

REVIEW OF ACTIVITIES

## 4. Committing to activities that attract, support and retain a **diverse and inclusive** community of **high-achieving staff** and students

UQ owes its growing global reputation and successes to the strengths and achievements of all staff and students, and so it is imperative that we attract people from a broad mix of backgrounds. Diversity is essential to providing a wide variety of perspectives and experiences. In 2018, UQ continued to address the barriers facing women in academia, Aboriginal and Torres Strait Islander peoples, and students from disadvantaged and remote backgrounds.

**KEY PERFORMANCE INDICATORS**

**DIVERSE COMMUNITY**

**Achievement of an institutional bronze award in the Athena SWAN charter** ▶ Also see page 50

Per cent of senior staff who are women					
	2014	2015	2016	2017	2018
Per cent of HEW10+ professionals who are women	46.2	47.0	47.0	50.7	47.8
Per cent of Level D academics who are women	30.5	32.0	34.4	34.0	35.4
Per cent of Level E and above academics who are women	19.8	19.3	19.5	21.1	22.4

**An increase in the percentage of students who come from low socio-economic or regional/remote backgrounds**

UQ students from regional or remote backgrounds		
	2016	2017
Per cent of UQ students from a low socio-economic background (based on first address – Australian Bureau of Statistics: Statistical Area Level 1)	12.2	11.5
Per cent of UQ students from a regional or remote background (based on first address – Australian Statistical Geography Standard)	17.8	17.6

**An increase in the representation of Aboriginal and/or Torres Strait Islander students within UQ**

UQ Aboriginal and Torres Strait Islander enrolments <sup>2</sup>						
	2013	2014	2015	2016	2017	2018 <sup>3</sup>
Participation ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander <sup>3</sup>	0.22	0.23	0.25	0.27	0.29	0.31
Success ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander <sup>4</sup>	0.88	0.89	0.92	0.92	0.92	0.92

**Improved engagement and commitment among staff to the University's purpose**

Passion/engagement index <sup>1</sup>		
	2011	2015
Per cent of staff who agree	76.0	74.0

**4.1 Develop and implement a Reconciliation Action Plan that ensures UQ builds respectful relationships and opportunities between Aboriginal and Torres Strait Islander peoples and the broader Australian community.**

**Reconciliation Action Plan**  
Following extensive consultation with University executive, staff and students, and representatives from Aboriginal and Torres Strait Islander communities, UQ's inaugural Reconciliation Action Plan (RAP) was officially launched in December. The RAP provides UQ with a framework to realise our vision for reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian community, through practical actions built on relationships, respect and opportunities. At the second stage 'Innovate' level, the RAP enables UQ to both pilot new endeavours and build on existing strategies.

**NAIDOC Music Culture Art Festival**  
Indigenous rapper Baker Boy headlined UQ's inaugural NAIDOC Music Culture Art Festival held at the St Lucia campus in August. Hosted by UQ academic Dr Chelsea Bond and featuring several Aboriginal and Torres Strait Islander performers, artists and dancers—including 98.9FM's Wild Black Women—the festival acknowledged the theme of 'Because of her we can' and recognised the culture and history of Aboriginal and Torres Strait Islander peoples. Food trucks, art, crafts, the screening of Aboriginal filmmaker Trisha Morton-Thomas's *Occupation: Native* film, and the *Defying Empire: 3rd National Indigenous Art Triennial* exhibition, held at the UQ Art Museum, were other highlights that honoured Indigenous culture.

<sup>1</sup> Source: *The Voice* survey, which is conducted periodically. Not measured in 2018. The next iteration is currently planned for 2019.  
<sup>2</sup> Figures for 2018 are preliminary. Data will be finalised in mid-2019.  
<sup>3</sup> Per cent of UQ domestic students who identify as Aboriginal and/or Torres Strait Islander as a ratio against the concentration of Aboriginal and/or Torres Strait Islanders in the state.  
<sup>4</sup> Success rate of UQ domestic students who identify as Aboriginal and/or Torres Strait Islander as a ratio against the success rate of other UQ domestic students.

### 4.2 Significantly improve the gender and cultural balance within the workforce at all levels, within all disciplines and organisational areas.

**Childcare**  
Providing quality, affordable childcare as a measure to assist families to return to and remain in the workforce is a recognised community issue. Similarly, access to affordable outside-school hours and vacation care is a key factor that impacts the career paths and career options available for many parents, but particularly women. UQ is committed to providing support and facilities for staff and students to enable them to manage childcaring responsibilities while pursuing their careers and/or studies. UQ aspires to be an active sector leader in this area and to be a recognised employer of choice. A new 106-place childcare centre on the St Lucia campus will open in early 2019, replacing an existing 72-place centre. The new centre will also have Outside School Hours Care and Vacation Care facilities for 60 children—a first for UQ.



