Definitions for key components of the Action Plan

Objective	Aim or intent of the group of actions	**Outcome**	Longer-term end-state or intended impact of the group of actions
Action	What must be done to achieve the objective and desired outcomes, includes sub-actions and additional requirements or considerations	**Rationale**	Evidence that informs the action
Progress to date	Historical and/or recent progress which relates to, or assists with, achieving the action	**Delivery measures and Key Performance Indicator (KPI)**	• **Delivery Measure (DM):** Evidence that the planned action has been achieved • **KPI:** Measurable impact of the action (where feasible and if known). KPIs will be monitored and measured throughout the implementation of the plan and will be used to assess overall effectiveness of the plan at the end of the plan.
Who	**Lead:** Working/operational level responsibility for delivery of the action **Strategic Accountability (SA):** Strategic or senior-level accountability/governance for delivery/achievement of the action	**Common acronyms in Action Plan**	• CHRO – Chief Human Resources Officer • COO – Chief Operating Officer • D&I – Diversity and Inclusion • DVC-R – Deputy Vice Chancellor Research • ED – Executive Dean • GSC - Gender Steering Committee, which will manage Athena SWAN (AS) implementation, post Self-Assessment Team (SAT) • ID - Institute Director • KPI – Key Performance Indicator • Leader – for the purposes of this action plan, staff at or above Academic Level C and Professional Level HEW10, unless otherwise specified • OLD – Organisational Leadership and Development • PRO – Performance Relative to Opportunity • USMG – University Senior Management Group, which comprises all of UQ's most senior leaders, including

			Executive Deans, Institute Directors, Pro-Vice Chancellors and the COO • VCC – Vice Chancellor's Committee, UQ's most senior management and decision-making committee • WD&I – UQ's Workplace and Inclusion team (staff focused)
When	Indicative timeframes for achievement of the action	**Priorities**	Priorities are colour coded to reflect the degree of immediacy for intended commencement and where feasible, completion of the action or sub-action as follows: • Green – Priority One, within 12 months • Orange – Priority Two, within 24 months • Grey – Priority Three, within 25 - 48 months
UQ D&I areas of focus for staff (as referenced throughout the Action Plan)	Current areas of focus for staff D&I at UQ include: • Women's under-representation in leadership and STEMM disciplines • Aboriginal and Torres Strait Islander peoples • Disability • Cultural and Linguistic Diversity (CALD) • Gender identity and expression, sex and sexual diversity • People with caring responsibilities • Intersectionality		

Objective: A strong commitment **(SC)** to gender equity		A strategic and transparent governance, accountability, planning and reporting framework for gender equity, which reflects UQ's commitment to gender equity and broader D&I					
Outcome:		The UQ community and leaders at all levels understand and actively support efforts to increase women's representation in STEMM disciplines and leadership/influential positions					
Ref	**Actions**	**Sub-actions and additional requirements or considerations**	**Rationale**	**Progress to date**	**Delivery measures/KPIs**	**Who**	**When**
SC1	Deliver a whole-of-UQ staff D&I strategy, policies and procedures, which outline UQ's commitment to gender equity and increasing [diverse] women's representation in STEMM disciplines and positions of leadership/ influence	1. Develop a D&I Strategy which incorporates: a. The principles and requirements of the AS Charter b. UQ's strategic commitment to increasing [diverse] women's representation in STEMM c. Strategic governance, audit and reporting frameworks and accountabilities 2. Deliver D&I policies, procedures and an action plan to support implementation of UQ's D&I Strategy 3. Deliver a strategic communication and engagement plan to support implementation of UQ's strategy	• UQ's efforts to progress D&I currently exist without an overarching strategy, set of principles or clear governance framework. This is a deficiency • The AS Staff Survey data indicates that less than 45% UQ women agree that UQ leadership genuinely supports diversity (Figure 5.4.2) • Although individual D&I areas of focus had strong frameworks, immediately prior to AS, UQ did not have a gender strategy, action plan or formal governance framework	UQ's strategic commitment is outlined in the UQ Strategic Plan 2018-2021; which provides impetus for action and investment Robust frameworks are already in place for other D&I areas of focus An excellent communications strategy for AS; which provides a template for broader D&I messaging Drafting of new D&I strategy commenced Jan 2019	**DM:** Plan endorsed by VCC and published **KPI:** UQ Culture Survey: 60% of UQ women believe UQ leadership values D&I	**Lead:** WD&I/ GSC **SA:** VC and Provost	Strategy published by Aug 2019 Policies and procedures in place by Dec 2019 Implementation plan by Dec 2019 Reporting in place for Senate and VCC committee by Dec 2019

SC2	For leaders, establish individual KPIs for gender and diversity (STEMM focused)	1. Produce annual Faculty/Institute diversity dashboards, supported by one-on-one progress consultations with Executive Deans (EDs)/Institute Directors (IDs) 2. Develop annual KPIs for leaders which establish agreed Faculty/Institute-level targets/measures, based on diversity dashboards and VCC-endorsed targets, addressing: a) Gender pay equity b) [Diverse] women's representation In STEMM fields c) [Diverse] women's representation in senior academic and leadership positions d) Representation by Aboriginal and Torres Strait Islander academics e) Expectations regarding annual performance appraisal completion rates f) Minimum standards for completion rates of annual mandatory training (e.g. 70% completion rate) 3. Incorporate leadership KPIs into annual appraisal, recognition and reward processes	• While many UQ leaders have taken a proactive approach to gender equity, there is minimal accountability, benchmarks, measures of success or recognition for individual efforts • KPIs for leaders will address the major areas requiring improvement within Faculties and Institutes, as identified through AS research and annual diversity dashboards	Leaders have KPIs for other operational deliverables; this action builds on existing appraisal and goal-setting processes	**DM:** USMG-level KPIs incorporated into USMG member's annual appraisal, recognition and reward processes **KPI:** Leaders meet established KPIs, resulting in a tangible shift in diversity demography at their level Culture survey: 70% of staff agree that UQ leaders are committed to D&I	**Lead:** Provost/ CHRO **SA:** VC/ Provost	KPI framework and dashboards by June 2020 KPIs in place for all USMG members from Jan 2021 Academic Board Terms of reference (ToRs) for review incorporate gender considerations by Dec 2020

		4. Incorporate gender considerations into Academic Board's rolling audit/assessment cycle for Schools					
SC3	Establish annual Faculty/Institute/ Portfolio-level gender audit and reporting processes, based on leadership KPIs	1. Produce an annual UQ Gender Audit report, based on Faculty/Institute gender/ diversity data reporting against agreed KPIs, to be tabled at VCC and Senate in December of each year 2. Develop a standard annual gender reporting template encompassing data and progress reports in relation to key aspects of UQ's AS Action Plan, incorporating: a. Achievement of gender and diversity leadership KPIs (see SC2) b. Diversity representation in senior committees c. A review of efforts made to address any representational imbalances (gender and other areas of diversity focus) d. Gender representation in outreach, conference and	• UQ has established annual audit and reporting for a number of D&I Areas (including pay equity); but nothing currently exists for women's representation in STEMM or leadership positions • Annual reporting at UQ has resulted in heightened commitment to delivering against agreed actions; which is also needed for gender equity	The 2019 AS submission and Action Plan provides a starting benchmark and useful template for future audit and reporting activity	**DM:** First annual gender equity report tabled at VCC and Senate **KPI:** Annual improvements across measured outcomes Continued AS Bronze accreditation and/or higher levels of accreditation attained by departments/ UQ	**Lead:** Chair GSC/ WD&I **SA:** VCC/ Senate	Audit template in place by Dec 2019 First annual report tabled at Senate by Dec 2020

