SDG 5 Gender Equality

Overview

UQ's commitment to gender equality spans staff, students and community. 'Respect and inclusivity' is one of the six UQ values in the UQ Strategic Plan 2022-2025, articulating the University's commitment to a caring, inclusive and empowering environment for all. UQ maintains strong policies and procedures against discrimination, harassment and bullying, backed by the training and resources to ensure an equitable environment for all genders.

Female students consistently comprise over 54 per cent of the student population in recent years, representing a significant portion of the 15,000 student completions in 2025. Access to university and support for female students, particularly in underrepresented areas such as STEM, are facilitated by the Queensland Commitment, targeted scholarships and other specific initiatives.

Operationally, students and staff of all genders have access to flexible work and study arrangements and other initiatives that facilitate equitable participation. A range of mentoring and career development options is available to female staff and students. 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 to support the professional and personal development of both mentees and mentors. In 2025, UQ improved representation of women in leadership roles, with women holding over 50 per cent of HEW 10 positions, and level D and E academic roles increasing to 45.8 per cent and 31.1 per cent respectively.

UQ's gender equality impact extends to research, outreach, community advocacy and international development. In 2025, UQ's research in SDG 5 spanned local and global contexts, addressing health, leadership, LGBTQIA+ inclusion and intersectional gender issues in Asia and sub-Saharan Africa.

Progress made in 2025 towards SDG 5 is reported here against 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 strives to provide support that continues until graduation, a commitment reflected in its graduation rates, which indicate women graduate at equivalent or higher rates than male.

Support for females 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 have fair and supported pathways into university education.

How we achieved 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 per cent 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 population 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 distributed almost A$360,000 in scholarships and bursaries to 74 residents in 2025, ensuring that talented and motivated students can access the full College experience.
- 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. Some examples are:
  - the Master of Finance and Investment Management Outstanding Women Scholarship, which offers A$10,000 to postgraduate students with strong career aspirations in finance
  - the MBA Student Scholarship – Women, which covers 25 per cent of tuition for women entering the MBA program
  - the Business School Master of Business Analytics Women in STEM Scholarship, which pays A$5000 towards tuition fees for those studying postgraduate coursework in business and economics

  - 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, architecture and design, and IT to engage in community and industry-based experiences.

- 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 UQ LGBTQIA+ Scholarship. In addition, the student-run UQ Union Queer Collective offers Gender Affirmation Bursaries to assist students experiencing financial hardship to access gender-affirming items, products, services and care, while facilitating social, charitable, educational and political events, including advocacy campaigns and mutual aid, for the community and its allies.
- UQ maintains direct partnerships with community organisations to reach diverse demographics. These initiatives include collaborations with sporting bodies, school-based outreach programs targeting critical transition years, and multi-faceted support encompassing financial assistance, mentoring and professional development. One example is the Harding Miller Foundation Partnership, which supports 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 Aboriginal and Torres Strait Islander 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, which is a 6-week, peer-to-peer, in-person 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 also runs targeted mentoring schemes in areas where women are under-represented. For example, the Women in Engineering Student Leadership & Mentoring initiative, which supports young women pursuing undergraduate studies in engineering, involved 40 student leaders in 2025, who had the opportunity to develop leadership, communication and teamwork skills through interaction with high school students, teachers, parents and university students.
- 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, the UQ Women's Network has been designed to facilitate a smooth transition from academic life into professional careers.

- 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, and 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.

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 that inform the institution's equity, diversity and inclusion strategies and plans, including groups and disciplines where one gender is over-represented within a cohort. UQ runs the following initiatives that facilitate equity in gender representation within specific disciplines.

