

UQ Art Museum Disability Action Plan 2023-2024



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Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Alternative formats

Our Disability Action Plan (DAP) is available in alternative formats, including PDF and Word on our website. We are in the process of making a Large Print version.

Language

UQ Art Museum acknowledges that Person-first language (PFL) and Identity-first language (IFL) is a personal choice for all people with disabilities. The UQ Art Museum DAP 2023–2024 is written with Person-first language.

Message from the Acting Director

Our work towards supporting UQ to become a global leader in disability inclusion has already begun through our many key achievements in 2021-22. However, there is more to be done. Acknowledging that different aspects of personal identities overlap and may compound the challenges people face when connecting with us, this Disability Action Plan provides an important mechanism through which we can continue toward meaningful, intersectional inclusivity.

Contemporary art sheds new light on some of the most important issues of our time; it challenges people to consider diverse perspectives and broaden their understanding of the world around them. This Disability Action Plan is an essential tool as we continue to create opportunities for education through the lens of contemporary art. I want to say thank you to the many staff, students, and consultants who collectively shaped this Plan. I look forward to working and (un)learning alongside the team as we realise this essential work.

Peta Rake
Acting Director, UQ Art Museum

Overview and Commitment

The University of Queensland Art Museum Disability Action Plan 2023 – 2024 (UQ Art Museum DAP) seeks to remove barriers to participation, promote inclusion, and achieve real changes in attitudes and practices that impact on people with disability.

The University of Queensland Art Museum (UQ Art Museum) seeks to empower every person that connects with us to think creatively and to engage in cultural conversations in a meaningful way. We are dedicated to fostering a safe, inclusive, and caring space for everyone to connect with the alternative or new perspectives that our work offers. Inclusion in all its forms is fundamental to our work; we actively seek to break down stigmas, champion change, learn from those with lived experiences, actively listen, prioritise wellbeing, and practice empathy. To achieve this, we are developing strategies in support of UQ's vision to become a global leader in disability inclusion.

The principles, systematic planning, and targeted actions that guide the *UQ Art Museum DAP* have been developed in consultation with *The University of Queensland Disability Action Plan 2023–2025 (UQ DAP)*. The strategies that we have developed for UQ Art Museum's DAP reflect UQ's values: creativity, excellence, truth, integrity, courage, and respect and inclusivity. The UQ Art Museum DAP and our commitment to change is an ongoing process that evolves and develops.

As with the UQ DAP, we apply an intersectional approach to disability and inclusion. That is, we acknowledge that d/Deaf people, and people with disability (both visible and invisible) may also identify with more than one marginalised group that experience barriers to engagement and/or discrimination, and that this may compound the challenges they face when connecting with the Art Museum and its programs.

Disability inclusion in contemporary art

We believe that art allows us to think differently to – but importantly also with – other forms of intellectual inquiry and cultural expression. It is important to us that all our visitors have an opportunity to connect with and learn from the artworks we display and the programs we present.

The nature of our work involves industry-specific practices and processes that we are incorporating into this plan. For example, artworks may have aesthetic or material attributes that can create barriers for some of our visitors. These may include audio elements, light settings, or requirements for physical interaction to fully experience the works as the artist has intended. We are committed to working with artists to consider diverse and alternative access points for visitors by developing and advocating for supports that enable visitors to get the most out of their experience at the Art Museum; some examples may include audio labels and audio descriptions, large print exhibition labels, or temporary seating.

Contemporary art often addresses challenging subject matter, and issues that may be challenging for some visitors. We provide our Visitor Engagement team with training and supports that centre on self-care, care for others, as well as learning from people with lived experience.

Priority areas, values, and goals

We strive to implement inclusive practices, programs, and initiatives at UQ Art Museum. Our priority areas for 2023-2024 ensure a wholistic approach to inclusion:

Priorities/Values	Goals
Attraction	To implement initiatives, opportunities and training that ensure the Art Museum is a place the d/Deaf community and disabled communities seek to actively participate in, as both visitors and employees.
Advance	To have equitable and accessible recruitment, career development and opportunities for d/Deaf staff, and staff with disability. To support inclusive learning opportunities for students, staff, visitors, and stakeholders with disabilities.
Awareness	To increase awareness, challenge stereotypes and stigma, and remove barriers through an anti-ableism and intersectional lens. To challenge attitudes and behaviours, to increase disability awareness, and to embrace an inclusive culture that is proactive about access and inclusion.
Access	To have equitable and accessible built, digital, and cultural environments. To remove barriers to persons with disability accessing services and facilities.
Alliance	To collaborate with the d/Deaf and hard of hearing community, people with disabilities, and disability advocates to improve access to art. To have a UQ Art Museum representative/s join UQ disability and diversity networks.

Accountability

To provide opportunities for feedback and report on our progress.

To be accountable to the implementation of our DAP through monitoring, reporting, and evaluation.

