The University of Queensland

Disability Action Plan

2016 - 2018

Contents

Foreword from the Vice-Chancellor

In striving for excellence, The University of Queensland keeps sight of our core values, which include mutual respect and diversity, and supporting our people. In order to retain our status as a leading Australian university that is ranked within the global top 50, we must ensure that all students and staff have opportunities to contribute to and benefit from university life.

The University of Queensland's Disability Action Plan 2016-2018 contains actions with timeframes aimed at making the University more accessible and inclusive, and confident in its approach to and support of disability. It aligns with UQ's Strategic Plan and is informed by a number of international conventions and national and state laws, standards and guidelines.

Importantly, this action plan is built on broad consultation with UQ staff and students, and I would like to thank everyone who engaged with the working party and provided feedback during the review process.

This document has been lodged with the Australian Human Rights Commission, and is UQ's sixth Disability Action Plan since the first was lodged in 1999.

I welcome its publication; and I urge the entire UQ community to work towards achieving our objectives so that we can make this university a more inclusive, diverse, accessible and rewarding place to learn, discover and engage.

Professor Peter Høj
Vice-Chancellor and President

1. Introduction

The University of Queensland, as an education provider and as an employer, is committed to working proactively to ensure persons with disabilities have the opportunity to realise their full potential and capabilities at this University. The *University of Queensland Disability Action Plan 2016-2018* (the Plan / DAP) constitutes formal recognition of the University's commitment to ensuring persons with disability are afforded equal opportunities to participate in the University community.

The *University of Queensland Disability Action Plan 2016-2018* is informed by international conventions, legislation and guidelines (refer to Appendix 2). The Plan is designed in accordance with the provisions of the *Disability Discrimination Act 1992* (Cth) (DDA), and the associated *Disability Standards for Education 2005,* and will be lodged with the Australian Human Rights Commission.

The DAP has been developed through broad consultation with students and staff at the University and coordinated by a Working Party (please refer to Appendix 3). The Plan seeks to enable students and staff with disability to fully access and participate in all aspects of University life, and ensures the University meets its legislative requirements.

The *University of Queensland Disability Action Plan 2016-2018* provides Faculties, Institutes, Divisions and Administrative Units with an operational framework to develop, and maintain, the University as a leading organisation for inclusiveness and accessibility for persons with disability. The DAP is aligned with the University Strategic Plan and Operational Plan to ensure the University's vision of creating an inclusive and supportive University community which provides people the opportunity to enrich their lives and pursue their goals, is achieved.

The DAP is a coordinated plan which provides a framework of principles and objectives and systematic planning, monitoring, reporting and evaluation processes to ensure UQ is a disability-confident organisation. A disability confident organisation is an organisation which is proactive and seeks to eliminate barriers to access and participation for persons with disability, and puts policy into practice.

2. Governance of the Plan

2.1 Implementation of the Plan

The Senate Committee for Equity, Diversity and the Status of Women (EDSW Committee) will provide strategic oversight of the DAP, with the Provost as the principal manager for its implementation.

Responsibility for implementation of the DAP is to be shared by all staff of the University, both professional and academic. Key stakeholders identified as responsible for the operation and implementation of the plan will be held accountable for the achievement of the objectives of the Plan through an annual reporting process.

2.2 Monitoring and Review of the Plan

The DAP is an evolving plan of action which requires ongoing review, evaluation and monitoring to ensure its effectiveness. The University will review, evaluate and monitor the plan in the following ways:

- The Senate Committee for Equity and Diversity and the Status of Women (EDSW Committee) will annually review the Plan in conjunction with the achievements of objectives reported by relevant stakeholders.
- The DAP will be reviewed in line with the University Strategic Plan and Operational Plan processes.

Ongoing feedback from the University community can be submitted to the Equity and Diversity section, Human Resources for staff-related matters, and the Senior Manager, Learning, Disability, International Student Advice, Student Affairs Division for student-related matters.

2.3 Reporting on the Plan

The Provost, as principal manager, through the EDSW Secretariat, will request responsible stakeholders identified in the Plan to report annually to the EDSW Committee on the achievements of the action items for which they are accountable. The request will be issued in October each year.

