

**GRIFFITH UNIVERSITY**  
**DISABILITY ACTION PLAN**  
**2007 -2011**

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## INTRODUCTION

Griffith University has maintained a strong commitment to Equity throughout its life as a university. Students with disabilities are not only one of Federal Government's equity target groups but are also included in the University's plans, policies and strategies as a priority equity group.

Whilst the University's plans include broad strategies that should have the effect of increasing access and participation of people with disabilities in all facets of university life, a Disability Action Plan provides a particular focus in this area.

### PURPOSE

In line with the *Disability Discrimination Act* and the *Disability Standards for Education 2005*, the Disability Action Plan for Griffith University is designed to provide guidelines for action for the Griffith community. Its objectives will be achieved through the strategies outlined in the plan, and through other initiatives and actions implemented by those with responsibility for various aspects of the plan.

### CONTEXT

The University's Disability Action Plan has also been developed within the context of numerous national initiatives including,

- DEST Higher Education Equity Support Program (ESP) and the Higher Education Disability Support Program (DSP)
- *Universities Australia* Guidelines
  - AVCC Guidelines Relating to Students with Disabilities (2006) - <http://www.universitiesaustralia.edu.au>
  - Guidelines on Information Access for Students with Disabilities (2004) - <http://www.universitiesaustralia.edu.au>
- Creating Accessible Teaching and Support Project - <http://www.adcet.edu.au/cats/>
- Web Accessible Network of Australian Universities - <http://www.wanau.org/>
- Assistive technology project commissioned by the Council of Australian University Directors of Information Technology

The Disability Action Plan also relates to and draws upon key University plans. The University's Strategic and Academic Plans (<http://www.griffith.edu.au/office-vice-chancellor/key-university-documents>) provide the context for action and Faculty/Element operational plans should incorporate specific actions to enact the strategies referred to in the body of the Disability Action Plan. (See Appendix 1 outlining relationship of the Action Plan to other Griffith Plans and Strategies.)

### EXISTING POLICIES AND PRACTICES

Griffith has a number of students and staff who have disabilities. (Institutional Student Equity performance data can be found in Appendices 2 & 3.) The University has been responsive to issues related to access for people with disabilities for many years and is recognised as a leader in innovative and good practice in the provision of services and support to people with disabilities. For example, in 2007, the contribution of the

University's Deaf and Hearing Impaired Student Support Program was recognised with the awarding of a Carrick Citation and a Carrick Award for Programs that Enhance Learning for Services Supporting Student Learning.

The University has numerous policies and procedures that have direct application to service provision for people with disabilities, including:

- *Inclusive Practices for People with Disabilities*
- *Harassment, Bullying & Discrimination Policy*
- *Policy for Students with Disabilities*
- *Assessment Policy*
- *Alternative Assessment for Students with Disabilities*
- *A Guide to Handling Complaints of Harassment, Bullying & Discrimination*
- *Code of Conduct*
- *Student Charter*

Further details can be found on the University's Equity Web Page at [www.gu.edu.au/equity/home.html](http://www.gu.edu.au/equity/home.html).

### **THIS DISABILITY ACTION PLAN**

Griffith University's Disability Action Plan outlines areas in which strategies should be developed and implemented to improve access to and participation in education and employment for people with disabilities. The development of the framework for the new Plan has also taken into account two significant initiatives that relate to students.

The first of these is the recently ratified *Disability Standards for Education 2005*. The Standards are subordinate legislation to the *Disability Discrimination Act 1992* (The Act or DDA).

([http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/forms\\_guidelines/disability\\_standards\\_for\\_education.htm](http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm)).

The Standards specify how education and training are to be made accessible to students with disabilities. The areas covered by the Standards include:

- enrolment,
- participation,
- curriculum development, accreditation and delivery,
- student support services and
- elimination of harassment and victimisation.

For each of these areas, the Standards describe the rights and entitlements of students with disabilities, the legal obligations or responsibilities of educational authorities and providers and the measures that would be considered to be evidence of compliance with the legal obligation.

The second consideration was to map the areas covered by the Standards against those outlined in the concept of Student Lifecycle Management, which is being adopted by the University as a way to direct the University's engagement with students towards a common goal. The model of Student Lifecycle Management that the University is using is based on activities associated with key phases and points of transition for all students: future students, current students and alumni, including pre-entry and preparation activities, application, admission and enrolment and orientation to first year as well as activities associated with program and course delivery, graduation and the transition to employment and beyond.

The value of using this concept in relation to the Plan is that it accounts for the scope of activities in which every strategic and operational unit of the University engages. This will allow for the reporting on progress on the implementation of the Plan to be included in annual reporting undertaken by all faculties and elements rather than creating an additional reporting requirement, parallel yet separate to mainstream reporting activities.

The particular strategies outlined in this updated Plan address many of issues that were identified during the review of the implementation of the University's first Plan, which was current from 2000 – 2004, in addition to issues raised directly with staff of the Disabilities Services by students and staff. Some of the issues identified relate to:

- the provision of outreach and transition programs;
- access to electronic documents, either those accessed via the Griffith website or Learning@griffith or by other channels such as digitised learning resources;
- access to common use and school computer laboratories by students who need to use assistive technology (hardware and software);
- access to audio visual resources particularly for students who are deaf or hearing impaired, especially when older videos etc are used for instruction;
- the introduction of other technological innovations into the learning environment such as audio streaming;
- awareness raising activities/strategies and customised professional development activities including materials on reasonable adjustments in assessment;
- the processes used for identifying and applying reasonable adjustments for students with disabilities enrolled in programs requiring participation in practicums and professional placements or work integrated learning;
- guidance to staff to improve their understanding and articulation of the essential elements/requirements of their programs and courses;
- support for postgraduate students so that the academic integrity of research in the University is maintained;
- the need to be responsive to the particular needs of students with mental illnesses;
- developing ways to identify and respond to campus-specific issues;
- strategies or procedures to encourage international students to identify their support requirements early;

- disability-related issues associated with the transnational delivery of programs;
- access to information about scholarships and the application process and providing input into the process of assessing applications from students with disabilities and monitoring the outcomes from the scholarship process;
- providing resources and assistance to students with disabilities seeking graduate employment;
- allocation of appropriate resources (people and financial);
- the development of appropriately qualified and skilled staff to support students with disabilities – such as sign language interpreters;
- improvements in communication about the Disability Action Plan to all staff, particularly to responsible officers.

Lists of inclusive practices implemented by Griffith University as part of the Disability Action Plan 2000 – 2004 and of consultations conducted for the development of this new Plan can be found in Appendices 4 and 5.

### ***Other Relevant Reviews***

In the period since the development of the University's first Disability Action Plan a number of external and internal reviews have taken place that have focussed on the quality of the educational services delivered to students. Service provision by the Disabilities Service has been included in each of these reviews.

Reviews include:

- *Australian Universities Quality Agency (AUQA) Audit*
- *Academic Administration External Review*
- *Student Services Evaluations*

In 2003, the University underwent an audit by AUQA. The Panel made the following comment about the University's Disabilities Service.