How we achieved this

- 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), a university-led, industry-funded initiative aiming to improve gender diversity in the engineering workforce. In 2025, 40 Women in Engineering student leaders were engaged in the program.
  - Women in Computing, a dynamic initiative dedicated to expanding pathways and participation for women in technology and computing disciplines. It fosters a diverse and inclusive tech community by building strong connections between high schools, university students and industry. In 2025, 25 Women in Computer student leaders were engaged in the program.
  - the Women in Science Association and the UQ Engineering Undergraduate Society, both student-led organisations that support women pursuing STEM disciplines and provide networking and professional development opportunities.
- UQ is an enterprise member of Women in Technology (WiT), which is a not-for-profit organisation supporting women across all fields of science and technology. WiT fills an important niche in the professional development resources available to women, helping to nurture, guide and support them during their whole career. It was 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, allowing them to participate in the mentoring program and other professional development activities.
- Other well-established discipline-specific clubs for women in various fields such as medicine (Supporting Women in Medicine), and business, economics and law (UQ Women in Business, Economics & Law Society) 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 as part of Bachelor of Arts program, 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 2025, courses included:

- Genders & Cultures: Comparative Perspectives on Race and Ethnicity (GEND2001)
- Gender Matters (GEND1010)
- Gender Futures: Research in Action (GEND3001)
- Women and Gender: Historical and Contemporary Writings (WCIV3000)
- Gender and Global Politics (POLS2603)
- Gender, Peace and Security in Global and Local Perspective (POLS7523)
- Gender and the Global Politics of Development (POLS7509)
- Sex, Gender and Social Relationships (SOCY2050)
- Indigenous Gender Matters (ABTS2010)
- Crime, Race and Gender (CRIM2099)
- Gender and Textuality (ENGL3500).

The Bachelor of Health Sciences also includes a focus on women-centred care including courses such as Principles of Midwifery & Woman Centred Care (MIDW1101) and Woman Centred Care in Practice (MIDW2201).

Research and innovation

UQ is deeply committed to delivering for the public good and embracing different life experiences and perspectives. As such, UQ promotes a culture of interdisciplinary collaboration 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 achieved this

- 'Amplifying Leadership and Voices of Indigenous Women Environmental Rangers' is a A$1 million Australian Research Council (ARC) Linkage Project led by researchers from UQ's Faculty of Business, Economics and Law, in partnership with Indigenous women environmental rangers across Northern Australia and the World Wildlife Fund for Nature Australia (WWF-A). The project aims to strengthen and amplify the leadership, experiences and perspectives of Indigenous women caring for Country, while supporting greater recognition of their contributions to environmental management, conservation and community wellbeing. Building on the foundations established through an earlier pilot project, the project expanded in 2025 the number of Indigenous women research associates involved in co-designing research activities and conducting interviews on Country.
- 'Shaping Law and Practice: Advancing Fair and Effective Criminal Justice through Evidence Law' is a project led by Dr Rebecca Wallis from the UQ School of Law, which examined evidence law and victim protections to influence criminal justice policy and practice in Queensland. A key area of impact has been the evaluation of

Queensland's Video Recorded Evidence in Chief (VREC) Pilot Program for domestic and family violence matters. This evaluation directly informed reforms, with legislation introduced into the Queensland Parliament in 2025 to make video recorded evidence a permanent feature of the criminal justice system to support victim-centred justice. During 2025, Dr Wallis's research also informed Queensland Government guidance on domestic and family violence and sexual violence reporting to translate legal research into practical reforms and strengthen justice systems through collaboration with government agencies.