		speaking engagement activities e. Annual outcomes/ achievements of Faculty/ Institute/ Portfolio D&I committees f. Gender representation for each stage of UQ recruiting, selection and promotion/ progression processes g. Gender representation through each stage of internal grant processes h. Website imagery and content diversity audit					
SC4	Establish UQ's Gender Steering Committee (GSC) to progress UQ's AS Action Plan and support UQ's gender equality goals	1. Appoint a VCC member to the GSC Chair position 2. Establish the GSC, with purposeful selection of members to ensure gender equity, seniority balance, employment type (fixed-term, casual etc), students (particularly higher degree research students) and diverse representation (demographics, diversity areas of focus, different Faculties/Institutes) 3. Draft GSC ToRs, with clear guidance regarding:	• Unlike other areas of D&I, immediately prior to AS, UQ did not have an established internal committee and governance structure for gender equity • This is a considerable gap that was addressed through establishment of the SAT, however, an enduring committee structure is required	SAT composition and governance has proven highly successful and provides a solid basis for future efforts by the GSC to implement the AS Action Plan A survey of SAT members, to be conducted in March 2019, will inform how the	**DM:** GSC established and fully operational **KPIs:** GSC functioning in accordance with ToRs GSC achieves quorum for at least 80% of meetings (indicates engagement and prioritisation)	**Lead:** GSC Chair/ WD&I **SA:** VCC/ Senate	GSC fully functional by July 2019

		a) Role of the GSC Chair, including key accountabilities (strategic oversight, continued resourcing, governance and reporting) b) Consideration of GSC involvement in academic workload models c) VCC and Senate governance and reporting frameworks d) Term of service to ensure balance between continuity and innovation e) Logistical considerations (schedule of meetings etc.)		future GSC functions			
SC5	Implement a comprehensive communication and engagement framework to support the implementation of UQ's AS Action Plan and UQ's ongoing commitment to gender equity, D&I	1. Develop key talking points/strategic messages for UQ leaders, targeting concerns raised through the AS research 2. Develop UQ minimum standards/expectations for [diverse] STEMM women's representation: a) as featured alumni b) as invited speakers (internal and external) c) on Faculty/Institute webpages d) in media and marketing products e) through outreach activities	• The SAT and Office of Marketing and Communication (OMC) have done an excellent job of communicating and promoting UQ's involvement in AS • A communication and engagement framework is needed to: support Action Plan implementation; maintain momentum; and improve areas of weakness identified through SAT research	Planning of the communication and engagement framework has commenced	**DM:** Communication and Engagement framework approved and published **KPIs:** Annual audit and reporting reflects increased representation by women across areas listed in SC5.1c	**Lead:** GSC Chair & OMC **SA:** DVC-External Engagement	Drafting of plan started in Jan 2019 Approved communication and engagement framework published by Jan 2020

		3. Establish monitoring and reporting requirements for media/social media metrics associated with women in STEMM 4. Develop a guide to inclusive event planning, to ensure planning staff routinely consider D&I considerations for diverse attendees	• Staff survey results indicate that further work is needed to ensure the UQ community understands the need for and engages with work to improve gender equity				

Objective: Inclusive data collection **(DC)**		Gender and broader diversity data requirements, analysis and reporting frameworks are embedded into all measurable employment and career development (career-cycle) activities					
Outcomes:		• Transparent, accurate data which supports gender strategy development • Strategies, programs and activities to increase [diverse] women's representation and improve career outcomes that are: evidence-based; supported by easy-to-access data; and comprise accurate measures and KPIs (short and longer-term)					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery measures/KPIs**	**Who**	**When**
DC1	Collect required gender and diversity data at *all* stages of key career-cycle processes, focusing on: a) Recruitment and selection b) Local and central promotion processes c) Performance appraisal d) Staff training and development e) Uptake and types of flexible work *Note: UQ's new Human Resources Enterprise System (HRES) will be a significant enabler to improved data*	1. Embed gender and workplace flexibility data and reporting requirements into key Human Resources (HR) processes, including: a) Recruitment and selection b) Local and central promotion processes c) Performance appraisal d) Staff training and development e) Uptake and types of flexible work 2. Establish mechanisms through HRES to routinely collect flexible work data, including: a) Different types of flexible working arrangement (part-time, compressed working hours etc) b) Mechanisms to differentiate between different types of part-time work (genuine part-time versus conjoint positions) c) Formal and informal types of flexible working arrangements	• Some gender/diversity data are currently available, but analysis and reporting capabilities are limited • Available data can lack integrity due to inconsistent and/or inaccurate use of HR system fields (system and user issues) • Data limitations impact UQ's understanding of gender issues through different career stages • Robust data is needed to measure the impact of diversity interventions in the short-and-longer-term • UQ currently only collects data on flexible working arrangements for where there is a remuneration or days-of-work impact. This limits UQ's understanding of the flexible working cohort	Data requirements have been identified and acknowledged as a critical requirement for UQ's new HRES system HR Policy Review (2018/19) is incorporating gender and diversity data requirements and considerations into relevant HR policy principles and processes	**DM:** Gender data and analysis/ reporting requirements incorporated into annual audit and reporting outcomes **KPI:** Central HR and all Faculties/ Institutes/ Portfolios have embedded processes to collect/provide gender and other diversity data	**Lead:** CHRO/ WD&I **SA:** COO	New HRES in place by Jan 2020 All data fields in place by Dec 2021

	collection across many areas of this action plan	d) Temporary and longer-term arrangements 3. Develop system reports on flexible working arrangements data that can be analysed by gender and other diversity indicators					
DC2	Embed gender data tracking fields into internal research and teaching grant processes, research proposal submissions, and publications	1. Build gender fields for all research publication and income data into UQ's new research management system 2. Ensure future data collection encompasses teaching grant data accessible through ITaLI 3. Continue to monitor and annually report gender data for Category 1 grants 4. Improve gender data collection and analysis relevant to Category 2, 3 and 4 grants 5. Report data annually through the gender audit and reporting process (see SC3)	• UQ's data does not allow a detailed analysis to identify possible gender inequities through research grant/proposals and publication processes (including income gender comparisons for Categories 2, 3 and 4 submissions)	The Research Office has agreed to implement measures to improve gender data collection through UQ's new Research Management System (RMS)	**DM:** Comprehensive gender data available for annual audit and reporting purposes **KPI:** Annual reduction of any identified gender inequities through targeted measures	**Lead:** PVC Research **SA:** DVC-Research	RMS data fields in place by Dec 2020
DC3	Collect and analyse a broader range of staff diversity data to better understand UQ's diversity profile *Note: Provision of personal or sensitive data must always be strictly optional, and access limited to specified personnel only*	1. Incorporate additional personnel data fields into HRES which enable data to be collected across a range of diversity areas. 2. Enable functionality that allows staff to self-input more detailed diversity data, should they choose to do so (e.g. cultural heritage, disability, sexuality etc.) 3. Develop a communications strategy to encourage staff to	• Extant diversity fields are limited to country of birth, spoken languages and Aboriginal or Torres Strait Islander heritage • Only 65% of staff have entered additional diversity data into UQ systems • The limited fields and staff unwillingness to use available fields restricts UQ's ability to	Additional diversity data considerations are incorporated into requirements for UQ's new HRES	**DM:** Diversity data indicators readily available to inform strategies, planning and reporting outcomes **KPI:** 70% of staff provide additional diversity data –	**Lead:** CHRO/ WD&I **SA:** COO/ Exec Deans	Data fields enabled by Dec 2021