*The Disabilities Service was particularly mentioned positively by some students met by the Panel. It has been found to be a highly responsive and supportive service by these students. (p. 32)*

More recently there has been an External Review of Academic Administration, the organisational element to which Student Equity Services, in Student Services belongs.

## DISABILITY ACTION PLAN 2007 – 2011

### GOALS

1. *To remove barriers to access to and participation by people with disabilities in the learning and work environments at Griffith University.*
2. *To encourage and facilitate successful outcomes for students and staff with disabilities.*

### INDICATORS

The University's Strategic Plan 2006 – 2010 articulates the need to excel in the areas of teaching and learning and research. Within these areas specific indicators have been identified against which it will report. These indicators apply to all students, including those with disabilities. Strategies that will assist in achieving outcomes related to the following indicators will need to be developed by individual elements as part of the implementation of this Action Plan.

#### Teaching and Learning

Success for students with disabilities will be assessed against the areas below, with the target being an incremental increase in each.

- Graduate outcomes
- Retention
- Participation in Work Integrated Learning

#### Research

- RHD completions
- Research output in terms of both quality and quantity (this relates to staff with disabilities as well as RHD students)

#### Supporting Strategies

- People – quality and diversity
- Physical facilities and information resources
- Funding

### STRUCTURE

The Plan is divided into two sections that outline the strategies to be implemented, the responsible officers and an approximate timeframe for these strategies to be operationalised. The sections are based on the headings used to organise the University's Strategic Plan, namely *Core Activities* and *Supporting Strategies*. **Section 1** covers the Core Activities and uses the Phases of the Student Life Cycle Management concept as the organisers for the strategies. The specific part of the *Disabilities Standards for Education 2005* relevant to each phase is highlighted.

**Section 2** covers the Supporting Strategies. In addition, initiatives that have already been implemented at the University are identified to provide further background against which to interpret specific strategies. These can be found in Appendix 4.

## SECTION 1 CORE ACTIVITIES

### Phase: Pre-Entry

Relates to *Disability Standards for Education 2005 - Part 4: Standards for enrolment*

#### Desired outcomes

1. Increased awareness of options in higher education and pathways to study at university.
2. Improved aspirations and greater encouragement for people with disabilities to apply for programs offered by Griffith University.
3. Increased opportunities for future students with disabilities to prepare themselves to participate in programs at Griffith.
4. Improved provision of information about the learning environment at Griffith and how it operates for future students, their parents/carers and/or associates.
5. Improved provision of information about essential requirements of programs and courses and the relationship these may have to professional registration.
6. Development of an environment where the disclosure of an impairment or medical conditions is viewed as a positive step in the process of developing reasonable adjustments and an individual's management of their impairment/medical condition overall.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Review resources that are available and either improve where necessary or continue to make information about the University and programs available in a variety of accessible formats	PVC Administration Academic Registrar PVC International PVC Information Services Director, External Relations Director, Student Administration Director, Student Services	Commence 2007 and ongoing
Include a statement/section on the Griffith website indicating a point of contact should a person with a print disability have any difficulty accessing information/documents on the site	PVC INS	Refer to INS Product & Service Roadmap for Disability Access Services
Document the University's process for negotiating reasonable adjustments and liaise with Heads of Schools to communicate these to staff and students	Director, Student Services Manager, Student Equity Services HOS	Commence Semester 2 2008 for implementation in 2009

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that the essential requirements of all programs/courses are stated explicitly in any information about that program/course including information about any associated professional registration processes.	All PVCs, Deans responsible for Teaching and Learning portfolio Heads of Schools (HOS) Dean, Graduate Research School Director, Quality, Planning and Statistics Academic Registrar Head of the Secretariat	January to June 2009 - development of a schedule of programs to be reviewed from July 2009 onwards
Provide advice to key staff on the information that should be included in material for future, commencing and current students on matters such as disclosure, program/course requirements, the process for negotiating reasonable adjustments and the services available to assist future students.	Director, Student Services Manager, Student Equity Services Disability Services Officers	From Semester 1 2009
Review current strategies to encourage students to disclose their impairments and or medical conditions if they require reasonable adjustments to be made or if they have concerns about managing any of the essential requirements of their programs/courses and either enhance these or develop new strategies.	Director, External Relations Manager, Student Equity Services Director, Student Administration Director, Student Services PVC International First Year Advisors	Commencing 2008 and ongoing
Identify communication protocols to ensure the timely provision of appropriate support to international students with disabilities	PVC, International Director, GELI Director Student Services Manager, Student Equity Services	Commencing July 2008
Provide current students with disabilities with opportunities to become Student Ambassadors, Student Partners, mentors or other similar roles.	Director, External Relations Director, Student Services Manager, Student Equity Services	Commencing Semester 2 2007
Continue to enhance the <i>Tertiary Education Experience</i> Program	Director, Student Services Manager, Student Equity Services	Ongoing
Revise implementation of <i>Equipped to Learn</i> Project	Principal Adviser, Student Equity Manager, Student Equity Services	Commence revision 2008

**Phase: Offer and Enrolment**

Relates to *Disability Standards for Education 2005 - Part 4: Standards for enrolment*

**Desired outcomes**

1. Criteria for admission and admissions and enrolment procedures are inclusive of people with disabilities.
2. Scholarship framework is inclusive of students with disabilities

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Review current University undergraduate and postgraduate admissions processes (those that don't involve an application to QTAC) with particular focus on the application process including forms and the information requested.	Academic Registrar Director, Student Administration Admissions Manager Dean, Graduate Research School PVC International Senior Manager, International Administration	Commence Semester 2 2008 for any changes to be implemented in 2010 Admissions period
Ensure that any new admissions schemes/initiatives allow for the application of special consideration.	Academic Registrar Director, Student Administration	Ongoing
Ensure the University's Scholarship Framework responds to the particular needs of students with disabilities.	DVC Academic Academic Registrar Manager, Undergraduate Scholarships	Ongoing
Regularly review enrolment procedures and systems such as online enrolment to ensure that they are accessible to students with disabilities.	PVC Administration Academic Registrar PVC International and Senior Manager, International Administration PVC Information Services	Every two years commencing 2009 or when issues are identified etc
Extend current research into the impact that receiving a scholarship grant has on outcomes for students should include an investigation of the impact of scholarships on outcomes for students with disabilities.	DVC (Academic) PVC, Learning and Student Outcomes Chair, Equity Committee Chair, Disability Advisory Committee Principal Adviser, Student Equity Manager, Student Equity Services	From 2008 and ongoing

**Phase: Orientation to First Year**Relates to *Disability Standards for Education 2005 - Part 5: Standards for participation***Desired outcome**

