



SDG 5 Gender Equality

Overview

UQ's commitment to gender equality spans staff, students and community. Respect and inclusivity is one of the 6 UQ values outlined in the [UQ Strategic Plan](#), which articulates the University's commitment to providing a caring, inclusive and empowering environment for all. UQ has strong policies and procedures against discrimination, harassment and bullying which ensure an equitable environment for people of all genders. There are training offerings and supports in place around antidiscrimination, respect and allyship.

UQ has demonstrated a strong commitment to supporting women in higher education, with female students consistently making up more than 54% of the student population in recent years. In 2024 alone, UQ recorded more than 14,000 student completions, with women representing a significant portion of these graduates. Access to university and support for female students – particularly in underrepresented areas including STEM – is supported through [The Queensland Commitment](#), targeted scholarships and other specific initiatives.

Operationally, students and staff of all genders are well supported with access to flexible work and study arrangements and other initiatives which facilitate participation in study or work. A range of mentoring and career development options are available to female staff and students, including in subject areas where females are an underrepresented group. Examples include the Faculty of Engineering, Architecture and Information Technology's (EAIT) Women in Engineering and Women in Computing programs for students, and the Academic Staff Mentoring Program that fosters meaningful mentoring relationships to support the professional and personal development for both mentees and mentors. Approximately 58% of staff are women, including a significant number of our senior leaders, and they provide role-modelling and sponsorship to others across the organisation.

UQ's commitment to gender equality is also demonstrated through its research activities, and outreach and community advocacy are an integral part of these research initiatives. In 2024 UQ's research advancing SDG 5 spanned local and global contexts, incorporating interdisciplinary approaches to health, leadership, LGBTQIA+ inclusion, and intersectional gender issues in Asia and sub-Saharan Africa, reflecting UQ's support of Reconciliation and Australia's commitment to capacity building across the Indo-Pacific.

Progress made in 2024 towards SDG 5 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 2 Zero Hunger](#)
- [SDG 10 Reduced Inequalities](#)
- [SDG 16 Peace, Justice and Strong Institutions](#).

Learning and student experience

UQ promotes inclusive education for students of all genders through flexible entry pathways, scholarships, and targeted support. UQ aims to break down barriers to education, as articulated in [The Queensland Commitment Roadmap](#), and these actions aim to benefit all underrepresented groups, particularly those from regional, remote and low socio-economic backgrounds. UQ strives to provide support that continues through to graduation and is proud that this is reflected in its graduation rates, which indicate women graduate at the same or better rates than men.

Support for women and gender-diverse students

UQ is committed to creating inclusive pathways for all students to access higher education, regardless of gender, background or life stage. Together, these efforts reflect UQ's broader commitment to equity, diversity, and inclusion, ensuring that people of all genders – regardless of location or circumstance – have fair and supported pathways into university education.

How we are achieving this

- Through initiatives like [The Queensland Commitment](#), UQ works to remove barriers for underrepresented groups, including women from low socio-economic, regional, and remote communities. The Commitment states that by 2032:
 - 30% of UQ's domestic undergraduate students will come from a regional, remote, or low socio-economic background
 - the proportion of domestic students identifying as Aboriginal and Torres Strait Islander will reflect the representation of Aboriginal and Torres Strait Islander people in Queensland.
- The [Rural Access Scheme](#) benefits women from rural and remote areas by boosting their selection rank for entry into a wide range of undergraduate programs, particularly in health and medicine. Eligible applicants receive adjustment factors to help overcome educational disadvantages linked to geographic location.
- For mature-age students and non-school leavers, UQ offers [flexible entry pathways](#) based on prior study, work experience, or vocational qualifications. These options help women re-enter education or change careers at any age.
- UQ also supports women through **targeted financial assistance**. For example, The [Women's College](#) at UQ provides more than \$265,000 annually in scholarships and bursaries to residents, helping women from financially disadvantaged backgrounds access university life and accommodation.

