



SDG 10 Reduced Inequalities

Overview

UQ exists to deliver for the public good through excellence in education, research and engagement with its communities and partners – locally and globally. UQ aims to reduce inequalities across its educational and research activities, operations and community engagement.

UQ is committed to breaking down barriers to education through the targeted and effective [Queensland Commitment](#), which seeks to ensure equitable access to education for all across Queensland, including the most underrepresented groups, with an immediate focus on students from low socio-economic backgrounds, regional or remote areas, and those identifying as Aboriginal and Torres Strait Islander. UQ aims to ensure that all students who want to study at UQ are supported to pursue an education – regardless of financial circumstances and geographic location.

UQ values equity, diversity and inclusion, and seeks to attract and retain high-quality students and staff from a range of backgrounds. The University is committed to identifying and addressing areas of underrepresentation among students and staff and aims to provide a respectful and healthy study, research and work environment for all. These initiatives are underpinned by the [Stretch Reconciliation Action Plan \(RAP\)](#) and [Disability Inclusion and Innovation Plan \(2024-2026\)](#) which articulate UQ's aspiration to become a national and international leader in disability inclusion, and are underpinned by the United Nations Convention on the Rights of Persons with Disabilities.

UQ's research agenda, supported by the [Research Roadmap 2023-2032](#), aligns with SDG 10 by prioritising social equity, inclusive innovation, and community-informed inquiry, supported by institutional frameworks that promote open access and collaborative partnerships.

Progress made in 2024 towards SDG 10 is reported here with reference to the following domains and enablers from [UQ's Strategic Plan 2022-2025](#):

- Learning and student experience
- Research and innovation
- Our global profile
- Our people.

Related SDGs

- [SDG 1 No Poverty](#)
- [SDG 8 Decent Work and Economic Growth](#)
- [SDG 14 Life Below Water](#)
- [SDG 15 Life on Land.](#)

Specifically, case studies on health inequality, education inequality and gender inequality are provided in UQ's associated reports on SDG 3 Good health and wellbeing, SDG 4 Quality Education, and SDG 5 Gender Equality.

Learning and student experience

With a focus on inclusivity and equity, and recognising and enabling the strengths of all, UQ empowers students from all backgrounds to thrive throughout their learning journey. UQ embraces an inclusive educational culture that values diversity and enhances intercultural competence.

Student recruitment, applications and admissions

Admission to UQ is primarily based on prior academic achievement to ensure it is merit based. However the University recognises that some cohorts will have experienced educational disadvantage and their secondary schooling results or other measures of achievement may not truly reflect their academic potential.

UQ regularly tracks student applications and progress through a range of standard business intelligence reports. This includes The Queensland Commitment Student Lifecycle Metrics Report, introduced in 2024, which enables data-driven actions to track and celebrate progress in admissions, enrolments, academic performance and completion rates for students from Indigenous, low socio-economic and regional or remote backgrounds. Metrics are also collected on other underrepresented cohorts, including students who are:

- first in their family to attend university
- from a non-English speaking background
- women enrolled in non-traditional disciplines (e.g. engineering, science, IT).

UQ also implements deliberate strategies to recruit students from underrepresented groups by dismantling barriers that would normally obstruct their access to university. UQ's admission schemes recognise educational disadvantage and provide admissions adjustments – including for underrepresented groups such as regional and remote and Aboriginal and Torres Strait Islander candidates – by modifying their Australian Tertiary Admission Rank (ATAR) scores or original selection rank. The schemes include:

- [The School Opportunity Scheme](#) which boosts a student's selection rank by 2 or 4 adjustments based on a school's Index of Community Socio-Educational Advantage (ICSEA) value
- [The Rural Access Scheme](#) which recognises that rural and remote areas often have less access to educational opportunities, and enables eligible students to receive 2 adjustments to help boost their selection rank into undergraduate programs
- [The Aboriginal and Torres Strait Islander Admission Scheme](#) which offers 5 adjustments to Aboriginal and/or Torres Strait Islander people.

