Introduction

Macquarie's purpose is to provide transformative learning and career opportunities, and to impact the world through discovery, dissemination of knowledge and ideas, innovation and partnerships. A truly diverse and inclusive culture is directly linked to achieving this purpose.

Evidence from research and feedback from the University community indicates that some people experience barriers to study and employment, based on the environment, systems and/or culture. To remove these barriers at Macquarie, the University has adopted a range of diversity and inclusion strategies, including this Access and Inclusion Plan. For our community to flourish, everyone needs access to resources, information and technology, and to feel welcomed and included. With this in mind, we are working to embed equity and inclusivity into the fabric of our University, to create an environment where everyone is valued, respected and able to participate and contribute.

This Access and Inclusion Plan sets out a targeted approach to remove unintended barriers, and to increase opportunities for students, staff and visitors with disability to succeed at Macquarie University. The Plan builds on our progress to date and identifies actions to strengthen a culture of accessibility and inclusion. This Plan was developed through engagement with the broad University community and key stakeholders, and in consultation with external disability inclusion advisors.

The plan will be lodged with the Australian Human Rights Commission as a demonstration of Macquarie University's commitment to meet the objectives of the:

- Disability Discrimination Act 1992
- Disability Standards for Education, plus guidance notes (2005)
- Disability Services Act (1993)

Overview

OUR APPROACH

At Macquarie, our approach to diversity and inclusion seeks to create real and sustainable change for equality across the University and is underpinned by the following strategic principles:

**Inclusive Leadership**
Empowering all our leaders to implement inclusive practice and deliver measurable progress towards diversity and inclusion

**Systemic Change**
Understanding and addressing the underlying drivers of inequality embedded within the University systems, policies, processes and communications, to ensure all staff and students are enabled to progress and achieve their potential

**Connected Community**
Engaging and empowering the University community to participate in and contribute to a culture of fairness and respect

**Innovation and Impact**
Developing innovative, evidence and research-based strategies that deliver real progress through collaboration with our University community and our external partners
DEFINITIONS

The Australian Network on Disability defines a disability as:

“any condition that restricts a person’s mental, sensory or mobility functions. It may be caused by accident, trauma, genetics or disease. A disability may be temporary or permanent, total or partial, lifelong or acquired, visible or invisible.”

In addition, The United Nations Convention on the Rights of Persons with Disability definition of disability is:

Persons with disabilities include those who have physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others”
About this plan

DEVELOPING THIS PLAN

Under Macquarie University’s Disability Action Plan 2012-2017 a range of initiatives were implemented to progress accessibility and inclusion for students, staff and visitors. For example:

- **Governance**: The Accessible Environments Advisory Group (AEAG) was established to ensure a more coordinated and effective response to accessibility issues related to the built environment.

- **Built environment**: Accessibility objectives were embedded in the Macquarie University Campus Masterplan 2014, and the Macquarie University Design Excellence Strategy and Urban Design Guidelines 2018.

- **Digital environment**: Web accessibility was reviewed for the University website and the new Content Management System procurement process specifically includes a section on accessibility and compliance with relevant global standards.

- **Learning and teaching**: The new Learning and Teaching Strategic Framework (2015-2020) embeds accessibility within key objectives and goals.

- **Student Support**: The Student Disability Support Policy and Procedure, approved in 2015, established Macquarie University’s approach to the provision of reasonable adjustments to ensure fair and inclusive treatment for students with disability.

- **Employment**: An ongoing partnership with Australian Network on Disability provides expertise and guidance to align Macquarie policies and processes with leading practice for workplace disability inclusion.

- **Students network**: The Equity and Diversity subcommittee of the Student Representative Committee (SRC) was established in 2018 to foster the participation and inclusion of students from all diversity groups, including students with disability.

CONTENTS

The Access and Inclusion Plan outlines four key focus areas, each with specific goals, activities and success measures that will guide the University’s collective efforts over the next four years.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Goals</th>
</tr>
</thead>
</table>
| 1. Culture          | 1. Embed accessibility and inclusion objectives within University strategies, policies and practices  
                        2. Improve communications around access and inclusion on campus  
                        3. Involve students and staff with disability more directly in shaping access and inclusion strategies |
| 2. Access           | 1. Embed inclusive principles when designing and developing the University’s built environment and ensure an effective response to accessibility requirements  
                        2. Embed inclusive principles when designing and developing the University’s digital environment and ensure an effective response to accessibility requirements |
| 3. Learning and teaching | 1. Increase collaboration to better understand and respond to the learning and teaching needs of students with disability |
Access & Inclusion Plan

| 2. | Implement inclusive learning and teaching practices consistently across the university |
| 3. | Improve access to support for students with disability to successfully complete their studies at Macquarie University |

| 4. Employment | 1. Embed accessibility and inclusion within University recruitment processes and practices |
| | 2. Build a more robust and well communicated process around workplace adjustments |
| | 3. Improve the capability and confidence of managers and staff to implement inclusive workplace practices |

**IMPLEMENTATION AND EVALUATION**

An Access & Inclusion Steering Committee will be established to oversee the implementation and evaluation of this Plan. The Committee will be co-chaired by two members of the Macquarie University Executive Group.

