The University of Queensland

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Disability Action Plan 2020 Annual Report
Reporting period: 01 July 2019 – 30 June 2020

Contents

Executive Summary

The University of Queensland (UQ) Disability Action Plan 2018 – 2021 (DAP), constitutes formal recognition of UQ's commitment to ensuring Persons with Disability are afforded equitable opportunities to participate in the UQ community. The DAP provides UQ with an operational framework to become a leading organisation for inclusion and accessibility for Persons with Disability. It is informed by global best-practice, international conventions, federal and state legislation and guidelines, and is designed in accordance with the provisions in the Disability Discrimination Act 1992 (Cth) (DDA), and the associated Disability Standards of Education 2005.

As outlined in the DAP, the Pro-Vice-Chancellor (PVC), Office of the Provost, as principal manager, requests identified, accountable stakeholders to report annually on the achievements of their actionable items. This report provides an overview of stakeholder actions towards the achievement of the DAP objectives, challenges and metrics on Persons with Disability during the reporting period, 1 July 2019 to the 30 June 2020, which is the second year of implementing the DAP.

Stakeholder actions outlined in this report build on the achievements of the previous reports and reflect UQ's commitment to being 'Disability Courageous'. Please refer to the 2019 DAP Annual Report for more information on achievements prior to this reporting period.

48 responsible stakeholders are identified throughout the DAP in 2020. During this reporting period, 43 stakeholders provided a report, representing an 89.5 % reporting rate in 2020.

The reporting period included the first months of the COVID-19 pandemic, including Australia's longest, and most wide-spread period of "lockdown" (government enforced limitations on social interaction and movement outside of homes) during the pandemic which resulted in new challenges and outcomes for this report, discussed further below. Given the challenges and barriers that have emerged as a result of the COVID-19 pandemic, this report has an additional section identifying the specific obstacles and adaptation strategies adopted by stakeholders in response to COVID-19, which significantly affected the second half of this year's reporting period.

The stakeholders consistently reported difficulties in engaging students struggling to study online. An increase in both staff and student study accommodation requests was witnessed during the reporting period. However, the UQ community adapted well to online learning, teaching and work, and cohorts of students and staff with disability reported value in the new flexibility that was being afforded to them with little or no documentation regarding their condition required.

Please note that the Faculty and Institute updates (Sections 5–12) reflect their self-reported information.

1. Key achievements across UQ

During this reporting period:

- The Library supplied 52 items [4485 pages] in alternative formats including 20 items requiring HTML for screen readers.

- The Library also spent 52.58 hours scanning, processing, and tagging and remediation. The time spent on tagging and remediation was 26.92 hours.

- 32 staff members completed the *Staff Disability Inclusion Masterclass* over three sessions, 42 staff members completed the *Health/Disability Support for Students* workshop and 12 Staff Members completed the *Autism in the University Context* workshop. Two *Managing a Diverse Team* workshops were run during the reporting period which had a total of 29 participants.

- At the end of 2019, a business case was put forward for the role of Accessibility and Learning Support Officer to enhance the levels of support provided by the Library for accessibility and digital technologies. Funding was successfully secured for a 1-year fixed-term position; however, due to the COVID-19 crisis, the Provost and Chief Operating Officer (COO) introduced Temporary Additional Recruitment Controls (TARC) which resulted in a delay until 2021 on recruitment for this position.

- Along with Information Technology Services (ITS), Marketing and communications (M&C) recruited students via the Customer Experience Research and Development (CXRnD) teams experience design research panel, to test the new UQMaps navigation app (replacement for UQNav), to ensure accessibility routes and impediments.

- M&C implemented inclusion of additional signage for accessible shuttle bus services, and the location of lifts at UQ Graduations.

- Student Access Plans (for students with physical, mental health or neurodivergent conditions to access reasonable adjustments) have increased by 147 in Semester 1, 2020 in comparison to Semester 1, 2019.

- To coincide with the International Day of People with Disability (IDPwD), on 3rd of December, 2019 UQ partnered with Sporting Wheelies to host a game of Goalball in. The event had 9 participants and more than 20 spectating.

- Three Faculty of Business, Economics and Law (BEL) academics, Associate Professor Paul Harpur, Dr Marion Karl, and Dr Shane Pegg, interviewed UQ staff members with disabilities and then arranged a workshop to distribute the findings and to gain additional data. The workshop was entitled "*Mapping and Regulating the Challenges Confronting Workers with Disabilities that Travel for Work*" and was attended by the Federal Disability Human Rights Commissioner, Ben Gauntlett. This ultimately resulted in a travel fund for UQ staff with disabilities to ensure their needs whilst travelling could be met.

- Associate Professor Paul Harpur secured funding from the Committee on Australian Studies at Harvard University to fly a group of UQ academics to attend a workshop there. The workshop, co-hosted by the Harvard Law School Project on Disability, addressed "Australian Perspectives on Disability and Social Inclusion: Australia as a Compassionate and Just Society" in February 2020.

2. Key actions across UQ

2.1 UQ Disability Inclusion Group (DIG)

The UQ DIG (refer to *Member list – Appendix 1*), chaired by Associate Professor Paul Harpur, met four times during the reporting period and continued to provide advice and feedback to the PVC, to report back to the Senate Committee for Equity Diversity and Inclusion (SCEDI) on strategic issues, initiatives and achievements relating to disability inclusion at UQ. The UQ DIG provided advice and recommendations concerning the implementation of the University DAP and provided a mechanism for consultation and feedback to the broader University community on disability inclusion where requested.

In addition to the quarterly scheduled meetings, the Chair of the UQ DIG and Senior Manager of Workplace Diversity and Inclusion (WD&I) had follow-up meetings with the PVC to discuss progress, challenges, and opportunities in the space. Such consultation included advocacy for positions across the University that would support disability inclusion, such as creating the position for an Accessibility and Learning Support Officer in the Library, and the Graduate School.

A key achievement was being awarded a UQ Award for Excellence, under the Community, Diversity, and Inclusion category in 2019.

2.2 Marketing and Communication

During the period, M&C at UQ reported the following:

- The new future student website was colour contrast tested and program pages were tested to ensure the heading levels and content were readable through a screen reader to meet basic accessibility standards. It is built on a Drupal 8 codebase with inbuilt accessibility standards.

- UQ's Written Style Guide was updated in June 2020 to provide detailed guidance on appropriate disability-inclusive language. It was used for online event invitations when requesting accessibility requirements and promoted to UQ staff at Protocol and Events training sessions when guiding staff on planning inclusive events.

- A pre-publication checklist and training notes for shorthand software were updated in February 2020 to include accessibility requirements, compliant with UQ's Web Accessibility Guidelines (including alt-text and captions for all image and video assets).

- UQ's 2019 Annual Report was published in print and online with specifically developed accessibility versions to comply with the State Government requirements for accessibility.

- During the reporting period, M&C published a Contact magazine story titled lessons we can learn from hearing impaired to combat loneliness during the pandemic lockdown.

- M&C ensured a number of videos were published with closed captions in Contact magazine, and all QTAC and nurture video assets were captioned to increase useability for people with disabilities

- M&C updated the Research Impact story on Paul Harpur's disability advocacy research and re-promoted it through UQ's social media channels to coincide with the IDPwD.

- Social media channels were regularly monitored to alert Students Services/ stakeholders of any issues raised with disability access, for resolution.

- Along with ITS, M&C recruited students via the CXRnD teams experience design research panel, to test the new UQ navigation app (replacement for UQnav). This ensured accessibility routes and impediments. No release was made during the reporting period, with all planning and design/development work leading up to activities for the subsequent reporting period.

- M&C implemented inclusion of additional signage for accessible shuttle bus services and lift location at UQ Graduations. Accessible arrangements including ramps, on-stage lifts, hearing loop venue and Auslan interpreters were engaged as required.
- For the Vice-Chancellor's (VC) All Staff Forum, a screen-reader text version of the audio was uploaded online alongside the video.

2.3 Physical accessibility on campus

2.3.1   Properties and Facilities

Properties and Facilities (P&F) created online and printable campus accessibility maps for the St Lucia and other campuses with information on paths and building accessibility. The UQ St Lucia campus accessibility map is set to be updated by the end of 2020. Mechanisms for feedback exist with avenues of communication through P&F Assist and Archibus. P&F plan to enhance this by adding links to campus accessibility maps and by creating dedicated Customer Relationship Manager (CRM) categories to track feedback and complaints. It was reported that messaging around temporary impediments to accessibility could be more targeted by inviting people to register for an accessibility information channel.

While physical wayfinding and identification signage on campus does not specifically nominate accessible routes, signs are sited to ensure information directs people to accessible main thoroughfares and building entrances. Ways to enhance accessible route wayfinding are being considered, including linking of physical campus maps to app-based mapping information using QR codes.

As a rule, architects and certifiers with expertise in accessibility and interpretation of relevant codes/standards are engaged for building and refurbishment projects, with more specialised consultants brought in for large or complex projects.

2.3.2   Teaching space management (TSM)

TSM has begun work on marking the accessibility of rooms on the TSM website, though the level of detail needed for this to be useful for those requiring accessibility information necessitates an accessibility audit of these spaces. The team is working to relocate all information on central teaching rooms to a more central and accessible site.

2.3.3   Art Museum

The UQ Art Museum made Reasonable adjustments for new staff hires who required them, and uses accessibility as a conscious element of its communication method, with focus on implementing the following objectives:

- Ensuring disability inclusive language and images are used in relevant Art Museum media, communication and marketing collateral, by engaging external specialists for guidance.
- Strengthening recruitment processes for disability inclusion.
- Consulting with Persons with Disability to strengthen disability access to all Art Museum programming.

2.4 Digital accessibility

Information technology systems

ITS continually improves compliance and awareness with Web Content Accessibility Guidelines (WCAG) 2.0 through UQ website platforms and designs to ensure all digital assistance is accessible. Site Improvements reporting for a cross-section of web assets remains in place, and ITS' level of compliance remains consistent with industry benchmark. Further work is ongoing for the endorsement and publication of the draft UQ Digital Presence Procedure to outline ITS' commitment to ensuring appropriate standards of compliance. ITS have planned upgrades to the University standard website header and footer, which will also see a link to the updated UQ Accessibility Statement.

All ITS procurement procedures have mandatory non-functional requirements which include compliance with the relevant accessibility standards. This activity is ongoing, with over 124 items having been actioned or with progress made. Please see the linked report for progress.

ITS is identifying points of contact for students and staff with a disability to seek ITS support, including in the use of assistive technologies. This work within the UQ digital environment is ongoing, with a forecasted date for completion in February 2021, however Guidelines have been provided to staff creating content. Draft material was produced for staff involved in website accessibility training and content development.

The draft Digital Presence Procedure outlines the responsibilities of all organisational units concerning compliance for all individuals and digital assets. ITS, with the support of the Chief Information Officer (CIO), undertook a Point of Care (PoC) for lecture transcription. The resulting report made five recommendations which were passed onto stakeholders.

To aid the move to online studies and lecture recordings and ensure an equitable experience for all Persons with Disability, ITS ensured a formal process for automated transcriptions was provided. This included:

- What system provides the transcriptions (e.g., Kaltura, or Echo 360?)

- A defined process for course co-ordinators with students with disabilities to ensure their lecture recordings were available through the decided system with transcriptions provided.

- Clear instructions for Persons with Disability regarding access to the system (and transcriptions therein) and exporting these transcriptions for use in tools of their choice.

