted a mental health survey and results were used to initiate action plans. Training sessions on topics such as “Leading mentally healthy work” and “Promoting mentally health workplaces” were promoted to staff and students. The Institute hosted sessions “OHS for Supervisors and Managers” workshop and followed up with each individual supervisor to ensure they have completed this training, which includes a significant section on how their style of leadership affects the mental health of their team. The Institute used the Guarding Minds at Work survey to identify psychosocial hazards at work (<https://www.guardingmindsatwork.ca/>) which lead to managers running sessions on acceptable behaviours at work.

### *Areas for Improvement*

Changes in infrastructure for staff with a disability (as with our hearing impaired staff member) is done retrospectively rather than proactively. There is difficulty improving infrastructure of existing UQ buildings. Laboratories are hard to access for people with disabilities.

### *Suggestions for Future Plan*

Improved access for staff with disabilities to laboratories. There can be funding to support individuals with disability to work in laboratory settings.

### *COVID-19 Impacts*

There was a worsening of mental health. The Institute established a student hardship fund for those experiencing financial difficulty with COVID-19 (limited uptake potentially due to thinking others are worse off) as well as a volunteer group to help staff/students access food and services during quarantine.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

IMB has proactively volunteered to take part in the People@Work project organised by UQ HSW. This will follow up on the GM@W project and inform future targeted actions.

The IMB risk register is being reviewed to ensure that specific psychosocial risk factors of concern are identified and appropriate actioned identified.

IMB is considering arranging targeted sessions of relevant Staff Development workshops to enhance attendance (e.g. “Resiliency in the Workplace”, “Supporting the Welfare of HDRs during Candidature”, “Understanding Psychosocial Hazards”).

## 21. Finance and Business Services

### *Current Progress and Achievements*

The sector made changes to hours of work to support disability inclusion. On a case-by-case basis, special work equipment was ordered for staff who need it. There are translators who can attend face to face meetings to assist staff members with hearing impairments, and Deaf Services did a presentation for colleagues of staff member with hearing impairment. Meetings always have the option to attend virtually (via Zoom) for staff with physical disability. Staff members who had mobility issues were permitted to leave for meetings/team lunches early (accompanied by another staff member so they didn't feel isolated). This extra timeframe ensured that they could reach the venue on time. Invited speakers such as the R U OK Ambassador and Representatives as well as Disability Support Services were invited to attend team meetings to inform staff of support options. Colleagues of staff with disabilities were informed of training and support options.

In terms of mental health, the sector organised a pro-active mental health staff session with a photography competition and fun video with members of staff to create awareness of mental health and wellbeing. Staff with mental health conditions were offered options such as flexible work arrangements, short-term or extended leave as needed. During COVID-19, there was a Zoom Happy Hour - included competitions and fun games – which created team unity and enjoyment.

### *Areas of Improvement*

Information not provided.

### *Suggestions for Future Plan*

Increased implementation of voice to text technology in Zoom to assist staff with a hearing impairment. Identify point of contact for staff with a disability to receive support from IT including assistive technologies. There needs to be a better recruitment strategy to engage with staff with a disability. What kind of jobs can UQ create to encourage candidates with a disability?

### *COVID-19 Impacts*

To support staff mental health and wellbeing, a small number of staff were allowed to come into the office.

### *DAP Implementation*

**All of UQ 3.2** Proposed controls in progress. The updated ICT Procurement Framework (to be a mandatory procedure in the PPL) & the Managing IT Systems Procedure will reference accessibility and WCAG 2.1. Due diligence checks are being introduced in the pre-IT PAB assessment of ad hoc software. The updated Digital Presence Procedure will include a requirement for all digital content to meet WCAG 2.1 - to be published in the PPL by end 2021.

## 22. Faculty of Humanities and Social Science

### *Current Progress and Achievements*

The School Social Science has a dedicated Equity and Diversity Support Officer. The School Forum held conversations about disability inclusion (e.g. rights, access, requirements, and standards) by Sharon Young (Manger of Complaints) from the Queensland Human Rights Commission.