[The Queensland Commitment Roadmap](#) also provides a clear and actionable plan to achieve UQ's 2032 targets of recruiting 30% of students from regional, remote or low socio-economic backgrounds, and of ensuring that the proportion of domestic students

identifying as Aboriginal and Torres Strait Islander reflects the representation of Aboriginal and Torres Strait Islander people in Queensland. In 2024 UQ took steps towards this by:

- collaborating with Inspiring Australia, Queensland Department of Education, Queensland Firebirds, Aboriginal and Torres Strait Islander Aspirations Program, Solid Pathways, Queensland Aboriginal and Torres Strait Islander Foundation, Education Pathways Indigenous Corporation and others to deliver local and regional events that supported community links and engaged with more than 2,000 Year 7-12 students.
- continuing the [Young Achievers Program \(YAP\)](#) which is aimed at students in Years 11 and 12 who are from partner schools and come from families with low-income financial status. It provides mentorship, financial support, and personal growth and leadership opportunities.
- continuing the [InspireU program](#) which brings Aboriginal and Torres Strait Islander high school students from across the state to campus for university experiences. These range from one-day excursions to week-long camps themed around disciplines such as engineering, science, and health sciences. The program is designed to raise aspiration, demystify previously held misconceptions, break down barriers about university, and empower students to not only see themselves at UQ, but also be adequately informed to navigate the subject selection and application process.
- continuing the [UQ Link Scholarship](#) (renamed the Queensland Commitment Scholarship) which provides assistance to future students who have experienced educational disadvantage as a result of financial hardship.

Curriculum

UQ celebrates [diversity and inclusion](#) to create a supportive learning environment for everyone. These values are at the heart of UQ's social work programs, teaching students how to respect, understand and help people from different backgrounds and diverse communities. The [Bachelor of Social Work](#) prepares students to support people of all races, ethnicities, genders, sexual orientations, and ages, tackling inequalities and making a positive impact on people's lives. Key focus areas include children, youth and family; health and ageing; and mental health.

In addition, UQ's [Bachelor of Social Science](#) addresses key social issues: rising poverty, homelessness, racial injustice, gender inequality, increases in loneliness and mental illness, the social and environmental causes of disease, and the social impacts of climate change. The program offers:

- [Development Major](#)
- [Environment and Society Major](#)
- [Health and Social Policy Major](#).

The UQ [Bachelor of International Studies](#) includes a major in [International Inequality and Development](#) which covers key issues, concepts and approaches to global development, inequality and poverty in historical and contemporary contexts. Students are also introduced to the role of different actors and agencies in development, ranging from international institutions to community groups.

Through the foundational sociology course [Inequality, Society and the Self \(SOCY1070\)](#) students apply their developing sociology skills to real-world problems and injustices such as gender discrimination, racism, and income inequality, in Australia and globally. This is an issues-based course with a collaborative environment that invites students to apply their sociological imaginations to think about how power, social structure, and identity work to create and resist social inequalities. As part of the [UQ Graduate Statement and Graduate Attributes](#), the course is showcased as an attribute in practice for “Courageous Thinkers”.

Research and innovation

UQ research tackles inequality and drives social change through powerful partnerships and community-led research, collaborating across sectors to create real impact. UQ is partnering with government, NGOs, and communities to break down systemic barriers and co-design solutions that work in the real world. UQ Research supports reconciliation and Australia’s commitment to capacity building across the Indo-Pacific.

In 2024 UQ research contributing to progress in SDG10 centres around 3 broad categories:

- investigating systemic barriers to inclusion
- Indigenous futures
- supporting disability and neurodiversity inclusion.

Investigating systemic barriers to inclusion

- **The ARC Centre of Excellence for Children and Families Over the Life Course.** Led by UQ, the national [Life Course Centre](#) investigates the ways in which deep and persistent disadvantage endures within families and across generations. The Centre generates evidence-based research to develop new knowledge, technology and practices to benefit those living in, or at risk of, disadvantage. Bringing together a multi-disciplinary network of national and international collaborators, the Centre aims to identify the drivers of deep and persistent disadvantage and develop and trial new solutions in policy and practice, as well as build capacity across academic, government and non-government organisations. Several of the Centre’s 2024 activities directly influenced government policy and strategy development. For example, [research by Centre members](#) was included in the Productivity Commission’s report, *Fairly equal? Economic mobility in Australia* published July 2024. The report uses research by a range of Life Course Centre Chief Investigators, Research Fellows, Partner Investigators and Affiliates, to help inform analyses of poverty, inequality, intergenerational mobility, economic growth and opportunities for equality.
- **Evaluating effectiveness of integration outcomes for refugees.** From 2022-2025 UQ’s Institute for Social Science Research is partnering with the Australian Institute for Family Studies to develop a new approach to [evaluate the Community Refugee Integration and Settlement Pilot \(CRISP\)](#) and Community Support Program (CSP). The Australian Government Department of Home Affairs commissioned this work to assess how well CRISP and CSP are working in achieving strong integration outcomes for refugees compared to existing programs such as the long-running