2.5 Mental Health Support

During the reporting period, Mental Health initiatives included:

- Development of The Mental Health Strategy

- Employment of A Mental health Strategy Coordinator

- Mental health first aid programs were facilitated regularly, including:

    - 14 Mental Health First Aid Courses (for a total of 249 participants).

    - 3 Mental Health First Aid Refresher Courses (for a total of 28 participants.

- Mental health awareness training was run in Faculties, as per the below attendance table:

Unit	No. of Workshops	Attendance	Total Attendance
UQ Graduate School	4	20	100
QBI with leader focus	1	20	20
QBI with staff focus	1	20	20
IMB	1	20	20
HR Executive Team	1	6	6
HR Functional Leadership Team	2	10	20
Promoting Mentally Healthy Workplaces Training	1	20	20
Leading a Mentally Healthy Workplace Training	1	16	16
Healthy Minds Training	1	20	20
		Total	**242**

Mental health support specific to Men's health was conducted online for 2020 (due to COVID-19) including videos, podcasts, and a panel of three psychiatrists discussing Men's mental health to increase awareness and supports.

The Mental Health Champion's Network received increased training and support from the Human Resources (HR) mental health team, along with supervision of mental health champions provided by the UQ Psychology Clinic. The staff Mental Health Champion program trained and recruited 66 participants to support access to assistance. The Champion network generates awareness around mental health in workplaces and leads mental health initiatives (e.g. men's health week, mental health week, R U OK? Day). In addition, the team provides ongoing case management of staff with mental health conditions by engaging with managers and HR to generate understanding of the impact of these conditions and workplace responsibilities. Reasonable adjustments and suitable duties plans are created where necessary, in consultation with HR.

The UQ Workplace Psychologist has ongoing consultation with HR and management regarding accommodations for medical conditions. A HR Functional Leadership Team (FLT) of more than 10 attendees and an all HR group presentation of around 150 attendees occurred during the reporting period specifically focussing on COVID-19 impact, mental health, and return to work planning (HR FLT only).

Specific resources related to mental health and return to work following COVID-19 have been developed and provided to HR advisors, business partners, and relationship managers to highlight accommodations and return to work planning for staff.

2.6 Library Support for Staff and Students with Disability

The Library has included a statement in the Collection Management Policy to affirm that more accessible formats are preferred when making purchases. Preference for eBook purchases actively select suppliers who provide Digital Rights Management (DRM) free licenses where available. During the reporting period, Librarians continued to have access to a document summarising the accessibility of key eBook platforms and a checklist. This is linked from the Purchase Request workflow page and updated annually (last updated March 2019). It helps librarians choose the most accessible platform when ordering individual eBooks. Librarians actively seek opportunities to participate in beta testing of updated e-resource platforms to provide feedback on issues including accessibility that need to be addressed before release.

This reporting period saw the transfer of responsibility of the Assistive Technology rooms to the Library. Updated hardware has been purchased for the rooms including:

- 1 Windows PC
- 24" lie-flat touch screen attached to PC
- Second 27" LCD on the easy-adjust ergonomic arm for laptop use
- Dock to allow easy connection of screen and peripherals for laptop users

The Library continued to provide access to students and staff with visual impairments and other print disabilities, and continued working with the Digitisation team, Diversity Disability Inclusion Advisors (DDIA) and Course Coordinators to provide accessible formats for students' learning resources. Where material could not be provided internally, Library support collaborated with external providers to source appropriate alternative formats (e.g., supplying Braille House with an appropriate digital format of a text for them to convert into braille).

This reporting period also saw an increase in the number of requests to convert material to different formats including HTML, which has not been done before. Library support converted foreign language (Spanish) and mathematical formulas from the source material. To date the Library Digitisation team have:

- Supplied 52 items [4485 pages] in alternative formats including 20 items requiring HTML for screen readers.
- Spent 52.58 hours scanning, processing, and tagging and remediation (if required). The time spent on tagging and remediation was 26.92 hours.

The Library continues to offer individual consultations with students and staff to provide information on available tools and technologies used to help students' access course material, for example:

- Natural Reader; VoiceOver.
- Browser add-ins like Open Dyslexie.
- Accessibility features in Adobe Pro and Word.
- In-built accessibility features of Windows and Mac operating systems.

At the end of 2019, a business case was put forward for the role of Accessibility and Learning Support Officer to enhance the levels of support the library offers relating to accessibility and digital technologies. Funding was successfully secured for a 1-year fixed-term position however, due to the COVID-19 crisis the Provost and COO introduced TARC, which recommended a delay until 2021 on its recruitment.

3. Key actions for staff

3.1 Training and education

3.1.1 Staff disability inclusion masterclass

The Staff Disability Inclusion Masterclass provides staff with an understanding of disability, best practice inclusive practices, accessibility considerations, UQ procedure for reasonable adjustment for staff, and the management of temporary disabilities. The workshop covers relevant legislative framework and provides an overview of the University policies and procedures supporting staff with disability. Managers and supervisors are also provided with information on best practices in inclusive leadership and management.

During the reporting period:

- 32 UQ Staff members completed the Masterclass over three sessions

- 6% were Academic staff members and 94% were Professional staff members

- With the impacts of COVID-19 during this reporting period, two masterclasses were run virtually. The virtual workshop was well regarded and accessible by staff members.

3.1.2 Health/ Disability support for students

The Health/Disability Support for Students provides an overview of UQ's responsibility toward students with a disability or medical condition, the role of Student Services and how they can assist staff, along with strategies to support students in the Diversity, Disability and Inclusion (DDI) space. Forty-two staff members completed this workshop during the reporting period.

3.1.3 Autism in the university context

The 'Autism in the University Context' workshop is an opportunity to improve staff's basic understanding and awareness of Autism Spectrum Disorder (ASD). This workshop is about supporting needs specific to students with ASD in the tertiary environment as well as ways in which staff can support students diagnosed with Autism. Twelve staff members completed this workshop during the reporting period.

3.1.4 Diversity, disability and inclusion staff training

Recognising the challenges for in-person training opportunities, online DDI staff training was developed and published at the beginning of 2020 using the articulate platform. These modules were designed to equip staff with knowledge and information on diversity and inclusion, with the opportunity for critical thinking when implementing reasonable accommodations for Persons with Disability. They also inform staff of legislative considerations and inherent requirements.

Given the successful reach of the DDI staff training module and feedback from the UQ community, work is currently underway to provide additional modules for specific areas, such as those with placement considerations.

3.1.5 Managing a diverse team

Managing a diverse team is a half-day course that provides managers, supervisors, and HR staff with knowledge and practical skills to manage a diverse workplace. This course is essential for all managers as it covers a 'best practice' approach to managing staff who may require additional support or have differing workplace needs. This includes: Aboriginal and Torres Strait Islander peoples; staff with disability or additional abilities; staff requiring flexible working arrangements; staff with caring responsibilities; staff who identify as LGBTIAQ+; staff from culturally or linguistically diverse backgrounds; and/or people working in non-traditional occupations.

- Two Managing Diverse Team workshops were run during the reporting period which had a total of 29 participants.

- 7% of participants were Academic staff members and 93% were Professional staff members.

3.2 Partnering with external stakeholders

WD&I maintained a paid membership with the Australian Network on Disability (AND) and a working partnership with Vision Australia, promoting both organisations through staff development training, sharing resources and promoting external learning opportunities (webinars, for example).

WD&I understands that this support goes both ways. As such, WD&I assisted with several mock interviews for Vision Australia in late 2019 and planned to have participated again in the Vision Australia Trainee Program in 2020. However, changes in the funding cycle delayed the program and it is anticipated that the next round of trainees will be placed during the next reporting period.

On the 3rd of December 2019 UQ partnered with Sporting Wheelies to host a game of Goalball in celebration of IDPwD. The friendly match was set up as a way for raising awareness and providing an opportunity for fostering disability inclusion through education and sport. The event had nine participants and more than 20 spectators. Some of the feedback that was received following the event included:

"As a participant on the day, I enjoyed embracing the sport without knowing what I was getting myself into. It was very humbling to play alongside Paralympian's of the sport and I valued that feeling of experiencing the unknown with lots of laughter and comical experiences. I respect those who play Goalball professionally as it takes a lot of skill, dedication, and focus to score and it just goes to show the importance of sport and how it shows no injustice to people with disabilities or those who are able. We all have to train hard, stay focussed, and compete with a determined attitude and striving behaviour. The ability has no boundaries."

Rosie Andrews, UQ Staff

"Thank you for organising the event for International Day of People with a Disability at UQ. It was wonderful to have an event on campus during work time that was a social activity that allows people to engage in an interesting activity and socialise with people from different areas within UQ. Events like this are essential to improve and maintain a sense of belonging for staff which enables us to be our full authentic self to the workplace. Thank you for investing the time."

Krista Markham, UQ Staff

3.2.1 Workshop funded by the Committee on Australian Studies at Harvard Law School

In 2019 Associate Professor Paul Harpur secured funding from the Committee on Australian Studies at Harvard University to fly a group of UQ academics for a workshop. This workshop, co-hosted by the Harvard Law School Project on Disability, addressed "Australian Perspectives on Disability and Social Inclusion: Australia as a Compassionate and Just Society" in February 2020.

At this workshop, PVC Professor Tim Dunne and Associate Professor Paul Harpur spoke about UQ's notable progress in ability equality. Their paper "*Nothing about us unless it is led by us: Realising a vision for ability equality in the academy*" considered how the Convention on the Rights of Persons with Disabilities was drafted on the catch cry of "nothing about us without us".

Significant normative change has been realised and the new vision of "nothing about us unless it is led by us" is driving disability leaders to realise a systemic and strategic change in universities. This presentation will analyse how this dream is to become a lived reality in one of Australia's leading research-intensive universities.

Ms Jordan Akhurst, UQ Diversity and Inclusion (D&I) Consultant, also spoke positively of the efforts at UQ in her publication "*Persons with complex and profound disabilities entering the academy: The disability courageous university*".

Following their presentations at the workshop the UQ academics went to give a guest lecture at the John F. Kennedy School of Government at Harvard University (February 25, 2020), which showcased UQ as a disability courageous organisation. The UQ academics involved in this workshop and guest lecture included Professor John Devereux, Professor Tim Dunne, Pro-Vice-Chancellor, Kathy Ellem, A/Professor Paul Harpur, and Dr Joseph Lelliott.

3.3 Fostering disability inclusion through systems and policies

During the reporting period, HR was implementing the new Human Capital Management System (HCMS), Workday, scheduled to rollout in mid-2021. WD&I provided and continue to provide input to ensure disability inclusive and accessible viewpoints are considered. As a result, Workday should provide an option for staff to self-identify their disability and apply for workplace adjustments through the HCMS.

The Reasonable Adjustment Policy and the adjoining operating procedure were scheduled to go live during the reporting period, and the application form was uploaded on the WD&I disability website. However, after a last-minute round of consultations with the Freedom of Speech committee, this policy is pending final approval.

Where possible, WD&I recommends the inclusion of disability demographic data in diversity surveys. WD&I, in consultation with the UQ DIG, did extensive analysis on the Disability cohort responses in the 2019 Voice Data, identifying gaps and challenges that were then reported back to the Senate, via the SCEDI (see Appendix 3).