Currently, there is no standardised process in place to improve accessibility but rather this is done on a case-by-case basis with flexibility to accommodate staff and students. For instance, providing low seats and desks for students with mobility issues, scheduling lab activities at times that accommodate students who need consideration of this (according to their SAP), additional lab time for individual tutoring and there is staff at the Archaeology Teaching and Research Centre (ATARC) who provide support to students. There was also a modification of the workplace to allow for service animals and there is more education for staff on disability rights and confidentiality around hidden disabilities. The School of Social Science advocated for accessible content (e.g. font type and size on emails and print materials). The School also provided feedback to working groups working on new systems such as the Curriculum End to End Program.

### *Areas for Improvement*

Consider the trade-off between confidentiality and transparency in disclosing staff disability which aid in decision making. More funding to build accessible pathways on campus. There is also a need to consider culturally and linguistically appropriate support for international students, and support for HDR students not employed at UQ (i.e. no access to EAP, etc)

### *Suggestions for Future Plan*

Increased training to raise awareness about disability so there can be appropriate plans of action.

### *COVID-19 Impacts*

There was an increase in mental health issues such as anxiety around the unpredictability and uncertainty of the pandemic. It is hard to gauge whether staff or students need support when contact is online only. Nevertheless, the Schools provided regular check ins with staff and students.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]

Encourage staff with disability are able to voluntarily self-disclose through the HRES once Workday is launched.

## 23. UQ Publishing (UQP)

### *Current Progress and Achievements*

The editors extended the “Ableist Language” section of the UQ Publishing Style Guidelines. Vision Australia intern, Chrissy Brincat, worked on several projects such as a report on inclusivity for UQP, an article outlining their experience with the team and an update on the UQ website to enhance accessibility (in collaboration with UQ marketing). Editorial staff participated in Writers Victoria’s Publishability disability equality training program. There was a continuance of copyright deals for books in audio formats. The team supported UQP-Vision Australia internship program from 2020-2021 which gave the opportunity for a person with low vision to intern for three months. There is wheelchair access to the UQ Print Counter. Staff are receiving Mental Health First Aid training.

### *Areas for Improvement*

The team is based at Long Pocket which does not have very good physical accessibility for staff with a disability. Currently, there is no footpath along the road and anyone walking needs to share the road with vehicles.

### *Suggestions for Future Plan*

Better disability access at Long Pocket campus

### *COVID-19 Impacts*

Information not provided.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]  
Continue to improve UQP website platforms  
Promote examples of good practice in disability inclusion

## 24. School of Mechanical and Mining Engineering

### *Current Progress and Achievements*

Newsletters were in html format. Job advertisement/position descriptions were written according to the UQ template. There are Mental Health Champions and staff and students are referred to Workplace Injury Management and Student services respectively as needed. The School was not aware of who has a disability as this information is confidential. In 2019 there was a new amenity in the Mansergh Shaw Building.

### *Areas for Improvement*

It is challenging to manage and grant multiple requests for assignment extensions that arrive throughout the semester.

## *Suggestions for Future Plan*

The Braille dots around Mansergh Shaw building were destroyed due to construction projects. It needs to be repaired. All teaching spaces, offices and workplaces need to be made accessible.

## *COVID-19 Impacts*

COVID-19 had a profound impact on staff and students generally. For all students, we were more flexible with extensions to assessment due dates (in accordance with UQ policy). Unfortunately, much that we did was reactive owing to the fast changing pace of what we needed to do. The key pressure was delivering a dual mode teaching program.

## *DAP Implementation*

[Specific DAP actions/objectives not referenced.]  
Provide proactive support to academic staff to help implement examination adjustments, extensions to assessment, and other adjustments

## 25. Research Computing Centre

### *Current Progress and Achievements*

The centre provided desk upgrades upon request. Staff were given flexible working hours.