Relevant responsible stakeholders should submit their reports on the implementation and achievement of the action items in the plan, including any measurable change, to the EDSW Secretariat by 31 December each year. These reports will be considered by the Provost and then presented to the Senate Committee for Equity, Diversity and the Status of Women for their consideration.

For further information, please contact the EDSW Secretariat in the Human Resources Division.

2.4 Communication of the Plan

It is expected that all staff and students of the University will be made aware of the DAP and their rights and responsibilities in relation to the objectives and actions in the Plan

The Plan will be publicly available on the website of the Australian Human Rights Commission and on the University website. The DAP will be published on the University website on the: Equity and Diversity section of the Human Resources Division page, the Student Services page and the UQ Planning Office's page, alongside the UQ Strategic, Operational and Faculty/Institute Plans. A link to the Plan will also be provided in the relevant University Policies and Procedures (PPL).

The DAP will be distributed annually via email by the Equity and Diversity section, Human Resources to the relevant stakeholders responsible for the implementation of components of the Plan. It is the responsibility of these stakeholders to communicate this Plan to their area to ensure the awareness of the rights and responsibilities in relation to the Plan in their section.

The University recognises the importance of celebrating and recognising achievements and successes. Throughout the life of the Plan, the University community will be updated on achievements and success stories pertaining to the Plan through UQ Update and other communication methods.

3. Disability Action Plan 2016-2018

3.1 Principles of the Plan

The principles that underpin this plan are:

1. That the University recognises persons with disability may be restricted in their participation and functioning by social, environmental and attitudinal challenges to participation, especially when the needs of persons with disability are not taken into account. The University therefore aims to ensure these challenges are eliminated or reduced as much as possible to allow students and staff to realise their potential.
2. That the University, as a disability confident organisation, will adopt a proactive approach to disability inclusiveness whilst recognising that the University must be responsive to emerging circumstances.
3. That the Plan is sufficiently flexible to take into account changing circumstances and standards.
4. That appropriate guidance, reporting and planning processes accompany the objectives in the Plan.
5. That implementation of the plan is to be monitored and evaluated by the EDSW Committee.
6. That the DAP is appropriately communicated to the University across the multiple locations of the University, so that the broad University community is informed of the Plan and so that the achievement of the objectives in the Plan can be recognised and celebrated by the University community.
7. That implementation of the Plan will be subject to responsible budget management to achieve the Plan's objectives.

3.2 Processes and contacts for student and staff disability services and support

For enquiries in relation to the administration of the Plan, please contact the Equity and Diversity section, Human Resources Division.

For any enquiries relating to physical barriers to accessibility, please refer to the Property and Facilities Assist website where you can lodge a request for this to be addressed: PF Assist or call (07) 3365 2222.

For any specific enquiries relating to **staff** and disability please contact: your local Occupational Health and Safety Coordinator, your local Human Resources Officer or the relevant support available in the Human Resources Division.

For any specific enquiries relating to **student** disability please contact a Disability Advisor in the Disability Services section of Student Services.

3.3 Action Plan

General			
Objective 1: Communicate disability inclusiveness principles and practices to staff and students of the University			
	Action Item	**Responsible Stakeholder**	**Timeline**
a)	Ensure that the objectives and principles of the Disability Action Plan are captured in the next iteration of the University Strategic Plan and that appropriate action items of the Disability Action Plan are integrated into the University Operational Plan.	• Provost	Ongoing for life of plan
b)	Develop a communication strategy for the Disability Action Plan and to raise awareness about disability inclusiveness.	• Provost • Director, Human Resources • Director, Office of Marketing and Communications • Director, Student Services, or nominee • Equity and Diversity section, Human Resources Division.	At inception of plan and ongoing for life of plan
c)	Establish staff and student disability consultative groups/communities of practice to promote communication between all stakeholders and with staff and students with a disability.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Student Services, or nominee	First year of plan
d)	Develop a framework for the Policies and Procedures Library to appropriately reflect best practice in the areas of inclusiveness and disability.	• Director, Corporate Operations	First year of plan
Objective 2: Ensure UQ physical infrastructure is compliant with relevant legislation, observant of best practice guidelines and provides for optimal outcomes in terms of use and access			
a)	Monitor and regularly update the University online and print accessibility maps for all University locations.	• Director, Property and Facilities	Ongoing for life of plan