Definition of disability

*“A disability is 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”.*¹

United Nations Convention on the Rights of Persons with Disabilities

In particular we recognise the following preambles and articles from the United Nations Convention on the Rights of Persons with Disabilities, that:

“disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”.²

Disability Discrimination Act 1992

In particular we recognise the following objects of the Disability Discrimination Act 1992 (DDA).³

- The DDA’s purpose is to eliminate, as far as possible, discrimination against people in a range of areas, including work; accommodation; education; access to premises, clubs and sport; and provision of goods, facilities, services and land.
- The DDA ensures that people with disabilities have the same rights to equality as the rest of the community.
- The DDA also protects people with a disability when they are

accompanied by an assistant, carer, interpreter, or reader, when they accompanied by an assistance animal, and if they use mobility or augmentative and alternative communication aids.

- The DDA also protects associates of people with disabilities, including relatives, partners, carers, business, sporting, or recreational associates.

DDA Disability definition

According to the Disability Discrimination Act 1992, “disability, in relation to a person, means:

- a) total or partial loss of the person’s bodily or mental functions; or
- b) total or partial loss of a part of the body; or
- c) the presence in the body of organisms causing disease or illness; or
- d) the presence in the body of organisms capable of causing disease or illness; or
- e) the malfunction, malformation or disfigurement of a part of the person’s body; or
- f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

¹ Australian Network on Disability, “Disability statistic: What is Disability? 2021, <https://and.org.au/resources/disability-statistics/#:-:text=What%20is%20Disability%3F,or%20aquired%2C%20visible%20or%20invisible>.

² United Nations Convention on the Rights of Persons with Disabilities, http://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf

³ *Disability Discrimination Act 1992* (Cth), <https://www.legislation.gov.au/Details/C2022C00367>

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

- k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.”⁴

⁴ *Disability Discrimination Act 1992* (Cth) pt 1(4), <https://www.legislation.gov.au/Details/C2022C00367>

Key language

Access

A person's ability to participate and engage at UQ Art Museum, including learning, research, employment, physical and digital communication, and physical and digital environments, to the same extent that a person without a disability can engage.

(Anti)-Ableism

"Ableism is attitudes, actions, and circumstances that devalue people because they are disabled or perceived as having a disability",⁵ and is "characterised by the belief that these individuals need to be fixed or cannot function as full members of society".⁶ Anti-ableism is countering ableism, inequalities, prejudices, and discrimination.⁷

Diversity

Diversity is everyone's individual differences, which includes our differing experiences, skills, beliefs, and perspectives. "Diversity is also about recognising, respecting and valuing differences based on ethnicity, gender, age, race, religion, disability and sexual orientation".⁸

Equity

Equity is the identification and removal of barriers and the creation of conditions that allow for full participation, fair treatment, and equality of opportunities for everyone.

Inclusion

Inclusion is the practice of providing equal access to environments, opportunities, programs, events, and resources for people who might otherwise be excluded or marginalised, so that they feel welcomed, respected, supported, safe, and valued to fully participate.

Intersectionality

Intersectionality refers to the ways in which different aspects of a person's identity can expose them to overlapping forms of discrimination and marginalisation.⁹ The barriers that people with disabilities experience compound when they are part of more than one underrepresented group.

⁵ Emily Landau, "Demystifying Disability: What to know, what to say, and how to be an ally", 2021.

⁶ California Speech Language Hearing Association, "Anti-Ableism", 2023, <https://www.csha.org/anti-ableism/>

⁷ California Speech Language Hearing Association, "Anti-Ableism", 2023, <https://www.csha.org/anti-ableism/>

⁸ Victorian Government, "What do we mean by diversity and inclusion?", 30 July 2019, <https://www.vic.gov.au/dpc-diversity-and-inclusion-strategy-2019-2021/what-do-we-mean-diversity-and-inclusion>

⁹ University of Queensland Disability Action Plan 2023 -2025.

<https://staff.uq.edu.au/files/110634/Disability%20Action%20Plan%20V8b.pdf>

Neurodiversity

Neurodiversity refers to the diversity and differences in human brains. Some brains are neurotypical — conforming to a typical developing norm — and other brains are neurodiverse / neurodivergent — which diverge from the typical norm.¹⁰ Everyone experiences and interacts with the world in many different ways, with no ‘right’ way of thinking, learning and behaving and these differences are not deficits.¹¹

Person-first and Identity-first language

Person-first language (PFL) acknowledges the person first, before the disability (eg. Person who uses a wheelchair). Identity-first language (IFL) positions disability as an identity (eg. Autistic person). Using PFL or IFL is a personal choice for all people with disabilities. This Action Plan uses Person-first language.