		provide additional diversity data (for example, induction information, annual reminders and emphasising the importance of this data to improving support for D&I)	measure the impact of strategies/ programs to support D&I • Increased staff willingness to provide sensitive diversity data may indicate improved culture and understanding regarding the importance of diversity data		which may indicate improved culture of trust and enhanced understanding of the need for this data		
DC4	Implement staff entry and exit online surveys (supported by entry/exit interviews where feasible) to fully understand staff rationale for both joining and leaving UQ	1. Collect, analyse and report on exit and entry data through annual planning, audit and reporting processes 2. Use entry/exit data insights to develop an improved understanding of opportunities and challenges impacting [diverse] women in STEMM at different career stages 3. Develop additional strategies to attract and retain higher numbers of women, using entry data insights as a basis, including: a. Understanding and capitalising on UQ's employer value proposition b. Assessing the impact of targeted recruitment and selection measures c. Identifying career intentions/goals (short-term, long-term etc.) which can	• Workforce data indicates that women's representation in STEMM disciplines declines from Level B onwards, irrespective of their representation at Level A/B (Section 4, Table 4.1) • Without exit data, UQ has no means of knowing *why* women leave in higher numbers than men • Without entry data, UQ has no means of knowing what has attracted people to UQ, and which strategies/ initiatives have had a positive (or negative) impact on UQ's employer value proposition	Entry and exit survey functionality requirements will be incorporated into UQ's new HRES WD&I have commenced drafting quantitative and qualitative data requirements for exit and entry surveys and exit interview templates	**DM:** Entry and exit survey instruments in place and functional. Annual reporting of entry and exit data **KPI:** 70% of all UQ staff complete entry surveys on arrival 50% of all UQ staff complete exit survey on departure	**Lead:** CHRO **SA:** COO/ Exec Deans	Surveys enabled by Dec 2019 First annual report by Dec 2020

		be correlated with exit survey information					
DC5	Undertake a detailed longitudinal cohort analysis targeting different stages of the employee career-cycle	1. Undertake a detailed longitudinal cohort analysis, comparing men and women's career trajectories, promotion, progression and retention outcomes 2. Factor the results of detailed longitudinal cohort data analysis into actions/interventions to mitigate women's diverging career trajectories in STEMM disciplines	• Preliminary cohort analysis has afforded some insights into differences between women and men's career trajectories, and the possible impact of having children on women's promotion, retention and progression • These findings warrant a deeper analysis over multiple cohorts	Preliminary cohort analysis undertaken in 2018 Clean data is now available to support more extensive cohort modelling over longer periods of time	**DM:** Analysis is completed **KPI:** Reduced career trajectory divergence for men and women beyond Level B	**Lead:** CHRO/ HR Analytics **SA:** COO	Start July 2019 Analysis completed by July 2020

Objective: Enhanced attraction recruitment and selection **(EA)**		Targeted strategies and programs to enhance UQ's employee value proposition and situate UQ as an employer of choice for women					
Outcomes:		• Increased representation by [diverse] women at all levels in STEMM and Non-STEMM disciplines • Increased representation by women in senior and key leadership/influence positions					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery measures/KPIs**	**Who**	**When**
EA1	Implement attraction, recruitment and induction policies/tools/ programs which focus on increasing [diverse] STEMM women's representation at all stages of recruitment/selection processes Note: *Actions must align with UQ's Enterprise Agreement*	1. Develop and implement a gender/diversity-focused recruiting/selection policy/procedure which includes: a. VCC-agreed targets and KPIs for recruitment and selection activities b. Leadership/and recruiting staff accountabilities c. Best-practice gender-focused recruiting and selection programs, activities and tools d. Guidance regarding the use of targeted/identified positions 2. Deliver targeted training to recruiting/selection panel members to ensure awareness of diversity considerations when assessing applicants/making decisions (see IC2) 3. Trial, evaluate and where successful, mainstream proactive attraction mechanisms to increase [diverse] women's representation	• UQ's gender-based recruitment data is not accurate or complete, but the available data suggests that once women reach the stage of shortlisting for interview, they tend to perform well • Unfortunately, [diverse] women's representation in applications pools is unacceptably low, especially in STEMM disciplines • Leadership efforts to implement gender-focused recruiting measures are highly variable, warranting a central approach to encourage wider	The SAT found pockets of gender-focused recruitment activities across UQ, but these exist in silos and are dependent on individual leader commitment to gender equity Focus will be on mainstreaming best-practice identified through AS research VCC has indicated broad support to trial	**DM:** Approved policy/ procedures in place **KPI:** 15% increased representation by women at all stages of the recruiting process for STEMM positions (achievement of measures and targets) 15% increased representation by women in STEMM disciplines	**Lead:** CHRO/ Associate Director People Services **SA:** COO	Draft by Dec 2019 Commence roll-out from Jan 2020

		in STEMM candidate pools, including: a) Attraction/selection activities already in place at UQ refer to Table 5.1.1 for list) b) Establishing gender targets/quotas for specific STEMM positions (recruiting pools, short lists, interviews etc.) c) Using women-focused recruiting/search firms to identify candidates d) Consideration of monetary/other 'referral rewards' for staff who successfully refer candidates to UQ roles through their academic networks e) Assessing the impact of campus visits during the recruitment process (especially for senior continuing STEMM positions) and whether they enhance women candidates' willingness to accept a UQ role f) For specific roles (especially senior/Level E positions), positive written/videoed testimonials about working at UQ g) Employing 'exception to policy' approaches/processes that enable expedited appointment processes for diverse	application of targeted measure • Academic women's low representation necessitates trialling a range of different ways to increase academic women's desire to work at UQ • Different approaches will be trialled, evaluated, adjusted and where successful, mainstreamed across UQ through policy and procedural interventions	innovative measures to prevent women's 'drop-off' from Level B	and leadership/ influence positions		

		candidates (currently only available for identified Indigenous positions)					
EA2	Revise UQ position description and job advertisement templates to ensure they are appealing to [diverse] women candidates	1. Draft revised position descriptions (PDs) to ensure they are appealing to diverse candidates, including a) abbreviated Organisational Environment statement focusing on people, respect, and diversity b) clear-cut eligibility requirements rather than long list of selection criteria c) Improved reference to flexible working arrangements	• SAT research (literature reviews and through internal engagement) found that UQ's current PDs and job advertisements may be a deterrent to women applicants, particularly: – No references to the value of people in the UQ description (only rankings, revenue and research) – No references to D&I and/or flexible work options – Very long lists of 'essential criteria' that may dissuade [diverse] women from applying – Gendered language that could be off-putting to [diverse] women	Drafting revised PDs has commenced	**DM:** Approved PDs in place **KPI:** Increased representation by women in recruiting pools	**Lead:** CHRO/ Associate Director People Services **SA:** COO	Draft PDs developed by March 2019 Consultation until June 2019 In place by August 2019
EA3	Enhance UQ's web presence as a progressive, inclusive employer of choice for [diverse] women	1. Conduct further research with academic staff at different levels to identify the attributes that both attracted staff to UQ and enhance retention 2. Develop an improved web presence for prospective and	• SAT research determined that that information about UQ's key assets are not readily available to prospective candidates	HR recruitment staff have commenced work to identify key assets that should be highlighted to	**DM:** Website in place **KPI:** As per EA1	**Lead:** CHRO **SA:** COO	Website in place by Dec 2019

