

University of Wollongong
Disability Action Plan
2011 to 2015

Prepared by
Cathy Bale
Project Manager

Forward

The University of Wollongong is committed to an inclusive culture, welcoming people from all cultures, classes, backgrounds, ethnicity and abilities to study and work at the University. This commitment has included strategies to ensure that people with disabilities can access and enjoy all aspects of campus life. At the University, people with disabilities are able to undertake education and research, and gain employment in a wide range of areas. The University recognises that people with disabilities may require assistance to undertake some activities, enabling them to make a meaningful contribution to UOW and the wider community.

The University has a long history of commitment to assisting people with disabilities to achieve their full potential. The University's first Disability Action Plan (DAP) was formulated in 1998. In 2007, there was a full revision of services to people with disabilities, resulting in a revised Disability Action Plan. The University's commitment has been evident in the outcomes achieved from the 2007 DAP, including provision of significant financial and human resources to complete actions and support continuous improvement.

This document is the result of a review of the 2007-2010 DAP. The purpose of the review was to ascertain progress, assess current issues and make recommendations to further improve services. Staff across all areas of the University remain committed to assisting people with disabilities, and seek to improve their service provision and inclusiveness wherever possible. This new DAP sets the direction for services for people with disabilities in the future. The University is committed to further developing inclusive practices with the ultimate aim to eliminate the need for separate services for people with disabilities.

Gerard Sutton
Vice-Chancellor

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2 Executive Summary

In late 2010, the Employment, Equity and Diversity Unit, in conjunction with Disability Services, commissioned a project to review the 2007 DAP and develop a Plan for 2011 to 2015. Project goals were to:

1. Determine progress and achievements of the current DAP
2. Assess the impact of internal and external factors on the management of disability issues at UOW, including legislative change
3. Identify emerging issues in the Higher Education sector
4. Develop a draft revised Disability Action Plan for 2011 to 2015
5. Formulate a Stakeholder Committee, with Terms of Reference, to monitor the new DAP

The focus of the project was on the major issues affecting University operations in terms of provision of services and support to students and staff with disabilities. A key objective throughout the project was how to embed processes into mainstream University operations, thus promoting an inclusive culture across business units.

Key target areas of the project included:

1. Practical Placements for students
2. Physical accessibility of the main campus
3. Consistency of policy administration at all domestic and offshore campuses
4. Inclusive teaching, learning and assessment practices
5. Technology changes
6. Support for students and potential staff seeking employment
7. Management of mental health issues
8. New National Health professional arrangements and associated mandatory reporting requirements in regards to students and staff.

It is intended that the DAP will continue to be a living document that guides and reflects activities designed to assist students and staff with disabilities through the improvement to processes and resources. The 2011-2015 DAP will be monitored and guided by a DAP Stakeholder Committee that will ensure that the actions in the Plan

are implemented, and determine appropriate actions from their unit, to meet future staff and student needs.

3 Introduction

The University of Wollongong celebrates the diversity of its students and staff and strives to be inclusive in all aspects of university life. Its mission is “to succeed through diversity, excellence, enterprise and partnership across the scope of (its) activities and partnerships” (UOW Strategic Plan, 2011-2013, p.1). The University values inclusiveness in teaching, learning and research, as well as in its people management, viewing inclusiveness as a best practice standard to achieve its mission.

The University’s commitment to inclusiveness is evident by consistently exceeding state and national averages for students with disabilities accessing tertiary education. It has received nomination for a Prime Minister’s Employer of the Year Award in 2007, reflecting its commitment to supporting staff with disabilities. The University also supports staff with temporary or permanent disability through provision of return to work assistance and workplace adjustment following injury and illness.

The University’s ongoing commitment to assisting people with disabilities is reflected in the development and use of DAPs. This review process ensures that the University addresses issues, continuously improves and moves forward. In this review, a range of issues have been identified and emerged which require the University to continue to improve services, processes and support to students and staff with disabilities. Through allocation of appropriate resources and the dedication of its staff, the University will create a culture that continues to embrace diversity and is inclusive of people with disabilities.

4 Background

4.1 History

The University of Wollongong has a long standing commitment to assisting people with disabilities fulfil their potential through education and work opportunities. The

University's first DAP was written in 1998 to ensure there was an organisation-wide strategy to proactively support people with disabilities at the University.

All services provided to students with disabilities were reviewed in 2007, using the 'Creating Accessible Teaching and Support' audit tool. The tool, developed with funding from the Carrick Institute, was available through the Australian Disability Clearinghouse on Education and Training (ADCET). The tool is considered an industry standard in how universities meet their legislative obligations under the Disability Discrimination Act (1992) and Disability Standards for Education (2005). Staff issues were also reviewed through examination of the employment lifecycle at the University. The review involved interview with 43 staff, research into best practice, and reference to relevant standards, legislation and codes of practice.

The results of the 2007 review were used to develop a draft DAP, recommending activities to improve services to students and staff with disabilities over a 3 year period. The draft report was discussed with Deans and Directors, and made available for campus consultation prior to final endorsement by the Employment Equity and Diversity Committee.

Since the development of the 2007 DAP, significant progress has been made. There have been improvements to physical access on the main campus, increased accessibility of services at remote campuses and enhancement of services already provided to students with disabilities, such as assistive technology. There has also been implementation or revision of significant policies and procedures to ensure clarity and transparency in the management of issues surrounding the potential impact of a disability on study.

Over the past 3 years there has also been a focus on resources to assist students and staff in the management of mental health issues, including development of online educational resources, training programs and delivery of mental health first aid. The activities outlined above have required the University to make significant financial and human resource investment into improving the services provided to students and staff with disabilities.

In 2010 the University, through the EED Unit and Disability Services, undertook a further review of services provided to students and staff with disabilities. The purpose of the review was to consider the major internal and external issues currently impacting on services to students and staff with disabilities and make recommendations on how to address those issues. The results of the 2007 review were used to inform the process in 2010, however minor and/or ongoing items were referred directly to areas with relevant operational responsibility.

4.2 Internal Factors

Staff are commended for their commitment at an individual, unit and organisational level for maintaining and continuously improving services to people with disabilities. Evidence of this commitment includes completion of the physical access audit and implementation of improvements; introduction of a staff wellness program; increased focus on mental health issues and embedding of the Student Support Advisers (SSAs) across all faculties. The SSAs have also assisted academic staff to understand Reasonable Adjustments required to assist students with a disability.