3.3.1 Disability Travel Support Fund

In late 2019, WD&I launched the UQ Disability Travel Support Fund (DTSF). The DTSF is intended to cover additional costs incurred by staff with a disability when traveling for work-related purposes, as per the University Travel Management Policy and other relevant policies. The DTSF may be used to fund a range of reasonable supports or adjustments, including (but not limited to):

- a traveling or in-location guide, carer or assistant;
- in-location communication assistance technologies;

- a support person to assist with communication in-location;

- the difference between UQ's standard accommodation allowance and the cost of accommodation that equitably meets the specific needs of a person with a disability;

- assistive mechanisms and equipment, such as a wheelchair; and/or

- hiring medical equipment in-location.

The DTSF was able to support one work-related trip before COVID-19 travel restrictions. It is anticipated that once restrictions are lifted, the DTSF can continue with funds provided by the Provost's Office.

3.3.2 Finance and business services

In response to the DAP objective for WCAG 2.0 compliance in UQ procurement policies and procedures, Finance and Business Services reported:

- Section 7.1 of the UQ Procurement Procedure 9.40.02 refers to Information and Communications Technology (ICT) procurements needing to be compliant with the ICT Procurement Framework

- The ICT Procurement Framework adheres to the need for ICT procurements to be approved by the IT Project Approval Committee, which includes assessment by a Technical Lead to ensure appropriate consideration of applicable ICT policies, procedures and standards (Section 5.3). This includes consideration of the Digital Presence Procedure.

- The Framework also refers to Forms, Templates and Guidelines being available on the ICT procurement website (Section 8).

- The ICT procurement website includes a 'Procedures, forms and guidance' section which includes reference to an ICT Requirements Spreadsheet Template, to be used in preparing Invitation to Offer requirements, and Requests for Quote (as appropriate). Users are instructed to contact ICT Procurement for this spreadsheet. The spreadsheet contains common non-functional requirements which includes the following usability requirement:

Accessibility - The solution provides an ability for all web user interfaces to meet UQ's accessibility requirements (WCAG 2.0 Level AA).

Targeted engagement activity assists with communicating these accessibility requirements to Procurement stakeholders across UQ to ensure they are considered for procurement in lower value thresholds that may not necessarily require the use of the ICT Requirements Spreadsheet Template.

In addition, the updated Digital Presence Procedure will include a requirement for all digital content to at least meet WCAG version 2.1 (level AA or higher). This is currently in draft and is intended to be published on the PPL by the beginning of October 2020.

3.4 Disability inclusive recruitment

During the reporting period, the Recruitment Team engaged with WD&I to ensure reasonable adjustments and accommodations are made for job applicants. All job advertisements and position descriptions had the following statement:

"We value diversity and inclusion, and actively encourage applications from those who bring diversity to the University. Our Diversity and Inclusion webpage contains further information if you require additional support. Accessibility requirements and/or adjustments can be directed to recruitment@uq.edu.au."

After an individual disclosed that they had a disability that required adjustment to the interview process, Recruitment provided a support person and the candidate received questions in advance to allow them to prepare adequately. This case prompted the development of a Guide for Hiring Managers to reference different types of reasonable adjustment requests. Hiring managers are also encouraged to participate in the Staff Disability Inclusion Masterclass.

Recruitment has dedicated a section in the staff on boarding process to D&I efforts at UQ to promote awareness and understanding. This section also contains links to helpful resources for Persons with Disability.

4. Key actions for students

4.1 Snapshot of the student disability cohort

During the reporting period, data was collected on students requesting assistance and support through both service information and students' self-reporting to the University that they have a disability. Self-report data demonstrates that both self-reporting and request for help are lowest for post-graduate students and highest for UQ College students.

For the Undergraduate cohort, there has also been a notable increase from Semester 1, 2019 (2.9% reporting, 1.5% requesting assistance) to Semester 1, 2020 (8.4% reporting, 4.8% requesting assistance). From data derived from the Diversity, Disability, and Inclusion Service, there has been a 41.3% increase in students engaging with the service and accessing supports. Postgraduate students and UQ college students are not included in this semester-based report, however, this information is monitored regularly. All Faculties have seen an increase in SAP numbers, and increases are likely impacted by the move to on-line study, with accessibility challenges and on-campus requirements during parts of the semester.

Retention and Attrition figures for students that have identified as having a disability are also included for the Faculties:

Retention and attrition figures 2020 Report	2015	2016	2017	2018	2019	2020 YTD
Total Enrolled Cohort	50,791	51,051	52,307	53,661	55,265	54,802
Total Disability Cohort	2,242	2,446	2,729	3,050	3,443	4,865
Proportion of Cohort	4.41%	4.79%	5.22%	5.68%	6.23%	8.88%
Total DDI contact points/ appointments	6,093	5,478	6,250	7,735	9,057	6,626
Average Appointments	4.5	3.5	3.3	3.3	3.4	3.2

Percentage increase in students accessing disability support	2015/16	2016/17	2017/18	2018/19	2019/20
	9.10%	11.60%	11.76%	12.89%	41.30%

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STUDENTS WITHOUT A DISABILITY	2015	2016	2017	2018	2019
Retention	84.20%	84.50%	84.50%	85.37%	85.87%
Attrition	15.80%	15.50%	15.50%	14.63%	14.13%
STUDENTS WITH A DISABILITY	**2015**	**2016**	**2017**	**2018**	**2019**
Retention	78.20%	78.60%	79.60%	80.72%	82.15%
Attrition	21.85%	21.42%	20.36%	19.28%	17.85%

Overall % increase from 2019 - 41.30%

Count of Students	Semester 1, 2019	Semester 1, 2020	Grand Total
Faculty of Humanities and Social Sciences	387	423	810
Faculty of Science	287	301	588
Faculty of Health & Behavioural Sciences	219	264	483
Faculty of Business, Economics & Law	111	109	220
Faculty of Engineering, Architecture & Information Technology	82	99	181
Faculty of Medicine	65	101	166
Other	40	41	81
Grand Total	**1191**	**1338**	**2529**

Distinct Students	Semester 1, 2019	Semester 1, 2020	Grand Total	% Increase
Faculty of Humanities and Social Sciences	369	399	593	8.13%
Faculty of Science	274	288	435	5.11%
Faculty Health & Behavioural Sciences	205	249	358	21.46%
Faculty of Business, Economics & Law	102	105	173	2.94%
Faculty of Medicine	63	97	136	53.97%
Faculty of Engineering, Architecture & Information Technology	80	91	133	13.75%
Other	37	38	75	2.66%
Grand Total	**1130**	**1267**	**1868**	**11.43%**

% increase in individual students with an SAP from Semester 1, 2019 and Semester 1, 2020

53.97% Faculty of Medicine

21.46% Faculty of Health and Behavioural Sciences

13.75% Faculty of Engineering, Architecture & Information Technology

8.13% Faculty of Humanities and Social Sciences

5.11% Faculty of Science

2.94% Faculty of Business, Economics and Law

UQ DISABILITY INDICATOR – STUDENTS
2020 Report

Disability	Total Student	Required Support %
Acquired Brain Injury	100	88.00%
Hard of Hearing/Deaf	214	67.29%
Intellectual Disability	92	92.39%
Low Vision/Blindness	217	59.91%
Medical Condition	964	60.37%
Mental Health Condition	2011	61.61%
Neurological Condition	233	69.10%
Not Specified	280	62.50%
Other Disability	338	77.22%
Physical Disability	234	81.62%
Specific Learning Disability	469	75.27%
Total	**5152**	

4.2 Supporting the student disability cohort

4.2.1 Disability training and support through Student Services

DDI programs, training, and events are available to all staff and students across campuses, and internationally located. During the reporting period, Student Services created promotional materials including slides and clips which were distributed to Faculties to use during lectures, post on electronic screens, and refer to, raise awareness, information, and support. Training and support opportunities included the Wellbeing series, online counselling workshops, DDI mentoring and Support Group, Connections on the Spectrum Group, and union-run support groups.

Guides and resources have been developed to assist student-facing staff to support students with a disability. This includes the DDI staff live training, online modules, and process guides. Additional resources such as information slides have been developed and are available for staff to access and promote the service to students.

Staff use several online platforms to deliver services and meet with students. Zoom appointments have continued to be in high demand following a return to campus following COVID-19 restrictions and have improved the accessibility for many. The Zoom Mentoring Program underwent a review in early 2020 with modifications made to meet student needs and ensure accessibility during COVID-19. This included a move to establishing a weekly online DDI Mentoring and Support Group and weekly online Connections on the Spectrum Group.

Pre-admission discussions were promoted and encouraged by Student Services for students with a disability. This can be via regular appointments, drop-in sessions, Open Day consultations, and entry points of information, such as SiNet. A key focus for Student Affairs is to engage with Teaching and Learning (T&L) across Faculties to strengthen communication channels, provide advice and support to academic teaching staff, and navigate changes to modes of delivery to best meet the needs of students. This liaison has

resulted in SAPs responded to promptly, and students' academic accommodations implemented to support students. Student Services is committed to ensuring Higher Degree by Research (HDR) students have access to timely appointments, support, and works with their supervisors and Schools to implement accommodations.

Processes continue to ensure that students are linked with the Library and resources are provided promptly. The move of the Assistive Technology rooms from under Student Services management to the Library has assisted in ensuring the computers are up to date with the latest software.

4.2.2 Student Employability Centre

Through the University Specialist Employment Program (USEP), coordinated by the National Disability Coordination Officer Program between UQ and Maxima, UQ was able to provide 12 months of specialised Career and Disability student appointments and online workshops tailored to support students with a disability. USEP provided 71 appointments to students who identified with a Disability, as well as two online workshops with a total of 145 registrations. UQ also participated in the working party for Pathways to Employability virtual series and careers fair coordinated by the National Disability Coordination Office Program.

The Student Employability Centre (SEC) increased access to Career Development Learning opportunities and Employer engagement opportunities by providing virtual delivery of the Student Success Program, Virtual Internship Experience Program, and Employer Insight series.

SEC has also continued to develop employability opportunities for students with disabilities with the development of an online DiversityHub. The DiversityHub promotes both identified and non-identified positions with organisations seeking diverse candidates and allows for any student to view positions highlighted on the site, along with an option to receive regular emails.

4.2.3 Institute for Teaching and Learning Innovation (ITaLI)

The University's external learning tool guidelines for selecting non-core systems have been upgraded to require staff to consider the University DAP's calls for eLearning systems to be WCAG compliant, and consider the requirement to be compliant with the University's Equity and Diversity guidelines. Furthermore, the UQ2U team is aware of the Equity and Diversity policy and guidelines and endeavours to adhere to them.

The following of the University's core eLearning systems have been confirmed to be WCAG 2.0 compliant:

- Blackboard is designed and developed following the internationally recognized Web Content Accessibility (WCAG) Guidelines 2.1 Level AA
- Echo360 is designed and developed to comply with WCAG 2.1 Level AA.
- Turnitin aims to conform to WCAG 2.0 AA standards.
- Kaltura is committed to fulfilling accessibility guidelines such as 508, CVAA, and WCAG 2.0 AA.
- In 2018 edX was accessibility audited and found all the applications materially support WCAG 2 Level A and AA accessibility.

The newsletter schedule for Teaching and eLearning News has been updated to include regular reminders on content creation for equity and diversity.

4.2.4 Academic services

In line with the DAP objective to review the process for communicating and supporting academic staff to implement exam adjustments, Academic Services reported that Inherent Requirements (IR) were developed for Nursing and Midwifery programs and the BVetSc (Hons) program. In addition, the Future Students Team developed a web site where these IR's are now displayed to students and serve as a template for the development of IR's for other programs. This development is the responsibility of each school, as explained in a memorandum from the DVC(A) to heads of schools. As part of the IR Pilot Project, IR background information was also provided to the School of Medicine and the School of Architecture.