- Australian Women and Girls' Health Research (AWaGHR) Centre at UQ specialises in the epidemiology of women and girls' health, methodology and knowledge translation into clinical practice and policy. The Centre's mission is to improve the health of women and girls across their life course, from pre-conception to older age, through epidemiological research, translation and collaborations that bridge the gap between research and implementation. The Centre's 2025 milestones include:
  - advancing health equity through national policy and inclusive education in March by contributing nearly 30 years of data from the Australian Longitudinal Study on Women's Health cohort to the Australian Federal Government Inquiry into menopause to drive evidence-based national policy. Simultaneously, the Centre pioneered a culturally tailored, Indigenous-led menstrual health teaching guide to address racial inequities in education.
  - Publishing a study of 12,949 women in *Social Science & Medicine* in June, which proved that Intimate Partner Violence (IPV) increases chronic multimorbidity prevalence to 58.3 per cent comparing to 41.9 per cent in the control group, and accelerates its clinical onset by 8.7 years. The data establishes a rigorous mandate for systemic IPV screening in routine healthcare.
  - presenting cross-cultural research comparing menstrual symptoms between Australia and India at the 16th World Congress on Endometriosis in June. Utilising global InterLACE data, the Centre proved that women with endometriosis are twice as likely to experience surgical menopause before age 40 and suffer from prolonged post-diagnosis hospitalisations.
  - publishing a study of 8,572 women in *Maturitas* in July, which validated that patient self-reported surgical data reliably identifies endometriosis in large cohorts. This lower-cost methodology bypasses expensive surgical barriers, accelerating diagnostic pathways for the 1 in 7 affected women.
  - publishing qualitative research within the HeMBDA framework in *BMC Women's Health* in October, which exposed how women face dismissive care and severe diagnostic delays for heavy bleeding, highlighting that rural, low-income demographics face acute structural inequities, including prohibitive specialist costs and geographical isolation.
- ARC Kathleen Fitzpatrick Laureate Fellowship for Bringing Equality Home: A New Gender Agenda (2024-2029) was continued in 2025 by Professor Janeen Baxter, the Director of the ARC Centre of Excellence for Children and Families over the Life Course 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. In 2025, Professor Baxter was elected to the National Academy of Science, a widely accepted international mark of excellence in science, for her research on gender inequality, family dynamics, life course and longitudinal research. Professor Baxter is the only Australian social scientist ever elected to the Academy and is 1 of only 23 Australians in the Academy across all disciplines.

- Gender equality in all-boys schools, published by the UQ School of Education in October 2025, represented a 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, leading to a research breakthrough that catalysed the Reimagining Boyhood Conference in January 2026.
- Gender and Sexuality Research Collective is an interdisciplinary cluster of the Faculty of Humanities and Social Sciences dedicated to advancing knowledge on gender, sexuality, equity and social justice. Researchers in the collective engage with critical issues across disciplines from education and health to media, politics, and technology, illuminating how gender and sexuality contribute to culture, institutions and everyday life. The collective challenges inequality by producing and promoting research, exemplified in 2025 by its involvement in the ARC Discovery Project Investigating how boys and young men experience their digital lives (2025-2028). This project aims to discover new knowledge regarding masculinities and boyhood within a diverse cohort in an era of technology-mediated societal transformations.

Our global profile

UQ remains deeply committed to global development, and to aligning with government priorities, focusing 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, including towards gender equity. Representative case studies from 2025 include:

- Led by Dr Jenny Munro, a five-year research project 'Experiences and inequalities in Indonesia's transition to hospital birth' commenced in 2025 to examine inequalities in maternal health by investigating the hospital birth experiences of diverse and disadvantaged Indonesian women. Expected outcomes include new knowledge of why some women avoid health facilities or have negative experiences, and how to improve birth experiences. This benefits Australian and Indonesian agendas to create equitable, inclusive maternal healthcare and advance gender equality in the Asia-Pacific region.

- From 2 to13 June 2025, UQ proudly hosted the Australia Awards Short Course on 'Breaking Barriers: Promoting Inclusive Leadership in STEM', managed by KONESKI, which is the flagship Knowledge Partnership Platform between Australia and Indonesia, in collaboration with Australia Awards in Indonesia. This short course brought together 25 emerging leaders from Indonesia to explore the principles of Gender Equality, Disability and Social Inclusion (GEDSI) and their application in the STEM sector. The short course continues to have impact, with one of the participants, Ifatul (Ifa) Khasanah, continuing to incorporate GEDSI principles into her work. She plans to create a new series of science content focused on practical knowledge for mothers, especially those from middle- to low-income backgrounds, which cover everyday science topics that can help families make informed decisions. Ifa says that the short course has provided her with tools to address equality challenges in STEM, with the understanding that inclusion isn't just about who gets access, but about how we design and deliver knowledge.
- In 2025 UQ International Development delivered 9 Australia Awards (AA) short course programs designed to tackle gender equity challenges of women from the Philippines, Vietnam, Indonesia, Myanmar, Mongolia, Bhutan, Maldives, India, Pakistan and Sri Lanka. These bespoke programs were contextualised to each country to help develop female participants' leadership capabilities, and to support them to design strategies that 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 Alumni Engagement Program – Philippines Improving Competencies in Gender Equality, Disability, and Social Inclusion and Climate Resilience Planning and Change Management Short Course
  - AA Fellowships: Addressing Digital Challenges in Gender: Building the Vietnam Gender Equality Collective
  - AA Fellowships: Elevating Women's Leadership and Innovations in Food, Agriculture & Nutrition Systems (Indonesia)
  - AA Indonesia Development Effectiveness and Partnership for the Pacific,
  - AA Indonesia Governance and public policy making for subnational Governments (Eastern Indonesia and Aceh)
  - AA Indonesia Inclusive Leadership in STEM
  - AA Indonesia Strengthening Gender Mainstreaming Implementation - Policy and Practice
  - AA Myanmar Climate Change and GEDSI
  - AA South Asia and Mongolia Women Executive Leadership Development.

