



## STAFF DISABILITY POLICY

<b>Policy Volume</b>	E: General Institutional Policies & Protocols
<b>Policy Chapter</b>	
<b>Responsible Committee/Unit/Division/Faculty</b>	Disability Committee/ Equity and Institutional Culture Office
<b>Responsible Chairperson/Director/Manager</b>	Chairperson of Disability Committee
<b>Dates of First and Subsequent Council Approvals</b>	2005, 2010
<b>Revision History: Approved Reviews</b>	2010, 2023
<b>Review Cycle (e.g. every 2/5/7 years etc)</b>	Every 5 years.
<b>Next Review Date</b>	2028

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### POLICY PARTICULARS

<b>Policy Title</b>	Staff Disability Policy
<b>Policy Statement</b>  (State in a single paragraph the policy mandate and how this relates to the University Mission and Vision)	Rhodes University strives to be an outstanding internationally-respected academic institution which proudly affirms its African identity and which is committed to democratic ideals, academic freedom, rigorous scholarship, sound moral values and social responsibility (Vision and Mission Statement, 2000). The pursuit of equity is integral to the University's identity and the institution realises that its strength will be realised and its reputation secured through its commitment to both equity and quality. Disability Equity is entailed in the University's broader pursuit of equity.

<p><b>Reason for Policy</b> (What this policy aims to achieve)</p>	<p>The policy aims to give articulation to the imperative of removing absolute barriers that result in the exclusion of individuals with physical, psychosocial, cognitive, neurological, and/or sensory disabilities from accessing and successfully participating in the life of the institution.</p> <p>a) It clarifies the rights of staff with disabilities that have to be exercised in order for staff to participate equitably in the life of the institution. b) It outlines the obligations and the rights of the institution with respect to creating an equitable work environment for staff with disabilities. c) It outlines measures that the institution will take in order to create an environment in which staff with disabilities are not unfairly discriminated against and are enabled to participate successfully in all spheres of university life.</p> <p>d) It defines the roles of the various functions and units of the institution in the creation of an inclusive environment in which there is no unfair discrimination against staff with disabilities and in which staff with disabilities are enabled to participate in the life of the institution equitably.</p> <p>e) It promotes the participation of staff with disabilities in university governing structures and other structures.</p>
<p><b>People affected by this Policy</b> (All units of the University)</p>	<p>All members of the university and visitors to the university.</p>
<p><b>Who should read this Policy</b> (People who need to heed this policy to fulfil the duties)</p>	<p>All members of the University and visitors to the university.</p>
<p><b>Website address/link for this Policy</b></p>	<p><a href="http://www.ru.ac.za/institutionalplanningunit/policies/">www.ru.ac.za/institutionalplanningunit/policies/</a> <a href="http://www.ru.ac.za/equityandinstitutionalculture/policies/listofpolicies/">www.ru.ac.za/equityandinstitutionalculture/policies/listofpolicies/</a></p>

**RELATED DOCUMENTS FORMS AND TOOLS**

<p><b>University Policies and Documents</b> (such as rules/protocols/guidelines related to this policy)</p>
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Equity Policy, Teaching and Learning Policies including the Policy on Curriculum Development and Review and Assessment Policy, People and Culture policies and protocols (such as Recruitment and Selection Policies, Policy and Procedures for the Personal Promotion and Academic Staff, Ill Health and Incapacity Policy) and anti discrimination policies, including the Policy on Eradicating Unfair Discrimination and Harassment.
<b>Other Documents</b> (Legislation/Regulatory requirements/Organisational Reports)
The South African Constitution, White Paper on the Rights of Persons with Disabilities (2016), White Paper for Post-School Education and Training (2013), White Paper 3 on the Transformation of the Higher Education System (1997), National Code of Good Practice in the Employment of People with Disabilities (2002), Employment Equity Act No 55 of 1998 as amended, Skills Development Act No 97 of 1998, Promotion of Equality and Prevention of Unfair Discrimination Act No 4 of 2000, National Building Regulations and Building Standards Act No 103 as amended in 2008, South African National Standards 10400-S (2011), the application of the National Building Regulations Part S: Facilities for Persons with Disabilities, and the United Nations Convention on the Rights of Persons with Disabilities.
<b>Forms and Tools</b> (documents to be completed in support of this policy implementation)
Policy template for the policy itself.
Documents pertaining to procedures for implementation, as well as monitoring and evaluation, are to be developed and negotiated with stakeholders, following approval of this policy.