5. Graduate School

The Graduate School reported an ongoing connection with Student Services to support HDR students requiring Access Plans for disability implementation in their research progression.

Disability by Faculty University Graduate School	Semester 2, 2020
Hard of Hearing/Deaf	1
Medical Condition	3
Mental Health Condition	2
Other Disability	1
Specific Learning Disability	1
TOTAL	**78**

Please refer to Appendix 3 for full comparative table

6. Disability inclusion within the Faculty of Medicine

6.1 Faculty of Medicine Student Data

Retention and Attrition Figures 2020 Faculty of Medicine	2015	2016	2017	2018	2019	2020
Students without disability						
Retention	86.20%	86.20%	88.10%	88.31%	88.81%	
Attrition	13.80%	13.80%	11.90%	11.69%	11.19%	
Students with disability						
Total	90	110	131	160	190	313
Retention	82.20%	85.50%	86.30%	87.50%	93.68%	
Attrition	17.78%	14.55%	13.74%	12.50%	16.32%	

Percentage increase from 2019 – 64.74%

Disability by Faculty	Semester 2, 2020
Acquired Brain Injury	7
Hard of Hearing/Deaf	16
Intellectual Disability	7
Low Vision/Blindness	16
Medical Condition	73
Mental Health Condition	108
Neurological Condition	18
Not Specified	16
Other Disability	21
Physical Disability	19
Specific Learning Disability	35
TOTAL	2607

Please refer to Appendix 3 for full comparative table

6.2 Faculty of Medicine update

Support and information for medical students with a disability was provided across multiple clinical and teaching sites. This was made possible by the implementation of the Medical Student Support Strategy and the tailored support services provided by the Medical Student Support Team. The Medical Support team regularly visits each of the clinical and teaching sites, offering student appointments, and also support for staff in these locations.

Students with a disability were made aware of, and subsequently accessed, the Medical Support Team to achieve their academic and personal goals. The Faculty received regular de-identified reports that indicated students with a disability were utilising this service with regards to student access plans, exam adjustments, and general support with mental and physical health issues. Supervisors of staff who indicated a temporary disability liaise with the Faculty Occupational Health and Safety (FOH&S) officers, HR, and UQ Health Safety and Wellness (HSW), who coordinate to adjust the work environment.

Supervisors reminded staff of the Employee Assistance Program (EAP) when relevant, and Student Services presented to new students at quarterly HDR inductions about their disability support options. Students who indicate a disability or seek help to overcome any issues arising from a disability are put in contact with both FOH&S officers and the DDIAs in Student Services, as appropriate.

Alongside student support during the reporting period, medical students were provided with a detailed resource guide listing localised primary healthcare and specialist mental health services. This was developed in recognition that medical students often move across multiple locations and may find it difficult to locate and access services in the area.

The Faculty increased staff capacity to support students with a disability across multiple locations by offering professional development training and support from the Medical Student Support Team to ensure they are responsive to the needs of students with a disability, understand the University's obligations and contribute to a disability-inclusive culture at UQ.

6.3 Faculty of Medicine Schools' updates

6.3.1 School of Public Health

The School of Public Health (SPH) has an Equity, Diversity, and Inclusion School Working Group (EDI WG) which includes representation of staff and students, including Persons with Disability. The EDI WG has prioritised supporting Persons with Disability as a key theme and priority for action, in 2020. The key for SPH is a dynamic EDI WG with a Chair Dr L. Fitzgerald, who is very committed to improving the disability space.

SPH has undertaken a scoping and mapping exercise to define the baseline of activities in the D&I area in UQ. SPH is working with Tanya Lutvey, Senior Manager WD&I, to outline policies, training, and services available centrally. Ms Lutvey provides ongoing guidance to SPH in the D&I Portfolio. SPH is also reaching out to EDI WG Chairs across UQ to find out their approaches to supporting Persons with Disability. Work has commenced to understand the issues of students living with disabilities and to establish how to support them. SPH has made specific reference to COVID-19 and mental health, intersecting with other domains of DDI issues. SPH's focus on staff with disabilities will follow a similar approach, starting with a mapping of issues for staff.

Across all degrees, SPH teaches extensively on the Social Determinants of Health and nested within this is a social model of disability, including the use of appropriate and inclusive language. Students studying a Bachelor of Health Sciences and Masters of Public Health have the opportunity to undertake placements at Disability-related organisations. Disability-related research is undertaken by PhD students and researchers in the school, including Associate Professor Allyson Mutch, Dr B Clarke, PhD graduates Dr K Brooker and Dr

C Broland. Further research led by SPH academics will be a target for work with staff on the EDI WG and disability issues.

However, as the numbers of students who have SAPs increase, SPH recognizes the need to organise SPH-based training for staff around supporting students with a disability and better communication between SPH staff and University disability advisors.

6.3.2 School of Biomedical Science

School of Biomedical Science (SBMS) offers appropriate support to all persons with a disability, including students and staff. All SBMS buildings have adequate physical access including wheelchair access, as well as easy access to areas such as the laboratories and student services. Students who use a wheelchair are encouraged to attend face-to-face practical classes earlier than scheduled so that they are safely settled. Students with disability are supported in their study and research through all means possible, and these are specifically written in their SAPs. This includes students who are doing undergraduate research or Honours/PhD. While IR statements are the responsibility of program owners, SBMS supplements the information provided by program owners in a range of ways. Information is provided in the Honours handbook for students pursuing the Honours program in SBMS. Students are also invited to speak with the Honours program coordinator and prospective supervisors.

SBMS is also conducting research on gene network sparks future autism treatment.

7. Disability inclusion within the Faculty of Engineering, Architecture, and Information Technology (EAIT)

7.1 EAIT student data

Retention and Attrition Figures 2020 Faculty of Engineering, Architecture and Information Technology	2015	2016	2017	2018	2019	2020
Students without disability						
Retention	89.10%	88.60%	89.20%	89.26%	89.51%	
Attrition	10.90%	11.40%	10.80%	10.74%	10.49%	
Students with disability						
Total	183	218	223	247	300	470
Retention	86.90%	85.30%	85.70%	83.81%	90.00%	
Attrition	13.11%	14.68%	14.35%	16.19%	10.00%	

Percentage increase from 2019 – 56.67%

Disability by Faculty	Semester 2, 2020
Acquired Brain Injury	8
Hard of Hearing/Deaf	29
Intellectual Disability	8
Low Vision/Blindness	37
Medical Condition	99
Mental Health Condition	181
Neurological Condition	30
Not Specified	33
Other Disability	35
Physical Disability	22
Specific Learning Disability	57
TOTAL	**6606**

Please refer to Appendix 3 for full comparative table

7.2 EAIT update

The Faculty of Engineering, Architecture, and Information Technology (EAIT) established an Equity, Diversity, and Inclusion Committee (EDIC) which reports to the Faculty Leadership Advisory Group (FLAG) and provides recommendations for the development, implementation, and review of strategies and plans that support students and staff equity and diversity. The Committee currently meets four times annually.

Across all Schools, when someone identifies as having a disability and requiring specific assistance, adjustments are made by Course Coordinators in consultation with the DDI unit. All staff and students associated with the School with a disability have access to equivalent levels of support and information resources.

During the reporting period, an article was published on UQ News about EAIT researchers (DR J. Liddle, Dr P. Worthy, Professor N. Pachana, D. Frost, E. Taylor & D. Taylor) who are currently working on developing transport technology to assist people living with dementia. This research will gather information about current and future transport technologies, identify possible issues from the perspective of people living with dementia and their carers, as well as other stakeholders in transportation and technology.

7.3 EAIT Schools' updates

7.3.1 School of Mechanical and Mining Engineering

Amenities are currently undergoing renovation in the Mansergh Shaw Building to include new ambulant and accessible toilets, with the completion date set for February 2021.

The School provides feedback to relevant central areas on SAP issues. Students are often referred to Student Services if there is an indication that they may need an adjusted plan. The review of examination and assessment requests are welcomed.

7.3.2 School of Chemical Engineering

The design of the new home of Chemical Engineering, the Andrew N. Liveris Building, has included accessibility as an intrinsic part of its design. For example, while the building is easily accessible for wheelchair users from the Staff House Rd side of the building, the landscape on the Coopers Rd side of the building required stairs. As a result, a wheelchair accessible lift has been designed into the building at the Coopers Road entrance to provide an alternative way of entering the building.

The lab design of the buildings includes safety showers and hand washing stations at a suitable height for wheelchair users. In all teaching labs, at least two lab benches will be installed at a lower height. Benches in the research labs are easily removable and replaceable to allow flexibility for different users.

7.3.3 School of Civil Engineering

An Expression of Interest for a study about public transport disability standards has been put to the Cooperative Research Centre (CRC).

IR statements still need to be developed at the faculty level in consultation with other engineering schools. The development has been delayed as a result of curriculum review, Program Architecture 2 (PA2), and COVID-19 management. It is expected that development will commence late in 2020 with a view to completion in 2021 (as per DAP).

7.3.4 The School of Architecture

The School is the first School in EAIT to develop a set of IRs for its programs and a first draft for the Bachelor of Architectural Design and Master of Architecture has been produced. Further work is required to refine the draft. It is intended that the development of inherent requirement statements for other EAIT programs will progress over the next 12 months.

7.3.5 School of Information Technology and Electrical Engineering

The School provides feedback to relevant central areas on student access plan issues and refers students to Student Services if there is an indication that a student may need a plan (e.g., multiple assessment extension request submissions).

8. Disability inclusion within the Faculty of Health and Behavioural Science (HaBS)

8.1 HaBS Student Data

Retention and Attrition Figures 2020 Faculty of Health and Behavioural Science	2015	2016	2017	2018	2019	2020
Students without disability						
Retention	88.10%	88.40%	87.80%	87.39%	89.18%	
Attrition	11.90%	11.60%	12.20%	12.61%	10.82%	
Students with disability						
Total	309	318	333	394	435	722
Retention	82.80%	80.80%	89.50%	85.03%	85.29%	
Attrition	17.15%	19.18%	10.51%	14.97%	14.71%	

Percentage increase from 2019 – 65.98%

Disability by Faculty	Semester 2, 2020
Acquired Brain Injury	17
Hard of Hearing/Deaf	38
Intellectual Disability	14
Low Vision/Blindness	30
Medical Condition	183
Mental Health Condition	331
Neurological Condition	31
Not Specified	36
Other Disability	54
Physical Disability	39
Specific Learning Disability	68
TOTAL	6392

Please refer to Appendix 3 for full comparative table

8.2 HaBS Update

HaBS has adopted digital accessibility requirements in content production processes. All videos comply with captioning requirements. Recent examples include: UQ graduate Kate talks about her career as a dietitian and Meet Lauren – Bachelor of Speech Pathology (Honours) student. Several courses (e.g., COMU1030) have been part of the UQ2U development program. This has enabled course videos to include captions and associated transcripts.

HaBS M&C follows disability and accessibility requirements in web development. The new Queensland Aphasia Research Centre website is designed to be accessible for people with aphasia. It includes features such as short, clear, and simple sentences, white space, extra line padding, and larger font size. The HaBS HSW team works with staff to ensure physical facilities are accessible for Persons with Disability. Front-facing reception and student/academic advisors provide advice to students regarding SAPs.