The University is expanding nationally and internationally. Associated with this expansion is the need to ensure policies and procedures are implemented effectively in these new environments whilst maintaining standards. The University has numerous projects focussing on Teaching and Learning and Curriculum Development in order to promote, amongst other things, inclusion and consistency of standards. There are also issues continuing to emerge regarding academics managing students with mental health issues, including in higher degree research supervision.

4.3 External Factors

There are a range of external factors impacting on the provision of services to people with disabilities in the University. These changes relate to legislation, the role of the Tertiary Education Quality and Standards Agency (TEQSA), the University's mission based Compact Agreement and National Registration Scheme for Health Professionals.

There has been a change in the onus of proof requirements in the Disability Discrimination Act (1992), namely that the onus is now on the University. This means that if a complaint is made against the University, the University will be required to disprove the complaint, rather than the complainant having to prove that they have been discriminated against.

TEQSA (previously known as AUQA) has a role in ensuring that universities maintain standards across their activities. One focus of the Agency is the maintenance of academic and procedural standards in offshore teaching environments. This focus places increased impetus on the University to ensure that its academic standards are implemented and maintained in all offshore locations. This includes implementation of policies and procedures relating to students with disabilities.

The University has developed a Mission Based Compact Agreement with the Federal Government. This is in part to address the Government's requirements to meet participation targets for students from low socio-economic status (SES) backgrounds. The University has not chosen disability as a specific SES target for 2011-2013 in the Agreement, however is choosing to be more inclusive in its Social Inclusion Agenda by addressing the breadth of issues of access for a range of people including those with disabilities.

A scheme for National Registration for Health Professionals was introduced in 2010, with ten (10) health professions moving from state based to national registration. These included medicine, nursing and psychology. As part of the move, new mandatory reporting requirements for employers, education providers and health professionals were introduced. These requirements potentially have an impact on students and staff with disabilities as the University is required to report the student/staff member with an impairment that may present a significant risk to members of the public.

5 Methodology

The Director, EED and Manager, Disability Services reviewed the 2007 to 2010 DAP to determine the status of action items and documented issues arising over the past 3

years. A project manager was appointed, to undertake a detailed review of the 2007 to 2010 DAP and the 2007 Creating Accessible Teaching and Support Audit Report.

Goals for the 2011-2015 DAP were to:

1. Finalise the progress and achievements of the current DAP.
2. Assess the impact of internal and external factors on the management of disability issues for both staff and students.
3. Identify emerging issues in the Higher Education sector
4. Develop a draft revised Disability Action Plan, 2011 to 2015
5. Formulate a Stakeholder Committee, with Terms of Reference, to monitor the new DAP.

Key target areas of the project included:

1. Practical Placements for students
2. Physical Accessibility of main campus
3. Consistency of policy administration at all domestic and offshore campuses
4. Inclusive teaching, learning and assessment practices
5. Technology changes
6. Support for students and potential staff seeking employment
7. Management of mental health issues
8. Support for academic supervisors of higher degree research students

The review also considered how to capture activities that are well embedded into standard UOW practices to monitor progress through the new DAP.

Research was undertaken into the range of legislation, codes of practice, standards, policies and procedures, both internal and external, that impact on UOW providing services to students with disabilities. An environmental analysis was also undertaken, which considered the best practice approaches of other universities and information available through the ADCET website and other sources.

Key UOW staff were interviewed regarding the above priority areas. Findings were documented, provisional recommendations made and agreement from the responsible

area regarding those recommendations obtained. A draft report was then submitted to the EED and Social Inclusion Committees for consideration.

6 Findings

6.1 University Wide Issues

6.1.1 Understanding of Disability

- The legislative definition is intentionally broad, covering past, current, future, perceived and potential disability, in order to ensure that everyone in Australia is protected from direct or indirect discrimination on the basis of disability. The definition of disability in UOW documentation is very narrow in comparison with the legal definition. The Disability Policies for staff and students, the 2010 staff survey requesting staff to declare if they have a disability and the student academic consideration procedures all need to be reviewed for consistency and depth of definition. This lack of clarity potentially presents a barrier to students and staff self-identifying and therefore reporting/declaring their situation. Specific examples of this raised in interviews are a student not being aware that episodic severe migraines are a disability, and that an associate of a person with a disability is also entitled to request assistance (though there is reportedly an increasing trend of carers requesting assistance).
- For reference, the Disability Discrimination Act (1992) defines a disability, in relation to a person, means:
 - (a) “total or partial loss of the person's bodily or mental functions; or
 - (b) total or partial loss of a part of the body; or
 - (c) the presence in the body of organisms causing disease or illness; or
 - (d) the presence in the body of organisms capable of causing disease or illness; or
 - (e) the malfunction, malformation or disfigurement of a part of the person's body; or
 - (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

- (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.”

- It should be noted that the legislation applies to potential *and* actual students and staff. It also applies to an associate of a person with a disability, and includes:
 - (a) a spouse of the person; and
 - (b) another person who is living with the person on a genuine domestic basis; and
 - (c) a relative of the person; and
 - (d) a carer of the person; and
 - (e) another person who is in a business, sporting or recreational relationship with the person.

6.1.2 Physical Access across Campus

- Campus accessibility is being upgraded in line with the accessibility audit report. However, there have been reports from staff and students regarding accessibility issues in specific areas. These reports have been informal/verbal (from staff) and formally through Feedback@UOW (student). Issues raised include out of hours access for staff, access during wet weather, and provision of information on access routes.
- Accessibility is considered in major refurbishments and new construction. This includes briefings to architects/contractors requiring designs to comply with relevant Building Codes and accessibility standards. In minor works however there is no system for ensuring accessibility is improved where possible. Systemisation of requirements would ensure issues were addressed.

- Accessibility to learning environments, including lecture theatres, tutorial classrooms and laboratories, requires continual improvement. Disability Services, Buildings and Grounds and Learning, Innovation, Facilities and Technologies (LIFT) have continued work in this area in response to specific feedback and the Physical Access Audit report.
- Whilst the University keeps count of the ratio of disabled car parking spaces to total numbers, there is no assessment of the location of disabled parking spaces compared to the location of staff with disabilities to ensure that they are meeting their needs.