**PRINCIPLES GOVERNING THIS POLICY**

<b>OVERVIEW</b>
1. Rhodes University acknowledges that an impairment of any nature does not constitute a disability in itself and that persons with impairments only become disabled when education, work, and leisure opportunities are denied to them on the basis of their impairment. Based on this, Rhodes University is committed to ensuring that staff with impairments of various natures are granted equitable access to Rhodes University, and equitable opportunity while at Rhodes University.
2. It recognises the distinction between the diversification of the university community and the transformation of the structures and culture of the university.
3. It rejects all forms of unfair discrimination and harassment, recognising these as hindering the integration of all people within the institution.
4. The University recognises that persons with disabilities are entitled to represent themselves on all matters affecting them and that resources should be made available to enable them to fulfil this role.
5. It recognises the importance of individual autonomy and independence for persons with disabilities,

including the freedom to make their own choices.
6. While disclosure of information about impairment is necessary when a staff member requests support and accommodation provision, the institution also recognises that the right to disclose or not to disclose information about an individual's impairment lies with the individual.
7. The University, therefore, is also committed to creating an institutional climate in which disclosure is both advantageous and safe.
8. It is committed to effecting a change in the culture, values, and institutional practices in order that a culture that is inclusive and equitable is developed. This includes removing any absolute barriers to the employment, promotion or development of staff with disabilities.
9. Rhodes University endorses the principle of Universal Design as a feature of all new infrastructure development, and will formulate and implement standards and guidelines which ensure that Universal Design principles are applied in the design and construction, and/or maintenance of all buildings, thoroughfares, facilities, security systems, information technology and all other infrastructure for which the University is responsible.
10. The University recognises the right of staff with disabilities to request reasonable accommodations that will facilitate their full and equitable participation in the services and facilities of the University.
11. It also recognises that committed and accountable leadership is necessary to the realisation of disability equity goals and to the change in the culture and dominant values of the institution.
12. The University also recognises that communication is critical to the pursuit of an equity agenda and in establishing an inclusive institutional culture. It is therefore committed to two-way communication where staff are consulted regarding decisions that impact on them.

**POLICY DEFINITIONS**

(Technical or Conceptual terms used in the policy)

<b>TERMS &amp; DEFINITIONS</b>
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**Social Disablement:**

The United Nations Convention on the Rights of Persons with Disabilities defines disability as an “evolving concept that denotes a condition that 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.” (United Nations Convention on the Rights of Persons with Disabilities.)

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>)

**Impairment:**

A condition that results in loss of or a limitation in the physiological or psychological functioning of an organ. Individuals with impairments are disabled when they are excluded from and not enabled to access opportunities that are available for access to other members of society.

**Absolute barriers:**

The exclusion of a defined group of individuals from participating in development opportunities or applying for employment or promotion opportunities on the basis of any arbitrary demographic factor, such as race or gender. In the specific context of the transformation of the South African employment structure, the removal of absolute barriers means the removal of barriers that continue to result in the inequitable participation of designated groups of South African individuals in the opportunities offered by society.

**Universal Design:**

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.

**Assistive device:**

A product, piece of equipment, or tool that is designed to enable persons with impairments to participate in activities, tasks, or actions. They may include mobility aids such as wheelchairs, prostheses, and crutches, communication aids such as hearing aids, FM systems, sensory aids such as white canes, screen readers, magnifiers, and text in audio format.

