



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Institutional Context



**THE UNIVERSITY
OF QUEENSLAND**
AUSTRALIA

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Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet. 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.

1. OVERVIEW

Founded in 1909, The University of Queensland (UQ) is one of Australia's leading research and teaching institutions. We strive for excellence through the creation, preservation, transfer and application of knowledge. For more than a century, we have educated and worked with outstanding people to deliver knowledge leadership for a better world.



Top 50 ranking

Ranked among the world's top universities, we're focused on excellence in all we do.



Awarded teachers

Our teachers are recognised for empowering students to thrive as innovative thinkers and leaders.



World-class research

Our research has global impact. We're finding solutions to the world's biggest challenges.



Community connection

We build connections to our community through sponsorship and partnership opportunities.

Governance

The University of Queensland is a body corporate governed by the [University of Queensland Act 1998](#) and a 22-member Senate representing University and community interests. The Act outlines UQ's many functions and general powers, including its primary function "to disseminate knowledge and promote scholarship".

The Senate is led by the Chancellor, elected by the Senate. It grants Senate-wide powers to appoint staff, manage and control UQ affairs and property, and manage and control finances to promote UQ's interests. Committees support decision making for matters associated with UQ's key functions.

Senate

The University of Queensland Act also establishes the Senate as UQ's peak governing body. The Senate has oversight of structures, policies, processes and planning, as well as reviewing and approving UQ's strategic direction.

University Senior Executive Team (USET)

USET has responsibility for advising the Vice-Chancellor on whole-of-university management, strategic direction, budget setting, oversight of risk and assurance, and organisational culture.

