Gender Equity and Diversity in STEMM

ACTION PLAN 2022

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Gender Equity and Diversity
in STEMM Committee

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QUT acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning. QUT acknowledges the important role Aboriginal and Torres Strait Islander people play within the QUT community.

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1. Foreword

QUT strives to create an environment that is fully inclusive of all people and respects the individuality of all staff and students to ensure an equal, equitable and diverse teaching and research environment. This is not only a matter of justice, as important as that is: it is also good sense. Diversity is a precious asset for any organisation that values participation, seeks new knowledge and openly questions the status quo.

The *Gender Equity and Diversity in STEMM Action Plan* reflects QUT's long-term commitment to equal opportunity for women, with formal policies, programs and targets in place for close to 30 years. The new Action Plan is a bespoke strategy that aligns with QUT's gender equity and diversity aspirations. It builds on the valuable research explored in the 2013 report *Gender equity, research and related issues at QUT* and on QUT's participation in the *SAGE Athena SWAN* program.
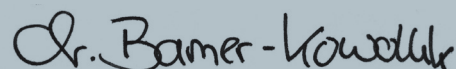
QUT is committed to fostering opportunities for all staff and students from diverse backgrounds in relation to their personal, cultural, social and professional identities. This includes Aboriginal and Torres Strait Islander people, neurodiverse people, people with disability, people with health conditions, people from culturally and linguistically diverse backgrounds, and people of diverse genders, sexualities, religious affiliations or socioeconomic circumstances. We are not a complete community until all individuals are included and afforded opportunity, regardless of their backgrounds, characteristics, beliefs and circumstances

Accordingly, this *Gender Equity and Diversity in STEMM Action Plan* will connect with other QUT action plans to develop and build a universal framework that embraces and protects diversity across the university, meeting the needs of all staff and student cohorts across all disciplines, addressing all forms of structural and persistent discrimination.

The *Gender Equity and Diversity in STEMM Action Plan* outlines the activities that QUT is undertaking to support gender equity and diversity in staff recruitment, progress and retention in STEMM faculties and research centres, and opportunities to improve the visibility and celebrate the achievements of our richly diverse research community.

Professor Margaret Sheil AO

Vice-Chancellor and President

Professor Christopher Barner-Kowollik

Deputy Vice-Chancellor and Vice President (Research)

2. Purpose

The Gender Equity and Diversity in STEMM Action Plan outlines actions QUT is undertaking to support gender equity and diversity in staff recruitment, progress and retention in STEMM faculties, research centres and disciplines.

For the purposes of this plan, gender is primarily understood as a key factor in the discrimination experienced predominately by women, trans and gender-diverse people, because of the historical and structural inequalities they have experienced and continue to experience. Similarly, QUT recognises that gender is one aspect of people's identities and it intersects with other aspects including, for example, sexuality, race, disability, neurodiversity, age and religion. Gender discrimination frequently aggravates and is aggravated by discrimination on other grounds, such as racism, ableism and homophobia, and for this plan to be successful measures favouring gender equity must also address these intersectional dynamics. While this plan does take account of these issues, its primary focus is on gender equity.

Gender equality is one of QUT's top-level institutional key performance indicators. Corporate performance on Gender equality (KPI 9) is measured through representation of women in senior positions and headcount of female staff in Senior Staff Group levels, Academic level D and Academic level E (excluding casuals).

This plan includes QUT-wide and STEMM-specific actions, encompasses current and new initiatives, and covers four priority areas as listed below. For each action, key results and outcomes, responsibilities, timelines, linking actions and related documents are outlined. The QUT Gender Equity and Diversity in STEMM Committee will oversee implementation of the Action Plan.

The Gender Equity and Diversity in STEMM Action Plan is supported by QUT's Gender Equity related schemes, programs and initiatives in line with the MOPP A/8.8 gender equity and the *Blueprint*, as well as Faculty Action Plans and Divisional Enabling Plans. Associated plans for LGBTIQA+ inclusion, Disability and Inclusion Action Plan, Sexual Assault and Sexual Harassment Action, Indigenous Australians Employment Strategy and Indigenous Australian Research Strategy, can be accessed on QUT's Digital Workplace.

