

# UQ Gender Equality Action Plan 2023-2026

## Overview

The Gender Action Plan will be placed within the University's broader strategic framework, namely The University of Queensland Strategic Plan 2026-2029. The plan aligns with The University of Queensland Enterprise Agreement 2021-2026 and UQ's core values of Creativity, Excellence, Truth, Integrity, Courage, Respect and Inclusivity.

The University of Queensland (UQ) is committed to equity, diversity, and inclusion, and seeks to create a safe and inclusive environment where people of all genders feel valued and able to flourish. As part of this commitment, UQ actively advances gender equity across our community. This includes increasing the representation of women in senior leadership, addressing the underrepresentation of women and gender diverse people in STEMM disciplines, and ensuring equitable access to opportunities for study, leadership, and career progression. UQ also seeks to create work and study environments that support those with caring responsibilities, foster gender-inclusive teaching and learning practices, and remove barriers to participation and success. In addition to actions identified through the SAGE Athena Swan Silver pathway, the plan will address identified gender equality issues at UQ.

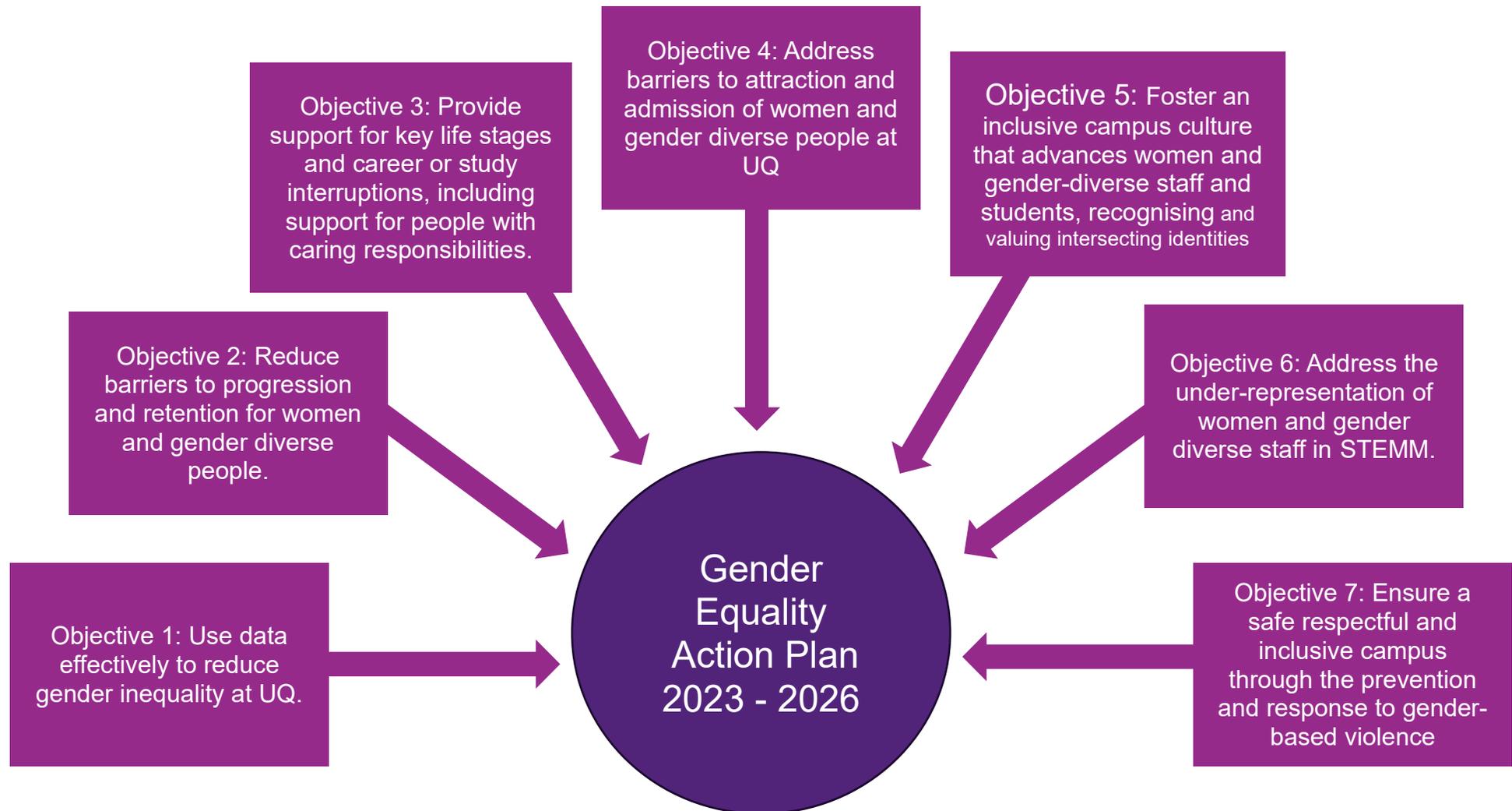
The UQ Gender Equality Action Plan aims to provide an overarching plan to enable a coordinated 'whole-of-UQ' approach to gender equity and reinforce UQ's commitment to being one of Australia's most inclusive universities. The Gender Equality Action Plan is supported by a monitoring and reporting function to ensure achievement of the University's vision of being a leading organisation in gender equity.