	Action Item	Responsible Stakeholder	Timeline
b)	Advise the University community how to find out about temporary impediments to accessibility across all University locations.	• Director, Property and Facilities	Ongoing for life of plan
c)	Improve disability access to parking and pathways within University campuses and locations.	• Director, Property and Facilities	Ongoing for life of plan
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
a)	Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan
b)	Implement arrangements that allow relevant UQ staff to easily procure and attend training for web accessibility.	• Director, Information Technology Services • University Staff Development Committee	Second year of plan
Staff			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
a)	Develop and deliver a training package for staff, managers and supervisors incorporating: • Disability awareness and understanding; • Responsibilities of supervisors/managers with respect to disability inclusive practices; • Sensitivity and disability discrimination issues; • Disability inclusive practices for staff, including relevant policies, legislation and	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Student Services, or nominee • Staff Support and Rehabilitation Advisor, Human Resources Division • University Staff Development Committee	Second year of plan

	Action Item	Responsible Stakeholder	Timeline
	university services regarding rights and responsibilities in supporting students with a disability; • Disability inclusive practices for academic staff; • Management of temporary disabilities.		
b)	Recognise the multiple locations that comprise the University environment, and ensure that all staff with disability have access to equivalent levels of support and information resources across all University locations.	• Director, Human Resources Division	Ongoing life of plan
Objective 2: Encourage suitably qualified persons with disability to apply for positions at all levels across the University			
a)	Develop and implement a disability employment strategy, incorporating: • Review of recruitment and selection processes; • Inclusion of disability inclusiveness in new staff induction; • Consideration of engagement with disability employment service providers; • Consideration of utilising the UQ supported wage policy; • Consideration of participation in disability mentorship scheme; • Review accessibility of employment opportunities through the advertising and application processes. • Improve staff knowledge around inherent requirements of positions and possible accommodations.	• Director, Human Resources • Equity and Diversity Section, Human Resources Division	First year of plan

Objective 3: Facilitate staff access to appropriate adjustments that will enable them to participate fully in the University environment		
Action Item	**Responsible Stakeholder**	**Timeline**
a) Clarify to managers and staff the process to seek support in relation to issues associated with disability.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Occupational Health and Safety	First year of plan
b) Review and update policies relating to disability and employment.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division. • Staff Support and Rehabilitation Advisor, Human Resources Division.	First year of plan
c) Establish a process for the accommodation of temporary disability for staff.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Occupational Health and Safety • Staff Support and Rehabilitation Advisor, Human Resources Division.	First year of plan
Objective 4: Develop an understanding of mental health to provide support for staff with a mental health condition		
a) Develop a Mental Health strategy for staff, including: • Policy review; • Mental Health First Aid program; • Induction/orientation resources; • Improved communication for staff seeking support; and • Mental health toolkit for staff.	• Director, Human Resources Division • Staff Support and Rehabilitation Advisor, Human Resources Division	First year of plan
Students		
Objective 1: Provide an inclusive and supportive environment for persons with disability		
a) Develop a baseline understanding of the student disability cohort.	• Director, Student Services, or nominee	First year of plan

	Action Item	Responsible Stakeholder	Timeline
b)	Develop inclusive practice in academic pedagogies and assessment in order to accommodate disability where academically feasible.	• Pro-Vice-Chancellor (Teaching and Learning)	Second year of plan
c)	Assess the incidences of retention among UQ students who identify as having a disability and evaluate the effectiveness of the support measures in place for students with disability, on an annual basis.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan
d)	Develop a process so the Library has advanced notice of the enrolment of students with disabilities in courses so the preparation of reading materials can be prioritised.	• Director, Student Services, or nominee	First year of plan and then conducted bi-annually
e)	Seek preferred suppliers and publishers who provide learning resources and publications in various accessible formats.	• The University Librarian	First year of plan and then conducted at the beginning of each teaching period.
f)	Continue to provide access to the Library collection for students and staff with visual impairments and other print disabilities, through digitisation, and through seeking and adopting new and developing technologies in the field.	• The University Librarian	Ongoing for life of the plan
g)	Recognise the multiple locations that comprise the University environment, and ensure that all students with disability have access to equivalent levels of support and information resources across all University locations.	• Director, Student Services, or nominee	Ongoing for life of the plan.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students			
a)	Annually review myUQ information pertaining to students with a disability to ensure it is up to date and in accessible formats.	• Director, Student Services, or nominee	First year of plan and conducted annually