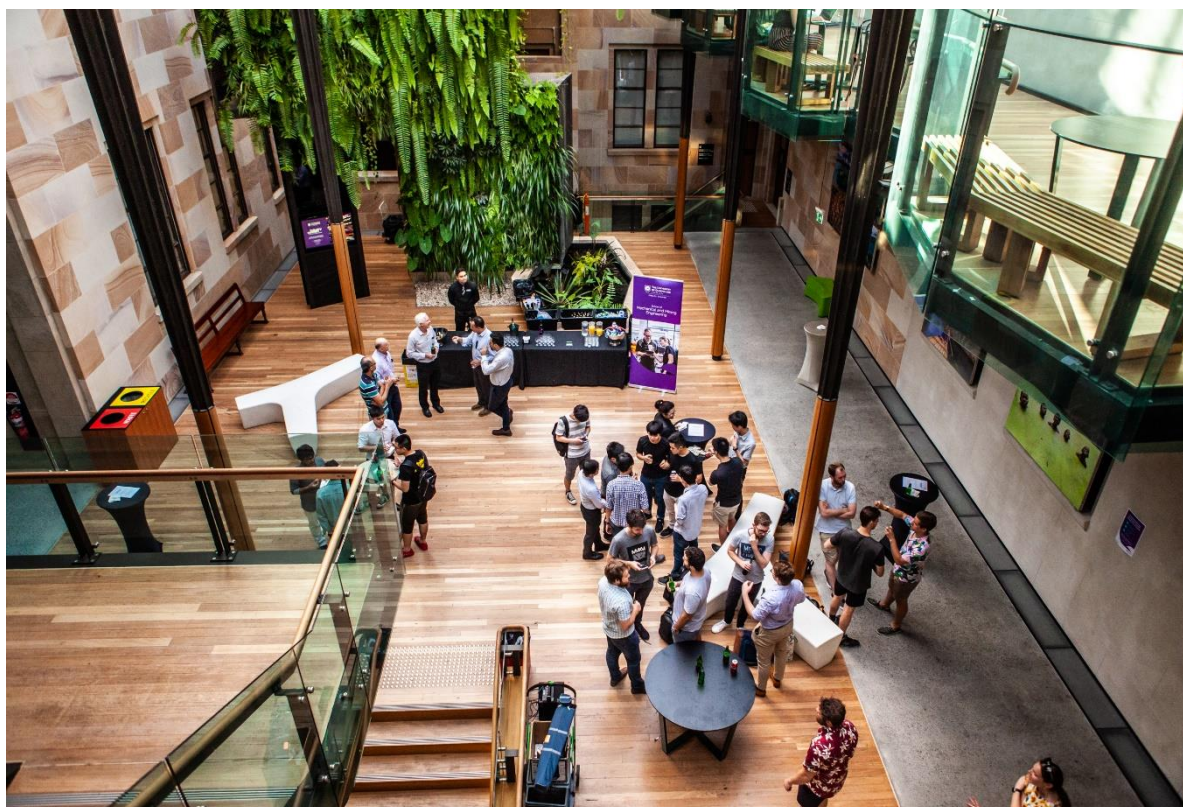
Academic Board

The Academic Board is UQ's senior academic advisory body. The Board formulates policy on academic matters including new programs, teaching, learning and assessment, research, promotions, student academic matters, prizes and scholarships.

Faculties, Schools, Institutes and Centres

Faculties	<ul style="list-style-type: none"> • Faculty of Business, Economics & Law • Faculty of Engineering, Architecture and Information Technology • Faculty of Health and Behavioural Sciences • Faculty of Humanities, Arts and Social Sciences • Faculty of Medicine • Faculty of Science
Institutes	<ul style="list-style-type: none"> • Australian Institute for Bioengineering and Nanotechnology • Institute for Molecular Bioscience • Queensland Alliance for Agriculture and Food Innovation • Queensland Brain Institute • Sustainable Minerals Institute
Sites and Centres	<p>UQ's diverse facilities off-campus include the Translational Research Institute, marine research stations at Heron and Stradbroke Islands, mineral research centre, seismograph station, veterinary and agricultural science teaching and research centres at Gatton, UQ Business School Brisbane City, social science research at Long Pocket, and teaching hospitals, health centres and other medical research facilities.</p>

<https://www.uq.edu.au/about/files/5643/org-chart.pdf>



Strategic Planning

Toward 2032 UQ Strategic Plan 2022-2025

By 2032, UQ will be known as a University that:



A university that delivers highly sought-after graduates, who are prepared for future success through rich and broad educational experiences



A university that leads as a premier provider of high-quality postgraduate and lifelong learning opportunities



A university that leverages the breadth and depth of its research capabilities and vibrant precincts to address the world's most pressing challenges



A university that is a trusted and agile partner widely regarded as a leader in entrepreneurship, knowledge exchange and commercialisation



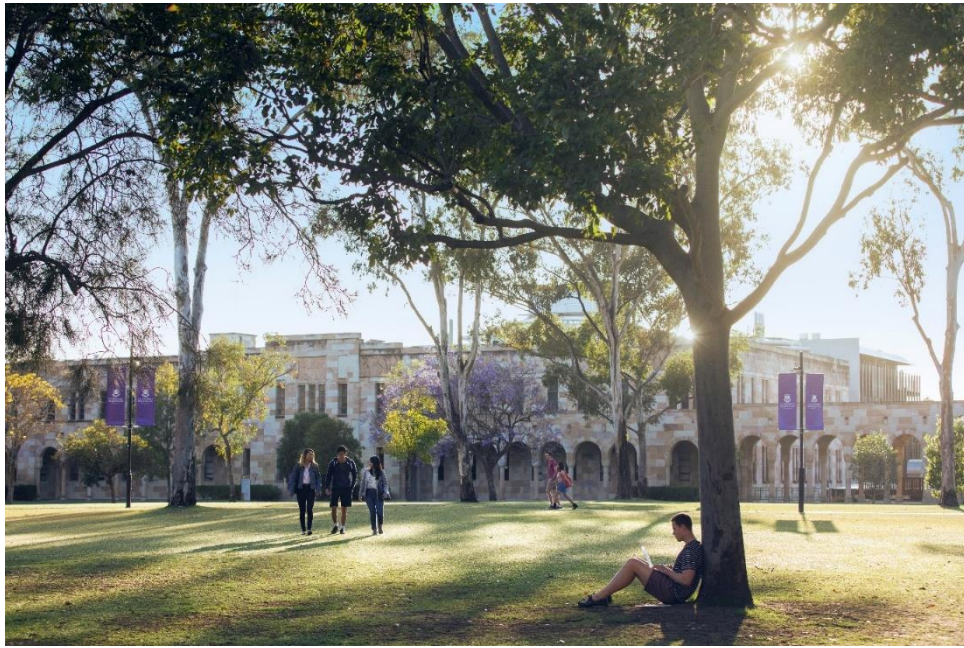
A university that has extensive global reach in education and research with a strong commitment to capacity building in the Indo-Pacific