- UQ offers a diverse range of [scholarships](#) aimed at supporting women across disciplines and educational levels, which reflect UQ's commitment to gender equity and educational access. These include:
 - the [Paul Compton Women in Finance Scholarship](#) which provides financial support to female undergraduate students pursuing finance
 - the [Master of Finance and Investment Management Outstanding Women Scholarship](#) offering \$10,000 to postgraduate students with strong career aspirations in finance
 - the [MBA Student Scholarship – Women](#) which covers 25% of tuition for women entering the MBA program
 - the [Business School Master of Business Analytics Women in STEM Scholarship](#) and the [Elevate Scholarship](#) which promote female participation in digital transformation and leadership
 - the [School of Mathematics and Physics Quantum and Advanced Technologies Honours Scholarship](#) which prioritises women and underrepresented groups in advanced science fields
 - the [UQ Women in Action Fund](#) which supports female students in engineering, design, and IT to engage in global experiences
 - the [Dr Helen Row-Zonta Rural Health Scholarship](#) which aids female medical students committed to rural practice.
- UQ also offers **scholarships to support LGBTQIA+ students** during their time at university. These include the [Alumni Pride Scholarship](#) which is open to members of the LGBTQIA+ community experiencing financial hardship, and the [LGBTQIA+ bursary](#). The student-run [UQ Union Queer Collective](#) also offers [Gender Affirmation Bursaries](#) to assist students experiencing financial hardship to access gender-affirming items, products, services and care.
- UQ maintains direct partnerships with community organisations including collaborations with sporting bodies to reach diverse demographics; school-based outreach programs targeting critical transition years; and multi-faceted support including financial assistance, mentoring, and professional development. One example is the [Harding Miller Foundation Partnership](#) – a collaboration with the Harding Miller Foundation to support Year 9-12 students nationally, specifically targeting low socioeconomic status girls facing financial hardship and providing encouragement and pathways for continuing education. Similarly, the [Diamond Spirit Program](#), a partnership initiative with Netball Queensland, focuses on supporting Indigenous women to access higher education, using sport as a vehicle to encourage educational participation.
- UQ provides students of all genders with the opportunity to engage in [mentoring](#) throughout their study journey. Before commencing their studies, students can participate in light-touch mentoring led by current students, allowing them to ask questions and gain insights to support a smooth transition into university life. Once enrolled, students can join the [Get Set Mentoring](#) program – a 6-week, peer-to-peer, in-person mentoring initiative designed to foster connection and support as they settle

into their studies. This program is discipline-based, helping students form early links with their academic school or faculty community.

- UQ runs discipline-specific mentoring schemes, with a specific focus in areas where females are under-represented. For example, the [Women in Engineering](#) Student Leadership & Mentoring initiative, which supports young women pursuing undergraduate studies in engineering by providing opportunities for development. In 2024, this program involved 30 student leaders ranging from second year to those in their final year, equipping them with technical skills, confidence, and professional connections.
- The UQ Student Union (UQU) operates a [Women's Collective](#) that serves as an advocacy body, organising events and campaigns to represent women's interests across campus. Additionally, a [UQ Women's Network](#) has been designed to facilitate a smooth transition from academic life into professional careers.
- UQU also operates the [UQU Queer Collective](#) for the UQ LGBTQIA+ community. The group facilitates social, charitable, educational and political events, including advocacy campaigns and mutual aid, and is open to the community and its allies.
- [Wear it Purple Day](#) is a means of increasing visible allyship for at-risk LGBTQIA+ youth. It has since developed into an international annual phenomenon – one that UQ proudly participates in to help create a supportive, safe, empowering, and inclusive campus culture. Staff and students alike wear their best purple outfits and participate in events and activities across campus to spread an important and simple message: everyone has the right to be proud of who they are.
- Practical support is provided through free period products.
- Alongside these initiatives, UQ promotes gender equity through its [Diversity, Equity and Inclusive Behaviours Policy](#), which includes ensuring fair access to education and support services for all students, including women.