	Action Item	Responsible Stakeholder	Timeline
b)	Develop procedures to support students who acquire a disability during their studies, so that they are informed of relevant support services.	• Director, Student Services, or nominee • Director, Property and Facilities	First year of plan
c)	Consult with students with a disability and other relevant stakeholders as to what physical, support based, and virtual improvements can be made to improve their student experience.	• Director, Student Services, or nominee	First year of plan and conducted annually
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan
e)	Provide advocacy and welfare support for students with disability.	• Student Help on Campus	Ongoing for life of plan.
Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
a)	Where necessary, revise University corporate level enrolment advice and materials to promote student services for students with a disability.	• Director, Student Services, or nominee • Director, Office of Marketing and Communications • Director, Office of Prospective Students and Student Equity • Director, UQ International	First year of plan
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan
c)	Develop clear inherent requirement statements for each program as required, to be appropriately available to prospective students and the University community, so that students are able to make informed study choices.	• Deputy Vice-Chancellor (Academic)	Second year of plan

	Action Item	Responsible Stakeholder	Timeline
d)	Review peer mentoring programs to ensure that they are inclusive of students with disability and that they promote a positive and inclusive environment for students with disability.	• Director, Student Services, or nominee	Second year of plan
Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition			
a)	Prioritise developing a mental health approach as a part of the student experience, such as creation of a mental health strategy for students.	• Director, Student Services, or nominee	Second year of plan
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	• Director, Student Services, or nominee • Associate Deans, Academic • Director, HR	First year of plan
c)	Provide to appropriate UQ staff, with priority given to those roles which interact with students regularly, guidance and clear procedures for the management of student mental health issues.	• Director, Student Services, or nominee	First year of plan

Appendix 1- Definitions

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

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

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

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

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

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

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

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

or a service that the student requires because of the functional consequences of their disability (DSE 2005 pp 9 – 20).

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

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

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

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

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

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

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

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

Substantially equal basis: This term incorporates the concepts of formal and substantive equality. Formal equality ensures that rules, criteria and processes do not explicitly discriminate against any person or group of persons. Substantive equality ensures the effects of rules, criteria and processes are non-discriminatory. Substantive equality recognises that rights, entitlements, opportunities and access are not equally distributed throughout society and that individuals and groups have different needs. In order for individuals or groups to have equal access to resources and opportunity there needs to be an understanding that flexibility and consultation is required to effectively design programs, resources and initiatives to enable and empower individuals and

groups to actively participate in their environment. In the University environment this means that the University has a positive-solution-based-focus in achieving equality of outcomes as defined by the United Nations Convention on the Rights of Persons with Disabilities (for more information on the Convention, see appendix 2 of the Plan).

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

Appendix 2- Legislative Framework of the Plan

This Plan is informed by a number of international conventions, commonwealth and state legislation frameworks and guidelines. These are outlined below.

International Conventions:

- *Marrakesh Treaty*

The Marrakesh Treaty allows exceptions to copyright law to enable organisations to give people who are blind, visually impaired or otherwise print disabled greater access to works published in accessible formats, such as print, braille and audio. The Marrakesh Treaty was signed by Australia in June 2015.

- *United Nations Convention on the Rights of Persons with Disabilities*

The United Nations Convention on the Rights of Persons with Disabilities was ratified by Australia in 2008. The stated purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. The Convention requires the provision of an inclusive education system at all levels and recognises the right of persons with disabilities to work, on an equal basis with others.

Commonwealth Legislation:

- *Australian Human Rights Commission Act 1986* (Cth)

The Australian Human Rights Commission Act 1986 establishes the Australian Human Rights Commission, a body capable of receiving and hearing complaints in relation to disability discrimination.