### Governance

The Gender Steering Committee (GSC) is responsible for the development, oversight and implementation of the Gender Equality Action Plan 2023-2026. The key roles and responsibilities of the committee are.

- Provide oversight of UQ's commitment to genuine and sustainable gender equity, diversity and inclusion.
- Lead the establishment and implementation of strategic initiatives to support gender equity, diversity and inclusion at UQ, including in response to national initiatives, such as SAGE Athena SWAN.
- Monitor and provide regular reports on UQ's current state and progress towards achievement of strategic initiatives to support gender equity, diversity and inclusion, including gender pay parity.
- Build awareness and engagement with the broader UQ community through the implementation of an effective communication strategy.
- Identify and provide guidance to resolve issues and risks.

- Play a governance advisory role to the Vice-Chancellor through the University Senior Executive Team, and to Senate through the Senate Committee for Equity, Diversity and Inclusion



## UQ Gender Equality Action Plan 2023-2026

### Objective 1: Use data effectively to reduce gender inequality at UQ

Action	Measure	Responsibility	Timeframe
1.1 Establish data requirements to enable effective gender equality analysis.	1.1.1 Gender equality data plan established with consideration of stakeholder needs and intersectional perspectives	CHRO	Q1 2024
	1.1.2 Gender equality data plan implemented	CHRO	Q2 2024
1.2 Monitor and regularly report on agreed measures for gender equality.	1.2.1 Annual reports produced for external reporting (WGEA)	CHRO	Q2 2023
	1.2.2 Annual reports produced for internal reporting (pay equity)	CHRO	Q1 2024
	1.2.3 Tools developed for leaders and managers to access reports of real time data as needed	CHRO	Q1 2024
1.3 Communicate UQ's achievements and progress in gender equality to build engagement with the UQ community and its stakeholders	1.3.1 'Cost of Gender Inequality' Report written to provide analysis of UQ's gender equality data and our future aspirations and communicated in an accessible way to UQ's community and stakeholders	GSC	Q1 2025

## Objective 2: Reduce barriers to progression, retention, and success, for women and gender diverse people

Action	Measure	Responsibility	Timeframe
2.1 Continue to reduce UQ's overall gender pay gap	2.1.1 Annual Report produced to monitor and report on changes in the Gender Pay Gap. Report incorporates intersectional analysis.	CHRO	Q1 2024
	2.1.2 Transparent and auditable processes and approach established for market loadings and other benefits.	CHRO	Q2 2025
	2.1.3 Analysis undertaken to ensure performance and promotions processes are inclusive and mitigate bias.	CHRO	Q1 2024
	2.1.4 UQ's guidance and documentation provides clarity for staff and supervisors regarding expectations for performance evaluation and career progression for each academic category.	Provost	Q1 2024
	2.1.5 UQ has a workload allocation process that supports transparency and equity for academic staff	Provost	Q1 2024
2.2 Increase support for women and gender diverse staff through targeted UQ career progression programs.	2.2.1 UQ have a comprehensive Leadership Development and Career pathway program for women in academic roles preparing for promotion.	CHRO	Q2 2024
	2.2.2 Uptake, application and retention outcomes of schemes such as UQ Amplify, AWARE and post-Laureate schemes monitored to assess their impact on women's retention and progression.	DVCRI	Q1 2024
	2.2.3 Women staff at UQ have ready access to clear information regarding career support programs.	Deputy Provost	Q3 2023