Women's participation in underrepresented subjects

The University [Diversity, Equity and Inclusive Behaviours Policy](#) states that UQ is committed to creating a thriving, diverse community where all staff, students and members of the UQ community feel welcome, included and safe. It identifies specific areas of focus – groups and disciplines where one gender is over-represented within a cohort. These areas of focus inform strategies, plans and programs to deliver on UQ's aim to be a respectful institution that highly values diversity, equity and inclusion, so that all members of the UQ community can reach their full potential. As part of this, UQ runs initiatives that facilitate equity in gender representation, especially in particular subjects.

How we are achieving this

- **Scholarship Programs:** these include the [Elevate Scholarship Program](#) which is specifically designed to boost diversity in STEM fields and targets underrepresented groups including women, providing financial support to reduce barriers to education. UQ also has a range of women-specific scholarship opportunities across various disciplines, encouraging women to enter non-traditional study areas. These provide both financial support and recognition for academic achievement.

- **Discipline specific access schemes in STEM** aim to inspire and support girls and women to pursue careers in traditionally male-dominated fields. These include:
 - The [Women in Engineering Program \(WE\)](#), established in 2013 as a university-led, industry-funded initiative, inspires young women to pursue engineering careers by offering educational workshops, events and ongoing support to improve gender diversity in the engineering workforce. The WE Student Leadership and Mentoring program is dedicated to supporting your women pursuing undergraduate studies in engineering. Its goal is to improve gender diversity in the engineering workforce by fostering interest, building confidence, and creating meaningful opportunities for current women engineering students. The initiative features a range of activities including a dedicated leadership camp, high school workshop facilitation training, professional skills development, and networking events with industry professionals. In 2024, 30 student leaders representing a diverse cohort took part in the program, ranging from second-year undergraduate students to those in their final year of engineering studies.
 - the [Women in Science Association](#) and the [UQ Engineering Undergraduate Society](#) which are examples of student-led organisations supporting women pursuing STEM disciplines and providing networking and professional development opportunities
 - [Women in Computing](#) which was launched in 2023 is a dynamic initiative dedicated to expanding pathways and participation of women in technology and computing disciplines and fosters a diverse and inclusive tech community while building strong connections between high schools, university students and industry. Through outreach to high schools, immersive workshops, mentoring networks, and strategic partnerships, the program has reached hundreds of young women across Queensland and beyond, equipping them with technical skills, confidence, and professional connections. In 2024, Women in Computing involved 13 UQ student leaders from across undergraduate courses relevant to technology and computing.
- UQ is an enterprise member of [Women in Technology \(WiT\)](#), a not-for-profit organisation supporting women across all fields of science and technology. WiT fills an important niche in the professional support resources available to women, helping to nurture, guide and support them during their whole career. They were the first organisation to bring women from all disciplines, ages, and career levels together in a single, inclusive group. Students are eligible for free membership and can participate in the mentoring program and other professional development activities.
- Other well-established discipline-specific clubs for women in various fields including medicine ([Supporting Women in Medicine](#)), business, economics and law ([UQ Women in Business, Economics & Law Society](#), [UQ Women in Economics Society](#) ([UQ WIES](#))) offer opportunities for women to engage with peers and build professional networks. These clubs create supportive communities within male-dominated areas of study.

Curriculum

UQ offers a [Gender Studies minor](#), which explores gender, sex, and other categories of difference through a range of courses and disciplines. These courses aim to equip

students with critical thinking skills to analyse gender's intersection with various aspects of life and its impact on society. In 2024 courses included:

- [Genders & Cultures: Comparative Perspectives on Race and Ethnicity](#)
- [Gender Matters](#)
- [Gender Futures: Research in Action](#)
- [Women and Gender: Historical and Contemporary Writings](#)
- [Gender and Global Politics](#)
- [Gender, Peace and Security in Global and Local Perspective](#)
- [Gender and the Global Politics of Development](#)
- [Sex, Gender and Social Relationships](#)
- [Indigenous Gender Matters](#)
- [Crime, Race and Gender](#)
- [Gender and Textuality](#).