- *Disability Discrimination Act 1992* (Cth)

The DDA makes it unlawful to discriminate against a person on the grounds of their disability. Within higher education, it places on obligation on institutions to provide services and facilities in a way that ensures students and staff with disabilities can participate on a substantively equal basis. The DDA provides that in order to achieve this substantive equality, the organisation is to make reasonable adjustments.

- *Fair Work Act 2009* (Cth)

The *Fair Work Act 2009* (Cth) outlines the University's obligations as an employer to ensure discrimination on the basis of disability and temporary absence from the workplace due to injury or illness does not occur.

State Legislation:

- *Anti-Discrimination Act 1991* (Qld) (ADA)

The ADA outlines that it is unlawful in Queensland to discriminate, either directly or indirectly, against a person on the basis of, inter alia, their disability. Anti-discrimination obligations relate to the areas of education and employment. The ADA also establishes the Anti-Discrimination Commission Queensland, a body capable of receiving and hearing complaints in relation to disability discrimination.

Guidelines/Standards:

- *AVCC Guidelines relating to Students with a Disability (May 2006)*

The Guidelines are underpinned by a set of key general principles that encompass university policy and administration, teaching and learning, and campus life and services and are designed to assist universities to fulfil their responsibilities to students with a disability through strategies and arrangements appropriate to each university's local circumstances.

- *Disability (Access to Premises – buildings) Standards 2010*

These standards were formulated under the DDA. The purpose of the Standards is to ensure greater and dignified access to and use of buildings for persons with disability and also provide certainty to the building industry. The Standards provide a practical and on-going means to improved building access. The Standards achieve this by requiring that all new buildings, together with modifications of existing buildings that require a building approval, meet the standards.

- *Disability Standards for Education 2005*

The *Disability Standards for Education 2005* were formulated under the DDA to clarify the obligations of education and training providers to ensure that students with disabilities are able to access and participate in education and training on the same basis as those without disability.

- *University of Queensland Policy and Procedures*

The University of Queensland has a number of policies and procedures that inform this Plan. These include:
  - Arrangements for Reasonable Adjustment in Examinations for Students with a Disability Policy
  - Code of Conduct
  - Disability Policy
  - Discrimination and Harassment Policy
  - Privacy Management Policy
  - Reasonable Adjustment
  - Student Charter

For more information about these policies, please refer to the University Policies and Procedures Library: [Policy and Procedures Library](#).

- *Web Content Accessibility Guidelines 2.0 Level AA*

The Web Content Accessibility Guidelines (WCAG) 2.0 Level AA covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of persons with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. Conformance with Level AA of WCAG 2.0 is recommended by the Australian Human Rights Commission as well as federal and state government guidelines and standards.

Appendix 3- Members of the Working Party and Broader Stakeholder Group Involved in This Plan.

Working Party	
Position	**Work Area**
Pro-Vice-Chancellor (Chair)	Office of the Pro Vice-Chancellor
Associate Director, Workplace Relations, Diversity and Organisational Change	Human Resources Division
Director of Library Corporate Services	UQ Library
Director, Academic Administration Directorate	Academic Services Division
Director, Occupational Health and Safety	Occupational Health and Safety Division
Equity and Diversity Consultant	Human Resources Division
Project Officer (Equity and Diversity)	Human Resource Division
Property and Facilities Health and Safety Coordinator	Property and Facilities Division
Senior Manager, Learning, Disability. International Student Advice	Student Services Division
Broader Stakeholder Group	
Position	**Work Area**
Associate Dean (Academic)	Faculty of Business, Economic and Law
Associate Dean (Academic)	Faculty of Engineering, Architecture and Information Technology
Associate Dean (Academic)	Faculty of Health and Behavioural Sciences
Associate Dean (Academic)	Faculty of Humanities and Social Sciences
Associate Dean (Academic)	Faculty of Medicine and Biomedical Sciences
Associate Dean (Academic)	Faculty of Science
Associate Director	Human Resources Division
Chair	Senate Committee on Equity, Diversity and the Status of Women
Chief Financial Officer	Finance and Business Services
Dean	Graduate School
Deputy Director (Operations)	Australian Institute for Bioengineering and Nanotechnology
Deputy Director (Operations)	Institute for Molecular Bioscience
Deputy Director (Operations)	Queensland Brain Institute
Deputy Director (Operations)	Sustainable Minerals Institute
Deputy-Vice-Chancellor (Academic)	Office of the Deputy-Vice-Chancellor (Academic)
Director	Australian Institute for Bioengineering and Nanotechnology
Director	Corporate Operations
Director	Corporate Operations
Director	Human Resources Division
Director	Information Technology Services
Director	Institute for Molecular Biosciences
Director	Legal Office
Director	Occupational Health and Safety Division
Director	Office of Marketing and Communications
Director	Office of Prospective Students and Student Equity