6.1.3 Web Accessibility

- Through the new Enterprise Content Management System, and associated policies, procedures and templates, the UOW website from a user perspective is compliant with W3C accessibility requirements (webpage standards for accessibility). However, as UOW website content management is devolved there is the potential for content to be non-compliant. It would be useful to ensure that site managers have additional training on accessibility and are regularly reminded of accessibility issues.
- Some concerns have been raised regarding the accessibility of CourseFinder for prospective students with disabilities. The concerns relate to navigating through the site as the URL/web address at the top of the page does not change, therefore making it difficult to save webpage locations and/or navigate back to them at a later date.

6.2 Issues Related to Students with Disabilities

6.2.1 Professional Experience and Practical/Clinical Placements

- Practical Placements occur in several faculties and completion of the placement may or may not be an inherent requirement of the course. Issues surrounding a student's fitness to undertake a placement are covered by the University's Code of Practice – Student Professional Experience. The processes that support the Code may not clearly articulate the issue of impairment that may prevent students fulfilling the requirements of their placement. For example, in Nursing, students are required to complete a

declaration stating that they meet the requirements of placement e.g. up to date immunisation status, and that they are “fit” to undertake the placement.

6.2.2 Health Professional Registration Implications for Placements

- There are new national registration requirements for health and medical professionals. Disciplines currently include medicine, nursing and psychology. From 2012 it will also include Indigenous Health. The requirements include the need for educational institutions to report students who are to undertake clinical training (practical placements) who have impairment *and* as a result of the impairment may present significant risk to members of the public. The University needs to consider how it will address these requirements.

6.2.3 Clear Inherent Course Requirements

- Prospective students with a disability need to have access to and understand the inherent requirements of the courses in which they are enrolling. A student with a disability will be able to determine if they can complete the course, and an academic adviser will be able to provide students with accurate information and advice. The University currently does not provide comprehensive information on inherent course requirements for all of its courses.

6.2.4 Inclusive Teaching Practice

- Every student attending the University has different learning needs. Such diversity can be met via inclusive teaching practices. When inclusive teaching, learning and assessment practices are adopted, there is a reduced requirement for students with disabilities to have reasonable adjustment to their learning program as the subject is already as flexible as possible. There is also greater clarity regarding the academic standard required to be met by all students, including those with disabilities. Many faculties and individual academics have embraced inclusive teaching practices, however it is reportedly not yet universally adopted across all disciplines and campuses.
- *Note: The University provides information and training to academics on inclusive practice as part of a compulsory module in the “University Learning and Teaching” program all new academics complete. In the module academics are encouraged to design a subject with the most “disadvantaged”*

student in mind, maximising flexibility in terms of resources, tasks, timing, images, and methods for increasing flexibility.

6.2.5 Consistent Policy Implementation Domestically & Internationally

- No issues have been recently raised regarding the services for students with disabilities at other domestic campuses. Staff concern regarding the consistency of services and approaches indicates that there is a reliance on the professionalism and dedication of staff on site rather than clear guidelines and procedures.
- Issues arising at offshore teaching locations relate to the physical accessibility of the location, cultural barriers to disclosing a disability (especially mental health issues), and implementing UOW Student Policies consistently and appropriately when governed by different legislative requirements.
- Consistent policy and procedure administration and service provision across all domestic *and* international sites needs to be addressed.

6.2.6 Supporting Staff Assisting Students with Mental Health Issues

- The management of mental health issues has been high on the agenda across units and faculties. Higher degree research supervisors have reported that dealing with students who are not progressing due to undeclared mental health issues is causing significant challenges. Many academics, particularly early in their career, find it difficult to manage challenging classroom behaviour, particularly if the behaviour is associated with a mental health condition. There is a clear need to provide support to academic and general staff with training and skills in this area. The University has progressed this issue, including the development of specific training on Reasonable Adjustment and provision of Mental Health First Aid Training. A comprehensive set of training and resources is required to meet needs, with timing of and access to such information to be when staff start to grapple with issues.

6.2.7 Students Using Assistive Technology

- There are reportedly a range of issues relating to students using assistive technology on campus. These include:

- Library Access Room is physically not suitable for use of voice recognition software as students using it may interrupt other students studying, and themselves may feel self conscious speaking in front of other students.
- A continued need for a defined budget for assistive technology with clear link to students receiving software.
- Standards for computers in areas outside the Library Access Room (e.g. ITS, Commerce computer labs being accessible) have not been developed
- Feedback on the usefulness of the assistive technology to the user has not been gathered.

6.2.8 Processes within support services for students with disabilities.

- Issues include:
 - Students can sometimes use multiple doctors for medical certificates to access repeated academic consideration requests.
 - There is a need to advise treating practitioners of their own mandatory notification requirements when the University is requesting health information regarding a student's disability.
 - There is a need to ensure students understand the implications for disclosure of a disability. This includes the mandatory notification to (Health) Registration Boards and that information may also be required to be released under subpoena or to assist the University to meet other legislative obligations or court orders.

6.2.9 Careers Assistance to Students

- Careers Central had 27 students who accessed their services between January and October 2010, declare that they had a disability. Careers Central has been working on a number of strategies to improve services for job seeks with disabilities, some of which require funding. Over 2010 they have also sought to strengthen ties with Disability Services to assist this process.

6.2.10 Accommodation Services

- Some concerns have been raised regarding the lack of information on the Accommodation Services website pertaining to accessibility of the university residential accommodation. Students reportedly have no information to assess if their disability can be accommodated, and therefore determine which residence would be most suitable for their needs.
- Travel to and from university residential accommodation is a key factor for students with a disability and also needs to be made clear on the website.

6.3 Issues Related to Staff with Disabilities

6.3.1 Potential Staff with Disabilities

- Some universities make the inherent job requirements very clear in position descriptions. Potential staff with disabilities are therefore able to self assess against the inherent job requirements to determine if they can perform the job. Internal contact staff are also in a position to advise potential staff on the inherent job requirements. The University of Wollongong currently does not provide information in job descriptions on the specific inherent job requirements.

6.3.2 Assistance to staff with permanent disability

- Documentation and processes are in place for Workplace Adjustment for staff with disabilities. These may need to be modified to meet the needs of staff with permanent disabilities to communicate changing circumstances e.g. degeneration or exacerbation of the condition, change in supervisor, change in role.