1. Improved engagement of students with disabilities as they transition to Griffith.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that the requirements of students with disabilities are considered when planning orientation and engagement activities.	PVC, Learning and Student Outcomes Chair, Student Orientation and Engagement Committee Deans and Heads of Schools Director, Library & Learning Environment Services and Learning Services First Year Advisors	Ongoing
Enhance provision of information about support for students with disabilities to First Year Advisers	Director, Student Services Manager, Student Equity Services Disabilities Service Officers	Commencing 2008
Continue to develop customised pre-orientation programs to assist students with particular disabilities to become familiar with the learning environment at Griffith.	Director, Library & Learning Environment Services and Learning Services Manager, Student Equity Services Disabilities Service Officers	Ongoing
Continue the provision of transition support to students with disabilities through mentoring programs such as Uni-Key.	PVC, Learning and Student Outcomes Academic Registrar Director, Student Services Manager, Student Equity Services Disabilities Service Officers	Ongoing

**Phase: In courses**

Relates to *Disability Standards for Education 2005 - Part 5: Standards for participation and Disability Standards for Education 2005 – Part 6: Standards for curriculum development, accreditation and delivery*

**Desired outcome**

1. An inclusive learning environment.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Continue to ensure that the physical environment at the University is accessible especially in relation to planning new work and refurbishments.	Director, Campus Life	Ongoing
Review and continue to develop, where necessary, resources that encourage student independence	Director, Student Services Manager, Student Equity Services Academic staff Disabilities Service Officers	Ongoing
Review current guidelines regarding the development of learning materials – eg deadlines for preparation of course outlines, quality of materials provided for digitisation	Director, Flexible Learning and Access Services Manager, Student Equity Services	By end of 2008
Audit quality of learning resources such as books of readings, commonly used videos etc	Director, Flexible Learning and Access Services Manager, Student Equity Services Disabilities Service Officers	5 courses randomly selected each semester
Promote the ongoing development of inclusive teaching strategies through greater cross Faculty/School/Element collaboration and information sharing activities	DVC Academic PVC, Learning and Student Outcomes Director, GIHE Academic Registrar Head of the Secretariat Manager, Student Equity Services	Ongoing
Further develop resources for academic staff about inclusive assessment practices for inclusion on Disabilities Service website	Manager, Student Equity Services Disabilities Service Officers	By end of 2008
Continue to resource Examinations and Timetabling to coordinate the alternative examination arrangements for students with disabilities centrally.	PVC Administration Academic Registrar Director, Student Administration	Ongoing

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Develop School-specific processes and procedures that reflect an awareness of disability-related issues and which are inclusive of and responsive to students with disabilities	Deans Heads of Schools Manager, Student Equity Services Disabilities Service Officers	Commencing July 2008 and ongoing
Promote discussion of issues related to students with disabilities undertaking professional placements and/or work integrated learning activities and/or volunteer/community service activities and develop guidelines and resources where necessary	PVC, Learning and Student Outcomes Director GIHE Engaging Students in the Workplace Working Party Manager, Student Equity Services	By end of 2009
Facilitate discussion about issues related to course and curriculum development – particularly issues related to essential requirements/core components that are required by accrediting/professional registration bodies	PVC, Learning and Student Outcomes Director, GIHE Principal Adviser, Student Equity Manager, Student Equity Services	Commencing 2009
Ensure the introduction of any new systems, technologies, equipment includes a review of potential impact on people with disabilities	PVC Information Services	Refer to INS Product & Service Roadmap for Disability Access Services
Continue to enhance access to assistive technology and access to common use and school based computer labs for students with disabilities	PVC Information Services	Refer to INS Product & Service Roadmap
Develop schedule and procedures for auditing technology built into teaching environments – e.g. hearing loop systems, audio recording facilities	Director, Office of Technology Services Director, Library & Learning Environment Services and Learning Services	Ongoing
Review procedures to manage students who have episodic conditions that may result in them being unable to respond to their academic or administrative responsibilities	Academic Registrar Director Student Administration Manager, Student Equity Services	Commencing 2009

**Phase: Transition 1<sup>st</sup> to 2<sup>nd</sup> year**

Relates to *Disability Standards for Education 2005 – Part 5: Standards for participation*

**Desired outcomes**

1. Assist students with disabilities to make a smooth transition from 1<sup>st</sup> to 2<sup>nd</sup> year.
2. Identify factors that influence the engagement and subsequent retention of students with disabilities.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Develop process to elicit information from students with disabilities who are discontinuing their study about their reasons for discontinuing.	Manager, Student Equity Services Disabilities Service Officers	December 2008

**Phase: Final Year**

Relates to *Disability Standards for Education 2005 - Part 5: Standards for participation*

**Desired outcome**

1. Appropriate assistance and information for students with disabilities as they transition to employment or postgraduate studies.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance support currently available through the Careers and Employment Service to assist students with disabilities with the transition from study to employment.	PVC, Learning and Student Outcomes Director, Student Services Head, Careers and Employment Service Manager, Student Equity Services	Commencing 2007
Enhance support to Indigenous students with disabilities to facilitate their participation in cadetship programs etc.	Head, GUMURRII Student Support Unit Head, Careers and Employment Service	Commencing Semester 2 2008

**Phase: Graduation**

Relates to *Disability Standards for Education 2005 - Part 5: Standards for participation*

**Desired outcome**

1. The full participation of students with disabilities in activities associated with graduation.
2. The full participation of students' relatives and friends who have disabilities in graduation ceremonies.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Identify issues related to students who find they are unable to complete the essential requirements of their programs and propose some strategies for consideration.	DVC, Academic PVC, Learning and Student Outcomes All PVCs, Deans responsible for teaching and learning portfolio Heads of Schools (HOS) Academic Registrar Principal Adviser, Student Equity Manager, Student Equity Services	Commencing 2009
Continuous improvement where necessary of any procedures associated with the conduct of graduation ceremonies	Graduations Manager	Ongoing

**Phase: Post-graduation**

Relates to *Disability Standards for Education 2005 - Part 5: Standards for participation*

**Desired outcome**

1. Promote a connection with Griffith graduates.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Maintain connections with graduates who have disabilities by ensuring communications strategies are inclusive.	Director, Development and Alumni Office Manager, Student Equity Services	Commencing Semester 2 2008
Ensure functions for alumni are inclusive of people with disabilities	Director, Development and Alumni Office	Ongoing

**Phase: Research**

*Relates to Disability Standards for Education 2005 - Part 5: Standards for participation*

**Desired outcome**

1. An increase in opportunities for students with disabilities to participate in postgraduate study.

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Develop activities that will encourage and prepare students with disabilities to continue onto post graduate studies	DVC- Research Dean, Graduate Research School Deans and Heads of Schools Manager, Student Equity Services Disabilities Service Officers	Commencing 2009
Identify strategies to mentor high achieving, undergraduate students with disabilities e.g. through the Honours College	DVC- Research Deans and Heads of Schools Manager, Griffith Honours College Disabilities Service Officers	Commencing Semester 2, 2009
Review policies for postgraduate scholarships to ensure that eligibility criteria, application and selection processes do not indirectly discriminate against people with disabilities	Postgraduate Scholarships Coordinator Principal Adviser, Student Equity	Commencing Semester 2, 2008