### *Areas for Improvement*

Information not provided.

### *Suggestions for Future Plan*

Information not provided.

### *COVID-19 Impacts*

Additional meetings were implemented to monitor mental health and well-being. All in-person activities were transitioned to online.

### *DAP Implementation*

[Specific DAP actions/objectives not referenced.]  
We continue to improve gender diversity in the centre. This is a traditional problem for computing and IT, however we have doubled female staff number in the past year.

## 26. Faculty of Engineering, Architecture and Information Technology

### *Current Progress and Achievements*

The new Andrew N. Liveris Building has been designed with DA intrinsic to its design. For example, the building has hearing loops in lecture theatres and student labs. Variable height benches have been provided in the student lab. Electric variable height desks have been provided for all staff and post-grad students. A DA lift has been provided on Cooper Rd to allow access for people who can't use stairs. The reception desk has been designed to be accessible for wheelchair users.

Where time permits, the EAIT Learning Enhancement Team has provided transcripts for videos it has produced in projects with EAIT academic staff. Newsletters originating in EAIT are in html format to ensure the content is accessible. All EAIT websites are managed by a central team to ensure compliance.

The School of Architecture sent 600+ care packages to current students, and held an R U OK Day event. A 3-hour workshop on Supporting Students with Mental Health Conditions was run for School of Architecture staff. Emails were sent to the Student Body reminding them of mental health support options available.

As a pro-active positive mental health measure, a wide-range of both social and academic orientation activities were designed and implemented, both online and in-person, for all new students. EAIT staff continued to further develop the At-Risk student program with the assistance of the Student Relations Network. The EAIT International Student Advisor continued to grow the International Student Support program and delivered initiatives in collaboration with School staff and the International Engagement team. The School of Mechanical and Mining Engineering encouraged academic staff to run additional drop-in sessions for external students and provided welcome and induction for HDR students.

The School of Chemical Engineering worked with HR and recently paid for one of their staff to visit a workplace psychologist to design a suitable, flexible work plan to assist the staff member with returning to work.

The School of Mechanical and Mining Engineering have a number of Mental Health Champions and promote monthly wellness activities for staff and students.

Any ergonomic adjustments required by staff members for any reason are accommodated and supported, e.g. a large number of height adjustable desks have been provided to staff members throughout EAIT and Schools. Staff have the opportunity to attend a range of development sessions addressing mental health and psycho-social risks in order to better equip them to deal with issues staff may face.

All advertisements and position descriptions use the UQ template with the standard wording on diversity and inclusion.

All EAIT hiring managers have completed or have been encouraged to complete Unconscious Bias training.

## *Areas for Improvement*

The School of Architecture (Zelman Cowen Building) has one accessible entrance, but the entry door is not automated - it has been raised multiple times with P&F.

There were significant difficulties with accessing temporary accommodations (a parking space under the building) that were requested by senior Faculty staff for an injured staff member. The process was difficult to initiate and an outcome took several weeks. The staff member was asked to provide medical documentation to parking officers at a level of detail that transport staff were not medically trained to assess, and which compromised the injured staff member's medical privacy.

Some SAP requests continue to ask academic staff to work beyond acceptable levels. Some SAP condition requests are in breach of UQ Policy (e.g. asking student be allowed to submit late extension requests). Some SAP conditions are asking academics to vary academic standards for the student (e.g. ignore standard of written English in submissions).

## *Suggestions for Future Plan*

UQ should have social media guidelines around disability. For example, UQ's Instagram does not use text alternatives that convey the meaning or content that is displayed visually for people who are blind and use a screen reader; there are no automated captions.

Repair of Tactile Ground Surface Indicators that have been destroyed due to construction projects.

Make use of and raise awareness of disability employment services and the types of roles that could be filled that way.

Ensure that all teaching spaces, offices and workplaces are accessible by persons with a disability.