		current staff that highlights UQ's employee value proposition (with a focus on attracting/retaining [diverse] women), incorporating: a. Assets/features that may be appealing to different types of academics (e.g. world class research in an affordable city location) b. UQ's support for flexible working practices c. UQ's picturesque physical environment and excellent facilities as a 'selling' point (photographs and imagery) d. Staff and leader testimonials about working at UQ e. External partner testimonials about working with UQ f. Information regarding UQ's D&I focus (including involvement in AS) 3. Clear and easily accessible information about UQ's extensive childcare offerings/options (with photographs, videos and parent testimonials)	• Much more must be done to situate UQ as an inclusive, progressive employer of choice for women • Basic information about childcare options, employee benefits and the liveability and affordability of Brisbane (compared to other Group of Eight and international prestige universities) is not readily available • Some Faculties/Institutes have applied some of these measures but they are not mainstreamed across other areas and/or evaluated for efficacy	prospective and current staff			
EA4	Improve the D&I aspects of UQ induction processes	1. Assess the current 'Equity Online' induction and annual training modules to identify potential for improvement 2. Develop a consistent best-practice approach to induction processes, for UQ-wide delivery 3. Develop 'welcome packs' for all new UQ staff which incorporate	Uptake of mandatory equity training is very low, especially for STEMM men The SAT determined enormous variation regarding induction processes and products at UQ	Some areas have developed very welcoming models for induction, where others do very little to support staff entry	**DM:** Revised induction process and new training approved and mainstreamed to all UQ areas	**Lead:** CHRO **SA:** COO/ Exec Deans/	Equity packages reviewed by Dec 2021 Induction processes in place by Dec 2020

		helpful information about key policies/entitlements; staff benefits; and positive messaging about D&I at UQ (including AS) 4. Implement measures and monitoring/audit processes to increase the uptake of mandatory equity training for all staff and supervisors 5. Build diversity messaging into presentations at UQ's New Staff Expo (held twice a year)	Minimal information about UQ benefits, D&I programs, support networks etc. is currently provided to incoming staff through onboarding processes Current equity training (EO Online) is dated, and inadequate for meeting UQ's desire to ensure staff are educated on equity, D&I and UQ's expected behaviours to situate the University as inclusive and proactive regarding D&I	This action entails enhancing and mainstreaming extant best practice	**KPI:** 70 percent of staff undertake mandatory annual equity training Increasingly positive feedback on induction processes attained through new staff entry survey process	Institute Directors/	Welcome packs in place by Dec 2019 Monitoring in place by June 2019 Diversity messaging in place by Dec 2019

Objective: Improved panels and committees (IC)		Enhanced protocols and training to support inclusive and transparent committee and panel decision-making processes					
Outcomes:		• Highly effective, well-trained committees/panels with improved governance, transparency, inclusive, equitable and fair decision-making capabilities • Improved consideration of wider perspectives in decision-making					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery measures/KPIs**	**Who**	**When**
IC1	Implement mechanisms to reduce unconscious biases, stereotyping and power imbalances within committee/panel decision-making processes *Note: this includes both standing committees and committees/panels formed for a specific purpose (e.g. promotion and selection panels)*	1. Introduce committee/panel training for all staff who participate in committee/panel decision-making processes, incorporating: a) Understanding of committee protocols and practice b) Inclusive approaches to decision-making c) Practical mechanisms for mitigating unconscious bias and stereotyping d) Approaches to reducing any power, culture and gender imbalances between junior and senior committee/panel members 2. Establish clear, agreed UQ committee/panel protocols to ensure committee structures and processes are as inclusive and unbiased as possible, encompassing: a. Role of the chair b. Mandated diversity/representation requirements c. Election/selection protocols	• SAT research identified a wide range of issues pertaining to committee and panel processes which are addressed through this actions and sub-actions • The lack of transparency, membership information and mandatory training were identified as priorities • UQ decision-making protocols are highly variable and dependant in individual chair's preferences • Power imbalances and decision-making inequities between committee and panel members were raised	Current policy framework around governance for committees and panels do not adequately address issues identified through AS research UQ has purchased the Cognicity Unconscious Bias Training Package which will be available in early 2019 This will comprise part of a new training/ coaching framework to	**DM:** Protocols approved, in place and supported by training and audit tools **KPI:** Annual audit results demonstrate increased adherence to the new protocols	**Lead:** CHRO **SA:** Provost/ GSC Chair	Committee and panel protocols drafted by Jun 2020 Protocols for committee in place by Jun 2020 Protocols for panels in place by Dec 2021

		d. Mandatory committee/panel training requirements e. Decision-making protocols f. Record keeping requirements, including transparent membership data which is made available for annual auditing purposes 3. Hold leaders/chairs accountable for applying mandated protocols; assessed through audit and reporting	through multiple data collection processes • For example, if the only 'women' representative on a committee/panel is the most junior member (student representative), they may not feel as empowered to influence decision-making processes; and/or the only woman on a committee may be reluctant to speak up due to being outnumbered (irrespective of rank) • Many chairs seem unaware of their role in mitigating potential power imbalances, and ensuring all members have an opportunity to inform decision-making	improve UQ committees			
IC2	Improve women's representation and broader diversity representation/ perspectives in	1. Identify mechanisms for improving committee/panel diversity where the mandated committee membership entails roles that are predominantly held by men (e.g. VCC)	• Some senior UQ committees have very low representation by women, primarily because men hold	The SAT found no evidence of any strategic mechanisms to improve women's	**DM:** ToRs/ policies in place **KPI:** Annual audit results	**Lead:** CHRO/ Governance and Risk **SA:**	ToRs/ policies drafted by **Dec 2020**

	senior UQ committees	2. Review and revise ToRs/policies addressing the membership and function of key committees/panels to mitigate the significant committee load placed on senior UQ women (due to their low numbers); especially members of UQ's Academic Board 3. Implement policy/procedural requirements for the rotation/selection of committee positions to mitigate current gender inequity in committee roles (e.g. men are over-represented in chairing roles and under-represented in secretariat/observer roles)	most of UQ's senior positions • Different organisations have found ways to mitigate this, to ensure wider diversity when considering problems, seeking solutions and making decisions, such as extending membership and/or inviting additional members to ensure wider representation • Senior UQ women are over-extended in terms of their committee commitments, primarily because there are so few senior women • One suggestion to mitigate the current prevalence of men in chairing roles and women in secretariat roles is that any new incumbents of committee roles must be a different gender to the previous incumbent	representation on senior committees	demonstrate increased adherence to the new protocols	Provost/ COO	Policy/ Procedural changes in place by **Dec 2021**