Humanitarian Settlement Program (HSP). This evaluation sources input from all parties involved and will use both existing data and new surveys and interviews to examine the programs' effectiveness. The goal is to use this feedback to inform program improvements for future participants and achieve strong integration outcomes for refugees.

- The **Centre for Communication and Social Change (CfCSC)**. Based within UQ's School of Communication and Arts, the CfCSC researches, teaches and designs communication processes, techniques and media that facilitate social, economic and technological development in sustainable and equitable ways. Its research examines themes like engagement for SDGs, advocacy and the public good, and communication for climate action. In August 2024 the Centre held a Masterclass in Communication for Social Change (CSC) at UQ's St Lucia campus. The workshop aimed to foster a critical awareness of the researcher's role and the ethical implications of research in social change contexts, and to enhance participants' skills to conduct research that critically examines communication processes and their impact on social change. CfCSC also partners internationally, with UQ students undertaking fieldwork opportunities in July and November 2024 at Indonesian institutions as part of the PEATLI (Poverty, Environment, Equality, Community Engagement And Transdisciplinary Learning - Indonesia) Project, conducted in collaboration with the Research Centre for Social Welfare, Villages and Connectivity of the Indonesian National Research and Innovation Agency (KSDK-BRIN) and Brawijaya University.
- The **Social Change Lab**. Hosted by UQ's School of Psychology, the Lab is a diverse group of social psychology researchers who share an intense curiosity about social life and want to make the world a more peaceful, inclusive, generous, and sustainable place. Key 2024 initiatives included an interactive workshop for National Reconciliation Week in partnership with Amnesty International – where students and academics had the opportunity to present key insights on the psychology of allyship – and funding for a 3rd wave of the Lab's longitudinal survey on Queensland's social and political attitudes, leading to PhD research, interdisciplinary collaborations, and the project's first publication in *Global Environmental Change*.
- **Supporting place-based solutions to complex social needs.** UQ's Institute for Social Science Research (ISSR) was a foundation partner, along with Collaboration for Impact (CFI) and the Australia and New Zealand School of Government (ANZSOG) in designing, testing and establishing the National Centre for Place-Based Collaboration (Nexus Centre). Funded by the Australian Government Department of Social Services, the Nexus Centre is envisaged to be an independent, non-government entity established with bi-partisan support and focused on working with and across governments, communities, and stakeholders around Australia to amplify the effects of place-based initiatives to build thriving communities and drive change at the systems level. During 2023-2024 the ISSR team conducted foundational work to inform the Centre's establishment, adopting co-design and participatory approaches as a means of understanding the systems from multiple perspectives.
- **Evaluation of the Extended Post Care Support program.** Funded by the Department of Child Safety, Seniors and Disability Services, UQ's Institute of Social Science Research (ISSR) began evaluation in 2024 on the early impact of the Extended Post Care Support (EPCS) program, including outcomes for young people,

system impacts, and potential avoided costs. The project aims to develop an evidence base to enhance service delivery and outcomes for young people supported by EPCS, particularly those living independently. This is important because evidence indicates that young people transitioning from out-of-home care (OOHC) are internationally recognised as a marginalised and disadvantaged group which experiences higher rates of homelessness, mental illness, substance abuse, poor education and employment opportunities than non-care-experienced peers.

