

SDG 10 Reduced Inequalities

Overview

As part of delivering for the public good, 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 Queensland Commitment (TQC). TQC seeks to ensure equitable access to education for all Queenslanders, 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 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 and aims to provide a respectful and healthy study, research and work environment for all. Key initiatives include the Stretch Reconciliation Action Plan (RAP) and Disability Inclusion and Innovation Plan (2024-2026), which articulate UQ's aspirations for reconciliation and to become a national and international leader in disability inclusion.

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 2025 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.

Learning and student experience

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

Student recruitment, applications and admissions

Admission to UQ is primarily assessed 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 TQC Student Lifecycle Metrics Report, which enables data-driven actions to track and celebrate progress in admissions, enrolments, academic performance and completion rates for Aboriginal and Torres Strait Islander students, as well as those from 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, such as engineering, science and 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 by modifying eligible students' Australian Tertiary Admission Rank (ATAR) scores or original selection rank. These schemes include:

- 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
- 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
- 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 per cent of students from regional, remote or low socio-economic backgrounds, and to ensure 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 2025, UQ took steps towards this by:

- collaborated 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 1,500 Year 7-12 students

- strengthened pathway programs such as the Young Achievers Program, which grew from 53 to 83 partner schools in 2025, exceeding its year-on-year target and expanding the pipeline of students from regional, remote and under-represented communities
- continued the InspireU program, which brings Aboriginal and Torres Strait Islander high school students from across the state to campus for university experiences such as one-day excursions and week-long camps focused on disciplines including engineering, science and health sciences
- launched the First Nations Growth Strategy targeting with the goal of ensuring that Aboriginal and Torres Strait Islander students make up 15 per cent of Central Queensland enrolments in UQ's Doctor of Medicine by 2032
- continued the Queensland Commitment Scholarship, which provides assistance to future students who have experienced educational disadvantage as a result of financial hardship
- produced an animation Indiginomics: the value of the economics through an indigenous lens, designed by and for Aboriginal and Torres Strait Islander students, which introduces economics through an Indigenous lens, highlighting its relevance to community life, breaking down misconceptions and encouraging young people to see economics as a valuable subject and career.

Curriculum

UQ is committed to the principles of equity, diversity and inclusion as foundations of academic excellence and social impact. These principles are at the heart of UQ's social work programs, such as the Bachelor of Social Work, which prepares students to support people of all races, ethnicities, genders, sexual orientations and ages, and to make a positive impact on their lives. Key focus areas include children, youth and family, health and ageing and mental health. Similarly, the Bachelor of Social Science addresses social issues such as 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 majors in Development, Environment and Society, and Health and Social Policy. The UQ's 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 foundational sociology courses such as 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 with government, NGOs and communities, seeking to break down systemic barriers and co-design solutions to create real impact. Our research also supports reconciliation and Australia's broader commitment to capacity building across the Indo-Pacific.

In 2025, UQ's research contributed to SDG10 in 3 broad areas:

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

Investigating systemic barriers to inclusion

How we achieved this

- Led by UQ, this national ARC Centre of Excellence for Children and Families Over the Life Course Centre investigates the ways in which deep and persistent disadvantage endures within families and across generations, generating 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 disadvantage, 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 2025 activities directly influenced government policy and strategy development, such as the Empowering Peer-Parent and Family Advocacy in Australian Child Protection project, which seeks to address concerns about the financial sustainability and harms of Australian child protection systems by building knowledge on the scope of, and opportunities to embed, peer-parent and family advocacy in these systems.
- Based within UQ's School of Communication and Arts, the Centre for Communication and Social Change (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 November 2025, the Centre held a Digital Platforms and Social Change in Asia masterclass at UQ's St Lucia campus, generating discussion around some of the practical challenges to conducting ethnographic research projects in platform economies.
- Funded by the Department of Child Safety, Seniors and Disability Services, Evaluation of the Extended Post Care Support program focuses 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.