  Key highlights from these deliveries include the following featured programs:
  - the 'Australia Awards South Asia and Mongolia Women in Executive Leadership Development (Regional) Short Course 2025', which was delivered as a key initiative within UQ's 2025 women's leadership portfolio to 18 women from Bhutan, Maldives, India, Pakistan and Sri Lanka. Participants represented senior

executives, organization founders, managers and educators across government, non-government and private sectors. Delivered across Colombo, Brisbane, Canberra and Sydney, the program combined leadership theory with practical applications. Throughout the course, participants examined decision-making approaches, change management and best practices for increasing women's representation. Key themes included countering gender stereotypes, identifying systemic barriers, peer coaching, mentoring and gender networks. The course also established strategic linkages with Australian leaders through mentoring and ongoing engagement via Australia Awards alumni activities and the Women in Leadership Network, successfully contributing to international cooperation and mutually advantageous partnerships.

- the 'Australia Awards Fellowship: Elevating Women's Leadership and Innovation in Food, Agriculture and Nutrition Systems (Indonesia) 2025-2026', which aimed to strengthen the role of women in inclusive, resilient and sustainable food, agriculture and nutrition systems. Delivered in partnership with Indonesian government, research and policy organisations, the programme brings together emerging female leaders, professionals, policymakers and researchers to build leadership capability and support innovation. Combining online, in-country and post-course activities, a cohort of 15 fellows undertook field visits, leadership training, mentorship and cultural learning experiences, including engagement with Australian Indigenous knowledge. Guided by GEDSI principles, the programme explores climate resilience, smart farming and policy development. Fellows will develop Return to Work Plans supported by expert mentors. Intended outcomes include increased visibility of female leadership in policymaking, strengthened Indonesia-Australia partnerships, expanded professional networks, and improved contributions to food and nutrition security.

Our people

Ensuring safe and inclusive campuses

To foster an inclusive campus environment aligning with SDG 5, UQ reinforces its strong commitment to gender equity and diversity and community safety through its mandatory 'Respect at UQ' training module for students. Developed with input from subject matter specialists, staff and students, this compulsory education program ensures that all coursework and Higher Degree by Research (HDR) candidates understand how to actively contribute to a culture of consent and respect. The online training provides safe, actionable information regarding the drivers of gender-based violence, ethical bystander interventions and support pathways for survivors. To guarantee high compliance and accountability across the student body, the University enforces strict academic consequences, including the suspension of Blackboard access to critical course materials, for those who do not meet completion deadlines. This comprehensive educational module underscores UQ's institutional responsibility to eliminate gender-based violence and build an ethically grounded, supportive environment for all university members.

Complementing this student initiative, the University mandates the 'Respect at UQ for Staff' module, which all employees must complete on an annual basis. This comprehensive 60-minute training module equips staff with the professional frameworks

needed to recognise the structural drivers and intersectional nature of gender-based violence, understand healthy workplace relationships and safely execute ethical bystander interventions. Crucially, the module provides practical, trauma-informed training on how to properly receive and respond to disclosures of sexual harm and gender-based violence within an institutional setting. Supported by robust wellbeing pathways, including the Safer Communities Service and the Employee Assistance Program (EAP), this mandatory annual requirement ensures that UQ staff are capable of maintaining a safe, respectful and legally compliant workplace environment.