The social model of disability

The traditional view of disability has been the medical model, which sees disability as a problem belonging to the individual, and that it needs to be fixed or cured. The social model of disability shifts the perspective from the individual to society and the social environment. The Australia Council for the Arts states that the social model of disability “distinguishes between the impairment of the person (the condition, illness or loss/lack of function) and disability (the barriers and discrimination created by society). These barriers are seen as being the disabling factors which prevent or limit opportunities. They may take the form of attitudes, discrimination, or the physical environment.”¹²

Not all people who have been diagnosed with a disability identify as having a disability. For example, people from the Deaf community may not always identify as having a disability or impairment and may identify as part of a cultural and linguistic group with their first language being Auslan. Likewise, over two in five Australians aged 16-85 have experienced a mental health disorder at some time in their lives and yet some people with a mental health condition may not identify as having a disability.¹³

UQ Art Museum uses the social model of disability approach in its policies, practices, and communication.

¹⁰ Reframing Autism, “Introduction to Autism, Part 5: Neurodiversity”, 6 December 2021, <https://reframingautism.org.au/introduction-to-autism-part-5-neurodiversity-what-is-it-and-why-do-we-care/>

¹¹ Harvard Health Publishing, “What is neurodiversity?”, 23 November 2021, <https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645#:~:text=Neurodiversity%20describes%20the%20idea%20that,are%20not%20viewed%20as%20deficits.>

¹² Australia Council for the Arts, “Disability Action Plan 2017 – 2019”, https://australiacouncil.gov.au/wp-content/uploads/2021/07/dap_2017-2019_fin-584735b28651d.pdf

¹³ Australian Bureau of Statistics, “National Study of Mental Health and Wellbeing”, 22 July 2022, <https://www.abs.gov.au/statistics/health/mental-health/national-study-mental-health-and-wellbeing/latest-release>; Australia Council for the Arts, “Disability Action Plan 2017 – 2019” 6 December 2016, https://australiacouncil.gov.au/wp-content/uploads/2021/07/dap_2017-2019_fin-584735b28651d.pdf

Universal design

Universal design is defined by the United Nations Convention on the Rights of People with disabilities as “the design of products, environments, programs, 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 [or software] for particular groups of people with disabilities where this is needed”.¹⁴

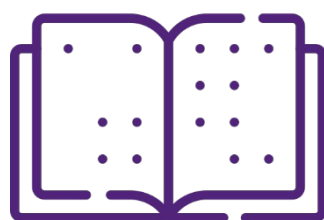
¹⁴ United Nations, “Convention on the Rights of Persons with Disabilities”, 13 December 2006
http://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf.

Disability in Australia demographics



1 in 6

people in Australia have a disability.¹⁵



6.3%

of people aged 15–64 who are attending university or higher education have a disability¹⁶



1 in 10

people aged 15 and over have experienced disability discrimination.¹⁷



68.4%

Full-time undergraduate employment rate, compared to 79.5% of undergraduates without a disability.¹⁸



44%

of Australian Human Right Commission complaints are about disability discrimination.¹⁹



3 in 10

people with mobility or communication challenges had difficulty accessing buildings or facilities.²⁰

¹⁵ Australian Institute of Health and Welfare, “People with Disability in Australia: Prevalence of disability, 5 July 2022”, <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/people-with-disability/prevalence-of-disability>

¹⁶ Australian Institute of Health and Welfare, “People with Disability in Australia: Engagement with education”, 5 July 2022, <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/education-and-skills/engagement-in-education>.

¹⁷ Australian Bureau of Statistics, “Disability, Ageing and Carers, Australia: Summary of Findings”, 24 October 2019, <https://www.abs.gov.au/statistics/health/disability/disability-ageing-and-carers-australia-summary-findings/latest-release>

¹⁸ Quality Indicators for Learning and Teaching, “2022 Graduate Outcomes Survey”, https://www.qilt.edu.au/docs/default-source/default-document-library/2022-gos-national-report.pdf?sfvrsn=c5d342c8_2

¹⁹ Australian Institute of Health and Welfare, “People with Disability in Australia, 2022”, <https://www.aihw.gov.au/getmedia/d4f8b523-a6e9-427f-a88e-31cb1b61dc3b/aihw-dis-81-people-with-disability-in-australia-2022-in-brief.pdf.aspx>

²⁰ Australian Institute of Health and Welfare, “People with Disability in Australia, 2022”, <https://www.aihw.gov.au/getmedia/d4f8b523-a6e9-427f-a88e-31cb1b61dc3b/aihw-dis-81-people-with-disability-in-australia-2022-in-brief.pdf.aspx>

Legislation

This DAP was developed with reference to legislation, policies, action plans, international conventions, frameworks, guidelines, and industry best practices, including (ctrl + click on each dot point to follow link):

International conventions

- UN Convention on the Rights of Persons with Disabilities
- UN International Covenant on Economic, Social and Cultural Rights

Commonwealth legislation

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Australian Human Rights Commission Act 1986
- Fair Work Act 2009

State legislation

- Disability Services Act 2006 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Guide, Hearing and Assistance Dogs Act 2009