However, information relating to SAPs flowing directly through to Course co-ordinators and not available to other support functions within Schools is identified as a challenge. Whilst Student and Academic Administration (SAA) teams have found ways to monitor activity that may have contributed to retention levels, a system that would allow the monitoring of SAPs would be beneficial at the School level.

8.3 HaBS Schools' Updates

8.3.1 School f Human Movement and Nutrition Sciences

Via the School of Human Movement & Nutrition Sciences, Persons with Disability participating in recreation and sport are supported through research and related activities conducted by:

- Associate Professor Sean Tweedy, who focuses his research on promoting participation in sport by people with disabilities.

- Associate Professor Stephanie Hanrahan, who focuses her research on practical considerations for working with athletes with disabilities

- Associate Professor Murray Phillips, who prioritises analysing the history and role of elite disability sports, such as the Paralympics.

8.3.2 School of Psychology

The School of Psychology's research in the disability area includes psychological skills training for athletes with disabilities and the Triple P program which caters to many parents and children with disabilities. The School actively promotes volunteer opportunities with organisations in the disability sector. Postgraduate students are offered opportunities to work with organisations that undertake National Disability Insurance Scheme (NDIS) assessments, providing them with a broad scope of practice within this area.

Due to the significant number of SAPs in Psychology, the School has a long-standing working relationship with Student Services to ensure SAPs are managed as effectively as possible to meet student requirements and support their education. The SAA team is often the conduit between the student and the Course Coordinator and play a critical role in exploring what adjustments can be made to assist the student in their education. Staff development and training is ongoing to ensure a consistent and equitable experience for both students and staff.

8.3.3 School of Dentistry

The School offers a Special Needs Dentistry Doctor of Clinical Medicine which is promoted through Future Students and has a significant research component, a current student thesis includes looking at sedation for patients with special needs. One of the School's major research focuses is dental public health, improving the oral health and quality of life of vulnerable populations including people suffering general health morbidities such as Multiple Sclerosis, and mental health illnesses. This research group has several projects and publications that are promoted through the School's Research Report as well as through publications and events such as the School's Research Day held in August 2019.

Furthermore, an undergraduate research project (Year 5 Bachelor of Dental Science (BDSc)) Student Research Project) looked at mental health in student populations. The School of Dentistry continues to support students when made aware they are experiencing challenges and provides a formal pathway for doing that through our Student Monitoring and Support Committee. Within Dentistry, the School has an identified the HDR Director for whom the student can seek advice and support.

8.3.4 School of Nursing, Midwifery, and Social Work

A significant grant 'NDIS Commission's Worker Screening Literature Review and Evaluation Framework' was completed in early 2020. This project was led by Dr Kathy Ellem from the School with collaboration from Associate Professor Paul Harpur from the UQ Law School and Professor Michael Stein, Harvard University. This grant addresses the following research aims:

- To explore the evidence base for worker screening of employees working directly with Persons with Disability.

- To investigate relevant Australian and international research in relation to abuse, neglect and victimisation of Persons with Disability.

- To develop an evaluation methodology for the implementation of a nationally consistent worker screening for the NDIS as detailed in the 'Intergovernmental Agreement on Nationally Consistent Worker Screening for the NDIS.'

- To identify and make recommendations for best practice and continuous improvement opportunities.

Further promotion of New research to help prevent abuse of people living with a disability and Queensland Aphasia Research Centre and its support for Australians with aphasia and their families was conducted within the school, resulting in $1 million donations to boost aphasia research. The funding from Bowness Family Foundation will support research into aphasia – a language and communication disorder that occurs in one-third of all strokes and affects about 120,000 Australians. The Queensland Aphasia Rehabilitation Centre (QARC) will bring together researchers and clinicians to help treat patients with complex rehabilitation needs.

8.3.5 School of Pharmacy

In the School of Pharmacy, oversight of processes by the SAA team (mid-semester deferred exam requests via SiNet and Extension of Assessment Due Date requests) provides insight into how often an individual student with an SAP is unable to complete assessment by, or on the due date and contact is made if a student appears vulnerable. This process also identifies, and allows for intervention, where students may not have an SAP, but are consistently applying for extensions or deferring examinations on grounds which may warrant consideration for an SAP. These students are directed to Student Services to explore SAP options. Where subsequent conversations have been had, students have indicated they have reached out to student services as a result of the advice given.

9. Disability inclusion within the Faculty of Humanities and Social Sciences (HASS)

9.1 HASS STUDENT DATA

Retention and Attrition Figures 2020 Faculty of Humanities and Social Sciences	2015	2016	2017	2018	2019	2020
Students without disability						
Retention	82.70%	80.70%	80.50%	82.53%	83.34%	
Attrition	17.30%	19.30%	19.50%	17.47%	16.66%	
Students with disability						
Total	508	578	679	699	765	1245
Retention	74.20%	74.70%	74.50%	74.82%	80.26%	
Attrition	25.79%	25.26%	25.48%	25.18%	19.74$	

Percentage increase from 2019 – 62.75%

Disability by Faculty	Semester 2, 2020
Acquired Brain Injury	23
Hard of Hearing/Deaf	55
Intellectual Disability	20
Low Vision/Blindness	52
Medical Condition	249
Mental Health Condition	705
Neurological Condition	73
Not Specified	62
Other Disability	107
Physical Disability	60
Specific Learning Disability	128
TOTAL	**6682**

Please refer to Appendix 3 for full comparative table

9.2 HASS Update

HASS published the following story, Hearing Maud Shortlisted for National Literary Award. Retention within the HASS faculty is monitored annually. In 2019, the last year for which data is available, the retention for HASS students who identify as having a disability was lower (80.26%) than other students overall (83.34%). It is pleasing to report that the retention gap (3.8%) had narrowed (in 2018, the gap was 7.71%). In 2019, 149 students who identify as having a disability commenced in programs in HASS.

9.3 HASS Schools' Updates

9.3.1 School of Education

Research conducted in the School in D&I is a major focus, with many academics working in this area. Significant projects are featured on the School of Education website. HASS M&C have supported the School by promoting the research undertaken by staff and students. An example is the Down Syndrome Research Program that was published in Contact Magazine and as a story of impact.

The HSW Team assists by providing input on classroom accessibility. For example, the lift in Building 24 broke down and a visitor with a physical disability had to be assisted by security staff to go up a level to exit the building. The very cramped tutorial rooms on the 3rd floor of Building 24 and in the annex (24A) remain a concern.

The School has prioritised the accessibility of resources in the transition to online learning. Students have been assisted with the implementation of their SAP adjustments. Universal design and accessibility features built into the learning platforms have been helpful, perhaps allowing staff who do not have that specialist expertise to be more confident in the provision of their online materials. The school relies on students to inform whether they have specific access difficulties. For example, in teaching a student who disclosed a hearing impairment (though does not wish to have an SAP), staff regularly asks confidentially about accessibility when new online tools or techniques are planned.

9.3.2 School of Social Science

The Diversity Support Officer (DSO) in the School of Social Science works to strengthen communication between school staff and DDIAs, taking note of any issues emerging at a school level for consideration and providing staff with access to accessibility support and training. Staff and HDR students in the School are active researchers in the areas of disability, mental health, palliative care provision, Inter-professional Practice (IPP), and end of life. For example, exploring the transformative potential of freely given relationships for people diagnosed with severe mental illness; lived experience of psychosis; the restructuring of disability service organisations, and their collaborative governance as part of Australia's National Disability Insurance Scheme; the governance of government-funded service delivery.

In terms of engagement, researchers in the school partner with a variety of stakeholders from the disability sector to conduct research, provide expert advice, and link practitioners to cutting-edge research. For example, researchers have partnered with organisations such as A Place to Belong, Anglicare, and Nundah Community Cooperative Enterprise, Mates in Construction, Queensland Public Trustee, Cancer Council, and Motor Accident Insurance Commission. Particular attention has been paid to archaeology laboratory work and access to the Archaeology Teaching and Research Centre (ATARC) by students with disabilities.

Because of the diversity of disabilities among students, there is no singular process in place, but rather a general practice of flexibility, ensuring equity and maximising support while maintaining safety. For example,

- Access to equipment and chemicals is only granted once on-site training is completed and online safety modules are completed, to all students.

- Laboratory activities are scheduled according to requirements listed in students' SAPs (e.g., in the afternoons, rather than early morning). Although current COVID-1919 timetabling restrictions make this more complex, Zoom practicals are available for students who are unable to attend on-campus classes at a time that is more conducive to them.

- Provided additional laboratory time for individual tuition if required as part of a student's SAP.

- Availability of seating on low seats and low desks for students who have mobility problems and who cannot use the higher laboratory desks and chairs.

- The school always teaches courses at the ATARC with two staff members in attendance so that if any students get into difficulty, help can be sought quickly.

- The ATARC area itself is wheelchair accessible but students need to climb into excavation pits, which would be difficult for a student with mobility issues. The site would require fundamental redesigning for it to be fully accessible.

- The ATARC excavation site near the Lakes bus centre does not have ready access to toilet facilities.

9.3.3 School of Communication and Arts

At the beginning of each semester, staff are sent links (via the Head of School) to Student Services resources to help support and refer students. Regular updates from the Faculty HSW Manager are forwarded to all staff and HDR students within the school, with links and documents regarding student and staff support services. The School facilitates the early promotion of the DDI team to students. The School's website also includes links for Help and Support for students, including DDIAs.

During preparation for each next semester – the School's Electronic Course Profile (ECP) Checklist for Course co-ordinators includes a link to the Australian Disability Clearinghouse on Education and Training - Inclusive Teaching. This resource supports staff in the development and implementation of an inclusive educational environment in which students with a disability can access and participate successfully in their course.

Hearing Maud Shortlisted for National Literary Award (Dr Jessica White, UQ Amplify Associate Lecturer) and Empowering marginalised artists in Indonesia (Mega Ludvianto, UQ Alumnus) was shared via different platforms such as the School's website, newsletter, HASS Faculty, and school social media Twitter/Facebook.

9.3.4 School of Historical and Philosophical Inquiry

The School's academic administration staff regularly advise students of their right to establish an – particularly about Mental Health – and the services offered by the Student Services. Each semester the School observed a growth in the number of SAPs, which attests to the increased number of students aware of their right to access such a plan. Academic administration staff and Course Coordinators collaborate on supporting students in this area and demonstrate Historical and Philosophical Inquiry (HPI) as a disability confident enrolling unit. Staff in the School are informed about the rigorous processes required to set up an SAP and are responsive and cooperative in actioning requests from DDIA.

9.3.5 School of Languages and Cultures

Information regarding student disability services is included in the tutor training orientation provided by the Director of Studies each semester. The Director of Studies also reminds staff and tutors of available support

for students via newsletters. Staff are encouraged to share relevant slides with their students in the class. The School's resource officer works with Audio Visual (AV) and ITS to support staff and students with disabilities, as required. The School's website includes Common European Framework of Reference for Languages (CEFR) guidelines, an online guide that contains some inherent requirements like the ability to speak or write, the ability to hear and comprehend or read and comprehend in the target language. This initial guide assists students in self-assessing their language competence (if not beginners). Consultation with academic staff in the program, and our Pathways course progression guide all inform students of study choices in Languages.

9.3.6 School of Political Science and International Studies

As a measure to support student mental health, The Director of the Rotary Peace Fellow program will now conduct pre-admission interviews, starting with the 2021 cohort, to ensure candidates have a realistic sense of expectations in the program and how to deal with difficulties of that may arise. Students have in the past been adversely affected by the pressure of meeting these expectations, with some existing mental health problems exacerbated. The School accepts and responds to all SAPs and coordinators take appropriate action, including extensions and special exams where appropriate.