**Assistive technology:**

This is an umbrella term that includes assistive, adaptive, and rehabilitative devices which enable persons with disabilities to attain independence. The technology includes, for example, loop systems, sub-texting, and alternative input for cognitive assistance and computer or electrical assistive devices.

**Designated group:**

South African Blacks (Africans, Coloureds, Indians), women, and individuals with disabilities as defined in the 1998 Employment Equity Act (Act No. 55 of 1998) as amended.

**Disclosure:**

The completion of the EEA1 form and other types of verifications by Health Care Professionals.

**Employment arena:**

Practices associated with the employment, development, management, and termination of staff as well as Issues relating to the culture of the institution.

**Employment practices:**

Policies and practices used by the institution to attract; select; train and develop; promote; demote, compensate discipline and dismiss staff; establish and define jobs; evaluate performance, transfer and determine the conditions of employment at the workplace. Employment practices also mean the behavioural environment and the provision of facilities.

**Institutional Culture:**

The “way things are done” within an organisation, specifically the traditions, customs, values, and shared understandings that underpin the decisions taken, the practices engaged in, and those practices that are rewarded and supported.

**Qualitative targets:**

Outcomes of initiatives that will be undertaken to change the institutional culture, to address particular excluding practices.

**Quantitative targets:**

Numerical targets are associated with changing the demographic composition of staff to more closely represent the national demographic profile. These targets, based as they are on the national demographic profile, do not include international staff members.

**Reasonable accommodation:**

Necessary and appropriate modifications and adjustments which do not impose a disproportionate or undue burden on the institution to ensure that persons with disabilities exercise, on an equitable basis with others, all human rights and fundamental freedoms. Reasonable accommodation includes any action on the part of the institution to reduce the impact of the impairment in processes such as staff recruitment, selection, development, recognition, and reward. It also includes action on the part of the institution to reduce the impact of the impairment on conditions of work. Such action must be reasonable and not impose an unjustifiable hardship on the institution.

**Examples of reasonable accommodation include:**

- (i) Adapting existing facilities to make them accessible;
- (ii) Adapting existing equipment or acquiring new equipment including computer hardware and software;
- (iii) Reorganising workstations;
- (iv) Adjusting work schedules/responsibilities; where operationally practical and/or feasible
- (v) Adapting training and assessment materials and methods;
- (vi) Restructuring jobs so that non-essential functions are reassigned;
- (vii) Adjusting working time and leave;

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- (viii) Providing readers or sign language interpreters; and
- (ix) Providing specialised supervision, training, and support.

**Unfair discrimination:**

Unfair discrimination is when an individual is treated differently from individuals belonging to other socially significant categories of people and when this differential treatment results in the diminishing of the individual's dignity as a human being. The 2000 Promotion of Equality and Prevention of Unfair Discrimination Act states that "discrimination is regarded as unfair when it imposes burdens or withholds benefits or opportunities from any person on one of the prohibited grounds listed in the Act, namely: race, gender, sex, pregnancy, ethnic or social origin, colour, sexual orientation, age, impairment, religion, conscience, belief, culture, language and birth, etc." The Act further states that it is not unfair discrimination when measures are taken to advance or protect individuals or members of groups who have been disadvantaged through unfair discrimination.

**Unjustifiable hardship:**

Action that requires significant or considerable difficulty or expense that would substantially harm the long-term viability of the institution. This would involve considering the impact of the accommodation and the extent to which it would seriously disrupt the operation of the institution.