Guidelines, standards, and frameworks

- UQ Disability Action Plan 2023 – 2025

- Disability Standards for Education 2005
- Disability (Access to Premises – Buildings) Standards 2010
- Web Content Accessibility Guidelines
- Accessible Arts Marketing and Communication Information Sheet
- Accessible Arts Exhibition Environments Venue Checklist
- Australian Government Style Manual
- UQ Guide to using inclusive language
- Accessible Events: A guide for meeting and event organisers (Meeting and Events Australia)
- Centre for Accessibility Australia Guides
- National Arts and Disability Strategy
- Smithsonian Guidelines for Accessible Exhibition Design
- Australia’s Disability Strategy
- Queensland’s Disability Plan 2022-27
- Australia Council for the Arts – Disability Action Plan 2017-2019

Development, method, and consultation

To develop this DAP, UQ Art Museum consulted with disability inclusion and advocate groups and a diverse mix of stakeholders with disability. Feedback and data from the consultation process helped inform the actions of this DAP.

The UQ Art Museum DAP was developed by and in consultation with:

- UQ Art Museum staff who identify as having a disability.
- UQ Diversity, Disability and Inclusion team.
- UQ Age Friendly University Initiative.
- Assessor organisation: Dementia Australia.
- External Assessor: Dr Janice Rieger, Access and Universal Design Consultant.

We acknowledge the important role our Visitor Engagement Team plays in identifying barriers, receiving feedback, and providing suggestions to improve accessibility at UQ Art Museum.

Monitoring our progress

Progress is reported on and discussed at team meetings including the monthly staff meetings and Reflection Sessions. A summary of our progress towards the milestones indicated in the Action Plan (pp. 14-29) will be reviewed quarterly by the Senior Team Leader, Training and Engagement and the Advancement and Engagement Manager and will be included in updates shared by the UQ Art Museum Director with the Art Museum's reporting executive (Executive Dean, Humanities and Social Sciences).

This internal reporting is in addition to our reporting requirements as outlined in the Action Plan. Please note that as this is our first Action Plan, some measures are focused on benchmark setting rather than targets so that in future, our plans we will have clearly quantifiable, measurable targets.

Measures of success include:

- Results from various evaluation methods, including a feedback form for events, a visitor survey, and consultation with d/Deaf people and people with a disability.
- Successful Student Staff Partnership application.
- Resources and guides developed and used as per Action Plan.
- Dementia Friendly Certification.
- Increased staff participation in disability awareness and inclusion training.
- Completion of all actions scheduled in Action Plan.

Key achievements: 2021 and 2022

In 2021 and 2022, UQ Art Museum established its first UQ Art Museum Disability Action Plan (DAP). Key achievements included:

Accessibility measures put in place in 2021 and 2022:

- Accessibility information pages published on UQ Art Museum website.
- Active noise cancelling headphones purchased for both staff and visitors to borrow.
- Dementia Friendly Audit conducted by Dementia Australia in collaboration with UQ Age Friendly University Initiative team.
- Self-care plan created and implemented for our Visitor Engagement Team.
- Mediator Resource Library created that features training resources on:
 - General disability awareness
 - Mental health, mental illness, and self-care
 - Intersectionality
 - Dementia
 - Neurodiversity
 - First Nations cultures
 - Gender and sexuality diversity
 - Cultural diversity.
- Diversity and Inclusion 'Visibility' badges purchased for staff.
- Staff training in disability and diversity awareness and inclusion.
- Installation of a low vision accessible toilet seat in the accessible bathroom.
- Installation of new all gender accessible bathroom signage.
- UQ Art Museum student staff member representative accepted into the UQ Disability Inclusion Group.
- Added Auslan (and languages other than English) to desirable criteria in Visitor Engagement Team position descriptions.
- Staff participated in Healthy Empathy training by Empathy First.

- Clear glass walkway on level 3 was tinted.
- Updated acquisitions process: Acquisition Rationale template now includes image description and alt text to include in the collection database.
- Three UQ Art Museum staff completed Mental Health First Aid training.
- UQ Art Museum representative joined UQ Mental Health Champions Network.
- Two UQ Art Museum representatives joined UQ Wellness Ambassador Network.
- Level 2 Collection Storage redesigned to ensure wheelchair accessibility.
- Audio recording of exhibition labels produced for all UQ Art Museum curated exhibitions. These are accessible on UQ Art Museum's website and via QR codes in the exhibition space.

2023–2024 Disability Action Plan

Priority 1. Attraction

We seek to ensure UQ Art Museum is a place that d/Deaf people and people with disability want to actively participate as both visitors and employees. To do so, we must ensure disability representation is visible across our communications.