A university that breaks down barriers to education through the targeted and effective Queensland Commitment



Is values-led, deeply committed to delivering for the public good and supporting our people, leading reconciliation, and embracing different life experiences and perspectives



UQ Campuses

Our vibrant campuses boast world-class facilities, architecturally designed buildings and beautiful grounds. Our students enjoy learning and socialising in inspiring and supportive environments.

St Lucia - Situated on 114 hectares of Brisbane River-bound land, UQ's main campus is a vibrant mix of majestic sandstone buildings and contemporary architecture, landscaped gardens and lakes. It has modern teaching and research facilities, including laboratories, lecture theatres, and Queensland's largest research library.

Gatton - UQ's rural campus, is located in the Lockyer Valley, 87 kilometres west of Brisbane's city centre and has teaching and research facilities in agricultural, environmental and veterinary sciences.

Herston - Located just minutes from the Brisbane CBD, Herston is a hub for UQ's clinical health teaching and research located on the Royal Brisbane and Women's Hospital campus.

Dutton Park - Across the river from St Lucia, Dutton Park is located in a vibrant research and innovation precinct, with an expanding health, biomedical and environmental sciences sector.

2.DEMOGRAPHIC PROFILE

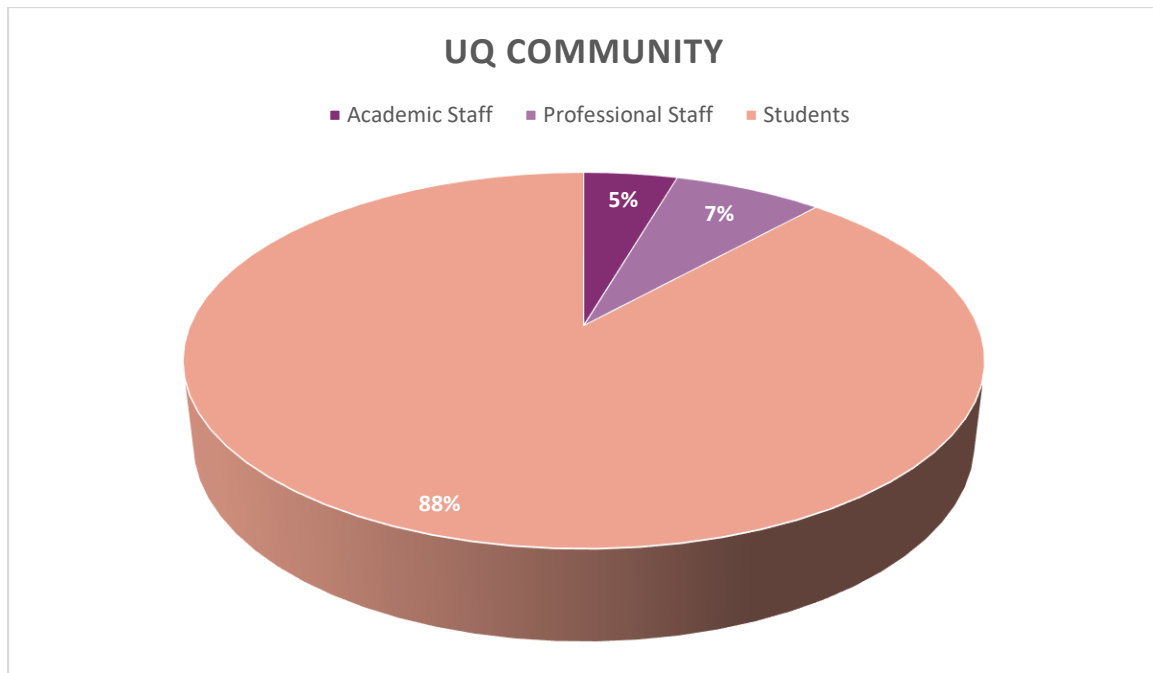


Figure 1: Staff and Students at UQ

Students

The student population has gradually increased from 2020 to 2024. Women make up a higher percentage of the students at 54.12% with men making up 45.49% and non-binary/other students 0.39% of the total student population. Through school programs UQ has continued to encourage applications from women in areas of study dominated by men.

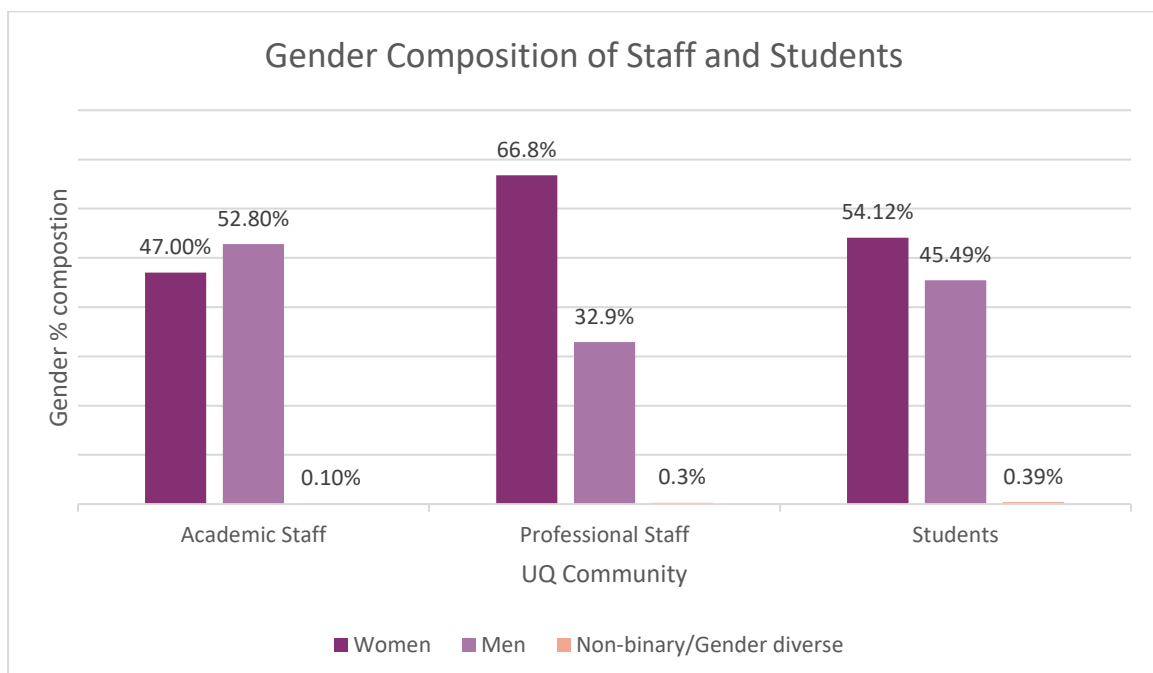


Figure 2: Gender breakdown of staff and students 2024

Academic Staff

UQ has made positive progress in addressing gender imbalance at senior academic levels. One of the goals set from the Bronze plan was to achieve women at 38% of Level D positions and 25% of Level E positions. (Figure 3) This has been achieved, and we are on track to achieve our goal set out in Toward 2032 UQ Strategic Plan 2022-2025 that by 2032 50% of senior positions will be held by women. We will continue to address the gender disparities that remain through a range of interventions.