## SECTION 2 SUPPORTING STRATEGIES

### Supporting Strategies (People and Resources)

Relates to *Disability Standards for Education 2005 - Part 7: Standards for student support services*  
*Disability Standards for Education 2005 - Part 8: Standards for harassment and victimisation*

#### Desired outcomes

1. A staff profile that reflects the diversity of the University's students and the general community.
2. Informed staff aware of their rights and responsibilities under the legislation and able to contribute to the development of an inclusive learning environment.
3. Well-resourced specialist services to coordinate support for students with disabilities and provide support to staff.
4. Policies and procedures to address student grievances and complaints about harassment and discrimination

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
<b>People: Staff</b>		
Reviews of any University plan, strategies, policies and related guidelines should always involve consideration of disability-related issues and allow for consultation with people with disabilities whenever possible	DVC Academic DVC Research PVC, Learning and Student Outcomes PVC, Administration Academic Registrar	Ongoing
Ensure that HR policies and procedures continue to comply with legislation in relation to the recruitment and employment of people with disabilities.	Director HR	Ongoing
Ensure that training programs and resources for staff involved in recruitment, selection and promotion of staff cover topics and issues associated with the recruitment and employment of people with disabilities.	Director HR	Ongoing
Ensure induction of senior staff, particularly those with responsibilities for implementation of strategies associated with the Plan includes reference to Disability Action Plan.	Director HR Principal Adviser, Equity, Diversity and Strategic HR Planning Principal Adviser, Student Equity	Ongoing
Ensure induction programs for new staff, general and academic, develop an understanding of the relevant legislation and policies and procedures as well as their rights and responsibilities.	Director HR Director GIHE	Commencing 2008

<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>
Provide opportunities for staff, general and academic, to develop knowledge and role-specific skills/expertise to assist students with disabilities.	Chair, Disability Advisory Committee Director HR Director GIHE Director, Student Services	Commencing Semester 1 2008
<b>People: Students</b>		
Ensure that the needs of students with disabilities are accommodated when developing mechanisms to gather feedback on any University surveys etc.	Director, Quality, Planning and Statistics Chair, Student Orientation and Engagement Committee	Ongoing
<b>Resources</b>		
Continue to resource specialised support services for students with disabilities to a level that ensures high quality and effective service provision.	DVC, Academic PVC, Learning and Student Outcomes PVC Administration Director, Student Services	Ongoing
<b>Disabilities Service</b>		
Appropriately qualified/trained staff are employed in roles that provide direct support to staff or students with disabilities for example recruitment of accredited interpreters.	Director, Student Services Manager, Student Equity Services	Ongoing
Develop a schedule to benchmark specific aspects of service delivery for particular cohorts of students	Director, Student Services Manager, Student Equity Services	Commencing 2008
Develop mechanisms to disseminate information to staff and students who have enquiries/concerns about disability-related issues.	Principal Adviser, Equity, Diversity and Strategic HR Planning Principal Adviser, Student Equity Manager, Student Equity Services Disabilities Service Officers	Commencing Semester 2, 2008

<b>Communication</b>		
Ensure all plans, policies and related procedures are readily accessible to staff.	PVC Administration Head, Secretariat	Ongoing
Provide current information on performance of Element, Faculty/Department/School in relation to KPIs to facilitate operational planning processes at that level	Director, Quality, Planning and Statistics Principal Adviser, Equity, Diversity and Strategic HR Planning Principal Adviser, Student Equity Manager, Student Equity Services	Commencing 2008
Gather information about disability-related issues from staff and students and report in appropriate forums.	PVC, Learning and Student Outcomes Chair, Disability Advisory Committee Principal Adviser, Equity, Diversity and Strategic HR Planning Principal Adviser, Student Equity Manager, Student Equity Services	Commencing 2009

## IMPLEMENTATION OF THE PLAN

### *Strategic Level*

#### **Deputy Vice Chancellor (Research) and PVC, Learning and Student Outcomes**

At Griffith, the responsibility for the Equity portfolio is shared. The Deputy Vice Chancellor (Research) has responsibility for staff equity and chairs the University's Equity Committee, while the PVC, Learning and Student Outcomes has responsibility for student equity. There is shared responsibility for the development, implementation and monitoring of the University's Equity Strategy.

#### **PVC, Learning and Student Outcomes**

The newly established position of PVC Learning and Student Outcomes has responsibility for the implementation of learning and teaching strategies in the areas of student equity, the student experience, and student outcomes - including graduate employment. The PVC (L&SO) chairs the University's Aboriginal and Torres Strait Islander Advisory Committee.

#### **Equity Committee**

The role of the Equity Committee is to facilitate the achievement of the University's strategic equity priorities through ensuring that diversity and inclusiveness are reflected in all programs, policies and practices of the University and its elements. In relation to students and staff with disabilities it will recommend and support:

- The identification of issues relating to service provision for people with disabilities.
- Promotion of activities at each campus that profile people with disabilities and disability related issues
- Act on feedback about service quality and the identification of emerging issues.

#### **Disability Advisory Committee**

The Disability Advisory Committee advises the Equity Committee and acts as a reference group on matters relating to students and staff with disabilities. Specifically it:

- Oversees the implementation of the Disability Action Plan
- Identifies the implications for people with disabilities of specific strategies/actions outlined in various University Plans.
- Provides budget advice for the implementation of the Disability Action Plan to the relevant senior officer, prior to general University budget discussions.

***Operational Level***

While the development of a learning environment and workplace that is inclusive of people with disabilities is seen to be the responsibility of everyone in the Griffith community, the **Office of Human Resource Management** and **Student Equity Services including the Disabilities Service** have oversight of a number of key policies and programs for staff and students with disabilities. Staff in the positions of Principal Adviser, Equity, Diversity and Strategic HR Planning, Principal Adviser, Student Equity and Manager, Student Equity Services play important roles in the development and implementation of the Disability Action Plan, gathering information about disability-related issues from staff and students and reporting on these in the relevant fora, as well as providing advice to staff and students.

Key University Committees that will also be involved with the implementation of the Plan are:

- Executive Group
- Academic Committee
- Central Support Services Reference Group
- Information Services Advisory Committee
- Internationalisation Committee
- Learning and Teaching Committee
- Learning Environment Committee
- Programs Committee
- Staff Support and Development Reference Group
- Student Liaison Group
- Student Orientation and Engagement Committee
- Faculty and Element Equity Sub-Committees

The Chair, Disability Advisory Committee, Principal Adviser, Equity, Diversity and Strategic HR Planning, Principal Adviser, Student Equity and the Manager, Student Equity Services will develop a Communication Strategy for the Plan.

**Monitoring, Review and Evaluation of the Plan**

The Chair of the Disability Advisory Committee coordinates the monitoring and review of the Plan.

*Monitoring the Implementation of the Plan*

Strategies to be used to monitor the implementation of the Action Plan will include:

- appropriate responsible officers to report on progress implementing the Plan to the Disability Advisory Committee on an annual basis.
- individual Faculties/Schools/Elements of the University to report on implementation of the Action Plan when undertaking any reviews

- Chairperson of the Disability Advisory Committee to report to Equity Committee on implementation of Action Plan, on an annual basis.