Objective & Actions	Responsibility	Timeframe	Measures of Success
Communicate and promote disability inclusion across and outside of UQ:			
<ul style="list-style-type: none"> Publish UQ Art Museum DAP on UQ Art Museum website and provide a link to the UQ DAP. 	Advancement and Engagement Manager	Mid 2023	UQ Art Museum DAP publicly accessible on website.
<ul style="list-style-type: none"> Develop targeted marketing campaigns to attract diverse audiences. 	Advancement and Engagement Manager	Life of plan	Positive feedback is received via visitor survey or in-person discussions with Mediators.
<ul style="list-style-type: none"> Promote diverse and disabled artists (where artist is willing) in marketing and exhibition labels. 	Advancement and Engagement Manager/Senior Curator	Life of plan	Identified disabled artists are represented in exhibition labels and UQ Art Museum marketing; number of artists pending their permission to publicly disclose disability.
<ul style="list-style-type: none"> Communicate activities around access and inclusion using existing channels and activities. 	Advancement and Engagement Manager	Life of plan	New channels for communication are identified and used for each exhibition and public program.

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- Investigate and scope opportunities to increase audiences with disability through diverse media channels.
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Dedicated social and e-news posts are developed and published on accessibility resources for each exhibition.

Priority 2. Advance

We commit to increasing the diversity, inclusion, and accessibility of our workplace, to ensure people with disability have equal opportunity to gain and retain employment. We will continuously improve our recruitment, opportunities, and career development for d/Deaf and hard of hearing staff and staff with disability. We aim to continuously improve upon and support inclusive education for students, staff, visitors, and stakeholders with disabilities.

Objective & Actions	Responsibility	Timeframe	Measures of Success
Accessible workplace:			
<ul style="list-style-type: none"> Work with UQ HR to implement reasonable adjustments for staff with disabilities, so that they feel valued and included. 	Applicable team leader / Director	Life of plan	Reasonable adjustments are delivered as required.
<ul style="list-style-type: none"> Provide opportunities for UQ Art Museum staff with a disability to contribute to the development of UQ Art Museum’s DAP. 	Director	Life of plan	Active contribution to UQ Art Museum DAP by staff with disabilities.
<ul style="list-style-type: none"> Actively encourage people with disabilities to work at UQ Art Museum by promoting opportunities through disability networks and investigating identified positions where appropriate. 	Director, Operations Manager	Life of plan	<p>At least one identified position is created.</p> <p>Job listings are shared with disability networks.</p> <p>Increase in staff who (including Visitor Engagement team) identify as d/Deaf and or/disabled.</p>
<ul style="list-style-type: none"> Promote UQ Art Museum student employment opportunities to students with disabilities through UQ Student Disability Advisors. 	Senior Team Leader, Engagement and Training	Life of plan	<p>At least one identified position is created.</p> <p>Job listings are shared with disability networks.</p>

Increase in staff who (including Visitor Engagement team) identify as d/Deaf and or/disabled.

Equitable and inclusive employment practices:

Gather feedback through anonymous staff surveys and continue to revise workplace policies and practices that focus on equal opportunities for all.	Operations Manager Life of Plan	Anonymous online staff surveys are conducted annually to gain feedback about our policies and practices.*
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*We are conscious that people with disabilities continue to face prejudice in our society and may have concerns around disclosing their disability in the workplace. Any surveys will be completely optional and anonymous and are designed only to help us understand if we have made progress in our goal to be an employer of choice for people with disabilities.

Priority 3. Awareness

Using an intersectional and anti-ableism lens, we commit to increasing disability awareness, challenging stereotypes and stigma, and identifying and removing barriers. We commit to developing positive attitudes and behaviours through increasing awareness and training, and continuously revising policies and practices. We will challenge ableist attitudes and behaviours to increase disability confidence and embrace an inclusive culture that is proactive about access and inclusion.

Objective & Actions	Responsibility	Timeframe	Measures of Success
Inclusive organisational culture:			
<ul style="list-style-type: none"> Increase resources on disability in the Mediator Resource Library. 	Senior Team Leader, Engagement and Training	By end of 2023	Number of resources added.
<ul style="list-style-type: none"> Provide opportunity for staff to participate in Healthy Empathy training. 	Senior Team Leader, Engagement and Training	By end of 2023	80% of staff have attended healthy empathy training.
<ul style="list-style-type: none"> Work towards Dementia Friendly Status. 	Director All staff	By end of 2024	Authenticated Dementia Friendly plan finalised.
<ul style="list-style-type: none"> Investigate additional acquisition process that enables d/Deaf and / or disabled artists to choose how they identify and how their disability and/or deafness is presented in the context of their art practice. 	Senior Registrar	By end of 2024	Process established and distributed by staff.