Objective: Nurture STEMM women's careers (NC)		Proactively address SAT-identified barriers and challenges impacting [diverse] women's academic careers at different career points and life stages					
Outcomes:		• UQ [diverse] women feel engaged, supported and situated for success through different career and life stages • Improved retention of STEMM women through challenging career and life stages					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery measures/KPIs**	**Who**	**When**
NC1	Trial, evaluate and mainstream new programs and interventions to support STEMM women and improve their workplace experiences **Note:** *Program frameworks/tools will be developed centrally and made widely available; but local implementation is the responsibility of EDs/IDs* *It is expected that each Faculty/ Institute will offer at least one support program, but preferably offer multiple options*	1. Implement improved complaint and advocacy mechanisms for Early Career Researchers (ECRs) and/or fixed term contract staff 2. Implement a process of 360-degree anonymous feedback, linked to appraisals, on a rolling cycle across UQ, initially targeting the group-leader levels, to identify supervisors requiring additional coaching/training 3. Pilot (implement and evaluate) targeted mentoring, reverse mentoring, networking, sponsorship and leader-shadowing programs for different academic levels and types of academics (RF, T&R and TF) within individual Faculties/Schools/Institutes and mainstream practices that prove successful 4. Draft career guides for women which offer practical advice for mitigating career/life challenges ('real-life' examples)	• SAT research determined that some UQ women may appreciate additional support to mitigate identified career challenges • Women in some STEMM disciplines may not have ready access to networks, role models and sources of practical advice from other women – this is a gap that must be addressed • UQ members suggested a number of ideas for improved access to support which are included in this action plan • SAT research uncovered a range of poor supervisor behaviours and practices, which would be exposed through a	Faculties and Institutes have implemented a range of different models for supporting women; to varying degrees of success Some of the best practice already in place will form the basis for whole-of-UQ interventions	**DM:** New programs trialled **KPI:** A tangible impact on women's promotion and retention rates after completing the programs Improved 'workplace experience' results in culture surveys Program participants provide positive evaluation feedback	**Lead:** CHRO/ WD&I **SA:** Provost/ DVC-R Exec Deans/ Institute Directors	New programs trialled by **Dec 2020** Scoping for wider roll-out by **Jan 2021** Central product in place by **June 2021** Local roll out from **June 2021**

			360-degree feedback process • Some junior academic staff, especially those on grant-based funding/fixed-term contracts, feel disempowered to 'call out' poor leadership behaviours due to the tenuous nature of their employment • 360-degree feedback would enable staff to provide genuine feedback regarding both positive and poor leadership behaviours • 360-degree assessments may encourage leaders to improve their behaviours and further develop their leadership skills				
NC2	Deliver targeted interventions directed towards STEMM women from Level B, to improve retention, promotion and progression outcomes	1. Identify and implement proactive strategic mechanisms to mitigate funding-related challenges impacting ECRs 2. Investigate and, where feasible, implement options for enhancing women's access to continuing employment contracts (tenured employment) 3. Develop and implement a career progression	• Tight grant budgets have resulted in some poor supervisory practices, primarily directed at Level A/B staff; these add to other gender-based challenges experienced by women and impacts their inclination to stay	UQ has made some recent investment into programs specifically designed to support and retain women The two year-long career	**DM:** Enhanced/ new programs in place **KPI:** A tangible impact on women's application for promotion rates and promotion success/retentio	**Lead:** CHRO/ WD&I and GSC **SA:** DVC-R	Scoping by Jun 2020 In place by Feb 2021

		course/program for women from Level B to C, with differing strategies/programs targeting STEMM T&R and RF academics 4. Increase the capacity of UQ's Promoting Women Fellowship Scheme; with dedicated places for STEMM and diverse academic women 5. Develop and implement a talent identification and management framework focused on women in STEMM 6. Investigate, and where feasible, implement retention and support schemes for T&R academics 7. Monitor the uptake, application and retention outcomes of new UQ Amplify, AWARE and post-Laureate schemes to assess their impact on women's retention and progression	at UQ and/or in academia • A lower proportion of women are employed on continuing contracts than men at all levels; this needs to be investigated and where feasible, addressed through targeted interventions • Extant UQ programs have been very successful in enhancing women's promotion and progression; however, prior to 2018, UQ's current career progression/training programs for women were targeted towards Levels C to D and D to E • Level B to C which is a critical career stage and the point at which women's representation declines • UQ introduced three new schemes in 2018; anecdotal evidence suggests that the Amplify and AWARE schemes are already influencing women's intent to remain at UQ	women's promotion/ development courses have been very successful, but only focus on C-D, D-E progression. Targeted courses for B-C women may help prevent the 'career cliff' at this level Amplify and AWARE represent substantial investment by UQ; these programs should directly improve the retention of ECR/MCR researchers Reporting on any gender-related outcomes of new schemes has been incorporated	n rates after completing the programs Program participants provide positive evaluation feedback		

			and enticing women to UQ • Any insights from the new schemes should be factored into ongoing retention measures for STEMM women	into planning for annual gender audit and reporting framework			
NC3	Reduce UQ's overall gender pay gap	1. Develop an improved reporting template for annual gender pay equity analysis and reporting 2. Develop a pay equity tool and supporting procedure to reduce the instances of 'like-for-like' gender pay inequity 3. Implement a more standardised, transparent and auditable approach to staff bonuses, market loadings and other benefits, to improve gender pay equity	• UQ's 2017 pay gap was 13.7% with men taking home $414.08 more per week than women • In 2018, of UQ's 582 like-for-like pay gaps >3%, 121 of these were in STEMM areas; 66% of these favoured men • Annual audits consistently show that wide variability in the application of bonuses/market loadings usually favours men • UQ does not currently have a policy or tools to support gender pay equity	UQ has undertaken detailed organisation-wide and like-for-like gender pay audits from 2015 – 2018	**DM:** New reporting template and associated policy/tools in place **KPI:** Decrease of overall pay gap by at least 0.5% per annum Annual reduction of the number of like-for-like pay gaps	**Lead:** CHRO/ WD&I **SA:** VCC and Senate	Tools and template in place by Sep 2019 First new report tabled at VCC and Senate by Feb 2020
NC4	Improve UQ promotion processes to	1. Identify and mainstream identified best-practice support for promotion processes to enhance pre and post-promotion outcomes 2. Develop a written career guide for different types of	Staff hold very poor views of UQ's entire promotion process; and STEMM women's perceptions are more negative than those of other staff regarding	Identified as a CHRO priority for action	**DM:** Revised promotion processes and support mechanisms are in place	**Lead:** CHRO/ OLD **SA:** VCC and Senate	Scoping by Jan 2020 Revised process in place by June 2020

	enhance equity outcomes	academics, which outline expectations at each level, to establish realistic progression/promotion expectations 3. Deliver policy guidance regarding the role, expectations and requirements for Level A postdoctoral staff 4. Identify options for enhancing promotion outcomes for Institute staff who may struggle to meet standard promotion criteria due to the nature of their work 5. Implement mechanisms to ensure Performance Relative to Opportunity (PRO) considerations are embedded into promotion processes (see OC4)	support for promotion processes Staff on grant-based funding experience an additional range of challenges due to the nature of their employment/tight grant funding Institute/grant-based staff (all genders) can struggle to meet standard UQ promotion criteria due to the nature of their research; these considerations should be accommodated when revising UQ promotion criteria		**KPI:** Improved staff perceptions of promotion processes, assessed through staff surveys		
NC5	Identify and mitigate any gender inequities associated with internal research and teaching grant processes, research proposal submissions, and publications (see also DC2)	1. Using available gender tracking data (DC2), access and analyse gender data associated with internal research and teaching grant processes, research proposal submissions, and publications, to identify any gender inequities 2. Report any findings and insights from gender tracking data annually through the gender audit and reporting process (see SC3)	Although gender tracking data is currently limited (see DC2), available data insights from Category 1 grants suggests the possibility of gender inequities in UQ's internal processes that warrant further investigation Improved gender tracking data will enable to GSC to identify and then mitigate any identified differences in	N/A	**DM:** Gender inequities incorporated into annual gender equity reporting and governance frameworks (SC3) **KPI:** Annual reduction of any identified gender inequities	**Lead:** PVC Research/GSC **SA:** DVC-Research	First annual audit and report by Dec 2020