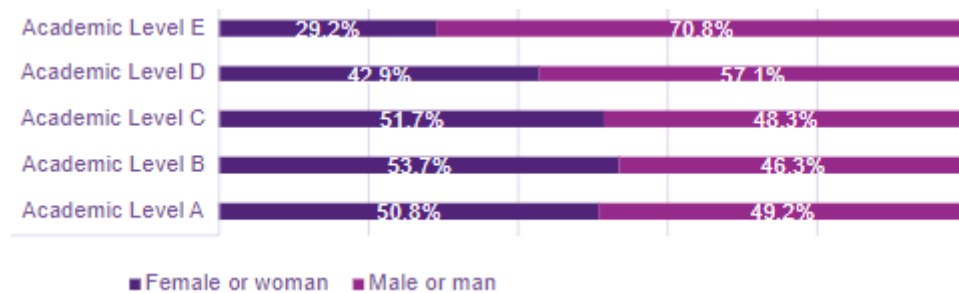


Figure 3: Gender breakdown across academic level, 31st March 2024

Professional Staff

UQ has made good progress in increasing the number of women in senior professional staff roles. A goal from the Bronze plan was to achieve 50% women in HEW 10 positions, which has been achieved. Gender balance has been achieved at Executive level (Figure 4).

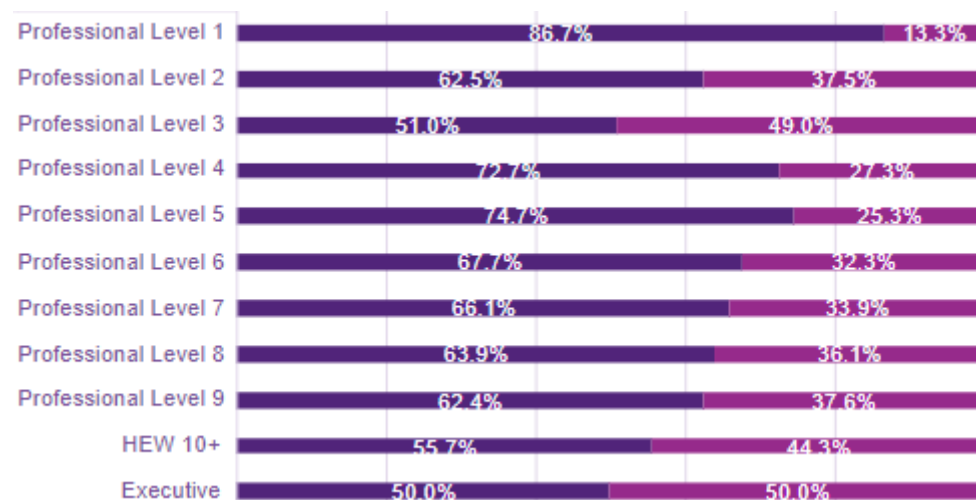


Figure 4: Gender breakdown across professional level, 31st March 2024

3. SAGE ATHENA SWAN JOURNEY

In 2019 UQ achieved their goal of SAGE Athena Swan Bronze Status. This was a culmination of considerable work which carried out from 2016 by the Self-Assessment Team (SAT) and Workplace Diversity and Inclusion (WDI) Team. The SAT transitioned to the Gender Steering Committee (GSC) to manage ongoing Bronze Action Plan implementation, including

Key findings from the Bronze plan

Career transition points: academic staff

There were continuing challenges in relation to recruitment, induction and promotion for academic women. There was inconsistency and evidence of gender bias within certain areas of the recruitment process. Induction could be utilised more as an opportunity to emphasise values, behavioral expectations and diversity/inclusion-information. Women had higher promotion success rates than men, but men were over-represented in senior academic levels.