<ul style="list-style-type: none"> Develop a confident, accountable, and informed culture by providing all staff with ongoing disability awareness and inclusion training, enabling them to become responsible for creating a diverse, inclusive, and accessible Art Museum environment. 	Director	Life of Plan	Measure staff confidence/ awareness of disability issues via an anonymous survey at the beginning of the Plan. Re-measure at the end of year for a comparison.
<ul style="list-style-type: none"> All continuing and contracted UQ Art Museum staff to complete UQ Disability Inclusion Course. New staff to complete UQ Disability Inclusion Course within 6 months of starting. 	Senior Team Leader, Engagement and Training	Life of Plan	100% participation in training.
<ul style="list-style-type: none"> All new Visitor Engagement staff and interns to complete Disability Inclusion online training modules within 12 months of starting their role. 	Senior Team Leader, Engagement and Training	Life of Plan	100% participation in training.
<ul style="list-style-type: none"> Provide industry-specific disability training for different work areas including Dementia Awareness Training, including accessible design and communications and disability awareness training led by person with a disability. 	Director	Life of Plan	At least one industry-specific disability inclusion training offered to staff each year.
<ul style="list-style-type: none"> Research arts and disability practice training, including opportunities to hear directly from artists, arts workers with disabilities. 	Senior Team Leader, Engagement and Training	Life of Plan	Delivery of training facilitated by people who identify as having a disability.
<ul style="list-style-type: none"> Include intersectional perspectives and voices in Visitor Engagement Team training 	Senior Team Leader,	Life of Plan	At least five resources written on/from intersectional perspectives/lived experiences.

and discussions, and Mediator Resource Library resources.	Engagement and Training		
<ul style="list-style-type: none"> Continue to promote mental health awareness amongst staff through training and providing resources during staff meetings and email where appropriate. 	Director Supervisors	Life of Plan	Resources are made available to all staff who manage people. Note: this objective can be difficult to measure as resources may be shared confidentially.
<ul style="list-style-type: none"> Connect audiences to contemporary artists with disabilities. Collaborate with artists or art groups to provide new and diverse experiences. 	Senior Curator/ Curator	Life of Plan	At least one artist who identifies as having disability included in our programming.

Priority 4. Access

We commit to providing an equitable and accessible environment. We commit to identifying and reducing barriers for people with disabilities accessing services and facilities.

Objective & Actions	Responsibility	Timeframe	Measures of Success
Accessible and inclusive and Art Museum experience / workplace:			
<ul style="list-style-type: none"> Include large print text exhibition labels in all new exhibitions or web-based version for visitors to enlarge. 	Senior Curator / Curator / Senior Exhibitions and Production Coordinator	By end of 2023	Large print exhibition labels available for visitors for all exhibitions.
<ul style="list-style-type: none"> Work with people with disabilities to create a social story for visiting the museum. 	Senior Team Leader, Engagement and Training	By end of 2023	Social story published on UQ Art Museum website.
<ul style="list-style-type: none"> Scope options for people who cannot easily book online, including providing contact information for assistance with bookings and queries. 	Education Manager	By end of 2023	Booking alternatives are developed and made available for each event. Information about options for visitor feedback available at front desk, on our website, and on event booking forms.
<ul style="list-style-type: none"> In consultation with people with disabilities, create and publish accessibility and sensory maps specific to each exhibition. 	Senior Team Leader, Engagement and Training / Exhibitions and Production Coordinator	By end of 2024	Exhibition-specific sensory maps available on UQ Art Museum website and in exhibition spaces for each exhibition.

<ul style="list-style-type: none"> Conduct review of exhibition design and identify areas of improvement. Develop or source a set of exhibition accessibility guidelines/checklist which includes height of works of art, height of labels, font size, display heights, use of colours and contrasts of font and backgrounds, exhibition layout and safety considerations, and accessibility standards around video art. 	<p>Senior Exhibitions and Production Coordinator</p>	<p>By end of 2024</p>	<p>Exhibitions designed in consultation with accessibility guidelines/checklist. Visitors can provide feedback via an anonymous survey accessible at the Art Museum and online.</p>
<ul style="list-style-type: none"> In consultation, review UQ Art Museum study space accessibility and purchase accessible study furniture. 	<p>Senior Team Leader, Engagement and Training</p>	<p>By end of 2024</p>	<p>Delivery of newly designed space with accessible furniture. Visitors can provide feedback via an anonymous survey accessible at the Art Museum and online.</p>
<ul style="list-style-type: none"> When making any purchases of physical or digital items (including texts in all forms) opt for the most accessible option. 	<p>All staff</p>	<p>Life of Plan</p>	<p>New purchases are made with accessibility as a compulsory consideration. Visitors can provide feedback via an anonymous survey accessible at the Art Museum and online.</p>
<ul style="list-style-type: none"> Apply universal design principles and symbols in exhibition design where possible to ensure all visitors have access equipment needed to experience artworks (e.g., headphones, seating, etc.) and offer alternatives where necessary. 	<p>Senior Curator / Curator / Senior Exhibitions and Production Coordinator</p>	<p>Life of Plan</p>	<p>Visitors can provide feedback via a survey accessible at the Art Museum and online.</p>