6.3.3 Mandatory reporting to registration boards for health professionals

- The University employs health professionals in teaching, research and practitioner roles. The University, as an employer of health professionals, is required to notify the relevant registration board if it has a concern that an employee has an impairment that may present significant risk to members of the public, including students and other staff. Currently a system is not in place to assess a staff member and determine whether the relevant Registration Board should be notified.

6.3.4 Aids and Equipment for Staff with Disabilities

- Staff with disabilities may require adjustments, including aids and equipment, to assist them to complete the inherent requirements of their job. The University currently provides assistance to staff with disabilities through the EED and/or OH&S Units. All equipment needs are assessed on an individual case by case basis and staff have access to the Assistive Technology Officer on an informal basis where required. The Government's Job Access Program provides funding for additional equipment following an independent, external assessment.
- Staff may benefit from being able to trial options to assist their travel/mobility such as laptop bags in a range of styles, prior to their Unit purchasing the required item.

6.3.5 Travel issues for staff with disabilities including offshore teaching

- Academic staff may be required to travel for work, whether that is to attend conferences, present research papers, undertake further studies/research or present teaching in offshore locations. Some general staff would also be required to travel as part of their work. Staff with a disability may have difficulty undertaking the travel component of their work due to their impairment, or have difficulties at the site due to such things as physical access, unfamiliarity, or lack of facilities or medical care. Staff who have a disability may require reasonable accommodation in the form of additional travel assistance e.g. travelling business class or taking a support person.
- It would be impossible for the University to anticipate such issues in all circumstances. It is possible to assist staff undertaking travel to assess their needs and make arrangements prior to their departure. In common destinations, such as offshore teaching locations, it may also be possible to assess local facilities in order to provide information to staff pre-departure.

7 Recommendations

7.1 University Wide

7.1.1 Define Disability

- Consideration needs to be given as to how to clearly communicate the meaning of disability to the campus community in order to improve understanding of what a disability is. This may include updating all relevant policy documentation to include the full scope of the definition in each policy. Examples or scenarios may be used to better educate the campus community on what constitutes a disability. These examples may be used in training material, web based information, and in UOW guidance material. The purpose of improved understanding would be to assist individuals who require assistance being better able to self-identify, and therefore access services. It may also have the benefit of educating the wider community regarding disability issues, thus improving acceptance and inclusiveness.
- The inclusion of associates of people with disabilities in the definition needs to be clear. They can then declare their status and receive the assistance they are entitled to. Wherever disability issues are promoted, or training and education on disabilities is occurring, the provisions relating to associates should be highlighted, including use of examples.
- Disclosure of a disability should be encouraged. The benefits include access to services, de-stigmatising the issue, and promotion of inclusiveness. If more people with disabilities disclose their status it may also assist the University to better plan for service provision for people with disabilities. Consideration should therefore be given as to how to encourage reporting of a disability or as being an associate of a person with a disability.
- *Note: the more inclusive and accessible the University becomes, the less need people have to disclose their disability. However, students and staff should still be encouraged to disclose their disability even if they do not require accommodation due to the reasons mentioned above.*

7.1.2 Physical Accessibility

- The University should continue to improve physical access on all of its campuses. Continued implementation of the recommendations of the Physical Access Audit Report of the main campus is significant, and due to cost, will be a staged process. New areas to investigate and address include wet weather, night and out of hours access. Mainstreaming such feedback through the normal feedback channels is encouraged in order to support an inclusive culture e.g. through the student feedback systems promoting feedback on the physical environment, or through staff feedback surveys on Buildings and Grounds specifically itemising access issues. Informal feedback may also be sought at appropriate times e.g. through all staff and student emails on access immediately following rain, directly by staff and students through the relevant feedback mechanism.
- There needs to be a continued focus on access to and improvement in learning technologies to enhance inclusive teaching and learning. This may include a continual upgrade in facilities in lecture rooms and other teaching environments to support vision and hearing impairments.
- Buildings and Grounds should consider adopting a systematic approach to consideration of access issues in minor refurbishments e.g. updating relevant procedures and documents to include access issues.
- The University should consider whether it has the data available to ascertain where staff with disabilities are located. If it does, an assessment of the location of disabled car parking spaces against location of need would be warranted.

7.1.3 Web Accessibility

- An assessment of the accessibility of CourseFinder for prospective students should be undertaken, with a particular emphasis on users with visual impairment requiring assistive technology. UniAdvice should partner with Disability Services in the assessment process and it is strongly recommended that any evaluation involves trialling of the site by people with disabilities, whilst they are being observed by site developers. Issues identified in the assessment process can then be addressed.

- Given the devolved control of the UOW website, it is essential that site managers who are controlling and approving content to understand accessibility issues. To that end, it is recommended that site managers have more training on accessibility and navigation, and the site managers' forum is used to raise and discuss accessibility issues.

7.1.4 Health Professional Registration

- The issues pertaining to health professionals' registration and mandatory notification requirements is dealt with in the Student and Staff sections below.

7.2 Student Related

7.2.1 Placements

- The University should consider what processes are required to ensure the Code of Practice – Professional Placements, can be clearly and consistently implemented, and the intent of the Code is met. This may include a review of the process for clearing students to go on practical placements and documented information for placement supervisors regarding how to manage any concerns regarding the suitability of a student to commence and/or complete a placement.

7.2.2 Mandatory notification for health professionals

- The mandatory notification requirements for student health professionals' presents a serious risk to the University's reputation should it fail to comply as the relevant Board has the right to publish such a breach publicly and in its annual report. The University should undertake consultation with all relevant areas on how to best address this issue to determine a robust and transparent pathway for evaluation of cases where notification may be indicated. This may include the formulation of a specific Committee designated to evaluate such cases, where both the academic raising the concern and the relevant student can present evidence. The information provided on course requirements should also include the mandatory notification requirements for health professional registration.

7.2.3 Inherent Course Requirements

- The University should consider developing a schedule of inherent course requirements over the next 5 years. The inherent course requirements need to be clearly articulated to prospective and current students (top down and bottom up evaluation) and incorporate the Australian Learning and Teaching Council Threshold Learning Outcomes for specific professions/courses. Processes will need to be developed to assist academics to assess inherent subject and course requirements to ensure they have the knowledge and skills to do so, and so that consistent standards are applied to the assessment process. If the process is incorporated into the course review cycle, then all courses could include this information within the next 5 years.