The Bachelor of Health Sciences also includes a focus on women-centred care, and includes courses such as [Principles of Midwifery & Woman Centred Care](#), and [Woman Centred Care in Practice](#).

Research and innovation

UQ is values-led, deeply committed to delivering for the public good and embracing different life experiences and perspectives. As such, UQ aspires to promote a culture of interdisciplinary collaboration that will allow its researchers to address complex problems and make innovative new discoveries. UQ's research supporting SDG 5 reflects a comprehensive, interdisciplinary, inclusive, and globally engaged approach to gender equity.

How we are achieving this

- **Growing the Voice of Australia's First Nation Women Caring for Country** was a 2024 pilot project, where researchers from UQ's Faculty of Business, Economics and Law worked in partnership with Indigenous women rangers from Northern Australia and the World Wide Fund for Nature-Australia (WWF-A). The project underscored the importance of recognising and amplifying the voices of women involved in caring for Country, achieving a number of significant outcomes including employment and empowerment, awareness and advocacy, agreement to work towards the establishment of a national forum, and a successful application for a \$1,000,000 Australian Research Council Linkage Project grant, [Amplifying leadership and voices of Indigenous women environmental rangers](#), to continue the research. In 2024 the research team [published findings](#) from this pilot in [Equality, Diversity and Inclusion: An International Journal](#). The team also co-authored a report with the Indigenous women rangers summarising the project and its outcomes. These outcomes contribute to sustainable development and gender equity by further enabling the integration of Indigenous women's leadership into environmental conservation.

- UQ's [Australian Women and Girls' Health Research \(AWaGHR\) Centre](#) specialises in the epidemiology of women and girls' health, methodology, and knowledge translation into clinical practice and policy.

Released in March 2024, the [#EndGenderBias Report](#) is a collaboration between the Australian Government's National Women's Health Advisory Council and the AWaGHR Centre. The online survey was developed by the Department of Health and Aged Care in conjunction with the Council, with data analysis by the AWaGHR team. The online survey collected the experiences of women, girls, and people assigned female at birth, as well as caregivers and stakeholder experts from across the country, to further understand the experiences of bias and barriers in the health system. The [#EndGenderBias Report](#) found that two-thirds of women reported they experienced healthcare-related gender bias or discrimination, and almost 80% of caregivers reported that a person they cared for had similar experiences.

The AWaGHR Centre also provided guidance for the Queensland Government's [Queensland Women and Girls' Health Strategy 2032](#) in March 2024. Almost 12,000 Queensland women shared experiences and suggestions to improve healthcare for women in the state. AWaGHR Centre Director Professor Gita Mishra AO provided evidence reviews for the strategy to synthesise research and eliminate data bias.

Further research released in March 2024 saw the Centre lead the development of a practical framework to help medical professionals around the world diagnose and manage [early menopause](#), published as part of [The Lancet 2024 Series on menopause](#). The research found that early natural menopause affects around 12% of women globally.

- In partnership with Flinders University and Movember, UQ's Institute of Social Science Research (ISSR) implemented a comprehensive scoping study to review existing men's health-related data, policy, and research in the Australian context. This resulted in direct input into national government policy development as it supported a key commitment in the Department of Health, Disability and Ageing's National Men's Health Strategy 2020-2030, to inform recommendations for future research and strategies to address key health issues. Extensive engagement was undertaken through iterative consultation with prominent stakeholders in the men's health sector and a sector-wide survey. The online survey was then distributed to more than 200 stakeholders including academic researchers, members of the Australian Men and Boys Health Alliance, representatives from national men's health organisations and government officials from state, territory, and national health agencies.
- In 2024 the Director of the [ARC Centre of Excellence for Children and Families over the Life Course](#), Dr Janeen Baxter, was awarded the [ARC Kathleen Fitzpatrick Laureate Fellow for Bringing Equality Home: A New Gender Agenda](#) (2024-2029). This project aims to provide the theoretical and empirical foundations to address Australia's lack of progress in achieving gender equality, which jeopardises opportunities for all Australians. The expected outcomes will be a new theory of gender inequality, a new approach that foregrounds the explanatory importance of caregiving and domestic work, and new insights into the life course stages where gender inequality is most

malleable. This will provide significant benefits including the impetus for new research, policy initiatives and capacity to build a more equal, stronger and prosperous Australia.