Career development: academic staff

There was wide variation in application of the promotion process across/within different organisational units and inconsistency in performance development and support for academic women. It was observed that a lack of understanding around performance relative to opportunity (PRO) could result in outcomes which may not properly reflect additional challenges such as caring responsibilities or illness.

Trans and Gender Diverse People

While striving to create a safe, inclusive space for trans/gender-diverse staff and students, more work was required to improve inclusion for this group. This disparity was identified in the 2018 All Staff Survey which measured the percentage of staff who agreed with the statement 'In my work area, I am treated fairly regardless of my gender, age, race, sexuality or other characteristics' 71% of the heterosexual survey participants responded favourably whereas only 66% of LGBTIAQ+ participants did so.

Intersectionality

Women can face additional challenges pertaining to certain attributes, such as disability, cultural background, religion, sexuality, age and other protected attributes. There were limits to better understanding the experiences of diverse women due to the system not facilitating the disaggregation of data and the collection of some diversity demographic information. Cultural and Linguistic Diversity (CALD) is an area requiring additional focus, noting that 46% of STEMM women academics are culturally diverse.

Athena Swan Silver Pathway

In 2022, the GSC reviewed the progress made on the Bronze Action Plan and found there had been significant progress with 75% of actions completed. However, ongoing institutional hurdles were identified to address on the pathway to a SAGE Athena SWAN Silver award.

This led to the development of the Gender Equality Action Plan 2023-2025 (GEAP) (See Figure 5). The GEAP embeds the 5 key barriers to attraction, retention and progression identified through the Bronze accreditation process and includes 2 additional gender equity barriers which surfaced during the review. The GEAP provides 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 plan is part of the University's broader strategic framework, with key gender equity goals included in *The University of Queensland Strategic Plan 2021-2025*.



Athena Swan objectives

Figure 5: Gender equality Action Plan 2023-2025



University of Queensland Gender Steering Committee June 2023 during visit from SAGE team.

The Gender Steering Committee (GSC) is responsible for the development, oversight and implementation of the Gender Equality Action Plan 2023-2025.

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 for staff 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.

4. CONTEXTUAL FACTORS

Throughout 2020 and 2021, UQ responded to COVID 19 pandemic related lockdowns and border closures. The agility and resilience of our staff, students, alumni and partners allowed the University to navigate through this unprecedented period of disruption. However, the pandemic did have a significant impact on the Universities activities and particularly its ability to service foreign students. This impact of international and national lockdowns resulted in an ongoing reduction in budget allocations across the University including voluntary redundancies, non-renewal of short term contracted staff and casuals. This impacted ongoing equity initiatives and the resulting staff demographic profile, with women experiencing a greater impact.

The WDI function at UQ has undergone a number of structural and staffing changes since obtaining the Bronze award. This led to a loss of institutional knowledge and a period of flux as it was moved within different organisational units. The function returned to the Human Resources Division in 2024 with the creation of a new specialist centre for WDI, and the appointment of an Associate Director who is part of the HR Executive Leadership team.

The introduction of a new Human Capital Management System (Workday) in 2022 has created opportunities but also challenges that often follow system changes. The system implementation has been a staged process with increasing levels of functionality now being realised. The forthcoming introduction of diversity dashboards and improvements to equity demographic information will produce future benefits for data collection and analysis and tracking progress.

Despite these challenges, the University has supported the UQ Gender Steering Committee and its mandate to deliver on the Bronze Plan and to move towards Silver accreditation. The University also prioritised a new Annual Performance Development system in 2022, adding definitions and measurable criteria and aligned these criteria to promotions in 2023.