Providing high-quality childcare facilities on campus is important for staff and students who are also parents.

▶ **Related initiative for 4.2**  
**UQ's Human Resources: SAGE Pilot of Athena SWAN program** pg 50

### 4.3 Invest in the capacity of our research workforce by prioritising the development of our high-performing early-career and middle-career academics.

**Early Career Researcher development**  
The Postdoc Training Career Success Program pilot commenced in mid-2018, giving 50 UQ early-career researchers access to online workshops, forums, mentors and membership within a virtual cohort. The program provides tools and resources to complement existing internal resources available to early-career researchers.

November saw the inaugural Early and Mid-Career Researcher (EMCR) symposium themed 'Leading Change'. This symposium was supported by the Pro-Vice-Chancellor (Research Training) and organised by the newly created Early and Mid-Career Researcher Committee group. The symposium was well received by UQ executives and the EMCR community, and the University plans on leveraging from this success for additional events and engagement in 2019.

**Internal research schemes**  
The University continued to build research capacity and capability through investing in a range of internal research support schemes. Those with funding commencing in 2018 included:

- **UQ-FAPESP Strategic Research Fund:** supported scientific and technological cooperation between UQ researchers and researchers from the State of Sao Paulo, Brazil.
- **UQ Foundation Research Excellence Awards:** recognised demonstrated excellence and promise of future success in research and the leadership potential of individual young researchers.
- **UQ Major Equipment and Infrastructure Grants:** supported the acquisition of major research infrastructure and equipment items, particularly where there was demonstrable collaborative gain through its use, and access to similar equipment is limited.
- **UQ Research Facilities Infrastructure Grants:** supported existing major research facilities within UQ, promoting sound planning strategies for the replacement and upgrade of infrastructure, and maintaining a competitive advantage in research capability through greater utilisation of existing major research infrastructure within the University.
- **UQ Early Career Researcher Grants Scheme:** encouraged research by new members of staff, provided limited seed funding as a means of generating external research support, and supported high-quality projects of modest financial cost from early-career researchers.



More than 50 UQ staff, students and friends spelled out the word 'Sorry' during National Reconciliation Week in May, a week of celebration that promotes and argues for reconciliation and the strengthening of relationships between Aboriginal, Torres Strait Islander and non-Indigenous Australians.

- UQ – Universities Australia/DAAD Australia-Germany Joint Research Cooperation Scheme: fostered research collaboration of the highest quality between Australian and German researchers.
- The UQ Advantage Office's Summer and Winter Research Programs, supported more than 650 undergraduate students to gain valuable research experience alongside UQ academics.

▶ Related initiative for 4.3  
**2018 Roll of Honour** pg 6

**4.4 Improve the mechanisms for assessing, developing, recognising, rewarding and improving high performance among academic and professional staff, with a focus on performance in areas of strategic importance.**

**People, Planning, Performance (P3)**  
 Work began in 2018 on the development of an online tool that will provide academic staff with high-quality benchmarking data, which will enable them to reflect on their performance relating to the goals set out in the *Strategic Plan 2018–2021*. This online tool is expected to support an improvement in the University's approach to personal development and feedback. New dashboards for organisational units (schools, faculties, institutes) are also being developed for adoption in 2019, and will replace the old school and institute performance-based frameworks.



June saw the appointment of several senior UQ leaders as executive champions and allies of the UQ Ally Network, in recognition of their commitment to advancing inclusion and diversity at UQ. The executive champions and allies represent a range of priority areas for the University and will support the efforts of the network to advocate, develop and maintain an inclusive environment for people who identify as lesbian, gay, bisexual, transgender, intersex, asexual, and queer (LGBTIAQ+).

**Retention and career development of externally funded fellows**  
 The *Amplify* and *Amplify Women's Academic Research Equity (AWARE)* programs were launched in September 2018 to proactively support recruitment, retention and the career development of externally funded early- and mid-career fellows. The *Amplify* program has positioned UQ more competitively by coordinating and unifying the University's investment by providing for a fixed-term contract at UQ following the conclusion of a researcher's externally-funded Fellowship. The *AWARE* program supports the careers of primary caregivers by lessening the impact of periods of parental leave on UQ researchers who were successful in obtaining an externally funded research Fellowship.

**Valuing teaching**  
 In the 2017 national Student Experience Survey, an 83 per cent result on the measure of Overall Teaching Quality placed UQ fourth nationally and first among the Go8 on this measure.

