

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 attracting people from a broad mix of backgrounds ensures a wide variety of perspectives and experiences. In 2019, 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						
Improved engagement and commitment among staff to the University's purpose						
Passion/engagement index¹						
	2011	2015	2019			
Per cent of staff who agree	76.0	74.0	77.0			
Achievement of an institutional bronze award in the Athena SWAN charter ▶ Also see page 36						
Per cent of senior staff who are women						
	2015	2016	2017	2018	2019	
Per cent of HEW10+ professionals who are women	47.0	47.0	50.7	47.8	49.4	
Per cent of Level D academics who are women	32.0	34.4	34.0	35.4	34.6	
Per cent of Level E and above academics who are women	19.3	19.5	21.1	22.4	24.4	
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	2018			
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	11.1			
Per cent of UQ students from a regional or remote background (based on first address - Australian Statistical Geography Standard)	17.8	17.6	17.5			
An increase in the representation of Aboriginal and/or Torres Strait Islander students within UQ						
UQ Aboriginal and Torres Strait Islander enrolments²						
	2014	2015	2016	2017	2018	2019
Participation ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander ³	0.23	0.25	0.27	0.28 ⁵	0.30 ⁵	0.34
Success ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander ⁴	0.89	0.92	0.92	0.92	0.91 ⁵	n/a

¹ Source: *The Voice* survey.
² Figures for 2019 are preliminary. Data will be finalised in mid-2020.
³ 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.
⁴ 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.
⁵ Figures updated that were previously preliminary.

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.

Indigenous engagement
 Following the launch of UQ's (Innovate) RAP in December 2018, several initiatives were implemented during the year, including:

- launching UQ's inaugural Indigenous Alumni Network and a program of future engagement
- holding a number of events with a reconciliation focus across the University
- conducting the Aboriginal and Torres Strait Islander Research Capability Showcase during UQ's Research Week
- launching UQ's *Indigenous Employment Strategy 2019-2022*, which incorporated a number of high-level appointments including Associate Deans (Indigenous) in the Faculties of Medicine and Humanities and Social Sciences
- appointing Reconciliation Action Coordinators and/or faculty committees to ensure RAP outcomes are delivered
- continuing InspireU outreach activities
- signing a Memorandum of Understanding with the Quandamooka Yoolooburrabee Aboriginal Corporation to continue studying humpback whales at Minjerribah (Stradbroke Island)
- establishing regular institute and faculty meetings to discuss RAP progress and to consider training and activities such as research scholarships, academic pathways programs, and regional science and neuroscience outreach events
- offering a new range of scholarships and other support mechanisms for Indigenous students

- displaying Aboriginal and Torres Strait Islander flags
- developing a list of Indigenous suppliers
- producing a standard template for Acknowledgement of Country words.

UQ NAIDOC Music Culture Art Festival
 The second NAIDOC Music Culture Art Festival was held at the St Lucia campus in August. Featuring several Aboriginal and Torres Strait Islander performers, artists and dancers—including Yirmal, Balairi and Ziggy Ramo—the festival acknowledged the theme of 'Voice. Treaty. Truth. Let's work together for a shared future.' and recognised the culture and history of Aboriginal and Torres Strait Islander peoples. Art, crafts, language and writing workshops, the screening of *Blue Water Empire*, and the *Weaving the way* exhibition, held at the UQ Art Museum, were other highlights that honoured Indigenous culture. The event included an academic program of discussions and panels. Events were also held at UQ Gatton and Herston.

▶ Related initiatives for 4.1	
1.5 Vibrant campuses	pg 18
3.3 RAP artwork	pg 25

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

Gender and cultural balance
 UQ has managed to increase the percentage of Level E and above academics who are female from 19.3 per cent in 2015 to 24.4 per cent in 2019. The number of full-time and part-time Indigenous staff overall has also risen, from 50 in 2015 to 89 in 2019.



UQ MPhil student Graham Akhurst (second from left) was the first Indigenous recipient of the Fulbright WG Walker scholarship and used the prize to study a Master in Fine Arts (Creative Writing) at Hunter College, New York. He is pictured at the award ceremony with Professor Peter Høj, AC; Professor Bronwyn Fredericks; Dr Paul Harpur; David Klyne and Liam Brownlie.

AWEI Silver Employer Award
 Following an annual audit of all LGBTIAQ+ inclusion work undertaken in the previous year, UQ was awarded Silver Employer status in the Australian Workplace Equality Index (AWEI), a national LGBTIAQ+ inclusion benchmarking process led by Pride in Diversity. As well as hosting several events to raise awareness of LGBTIAQ+ days of significance, UQ ran Ally workshops, trained senior managers on LGBTIAQ+ inclusion, and refined several organisational policies and procedures to be more inclusive of UQ's sex, gender and sexuality diverse communities, including the UQ *Guide to gender affirmation in the workplace* and UQ *Guide to inclusive language* documents. In addition, the UQ Ally Network grew from 170 in August 2018 to 476 over the course of 2019, and now represents roughly seven per cent of the UQ staff cohort.