The Steering Committee will comprise representatives of:

- Vice President People and Services (focusing on inclusive culture, employment and digital environments)
- Vice President Finance and resources (focusing on inclusive physical environments and procurement)
- Deputy Vice Chancellor, Corporate Engagement & Advancement (focusing on inclusive communications and accessibility of the digital environment)
- Deputy Vice Chancellor, Academic (focusing on culture, inclusive learning and teaching, adjustments and support for students)
- Students and staff who experience disability

The Steering Committee will meet 2 times per year to coordinate action and discuss progress. The Plan will be comprehensively reviewed every four years, or as required in response to emerging issues or developments.

The Access & Inclusion Steering Committee will be supported by two working groups:

**The Accessible Environments Advisory Group (AEAG):**

- Provides advice and assistance to Property to identify, prioritise and resolve existing access issues within Macquarie University’s built environment
- Provides feedback regarding proposed changes to the existing built environment and planning decisions at Macquarie University
- Provides a mechanism for regular communication and consultation between Property and internal stakeholders on accessibility issues
- Works in collaboration with research teams at Macquarie to test and implement innovative ideas to improve access and inclusion on campus
- Has representation from: Property, Security, Organisational Health Advisor, Student Wellbeing, Student and Workplace Diversity & Inclusion teams and student and staff representatives.
The Accessible Learning & Teaching Environments Advisory Group (LTAG) (to be created within this Plan’s implementation period):

- Identifies and addresses access issues within Macquarie University’s learning and teaching environment.
- Provides advice and drive initiatives to improve communication and collaboration between specialists in learning and teaching and the support services available to students.
- Creates a framework for attracting, retaining and supporting students with disability to succeed at Macquarie University.
- Has representation from: Pro Vice-Chancellor Learning & Teaching, Accessibility Services, Information Technology, Student Diversity & Inclusion team, Higher Degree Research (HDR) and Disability Representative from the Student Representative Committee (SRC).
1. Culture

OVERVIEW
Macquarie will ensure that accessibility and inclusion are meaningfully integrated within our culture, strategies, policies, processes and communications. Information about the support available for students and staff with disability, and the avenues for accessing this support needs to be clearer and better communicated. We are committed to ensuring the views and experiences of staff and students with disability are heard and included within decision making processes.

GOAL 1:
Embed accessibility and inclusion objectives within University strategies, policies and practices

Our policies, practices and organisational culture support equity, accessibility and inclusion. The University has a strong governance structure in place that supports effective implementation and evaluation of the Access and Inclusion Plan.

ACTIVITIES
- Establish a Steering Committee to oversee the implementation of the Access and Inclusion Plan
- Clearly communicate University values and foster behaviours that prevent discrimination, bullying and harassment and promote equality and inclusion
- Identify and review University policies and make any necessary changes to ensure they align with leading practice for promoting equality, diversity and inclusion
- Access and Inclusion Steering Committee to report annually to the University Executive Group and provide updates to the University community on achieving success measures in this Plan
- Benchmark our progress on access and inclusion and implement leading practice
- Embed recognition of inclusive practice into University award programs in learning and teaching, research and professional services

SUCCESS MEASURES
- Improved survey results and feedback from staff and students with disability, particularly in relation to access and inclusion
- Annual participation and progress on the Australian Network on Disability Access and Inclusion Index

GOAL 2:
Improve communications around access and inclusion support available to staff and students

Students, staff and visitors with disability can easily find information about the support services available at Macquarie University and request assistance or adjustments for their individual requirements.

ACTIVITIES
- Create a central source of information on support available for staff and students' inclusion how to access adjustments, report a problem and request assistance.
- Effectively communicate new initiatives or changes to accessibility arrangements.
- Encourage students and staff to keep their personal records and information up to date by creating a culture of trust where they feel comfortable to disclose disability.
- Develop guidelines to ensure that the University’s internal and external communications and events are accessible and inclusive of students and staff with disability.