UQ's membership of the Higher Education Academy (HEA) Fellowship scheme was approved in 2018, and the University received Advance HE accreditation for the Graduate Teaching Associates (GTA) and HEA@UQ programs.

The Valuing Teaching Steering Group, a working party to review the Qt-index and teaching metrics, was set up by the Teaching and Learning Committee. The working party's report will provide timely information to the 'People, Planning, Performance' working group.

▶ Related initiative for 4.4  
**UQ's Human Resources: SAGE Pilot of Athena SWAN program** pg 50

**4.5 Significantly increase the representation of students from under-represented backgrounds, including those from rural, regional and interstate locations as well as those facing socio-economic disadvantage.**

**Scholarships**  
 The UQ Young Achievers Program celebrated its 10th year of operation in 2018 and in December welcomed its 100th graduate from UQ. The program has seen almost 1000 students welcomed, 300 of whom are studying at UQ and a further 250 in the at-school component of the program. Through the generous support of donors, each Young Achiever student receives a \$7000 scholarship per year for up to four years during their studies at UQ. QTAC and college application fees are also paid. Atira Student Living generously sponsored many Young Achievers by providing both discounted and complimentary accommodation places, and many residential colleges provided part-funded accommodation grants. Young Achievers is open to 55 state schools, most of which are located in regional and remote locations of Queensland, and all students are either financially disadvantaged, are first in family, or identify as Indigenous or from the Torres Strait.

Now in its fifth year of operation, *InspireU* is a tertiary aspiration-building program for Aboriginal and Torres Strait Islander secondary school students. The program involves a series of residential camps themed around the professional disciplines of Engineering, STEM, Health Sciences, Business, Law and Education, and has had 600 participants since its inception. In 2018, six camps were held for 72 participants.

**Outreach**  
 A particular focus of UQ's outreach and engagement program in 2018 was on building relationships with Aboriginal and Torres Strait Islander communities in regional and remote Queensland. UQ's outreach and engagement team from the Aboriginal and Torres Strait Islander Studies Unit (ATSISU) met with communities throughout Central, North and Far North Queensland; Wide Bay Burnett; and the Darling Downs regions to promote opportunities at UQ. The Student Relations team in the ATSISU continue to work with communities to promote study

opportunities at UQ, and administer an alternative entry scheme for Aboriginal and Torres Strait Islander applicants. UQ provides a range of scholarship opportunities for Indigenous students to assist with start-up costs and for relocation from regional and remote areas, and also to encourage participation in disciplines of strategic priority.

**4.6 Attract and develop a high-achieving cohort of students through enriched learning and personal development experiences.**

**Scholarship strategy**  
 UQ's scholarship strategy is currently being redeveloped to align with the strategic goals and ambitions of the University. Our aim is to attract and support all high-performing students from different socio-economic and cultural backgrounds who align with and champion UQ's values of pursuit of excellence, creativity and independent thinking, honesty and accountability, mutual respect and diversity, and supporting our people.

**Global Scholars**  
 The Global Change Scholars Program is an initiative designed to produce research leaders and encourage interdisciplinary interaction and experiences. Graduates of the program possess deep understanding of global trends, the challenges and opportunities they present, and an awareness of how to drive the changes necessary for building a sustainable future. Learning side-by-side with students from other disciplines, Global Change Scholars are exposed to the latest thinking on global change from internationally renowned academics as well as captains of industry, and political and societal leaders. 2018 saw the second cohort of Global Scholars commence.

**ilab**  
 Offering a range of hands-on programs to give young entrepreneurs the skills, connections and seed funding required to create a startup, UQ's ilab program has attracted more than \$57 million from investors since its inception in 2001. 2018 saw the continuation of its pitch nights, collaborative workspaces, Entrepreneur in Residence, and summer and winter internships, as well as extending the Germinate Startup Accelerator program.

▶ Related initiatives for 4.6  
**1.5 Student Hub** pg 19  
**3.3 Brand refresh** pg 26  
**3.4 CX implementation** pg 26



UQ Business School alumnus and founder of iPLAN Consulting, Shane Chidgzy, (pictured above) established a prize to encourage budding UQ entrepreneurs to pursue their dreams, with an annual award of \$5000 to be given to the best performing startup in UQ's ilab Germinate startup accelerator program. The 2018 inaugural prize was won by PhD student Michael Mersiades, founder of Chatloop, an app for connecting people from a refugee background to trained volunteers through a messaging system for convenient language practice.



Attending an InspireU camp is a great way for Aboriginal and Torres Strait Islander students in Years 9–12 to 'test drive' UQ. Pictured here are students participating in 'a day in the life of a scientist' at the QIMR Berghofer Medical Research Institute, Herston.