Raise awareness of the types of disability and accommodations that should be made to improve the base level of inclusion.

## *COVID-19 Impacts*

The impact on staff workload and mental health for both students and staff was significant. Both staff and students generally reported greater feelings of isolation and there were significant increases in academic misconduct, student applications for assessment extensions, etc.

Upon return to campus, some academic staff in the School of Information Technology and Electrical Engineering added class activities such as 'push-up challenges' to improve mental and physical wellbeing. The student engagement with these activities and feedback was positive.

Mental Health Champions and HSW staff organised a number of events to engage staff, including naming competitions and walking challenges. The School of ITEE also hosted regular Teaching and Learning zoom sessions for all ITEE academics to help newcomers to learn from more experienced staff members.



It was difficult to be proactive due to the constant changes required due to COVID-19. Delivering courses both internally and externally was extremely challenging for both academic and professional staff.

### *DAP Implementation*

**All of UQ 1.2** Identify and promote champions and/or examples of good practice and research in disability inclusion at UQ. Several units within EAIT will identify a wellness champion for organising and promoting events accessible to all and for the benefit of everyone's mental health.

**All of UQ 3.0** Digital infrastructure - EAIT will help ensure digital infrastructure embodies all elements of disability inclusion and accessibility and additional support.

**All of UQ 2.4** Continue to provide educational opportunities to hiring managers with respect to disability inclusion.

## Appendix 3. List of Stakeholders Who Provided DAP Annual Reports for 2020-2021.

#	Stakeholders	Contact Person	Role
1	Human Resources*	Celina Campas	Manager Workplace Diversity and Inclusion
2	Chief Operating Officer Portfolio *	Jeremy Crowley	Director Corporate Operations
3	Queensland Brain Institute +	Helen Hume	Deputy Director (Operations)
4	Provost and Deputy Provost *	Janey Saunders	Director of the Office of the Provost
5	Information Technology Services *	Ellee McClymont	IT Strategy, Policy and Assurance
6	Sustainable Minerals Institute +	Melissa Glendenning	Deputy Director (Operations)
7	Faculty of Business Economics and Law +	Bronwyn Diffey	Faculty Executive Manager
8	Institute of Teaching and Learning Innovation *	Michaela Deen	Deputy Director (Strategy and Operations)
9	Faculty of Medicine +	Marni Jacoby	Faculty Executive Manager
10	Property & Facilities *	Tim Sweeney	Associate Director
11	Australian Institute for Bioengineering and Nanotechnology +	Stephanie Jillett	Deputy Director (Operations)
12	The Queensland Alliance for Agriculture and Food Innovation +	Cara Herington	Operations Manager
13	Marketing and Communication *	Camille Layt	Corporate Publications Manager
14	Library +	Angela Hannan	Librarian
15	Faculty of Health and Behavioural Sciences +	Tricia Williams	Faculty Executive Manager
16	Faculty of Science +	Patrick Testa	Faculty Executive Manager
17	Graduate School +	Dan Walker	Deputy Director
18	School of Education +	Patricia Morrell	Professor
19	Academic Services Division +	Mark Ewen	Associate Director
20	Institute for Molecular Bioscience +	Bruce Wyse	Deputy Director (Operations)
21	Finance & Business Services *	Matt Toomey	Acting Chief Financial Officer
22	Faculty of Humanities and Social Science +	David Mayocchi	Faculty Executive Manager
23	UQ Publishing *	Ben James	Director
24	Research Computing Centre *	David Abramson	Professor
25	School of Mechanical and Mining Engineering +	Kim Lamb	School Manager
26	Faculty of Engineering, Architecture and Information Technology +	Karen Perkins	Faculty Executive Manager

\*area involved with staff only

+area involved with staff and students

## Contact details

### Workplace Diversity and Inclusion

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W <https://staff.uq.edu.au/information-and-services/human-resources/diversity>

CRICOS: 00025B | TEQSA: PRV12080