9.3.7 School of Music

The School of Music actively participates in relevant programs, plans, policies, and initiatives as part of UQ-wide coverage. Statements have been developed by the School of Education for dual degree B.Ed. programs involving music programs and are available here.

10. Disability inclusion within the Faculty of Business, Economics and Law (BEL)

10.1 BEL Student Data

Retention and Attrition Figures 2020 Faculty of Business, Economics and Law	2015	2016	2017	2018	2019	2020
Students without disability						
Retention	87.70%	88.80%	89.30%	90.79%	90.24%	
Attrition	12.30%	11.20%	10.70%	9.21%	9.76%	
Students with disability						
Total	226	239	267	301	347	578
Retention	83.20%	85.80%	82.80%	83.39%	83.86%	
Attrition	16.81%	14.23%	17.23%	16.61%	16.14%	

Percentage increase from 2019 – 66.57%

Disability by Faculty	Semester 2, 2020
Acquired Brain Injury	31
Hard of Hearing/Deaf	46
Intellectual Disability	34
Low Vision/Blindness	51
Medical Condition	140
Mental Health Condition	236
Neurological Condition	45
Not Specified	84
Other Disability	59
Physical Disability	50
Specific Learning Disability	86
TOTAL	**11619**

Please refer to Appendix 3 for full comparative table

10.2 BEL Update

The UQ DIG is currently chaired by Dr Paul Harpur, Associate Professor, from the School of Law in the BEL Faculty. Dr Harpur's focus on disability inclusion forms part of a group of world-leading scholars across the University aiming to advance ability equality and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities.

The BEL Faculty Executive Lounge is accessible to wheelchair users and people who are blind or have low vision.

10.3 BEL Schools' Updates

10.3.1 UQ Business School

All Business School students across St Lucia and Central Business District (CBD) locations have equal access to support and information resources. The school values and prioritises the promotion of equality, diversity, and disability – and ensure guaranteed media activity several times per year to specifically promote disability research and student/alumni profiles.

During the reporting period, the Business School has promoted the following research in mental health:

- Associate Professor Richard Robinson – MasterChef highlights toxic kitchen culture.
- Associate Professor Richard Robinson - Lifting the lid on Australia's toxic kitchen culture.
- Associate Professor Richardson - Kitchen nightmares show George Calombaris' wage theft scandal is a tip of the iceberg, experts say.
    - 88 media stories on research in this area, reaching over 2.39 million people.
- Adam Kay – managing conflict through mindfulness.
- Tyler Riordan – the denied rights of migrant delivery workers.
    - media stories achieved, reaching over 30 000 people.

10.3.2 School of Economics

During the reporting period, the School introduced disability awareness training in the School's tutor program, at the beginning of each semester as an ongoing initiative. A Diversity Inclusion and Wellness Officer was also appointed to provide advice and support.

The request of providing visually impaired students lecture PowerPoint slides on Blackboard with one slide per page is continuing to be addressed as a priority by individual academic staff members.

10.3.5 School of Law

Three BEL academics, Associate Professor Paul Harpur, Dr Marion Karl, and Dr Shane Pegg, interviewed UQ staff members with disabilities and then arranged a workshop to distribute the findings and to gain additional data. The workshop was entitled "*Mapping and Regulating the Challenges Confronting Workers with Disabilities that Travel for Work*" and was held on 4 October 2019. The workshop asked the question: "Accessible travel and workers with disabilities: How might universities better engage in the journey?"

During the workshop, the Federal Disability Human Rights Commissioner Ben Gauntlett explained the international context and the framework in which disability action plans operate. The professors then explained the findings of their research. Professor Tim Dunne gave an address that uses the UQ DAP to

produce a new policy that will do much to enhance access. The workshop also included participation from Vision Australia, Campus Travel, Sporting Wheelies, Department of Transport and Main Roads, Communities Queensland, and internal stakeholders. Participants of the workshop shared their own experiences and highlighted the challenges that many of their clients faced when travelling. While each spoke to the rigorous internal systems and policies in place that facilitated the planning and booking for their client, much of their discussion was cased in terms of issues external to the agency over which they had limited control.

Following the workshop, an internal report was created to support policy development at UQ. The research team provided recommendations and a DTSF was supported by PVC Professor Tim Dunne and ratified by Provost Professor Aidan Byrne, which is now operational (refer to section 2.3.1).

Furthermore, Academic publications have followed including Pegg, Shane, Karl, Marion, & Harpur, Paul. (2020). Negotiating work-based travel for people with disabilities. Current Issues in Tourism, 1–7.

The School has strengthened its support for students with disabilities by appointing a Coordinator Co-curricular program in mid-2019 and subsequently, a Student Support Officer in 2020. These roles have been responsible for student wellness programs and pastoral care. The Deputy Dean (Academic) who is the School's first point of contact for students with a disability, assists in the communication between the DDIA's and academics. Reasonable adjustments are made on a case-by-case basis to assist students with meeting assessment deadlines, absences from campus, and access to facilities.

New students with disabilities are encouraged to meet with the Deputy Dean (Academic). The meeting intends to build a relationship with students with disabilities so that they know they have a point of contact within the School who can provide ongoing support, or who can organise further support from Student Services who can assist with developing an action plan.

Finally, The Law School developed a Wellness Program and students have access to the School's Wellness webpages where they are provided with resources about on-campus and off-campus support and services with direct links to the disability student services webpages.

11. Disability inclusion within the Faculty of Science

11. 1 Faculty of Science Student Data

Retention and Attrition Figures 2020 Faculty of Science	2015	2016	2017	2018	2019	2020
Students without disability						
Retention	85.40%	85.30%	84.90%	86.07%	86.76%	
Attrition	14.60%	14.70%	15.10%	13.93%	13.24%	
Students with disability						
Total	402	443	518	597	658	993
Retention	81.60%	82.80%	83.00%	85.43%	84.80%	
Attrition	18.41%	17.16%	16.99%	14.57%	15/20%	

Percentage increase from 2019 = 10.22%

Disability by Faculty	Semester 2, 2020
Acquired Brain Injury	14
Hard of Hearing/Deaf	30
Intellectual Disability	9
Low Vision/Blindness	31
Medical Condition	218
Mental Health Condition	453
Neurological Condition	36
Not Specified	49
Other Disability	63
Physical Disability	43
Specific Learning Disability	95
TOTAL	**7109**

*Please refer to Appendix 3 for full comparative table

11.2 Faculty of Science Update

The Faculty of Science's (FOS) locations on campus are all accessible for persons with a disability. Since COVID-19, the default for all meetings has been Zoom, and this has resulted in much greater attendance and staff reported that they felt greater equity in hearing messages and being part of the same meeting across locations.

FOS has developed inherent requirements for the Bachelor of Veterinary Science (Honours) program. These are now published on the UQ Future Students website.

12.   UQ Institute Updates

It was noted that while most DAP stakeholders completed a report or collaborated with other stakeholders to co-submit a report, reports were not collected by the following institutes at UQ: Australian Institute for Bioengineering and Nanotechnology (AIBN), Queensland Brain Institute (QBI) and Institute for Social Science Research (ISSR).

12.1 Institute of Molecular Bioscience

During the reporting period, the Institute of Molecular Bioscience (IMB) established the IMB D&I Committee, chaired by Professor Kate Schroder. The Committee is represented by professional staff, students, and all levels of the academic cohort in IMB. The Committee developed a statement of acceptable workplace behaviour, which is part of the IMB staff induction process, as well as a presentation on how to navigate life as an HDR. Although it was an initiative of the IMB, all HDRs across UQ were invited, with more than 150 in attendance.

The IMB website promotes the availability of UQ Disability Services. All PDFs uploaded on the website will have functionality to support vision impaired readers. The electronic notice boards in the facility provide information about the EAP and names and locations of mental health first aiders.

Significant work was performed to understand the requirement of recognising the multiple locations that comprise the University environment and ensure that all Persons with Disability have access to equal levels of support and information resources. This includes changes in laboratory design, for individuals with a physical disability to work in a Physical Containment Level 2 (PC2) laboratory. The changes were cost-prohibitive, however, the information developed to establish a PC2 bench space for people with physical disabilities was sent to the design team of the new Science precinct for consideration.

12.2 Sustainable Minerals Institute

Relevant programs, plans, policies, and initiatives explicitly include coverage from the three locations the Sustainable Minerals Institute (SMI) operates from St. Lucia, Long Pocket, and Indooroopilly Mine site. All staff and students receive the same level of support, information, and resources. This is facilitated by the Deputy Director (Operations) and the HSW and Facilities Manager having responsibilities across all sites.

12.3 Queensland Alliance For Agriculture and Food Innovation (QAAFI)

HDR students receive induction information regarding support available to students with a disability and are encouraged to declare if they have a disability. In addition, QAAFI recognises and celebrates R U OK? Day each year as well as continuing to raise awareness of the available mental health support.

13.   Disability inclusion during COVID-19

13.1 How did COVID-19 impact staff and students with disability?

The COVID-19 pandemic caused significant impacts on University operations, across all work areas. Students and staff reported anxiety associated with the rapid move to online teaching, learning and working in Semester 1, 2020. For students, online study brought struggles with motivation and isolation. For staff, the pressure to pivot quickly to an unfamiliar teaching and working environment was incredibly stressful.

These impacts were aggravated multi-fold for UQ staff and students with a disability. A significant increase in the number of mental health issues over this time was discovered, including for coursework and HDR students and increased numbers of students with SAPs. The academic staff worked extensively with students who have SAPs to provide support, pastoral care and make reasonable adjustments, such as extensions to assessment where required.

Other reporting included:

13.1.1 Staff

- Several staff disclosed that they were immune compromised, in these cases staff were enabled to work from home and continue to work from home to reduce the risk of infection following the campus restrictions being lifted.

- Given the resources required to respond to COVID-19 in Semester 1, 2020; and the ongoing preparation and workload impact of COVID-19 for Semester 2, 2020 and 2021, most Faculties reported concerns about the timelines for the establishment of IR statements for its programs.

- A challenge for many schools and faculties was maintaining a duty of care to students who required support. Where students submitted multiple requests for extensions, there was a review of the business process associated.

- During COVID-19 there was a temporary closure of print collections, some library spaces, and buildings. The Library staff temporarily moved to online consultations, support and working from home for the majority staff. The supporting systems that manage student's Alternate Exam Arrangements and SAPs have struggled with the mode of delivery changes and workflow to academic staff.

- The adjustments to mixed-mode delivery, then recording a separate session for distribution to ensure privacy and comfort for student participants had proven quite difficult.

- The focus on trying to engage with leaders (through HR) to get buy-in on the need to focus on mental health and mental illness during this time has helped HR become more confident in supporting their areas. However, there did not appear to be any resources available during the early stages of the pandemic. It was also very difficult to try to obtain support to include COVID-19 mental health support resources on the main COVID-19 page.

13.1.2 Students

- A significant increase in the number of extension requests submitted by students based on a disability. It is not possible to determine whether these were students utilising an existing disability plan or an increase in the number of plans being provided.

- DDI observed an increase in mental health SAPs, SAPs related to conditions that increase vulnerability to COVID-19, and carer SAPs.

- Student Services experienced a significant increase in demand across the service, including an 18% increase in counselling appointments and a 58% increase in welfare appointments.