- Through various strategic research themes, specialised programs and academic events, UQ's School of Education actively promotes educational equity, social justice and human flourishing, including:
  - School's Equity, Inclusion, Diversity and Culture research 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. 2025 highlights include:
    - gender equality in all-boys schools: in October 2025, the School published a milestone study exploring the cultural barriers to gender equality within Australian independent all-boys schools. The researchers found that traditional school environments excessively prioritise athleticism and physical toughness, which effectively marginalises emotional vulnerability and diverse masculine identities. To counter this, the study recommended eliminating policing language like "man up" and creating psychologically safe campus spaces, which was a research breakthrough that directly catalysed the Reimagining Boyhood Conference in January 2026.
    - transnational higher education inclusion: in March 2025, the School and International Development Unit partnered with Papua New Guinea's Somare Institute of Leadership and Governance (SILAG) to embed inclusive education and social justice frameworks into their core curriculum, supporting the institution's transition to accredited university status by 2027.
  - Down Syndrome research program. This program investigates issues affecting people with Down syndrome such as community inclusion and acceptance of difference and diversity. **Under this program, various projects aim to improve** aims to improve the educational experience of learners with Down syndrome in inclusive settings, and exploring ways to enhance quality of life for adults with Down syndrome as they age. A key 2025 project was Learning Year Level Adjusted Curriculum (LYLAC): Reasonable Adjustments to Secondary Mathematics for Students with Intellectual Disabilities, an ARC funded Linkage project designed to 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.
  - UQ School of Education's 19th annual Postgraduate Research Conference 2025. Themed Education for Human Flourishing: Bridging Local Realities with Global Challenges, this event emphasised our collective responsibility to design educational experiences that empower individuals and communities to thrive while remaining attuned to the complex forces shaping our shared future. The conference featured presentations from Higher Degree by Research candidates who shared their research projects centred on a range of diverse voices in education settings, in Australia and internationally.

Indigenous futures

How we achieved this

- Hosted by UQ, this first Indigenous-led ARC Centre of Excellence for Indigenous Futures units 11 universities and 13 community partners across government, industry and NGOs. The Centre aims to reduce inequity for Aboriginal and Torres Strait Islander people through innovative community-led, transdisciplinary research programs, aiming 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:
  - Law and Justice: Indigenous Community Survivance, Indigenous Deaths and Survivance in Custody, Indigenous Survivance and Correctional Services Programs
  - Education and Economies: Barriers to Indigenous Success and Pathways to Survivance, Nourishing Indigenous Education, Transformative Indigenous Economies and Business
  - Health and Wellbeing: Indigenising Health Policy, Creating Culturally Responsive and Empowering Health Institutions, Empowering Indigenous Health Communities of Practice.

  2025 highlights include:
  - appointing renowned scholar Professor Aileen Moreton-Robinson to the Council of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) on 16 April, ensuring direct translation of the Centre's research into national archiving and cultural frameworks.
  - securing vital advisory positions for the Centre's executive leadership to shape national policy, including the appointment of Deputy Director Professor Bronwyn Fredericks to the Australian Research Council (ARC) Advisory Committee on 6 August.
  - formalising a critical partnership with the Many Rivers Microfinance and Community Economic Development (MMEIC) framework 15 August to scale up evidence-based data regarding Indigenous economic self-determination.
  - hosting its inaugural international conference on Kabi Kabi Country in Sunshine Coast from 4 to 7 November, which convened global Indigenous academics and practitioners to harness Indigenous knowledge systems to address structural inequality, socio-economic challenges and political environments.
  - synchronising cross-institutional research training pathways across 28 global and domestic participating entities under the leadership of Director Professor Brendan Hokowhitu, cementing the Centre's status as the nation's premier Indigenous-led research hub.
- In September 2025, the Alliance for Social Impact and the Indigenous Business Hub (IBH) at UQ's Business School released the findings of 'Building Resilient Social Enterprises in Queensland' research project. This high-impact study provides timely insights into the challenges and enablers shaping the future of social enterprises across Queensland, offering actions and policy directions for government and

practitioners to mitigate systemic barriers faced by both Indigenous and non-Indigenous social enterprises. A significant part of the study focused on Indigenous social enterprises, recognising these as powerful vehicles for economic development, community empowerment and cultural preservation within Aboriginal and Torres Strait Islander communities. Commissioned by the Department of Trade, Employment and Training (Queensland Government), the research responds to a growing recognition within government and industry that social enterprises are integral to driving inclusive economic participation, building community capability and delivering essential services in areas underserved by traditional markets.