7.2.4 Inclusive Teaching

- Inclusive teaching and learning strategies need to be promoted, adopted and supported across the entire University. It should be noted that awards (internal and external) for teaching excellence are now promoting inclusive practice as one of five criteria required to be addressed in submissions, i.e. there is a need to demonstrate how equity and diversity issues are met in teaching practice. Specific strategies to further promote inclusive practice should occur, such as subject evaluations having specific questions on inclusion, Promotion and Probation applications could require clear demonstration of inclusive teaching practice, particularly where teaching is ranked first by the applicant.

7.2.5 Consistent Administration of Policies and Procedures

- Consideration should be given to the development of local procedures detailing how University Policies, Standards, Codes and Guidelines will be implemented at each remote domestic campus. Development of such procedures should ensure that the intent and purpose of policies are met within the parameters of each unique local environment. Clear identification of the points where services from main campus are required, and processes for gaining them in a timely fashion, should form a key part of the local procedures e.g. can Skype be used for students with disabilities at remote sites to access the Disability Liaison Officers, what are the timeframes required for

Library assistance for students at remote campuses or how to access the Assistive Technology Officer.

- The University should consider what processes would be appropriate to assess the physical accessibility of its offshore teaching locations. For example, a checklist may be developed and issued to offshore locations for those institutions to self assess and report back to the University on accessibility issues. The information gathered through such a process can then be used to plan services and assistance for students at and staff travelling to those locations that also have additional access needs.
- There is a need to consider how to promote disclosure of disabilities in offshore locations when there may be additional cultural barriers to doing so. This is particularly important with mental health issues where there is likely to be even further barriers to disclosure. Once a student does disclose a disability, there is a need to ensure that there are local resources to assist the student in order to ensure reasonable adjustments are made in a manner that is consistent with University standards and local legislative requirements.

7.2.6 Resourcing for mental health issues

- Mental health issues are an evolving and growing issue both for universities and in the wider community. Both the Creating Accessible Teaching Support (CATS) and local UOW website has basic training and information established. Further consideration needs to be given as to how to best support staff who are attempting to manage challenging behaviour and/or support students with mental health issues. This may include formulating a focus group of academics at different stages of their career and who hold different roles in teaching, learning and research to determine the best method for delivery of support and how to balance the quantity, depth and timeliness of information provision.
- A key issue is the timeliness of support. Information on how to identify issues (separating misconduct from challenging behaviour) and how to quickly and efficiently access information. Options may include a fact sheet on the Top 5 classroom issues (such as reasonable adjustments, emergency management, setting class rules), a table comparing misconduct/inappropriate behaviour to disability based behaviours, and online information on specific issues.

Reminders could be in place as to where information is located, e.g. pens with web addresses on them, so an academic can quickly find information.

- The University should continue to provide the programs that are in place, such as Mental First Aid, so staff wishing to access these programs can continue to do so.

7.2.7 Assistive Technology

- A review of options of how to provide voice recognition software to students should occur e.g. it may be that the software can be placed on laptops, and students book a laptop and Library meeting room in order to use the software undisturbed and without an audience.
- A review of processes regarding the use of assistive technology should occur in order to ensure there are clear feedback mechanisms on the usefulness and usability of the software. The budgetary implications of software provision should also be clearly captured so that money spent can be accurately attributed.
- A review of the need to access assistive technology in locations other than the Library Access Room should occur to determine if it may be required in broader distribution e.g. Commerce, Informatics, and Creative Arts, Education or ITS computer laboratories. If assistive technology is required in other locations, appropriate technology standards should be determined and set for all appropriate locations.

7.2.8 Procedures to Assist Service Provision

- Disability Services should coordinate a review of procedures in order to ensure appropriate processes are in place to not only assist students with their disability, but also ensure that the students understand their rights, responsibilities, and potential implications of their impairment.

7.2.9 Careers Assistance for Students

- Careers Central is encouraged to continue to strengthen relationship with Disability Services to the benefit of students. Together they can explore initiatives to assist students with disabilities including ways to better target/market services to students with disabilities and promotion of the Willing and Able Mentoring Program.

7.2.10 Information on Accommodation Services

- Information on accessibility of each residence should be made available on the Accommodation Services website, including transport accessibility to the University and the wider community. Additional information on other support services available to assist students with disability should also be included in the web based information.

7.3 Staff Related Issues

7.3.1 Potential Staff with Disabilities

- The EED Unit and Recruitment should work together to consider what information to have on the Recruitment website for applicants with disabilities. For example, there may be a specific section that provides Frequently Asked Questions for people with disabilities or some other way to promote the accessibility and inclusiveness of the University for people with disabilities.
- Recruitment should undertake a review of the feasibility of identifying inherent job requirements in the recruitment process, including making that information available to candidates as part of the job description. The review should consider processes for assessing the inherent job requirements, resources required to support the process and training necessary to support implementation of any new procedures.

7.3.2 Staff with Permanent Disabilities

- There should be a process in place to regularly review the status of staff with permanent disabilities, whether the disability is stable or degenerative. The purpose of the review would be to ensure that the person's access to the services they require is being maintained and/or ascertain the need for additional assistance if required. The annual performance planner that the person undertakes with their supervisor is one forum where this review could occur and the review could be incorporated into that process. Involvement of the supervisor in the process is critical to ensuring that the person gets line management support for their circumstances and that currency of information is maintained, even if supervisors change.

- Please note that this review should be separate to any review relating to an exacerbation or aggravation to their disability. Under these circumstances the person should be required to proactively seek assistance through their supervisor, OH&S Unit or EED Unit. The person would ordinarily be advised of this requirement when their condition is stable and they have the assistance that they currently require, such that any involvement of specialised support from EED or OH&S would be concluded.

7.3.3 Notification to Health Registration Boards for staff with disabilities

- The University needs a process in place to manage its mandatory notification requirements regarding staff who are health professionals. Essential to this process is the identification of roles which may have a health registration requirement e.g. psychologist in the Counselling Service. Information may also be available through Staff Services on the qualifications of staff to determine if they are health professionals.
- Consideration should be given as to whether the mandatory notification requirements can be incorporated into current personnel management processes such as sick leave management or performance management.