2.3 Establish workforce planning processes, training, and data to support gender equity goals	2.3.1 Gender equity goals embedded into workforce planning development.	COO, Provost	Q3 2024
	2.3.2 Workforce Modelling Guidance and reporting available at organisational unit level.	CHRO	Q4 2024
	2.3.3 Targeted recruitment measures are utilised as necessary and their effectiveness evaluated.	Heads of Organisational Units	Q4 2024
2.4 Ensure Performance Relative to Opportunity (PRO) is embedded in all assessments of performance.	2.4.1 PRO guidance for Managers/Supervisors made available and embedded in existing training.	CHRO	Q2 2024
2.5 Continue to improve on variable nature of Annual Performance Development (APD) practice across UQ	2.5.1 Identify areas for improvement through APD Review process.	CHRO	Q4 2026
	2.5.2 Improve clarity of intended purpose, benefits, and roles and responsibilities in APD process.	CHRO	Q4 2026
	2.5.3 Continue to monitor deployment of the APD process at an organisational unit level and identify appropriate interventions as required.	CHRO	Q4 2026
	2.5.4 Development of reporting mechanisms to allow more consistent identification and support of development aspirations,	CHRO	Q4 2026
2.6 Provide improvement of the Career Progression for Academic Women Programs based on participant feedback.	2.6.1 Undertake follow up interviews with the renewed course cohort graduates of Career Progression for Academic Women Programs around how to improve clear career goal setting.	CHRO	Q2 2026
	2.6.2 Identify areas for improvement from interview data	CHRO	Q2 2026

	2.6.3 Review Program content taking participant feedback into account.	CHRO	Q2 2026
2.7 Compile Career Progression for Academic Women Programs data over time.	2.7.1 Set up database of Program participant responses to end course surveys	CHRO	Q2 2026
	2.7.2 Work with UQ HR team to track participant progress post program delivery	CHRO	Q2 2026
	2.7.3 Follow up progression of Career Progression for Academic Women Programs cohort at 1 – 3.	CHRO	Q2 2026
	2.7.4 Examine possibility of Program Alumni to continue to meet and to act as future mentors and sponsors.	CHRO	Q2 2026
2.8 Increase support for women and gender diverse students through targeted UQ retention and student success initiatives.	2.8.1 Identify systemic barriers to retention and success and targeted interventions for women and gender diverse students.	DVCA	Q4 2026
	2.8.2 Women and gender diverse students have ready access to clear information regarding career development learning programs and opportunities.	DVCA	Q4 2026
	2.8.3 Women and gender diverse students have ready access to clear information regarding academic and personal supports and services available.	DVCA	Q1 2026

### Objective 3: Provide support for key life stages and career or study interruptions, including support for people with caring responsibilities.

Action	Measure	Responsibility	Timeframe
3.1 Monitor the uptake and outcomes flexible work arrangements, parental and carers' leave on staff retention and success.	3.1.1 Flexible work data is collected routinely, analysed using an intersectional approach and reported annually.	CHRO	Q4 2024
3.2 Increase the accessibility and effectiveness of support provided for staff and students with caring responsibilities	3.2.1 Outcomes of pilot programs ('Return from Career Breaks Programs') established by Faculty of Medicine and Faculty of Science reported and used to inform future strategies.	GSC	Q4 2025
	3.2.2 Guidance for staff and supervisors on parental leave pathway/planning is available and consistently utilised.	CHRO	Q1 2024
	3.2.3 Pre-parental leave interviews are carried out by supervisors with a comprehensive plan outlining desired level of contact/support during leave periods and plans for returning to work.	CHRO	Q2 2024
	3.2.4 Paid parental leave is extended to non-birthing parents.	CHRO	Q1 2024
	3.2.5 Interruption to study and part-time options for students who are parents and carers included in program catalogue.	DVCA	Q1 2026
	3.2.6 Explore the barriers and identify opportunities to further support students with caring responsibilities.	DVCA	Q3 2026