SUCCESS MEASURES
- Positive survey results and feedback from staff and students with disability on their experience of access and inclusion at the university.
- Representation of people with disability in internal and external communications

GOAL 3:
Involve students and staff with disability more directly in shaping access and inclusion strategies

Our approach to accessibility and inclusion reflects and responds to the needs of our community, and people with disability contribute to and influence decision making.
ACTIVITIES

- Seek feedback from staff and students with disability to inform decision making through a variety of avenues including surveys, focus groups and networks.
- Include quantitative data and feedback from students and staff in annual AIP reporting to the University's Executive Group and the University community.
- Ensure that staff and students with disability are represented on the AIP Steering Committee and the Advisory Groups (AEAG and LTAG).

SUCCESS MEASURES

- Improved survey results and feedback from staff and students with disability, particularly in relation to consultation.
- Fewer reports or concerns raised by staff and students with disability relating to accessibility and inclusion.
2. Access

OVERVIEW
To embed inclusion and become a University of choice for staff, students and visitors, our physical and digital environments must be accessible, safe and dignified. As a community, we need to collaborate in planning, designing and developing inclusive and innovative physical and digital spaces.

GOAL 1:
Embed inclusive principles when designing and developing the University’s built environment and ensure an effective response to accessibility requirements
An accessible built environment that enables dignified access and provides exceptional learning and teaching. Inclusive principles are embedded within the processes and procedures for the planning, design, construction and management of the built environment.

ACTIVITIES
- Aim to implement leading practice when considering differences between the applicable statutory design and construction codes or standards, and the Macquarie University Campus Masterplan and Macquarie University Design Excellence Strategy & Urban Design Guidelines
- Continue to incorporate accessibility requirements explicitly into Standard Consultancy Agreements to ensure contractors comply with the university's accessibility objectives.
- Incorporate inclusive principles into detailed precinct planning studies, to ensure accessibility is a key consideration.
- Include representation from Workplace and Student Diversity and Inclusion teams as key stakeholders for consultation on major projects.
- Evaluate user experience and satisfaction post-delivery of major projects and respond to feedback and any accessibility issues raised

SUCCESS MEASURES
- Continued compliance with relevant construction codes and standards.
- Positive feedback from key stakeholders on accessibility following completion of major projects.

GOAL 2:
Embed inclusive principles when designing and developing the University’s digital environment and ensure an effective response to accessibility requirements
An equitable and accessible online environment that enables exceptional learning and teaching. Inclusive principles are embedded and all university websites, web content and applications meet leading practice and standards.

ACTIVITIES
- Review all digital environments to ensure continued compliance with latest Web Content Accessibility Guidelines (WCAG) 2.1 recommendations.
- Develop and implement leading practice guidelines reflecting the needs of staff and students with disability, for all electronic and printed resources.
- Update information and training materials for staff responsible for creating web and e-learning content, following the latest Web Content Accessibility Guidelines (WCAG) 2.1.
- Require external providers of training for users of the University's online platforms to specifically address accessibility.
- Promote mechanisms for students and staff to raise accessibility issues in relation to the University's digital environment; monitor feedback, and make improvements as required.
- Improve provisions in relation to assistive technology.

SUCCESS MEASURES
- Progress towards 100% compliance of Web Content Accessibility Guidelines (WCAG) 2.1.
- A minimum of 80% of staff responsible for web content have been trained on accessibility.
3. Learning and Teaching

OVERVIEW
To become a University of choice where students, teachers and researchers thrive and reach their greatest potential, we need to have a stronger, more consistent and connected approach to supporting students with disability.

GOAL 1:
Increase collaboration to better understand and respond to the needs of students with disability

Specialists in learning and teaching, accessibility support and student diversity and inclusion collaborate to attract, retain and support students with disability to succeed at Macquarie University.

ACTIVITIES
- Establish a Learning and Teaching Advisory Group (LTAG), to better understand and address accessibility issues in the learning and teaching environment.
- Identify key issues where collaboration is needed and develop an action plan to address these.

SUCCESS MEASURES
- Increase in representation and success of students with disability at Macquarie University.

GOAL 2:
Implement inclusive learning and teaching practices consistently across the University

An innovative, flexible and responsive learning and teaching environment that proactively fosters inclusion for staff and students.

ACTIVITIES
- Embed inclusive principles consistently in curriculum development
- Develop and deliver staff training focused on inclusive principles in the learning and teaching environment, active referrals and supporting progression of students with disability
- Provide user friendly resources to assist staff to incorporate inclusive principles when preparing teaching units.

SUCCESS MEASURES
- Minimum of 80% of student-facing staff complete inclusive principles in learning and teaching training.
- Increased number of iLearn units that adhere to inclusive principles, including induction modules.

GOAL 3:
Improve access to support for students with disability to successfully complete their studies at Macquarie University

The support and adjustments provided are effective and support students with disability to successfully complete their studies at Macquarie University.