- **Sexual and Gendered Violence Research (SGVR)** is an interdisciplinary cluster of the Faculty of Humanities and Social Sciences that aims to inform best practice and provide new innovative solutions towards the significant goal of gender equality for Australia's women and girls. Leveraging existing staff expertise, the cluster amplifies individual work by bringing it into contact with other disciplines, to provide new knowledge about one of the most profound social, political, economic, legal, and health problems. Through this approach, the SGVR will profoundly change contemporary attitudes towards violence through evidence-based interventions. One interdisciplinary project associated with the cluster, *The Limits of Consent*, examines historical and contemporary understandings of consent and gendered violence, with contributions from historians, social scientists, and feminist scholars. Research from this project culminated in publication of 2 major books in 2024. [*The Limits of Consent: Sexual Assault and Affirmative Consent*](#) is an interdisciplinary volume exploring historical and contemporary ideas of both consent and affirmative consent. The second book – [*A History of Abortion and Contraception in Queensland, Australia, 1960-1989*](#) – explores how reproductive coercion influences understanding of laws and social practices.
- The [**Safe Streets for Women and Girls**](#) initiative is a UQ research project based within the Faculty of Engineering, Architecture and Information Technology. It addresses the widespread issue of women and girls feeling unsafe in public spaces, particularly at night – an experience shared by almost half of all women in Australia. The project collaborated with the community organisation Queensland Walks and the Queensland Government statutory authority South Bank Corporation to gather data on perceived safety in urban areas through citizen science methods, such as guided 'night walks'. This data was used to inform urban planning, decision-making and policy, aiming to create safer, more inclusive public environments. Aligning with the 2024 International Women's Day theme of investing in women and supporting feminist change-makers, the project contributed to broader goals of gender equity and urban inclusivity in the lead-up to the 2032 Brisbane Olympic and Paralympic Games. The project raised awareness and provided a replicable model for other communities to advocate for safer streets through local engagement and research. The leaders of the project presented findings in cross-sectoral dialogue at the Zonta International Convention in June 2024, where participants were given access to a best practice Safe Cities Night Walk toolkit, including the survey tool, to enable them to conduct similar research and advocacy in their own communities.
- **LGBTQIA+ issues** are examined from various research angles, addressing challenges in mental health and wellbeing, activism, sporting and healthcare, and experiences in workplaces. These include:
 - the School of Public Health's research on the [sexual health and wellbeing of queer young people in Queensland](#)
 - UQ Poche Centre for Indigenous Health's work focused on Aboriginal and Torres Strait Islander LGBTQIA+ communities, including: [Blak and Proud: Safe and deadly healthcare](#)

- [Barriers in healthcare services for LGBTQIA+ communities](#) led by researchers in the Poche Centre and the RECOVER Injury Research Centre. This was funded in 2024 by the Medical Research Future Fund. The project is collaborating with LGBTQIA+ individuals, healthcare experts and primary care institutions to develop patient-centred models of care to improve health services for LGBTQIA+ people.
- In 2024 women's equality and intersectionality issues were researched in several areas in Asia and sub-Saharan Africa. Topics included: women with disabilities; people trafficking; wellbeing and health outcomes; violence; social reproduction; and power in planning. Related 2024 publications include:
 - Sarker, D. (2024). *It's better to die: women with disabilities in a male-dominated society in Bangladesh*. Journal of Gender Studies, 34(2), 219–235.
<https://doi.org/10.1080/09589236.2024.2395924>
 - Islam, Fakhru (2024). *Unveiling shadows: Understanding the multi-dimensional challenges and perspectives of reintegrating women survivors of trafficking in Bangladesh*. Victims and Offenders, 1-36.
<https://doi.org/10.1080/15564886.2024.2422398>
 - Osei, Kennedy and Henman, Paul (2024). *Do social cash transfers bridge the wellbeing gender gap in developing countries? The case of Ghana's LEAP programme*. Journal of Contemporary African Studies 42 (4) 511-527.
<https://doi.org/10.1080/02589001.2024.2391032>