7.3.4 Access to Aids and Equipment

- Staff currently have the opportunity to trial some aids and equipment before it is purchased for their specific use e.g. chairs. Consideration should be given as to whether it would be worth expanding the types of equipment available for trial e.g. laptop backpacks or trolleys, common types of luggage for travel.

7.3.5 Staff undertaking travel

- For staff with significant temporary disabilities undertaking travel, they should be receiving assistance from the OH&S or EED Units. As part of their case management, travel requirements are likely to be addressed. In the case of more permanent disabilities, a review of the assistance required to travel or undertake fieldwork should occur as part of the process outlined in Section 6.3.2, with agreed arrangements becoming incorporated into their standard travel plans.

- It is worth noting that the additional arrangements required to assist a staff member with a disability may require additional costs. Guidelines should be developed and put into place to identify where these additional funds are to come from e.g. research account, School budgets, University funds.
- Advice should also be sought from the University's travel insurer as to what coverage is available to a staff member with a disability e.g. additional medical if required.

8 Formulation of a DAP Stakeholder Committee

It is agreed by the EED Committee that the University formulates a DAP Stakeholder Committee which would be responsible for monitoring the progress of the DAP. The Stakeholder Committee would oversee progress on action items within the DAP and undertake monitoring of activities of operational areas. The Stakeholder Committee would report to both the EED and Social Inclusion Committees on progress and will have representation from key areas across the University.

The draft Terms of Reference for the Stakeholder Committee are in the Appendices, Section 11.3.

9 Campus Consultation and Communication

The Draft DAP was tabled at the first meeting of the DAP Stakeholder Committee for consideration and comment. Additional information and strategies were included in the final draft, as were timeframes for completion. The draft DAP was also discussed with the Deputy Vice-Chancellor (Academic) as the Senior Executive Sponsor for the DAP. The draft was then tabled at the EED Committee for comment and final approval. Information was then sent to UOW staff regarding the new plan.

Students also have an important place in consultation and communication regarding the DAP. The draft DAP will be sent to students with disabilities who are currently registered with Disability Services seeking their comment. Ongoing

communication will occur with students regarding programs arising from the DAP via the normal student communication strategies. Feedback@UOW will also be used to actively seek feedback from students regarding disability issues.

10 Conclusion

Over the past 3 years, the University has made improvements in many service and support areas to assist people with disabilities. Continuous improvement is clearly strived for in a number of areas, including SSAs, physical access, inclusive teaching, professional experience and assistive technology.

The University has an ongoing commitment to assisting students and staff with disabilities. With this core value in mind, the various business units and faculties, responsible for delivering the recommendations in this Plan will be able to take action to improve services for people with disabilities and ultimately create a more inclusive culture for all staff and students.

11 References

1. [Commonwealth Disability Discrimination Act \(1992\)](#)
2. University of Wollongong documentation, namely:
 - i. [Disability Policy – Staff](#)
 - ii. [Disability Policy - Students](#)
 - iii. [Code of Practice – Student Professional Experience](#)
 - iv. [Student Academic Consideration Policy](#)
 - v. [Student Academic Consideration Guidelines](#)
 - vi. [Student Health Assessment and Leave Policy](#)
 - vii. [Disability Services health practitioner report](#)
 - viii. [Strategic Plan 2011-2013](#)
 - ix. [Responsibilities Rights and Respect Online](#)
3. [Creating Accessible Teaching and Support](#) website
4. [Nursing and Midwifery - Guidelines for Mandatory Notifications](#)