## Objective 4: Address barriers to attraction and admission of women at UQ

Action	Measure	Responsibility	Timeframe
4.1 Ensure UQ recruitment procedures are inclusive and equitable.	4.1.1 All staff who participate in recruitment committee/panel decision-making processes have undergone appropriate committee/panel training.	CHRO	Q1 2025
	4.1.2 All Chairs of recruitment and promotion committees have undergone appropriate training in inclusive practice.	CHRO, Provost	Q1 2025
	4.1.3 Gender and diversity of selection panels are actively considered by Chairs and monitored.	CHRO	Q1 2024
	4.1.4 An Inclusive recruitment guide which unpacks and addresses the specific barriers facing diverse candidates is developed and readily available for all UQ staff involved in recruitment.	CHRO	Q2 2024
	4.1.5 PRO considerations are applied to all recruitment processes.	Heads of Organisational units	Q2 2024
4.2 Ensure inclusion of women and other diversity groups at all stages of the recruitment	4.2.1 UQ's web presence situates UQ as a progressive, inclusive employer of choice for women and other diversity groups.	CMCO	Q1 2025
	4.2.2 UQ has inclusive recruitment and admission strategies which are aimed at attracting women and diverse applicants to join UQ.	CHRO DVCA	Q2 2024
	4.2.3 Data is routinely collected on experience of staff and applicants to UQ positions through surveys conducted at recruitment, one month after commencement and on departure. This data is analysed by gender and diversity attributes and reported annually to SCEDI.	CHRO	Q4 2024

	4.2.4 Induction processes are reviewed and evaluated regularly to ensure they provide adequate and appropriate support in relation to gender and diversity.	CHRO/WDI	Q2 2024
	4.2.5 HR staff are provided with targeted diversity training and resources to enable them to provide advice and support across the key areas of diversity focus.	CHRO/WDI	Q1 2024
4.3 Ensure equitable access for women and other diversity groups to study at UQ	4.3.1 Explore opportunities to improve access to education for women and underrepresented cohorts including through the Queensland Commitment.	DVCA VPACE	Q4 2026
	4.3.2 UQ's web presence situates UQ as a progressive, inclusive place of study for women and other diversity groups.	CMCO	Q1 2026
	4.3.3 Continue and improve the provision of targeted scholarships for women and underrepresented cohorts.	DVCA	Q4 2026

## Objective 5: Foster an inclusive campus culture that advances women and gender-diverse staff and students, recognising and valuing intersecting identities

Action	Measure	Responsibility	Timeframe
5.1 Improve access to and support for flexible work and study arrangements.	5.1.1 Information about flexible working arrangements is readily available to all staff.	CHRO	Q1 2024
	5.1.2 Data on applications under the Fair Work Act and/or under legal provisions for reasonable adjustments routinely collected and reported.	CHRO	Q2 2024
	5.1.3 Data on applications of reasonable adjustments for students is routinely collected and reported.	DVCA	Q4 2026
	5.1.4 Conduct research via student staff partnership on flexibility in study to inform course design.	DVCA	Q4 2026
5.2 Increase awareness and capability of managers in relation to inclusion for staff with disability in UQ processes, particularly women with disabilities.	5.2.1 Managers have a good level of knowledge and capacity regarding the UQ Procedure 1.70.03 Disability Inclusion and Reasonable Adjustment for Staff	CHRO	Q2 2024
	5.2.2 Disaggregated data is collected and included in reports produced about disability related complaints.	CHRO	Q2 2024
5.3 Review and monitor recruitment processes to ensure they are best practice to attract diverse candidates and provide a positive experience for women with disability.	5.3.1 Staff in HR Talent Acquisition have undergone appropriate training in inclusive practice.	CHRO	Q1 2024
	5.4.1 Conduct a communications campaign to increase awareness of the GAL procedure	WDI/AAC/Ally Network	Q3 2026