- **UQ's School of Education.**

- **Equity, Inclusion, Diversity and Culture theme.** This research area is focused on a multifaceted conception of issues of social justice and inclusion. A diverse range of topics are explored relating to gender, Aboriginal and Torres Strait Islander perspectives, counselling and children, and parent and community education. Researchers draw upon a variety of conceptual resources including from the domains of psychology, sociology, philosophy and cultural studies.
- The **Down Syndrome Research Program**, part of the Equity, Inclusion, Diversity and Culture theme, continued its work investigating issues affecting people with Down syndrome such as community inclusion and acceptance of difference and diversity, with projects particularly concerned with improving the educational experience of learners with Down syndrome in inclusive settings and exploring ways to enhance the quality of life for adults with Down syndrome as they age. In 2024 research projects included Learning Year Level Adjusted Curriculum (LYLAC): Reasonable Adjustments to Secondary Mathematics for Students with Intellectual Disabilities. This is an ARC funded Linkage Project directed towards understanding how the secondary mathematics curriculum and assessment can be adjusted to remove barriers to the attainment of the learning outcomes of junior secondary mathematics specified in the Australian Curriculum.
- The UQ **School of Education Postgraduate Research Conference 2024**, themed 'Voices and Visions', amplified perspectives from across disciplines, communities and experiences and encouraged participants to reflect on how their research, teaching practices, and educational spaces can honour the past, engage with the present, and look towards a future where all voices are heard and visions are nurtured. The conference featured presentations from Higher Degree by Research candidates who outlined 25 research projects centred on a range of diverse voices in education settings, in Australia and internationally.

Indigenous futures

- UQ is proud to administer the **Centre of Excellence for Indigenous Futures**. Officially established in December 2023 and **launched in 2024**, it is the first Indigenous-led ARC Centre of Excellence, and a collaboration between 13 community partners, including government, industry and NGOs, and 11 universities. The Centre's aim is to reduce inequity for Aboriginal and Torres Strait Islander People through an innovative community-led, transdisciplinary research program. Key to the Centre's research is collaboration across sectors to produce self-determined, evidence-based and impactful outcomes to fundamentally change the development and implementation of Indigenous policies and programs. The **Centre's research** explores 3 themes, each containing multiple projects:

- Theme 1: Law and Justice (Indigenous Community Survivance, Indigenous Deaths and Survivance in Custody, Indigenous Survivance and Correctional Services Programs)
- Theme 2: Education and Economies (Barriers to Indigenous Success and Pathways to Survivance, Nourishing Indigenous Education, Transformative Indigenous Economies and Business)
- Theme 3: Health and Wellbeing (Indigenising Health Policy, Creating Culturally Responsive and Empowering Health Institutions, Empowering Indigenous Health Communities of Practice).
- In 2024 the **Alliance for Social Impact** organised a [workshop on Research into Indigenous businesses and communities](#). The Alliance includes a broad range of organisations that are established to achieve a social purpose and socially conscious business practices. Led by the UQ Business School Indigenous Business Hub, the workshop's objective was to understand the Indigenous business research context, its unique features and how it might add to the research interests of other researchers, while understanding the protocols that need to be observed in engaging with the Indigenous business community. Participants were introduced to the Indigenous research context and discussed specific features of culturally appropriate and ethical research.
- Other key projects that focused on Indigenous futures during 2024 include:
 - [Winanga-li: Indigenous worldviews incorporated into m-health approaches for Indigenous women and Children \(2020-2025\)](#) led by researchers from the Faculty of Health, Medicine and Behavioural Sciences and Faculty of Humanities, Arts and Social Sciences, funded by the National Health and Medical Research Council.
 - [Enabling programs and Indigenous student university completion: Building the evidence \(2024-2025\)](#) led by the Deputy Vice-Chancellor (Indigenous Engagement) and Faculty of Humanities, Arts and Social Sciences (HASS), funded by the National Centre for Student Equity in Higher Education, Curtin University.
 - [Footprints in Time: the Longitudinal Study of Indigenous Children \(LSIC\) Transition to Secondary School Research Report \(2024-2025\)](#), led by HASS, funded by Commonwealth Department of Social Services.

Supporting diversity and disability inclusion

- **Evaluation of the Primary Care Enhancement Program.** UQ's Institute for Social Science Research (ISSR) is providing an independent monitoring and evaluation [of phase 2 of the Primary Care Enhancement Program](#) (PCEP) (2024-2026) for people with intellectual disability, funded by the Australian Government Department of Health and Aged Care. Continuing the PCEP is a priority of the National Roadmap for improving the health of people with intellectual disability and provides training and resources development on intellectual disability health for practicing health professions and people with intellectual disabilities, their family members, carers and support workers.
- [Mapping the psychology of accent-based discrimination \(2024-2027\)](#). Accentism is commonplace, but understanding of why people discriminate against certain accents

is limited. Funded by an ARC Discovery Project, researchers from the Faculty of Business, Economics and Law and the Faculty of Health, Medicine and Behavioural Sciences are developing a Global Database for Accented English, an archive of piloted speech samples that dramatically reduces interpretational difficulties plaguing existing research. This resource enables the most robust test to date of what causes accent bias in schools and workplaces. The project also examines the conditions under which accent bias is most pronounced, and why its effects are particularly strong for women. Understanding the mechanisms that underpin accent bias is a precondition for reducing a problem that threatens Australia's status as a successful and economically vital multicultural society.