**PROCEDURES FOR IMPLEMENTING THIS POLICY**

**(Actions and processes by which the objectives of the policy will be achieved.)**

**DIRECTIVE 1: The institution aims to achieve the policy's objectives with respect to the EMPLOYMENT ARENA in the following manner:**

**2.1. Access to employment**

- 2.1.1. Staff recruitment will, as far as is possible, include targeted advertisement of vacancies and the dissemination of information on facilities including assistive technology and devices, general services, and disability forums that exist in the institution in virtual and physical spaces where information is more likely to be accessed by persons with disabilities.
- 2.1.2. In accordance with the principles of universal design and access, relevant staff recruitment platforms and forums, e.g. the institution's website, will progressively be made accessible to all potential applicants.
- 2.1.3. Job profiles that clearly state essential functions of the job and inherent job requirements will be used in order for considerations of job-related competence and skills to be fundamental in the assessment of applicants' suitability for a position.
- 2.1.4. The Institution will request that applicants indicate if they have disabilities on the job application form. This will enable the institution to consider reasonable accommodations where necessary. It will also enable the inclusion of suitably qualified members from this designated group in subsequent stages of the selection process. The applicant may elect to disclose the impairment or not.
- 2.1.5. The University may request that further medical or functional testing takes place to determine the applicant's actual or potential capacity to perform the essential functions of a specific job taking into account the accommodation which is to be provided by the institution and the objectives of this policy. In these instances, it would be considered a fair labour practice to only test those individuals with disabilities and not all candidates. Such tests will only take place after the suitability of the person for the job has been determined and only where there are legitimate concerns related to key functions of the job.
- 2.1.6. The impact of the impairment will also be explored with the candidate to ascertain any specific needs. This will in no way impact the final selection decision as to who is the best or most suitable candidate but may impact on whether or not an offer is made to the individual. A decision to make an offer to a suitably qualified applicant will be dependent on whether or not there is a demonstrable risk of unjustifiable hardship.
- 2.1.7. Where an applicant has declined to reveal their disability status during the application and selection process, reasonable accommodation measures will be explored post-employment. Where such measures result in an unjustifiable hardship and therefore cannot be implemented, alternative measures, determined by the objectives of the institution's equity strategies and by labour



legislation, will need to be investigated.

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## **2.2. Impairment of current staff:**

2.2.1. Where a current staff member becomes impaired during the course of employment with the University and it appears that the individual will not be able to perform the current job in terms of its current requirements, the institution may require the staff member to undergo a functional determination of the impairment. If such testing indicates that reasonable accommodation is required, the same procedures and processes will apply to this individual as to a new staff member (see points 2.1.1. to 2.1.7.).

Every attempt will be made to reasonably accommodate employees with disabilities unless proposed measures result in unjustifiable hardship and therefore cannot be pursued. Where feasible, the Institution will offer alternative work, reduced work, or flexible work placement and work hours, to try and maintain the employment status of the individual. Where these measures are not viable, alternatives can be explored with the People and Culture Division and the relevant HoD/Line Manager.

## **2.3. Conditions of work:**

2.3.1 The Institution will not employ persons with disabilities on less favourable terms and conditions than other employees. However, reasonable accommodation may require conditions of employment to be agreed on after consultation with the prospective employee. Reasonable accommodation may include hours of work and leave, job responsibilities, and remuneration and benefits.

2.3.2 Training and development opportunities will also be made equitably accessible to persons with disabilities.

## **2.4. Termination of Employment:**

2.4.1 Other than for work reasons (e.g. misconduct or incompetence that is unrelated to the individual's impairment) or operational reasons (e.g. retrenchment) where the proper processes will be followed consistent with the Labour Relations Act No 66 of 1996 as amended. In this instance, termination may take two forms: a) Medical boarding where the individual is unable to continue to work in any capacity due to the impairment; OR b) Following the University's incapacity procedure on the basis that the staff member is now not able to meet the job requirements. The procedure is outlined in the University's Ill Health and Incapacity Policy.

## **2.5 Employment Equity Planning:**

2.5.1 The institution will continually analyse barriers to the employment of persons with disabilities and will design strategies to address these barriers.

2.5.2 The institution's quantitative employment equity targets will include targets for persons with disabilities.

2.5.3 The institution's qualitative employment equity targets will include measures to support persons with disabilities.

2.5.4 The institution is committed to employing and retaining persons with disabilities and seeks to foster a

culture that is inclusive of all staff irrespective of their status.