Child care
 A new 106-place childcare centre on the St Lucia campus opened in September 2019, replacing the existing 72-place Playhouse centre. It also provides Outside School Hours Care and Vacation Care facilities for 60 children—a first for UQ. UQ has now completed three new childcare centres since 2012.

Gender equity in STEM
 UQ received the Athena SWAN Institutional Bronze Award in September as part of the Science in Australia Gender Equity (SAGE) initiative. A range of activities aimed to improve gender equity and implement the SAGE Action Plan at UQ in 2019. This has included the establishment of a UQ Gender Steering Committee, made up of 23 members who reflect UQ's diversity. The Institute of Molecular Bioscience ensured a 50:50 male/female ratio for Group Leader position interviewees. The Queensland Brain Institute (QBI) established an Equity and Diversity Committee to consider initiatives such as child-friendly meeting

spaces and times, structured mentorship programs, carer's budget, mobility grants, 'independence fellowships', grant-writing support, and increasing the proportion of females participating in QBI events.

▶ Related initiative for 4.2	
UQ's Organisational and leadership development	pg 35
UQ's Human Resources: SAGE Pilot of Athena SWAN program	pg 36

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

Researcher development program
 Alongside existing professional development and training offerings, 2019 initiatives included:

- a series of workshops on Reproducibility and Responsible Research Conduct
- funded career training for 50 UQ early-career academics through the Postdoc Career Success program
- the UQ Early and Mid-Career Researchers Committee delivered events that recognised research achievements, facilitated network building, and drove engagement with university leadership. The committee also launched a career development support Roadmap and Action Plan for 2019-2021.

Internal research schemes
 The University continued to build research capacity and capability through investing in a range of internal research support schemes, including:

- **UQ Laureate Fellowships Scheme:** which was established to leverage investment and incentivise continued commitment towards attracting Australian Laureate Fellowships
- **UQ Early Career Researcher Grants Scheme:** which 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
- **UQ Foundation Research Excellence Awards:** which recognised demonstrated excellence and promise of future success in research and the leadership potential of individual young researchers.
- **One UQ Research Infrastructure Investment Scheme:** which supported the strategic acquisition of research infrastructure



As well as academic and equity scholarships, UQ offers sports scholarships for elite athletes. Pictured here is UQ psychology student Gabriella Palm, member of the Australian water polo team and UQ sports scholarship recipient.

- UQ Amplify and Amplify Women's Academic Research Equity (AWARE): which proactively supported the recruitment, retention and career development of externally funded early- and mid-career fellows through providing fixed-term contracts and lessening the impact of parental leave
- UQ's Student Employability Centre's Summer and Winter Research Programs, which supported 591 undergraduate students to gain valuable research experience alongside UQ academics.

► Related initiative for 4.3
2019 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)
UQ's current Strategic Plan commits the University to developing and improving academic staff performance. To achieve this objective, the P3 project has developed Individual Activity Profiles for academic staff. With the first data release (May) academic staff were invited to reflect on their performance across a range of indicators associated with research, HDR supervision, teaching and learning contributions, and grants. The second release (October), included new datasets in both teaching (course coordination) and research (collaboration networks) domains.

It was also communicated to staff that from 2020 there will be an expectation that colleagues refer to their Profiles in appraisals and other performance conversations.

Fellowships
In 2019, two UQ staff members were elected as Fellows of the Australian Academy of Science (AAS), four to the Academy of Social Sciences in Australia (ASSA), two to the Australian Academy of Technology and Engineering (ATSE), one to the Australian Academy of the Humanities (AAH) and four to the Australian Academy of Health and Medical Sciences (AAHMS). At present, 189 UQ staff (including honorary and adjunct appointments) and emeritus professors are Fellows of Australia's five learned academies: AAS, AAHMS, ASSA, ATSE and AAH.

HEA Fellowships
In 2019, the HEA@UQ Accredited program was reviewed by the governing body, Advance HE. This milestone was required for ongoing accreditation. Following the review, a change to UQ governance arrangements was approved to reduce the time between assessment of an application and award of a fellowship and to align UQ governance processes with arrangements at other universities. HEA Fellowship provides a measure of success in teaching that is recognised internationally. Since joining the HEA Fellowship program in 2017, UQ has now accredited more than 270 HEA Fellows.

Secondments, sabbaticals and awards
A number of units within the University arranged for staff to participate in industry secondments—including with the Department of Natural Resources, Mines and Energy—or invited international academics to enjoy sabbaticals at UQ to pass on expertise. Visitors came from

the University of Eastern Finland and the European Centre for International Political Economy, among others. The Faculty of Business, Economics and Law launched a new research awards scheme in September.