- The [Active Choices for Springfield](#) program is a 2-year initiative designed to enhance the health of Australian Defence Force (ADF) veterans. Supported by Gallipoli Medical Research, Health and Wellbeing Queensland, the Queensland Centre for Mental Health Research, and the Springfield City Group, the program involves researchers from UQ's Faculty of Medicine, Health and Behavioural Sciences and addresses physical inactivity and associated health issues among veterans, particularly in regional areas. It offers a digital, community-based physical activity support resource led by veterans. This initiative aligns with SDG 3 by promoting physical and mental health, SDG 10 by ensuring that veterans in regional communities have access to health programs and social support networks and SDG 17 as it has been developed in partnership with national and regional government.

Our global profile

UQ remains deeply committed to global development. In 2021 UQ launched a [Global Development Impact Plan \(2021-2025\)](#) and, in alignment with government priorities, focus efforts on capacity building across the Indo-Pacific. UQ has a wealth of capabilities across a diverse range of disciplines, and its highly experienced International Development team will harness this expertise to create lasting impact, with the aim of being recognised by 2032 as Australia's leading university for development impact in the Indo-Pacific.

- The [UQ-Exeter Institute](#) is a high level collaboration with the University of Exeter's global-leading expertise in health, disease and dementia research from both its Medical School and flagship Living Systems Institute, as well as its pioneering environmental research carried out at the Environment and Sustainability Institute. This aligns with UQ's world-leading reputation in health and genetic, environmental, and mental health research. Working under the overarching banner of global sustainability and wellbeing, the collaboration addresses the crucial interdisciplinary themes of healthy living, global environmental futures, digital works and disruptive technologies, and mineral security and sustainability. In 2024 the UQ-Exeter Institute held a symposium focused on [Performance under Pressure](#), uniting researchers from Australia, New Zealand, and the UK. It showcased innovative research such as virtual reality for elite athletes and cognitive control training for children.
- **Reducing inequalities through inclusive gender policy capacity building.** In 2024 the Australia Awards Strengthening Gender Mainstreaming Implementation short course empowered Indonesian government and civil society actors to advance inclusive policy development. Funded by the Department of Foreign Affairs and Trade

(DFAT) and delivered by UQID, the course emphasised intersectional gender equality, equipping participants with tools for responsive planning, budgeting, and evaluation. By fostering collaboration between institutions and civil society, and showcasing global best practices, the course promoted the social and political inclusion of marginalised groups. It strengthened institutional capacity to address systemic inequalities, directly supporting the goal of SDG 10.2: inclusive development for all, regardless of gender, ability, or socioeconomic status.

Our people

UQ is committed to supporting reduced inequalities for staff, students and the broader community, with respect and inclusivity as core values. Through governance, policy and support services, UQ strives to provide a learning and working environment that is non-discriminatory and psychologically safe.