12 Appendices

12.1 Disability Action Plan Summary Table

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
University Wide							
7.1.1 Definition and Scope of Disabilities	<p>1. Students and staff will understand the range and the potential impact of disabilities on employment and study.</p> <p>2. The University will promote a culture of acceptance of people with disabilities, particularly mental health</p> <p>3. The University will maintain accurate data on people with disabilities.</p>	<p>a. Analysis of UOW policies to ascertain where updates need to be made and approval pathways</p> <p>b. UOW policies updated to include full scope of disability definition</p> <p>c. Education strategy to be developed and implemented on the definition of disability. Associate of a person with a disability and mental health to be specifically addressed</p> <p>d. Promote reporting/registering of disability, including associates of people with disabilities</p>	<p>Internal</p> <p>Internal</p> <p>Internal/ External data gathering</p>	<p>2011</p> <p>April 2011 and embedded</p> <p>Ongoing</p>	<p>All relevant policies update</p> <p>Clear communication and education to campus regarding policy changes</p> <p>Accurate data maintained</p>	<p>Academic Registrar's Division (ARD) Policy & Governance Unit In conjunction with other units</p> <p>EED/PODs/ Staff Services</p> <p>EED Disability Services</p>	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
7.1.2 Physical Access	1. University campuses accessible to all people	a. Work on the prioritised recommendations in the Physical Access Audit to continue, together with access upgrades as separately identified.	As per Capital Works Plan Program, revised at regular intervals	Ongoing	Work completed within allocated timeframes	Project Officer B&G	
		b. Develop formalised feedback mechanisms on campus accessibility	Internal	Ongoing	Mechanisms in place, seeking feedback and taking appropriate action	DS Project Officer B&G	
		c. Disabled parking locations reviewed, including use of de-identified information from EED regarding location of staff with disabilities	Internal	June 2011	Assessment completed and recommendations made Reduced complaints about disabled parking	DS/ Project Officer B&G	
		d. Review the disabled access requirements at remote campuses	Internal	June 2011	Review complete	DS/Satellite sites Facilities Managers/ Project Officer B&G	
		e. Review project documentation for	Internal	Ongoing	Ongoing review of project	Project Officer	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
		<p>compliance with “Premises Standard”.</p> <p>f. Online information re: physical access should easily accessed and be user-friendly</p>	Internal	June 2011	<p>outcomes</p> <p>Information on physical access is readily accessed and user friendly</p>	<p>B&G</p> <p>DS/ITS/ Project Officer B&G</p>	
<p>7.1.3 Web Accessibility</p>	<p>1. All UOW web pages are accessible as per W3C requirements</p>	<p>a. CourseFinder is assessed to determine its accessibility particularly in relation to navigation</p> <p>b. UOW website managers receive more training on accessibility issues</p>	<p>Internal</p> <p>Internal</p>	<p>Lynne to talk to Emily</p> <p>June 2011</p>	<p>UOW Website is W3C compliant from a user perspective</p> <p>All site manager trained</p>	<p>UniAdvice</p> <p>Senior Manager, Enterprise Content (ARD)</p>	
Student Issues							
<p>7.2.1 Student Placements</p>	<p>1. Students are able to meet the requirements of their professional placement</p>	<p>a. Processes are in place that support the implementation of the UOW Code of Practice – Professional Placements <i>Sub dean Education to work with the PEx unit</i></p>	Internal	2011	<p>Reduced complaints from students and host employers regarding placement outcomes</p>	ARD Faculties	
<p>7.2.2 Notification of Student Health</p>	<p>1. UOW has clear processes in place to notify the</p>	<p>a. Information is provided to prospective and</p>	Internal	2011	<p>Informed students, updated UOW course</p>	ARD Faculties Course	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
		- UOW Legal/ARD input					
<p>7.2.3 Inherent Course Requirements</p>	<p>1. Prospective and current students understand the inherent requirements of their chosen course of study</p>	<p>a. Project undertaken to pilot process to identify processes to document inherent course requirements</p> <p>b. Inherent requirements are clearly documented for all courses and subjects <i>Education - clear statements regarding course expectations including Professional Experience placement in all promotional materials and UAC guide - Sub Dean & Marketing team</i></p> <p>c. Develop a process for including inherent requirements of courses and subjects in course outlines.</p> <p>d. Academics receive</p>	<p>Project resource required</p> <p>Internal</p> <p>Internal</p>	<p>Dec 2011</p> <p>2016</p>	<p>Pilot conducted in priority area e.g. Nursing</p> <p>100% of courses have inherent requirements documented</p> <p>Procedures are in place and consistently applied</p> <p>Training implemented</p>	<p>ARD/ Course Management Coordinator/Faculties/ UniAdvice</p> <p>ARD Course Management Coordinator</p> <p>ARD/PODS</p>	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
		training and information on the above processes, are able to access information on inherent course requirements for the purpose of providing academic advice, and are able to compare requests for reasonable adjustment against the inherent requirements for students with disabilities					
7.2.4 Inclusive Teaching	1. Student diversity is supported through universal adoption of inclusive teaching practice	a. As part of course reviews, critically assess all teaching and learning strategies and assessments in order to improve inclusive teaching practices	Internal (possible project overlap with inherent requirements)	December 2015	Subject surveys on inclusive teaching indicate increased adoption of practice	Academic Development and Learning Design, Faculties	
7.2.5 Consistent Administration of policy at remote campuses	1. UOW Policies, Codes, Standards and Procedures related to disabilities are	a. Procedures developed to support local implementation, including consideration of site	Internal	December 2011	Procedures documented	Manager, Education Centres/ Head of Shoalhaven Campus	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
	consistently implemented across all campuses	specific conditions b. Offshore sites are assessed to check physical accessibility for staff going to those sites c. Consult with staff at offshore locations to evaluate the level of disclosure of students with disabilities	Internal/ Host Site Internal/ Host site	December 2011 June 2012	Assessments complete Assess strategies for managing the needs of students offshore	Director, Transnational Programs Director, Transnational Programs,	
7.2.6 Mental Health	1. Academic and general staff have the knowledge and skills to assist students with mental health issues	a. Undertake pilot of training options to assist improvement in knowledge and skills e.g. pilot compulsory training in Nursing, trial resource provision in alternate faculty b. Provide online resources to support steps in dealing with mental health issues, including product placement to ensure ease of access to resources c. Continue with mental health first aid training	Internal Internal	Dec 2011	Pilot completed and results evaluated Online resources available and utilised Staff report having the skills	Disability Services/ Manager, PODS Faculties EED Unit, OH&S Unit OH&S Unit, PODS	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
		d. Update regular training to include mental health examples e.g. casual tutor induction, supervisor training, EED, on boarding, Staff Services e. Training is developed that specifically targets dealing with mental health issues in Higher Degree Research Students f. Determine appropriate options for training and education to ensure <i>effective</i> and <i>timely</i> provision of support.		July 2011 July 2011 July 2011	required to assist students as required Training developed and implemented as part of HDR supervisor information Further action clear	EED, Staff Services Manager, Disability Services, Manager Counselling Service, HDR Student Centre Director, EED	
7.2.7 Assistive Technology	1. Students have access to assistive technology, including in appropriate locations	a. Conduct a survey of students who are issued with assistive technology. b. Evaluate the appropriateness of the Library Access Room	Internal Internal	July 2011 July 2011	Feedback received and evaluated Assessment completed and recommendation	Disability Services Disability Services	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
		for the use of voice activated software c. Evaluate the needs of students regarding assistive technology at other locations	Internal	Dec 2011	s implemented Assessment completed	Disability Services	
7.2.8 Disability Services	1. Disability Services have streamlined procedures to assist students with disabilities	a. Review and update documentation to include clear responsibilities for students, treating health professionals, SSA's, academics and Disability Services professionals. <i>This must include information on the new requirements for reporting student health professionals</i>	Internal	Dec 2011 ASAP	Procedures updated as required	Disability Services	
7.2.9 Careers Service	1. Students with disabilities have access to specialised services in the Careers Central	a. Careers Central to determine strategies to assist students with disabilities. b. Careers Central to consider offering services to target specific disabilities.	Internal	Dec 2011	50% increase in students with disabilities using Careers Central	Head, Careers Central	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
7.2.10 Accommodation Services	1. Students will have clear information on the accessibility and support in the Halls of Residence	a. Accommodation Services website to be updated to include information on accessibility, including transport	Internal	Dec 2011	Website updated	Director, Accomm. Services	
	2. The Physical Accessibility of the Residences will be assessed and appropriate action taken	b. Physical Access Audit undertaken and Report Complete	Financial commitment for audit and actions	Dec 2011	Audit Complete	Director, Accomm. Services	
		c. Priorities set and plan of activities scheduled		2012-2014	Priorities Set and actioned	Director, Accomm. Services	
Staff Issues							
7.3.1 Potential Staff	1. Potential staff have clear information on support for people with disabilities	a. Review of Recruitment website to determine information available for people with disabilities	Internal	Dec 2011	Positive feedback received on revised information	Senior Manager, Recruitment Director EED	
	2. Potential staff have clear information on the inherent requirements of the job	b. Investigate the viability of including inherent job requirements in every position description		Interim solution July 2011			
	3. Workplace	c. Review the Workplace		May 2011	Documents are	Senior	