ACTIVITIES
- Ensure the timely implementation of adjustments for students with disability through Accessibility Services
- Introduce University-wide Customer Relationship Management (CRM) practice for the implementation of Individual Educational Access Plans
- Update Student Disability Support Policy and Procedure to reflect leading practice in program delivery and support
- Implement support programs for students with disability transitioning from University to employment
- Consider the specific needs of students with disability within the university’s wellbeing initiatives
- Review the assessment and approval process of adjustment requests for PACE placements, internships and exchange programs for students with disability; identify and mitigate any bias.

SUCCESS MEASURES
- Minimum of 5% of enrolled students registered for disability support at Macquarie University
- Positive feedback from students with disability on their experience of PACE placements, internships and exchange programs
4. Employment

OVERVIEW
To become an employer of choice for people with disability, we need to seek and attract more diverse applicants who want to work at Macquarie University and provide an environment that is flexible and adaptive to support individual requirements. We need to better understand and address the systemic barriers that people with disability experience and foster an inclusive culture where all staff can progress and achieve.

GOAL 1: Increase the accessibility and inclusivity of recruitment processes and practices
The recruitment process is fair and accessible, and attracts candidates with diverse abilities, perspectives and life experiences so that our workforce better reflects the community we serve.

ACTIVITIES
- Develop an employee value proposition that is inclusive of people with disability
- Provide information about our inclusive recruitment processes and adjustment provisions to hiring managers and candidates
- Develop and promote the training and resources available to mitigate bias throughout the recruitment process for members of selection panels
- Review the recruitment process to identify any unintended barriers that may prevent people with disability from being recruited
- Complete the Australian Network on Disability (AND) Disability Confident Recruiter (DCR) Program to attract applications from talented candidates with disability.

SUCCESS MEASURES
- Increase in job applicants and numbers of staff identifying as having a disability
- People with disabilities are represented throughout all stages of the recruitment process
- Each recruitment panel to have at least one member who has completed inclusive recruitment training

GOAL 2: Build a more robust and well communicated process around workplace adjustments
Access to workplace adjustments for those who need support is easy and effective and enables career development.

ACTIVITIES
- Develop and implement a policy guideline and procedure for Workplace Adjustments
- Implement Personal Emergency Evacuation Plans (PEEP) for all staff with disability
- Provide tools to assist managers and staff to discuss accessibility support options
- Track the number and nature of workplace adjustments requested and implemented, and survey staff and their managers on the effectiveness and timeliness of the process
- Ensure staff development options are inclusive and accessible

SUCCESS MEASURES
- Positive feedback from staff and managers in surveys on the workplace adjustment process
- Positive feedback from staff with disability in response to development and progression in the 'Your Say' all staff survey.

GOAL 3: Improve the capability and confidence of managers and staff to implement inclusive workplace practices
Our managers and staff are well informed and understand the barriers faced by people with disability, and are equipped to proactively support an inclusive working environment for all.

ACTIVITIES
- Provide information on diversity and inclusion, including access and inclusion principles and support available for people with disability, as part of the induction program for new staff and via the staff website
- Embed inclusive leadership as an expectation for all managers and provide training and resources to build capability in this area
- Provide training for managers and staff in partnership with the Australian Network on Disability to build a disability inclusive culture
- Consider the specific needs of staff with disability within the university’s wellbeing initiatives

SUCCESS MEASURES
- Increase in positive responses from people with disability in relation to leadership support, inclusion and wellbeing questions in the all staff survey
- Increased number of managers and staff have completed disability inclusion training
Macquarie University is a vibrant hub of intellectual thinkers, all working towards a brighter future for our communities and our planet.

A PLACE OF INSPIRATION
Macquarie is uniquely located in the heart of Australia’s largest high-tech precinct, a thriving locale which is predicted to double in size in the next 20 years to become the fourth largest CBD in Australia.

Our campus spans 126 hectares, with open green space that gives our community the freedom to think and grow. We are home to fantastic facilities with excellent transport links to the city and suburbs, supported by an on-campus train station.

RENNOWNED FOR EXCELLENCE
We are ranked among the top two per cent of universities in the world, and with a 5-star QS rating, we are renowned for producing graduates that are among the most sought after professionals in the world.

A PROUD TRADITION OF DISCOVERY
Our enviable research efforts are brought to life by renowned researchers whose audacious solutions to issues of global significance are benefitting the world we live in.

BUILDING SUCCESSFUL GRADUATES
Our pioneering approach to teaching and learning is built around a connected learning community: our students are considered partners and co-creators in their learning experience.

FIND OUT MORE
Macquarie University NSW 2109 Australia
T: +61 (2) 9850 7111
mq.edu.au
ABN 90 952 801 237
CRICOS Provider 00002J