5.4 Conduct a review of the gender affirmative leave (GAL) procedure and process.	5.4.2 Review the procedural transparency in Workday	WDI/AAC/Ally Network	Q3 2026
	5.4.3 Review the GAL guideline to include clarification on what types of appointments or procedures are eligible	WDI/AAC/Ally Network	Q3 2026
5.5 Increase awareness and capability of staff in relation to access and inclusion support and initiatives for student with disability particularly women with disabilities.	5.5.1 understanding the unique barriers experienced by women and gender diverse students with a disability and identity where interventions are required to improve inclusion.	DVCA	Q4 2026

## Objective 6: Address the under-representation of women and gender diverse staff in STEMM

Action	Measure	Responsibility	Timeframe
6.1 Monitor and report on number of women and gender diverse staff in STEMM by level and organisational unit across UQ.	6.1.1 Gender composition in STEMM fields for recruitment, retention and exit reported annually to GSC.	CHRO	Q1 2024
6.2 Implement and evaluate the effectiveness of a broad range of approaches to address the under-representation of women in STEMM fields at UQ.	6.2.1 Training is readily available for heads of units to support them in workforce planning and targeted recruitment.	CHRO	Q4 2024
	6.2.2 The number of women and gender diverse staff in units where there is over-representation of men has increased.	COO, Provost	Q4 2025
	6.2.3 The number of Indigenous women in STEMM areas has increased.	DVCIE, Provost	Q4 2025
	6.2.4 There are mechanisms established to enhance access for Aboriginal and Torres Strait Islander women to employment in STEMM areas at UQ.	DVCIE	Q3 2024
6.3 Promote UQ's profile as a STEMM employer to enhance recruitment of women and gender diverse staff in STEMM areas.	6.3.1 UQ has inclusive recruitment strategies which are aimed at attracting women and diverse applicants to join STEMM fields at UQ.	CHRO	Q3 2024
	6.3.2 UQ's credentials as a STEMM employer are highlighted in our employer positioning and associated channels and collateral.	CMCO	Q1 2025
	6.3.3 UQ has STEMM focused school initiatives which have good visibility and engagement.	Future Students Australia	Q3 2024

6.4 Increase support and connection for women in STEM and the wider UQ community.	6.4.1 Women in STEM Networks are promoted across UQ.	GSC	Q1 2024
	6.4.2 Women in STEM at UQ have access to appropriate leadership training and mentoring.	CHRO	Q4 2024
	6.4.3 Gender Equality Forums are held regularly to include UQ community in gender inequality discussion, including under-representation of women and gender diverse staff in STEM areas.	GSC	Q3 2023
	6.4.4 Women studying STEM fields have access to appropriate scholarships	DVCA	Q1 2026
	6.4.5 Women studying STEM fields have access to mentoring and network options.	DVCA	Q1 2026

## Objective 7: Ensure a safe, respectful and inclusive campus through the Prevention and Response to Gender-based Violence

Action	Measure	Responsibility	Timeframe
7.1 Secure the support and commitment of senior leaders to primary prevention initiatives.	7.1.1 Senior UQ Leaders have received a briefing articulating the alignment of the vision and goals of the university with primary prevention of gender-based violence.	GSC	Q4 2024
	7.1.2 Training and information is made available to all UQ staff and students, to improve understanding of gender-based violence, its drivers and the role of the university in prevention.	CHRO DVCA	Q4 2025
7.2 Undertake to have transparency in governance processes and data analysis in relation to sexual misconduct involving the UQ community.	7.2.1 The UQ response to Sexual Misconduct for staff and students is clearly mapped and disseminated across UQ.	CHRO DVCA	Q1 2024
	7.2.2 Clear governance processes are developed and shared.	CHRO DVCA	Q1 2024
	7.2.3 Data on sexual misconduct is collected and reported, including the prevalence, nature, reporting, impacts of and responses to sexual misconduct, and identifying trends over time.	CHRO DVCA	Q1 2024
7.3 Develop a staff training and development framework linked to primary prevention framework.	7.3.1 Training/coaching support is delivered for HR Client Partners around sexual misconduct.	CHRO	Q1 2024
	7.3.2 'Inclusive Classrooms' Training for Casual Tutors is made available to all schools/teaching units.	Faculty Executive Managers	Q4 2024
	7.3.3 Resources and training are provided to HDR supervisors.	DVCRI	Q1 2024