**DIRECTIVE 2: The institution aims to achieve the policy's objectives with respect to STAFF'S self-definition and representation in the following manner:**

**3.1. Disclosure**

3.1.1. From the point of recruitment, encouragement, and opportunity will be given to potential staff to disclose information on impairments that may impact on their ability to carry out activities so that a discussion can take place about reasonable adjustments or other support that may be required.

3.1.2. In instances where the disclosed impairment is not evident, the University reserves the right to seek medical confirmation of impairment from a registered medical practitioner/ professional in the case of physical and sensory disabilities, and from a clinical or educational psychologist or other health practitioners in the case of cognitive and psychological impairment where a request for the provision of accommodation warrants this. In such cases, up-to-date documentation will be provided to the designated official in People and Culture.

3.1.3. Disclosure is necessary where a staff member requests support and/or accommodation provision. Information about an individual's impairment will be made available to persons tasked with facilitating or providing specific accommodations to the extent that this information is necessary to facilitate the accommodation.

3.1.4. The University will also encourage staff to disclose any impairment which in the short term has a substantial impact on their day-to-day activities to ensure that appropriate support can be provided. 3.1.5. Where accommodation provision is made in respect of temporary impairments, this will be done for the specific period recommended by registered practitioners. The staff member will be required to submit up-to-date documentation in order for the continued need for this provision beyond this period to be assessed by the institution.

3.1.6. The institution undertakes to protect the confidentiality of the information that has been disclosed and will take care to keep records of private information confidential. Disclosure will take place only under specified conditions, i.e. with the written consent of the staff member or when it relates to the health and safety of the staff member and others, and when reasonable accommodation is requested.

3.1.7. Should a staff member choose not to disclose information about an impairment that may affect her/his ability to carry out activities, the institution may not be held liable in that particular case for failure to comply with the provisions of this policy.

**3.2. Self-Representation**

3.2.1. Staff with disabilities will be encouraged to participate in the institution's governance structures including the Institutional Forum, the Equity and Institutional Culture Committee, and the Disability Committee.

3.2.2. Staff with disabilities will be encouraged to lead and participate in the development of programs

designed to educate and raise awareness about disability issues.

**DIRECTIVE 3: The Institution aims to achieve the policy’s objectives with respect to the BROADER LEARNING, LIVING AND WORK ENVIRONMENTS in the following manner;**

**4.1 Learning, Living, and Work Environments**

4.1.1. The Institution will ensure, as far as is reasonably possible, that its built environment is compliant with the National Building Regulations and Building Standards Act as amended in 2008. A phased-in retrofitting approach will be adopted with older structures whilst new projects will include universal access requirements from the outset.

4.1.2. University staff accommodation will be provided with due regard to reasonable accommodation needs of staff.

4.1.3. Limited only by the risk of unjustifiable hardship to the Institution, staff with disabilities will have equitable access to recreation and sports facilities on campus.

4.1.4. The University will strive to ensure that adequate signage indicates the location of accessible entrances, parking, toilets, emergency exits, ramps and lifts, and other relevant services and facilities related to staff with disabilities.

4.1.5. The University will endeavour to disseminate information about the accessibility of and enabling facilities in the physical environment to all staff.

4.1.6. Information about safety and evacuation procedures for all staff will also be disseminated to all staff.

4.1.7. The University will strive to enhance access to information and communication by using, as appropriate, tactile signage, high contrast signage on noticeboards, circulars, library databases, learning materials, and electronic media.

**4.2. Training and Awareness Raising**

4.2.1. The University will endeavour to train all staff to engage appropriately and to be skilled and equipped to deal with different accommodation needs of staff. Staff orientation programs will progressively include disability training.

4.2.2. Outside of the formal curriculum, programs designed to promote greater social awareness among staff about disability and designed to foster respect for the rights and dignity of persons with disabilities will be developed and implemented.