<ul style="list-style-type: none"> Where relevant, include accessibility information for all Collection artworks that go on loan to external institutions. 	Registrar, Loans and Acquisitions	Life of Plan	Loaned Collection artworks accompanied by accessibility information.
Accessible digital and communication experience / workplace:			
<ul style="list-style-type: none"> Ensure all new video recordings of UQ Art Museum programs, events and classes include closed captions. 	Education Manger	By end of 2024	All video recordings of recorded programs includes closed captions.
<ul style="list-style-type: none"> Ensure website meets AA Web Content Accessibility Guidelines standards (WCAG 2.1). Conduct a periodic website access audit to ensure WCAG 2.1 rating is maintained. 	Advancement and Engagement Manager	By end of 2024	Website audit completed and actioned.
<ul style="list-style-type: none"> Increase the number of artworks in the online Collection catalogue which include an image of the artwork and alt text or audio descriptions. 	Senior Registrar	By end of 2024	100 Collection listings online include images, alt text or audio descriptions.
<ul style="list-style-type: none"> Consult with the Disability Inclusion section of the UQ Style Guide and Inclusion Marketing Guide before publishing any marketing materials. 	Advancement and Engagement Manager	Life of Plan	All published marketing materials created in consultation with UQ Style Guide.
<ul style="list-style-type: none"> Produce relevant museum documents in various accessible formats. 	Director	Life of Plan	All published museum documents and policies accessible in word and large format versions.
<ul style="list-style-type: none"> Use inclusive language (use the UQ Inclusive Language Guidelines) and 	Advancement and Engagement	Life of Plan	All materials created in consultation with UQ Inclusive Language Guidelines.

appropriate use of disability and access terminology in all physical and digital communication environments.	Manager/ Senior Curator/Curator/Senior Exhibitions and Production Coordinator		Guidelines supplied to all UQ Art Museum staff members.
<ul style="list-style-type: none"> Use alt text and image descriptions for all images published on UQ Art Museum’s social media platforms and website. 	Advancement and Engagement Manager	Life of Plan	All social media posts include alt text/image descriptions. Website images are accompanied by alt text and image descriptions (as much as possible within the limitations of UQ’s platform).
<ul style="list-style-type: none"> Ensure artwork labels for current exhibitions are accessible on UQ Art Museum’s website. 	Advancement and Engagement Manager	Life of Plan	Artwork labels publicly accessible via UQ Art Museum website.
<ul style="list-style-type: none"> Ensure all published PDF documents follow Adobe Accessibility Guide. 	Advancement and Engagement Manager	Life of Plan	All published PDFs are created according to Adobe Accessibility Guide
Inclusive and accessible events and programming:			
<ul style="list-style-type: none"> RSVPs for all UQ Art Museum events should include option for participants to request access support. 	Education Manager / Senior Team Leader, Engagement and Training	By beginning of 2023	Visitors can provide feedback via a survey accessible at the Art Museum and online.
<ul style="list-style-type: none"> Scope and develop rest or quiet spaces within the gallery. 	Senior Team Leader, Engagement and Training	By end 2024	Visitors can provide feedback via a survey accessible at the Art Museum and online.

<ul style="list-style-type: none"> Investigate a 'low-sensory hours' program. 	Education Manager	By end 2024	<p>Program is developed and delivered. Visitors can provide feedback via a survey accessible at the Art Museum and online.</p>
<hr/>			
<ul style="list-style-type: none"> Continuously review gallery seating and scope options to improve variety and availability. 	Senior Team Leader, Engagement and Training	Life of Plan	<p>Review is conducted at start of 2023, and options for improvements are recommended.</p> <p>Visitors can provide feedback via a survey accessible at the Art Museum and online.</p>

Priority 5. Alliance

We commit to enhancing our connections within and outside UQ, and collaborating with the d/Deaf community, people with disabilities, and disability advocates to improve access to our facilities, services, and art.

Objective & Actions	Responsibility	Timeframe	Measures of Success
Enhance connections and collaborate with disability communities:			
<ul style="list-style-type: none"> Establish a database of disability community and awareness groups across and outside of UQ and share UQ Art Museum programming with them. 	Advancement and Engagement Manager	By end of 2023	Database created.
<ul style="list-style-type: none"> Submit a proposal for a Student Staff-Partnership to help gain qualitative data and seek recommendations to improve experiences at the Art Museum for students with disabilities. 	Senior Team Leader, Engagement and Training	By end of 2023	Successful application.
<ul style="list-style-type: none"> Build relationship with UQ student disability groups. 	Advancement and Engagement Manager / Senior Team Leader, Engagement and Training	By end of 2023	Active participation from UQ student disability groups.
<ul style="list-style-type: none"> Identify and create funded training opportunities / professional development opportunities for UQ students who identify as having a disability. 	Senior Team Leader, Engagement and Training / Advancement and	By end of 2024	Identified internship position is created. Number of UQ students who identify as disabled participating in UQ Art Museum's training programs.