*Reviewing the Implementation of the Plan*

The Plan will be reviewed on an annual basis with findings to be included in any relevant reports such as the University's Equity Report to DEST. The review should identify:

- factors impacting on success or otherwise of implementation of the plan and of individual strategies;
- strategies that have been successful or otherwise; and
- new strategies that need to be included in the Plan.

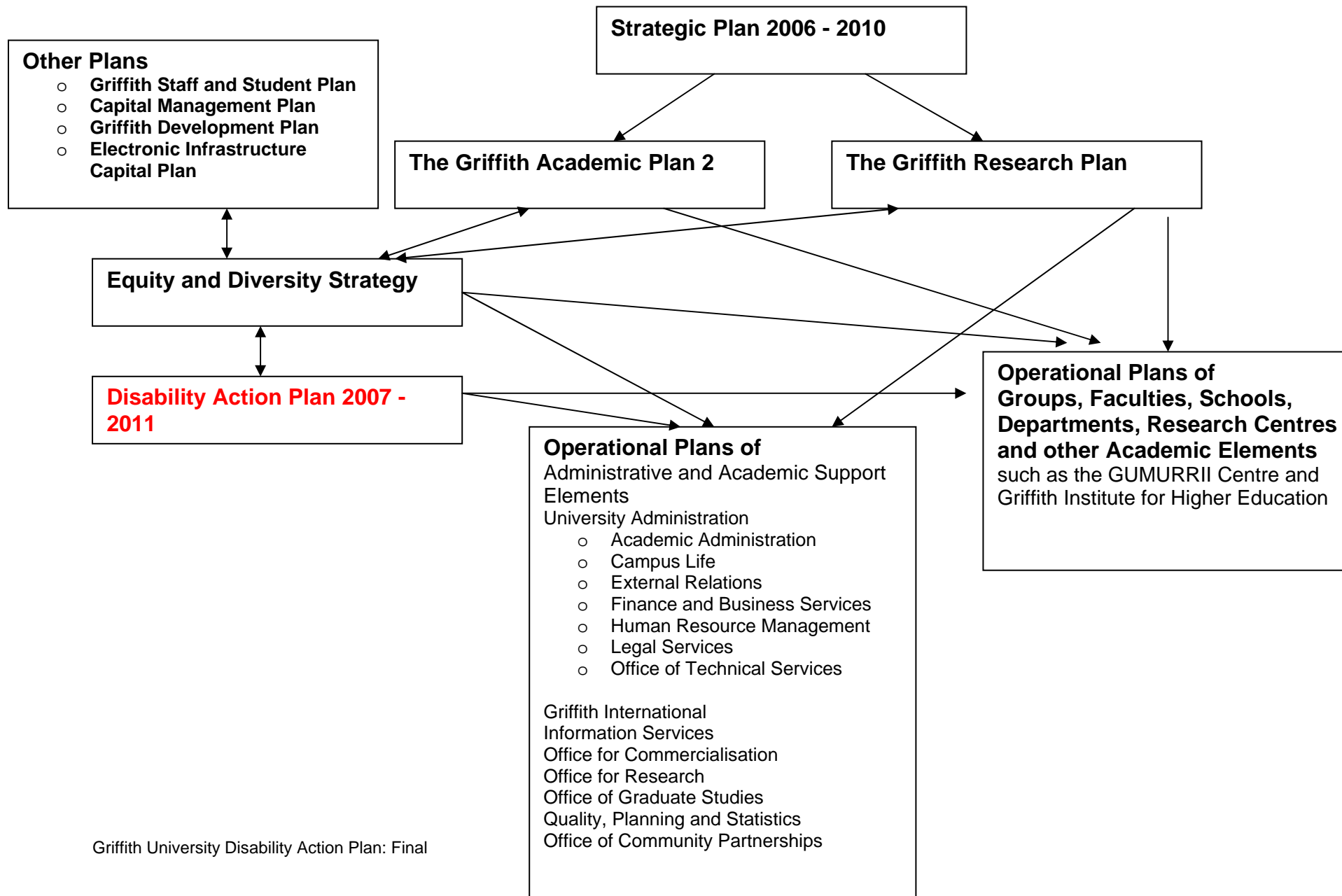
Information for the review process will be drawn from:

- relevant statistical data available;
- information provided on the status of the implementation of the Action Plan in reports to the Disability Advisory Committee and the Equity Committee;
- formal consultations with staff and students; and
- the collection of anecdotal comments relevant to the quality of service delivery

Some specific strategies that will be used to gather information to assist with the review of the Action Plan will include:

- the facilitation of fora where students and staff can provide feedback on specific services or issues on an annual basis;
- attendance by relevant staff at School/Department meetings to elicit comment on issues and progress; and
- inclusion of relevant questions on various survey tools by the University to gather data on client satisfaction.

**APPENDIX 1: Relationship of Disability Action Plan to other Griffith University Plans**



## APPENDIX 2: DEST Data for Students with Disabilities at Griffith University

	Year	Access Rate (%)	Participation Rate (%)	Participation Ratio*	Retention Ratio**	Success Ratio***
Griffith University	2001	2.96%	2.61%	0.33	0.95	1.00
	2002	3.30%	3.98%	0.49	0.97	0.92
	2003	3.57%	3.88%	0.48	0.94	0.94
	2004	3.21%	3.87%	0.48	0.96	<b>0.95</b>
	<b>2005</b>	<b>3.70%</b>	<b>4.45%</b>	<b>0.56</b>	<b>0.99</b>	n/a
State Average	2005	3.35%	4.25%	0.65	0.97	(2004) 0.93
National Average	2005	3.29%	3.96%	0.49	0.97	(2004) 0.93

### Source of data

DEST Institutional Student Equity Performance Data

<http://www.dest.gov.au/NR/rdonlyres/EA6F2EFD-6B10-4F05-8837-02E736192CA9/15651/Griffith2006IAFEquity.pdf>

### Definitions of Equity Performance Indicators

#### Rate

The rate is simply the indicator expressed as a percentage.

#### Ratio

The ratio is the indicator expressed as a rate divided by a reference value for that indicator. This is a better measure of equity because it makes a comparison between the equity group and a suitable benchmark. Ratios of less than 1.00 indicate poor performance, while ratios of 1.00 and greater indicate good performance.

#### Access

Access is the commencements of a group and it is expressed only as a rate.

#### Participation

Reference value revised.

Participation is the indicator for all enrolments of a group. It can be expressed as a rate or a ratio. The reference value for students with disabilities, NESB students, and students from rural and isolated areas is the percentage of that group's share of the general state population aged between 15-64. The reference value for low SES students is the percentage of high SES students in the same cohort.

#### Retention

\*\* Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year.

#### Success

Success measures academic performance by comparing the number of units passed to the number of units attempted. It can be expressed as a rate or a ratio. As above, the reference value for an equity group is the success rate of all other students in the same cohort. Success data is calculated one year in arrears.