		3. Develop strategies to mitigate any identified gender inequities in internal grant processes and report annually on improved outcomes	outcomes for different genders		through targeted measures		
NC6	Implement targeted support measures and additional funding avenues to enhance [diverse] women's access to funding	1. Mainstream best-practice grant application support measures, to enhance funding outcomes for STEMM women 2. Investigate the option of funded 'bootcamps' or retreats, with on-site childcare, to support: publication development; grant-writing; and teaching and learning scholarship outcomes 3. Develop targeted support measures and programs to enhance STEMM women's competitiveness for grants/scholarships that are only available to under-represented academics (e.g. grants only accessible by Aboriginal and Torres Strait Islander researchers)	• Academic women can face additional, compounding challenges pertaining to gender and other aspects of diversity (intersectionality considerations) • Improved support for grant application processes and additional funding opportunities may mitigate some of these additional challenges • UQ's current D&I programs tend not to be directed towards enhancing academic career research outcomes – this is a clear gap in UQ's diversity programs	Minimal progress to date, but agreement-in-principle to the concept by three chairs of different UQ diversity committees	**DM:** New support measures for diverse academics embedded in strategies and plans Programs in place across key areas of diversity focus **KPI:** A tangible impact on diverse women's funding income, publication outputs and overall representation in STEMM fields	**Lead:** Chairs of key diversity committees/ WD&I **SA:** DVC-R	Scoping by Jul 2021 Pathways in place by Dec 2022

Objective: Improved outcomes for carers (OC)		Mitigate career barriers and challenges associated with caring responsibilities					
Outcome:		Improved retention and progression outcomes for carers					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery measures/KPIs**	**Who**	**When**
OC1	Implement measures to reduce the career impact of parental/carer's leave and career breaks on STEMM women's career trajectory	1. Investigate, and if feasible, implement a more flexible approach to maternity leave that affords researchers 'a right to request' taking maternity leave as 'days per week' rather than a solid block of time, to accommodate: a) researchers who wish remain engaged with research while on parental leave b) researchers who need to return to work attend critical events/activities and/or meet key milestones c) a staged return to work after an extended absence and/or researchers who wish to take their maternity leave on a part-time basis d) staff who wish to fulfil critical teaching and learning commitments e) staff who wish to fulfil critical speaking, engagement and conference commitments	• The SAT identified a range of challenges for women who require absences from the workplace to support caring responsibilities • Preliminary cohort analysis afforded some insights into the impact of having children on women's progression • The challenges appear more acute for STEMM women who work in lab-based research contexts • The need to 'stay in touch' with research and continue to build their 'international profile' during periods of caring/absences was emphasised by many STEMM women • The UQ community has suggested different ways	A more detailed survey of possible mechanisms to support women through absences (and meet international travel commitments) has been drafted and will be distributed by July 2019	**DM:** New interventions are in place **KPI:** A reduction of career drop-off during and after periods of caring and/or maternity leave/carer's leave Exit survey data indicates that women's reasons for leaving UQ is unrelated to an inability to balance career and caring responsibilities	**Lead:** CHRO/ WD&I **SA:** COO	Scoping report complete by Dec 2019 Measures in place by Dec 2020

		f) other critical career commitments as required 2. Implement pre-maternity/parental leave interviews to assess desired level of contact/support during leave periods and plans for returning to work and incorporate agreed outcomes in individual parental support plans 3. Use exit interview data (DC4) to determine the impact of having children on staff intent to remain at UQ/in academia and develop mitigation strategies to prevent future staff losses (where appropriate/applicable) 4. Investigate strategies to maintain/boost women's international profile during periods of caring, such as: a. Hosting international conferences and workshops in Australia b. Financial support for international engagement, collaboration and conference activities c. Funding made available to visit existing and new collaborators d. In-home support for school-aged children	of mitigating these challenges • The SAT has committed to investigating the main suggestions and reporting findings and recommendations back to the UQ community				

		5. Identify further means to improve cultural acceptance of taking formal carer's leave and shifting perceptions regarding the career impact of caring					
OC2	Improve access to flexible working arrangements *See also DC1.3 (improved collection of flexible work data)*	1. Develop and implement a flexible working policy which outlines: UQ principles; data collection and reporting requirements, governance, accountability and manager expectations 2. Develop and deliver a communications and education strategy to improve understanding and perceptions of flexible work (with practical examples) 3. Develop and deliver specialist training to support HR staff and managers when negotiating, implementing and managing flexible working arrangements 4. Appoint a flexible work 'ombudsman' within HR for flexible employment issues that can't be resolved at the local level 5. Encourage local implementation of family friendly practices; such as core hours for meetings, and other relevant core university business	• SAT research determined that women are those most likely to undertake flexible working arrangements • Men face additional barriers to accessing flexible work (such as the perception that caring is 'women's work') • Access to flexible work can depend purely on supervisors' personal views about flexible working – which is inequitable • Some senior managers can hold perceptions that flexible equals 'part-time' and for this reason, believe that most jobs can't be achieved flexibly • These perceptions need to change – stronger policy, leadership statements, support for supervisors and practical help/tools will shift extant leadership perceptions	New policy, procedure and handbook for managers were drafted in 2018; but needs to go through consultation and approval processes A new training course to enhance supervisor capability regarding flexible work practices commences in April 2019	**DM:** New policy and programs in place **KPI:** Improved uptake of flexible working arrangements by all genders (monitored through new HRES capability) Reduced impact of flexible work on career progression for women (assessed through culture surveys and cohort modelling)	**Lead: CHRO/** WD&I **SA:** COO	All interventions in place by Jun 2020

OC3	Improve UQ's support for parents and staff with caring responsibilities	1. Improve UQ's central childcare portal through providing contact details of childcare centres, additional information about UQ's extensive childcare offerings/options (with photographs, videos and parent testimonials) and notifications regarding vacancies and events 2. Identify and assess possible mechanisms to provide additional support during periods of international travel (e.g. In-home care for older children) 3. Investigate UQ community suggestions to further improve UQ's childcare offerings including: a. On-site childcare care at Herston campus b. Salary sacrificed childcare c. Close, limited access (only for carers) car parking for all childcare centers d. Emergency funding support for in-home care 4. Monitor and report annually on the uptake of and access to emergency, short notice and school holiday care (annual gender diversity audit and reporting) 5. Improve childcare governance structures, to ensure UQ staff	• UQ needs to do more to mitigate the 'career penalty' of caring – which was expressed by multiple staff through SAT research (noting that improved exit data will enhance UQ's understanding of the impact of caring) • The UQ community has expressed the desire for a range of additional child care and caring-support options, through various SAT engagement avenues • While some of the suggestions may not be feasible or affordable, the SAT has committed to investigating the suggestions and reporting findings back to the UQ community	Improving UQ childcare offerings has been a major focus for the VCC during 2014 - 2019 In 2019, UQ will implement improved childcare governance structures, to ensure UQ staff considerations/ needs are prioritised by childcare centres	**DM:** Scoping report delivered **KPI:** Improved satisfaction with offerings through future childcare survey results Reduced waiting times for enrolments at centres	**Lead:** WD&I **SA:** COO	Scoping report complete by Jun 2020 Agreed interventions in place by Dec 2020