	Engagement Manager		
<ul style="list-style-type: none"> Conduct at a minimum one specific access and inclusion assessment/audit in the life of this plan. 	Senior Team Leader, Engagement and Training	By end of 2024	Audit completed and feedback used to inform UQ Art Museum's next DAP.
<ul style="list-style-type: none"> Nominate a UQ Art Museum representative to be involved in all UQ diversity and inclusion networks (e.g., UQ Ally Network, UQ Mental Health Champions, etc.) 	Director	Life of Plan	UQ Art Museum representative involved in all available UQ diversity and inclusion networks.
<ul style="list-style-type: none"> Ensure artists and guest speakers with disabilities are considered in year-round mainstream programming and establish specific disability programming opportunities where appropriate. 	Senior Curator / Curator / Education Manager	Life of Plan	At least one artists and guest speakers with a disability included in programming for each exhibition.
Use internal and external disability expertise / people with lived experience to monitor DAP:			
<ul style="list-style-type: none"> Seek professional advice within the industry. Review and further develop new and existing partnerships with arts and disability organisations, or those modelling best practice in their sector. 	All staff	Life of Plan	At least one site visit annually with industry colleagues to discuss accessibility. Build partnerships to share knowledge with national and international leaders in this field.
Enhance support for disability inclusion:			
<ul style="list-style-type: none"> Use philanthropic and corporate support to resource and grow the disability inclusion plan. 	Director / Advancement and Engagement Manager	Life of Plan	Successfully obtain project-specific funding for the UQ Art Museum DAP.

<ul style="list-style-type: none"> Encourage UQ Art Museum staff to join the UQ Disability Support Network channel on Teams. 	Director	Life of plan	80% of staff join the UQ Disability Support Advocacy Network.
<ul style="list-style-type: none"> Build relationships and partnerships with leaders in this field nationally and internationally. 	All staff	Life of Plan	Number of meetings with industry experts.
<ul style="list-style-type: none"> Share access and inclusion guidelines as part of touring exhibition toolkits to guide partner galleries on accessible methods of displaying work. 	Senior Curator / Senior Exhibitions and Production Coordinator	As relevant during life of Plan	Inclusion of accessibility guidelines for touring exhibitions.

Priority 6. Accountability

We commit to providing opportunities and seeking feedback and reports from our supporters and stakeholders on our progress. We endeavour to comply in all areas of disability inclusion and commit to being accountable to the implementation of our DAP through monitoring, reporting and evaluation.

Objective & Actions	Responsibility	Timeframe	Measures of Success
Internal review and monitoring of DAP / commitments:			
<ul style="list-style-type: none"> Ensure a d/Deaf person or person with a disability is represented on any UQ Art Museum committees. 	Director / Senior Curator / Advancement and Engagement Manager / Senior Team Leader, Engagement and Training	By end of 2024	Appointed committee person who is d/Deaf and/or has a disability.
<ul style="list-style-type: none"> Conduct an end of year review in consultation with staff and relevant UQ departments. 	Advancement and Engagement Manager / Senior Team Leader, Engagement and Training	Each year of the DAP	Publicly share UQ Art Museum Disability Action Plan report each year.
<ul style="list-style-type: none"> Discuss DAP progress at monthly staff meetings. 	Director	Life of Plan	DAP Agenda item included for all UQ Art Museum staff meetings.

Use consultation, feedback, and complaints processes to continue to make access improvements:

<ul style="list-style-type: none"> Review current audience evaluation and feedback methods and ensure visitors have the option to provide feedback on accessibility through several avenues. 	<p>Advancement and Engagement Manager / Senior Team Leader, Engagement and Training</p>	<p>By end 2023</p>	<p>Methods of feedback available in-person and online, including when using external booking agents such as Eventbrite.</p> <p>Results raised and actions agreed upon at Staff Meeting.</p>
<ul style="list-style-type: none"> Include diversity and inclusion specific questions in all visitor evaluation methods (e.g., surveys). 	<p>Advancement and Engagement Manager / Senior Team Leader, Engagement and Training</p>	<p>By end of 2023</p>	<p>Survey updated and published.</p>

Ensure access and inclusion are considered during the development and implementation of all gallery projects and activities:

<ul style="list-style-type: none"> Include costs relating to delivery of Disability Action Plan in yearly operational budget projections. 	<p>Director, Operations Manager, Section Leads</p>	<p>Life of Plan</p>	<p>Projected DAP costs are costed and included in the budget each year.</p>
<ul style="list-style-type: none"> Conduct user testing with people with disabilities to improve event and program ticketing and booking processes. Give participants the options to provide feedback in multiple forms. 	<p>Education Manager</p>	<p>Life of Plan</p>	<p>Methods of feedback available in-person and online, including when using external booking platforms such as Eventbrite.</p> <p>Results raised and actions agreed upon at Staff Meeting.</p>

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Feedback

We welcome feedback and suggestions on ways to improve our accessibility and our DAP. Please use our [online feedback form](#). Alternatively, you can call or text us on 0457 276 954 from 9am - 5pm Monday - Friday or request a paper form at the UQ Art Museum welcome desk if these are more accessible for you.



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