- Some students with a disability such as hearing impairments, mental health challenges, and processing disorders had additional challenges during this time. Flexible learning has continued these challenges.

- Staff reported concerns for students with disabilities who were struggling in an online mode, particularly those for who the consequences of their disability were exacerbated by studying in that mode (e.g., students with anxiety, depression, and executive functioning difficulties).

- However, some students required fewer academic accommodations due to the move to online and indicated that they benefited from an increased focus on universal design, access to Automatic Speech Recognition (ASR) transcriptions, and off-campus options for exams.

- There was a sharp decline in Career & Disability appointments when students moved to online learning. However, in the past, there was minimal attendance with in-person workshops, but piloted virtual workshops were a great success.

By contrast, many Staff and Students mentioned the positive impact of being able to conserve energy or better manage their energy by not having to physically travel into campus. Staff and HDR students were able to take necessary technology equipment home (such as an ergonomic mouse or chair), although this was limited to availability of the individual work areas.

13.2 How did the stakeholders adapt?

As Zoom is now the default option for all meetings, this has resulted in higher attendance and accessibility for staff. Trainers and coordinators embraced the opportunity to adjust accordingly and run workshops online due to COVID-19, potentially providing the ability to advertise the flexibility of completing workshops to suit staff members' needs.

Another positive outcome has been the increase in virtual experiences. For example, many field trips and student experiences have gone online. These worked in the favour of inclusion of students whose disability would have precluded them from joining these experiences. For example, the BIOL1030 virtual trip to Mt Nebo was well-received – Biological Science staff went up ahead one weekend and filmed the locations, activities, flora/fauna, etc. and a student in a wheelchair got to participate in the same way as everyone else, when ordinarily they may not have been able to. The FoS also provided virtual tours of UQ research stations.

Professional staff across all faculties reported 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 professional year students to keep them all informed about the changes occurring and continued to ensure that students were making the necessary progress toward degree completion. Particular issues around subjects that require placements, requests were handled by the Placements Team, School Manager and/or Head of School as appropriate and necessary.

From Student Services, significant improvements have been made to include online service delivery, whilst also maintaining face-to-face appointments and support for students. New initiatives, which are to continue into 2021, include the following:

- Virtual Village – A new initiative led by the UQ community that aims to bring students everyday connections into the one platform, where they can transition their study and social life online

- [UQLife social media platforms](#) to reach a range of students, particularly those experiencing isolation. These platforms include Facebook and Instagram and provide access to useful resources to support students, such as 'Staying Motivated', 'Mindfulness mediations', and exercise videos.

- Online Wellbeing Workshops are available to all students and are aimed at helping students with their study as well as giving them the tools to thrive personally in this time of uncertainty.

Student Affairs has also seen the benefit of initiatives in other areas, including ASR transcriptions as standard in recorded course content. Transcriptions have reduced reliance on paid Peer Note Taking and external services, which come as a significant cost to the University. ASR assists students with hearing impairments, processing disorders, English as a second language, and students who learn best from reading, in addition to watching, lecture content. It was reported that there was a large Increase training for HR staff on working with areas to identify at-risk staff and ongoing communication and engagement with staff. Ensuring online resources are available and up to date.

14.   Recommendations

The ability to work and study flexibly benefits staff and students with and without disability, but also provides improved equity in experience for many of those with a disability as they can part take in activities and experiences, including meetings, teaching (lectures/tutorials), and some student experience activity in the same context and environment as peers. Additionally, continued broad communication about University initiatives and achievements helps to keep disability in front of the mind.

To aid UQ's endeavour to remain a disability courageous organisation, the following recommendations are being made:

14.1 UQ wide

1. Seek regular updates of the JISC audit (or a similar audit) to ensure accessibility considerations for the digital environment for staff and students is kept current given the rapid changes that occur in this space.

2. Seek an accessibility audit of all physical spaces on every campus, placing special emphasis on which buildings and/or rooms need to be retrofitted to allow real access to those physical spaces. Recommendations for retrofitting of buildings, lighting and noise considerations, toilet facilities, accessible parking and for signage and wayfinding should be included in the TORs.

3. Following an audit of physical spaces, more explicit detail is needed to make accessibility indicators helpful for users within the Teaching Space Management website or other webpages which give room descriptions (e.g., automatic doors into the building, desk heights, presence & number of height adjustable desks, presence of hearing loop, etc)

4. Link P&F announcements of temporary or long term barriers and changes to the physical environment to the My.UQ Notifications.

5. Have an easily recognisable and accessible way for staff and students to report things that need to be fixed on campus (such as broken balustrades or lights that are strobing).

6. Explore a targeted and coordinated Disability Research and Innovation Strategy.

15. As per Recommendation 2 in Appendix 3.3, form of a single contact for students and staff with disability to seek IT support, including the use of assistive technologies, within the UQ digital environment.

16. Provide funding for a disability focused position be created to provide support to Workplace Diversity and Inclusion to help advance initiatives in the DAP.

14.2 Staff

1. Ensure people with a disability are consulted about any specific impacts of COVID-19 on them and what individual units, and across UQ, could be done to better manage their situation. At a unit level, it is important to ensure that staff are considered when planning work activities, social and professional, especially as more of us work off-campus.

2. Increase targeted support for mental health and awareness building for students and staff.

3. Create measures targeted at reducing stigma of disability in the workplace and increasing comfort of staff with disability to disclose their needs when they feel it is appropriate, so that staff can bring their whole self to work.

4. Create targeted measures to address areas of workplace dissatisfaction by staff with disabilities as indicated by 2019 Voice Survey data.

5. Make flexible working the default rather than the exception.

6. Provide more specific training for supervisors in supporting staff in periods of high stress and confusion.

7. Ensure Course Coordinators understand the process of dealing with adjustments related to examinations, through regular information and links about the SAP process.

8. Continue to support and resource teaching staff to provide transcripts and the creation of teaching and assessment materials for hearing and vision impaired students and students with print disabilities when required.

9. Support all staff to be trained in accessibility considerations for their area. This training should aim to support best practice over minimum legal requirements. This should include training for teaching staff regarding making learning materials accessible

10. As a priority, have a regular schedule assigned within a specific staff role(s) for checking that all online learning tools and software meet current accessibility standards, and that staff who use these tools know how to use the accessibility functions.

11. Increase the promotion about how staff may seek reasonable adjustments and ensure all managers and relevant HR staff are trained in providing information about the process, and in making assessments for reasonable adjustments.

12. Ensure the continuations of the Staff with Disability Travel Fund to help ensure staff with disabilities who need to travel to meet the demands of their role can do so.

13. Consider the plausibility and logistics of having either recruitment targets for hiring people with disabilities, or of having pathways through which people with disabilities can seek employment with UQ (e.g., via graduate employment programs, internship programs, etc.).

14.3 Students

1. The University is requested to consider the level of financial support needed for Schools to enable some student adjustments to be met.

2. Create a clearly identified way to assist students to access adaptive software easily and effectively (e.g., voice recognition or text to speech).

3. Provide all students with education about the social model of disability and best practice in accessibility for their area of study.

4. The need to provide all students with an online experience has required the development of alternative resources to enable learning remotely while trying to maintain the quality that was guaranteed by traditional teaching methods. The solutions are, however, not yet equivalent to what would be possible if there was more time to design online courses. Intuitively, the alternative resources that have been created and are being refined with increased experience could be included as Universal Design elements available to all students, but also specifically to assist students with a disability who may find it easier to succeed using these resources rather than traditional ones.

5. The UQ COVID-19 Pulse Survey found that 24.5% of HASS students felt overwhelmed by the amount of information they received from UQ official channels. 42.4% of these students were thinking of leaving. 15.6% had difficulties accessing the internet and 48.9% of these students were thinking of leaving. These were the two questions that correlated with students considering leaving, so to aid retention, schemes that explore these concerns with students that identify as having a disability may be useful.

6. Within the Faculties which provided reports attrition rates for students with a disability is between 10 -20%, and except for the EAIT Faculty, these rates are between 3-5% higher than students who do not report disabilities. A targeted strategy to address this should be considered for the next iteration of the DAP.

Appendices

Appendix 1. Definitions

Access: People's ability to participate in the life of the University including its teaching, learning, research, employment, physical, virtual communication environments.

Direct Disability Discrimination: discrimination occurs where a person is treated less favourably than another person without the attribute. Direct discrimination occurs where a person is treated less favourably because of disability.

Disability: A condition or state of being which is covered by the broad Disability Discrimination Act 1992 (Cth) definition. The term includes: physical, sensory, psychiatric, intellectual and neurological disabilities, physical disfigurement and the presence in the body of organisms causing or capable of causing disease, such as HIV, and includes both permanent and temporary conditions.

Inclusive Curriculum Design: Inclusive curriculum design provides the opportunity for students from diverse backgrounds to access, participate and succeed, building on the life experiences and differing points of view of students to enhance the learning of all students, not just those with disability. This good course design builds in flexibility to accommodate a range of abilities and cultural backgrounds.

Indirect Disability Discrimination: Indirect discrimination occurs where there is a requirement or practice that is applied equally to persons with and without a disability but has a detrimental impact on a person with a disability, and that requirement or practice is unreasonable.

Inherent Requirement (IR): Inherent requirements are the core activities, tasks, skills and/or components that are essential to a workplace in general, to a specific position or completion of a course of study. The onus is on the University to show that inherent requirements exist in a job or course of study, based on substantive and defensible rationales, not merely traditional practice. Reasonable workplace accommodation/adjustments or study accommodation/adjustments can assist candidates, staff or students meet the inherent requirements of a position or course of study. Understanding the inherent requirements of a specific job or course of study will demonstrate how much job customisation is possible.

Reasonable Accommodation/Adjustment: This is defined by the United Nations Convention on the Rights of Persons with Disabilities as the necessary and appropriate modification and adjustments which do not impose a disproportionate or undue burden, where needed in a particular case, in order to ensure that persons with disabilities can enjoy or exercise all human rights and fundamental freedoms on a substantively equitable basis with others. In the education environment this may be a measure or action (or group of) that assists the student with a disability to participate on the same basis[1] as a student without a disability and can include an aid, a facility, or a service that the student requires because of the functional consequences of their disability (DSE 2005 pp 9 – 20).

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[1] "On the same basis" does not mean treating everyone the same. " '*On the same basis' means that a student with disability has opportunities and choices, which are comparable with those offered to students without disability in relation to admission or enrolment in an institution; and participation in courses or programs and use of facilities and services." (Review of Disability Standards of Education 2005, Discussion paper 2010, DEEWR 2010, https//docs.education.gov.au)*

Reasonable adjustments for students are measures taken to enable students to participate on the same basis (DSE 2005, p9) as a student without a disability in areas of the University's operations, including:

- admission and enrolment,
- academic activities,
- curriculum development, assessment and certification requirements,
- physical access to buildings and facilities,
- information access,
- support services.

Reasonable adjustments are to be provided in consultation with the student, within a reasonable time after notification of the need for adjustments. When making an adjustment it is reasonable for The University to "maintain the academic requirements of the course that are inherent in or essential to its nature" DSE 2005 p11, however, this does not mean that all assessment or activities must be the same for all students.

Reasonable adjustments for staff means the University will provide staff with reasonable workplace adjustments, to ensure that all staff has the opportunity to participate on a substantially equal basis in all aspects of workplace life, especially in regard to the following:

- recruitment and performance of duties;
- benefits and conditions;
- professional and career development;
- physical access to buildings and facilities; and
- access to information.

Once a reasonable adjustment is made, the principles of merit and academic standards apply.