### APPENDIX 3: DEST Institutional Data on Students with Disabilities

#### Data relating to Students with Disabilities

##### A longitudinal perspective

	Year	Access Rate (%)	Participation Rate (%)	Participation Ratio*	Retention Ratio**	Success Ratio***
Griffith University	2001	2.96%	2.61%	0.33	0.95	1.00
	2002	3.30%	3.98%	0.49	0.97	0.92
	2003	3.57%	3.88%	0.48	0.94	0.94
	2004	3.21%	3.87%	0.48	0.96	0.95
	2005	3.70%	4.45%	0.56	0.99	n/a
State Average	2005	3.35%	4.25%	0.65	0.97	(2004) 0.93
National Average	2005	3.29%	3.96%	0.49	0.97	(2004) 0.93

##### Source of data

DEST Institutional Student Equity Performance Data

<http://www.dest.gov.au/NR/rdonlyres/EA6F2EFD-6B10-4F05-8837-02E736192CA9/15651/Griffith2006IAFEquity.pdf>

##### Comparative data for 2005 – Queensland Universities

Institution	Access Rate (%)	Participation Rate (%)	Participation Ratio	Retention Ratio	Success Ratio (2004)
Griffith	3.70	4.45	0.56	0.99	0.95
UQ	2.71	3.18	0.40	0.97	0.93
QUT	3.24	4.23	0.52	1.02	0.95
CQU	5.17	6.53	0.81	1.08	0.92
JCU	3.20	4.79	0.60	0.96	0.96
USQ	2.84	3.84	0.48	0.96	0.88
USC	2.31	4.51	0.56	1.07	0.99
State Average	3.35	4.25	0.65	0.97	(2004) 0.93

##### Source of data

DEST Institutional Student Equity Performance Data

<http://www.dest.gov.au/NR/rdonlyres/EA6F2EFD-6B10-4F05-8837-02E736192CA9/15651/Griffith2006IAFEquity.pdf>

### Comparative data for 2005 – Innovative Research Universities

Institution	Access Rate (%)	Participation Rate (%)	Participation Ratio	Retention Ratio	Success Ratio (2004)
Griffith	3.70	4.45	0.56	0.99	0.95
Flinders	3.64	6.18	0.78	0.96	0.89
Macquarie	2.43	3.13	0.40	0.99	0.98
La Trobe	3.37	3.91	0.49	0.98	0.96
Newcastle	4.33	5.12	0.63	0.97	0.92
Murdoch	3.68	5.85	0.73	0.95	0.94
<b>National Average</b>	3.29	3.96	0.49	0.97	0.93

#### Source of data

DEST Institutional Student Equity Performance Data

<http://www.dest.gov.au/NR/rdonlyres/EA6F2EFD-6B10-4F05-8837-02E736192CA9/15651/Griffith2006IAFEquity.pdf>

### Definitions of Equity Performance Indicators

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#### Access

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#### Participation

Reference value revised.

Participation is the indicator for all enrolments of a group. It can be expressed as a rate or a ratio. The reference value for students with disabilities, NESB students, and students from rural and isolated areas is the percentage of that group's share of the general state population aged between 15-64. The reference value for low SES students is the percentage of high SES students in the same cohort.

#### Retention

\*\* Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year.

#### Success

Success measures academic performance by comparing the number of units passed to the number of units attempted. It can be expressed as a rate or a ratio. As above, the reference value for an equity group is the success rate of all other students in the same cohort. Success data is calculated one year in arrears.

## APPENDIX 4: Inclusive practices implemented by Griffith University as part of the Disability Action Plan 2000 - 2004

### Phase: Pre-Entry

#### Current initiatives

##### *Systemic Initiatives*

- The Queensland Tertiary Admissions Centre provides applicants with an opportunity to identify that they have a disability and to also apply for special consideration. An applicant's response to questions on the application form triggers the sending of an Early Notification of Needs form, which is then forwarded to the Admissions Managers of University/ies where the applicant has identified preferences and then, at Griffith University, to the Disabilities Service Officers.
- The University is actively involved in activities associated with the Disability Coordination Officer Program.

##### *University initiatives*

- Open Day
  - Disabilities Service Officers work on Student Services' displays to provide specific information to future students with disabilities
  - Auslan interpreters have been available for Student Services' Information Sessions at Nathan campus
- Griffith Connect
- GUESTS – *Griffith University Early Start To Study* - students with disabilities have participated on this program with reasonable adjustments made to facilitate their participation.
- *Griffith University Undergraduate Degrees – All Programs Guide* includes information for people with disabilities (Page 83 of 2007 Guide)
- Griffith Website has multiple links to information for people with disabilities
  - Future Students: <http://www.griffith.edu.au/futurestudents/support.html>
  - Future Students: <http://www.griffith.edu.au/ua/aa/sta/admission/>
  - Future Students: <http://www.griffith.edu.au/postgraduate/home.html>
  - Virtual Orientation FAQs: [http://www.griffith.edu.au/text/ins/training/library/virtualorientation/content\\_faqs.html](http://www.griffith.edu.au/text/ins/training/library/virtualorientation/content_faqs.html)
  - First Year Students: <http://www.griffith.edu.au//landt/firstyear/experience/>
  - INS Disability Access: <http://www.griffith.edu.au/ins/disability/>
  - <http://www.griffith.edu.au/equity/>

##### *Equity initiatives*

- Uni-Reach – This program is an equity initiative devised to encourage disadvantaged students in select Brisbane secondary schools to articulate to Griffith University. Originally devised as a Year 12 initiative, this program has now been expanded to include Years 8, 10, and 11 students educationally disadvantaged by their low SES background compounded by attending schools that enrol significant

numbers of students from similar backgrounds. There are ten participating schools in the University's catchment area, selected on Education Queensland criteria for disadvantaged schools. Students with disabilities attending these schools participate in the program.

- Uni-Book - This project proposed the development of *Uni Book* as an information resource and workbook for Year 10 students with little or no experience of higher education to assist their decision-making about post-school study options. The book includes a story about a student with a disability who is now studying at Griffith.
- Logan Tertiary Access Program – This program is a one year full-time bridging program for people from low socio-economic and educationally disadvantaged backgrounds, offered in partnership with and through Logan Institute of TAFE at Certificate IV level across three strands – Science, Information Technology and Social Science - and guarantees entry to Griffith degree programs on successful completion of all program modules. Increasing numbers of students with disabilities have used this program as a way to improve their knowledge and skills before gaining direct entry to courses of their choice at Griffith.