Focus on Institute staff
Following the release of a service framework for staff in the Queensland Brain Institute, Institute for Molecular Bioscience and the Australian Institute for Bioengineering and Nanotechnology, all unit heads and floor managers attended mental health first aid courses to boost their resilience. This was the first in a series of training workshops to develop professional and managerial skills.

► Related initiative for 4.4
UQ's Human Resources: SAGE pg 36
Pilot of Athena SWAN program

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
For many talented students, the cost of attending university prevents them from pursuing their higher education goals. To inspire donors to support these aspiring students needing to transform their lives, UQ is investing \$15 million to match donations over \$50,000, dollar for dollar, when directed towards the creation of a needs-based endowed scholarship.

The UQ Young Achievers Program celebrated its 11th year of operation in 2019 and in December welcomed its 125th graduate from UQ. The program has welcomed more than 1200 students since 2009, 300 of whom are studying at UQ and a further 250 in the at-school component of the program. 50 UQ students are recruited every year as voluntary mentors to support Young Achievers through the program. Through the generous support of donors, each Young Achiever student receives a \$7000 per year scholarship for up to four years during their studies at UQ. QTAC and college application fees are also paid. Atria 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.

Working in partnership with the Office of the Pro-Vice-Chancellor (Indigenous Engagement), the Graduate School continued to fund the Aboriginal and Torres Strait Islander Scholarship, seeing further growth in the PhD cohort to reach 34 (up from 12 in 2017).

Outreach
UQ's Outreach and Engagement team from the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit met and connected with schools, Community and state government throughout Central, North and Far North Queensland; Wide Bay Burnett; and the Darling Downs regions to promote opportunities at UQ and the ATSIS Unit services and outreach and engagement programs, including InspireU. The Student Services team in the ATSIS Unit continues to connect, build relationships and work with Community to promote study opportunities at UQ, and administers the Admissions Pathways program for Aboriginal and Torres Strait Islander applicants seeking entry to undergraduate programs or the Doctor of Medicine. UQ provides a range of scholarship opportunities for Indigenous students to help make university experiences more affordable.

The scope of UQ's general outreach engagement program extends to low SES, regional and remote cohorts through the Queensland Widening Participation Consortium. Consortium-coordinated school outreach activities involve UQ working with a cluster of local low SES schools, focusing on activities with Year 6-12 students including demystification and awareness-raising, on-campus experiences, curriculum enrichment, career development, and information on access, scholarships and financial support.

InspireU
Now in its sixth 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 more than 600 participants since its inception. In 2019, four camps were held for 68 participants.

Student retention and success
In 2019, UQ re-articulated its student retention initiatives through the *UQ Student Retention and Success Strategy 2019-2021*. Drawing from both the Teaching and Learning Plan and the Student Life Plan, the strategy brings the addition of an Early Recognition System to help students at risk of attrition.

► Related initiative for 4.5
4.1 Indigenous engagement pg 26

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

Ventures
Following the launch of UQ's *Entrepreneurship Strategy 2018-2022*, Ventures was introduced in March to bring together UQ's entrepreneurship initiatives including Idea Hub (*Grow your idea*), the Startup Academy (*Test the market*) and ilab (*Make it a reality*).

Ventures provides extracurricular programs, networking opportunities, 24/7 secure space, and mentoring to enable students to think and act like entrepreneurs - from idea generation through to market validation, and from launching a startup or social enterprise to scaling it up. Highlights include the Startup Adventures program, which provides a unique experience for UQ students to be based at some of the world's leading startup hotspots—including Shanghai, Tel Aviv, San Francisco and Singapore—and also, the ilab accelerator program, which provides intensive support for entrepreneurs to grow a startup or social enterprise, including equity-free grants, seminars, tailored mentoring and introductions to investors.

UQ's Chief Student Entrepreneur and Ventures entrepreneurs-in-residence are available to provide support, and a wide range of hackathons, competitions and challenges are held throughout the year. Ventures programs support the next generation of entrepreneurs to challenge



The Market Day stall for the launch of Ventures, UQ's support for student entrepreneurs.

convention and thrive through times of change, either within existing organisations, or in the creation of new ones.

Western Civilisation
A Memorandum of Understanding and a philanthropic agreement were signed with the Ramsay Centre for Western Civilisation in August, enabling a major in Western Civilisation to be introduced in two programs, specialist staff to be appointed, and a range of new student scholarships to be offered.

► Related initiatives for 4.6
1.5 Student Hub pg 18
3.3 Rankings strategy pg 25
3.4 CX program pg 25



At the signing of the Memorandum of Understanding with the Ramsay Centre for Western Civilisation are Professor Simon Haines; Dr Stephen McInerney; John Howard, OM, AC; Professor Heather Zwicker; Peter Varghese, AO; Professor Tim Dunne and Professor Peter Høj, AC.