Recommendation	Goal/s	Actions	Resources	Timeframe	Outcomes	Responsible Unit	Review
		process for notification and evaluation of the recommendation prior to notification being made.		2012	reviewed annually	Human Resources	
7.3.4 Access to aids and equipment	1. Staff have access to aids and equipment for reasonable workplace adjustment	a. Develop a process for trialling assistive IT equipment prior to purchase b. Develop guidelines for Job Access funding process	Internal	June 2011 June 2011	Issue reviewed and recommendation made	Senior Manager, OH&S Director EED and Injury Mgmt Coord	
7.3.5 Staff Travel	1. Staff with disabilities receive assistance and support when travelling	a. Review the Travel Policy to include provisions for people with disabilities. <i>This may include liaison with the UOW travel insurer regarding any implications of the disability for travel insurance arrangements</i> b. As part of the above, identification of where any additional funding will be sourced should also occur.	Internal Internal	July 2011 July 2011	Processes and policies reviewed and implemented Clear source of funds in place	Senior Manager, Staff Services EED Director/ Deputy VP	

12.2 List of Participants

The following staff were involved in discussions regarding the 2010 Disability Action Plan Review, or providing feedback on services in their area for people with disabilities. Their input was invaluable to the process and their time and effort gratefully received.

Name	Position
Petria McGoldrick	Manager, Disability Services
Lynne Wright	Director, Employment Equity & Diversity
Yvonne Kerr	Dean of Students
Adeline Ong	Senior Manager, Recruitment
Christine Brown	Academic Development
Margaret Wallace	Centre for Educational Development Innovation & Recognition
Lorraine Denney	Senior Manager, Professional & Organisational Development
Kim Callaway	Director, Student Research Centre
Bill Damachis	Director, Transnational Education & Alliances
Amanda Waren	Senior Coordinator, International Programs
Cathie Andrew	Injury Management Coordinator
Tony Johnson	Assistant Director, Buildings & Grounds
Chris Coughlan	Project Officer, Buildings & Grounds
Megan Huisman	Academic Registrar
Samantha Domagala	Senior Manager, Student Central
Robert Sim	Senior Manager, Enterprise Content
Brett Lovegrove	Senior Manager, Business Solutions
Debbie Sartori	Senior Manager, Student Systems
Michele Grange & her team	Senior Manager, Emerging Technology
David Anderson	Manager, Security
Angela Taylor	University Lawyer
Darren Smith	Senior Manager, OHS
Martin Smith	Manager, Careers Central
Mary Street	Operations Manager
Colin Woodroofe	Staff Representative, EED Committee
Nigel Pennington	Director, Accommodation Services
Margie Jantti	University Librarian
Donna Meagher	Senior Manager, Desktop Deployments & Software Systems
Carl Runeson	Assistive Technology Officer
Angela Brown	Associate Head of School, Nursing
Anne Snowball	Manager, Education Centres
Emily Christofides	National Marketing Manager

13 Terms of Reference and Membership Provisions

Disability Action Plan Stakeholder Committee

Terms of Reference

The Disability Action Plan (DAP) Stakeholder Committee is an informal group of stakeholders across the University with particular responsibility for implementation and monitoring of the University's DAP.

The DAP Stakeholder Committee shall:

1. Work collaboratively to give feedback to the Committee on operational priorities, plans and actions and give feedback from the Committee to relevant operational areas e.g. Administrative Business Units, Faculty Education Committees, Sub-Dean Meetings.
2. Monitor the recommendations arising from the DAP to ensure actions are being progressed
3. Receive regular reports from defined areas regarding their ongoing business activities that relate to provision of services for students and staff with disabilities
4. Provide reports to both the Employment Equity and Diversity Committee and the Social Inclusion Committee on DAP progress and the ongoing business activities of key areas.
5. Advise the University on emerging issues on disabilities in the Higher Education sector
6. Make recommendations for inclusion in the current DAP to ensure continuous improvement in UOW activities

Membership

The DAP Stakeholder Committee shall consist of:

1. Dean of Students as Chair
2. Director of Employment, Equity and Diversity
3. Manager, Disability Services
4. Academic Registrar (or nominee)
5. Manager, Staff Services (or nominee)

6. Academic Development and Learning Design
7. Assistant Director, Buildings and Grounds (or nominee)
8. Manager, UOW Education Centres
9. Director, Accommodation Services
10. Associate Dean (Teaching and Learning), Faculty of Education
11. Associate Dean (Teaching and Learning), Faculty of Health and Behavioural Science

At any time a member may nominate an alternate representative from their area with the prior agreement of the Chair.

Members are explicitly expected to provide feedback on outcomes from meetings to their area, and prepare for meetings by gaining feedback from their area on progress on actions.

Current Membership

Name	Position	Appointment Date	Term Expires
Yvonne Kerr	Dean of Students		
Lynne Wright	Director, Employment Equity and Diversity		
Petria McGoldrick	Manager, Disability Services		
Megan Huisman	Academic Registrar		
Lisa Ucles	Manager, Staff Services		
Assoc Prof Christine Brown	Academic Development and Learning Design		
Chris Coughlan	Project Officer, Buildings and Grounds		
Anne Snowball	Manager, Education Centres		
Dr Julie Kiggins	Sub-Dean, Education		
Dr Karen Walton	Acting Associate Dean (Teaching and Learning)		
Nigel Pennington	General Manager Accommodation Services		

Quorum

The quorum for a meeting shall not be required.

Meetings

The Committee will meet three (3) times per year. The meetings shall be held in:

1. February
2. June
3. October

The meetings will be supported by a meeting Secretary provided by the EED Unit

List of Areas Required to Report to DAP Stakeholder Committee

The following areas will be required to provide annual updates against their actions in the DAP to the DAP Stakeholder Committee:

1. Accommodation Services
2. OH&S Unit
3. Library Services
4. Security
5. Careers Service
6. Recruitment
7. Professional and Organisational Development
8. Transnational Programs

They may also be invited to attend a meeting to discuss issues where appropriate.