#### *Disabilities Service activities*

- Tertiary Education Experience for future students with disabilities – This program began in 2004 and aims to:
  - encourage high school students and mature-age people with disabilities to consider continuing their studies at a tertiary level by exposing them to the physical, technological and social aspects of a tertiary environment and providing them with information about services that would assist them to access and participate in tertiary education.
  - demystify tertiary study and remove perceived barriers by providing opportunities for interaction with students with disabilities who are studying at universities and institutes of TAFE.
  - provide an opportunity for students with disabilities to explore the effect that their disability may have on them in the tertiary learning environment and then to be able to make more informed choices about appropriate tertiary study.
  - provide an opportunity for community organizations, parents and relevant professional staff to link with relevant government departments and agencies to ensure that they have access to quality information that they can disseminate more widely through their organizations.
- Participation in outreach activities and information sessions hosted by other organisations such as the Post-School Options Expos in Brisbane and the Gold Coast and High School Information Evenings.
- Development of DVD resource *Signs of Success* – The aim of this project was to produce a multimedia resource to demystify career options available to people who are Deaf or hearing impaired, by making it available to various key stakeholder groups including prospective students who are Deaf or hearing impaired. It also involves a more formal research project with the School of Education and Professional Studies.
- Liaison with key stakeholders, including Advisory Visiting Teachers, Guidance Officers, School Transition Officers and various Regional Disability Liaison Officers/Disability Coordination Officers through a variety of activities/methods.
- *Equipped to Learn* Project – The aim of this project is to deliver a pre-enrolment, campus-based training program in assistive technology for blind and vision impaired students, through INS assistive technology facilities.

- Disabilities Service website: <http://www.griffith.edu.au/ua/aa/ss/>
- Student Equity Services and Disabilities Service brochures

## Phase: Offer and Enrolment

### Current initiatives

#### *University initiatives*

- Current admissions processes allow for the application of special consideration.
- *Uni-Start Equity Admissions and Scholarship Scheme* allows for bonus OPs and ranks to be awarded to students who have experienced educational, financial and personal disadvantage including disability.
- Enrolment process is accessible to students using assistive technology.

## Phase: Orientation to First Year

### Current initiatives

#### *University initiatives*

- Support for student engagement and transition to university including First Year Advisors – information about the Disabilities Service is included in resources for First Year Advisors: <http://www.griffith.edu.au/landt/firstyear/experience/>
- Careers and Employment Service conducts program for first year students that is implemented in lecture time so students with disabilities are exposed to this information as part of the first year student cohort
- Implementation of Course Outline Project

#### *Equity initiatives*

- Uni-Key - provides a structured transition program for commencing students from identified equity groups, and features customised orientation, skills development, and Peer Mentor Programs. Students with disabilities frequently participate in this program.

#### *Disabilities Service activities*

- Tertiary Education Experience activity for students with disabilities planning to enrol at Griffith.
- Pre-orientation program for specific cohorts of students such as the program for students who are Deaf or hearing impaired

## Phase: In courses

### Current initiatives

#### *University initiatives*

- Policies
- Celebrating Teaching Seminar Series: September 2004 – *Inclusive Practices in Teaching and Learning*

- *Accessibility of learning resources: a proactive approach to providing equitable access for students with disability* - Ms Jacqui Limberger, Flexible Learning and Access Services
- *Managing diversity in assessment* - Dr Linda Conrad, Griffith Institute for Higher Education and Ms Judy Hartley, Student Services

#### *Specific Faculty/Element Initiatives*

- Flexible Learning Services' Accessibility Initiative – The aim of this initiative was to ensure that the design and development of Griffith University's flexible learning products and services would meet the needs of target equity groups, namely, students with disabilities - <http://www.griffith.edu.au/ins/webdev/accessibility/>
- *Digitisation Project* - This collaborative project between the Disabilities Service and staff in Information Services aims to develop guidelines, procedures and resources to assist academics and students as well as staff from the University Digitisation and Distribution Team to ensure that digitised learning materials are accessible to students with print disabilities.
  - During 2005 a Benchmarking Project was undertaken to identify what was happening throughout higher education in relation to the digitisation of learning resources and the development of digital repositories.
  - A Technical Report was completed in December 2005 that outlined the technical issues that need to be addressed as the University develops an implementation strategy that will ensure that students with disabilities, particularly those with print disabilities, will be able to access digitized materials.
  - The original project group has been extended to include other key internal stakeholders and is now the Electronic Document Accessibility Working Party.
- *Technology Accessibility* – This project has been initiated by the Council of Australian Universities' Directors of Information technology. The purpose of this project is to ascertain, the current assistive technology practices in the University sector, through web researches and surveying Australian Universities. This will include: the provision of services to students and staff with a disability; identifying the most commonly used and requested assistive technologies; investigate opportunities for collaborative purchasing of assistive technologies; and establish a network of interested University staff to share knowledge and collaborate on solutions.
- Centralised coordination of alternative examination arrangements for students with disabilities for mid semester as well as end of semester exams
- Information Services *Draft Information Resources Management Policy*
- Information Services – Web Collection Enhancement Project – *Draft Griffith Standard for Electronically-delivered PDFs*
- Information Services – off-air copying equipment upgraded in 2004 so that all off-air copying includes captions (if broadcast with captions). (Note: because we cannot copy off-air to DVD and retain captions, if people want DVD versions of a program it is recorded first to video to record captions and then a DVD with captions is produced.)
- Information Services – In 2003 an Equipment Replacement Plan was introduced for the Assistive Technology Centres. As a result all PCs, scanners and laser printers were updated in 2003-4 and are now replaced on a rolling replacement schedule.

- Information Services – In 2004 a Standard Operating Environment (SOE) was set up on all Assistive Technology Centre PCs to ensure standardisation across campuses in relation to the range of software available and the versions of that software installed. The SOE now allows students to access the student server, giving them access to academic software, student email and the student's home drive in addition to assistive technology. The SOE continues to be modified in response to student feedback.
  - Information Services – The Opera web browser was accepted as a supported software application in 2005 and in 2006 was incorporated into the common use computing environment.
  - Assistive Technology Rooms located in six Libraries (Nathan – 2 rooms, Gold Coast, Mt Gravatt, Logan, QCGU and QCA) - <http://www.griffith.edu.au/ins/disability/> The rooms are equipped with workstations with:
    - Large Screen Monitors – 24” monitors are available on 5 campuses – this was initially funded by the Disabilities Service but large screen monitors are now being installed as standard for future upgrades by INS.
    - ZoomText Xtra (screen enlargement software)
    - Jaws (screen reading software)
    - Opera web browser
    - Open Book (scanning and reading software)
    - Dragon Naturally Speaking (voice recognition software)
    - Wordsmith (for Microsoft Word users with reading and writing difficulties)
    - Duxbury (Braille translation software)
    - Toccata (Braille manuscript composing software for musical scores)
- Other assistive technology available may include
- Braille printers
  - Braille 'n speak
  - Closed Circuit TV (CCTV) (for enlargement of pages of text etc.)
  - myReader (for document magnification)
  - Scanners
  - Laser printers
- Information Services - Disability Access Services – Services include:
    - Library orientation tours
    - Training/assistance in use of Copying Services equipment
    - Retrieval of material from the shelves\*
    - Photocopying
    - Assistance with or training in the use of the library catalogue and electronic resources
    - Assignment advice
    - Orientation to and basic assistance with assistive technology