Director	Property and Facilities Division
Director	Queensland Brain Institute
Director	Student Affairs Division
Director	Student Services
Director	Student Success and Strategies
Director	Sustainable Minerals Institute
Director	UQ International
Director, Academic Registrar	Academic Services Division
Director, International House	Member, Senate Committee on Equity, Diversity and the Status of Women
Director, Library Corporate Services	UQ Library
Director, Research Analysis and Operations	Office of the Deputy Vice-Chancellor (Research)
Equity and Diversity Consultant	Human Resources Division
Executive Dean	Faculty of Business, Economic and Law
Executive Dean	Faculty of Engineering, Architecture and Information Technology
Executive Dean	Faculty of Health and Behavioural Sciences
Executive Dean	Faculty of Humanities and Social Sciences
Executive Dean	Faculty of Medicine and Biomedical Sciences
Executive Dean	Faculty of Science
Executive Officer	Information Technology Services
Executive Officer	Office of the Deputy-Vice- Chancellor (International)
Faculty Executive Officer	Faculty of Engineering, Architecture and Information Technology
Faculty Executive Officer	Faculty of Health and Behavioural Sciences
Faculty Executive Officer	Faculty of Humanities and Social Sciences
Faculty Executive Officer	Faculty of Medicine and Biomedical Sciences
Faculty Executive Officer	Faculty of Science
Head of School	School of Agriculture and Food Sciences
Head of School	School of Architecture
Head of School	School of Biological Sciences
Head of School	School of Biomedical Sciences
Head of School	School of Business
Head of School	School of Chemical Engineering
Head of School	School of Chemistry and Molecular Biosciences
Head of School	School of Civic Engineering
Head of School	School of Communication and Arts
Head of School	School of Dentistry
Head of School	School of Earth Sciences
Head of School	School of Economics
Head of School	School of Education
Head of School	School of Geography, Planning and Environmental Management
Head of School	School of Health and Rehabilitation Sciences
Head of School	School of Historical and Philosophical Inquiry
Head of School	School of Human Movement and Nutrition
Head of School	School of Information Technology and Electrical Engineering
Head of School	School of Languages and Cultures

Head of School	School of Law
Head of School	School of Mathematics and Physics
Head of School	School of Mechanical and Mining Engineering
Head of School	School of Medicine (North and South)
Head of School	School of Music
Head of School	School of Nursing, Midwifery and Social Work
Head of School	School of Pharmacy
Head of School	School of Political Science and International Studies
Head of School	School of Psychology
Head of School	School of Public Health
Head of School	School of Social Science
Head of School	School of Veterinary Science
Lecturer	School of Law
Manager	Student Help On Campus (SHOC)
President	UQ Student Union
Pro-Vice-Chancellor	Office of the Pro-Vice-Chancellor
Pro-Vice-Chancellor Teaching and Learning	Office of the Pro-Vice-Chancellor (Teaching and Learning)
Provost and Senior Vice-President	Office of the Provost
Senior Manager	Faculty of Business, Economics and Law.
Senior Manager	Student Affairs Division
Senior Manager – Equity and Diversity (on secondment for 12 months to Pro Vice - Chancellor (Indigenous Education)	Human Resources Division
Staff Support and Rehabilitation Advisor	Human Resources Division
Student	Member, Senate Committee on Equity, Diversity and the Status of Women
Students	UQ Abilities Collective