Our global profile

UQ remains deeply committed to global development. In 2021 UQ launched its inaugural [Global Development Impact Plan](#). In alignment with government priorities, UQ focuses its efforts on capacity building across the Indo-Pacific. The University has a wealth of capabilities across a diverse range of disciplines and its highly experienced International Development team aims to harness this expertise to create lasting impact. Many UQ initiatives are making positive contributions towards Gender Equality. Examples include:

- **Australia Awards Women's Leadership short courses.** In 2024 UQ International Development delivered 6 Australia Awards (AA) short course programs designed to tackle the gender equity challenges of women from Mongolia, Myanmar and Pakistan. These bespoke programs were contextualised to each country to help develop leadership capabilities for female leaders, and to support them to create strategies designed to address barriers faced by women in their organisations and communities. Each participant used their learnings to develop return-to-work plans, aiming to establish new norms and to enact change on returning home. Programs delivered included: AA Myanmar Climate Change (Regional) short course, AA Myanmar Women in Executive Leadership Development, AA Indonesia Strengthening Gender Mainstreaming Implementation – Policy and Practice short course, AA South Asia and Mongolia Women's Leadership Program short course, AA South Asia and Mongolia Women in Executive Leadership Development (Pakistan), and AA South Asia and Mongolia Women in STEM Mongolia.
- **[Australian Centre for International Agricultural Research \(ACIAR\) Learn.](#)** ACIAR Learn courses help to strengthen the capability of individuals, organisations, and systems to perform agricultural research in partner countries. The projects that ACIAR

supports help researchers from these countries better understand the concepts and methodologies commonly used in Australian institutions. This empowers them to negotiate project approaches and methods that are relevant for their contexts, providing a strong foundation for co-authoring relevant publications. The ACIAR Learn courses on Gender Equity and Social Inclusion in Research in particular have helped Abdul Rahim Khan, Director, Development and Operations, Al-Rafique Enterprises, Pakistan. Abdul is working with the Women Empower project in Pakistan which encourages women to develop small businesses.

- **Women in STEM Mongolia.** UQ delivered [the Australia Awards short course](#) to a group of women from Mongolia who were chosen for their ability to advance female participation in STEM industries. One of these women was neurointerventionalist surgeon Dr Ambaselmaa Bayarsaikhan whose life experience has already marked her as a role model and aspiring leader. After completing the Australia Awards short course, Dr Bayarsaikhan is now sharing her new skills with female coworkers, young doctors, and medical students in Mongolia as part of the Return to Work plan integral to the Australia Awards. The plan is focussed on exposing young doctors and medical students to her surgical achievements through meetings but also uses film footage presented as social media reels to generate interest. She has found the network created with her Australia Awards short course remains supportive. Among Dr Bayarsaikhan's ambitions are better equipment for her hospital and continuing to draw women into the medical field. Her work to elevate women in STEM has already attracted media attention with articles highlighting her professional achievements, and other women inspired to emulate her success with new awareness of gender equity and professional empowerment.

Our people

UQ is committed to creating a thriving, diverse community where all staff and students feel welcome, included, and safe. UQ demonstrates a strong commitment to gender equity and diversity, aligning with SDG 5 to foster an inclusive environment that promotes diversity and inclusion among both students and staff.