How we are achieving this

- UQ has a dedicated **Associate Director, Workplace Diversity and Inclusion** who works with the [Equity Diversity and Inclusion Management Committee](#) to advise on and implement policies, programs and training related to diversity, equity, inclusion and human rights on campus. UQ also ensures that campuses are equipped with practical services and support mechanisms for people of all walks of life – childcare facilities, baby change rooms, disability-accessible buildings and paths, and prayer rooms.
- In 2024 UQ worked towards the new [Equity, Diversity and Inclusion \(EDI\) plan](#) (released in early 2025). Various activities were undertaken to ensure a sustainable, targeted and intersectional approach to developing the plan.
- UQ strives to amend inequalities for Indigenous people through the implementation of its [Stretch Reconciliation Action Plan](#) (Stretch RAP), which was launched in December 2024. Consisting of more than 100 initiatives, the Stretch RAP will guide the University's approach to making a meaningful contribution to the national project of reconciliation, including embedding reconciliation across UQ's operations over the coming 3 years.
- The University is also working to advance gender equality. UQ is proud to retain its [Gold Employer Award](#), presented at the Pride in Diversity Australian LGBTQ+ Inclusion awards, and to be awarded a [Trans & Gender Diverse Inclusion Award](#). UQ values and applies the [SAGE Athena Swan](#) principles of reflection and support across the entire organisation, identifying and addressing barriers that all researchers experience in their careers, to improve diversity in all disciplines, at all levels, and for all people.
- UQ's advocacy and outreach support its social licence as a trusted role model to the community in working to reduce inequalities. The Queensland Commitment is aimed at creating long-term solutions to educational inequality in Queensland and designed to embed 2-way partnerships with Queensland communities. In 2024 UQ developed [The Queensland Commitment Roadmap](#) to advance educational equity, focusing on student pathways, access and success.

Inclusive staff recruitment

UQ remains committed to the employment, career development and support of [underrepresented groups](#), including First Nations peoples, and recognises their continuing and significant contributions to leadership, academia and professional services at all levels of the University. As such, UQ takes planned actions to recruit staff and faculty from underrepresented groups.

How we are achieving this

- The UQ [Recruitment, Selection and Appointment Policy](#) confirms that the recruitment of staff is objective and unbiased and aligns with the University's [Diversity, Equity and Inclusive Behaviours Policy](#). UQ is committed to conducting interviews in a way that accommodates all candidates, and during the recruitment process all interviews are accessibility friendly.
- UQ develops dedicated resources such as the [LGBTQIA+ Recruitment Guide](#) to support and facilitate equal recruitment practices.
- UQ recognises the continued significant contributions that Indigenous peoples make to UQ's community in leadership, academia, and professional services at all levels, and the [Stretch Reconciliation Action Plan](#) is just one way that the University is taking steps to strengthen the representation of Indigenous peoples in employment.
- In 2024 UQ developed and launched the new [UQ Aboriginal and Torres Strait Islander Employment Strategy](#) to ensure the number of Aboriginal and Torres Strait Islander people employed at UQ continues to grow.
- The University delivered a Memorandum of Understanding with the First Nations University of Canada in 2024, with the goal of providing mutual benefit from close collaboration, including through the exchange of staff.
- UQ appointed 2 inaugural members (Professor Bronwyn Fredericks and Associate Professor Marnee Shay) to the Australian Research Council's newly established Indigenous Forum, which aims to strengthen Indigenous leadership in the research sector and support career pathways for emerging Indigenous researchers.

Respect and inclusivity for all

One of the key UQ Values is "respect and inclusivity" – the University strives to provide a caring, inclusive and empowering environment for all. That means engaging respectfully with each other and promoting the value that diversity brings to the whole community. As part of this, UQ is committed to developing and maintaining an environment that is free from [discrimination, harassment and bullying](#).

How we are achieving this

In addition to being governed by the [University of Queensland Act 1998](#), UQ has developed a system of governance and a series of policies, procedures and codes of conduct to embed respect and inclusivity in the University. These have been approved by the University Senate and are expected to be enacted at every level of the organisation. They include:

- [Staff Code of Conduct Policy](#)

- [Diversity, Equity and Inclusive Behaviours Policy](#)
- [Sexual Misconduct Prevention and Response Policy](#)
- [Prevention of Discrimination, Harassment and Bullying Behaviours Procedure](#)
- [Disability Inclusion and Reasonable Adjustment for Staff Procedure](#)
- [Staff Grievance Resolution Procedure](#).

Online training requirements for all staff include 'Appropriate Workplace Behaviour' and 'Staff Standards of Conduct' and are designed to educate staff about expected behaviours which support respect and inclusivity in the workplace. In-person training in trauma-informed practice for decision makers and managing diverse teams is mandatory for staff in management positions.

Additional training is also available and encouraged to equip staff to become confident allies, such as Aboriginal and Torres Strait Islander core cultural learning, LGBTQIA+ Ally training and a disability masterclass.

In 2024 UQ announced the establishment of the Pro-Vice-Chancellor (Campus, Culture and Leadership) role. Their responsibilities include the cultivation of a cohesive, vibrant, and inclusive campus culture through programs and initiatives delivered across the University.