The University also achieved the following milestones in 2025 to advance gender equity:

- delivering the compulsory UQ Respect educational module to all undergraduate and postgraduate students, with 99.8 per cent of coursework students and 90 per cent of HDR candidates having completed the module, supporting a culture of consent and respect and enhancing efforts to address gender-based violence, discrimination and harassment.
- retaining its Pride in Diversity Australian Workplace Equality Index Gold Award for the 3rd successive year.
- maintaining several leave options as part of the Enterprise Agreement to support a more inclusive workplace, including gender affirmation leave, reproductive health and wellbeing leave, Aboriginal and Torres Strait Islander cultural leave and more flexible parental leave, and increased domestic and family violence leave.
- responding to the National Higher Education Code to Prevent and Respond to Gender-based Violence, mapping UQ performance against each standard, with over 3,200 staff and students trained in the prevention and response to gender-based violence.
- continuing to deliver specialised, face-to-face and trauma-informed training on the prevention of and response to gender-based violence and sexual misconduct for senior leaders, with 91 per cent of the 386 leaders having completed the program.
- conducting the annual internal gender pay equity audit to understand drivers and identify actions to address the gender pay gap.
- updating policies and procedures to ensure compliance with the *Universities Accord (National Higher Education Code to Prevent and Respond to Gender-based Violence) Act 2025,* effective 1 January 2026.
- improving the representation of women in leadership roles, ensuring that more than 50 per cent of HEW 10 positions are now held by women, 71 per cent of women who applied for promotion in the professorial promotion round were successful, and the number of women in level D and E academic positions has increased to 45.8 per cent and 31.1 per cent, respectively.
- achieving the 2nd SAGE Athena Swan Cygnet Award, focused on the evaluation of its work to create a culture of support for transgender and gender-diverse staff.
- Continuing to work with the Merle Pledge, an initiative aimed at improving gender equity in public and professional forums, encouraging academics and professionals to

commit to advocating for gender-balanced representation at conferences, panels and events to amplify women's voices and ensure inclusive participation across disciplines.

UQ is committed to developing and maintaining a safe, positive and inclusive environment for all that is free from discrimination, harassment and bullying, including for lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and aromantic (LGBTQIA+) people. Targeted resources are made available to support this, for example the LGBTQIA+ Recruitment Guide.

UQ Ally Network

Celebrating its 21st year in 2025, this award-winning program 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.

Throughout 2025, the UQ Ally Network continued its empowerment of both staff and students through workshops and training, events and forums and development of resources. In addition, the Network addresses the greater financial hardship and homelessness faced by LGBTQIA+ students compared to their heterosexual and cisgender peers, coordinating targeted support and fundraising through the following 2025 initiatives:

- endowing the Alumni Pride Scholarship that supports LGBTQIA+ students experiencing financial hardship
- hosting the Annual Great Rainbow Bake Off which raises fundes to support the UQ LGBTQIA+ Bursary, on International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT)
- redeveloping the UQ Ally Workshop to improve accessibility, flexibility and relevance, incorporating updates such as on-demand modules, reduced face-to-face hours and content aligned with current trends to increase staff knowledge of LGBTIGIA+ inclusion.

Career development 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 and mentoring opportunities as key levers to gender equity for women at UQ. In 2025, the following initiatives were operationalised in support of this:

- providing mentoring opportunities to all professional staff, including women, through the UQ Professional Network Mentor Me program, alongside specific mentoring programs available to women through partner organisations such as Women in Technology (WiT), of which UQ is an enterprise member
- offering discipline-specific mentoring programs in subject areas where women are underrepresented such as the Faculty of Engineering, Architecture and Information Technology (EAIT)'s ongoing Academic Staff Mentoring Program, which is designed to

connect early and mid-career academics with senior academic leaders to foster collaboration, build leadership capability and enhance professional growth

- refreshing and expanded the Career Progression for Women Program in 2025 to include non-binary academic staff, with 24 level C staff completing the program in 2025
- updating the Career Advancement for Senior Academic Women program, which supported 20 level D staff who took part during 2025
- supporting senior female staff, both professional and academic, to attend leadership programs including WATTLE (Women Attaining Leadership in Education).