		considerations/needs are prioritised by childcare centres on an ongoing basis					
OC4	Implement a PRO framework for application within key UQ career development processes	1. Develop PRO policy/procedures and a supporting communication and engagement plan 2. Develop guidance regarding the practical application of how PRO should be applied through key decision-making/other processes (selection, promotion, appraisal, grant applications) supported by practical examples 3. Develop a guide for applicants addressing how (and why) to highlight PRO considerations in promotion and grant applications (e.g. ARC, MHMRC), including practical examples and case studies	• UQ has referenced PRO in key HR processes (specially promotion) but lacks robust procedures and guidance regarding implementation – for both committee members and applicants themselves	A draft PRO framework has been developed and requires further consultation to enhance The Provost has been actively applying a PRO lens to professorial promotions, which may explain women's improved outcomes in recent years	**DM:** PRO framework is in place **KPI:** Improved application rates and outcomes for women through promotion and selection processes	**Lead:** CHRO/ WD&I **SA:** COO	Scoping report complete by Dec 2019 Measures in place by Dec 2020

Objective: Enhanced workplace culture (WC)		Enhance UQ's workplace culture through intervention and targeted leadership capability development					
Outcome: A positive workplace experience for all		• An inclusive and supportive workplace culture where women can thrive • Skilled and capable leaders who exemplify UQ values and best-practice leader behaviours					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery Measures/KPIs**	**Who**	**When**
WC1	Refresh UQ's performance appraisal processes and associated training/coaching tools for academic staff *See also SC2 (leadership KPIs for completion of annual appraisals)*	1. Revise UQ's extant processes for academic performance appraisal in consideration of feedback attained through SAT research, ensuring: a) Improved consideration of service activities and how these are factored into performance and outputs b) Improved consideration of family and caring commitments and work/life balance (and associated impact on career trajectory) 2. Deliver training/coaching support for appraisal processes and performance conversations, to maximise outcomes for staff 3. Implement mechanisms to ensure PRO considerations are embedded into performance appraisal and reward processes	• UQ's appraisal processes were universally criticised by staff (including EDs/IDs) through multiple AS research mediums • Only 40-45% of staff agree that appraisals are useful to career development (Figure 5.2.2) • UQ's appraisal processes are viewed as time-consuming, poorly understood and confusing • 33% of AS survey comments noted extant appraisal processes are a 'box-ticking' exercise • Staff also expressed concerns regarding (untrained) supervisors misinterpreting performance criteria, which can directly impact career progression	UQ has a current project in place to achieve a more consistent and transparent approach and access to academic performance data This work is an enabler to future improvements to UQ appraisal processes for academics	**DM:** New appraisal processes in place **KPI:** 80% annual appraisal completion rate Improved feedback results through 360-degree and staff culture survey feedback	**Lead:** CHRO/ OLD **SA:** Provost and COO	Proposal to VCC by Dec 2020 New system in place by June 2021
WC2	Develop a competency-based staff training and	1. Conduct a needs analysis to identify core leadership competencies (skills and	• UQ community feedback suggests that many supervisors seem unskilled	UQ has many different leadership	**DM:** Leadership skill and development	**Lead:** CHRO/ OLD	Drafting to commence

	development framework linked to key manager and supervisor skills and behaviours at different levels of the organisation	behaviours) for leaders at all stages of the academic career pathway 2. Develop a competency-based staff training, coaching and development framework linked to identified/required leadership and supervisor skills and behaviours, targeting different UQ roles, responsibilities and academic pathways, with an emphasis on: a. Values-based leadership and performance culture b. Establishing behavioural expectations c. Skill-sets and frameworks to enhance coaching/performance conversations d. Management of diverse staff e. Building inclusive workplaces f. Responding to incidents of unacceptable behaviour 3. Implement a formal succession planning/leadership development framework to support internal staff preparedness development for ED/ID/Head of School (HoS) positions	in basic management practices, as they are selected/promoted on the basis of academic excellence rather than leadership skills • This action targets priority areas of required skill development as identified through AS research • UQ does not currently have a robust leadership development/competency framework, leaving leaders to identify their own development needs • The current performance appraisal processes are not helpful to identifying and mitigating leadership skill gaps	courses, but these don't exist within skill-development framework UQ strategic leaders recognise the need to improve UQ leaders; this is a CHRO priority for 2020	framework in place **KPI:** Improved leadership approval ratings through 360-degree feedback (see WC2) and UQ culture survey results	**SA:** Provost and COO	in Jan 2020 Framework in place by June 2021

WC3	Deliver best-practice policy and procedures in support of D&I outcomes	1. Monitor implementation of new HR policies addressing unacceptable behaviours and make recommendations for further improvement as necessary 2. Ensure that all HR policy, procedures and guidelines review and consultation processes include input by WD&I, to ensure diversity considerations are factored into policy frameworks and subordinate documents 3. Develop and implement training packages to assist managers/supervisors with building inclusive workplaces and responding to reports of unacceptable workplace behaviour (note: also see Action WC2.2) 4. Annually benchmark HR policies against other university policy/procedures to ensure UQ is adopting progressive, 'best-practice' approaches	• Interviews with HR representatives indicate that HR policies are not consistently implemented across UQ • While UQ policies cover typical workplace issues (bullying, harassment etc.), there is no formal framework to ensure that gender perspectives are applied through grievance resolution/ disciplinary matters where gender may be a consideration • The SAT found many examples of 'single-gender decision-making pathways' at UQ, with no initiatives to mitigate this	All HR policies are being refreshed in 2019/20, which provides an opportunity to build SAT actions into the new policy and procedures	**DM:** New policies, subordinate documents and training in place **KPI:** 100 % of HR policies are updated through review processes	**Lead:** CHRO/ HR Policy Team **SA:** COO	All policies refreshed by Dec 2020 Training in place by Dec 2019
WC4	Develop mechanisms to ensure women's higher contribution to Service activities, including additional committee and panel commitments, are adequately	1. Develop a strategy and communications plan to ensure women's additional commitments to Service and other additional activities are adequately reflected in workload models and career development, recognition and reward processes	• As UQ's Workload Model is enshrined in the EA, there is limited scope to make changes to the model • However, greater awareness regarding women's additional workload and service		**DM:** Strategy is in place **KPI:** Improved views of workload distribution and recognition of	**Lead:** Provost **SA:** Provost	Strategy in place by Dec 2020

	captured through UQ workload models and career development processes.		activities (often due to their under-representation (eg on selection panels and committees)) would be helpful to ensuring this additional contribution is adequately recognised through different career processes		Service through cultural surveys		