Throughout 2025, the IBH and UQ Ventures collaborated to host 3 free events for Indigenous entrepreneurs and businesses:

- Indigenous business mixer in May
- Grant writing workshop in June
- Tender writing workshop in November

The IBH launched the International Journal of Indigenous Business in June 2025, with the inaugural edition released in February 2026. The journal is funded by the Business School and has an all-Indigenous and international Editorial Board with members from institutions across Australia, New Zealand and Canada.

- Other key projects that focused on Indigenous futures during 2025 include:
  - Winanga-li: Indigenous worldviews incorporated into m-health approaches for Indigenous women and Children 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 inclusion

How we achieved this

- Funded by the Australian Government Department of Health and Aged Care from 2024 to 2026, 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) for people with intellectual disability. 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.

- Authored by Professor Paul Harpur OAM from UQ's Law School with over 20 co-authors and supported by over 100 volunteers including 53 from UQ, U21 Disability Inclusion Policy Mapping Report provides a practical roadmap for universities worldwide to strengthen disability inclusion. As the first comprehensive global report on disability inclusion in higher education, the study maps disability-related policies and practices across research, teaching and campus life at U21's 30 member universities in over 20 countries, and outlines 4 priority areas for action:
  - establish clear leadership roles on disability governance: create dedicated, adequately resourced senior diversity roles, such as a Deputy Vice-Chancellor or Pro-Vice-Chancellor, and appoint senior executives, ideally with lived experience, specifically targeting university-wide disability inclusion
  - strategic integration and support: prioritise inclusion across the institutional strategic agenda, embedding specific operational responsibilities and key performance indicators into existing staff reporting and performance appraisal systems to maximise compliance
  - funding and staffing disability inclusion governance: allocate central funding and appropriate staffing models to implement disability initiatives, explicitly funding compliance activities, physical and digital accessibility upgrades, and dedicated equity support units
  - data collection and continuous improvement: systematically gather both quantitative and qualitative data regarding staff with disabilities and the specific workplace barriers they face, using continuous feedback from the community to iteratively improve institutional policies.
- Funded by an ARC Discovery Project from 2024 to 2027, 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. Accentism is commonplace yet why people discriminate against certain accents remains poorly understood. 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.
- Supported by Gallipoli Medical Research, Health and Wellbeing Queensland, the Queensland Centre for Mental Health Research and the Springfield City Group, this 2-year Active Choices for Springfield program involves researchers from UQ's Faculty of Medicine, Health and Behavioural Sciences to enhance the health of Australian Defence Force (ADF) veterans and address 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. 2025 milestones included:
  - project commencement with the formal launch of the pilot project in July.

- development of the 12-week veteran roadmap. Throughout 2025, the foundational framework for the flexible 12-week program was deployed. It is structurally partitioned into 4 distinct check-in blocks guided by an Active Choices Coach:
  - Week 1 (Gear Up and Get Moving): roadmap building and peer connection
  - Week 4 (Regroup and Refocus): progress tracking and goal fine-tuning
  - Week 8 (Advance and Adapt): operational SITREP to sustain program momentum
  - Week 12 (Future Ops): win celebrations and forward-planning for civilian life.
- preparation for 2026 digital deployment, as the primary operational focus of the late 2025 pilot phase was establishing and validating infrastructure to support the program's broader online platform launch scheduled for early 2026.

Our global profile

UQ remains deeply committed to global development. The UQ Global Development Impact Plan 2021-2025 aligns with government priorities and focuses 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 (UQID) team harnesses 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.