- Information Services Disability Access Resources - A user manual has been developed that outlines the key features of and how to use the assistive hardware and software supplied at Griffith University. A copy of the manual is available in the Assistive Technology Centres at each campus. Information Services have also developed more detailed training manuals for some of the assistive software that is provided at Griffith University. These are available in a range of formats and may include print, large print, braille, and audiotape. A full-text version is available for the Jaws (Word .doc), and ZoomText Xtra (Word .doc) software.
- Information Services web development - Five Key Habit Changes for Better Accessibility  
<http://www.griffith.edu.au/webdevsupport/support/tutorials/fivekeyhabits/>
- Office of Facilities Management A range of initiatives including access maps available online -  
<http://www.griffith.edu.au/about/maps.html>
- Office of Finance and Business Services – Logistics - Intercampus bus between Mt Gravatt and Nathan campuses is accessible.
- *Equity and Diversity in Assessment Practices* – a collaborative project with the Griffith Law School. The project reviewed assessment policies and practices to ensure they took into account difficulties experienced by equity target groups, for example, Indigenous students, students with disabilities (particularly 'hidden' disabilities), students from low SES backgrounds, and international students -  
<http://www.griffith.edu.au/school/law/>
- School of Physiotherapy and Exercise Science has held a *Dinner with a Difference* for students and staff. For part of the dinner, the participants are blindfolded while they eat. The experience is then discussed with a person who has a vision impairment who outlines their experiences and strategies for managing. The dinner began in 2003.
- School of Physiotherapy and Exercise Science have worked with the Manager, Student Equity Services to have one lecture in the Masters of Physiotherapy Program each semester that focuses on communication strategies with people with particular disabilities. These sessions have been run each semester since 2002.
- Student Services Health Week activities – distribution of information to staff and students on various topics including Disabilities Services Queensland' publications.
- Staff from Student Equity Services have participated in workshops/seminars on Work Integrated Learning, including being a member on a panel discussing issues in 2001.

#### *Disabilities Service initiatives/activities*

- Make recommendations about reasonable adjustments and alternative assessment arrangements for individual students with disabilities
- Collaboration with Counselling Service, Health Service and others to develop a process for responding to student mental health issues
- Essential Requirement Guidelines – A project begun in 2001 to develop guidelines and procedures that will assist academic staff to identify and examine the nature of the essential requirements of their courses/programs in order to make the reasonable adjustments. This project has evolved as developments with the DDA and in Higher Education have been implemented. The resources will be further enhanced with resources about the new AVCC Guidelines and the DDA Education Standards. Resources have been used particularly to assist academic staff resolve issues related to professional placements.

- Purchase of equipment for assistive technology rooms and use by individuals.

### **Phase: Transition 1<sup>st</sup> to 2<sup>nd</sup> year**

#### **Current initiatives**

##### *Specific Faculty/Element Initiatives*

- Director, Student Services prepares an issues paper on a semester basis for senior managers that comments on issues impacting on students.
- Student Services Evaluation process

##### *Disabilities Service activities*

- Anecdotal information gathered by Disabilities Service Officers regarding reasons why individual students discontinue their study.

### **Phase: Final Year**

#### **Current initiatives**

##### *Specific Faculty/Element Initiatives*

- Student Services, Careers and Employment Service
  - Careers and Employment – Career Smarter
  - Resource folder on employment related issues for people with disabilities as well as information about providers etc
  - Griffith Industry Mentoring Program is inclusive of students with disabilities
  - Customised workshops have been held in conjunction with the Disabilities Service and CRS.

### **Phase: Graduation**

#### **Current initiatives**

##### *University initiatives*

- Graduation ceremonies are inclusive of students with disabilities
  - graduating students and their guests are invited to disclose their requirements,
  - venues are accessible and
  - interpreters and other staff are employed to facilitate participation.

##### *Disabilities Service activities*

- *Signs of Success* Research project and collaboration with School of Education and Professional Studies and Centre for Applied Studies in Deafness

**Phase: Post-graduation****Current initiatives***University initiatives*

- Development and Alumni Office has been established

*Disabilities Service activities*

- Database of graduates who have accessed the Deaf and Hearing Impaired Students' Support Program.

**Phase: Research****Current initiatives***University initiatives*

- Eligibility criteria of Patience Thoms Scholarships and Griffith University Honours Equity Scholarships are inclusive of students with disabilities.

*Disabilities Service activities*

- Support provided to postgraduate students – including letters of support if a student's GPA has been impacted by their disability

**Supporting Strategies (People and Resources)****Current initiatives***University initiatives*

- Academic and administrative managers across the University are supported in managing work environments as part of the regular program of activities offered through the Office of Human Resource Management. Development programs such as Managing @Griffith, Heads of School/Department workshops, etc discuss the need to ensure that the physical and psychological work environment is appropriate for all staff, and that any special needs are accommodated.
- Office of Human Resource Management provides access to *EO On-Line* resources for staff.
- Topics for Celebrating Teaching seminars have covered issues related to teaching students with disabilities
- Griffith Institute of Higher Education have included workshops that cover topics associated with equity and diversity in their program.

*Specific Faculty/Element Initiatives*

- Information Services – the Web Accessible Network of Australian Universities Access Forum was hosted by Griffith University.
- Information Services - the South Pacific Users Services Conference was hosted by Griffith University and included a presentation co-facilitated with Peter Cracknell, Quantum Technology on Assistive Technology in the university environment.
- Information Services Staff Development/Disability Awareness Promotion
  - Displays in Libraries for Disability Awareness Week
  - Travelling trainer support of a staff member with a disability has improved knowledge of assistive technology in that area

- Understanding Equity workshops for INS staff
- Flexible Learning and Access Services have initiated a number of forums for their staff on web accessibility and accessibility of flexibly delivered courses. These include *Five key habits for better accessibility*, *Accessible Flash*, *Accessibility: it's not just for techies* and *S5* – this is a standards compliant and accessible alternative to PowerPoint.
- Academic Administration Staff Seminars. Topics have included:
  - 2002; Myths and Reality and Customer Service
  - 2003: Psychiatric disability workshop
  - 2005: Signs of success- support for students who are Deaf or hearing impaired at Griffith
- Examinations and Timetabling have included a presentation by the Manager, Student Equity Services in their Invigilator Training on an annual basis.

#### *Disabilities Service activities*

- Information sheets and advice regarding the provision of support to students with disabilities
- Principal Adviser, Student Equity Services and Manager, Student Equity Services have made presentations to Faculty and School staff on issues related to supporting students with disabilities.

**APPENDIX 5: Consultations for the development of the Disability Action Plan 2008 – 2011**

Consultations were conducted with and feedback on the draft Plan was sought from the following groups:

- Student Services' Service Area Managers
- Logan Local Issues Group and Logan Academic Group
- INS Executive
- Engaging Students in the Workplace Working Party
- Griffith Law School Faculty Board
- Griffith Business School Faculty Board
- University Administration - Director's Forum
- Science, Environment, Engineering and Technology Faculty Board
- Faculty of Education Board
- Health Group Board
- Faculty of Arts Board
- Contemporary Arts, Music and Media Board
- Academic Administration Section Heads
- Griffith Institute of Higher Education
- Senior Manager, International Administration, International Office