Support for underrepresented groups

UQ supports taking a coordinated approach to removing barriers faced by marginalised groups to allow every person to fully participate in society. This includes addressing the compounding nature of intersectional disadvantage by recognising that people have complex identities and ways of being in the world.

How we are achieving this

In addition to an Associate Director, Workplace Diversity and Inclusion who works with the [Equity Diversity and Inclusion Management Committee](#), UQ has a range of [support networks and communities](#) in place for various [underrepresented groups](#) at UQ. Some of these are open to all members of the University community while others focus on supporting either staff or students.

- The [**Senate Committee for Equity, Diversity and Inclusion**](#) is UQ's primary committee related to equity, diversity, and inclusion. The [**Equity, Diversity and Inclusion Management Committee**](#) supports and advises the University in relation to student and staff equity, diversity, and inclusion matters. The committee plays a governance advisory role to the Vice-Chancellor through the Senior Executive Team, and to Senate through the Senate Committee for Equity, Diversity, and Inclusion.
- Some faculties, schools and institutes have developed equity, diversity, and inclusion committees e.g. the [**School of Mathematics and Physics EDI Committee**](#).
- The **Aboriginal and Torres Strait Islander Employment Steering Committee** was responsible for shaping and monitoring the [**Aboriginal and Torres Strait Islander Employment Strategy**](#) in 2024.

- The **Indigenous Staff Network** is a regular opportunity to get together, share stories, make connections and discuss how UQ can keep developing as an employer of choice for Aboriginal and Torres Strait Islander peoples.
- **UQ's Reconciliation Action Plan (RAP) Network** works to ensure a culturally respectful workplace and study environment.
- UQ's **Gender Steering Committee** champions strategic and transparent governance, accountability, planning and a reporting framework for gender equity, through the **UQ Gender Equality Action Plan**, aligned with UQ's **Bronze Institutional Award for SAGE Athena SWAN**, which reflects UQ's commitment to broader diversity and inclusion.
- The **UQ Ally Action Committee** drives greater inclusion and diversity of sex, genders and sexualities at the University and in the community it serves.
- The **UQ Ally Network** is an award-winning network of well-informed staff who create a safe, welcoming and inclusive space for sex, gender and sexuality-diverse people at UQ and in the broader community. In 2024 UQ celebrated the 20th anniversary of the UQ LGBTQIA+ Ally Network with an event hosted by the Vice-Chancellor. The Ally Network also reached 1,000 members in 2024, all dedicated to supporting LGBTQIA+ inclusion on campus.
- The **UQ Respect Network** takes a whole-of-university approach to prevention of, and response to, sexual misconduct and all forms of discrimination and harassment across the University. The network provides training for staff and students to become Respect Ambassadors, enabling them to promote a safe, respectful, inclusive culture at UQ.
- The **UQ Cultural Inclusion Council** provides a consultative mechanism for developing and implementing inclusion initiatives focused on culturally and linguistically diverse staff across UQ.
- The **UQ Disability Inclusion Group** provides a consultative mechanism for the development and implementation of disability inclusion initiatives across UQ.
- The **UQ Disability Inclusion Advocacy Network (UQ DIAN)** aims to progress UQ as a safe and supportive space for staff with disabilities and for those who care for someone with a disability.
- UQ **Age Friendly Committee** drives greater inclusion and diversity with respect to age at UQ and in the community it serves.
- UQ **Network for Carers of Children with Special Needs and Serious Chronic Illnesses** advocates for an inclusive environment for all carers of children, family members and friends with special needs, disabilities and serious chronic illnesses.
- **DiversityHub** is a community of students and staff passionate about diversity and inclusion at the University.

UQ's Stretch Reconciliation Action Plan (RAP): Our vision for Reconciliation

UQ's vision for reconciliation is a fair, equal and inclusive society in which Indigenous and non-Indigenous people unite to create a better future.

UQ is committed to recognising, strengthening and expanding the presence of Indigenous students and staff in a community where their customs, knowledge and traditions are integral to the University's work. UQ is resolute in its ambition to embed a culture of celebration, support, inclusivity and respect in UQ's core values.