How we achieved this

- The UQ-Exeter Institute partnership is a high-level collaboration between UQ and 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 worlds and disruptive technologies, and mineral security and sustainability. In 2025 the UQ-Exeter Institute held the Global Seminar Series 2025: Celebrating Women in Higher Education, Research and Innovation. Aligned with the UN SDGs on Gender Equality, Quality Education, and Reduced Inequality, this event focused on empowering women at all career stages and brought together leading researchers and early career scholars from both UQ and Exeter.
- UQID contributed to international capacity building in the Philippines through delivery of the Australia Awards Alumni Engagement Program short course on 'Improving Competencies in Gender Equality, Disability, and Social Inclusion and Climate Resilience Planning and Change Management'. The program was funded by the Australian Government through the Department of Foreign Affairs and Trade and delivered by UQID in conjunction with DevConsult Inc. The course supported 29 scholars between January and June 2025 under the guidance of Dr Prudence Brown from UQ's School of Political Science and International Studies and Dr Eva Abal from the International River Foundation and Australian Centre for Water and Environmental Biotechnology. Combining in-country and online engagement and focusing on Gender

Equality, Disability and Social Inclusion (GEDSI) and climate resilience planning and change management, the course aligns with multiple SDGs by supporting education and capability-building, inclusive planning, gender equality, disability inclusion and climate resilience.

- From 2 to 13 June 2025, UQ proudly hosted the Australia Awards Short Course on 'Breaking Barriers: Promoting Inclusive Leadership in STEM', managed by Knowledge Partnership Platform in collaboration with Australia Awards in Indonesia. This short course brought together 25 emerging leaders from Indonesia to explore the principles of GEDSI and their application in the STEM sector. The training continues to deliver long-term impact through participants such as Ifatul Khasanah, who incorporates these equity tools into her work by creating new science content focused on practical, everyday knowledge for mothers from low- to middle-income backgrounds. Her ongoing work addresses equality challenges in STEM, with the understanding that inclusion isn't just about who gets access, but about how we design and deliver knowledge.

Our people

UQ is committed to supporting reduced inequalities for staff, students and the broader community through governance, policy and support services, with respect and inclusivity as core values.

How we achieved this

- UQ has a dedicated Associate Director of 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, including childcare facilities, baby change rooms, disability-accessible buildings and paths and prayer rooms.
- UQ implemented the 2025 Equity, Diversity and Inclusion (EDI) plan on a page, which focuses on high-impact, high-value actions. These actions include introducing an inclusive leadership masterclass for UQ staff and launching an inclusive design project.
- UQ achieved its 2nd SAGE Athena Swan Cygnet Award, which focused on evaluating work to support trans and gender-diverse staff. The University also conducted its annual internal gender pay equity audit to understand drivers and identify actions to address the gender pay gap.
- UQ awarded Refugee and Humanitarian Scholarships to 6 new recipients in 2025 and the program also celebrated a milestone with an existing scholarship recipient graduating in semester 2.

Inclusive staff recruitment

UQ remains committed to the employment, career development and support of underrepresented groups, including Aboriginal and Torres Strait Islander 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 professional and academics staff from underrepresented groups.

How we achieved this

- UQ's Recruitment, Selection and Appointment Policy 2021-2026 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 that accommodate all candidates, ensuring that all sessions throughout the recruitment process are fully accessible.
- UQ develops dedicated resources such as the LGBTQIA+ Recruitment Guide to support and facilitate equal recruitment practices.
- UQ recognises the continued significant contributions that Aboriginal and Torres Strait Islander 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 2025, UQ implemented the UQ Aboriginal and Torres Strait Islander Employment Strategy 2025-2027 to ensure the number of Aboriginal and Torres Strait Islander people employed at UQ continues to grow.

Respect and inclusivity for all

One of UQ's key values is Respect and Inclusivity, which 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 achieved 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 such as Appropriate Workplace Behaviour and Staff Standards of Conduct, are designed to educate staff about expected behaviours that support respect and inclusivity in the workplace.

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 2025, Professor Heather Zwicker commenced as UQ's inaugural Pro-Vice-Chancellor of Campus Culture and Leadership and delivered several initiatives to build greater understanding, transparency and social cohesiveness across the community. These included holding the first Dialogues Across Difference campus culture speaker series, releasing a public podcast of the discussions to extend the conversation, and developing a campus culture and leadership consultation group to discuss ideas around enhancing campus culture and respectful engagement.