Objective: Enhanced career outcomes for diverse staff **(DS)**		Mainstream intersectionality and broader diversity considerations into all policy, procedures and interventions to support gender D&I					
Outcome:		• A workplace where *all* staff feel welcome, included and supported through different life and career stages • Increased representation by diverse women in STEMM disciplines					
Ref	**Actions**	**Sub-actions, additional requirements, considerations**	**Rationale**	**Progress to date**	**Delivery Measures/KPIs**	**Who**	**When**
DS1	Improve support for gender diverse and transgender staff and students	1. Include gender neutral bathrooms/facilities in the building standards for all new UQ buildings and refurbishment plans for existing buildings 2. Make explicit in the special paid leave procedure, that paid special leave is to be used to support gender transitioning activities 3. 40 percent of all HR staff undertake UQ's Ally Action Training to enhance their awareness of administrative considerations and support requirements for transitioning staff and students	While UQ has strong support and advocacy structures for gender diverse and trans staff, some areas of policy, procedure and administrative support could be emphasised to reflect best practice	In 2017/18, 30% of HR staff completed Ally training and became UQ Allies	**DM:** Standards are included in building standards Policy adjusted to reflect usage of special paid leave to support transitioning **KPI:** Increased percentage of trans/gender-diverse staff feel that UQ supports gender-diverse staff (current level is 75%, aim is 90% satisfaction), assessed through staff culture surveys and the annual Australian Workplace Equality Index (AWEI) survey	**Lead:** CHRO/ WD&I **SA:** PVC	Building standards in place by Dec 2020 Special paid leave procedure adjusted by Dec 2019

					administered by Pride in Diversity		
DS2	Implement plans/programs to improve support for cultural inclusion, with a focus on women in STEMM	1. Establish a UQ Cultural Inclusion Council (CIC) to provide expertise and coordination for all staff CALD activities 2. Deliver cultural competency training for staff and students (SBS online Cultural Competency training) 3. Develop guides to enhance staff and student understanding of different cultures (country and/or culture-specific) 4. Establish a CALD support network or program to welcome and support culturally diverse staff who arrive at UQ from an overseas location	The SAT determined that CALD support for staff is under-developed, compared to other UQ areas of diversity focus. The VC's engagement in national cultural inclusion activities enabled strategic support and associated resources to enhance measures to support CALD staff, to bring this program in line with other areas of staff diversity focus at UQ	ToRs for the CIC have been drafted Cultural competency training packages have been purchased (through SBS) and will be launched on Harmony Day 2019 Cultural grounding training has been sourced and is being evaluated in Jan 2019 A CALD staff welcome program has been developed and will be launched on Harmony Day 2019	**DM:** New CALD governance frameworks and interventions are in place **KPI**: 70% of staff willing to reflect cultural diversity through UQ's HR systems Increased percentage of CALD staff who agree they are treated fairly regardless of race (currently only 66% agreement)	**Lead:** CHRO/ WD&I **SA:** COO	All interventions in place by Oct 2019

DS3	Undertake further research into the perceptions/ experiences of staff with disability, and mitigate identified issues through UQ's Disability Action Plan (DAP); with an initial focus on STEMM areas	1. Undertake research to identify and mitigate additional workplace barriers/challenges impacting staff with disability, especially where these intersect with gender-based barriers in STEMM disciplines 2. Identify staff interest in participating in an informal disability support network (similar in structure to other staff diversity networks at UQ) and if desired, establish the network	AS staff survey results reflect that staff with disability hold negative views regarding their workplace treatment and levels of discrimination, as compared to the broader UQ population These findings warrant more detailed research to identify barriers and mitigate these through tangible interventions	UQ has a strong governance, planning and reporting structure for disability inclusion, but has not undertaken specific research to identify barriers and challenges for staff with disability	**DM:** Research report and key findings tabled at VCC **KPI**: Improved perceptions by staff with disability regarding workplace treatment and discrimination; perceptions align with those of the broader UQ community	**Lead:** CHRO/ WD&I **SA:** COO	Research report tabled by April 2020 Actions to address incorporated into UQ's 2020 DAP
DS4	Upskill local and central HR staff to provide specialist advice and support across key areas of diversity focus	1. Provide training to local and central HR staff to enable them to provide specialist advice and support across key areas of diversity focus, including: a) Coordinating adjustments for people with disability b) LGBTIAQ+ inclusion c) Workplace processes to support transitioning/affirming gender d) CALD considerations e) Workplace processes to support Aboriginal and Torres Strait Islander cultural inclusion and access to entitlements	Local HR staff are the 'face' of UQ in terms of providing and assistance to diverse staff. Upskilling and education of HR staff will enhance the central WD&I team's reach and ensure that diversity becomes a core consideration through key local administrative processes	WD&I ran upskilling and awareness sessions to local HR staff in 2018, which resulted in an immediate improvement to HR service delivery in relation to diversity matters	**DM:** 80% of local and central HR receive D&I training on an annual basis **KPI:** Increased percentage of staff feel that UQ supports D&I, assessed through staff culture surveys	**Lead:** CHRO/ WD&I **SA:** COO	Training commenced in 2018 and will continue in 2019 and beyond

DS5	Ensure a gender and intersectional lens is applied to all work conducted by UQ diversity committees *Note: includes specialist diversity committees and Faculty/Institute-based committees*	1. Deliver strategy, policy and procedures that embed an intersectional approach to all D&I work undertaken at UQ 2. Consider and implement activities to enhance an intersectional approach to D&I work at UQ, including (but not limited to): a. Ensure representatives from different diversity committees participate on the GSC b. Ensure GSC members become standing members of different UQ D&I committees c. Include standing AS updates/discussion scheduled into committee annual plans d. Arrange quarterly/biannual meetings/engagements where representatives from all committees come together to discuss activities, plans and ideas	The work currently undertaken by UQ diversity committees can lack an intersectional and cohesive one-UQ approach This action is intended to ensure that gender is considered throughout wider D&I activities This action will also enhance cohesion and alignment between various committees and enable sharing of ideas, resources and initiatives to enhance UQ's diversity profile This results in duplication of effort and limits opportunities to embed gender considerations into all aspects of broader D&I planning/action	Multiple senior staff participate on different diversity committees creating synergies across diversity portfolios However, more formal arrangements will ensure that an intersectional approach endures beyond individual's commitment to D&I	**DM:** Diversity strategy, policy and procedures reflect an intersectional approach **KPI:** 70 percent of staff feel that UQ supports D&I, assessed through staff culture surveys	**Lead:** CHRO/ WD&I **SA:** VCC	Policies referencing inter-sectionality in place by Dec 2019 AS updates embedded into committee ToR by Dec 2019 Bi-annual meetings commence by July 2019
DS6	Enhance career outcomes for Aboriginal and Torres Strait Islander women in STEMM disciplines	1. Establish Indigenous women in STEMM targets across all UQ fellowships/internal grants 2. Develop an Aboriginal and Torres Strait Islander Academic Pathway Program proposal to support access to UQ academic careers; with dedicated positions for	Aboriginal and Torres Strait Islander peoples are significantly under-represented across all UQ staff areas, but especially in academic positions	All STEMM-related initiatives have been captured in UQ's Indigenous Employment Strategy for 2019	**DM:** New pathway programs and support interventions in place **KPI**: 8 FTE Aboriginal and Torres Strait	**Lead:** CHRO/ WD&I **SA:** COO	All interventions in place by Oct 2019

		Aboriginal and Torres Strait Islander women academics conducting STEMM research 3. Develop a guide to support/guide the recruitment of Aboriginal and Torres Strait Islander academic staff at UQ, including the targeted use of identified positions in STEMM academic fields 4. Implement cultural grounding training for supervisors/staff who interact with/manage/support/recruit Aboriginal and/or Torres Strait Islander academic staff (with a focus on STEMM areas)	There has been minimal movement in academic staff numbers over the past decade, which indicates the urgent need for targeted measures	UQ's new Enterprise Agreement has fixed numerical targets for Indigenous Staff representation and UQ will be held to account for delivering against these The Academic Pathway proposal is in draft and awaiting wider consultation and feedback	Islander women academics working in STEMM disciplines		