7.4 Develop clear sexual misconduct health and safety risk management process	7.4.1 Processes to identify and assess specific workplace risks and industry-specific drivers of sexual misconduct are established.	Director HSW	Q4 2023
	7.4.2 Guidance around control measures to eliminate or minimise the identified drivers and risks for sexual misconduct are developed and disseminated.	Director HSW Director SSWS	Q1 2024
	7.4.3 The effectiveness of control measures to eliminate or minimise the identified drivers and risks of sexual misconduct are regularly reviewed.	Director HSW Director SSWS	Q4 2024
	7.4.4 Reports are provided to VC's Committee on Sexual Misconduct on workplace sexual harassment risks, prevalence, actions to prevent and respond, incident management effectiveness and outcomes, trend analysis and actions.	Director HSW Director SSWS	Q4 2024
	7.4.5 There are robust identification, assessment and control measures in place to manage the risk of vicarious trauma to responding staff.	Director HSW	Q1 2024
7.5 Review UQ's policies, guidelines and processes to address gender-based violence	7.5.1 Trauma informed pathways of support/response are refreshed and widely promoted to staff and students across UQ.	CHRO, DVCA	Q4 2024
	7.5.2 Due to the over-representation of gender diverse people in experiences of sexual misconduct, targeted campaign for the UQ LGBTQIA+ community are promoted in relation to sexual misconduct e.g. New Staff Expo, Sexual Violence Awareness Month.	Chairs of Staff and Student Working Group	Q4 2024
	7.5.3 Domestic and Family Violence (DFV) Support Policy for Staff is developed and introduced, supported by a 'Managing DFV Support for Staff' training Module.	CHRO	Q1 2025

7.6 Contribute to broader community efforts to prevent and respond to gender-based violence.	7.6.1 Identify opportunities to work with local not-for-profit organisations focused on the prevention and response to gender-based violence.	DVCA CHRO	Q3 2026
7.7 Apply a gender equity lens to teaching and learning practice	7.7.1. Explore how gender equality is embedded in curriculum design, assessment, work-integrated learning and student support, and develop recommendations to strengthen gender-inclusive teaching and learning environments.	DVCA	Q4 2026

## Definitions and key components for the Action Plan

<b>Objective</b>	Aim or intent of the group of actions.
<b>Action</b>	What must be done to achieve the objective and desired outcomes. This includes sub-actions and additional requirements or considerations.
<b>Measure</b>	Measure of Success: Evidence that the planned action has been achieved.
<b>Responsibility</b>	<b>Strategic Accountability (SA):</b> Strategic or senior-level accountability/governance for delivery/achievement of the action.
<b>Timeframe</b>	Indicative timeframes for achievement of the action (Q1: Jan – Mar; Q2: Apr – Jun; Q3: Jul – Sept; Q4: Oct – Dec)
<b>Common acronyms</b>	<ul style="list-style-type: none"> <li>• AAC – Ally Action Committee</li> <li>• APD - Annual Performance Development</li> <li>• CHRO – Chief Human Resources Officer</li> <li>• CMCO – Chief Marketing and Communications Officer</li> <li>• COO – Chief Operating Officer</li> <li>• D&amp;I – Diversity and Inclusion</li> <li>• DVCA – Deputy Vice Chancellor (Academic)</li> <li>• DVCIE – Deputy Vice Chancellor (Indigenous Engagement)</li> <li>• DVCRI – Deputy Vice Chancellor (Research &amp; Innovation)</li> <li>• GSC - Gender Steering Committee</li> <li>• HSW – Health Safety &amp; Wellbeing</li> <li>• Leader – for the purposes of this action plan, staff at or above Academic Level C and Professional Level HEW10, unless otherwise specified</li> <li>• PRO – Performance Relative to Opportunity</li> </ul>

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|  | <ul style="list-style-type: none"><li>• STEMM – Science, Technology, Engineering, Maths and Medicine</li><li>• USET– University Senior Executive Team</li><li>• WDI – UQ's Workplace and Inclusion team (staff focused)</li></ul> |
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