In June 2025, UQ was recognised as a Gold Employer at the Pride in Diversity Australian LGBTQ+ Inclusion Awards, maintaining this prestigious status since 2022 for its continuous efforts to ensure a respectful and inclusive workplace culture. The University was also named a finalist for the Trans and Gender Diverse Inclusion Award. This national ranking, measured against the Australian Workplace Equality Index (AWEI), reflects UQ's active implementation of supportive institutional initiatives, including a dedicated UQ Ally Network, staff training programs and inclusive HR and leave policies.

Support for underrepresented groups

UQ takes a coordinated approach to removing barriers faced by marginalised groups to allow every person to fully participate at the University. 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 achieved this

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 People and Culture serves as UQ's primary body in this space, supported by the Equity, Diversity and Inclusion Management Committee. This management committee advises the University on staff and student matters, reporting to the Vice-Chancellor through the Senior Executive Team, and to the Senate via the Senate committee.
- Some faculties, schools and institutes have developed equity, diversity and inclusion committees, such as School of Mathematics and Physics EDI Committee.
- The Aboriginal and Torres Strait Islander Employment Steering Committee is responsible for shaping and monitoring the Aboriginal and Torres Strait Islander Employment Strategy 2025-2027.
- Indigenous staff are invited to join the Indigenous Staff Network to stay informed and be actively involved in the UQ Indigenous community.
- 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, which reflects

UQ's broader commitment to diversity and inclusion. The Committee is responsible for overseeing the implementation of the UQ Gender Equality Action Plan.

- 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.
- 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 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. In 2025, the Network delivered a reasonable adjustments workshop on 23 October to mark Carer's Week and Hidden Disabilities Awareness Week, aiming to provide participants with knowledge about their rights and access to reasonable adjustments as a member of the UQ Community.
- The UQ Age Friendly Committee drives greater inclusion and diversity with respect to age at UQ.
- The UQ Network for Carers of Children with Special Needs and Serious Chronic Illnesses advocates for an inclusive environment for all carers of children and others 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)

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 Aboriginal and Torres Strait Islander 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

because it represents a steadfast commitment by UQ to building a united, respectful community.

In 2025, UQ undertook significant development work to implement the Stretch RAP, which was officially launched in December 2024. This plan, with more than 100 initiatives, embeds reconciliation deeply across all areas of operations over the next 3 years. In 2025, UQ focussed on strengthening governance around implementation and assigning clear ownership to 244 deliverables, with 20 per cent of deliverables completed.

As part of this work, UQ has also implemented an Aboriginal and Torres Strait Islander Employment Strategy 2025-2027, which aimed at increasing representation and support for Aboriginal and Torres Strait Islander staff across the University. These efforts were guided by a broader push for intersectional equity, and together, these strategies have 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 achieved 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.
- Diversity, disability and inclusion support for students includes participation assistance, transcription services, alternative print formats, library support services and the UQU Disability Collective. Students can speak with a Accessibility and Welfare Adviser Adviser for information about a Student Access Plan (SAP).
- Staff Disability inclusion and support includes access to facilities and parking, adjusted work environments, staff development and guides, the Disability Inclusion Group and other support services. Many adjustments, such as flexible work arrangements and adjustments to work environment, can be put in place informally at a local level. Alternatively, staff can request reasonable adjustments through the Disability Inclusion and Reasonable Adjustment for Staff Procedure, which governs funding for reasonable adjustments.

Age-friendly and Dementia-Friendly University

UQ is the first university to be formally recognised by Dementia Australia as a Dementia-Friendly Organisation. This initiative informs research, raises awareness, reduces stigma and ensures that appropriate systems are in place at UQ to include people living with and impacted by dementia. With dementia being a leading cause of death in Australia, UQ prioritises institutional action on inclusivity by following the Dementia-Friendly Roadmap and Guide for Universities, a framework the University co-designed alongside Dementia Australia and dementia advocates, to develop its own approach.

As a key step in this Dementia-Friendly University Initiative, UQ is implementing staff training, such as education on Dementia Language Guidelines, and incorporating specific training modules into health and medicine courses to improve outcomes for people living with dementia and their families.

This landmark project aligns with key objectives under the existing UQ Age Friendly University Initiative and UQ Equity, Diversity and Inclusion Action Plans.