The DDA and Disability Standards for Education 2005 provide exceptions to the obligation to provide reasonable adjustments including where the provision of adjustments or measures would impose unjustifiable hardship on the University.

Students: Students means current undergraduate, postgraduate and research higher degree students who are studying full-or-part-time at the University.

Substantially equal basis: This term incorporates the concepts of formal and substantive equality. Formal equality ensures that rules, criteria and processes do not explicitly discriminate against any person or group of persons. Substantive equality ensures the effects of rules, criteria and processes are non-discriminatory. Substantive equality recognises that rights, entitlements, opportunities and access are not equally distributed throughout society and that individuals and groups have different needs. For individuals or groups to have equal access to resources and opportunity there needs to be an understanding that flexibility and consultation is required to effectively design programs, resources and initiatives to enable and empower individuals and groups to actively participate in their environment. In the University environment this means that the University has a positive-solution-based-focus in achieving equality of outcomes as defined by the United Nations Convention on the Rights of Persons with Disabilities.

Universal Design: Universal design is defined by the United Nations Convention on the Rights of Persons with disabilities as the design of products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal design shall not exclude assistive devices for particular groups of persons with disabilities where these are needed.

Appendix 2. UQ DIG Members

Name	Position
Paul Harpur (Chair)	Senior Lecturer, TC Beirne School of Law
Caitlin Bennett (Secretariat)	Diversity and Inclusion Consultant, WD&I
Taylor Bamin	Indigenous Pathways Consultant, WD&I
Tanya Lutvey	Senior Manager, WD&I
Tim Sweeney	Associate Director, Planning, and Property
Rowan Salt	Deputy Director, Applicants Development and Support
Jolene Cooper	Ergonomics and Rehab Coordinator, HSW
Rene Ferm	Senior Compliance Officer, Governance and Risk
Rob Pensalfini	Associate Director, School of Communication and Arts
Clare Tarlington	Service Support Coordinator, Student Services
Angela Hannan	Librarian, Learning and Research Services
Kathy Ellem	School of Nursing, Midwifery and Social Work
Merrill Turpin	School of Health and Rehabilitation Services
Kym Powell	Manager, Disability Services
Krista Markham	Career Advisor, SEC
Cecilia Flux	Student Representative
Amelia Crisp	Student Representative

Appendix 3. Snapshot of disability data – Voice survey 2019 (Presented to SCEDI in August 2020)

Quick Summary

- 6161 UQ employees undertook the Voice Survey in 2019.

- 172 or 2.8% of respondents identified as having a disability.

- 319 or 5.2% respondents chose not to answer this category.

- 65 respondents identified needing a workplace adjustment.

- Respondents from 1(a) and 1(c) recorded lower scores across every one of the 142 indicators in the 2019 VOICE Survey.

- COVID-19 restrictions may have improved some of these indicators as staff were given another level of support and flexibility – this may cause new challenges as staff return to campus and lose that universal flexibility.

10 indicators where staff with disabilities scored UQ as being most inclusive

Please Note: The indicators are reported using the statistics "% Favourable" (% Fav). The % Fav shows the percentage of people who responded favourably to the survey questions (i.e., by selecting the "Tend to Agree" or "Strongly Agree" option on the survey rating scale).

Traffic light colours are used to indicate whether the percentage favourable is "high" (80% or more people responded favourably), "moderate" (50<80% Fav) or "low" (less than 50% of people responded favourably).

Question	All UQ	Staff with Disability (SWD)	Difference between SWD and All UQ Cohorts
Role Clarity			
I understand my goals and objectives and what is required of me in my job	88%	84%	4%
I understand how my job contributes to the overall success of UQ	89%	86%	3%
Diversity and Inclusion			
In my organisation gender-based harassment and sexual harassment is not tolerated	91%	86%	5%
My immediate supervisor genuinely supports equality between genders	89%	83%	6%
Safety			
I am given all the necessary equipment and training to do my job safely	89%	82%	7%
Collegiality			
regularly spend time to help colleagues with work problems	91%	86%	5%
Research			
Research is valued within my organisational unit	89%	86%	3%
Research by colleagues within my organisational unit is of a high quality	87%	85%	2%
Job Satisfaction			
I like the kind of work I do	88%	87%	1%
My work is significant to me	87%	86%	1%

20 indicators where there was the largest gap between staff with and without disabilities

Question	All UQ	Staff with Disability (SWD)	Difference between SWD and All UQ Cohorts
Mission & Values			
My organisational unit actively supports its people	67%	54%	13%
Culture			
In my organisational unit, conflicts are addressed and resolved in a constructive manner	62%	49	13
In my organisational unit, behaviours that are inconsistent with UQ values are appropriately addressed	60%	47%	13%
Ethics			
UQ is ethical	78%	63%	15%
UQ is socially responsible	77%	62%	15%
Diversity and Inclusion			
UQ has an inclusive culture	75%	61%	14%
Safety			
Supervisors and managers demonstrate their commitment to health and safety through their actions	84%	71%	13%
Involvement			
I am consulted before decisions that affect me are made	46%	33%	13%
Recognition & Reward			
My contributions are recognised	60%	45%	15%
In my organisational unit, performance forms the basis for recognition and reward	57%	42%	15%
Career Opportunities			
Enough time and effort is spent on my career planning	38%	25%	13%
Research			
I am given enough support in relation to my supervision of research students	65%	47%	18%
Teaching			
I receive sufficient support to digitise the relevant learning resources for my students	49%	35%	14%
I have access to the support I need to effectively utilise technology in my teaching	57%	38%	19%
Entrepreneurship			
Entrepreneurship within my organisational unit is of a high quality	49%	33%	16%
Commercialisation Workload			
Relative to people doing comparable jobs within my organisational unit, my workload allocation is fair	60%	44%	16%
Relative to people doing similar jobs in other universities, my workload allocation is fair	54%	36%	18%
Wellness			
I am able to keep my job stress at an acceptable level	56%	42%	14%
I feel emotionally well at work	61%	44%	17%
Intention to Stay			
I can see a future for me at UQ	62%	48%	14%

Disability Inclusion Group Feedback on the Voice Data presented in tables 2 and 3

The UQ Disability Inclusion Group (DIG) were provided the data presented in Tables 2 and 3 above and some of their key comments and recommendations are included below.

Overall staff with disabilities do not feel that UQ is doing enough to support them.

Communication

- There may be a gap in communication of the progress that UQ is making in some of these indicators, for example: staff development training which supports inclusion not being widely promoted; staff may be unable to find the support that is already in place at the UQ.

- If staff do not know who to contact, then it can be difficult to get support (as is the case in the Graduate School, which impacts on teaching and research indicators).

Recommendation 1. It was recommended that the UQ find more efficient means of communicating what services are already available and what we are doing well in. For example, publish some of the Voice Data in the DAP annual Report and use this report to attract media to the university and to specific disciplinary areas.

Improve digital access

- Hardware and software are not always usable by persons with disabilities and there is no one on campus with expertise when these systems interact.

- COVID-19 has increased the importance of ensuring on-line teaching and workspaces are accessible and usable by staff with disabilities.

Recommendation 2. Following an external digital audit of UQ, the latest DAP includes the formation of a single contact for students and staff with disability to seek IT support, including the use of assistive technologies, within the UQ digital environment. The DIG recommends that the formation of this position be expedited.

UQ remaining a sector leader

- Despite staff with disabilities feeling UQ is not doing enough there remains uncertainty on how UQ is tracking against its competitors.

- Many of the lowest scores can be attributed to the fact that staff are investing their own resources (time and financial) to overcome barriers to effectively do their job. Initiatives such as the Staff with Disability Travel Fund have been warmly supported to help redress this concern.

- Over a third of staff who identify as having a disability have utilised the reasonable adjustment policy. Despite this, there may be a lack of communication/understanding around what is reasonable. It would be helpful to benchmark UQ against other leading universities.

- COVID-19 has meant that the University is rapidly having to pivot to a new set of realities. If some of the worst-case scenarios come true, there will be even greater competition for resources; this limiting commitments such as 'reasonable adjustment' and the new disability travel fund. If UQ is to continue to lead the sector on disability inclusion, it must seek to protect resources needed to remain a disability courageous University.

Recommendation 3. UQ should continue championing disability inclusion across the University and within industry groups such as the Group of Eight Ltd and Universities Australia Ltd, and continue to engage with the Australian Network on Disability to support the implementation of best practice.

Appendix 4. List of acronyms

AIBN	Australian Institute for Bioengineering and Nanotechnology
AND	Australian Network on Disability
ASD	Autism Spectrum Disorder
ASR	Automatic Speech Recognition
ATARC	Archaeology Teaching and Research Centre
AV	Audio Visual
BDSc	Bachelor of Dental Science
BEL	Faculty of Business Economics and Law
CBD	Central Business District
CEFR	Common European Framework of Reference for Languages
CIO	Chief Information Officer
COO	Chief Operating Officer
CRC	Cooperative Research Centre
CRM	Customer Relationship Manager
CXRnD	Customer Experience Research and Development
D&I	Diversity and Inclusion
DAP	Disability Action Plan
DDA	Disability Discrimination Act 1992 (Cth)
DDI	Diversity, Disability and Inclusion
DDIA	Diversity, Disability and Inclusion Advisor
DRM	Digital Rights Management
DSO	Diversity Support Officer
DTSF	Disability Travel Support Fund
EAIT	Faculty of Engineering, Architecture and Information Technology
EAP	Employee Assistance Program
ECP	Electronic Course Profile
EDI WG	Equity, Diversity and Inclusion Working Group
EDIC	Equity Diversity and Inclusion Committee
FLAG	Faculty Leadership Advisory Group
FLT	Functional Leadership Team
FOH&S	Faculty Occupational Health and Safety

FOS	Faculty of Science
HaBS	Faculty of Health and Behavioural Science
HASS	Faculty of Humanities and Social Sciences
HCMS	Human Capital Management System
HDR	Higher Degree by Research
HPI	Historical and Philosophical Inquiry
HR	Human Resources
HSW	Health Safety and Wellness
ICT	Information and Communication Technology
IDPwD	International Day of People With Disability
IMB	Institute of Molecular Bioscience
IPP	Inter-professional Practice
IR	Inherent Requirement
ISSR	Institute for Social Science Research
ITALI	Institute for Teaching and Learning Innovation
ITS	Information Technology Services
M&C	Marketing & Communications
NDIS	National Disability Insurance Scheme
P&F	Properties and Facilities
PA2	Program Architecture 2
PC2	Physical Containment, Level 2
PoC	Point of Care
PVC	Pro-Vice-Chancellor
Persons with Disability	Persons with Disability
QAAFI	Queensland Alliance for Agriculture and Food innovation
QARC	Queensland Aphasia Rehabilitation Centre
QBI	Queensland Brain Institute
SAA	Student Academic Administration
SAP	Student Access Plans
SBMS	School of Biomedical Science
SCEDI	Senate Committee for Equity Diversity and Inclusion
SEC	Student Employability Centre

SiNet	Security Innovation Network
SMI	Sustainable Minerals Institute
SPH	School of Public Health
TARC	Temporary Additional Recruitment Controls
TSM	Teaching Space Management
T&L	Teaching and Learning
UQ	The University of Queensland
UQ DIG	The UQ Disability Inclusion Group
USEP	University Specialist Employment Program
VC	Vice Chancellor
WCAG	Web Content Accessibility Guidelines
WD&I	Workplace Diversity & Inclusion