**RESPONSIBILITIES**

The key responsibilities of each party regarding this policy are as follows:

ROLE	RESPONSIBILITY
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<p>1. Disability Committee</p>	<p>1.1 Promoting the adoption of this policy by the institution and by all the institution’s governance committees. Among other effects, such adoption should be reflected in the documents, including policy documents that will be produced by the governance committees.</p> <p>1.2 Providing advice to Senate and Council regarding systemic, structural, cultural, and social support mechanisms that can impact positively on the lives and opportunities available to the persons with disabilities at Rhodes; and</p> <p>1.3 Providing advice to Senate and Council on improving the general environment for persons with disabilities at Rhodes.</p> <p>In partnership with the Equity and Institutional Culture Directorate; 1.4 Monitoring adherence to this policy,</p> <p>1.5 Recommending changes to this policy,</p> <p>1.6 Participating in the assessment of the impact of the accommodation on the long-term viability of the institution,</p> <p>1.7 Promoting greater awareness of impairment issues in the institution.</p>
<p>2. People and Culture Division</p>	<p>2.1 Aligning the Division’s policies, including staff recruitment and selection policies, to the principles stated in this policy.</p> <p>2.2 Liaising with Deans, Heads of Academic Departments, and Heads of Divisions to ensure that all staff is aware of the principles stated in this policy.</p> <p>2.3 Progressively facilitating the training of all staff so that they are equipped to deal with different accommodation needs.</p>

	<p>2.4 Within the context of confidentiality as legally required; Provide professional counselling and support.</p> <p>2.5 Liaising with the various Departments to ensure staff needs are met.</p> <p>2.6 Referring staff to the Health Care Centre or private practitioner when and if the need arises.</p> <p>2.7 Advising on and advocating for the provision of support to staff with disabilities.</p> <p>2.8 Providing assistive devices, including computer software to staff and facilitating staff access to assistive devices, technology, and services that are in fixed positions around campus.</p> <p>2.9 Reviewing the services available to staff with disabilities and making recommendations to the appropriate University structures concerning improvement in these services. This process should involve consulting with staff to ensure that their needs are appropriately addressed.</p> <p>2.10 Offering a psychological assessment of staff regarding their work needs and referring staff to an appropriate external practitioner should it be necessary.</p> <p>2.11 Providing counselling for staff who become impaired in any manner whilst working at the University or referring such staff to FAMSA or an appropriate private practitioner.</p> <p>2.12 Offering counselling and therapy to staff where possible. Alternatively, refer such staff to FAMSA or an appropriate private practitioner.</p> <p>2.13 Liaising with Deans, Heads of Departments, Health Care Centre, and Sports Administration, and other staff to ensure that the needs of staff with disabilities are met in the working and living environments.</p>
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	<p>2.14 Reporting to the Disability Committee on how the institution is catering to the needs of staff with disabilities.</p> <p>2.15 Promoting representativity in staff structures including governance structures.</p> <p>2.16 Provide information and counsel on the various development options available at Rhodes University with prospective staff and liaising with various University departments and structures to accommodate current and prospective staff with disabilities as far as is possible and feasible limited only by the risk of unjustifiable hardship.</p> <p>2.17 Remain up to date on information on the resources available to assist all staff at Rhodes University.</p>
<p>3. Heads of Departments.</p>	<p>3.1 Accommodating staff with disabilities. This involves:</p> <p>3.2 Limited only by demonstrable unjustifiable hardship, arranging alternative teaching venues as well as considering how teaching and assessment might best be modified.</p> <p>3.3 Modifying lecture and assessment materials and systems as approved by Senate.</p> <p>3.4 Sensitizing other staff members to the needs of individual staff with disability.</p> <p>3.5 Accommodating staff members with disabilities. This might involve consultations with regard to flexible working hours and other reasonable accommodation measures.</p> <p>3.6 Liaising with the Facilities and Infrastructure, Finance, Student Affairs, and People and Culture Divisions regarding physical access and other requirements as necessary.</p>