During 2024 the University:

- expanded the role of the **UQ Respect Network** for staff and students, enhancing strategies and efforts to address gender-based violence, discrimination, and harassment
- successfully retained its **Pride in Diversity Australian Workplace Equality Index Gold Award** and received the **Trans and Gender Diverse Inclusion Award**
- introduced several new leave options as part of its Enterprise Agreement to support a more inclusive workplace, including gender affirmation leave, reproductive health and wellbeing leave, Aboriginal and Torres Strait Islander cultural leave, more flexible parental leave, and increased domestic and family violence leave
- conducted an **annual internal gender pay equity audit** to understand drivers of, and identify actions to address, the gender pay gap
- **improved the representation of women in leadership roles.** More than 55% of HEW 10 positions are now held by women; 77% of women who applied for promotion

in the professorial promotion round were successful; the number of women in level D and E academic positions has increased to 43.1% and 29.6%, respectively.

- progressed towards a Silver Award in the national [SAGE Athena SWAN](#) accreditation, receiving its first Cygnet Award in December 2024. This reflects UQ's commitment to identifying and addressing barriers to gender equity across the institution.

UQ is committed to developing and maintaining a safe, positive and inclusive environment for all, – including lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and aromantic (LGBTQIA+) people – that is free from [discrimination, harassment and bullying](#). Targeted resources are made available, such as the [LGBTQIA+ Recruitment Guide](#). The UQ Ally Network is an award-winning program that provides a visible 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.

Career development and mentoring for women staff

The University's success is determined by its ability to attract and retain highly talented, committed people who are leaders in their field. For this reason, UQ is intent on embedding a supportive and inclusive culture built around UQ's values, where the many talents, passions and perspectives of staff and alumni are recognised, encouraged and nurtured. UQ recognises career development support and mentoring opportunities as key levers to gender equity for women at UQ.

How we are achieving this

- Mentoring opportunities are available to all professional staff, including women, through the UQ Professional Network [Mentor Me program](#). Specific mentoring programs are also available to women through partner organisations such as [Women in Technology](#) (WiT), of which UQ is an enterprise member.
- Some discipline-specific mentoring programs are available, including in subject areas where females are underrepresented. For example, the Faculty of Engineering, Architecture and Information Technology (**EAIT Academic Staff Mentoring Program**) is designed to connect early and mid-career academics with senior academic leaders to foster meaningful mentoring relationships that support professional and personal development for both mentees and mentors. The program framework has been established in alignment with UQ Policy 5.80.19 – Mentoring, ensuring a structured, evidence-based approach that reflects best practice in academic mentoring. The overarching aim of the program is to support professional growth, career development, and a strong academic community within the Faculty. Through this structured approach, the EAIT Mentoring Program aims to enhance collaboration, build leadership capability, and strengthen academic performance across all career stages. In 2024 Faculty of EAIT held two rounds of academic staff mentoring which included 18 female mentees and 13 female mentors.
- **Career Advancement for Senior Academic Women Program** supports participants' promotion to Professor (Level E) at UQ, by offering time, structure, and connection to reflect, focus, and act with intention.

- The **Career Progression for Women (CPW)** program is purpose-built for UQ's women and non-binary academic leaders, anchored in context and designed to support, challenge, and expand thinking and networks.
- UQ also supports senior female staff – professional and academic – to attend leadership programs including [WATTLE \(Women Attaining Leadership in Education\)](#).

Case Study – UQ Ally Network celebrates 20 years

The [UQ Ally Network](#) is an award-winning program that provides a visible network of well-informed staff who create a safe, welcoming and inclusive space for sex, gender and sexually-diverse people at UQ and in the broader community.

Celebrating its 20th year, the UQ Ally Network continued its empowerment of both staff and students through workshops and training, events and forums, and development of resources.

The Network also hosts initiatives to fundraise for LGBTQIA+ students. These students often face greater financial hardship and homelessness than their heterosexual, cisgender peers.

The funds raised by the UQ Ally Network and donors empower these students to focus on their education by alleviating financial burdens so they can achieve their full potential. In 2024 the Network achieved many milestones, including:

- endowment of the Alumni Pride Scholarship which supports LGBTQIA+ students experiencing financial hardship
- the 5th Annual Great Rainbow Bake Off which raised \$2,131 on International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT).

More than \$12,000 was raised for the UQ LGBTQIA+ Bursary which is awarded to multiple students yearly, providing practical support such as funding legal name changes.