UQ has only begun its Reconciliation journey and must continue to walk together to propel UQ toward its goals. The [Stretch Reconciliation Action Plan \(RAP\)](#) isn't just a blueprint – it is a steadfast commitment by UQ to building a united, respectful community.

In 2024 UQ undertook significant development work to shape the Stretch RAP which was officially launched in December. This plan, with more than 100 initiatives, will embed reconciliation deeply across all areas of operations over the next 3 years. The development focused on creating a meaningful and sustainable framework aligned with national reconciliation goals and reflecting UQ's commitment to truth-telling, respect, and partnership with Aboriginal and Torres Strait Islander communities.

As part of this work, UQ also introduced a new [Aboriginal and Torres Strait Islander Employment Strategy](#), aimed at increasing representation and support for Indigenous staff across the University. These efforts were guided by a broader push for intersectional equity. Together, these 2024 activities laid the foundation for a more inclusive and culturally responsive UQ.

Support for those with disability

As the [UQ Disability Action Plan 2023–2025](#) articulates, UQ is proactively committed to developing an organisation of students, educators, researchers and professional staff who champion change to progress disability inclusion and respect for inherent dignities. UQ has a commitment to ensuring that people with disability have equal opportunities to participate, thrive and be openly acknowledged as valuable members of the University community. This involves implementing actions and initiatives such as accessible facilities and support and access schemes.

How we are achieving this

- UQ has developed [Accessibility Maps for the St Lucia, Gatton and Herston campuses](#) which outline accessible pathways, different levels of accessibility for buildings, and Australian Disability Parking Permit zones. These features are also included and marked on the [UQ Maps app](#).
- UQ strives to ensure that its digital experiences are inclusive and accessible for both staff and students with a disability. Additional support and resources are available, such as assistive technologies and productivity tools. UQ also aims for its website to meet a minimum level AA as defined by the [Web Content Accessibility Guidelines version 2.2 \(WCAG 2.2\)](#).
- [Student Disability support and resources](#) include participation assistance, transcription services, alternative print formats, library support services and the [UQU Disability Collective](#). Students can speak with a [Diversity, Disability and Inclusion Adviser](#) for information about a Student Access Plan (SAP). Current students who have a SAP can view and download their plan through UQ's [Disability Management System](#).

- **Staff Disability services and support** include access to facilities and parking, adjusted work environments, staff development and guides, the Disability Inclusion Group, and other support services. For staff, many adjustments, such as flexible work arrangements and adjustments to work environment, can be put in place informally at a local level and/or staff can request reasonable adjustments through the Disability Inclusion and Reasonable Adjustment for Staff Procedure. This procedure covers funding for reasonable adjustments.

UQ Disability Inclusion Advocacy Network (UQ DIAN)

UQ DIAN aims to promote and support disability inclusion within the University, helping to progress UQ as a safe and supportive space for staff with disabilities and those passionate about disability inclusion in society.

Focus areas for the network include:

- building disability confidence
- growing understanding and capability in the universal design of learning
- raising awareness of obligations to provide accessible workplaces
- enhancing understanding and recognition of hidden disabilities.

Key 2024 activities included:

- Disability Inclusion Research Showcase during Research and Innovation Week, sharing disability inclusion research within UQ's community. Topics included disability employment, lived experience research, and student experience.
- the launch of the Neurodivergent Staff Network
- joining the Hidden Disabilities Sunflower Initiative network.

Age-friendly and Dementia-Friendly University

UQ is the first university to be formally recognised by Dementia Australia as a Dementia-Friendly Organisation, an initiative that will inform research, raise awareness, reduce stigma and provide a supportive environment.

The core purpose is to ensure appropriate systems are in place at UQ to include and support people living with, and impacted by, dementia, leading excellence in teaching and learning, research, community engagement and partnerships.

Dementia is a leading cause of death in Australia and it is important for organisations to prioritise action on inclusivity.

UQ partnered with Dementia Australia and dementia advocates to develop its approach, following Dementia Australia's Dementia Friendly Roadmap and Guide for Universities which were co-designed with UQ.

The Dementia-Friendly University Initiative will also incorporate specific training modules in health and medicine courses as part of a landmark project to improve outcomes for people living with dementia and their families.

This initiative aligns with key objectives under the existing [UQ Age Friendly University Initiative](#) and [UQ Equity, Diversity and Inclusion Action Plans](#).