	<p>3.7 Liaising with the People and Culture Division regarding the provision of any specialised equipment, e.g. computer hardware or software, furniture, and equipment.</p> <p>3.8 Liaising with any other relevant support staff entities, such as the Library and the Information and Technology Services Divisions for the purposes of supporting staff with disabilities who are in faculties and departments.</p> <p>3.9 Supporting the education of staff regarding the particular needs of staff with disabilities in order to foster a culture of inclusion in the departments and faculties.</p> <p>3.10 Promoting the development of a curriculum that is, among other considerations, also informed by Social Justice Principles, including disability issues.</p>
<p>4. Centre for Higher Education Research Teaching and Learning (CHERTL)</p>	<p>4.1 Supporting academic staff to develop knowledge of inclusive teaching and learning practices including curriculum development and assessment practices.</p> <p>4.2 Supporting the development of a curriculum that speaks to Social Justice matters, including disability issues.</p>
<p>5. Extra Time Committee</p>	<p>5.1 Reviewing applications for concessions for examinations and tests based on evidence supported by an appropriately registered practitioner such as an educational psychologist or occupational therapist.</p> <p>5.2 Making recommendations to Senate with regard to the concessions that should be awarded. Recommendations made may include the use of appropriate alternative forms of assessment.</p>
<p>6. Facilities and Infrastructure Division.</p>	<p>6.1 Ensuring that the budget for transforming the institution's physical environment into an inclusive environment is mainstreamed in the University's budgeting processes.</p> <p>6.2 Ensuring that the budget for assistive technology and devices is mainstreamed in the University's budgeting processes.</p>

	<p>6.3 Limited only by a demonstrable risk of unjustifiable hardship, making suitable adaptations to work, residential, sport and leisure facilities to accommodate physically impaired and staff. (E.g. re-organizing work areas).</p> <p>6.4 Developing minimum specifications and protocols for old buildings and infrastructure and implementing them in order to make them accessible to staff with disabilities.</p> <p>6.5 Ensuring that the principles of universal access underpin the construction of any new buildings.</p> <p>6.6 Ensuring that physical environment health and safety standards are met with regard to the need of all staff.</p> <p>6.7 Ensuring the mapping of the campus in accessible formats, including high contrast signage on noticeboards, to communicate the location of facilities and services that make provision for the needs of staff and visitors with disabilities.</p>
<p>7. Equity and Institutional Culture Office</p>	<p>7.1 Through awareness raising and advocacy, elevating the importance of Disability issues at Rhodes University.</p> <p>7.2 Identifying and drawing attention to systemic, structural, cultural, and social barriers impacting on the lives of persons with disabilities at Rhodes, and the opportunities available to improve accessibility.</p> <p>7.3 Reporting to Senate and Council, through the Equity &amp; Institutional Culture Committee, on matters related to the Staff Disability Policy and its implementation.</p>
<p>8. Institutional - Research, Planning and Quality Promotion Division.</p>	<p>8.1 Assessing the quantitative and qualitative risks inherent in the University's processes, protocols, and structures with respect to disability.</p> <p>8.2 Facilitating planning and implementation of planning which will result in minimising the financial and</p>



	reputational risks
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	identified in the University's processes, protocols, and structures with respect to impairment.
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## CONTACTS

Direct any questions about the policy to the Disability Committee. These can be channelled through the Equity and Institutional Culture Office at [disability@ru.ac.za](mailto:disability@ru.ac.za) and the People and Culture Division.

## REVIEW PROCEDURE

<b>Actions and processes by which the policy will be reviewed</b>
The Disability Committee will regularly review this Policy as may be required by legislation, organisational changes and stakeholder concerns, or at least every five years.
<b>Communication of the review process</b>
The Disability Committee will engage stakeholders through <a href="mailto:Toplist@lists.ru.ac.za">Toplist@lists.ru.ac.za</a> . Updates will also be posted on the Equity and Institutional Culture Directorate web page: <a href="http://www.ru.ac.za/equityandinstitutionalculture/tsg/disability">www.ru.ac.za/equityandinstitutionalculture/tsg/disability</a> .