Responsibility Legend	
GEDS Committee	Gender Equity and Diversity in STEMM Committee
M&C	Marketing and Communication
Senior Executive	Vice-Chancellor and President; Provost; DVC (Education); DVC (Research); and Vice-President (Administration) and University Registrar
STEMM Area Leaders	Executive Deans, Deputy Deans, Heads of School, Directors of QUT research centres
Equity	Equity Department
Research Portfolio	Office of the Pro-Vice Chancellor (Sustainability Strategy), Office of Research Ethics and Integrity, Office of Research Services, Research Infrastructure, Research Policy and Strategy, Graduate Research Centre, Graduate Research Education and Development
PVC (IS)	Pro Vice-Chancellor (Indigenous Strategy)
DVC (E)	Deputy Vice-Chancellor and Vice President (Education)
DVC (R)	Deputy Vice-Chancellor and Vice President (Research)
HR	Human Resources
HR Partners	Human Resources Partners
WIL Committee	Women in Leadership Committee
Carumba Institute	Carumba Institute Executive Director and Team

Notes:

1) The STEMM scope at QUT includes all Faculty of Engineering; all Faculty of Health; all Faculty of Science; STEMM-related disciplines in the Faculty of Creative Industries, Education and Social Justice and the Faculty of Business and Law; and STEMM-related research centres. The staff in scope include academic staff and professional staff who support research.

2) Diversity, in the context of this document, is defined as diverse backgrounds in relation to personal, cultural, social and professional identities. This includes Aboriginal and Torres Strait Islander people, neurodiverse people, people with disability, people with health conditions, people from culturally and linguistically diverse backgrounds, and people of diverse genders, sexualities, religious affiliations or socioeconomic circumstances.

3. Priority Areas

PRIORITY AREA 1:	Leadership and accountability for gender equity and diversity					
ITEM	**ACTION**	**KEY RESULTS AND OUTCOMES**	**RESPONSIBLE AREA**	**TIMELINE**	**LINKING ACTIONS**	**RELATED DOCUMENTS**
1.1	Carry out the GEDS Committee terms of reference in monitoring and reviewing the progress of the *Gender Equity and Diversity in STEMM Action Plan*.	• The GEDS Committee is maintained and carries out its terms of reference effectively.	• DVC (Research) as GEDS Committee Chair • Equity	Ongoing	Priority Area 2	• QUT - MOPP - A/8.8 Gender equity
1.2	Embed gender equity and diversity responsibilities in senior officers' performance agreements.	• All relevant officers have gender equity and diversity related responsibilities in their performance agreements.	• Senior Executive, STEMM Area Leaders and other responsible officers	Ongoing		
1.3	Conduct an analysis of the new Evaluation Framework implemented in 2021 after two full cycles of implementation to assess any potential bias in student evaluations. Continue to monitor text comments for any bias and remove inappropriate comments as per policy, and provide feedback in favour of continuous improvement.	• Ongoing intervention to remove inappropriate comments and to reduce future inappropriate comments. • Identification of the most effective research methodology to address potential bias in the QUT Evaluation framework during 2023. • Implementation of preferred research plan (subject to available university funding) during 2023. • Potential updates to policy and procedures based on research findings (2023–2024).	• DVC (Education) • GEDS Committee	Ongoing	Priority Areas 2 and 3	
1.4	Appoint women from diverse backgrounds to leadership roles in emerging fields of knowledge and transdisciplinary projects and support the appointed leaders in their careers through communities of practice.	• Female academic and professional staff representatives in all emerging fields of knowledge, i.e. high proportion of women as Directors/Co-Directors of research centres and representatives in executive committees. Each faculty to set area-specific numerical targets for the appointment of women from diverse backgrounds and review targets annually.	• STEMM Area Leaders	June 2022, then ongoing	Priority Areas 3 and 4	
1.5	Engage all Level C-E and Senior Staff Group (SSG) staff in training to develop the insight, skills and motivation they need to be change agents in improving organisational culture as outlined in the *Gender Equity, Research and Related Issues at QUT Report (2013)*.	• By mid-2022, at least 90% of Level C-E/SSG STEMM staff have attended both workshops: (1) Unconscious Bias (2) Using Your Influence for Gender Equity. • By mid-2022, workshop design and frequency has been reviewed and relaunched to ensure attendance of new staff and those yet to attend.	• Equity for provision of workshops • STEMM Area Leaders	Ongoing		

PRIORITY AREA 2: Building an equitable and inclusive organisational culture

ITEM	ACTION	KEY RESULTS AND OUTCOMES	RESPONSIBLE AREA	TIMELINE	LINKING ACTIONS	RELATED DOCUMENTS
2.1	Continue the Carer Costs Support Scheme for Academic Staff and the Long Leave Research Momentum Scheme including: • Promoting the scheme to all academic staff • Annually monitoring and evaluating the scheme's efficacy and uptake, and seeking opportunities for improvement • Developing a communication strategy to raise staff awareness of the support schemes, including actively targeting Heads of School and encouraging them to promote the scheme to staff.	• Both schemes continue to be positively evaluated and improved based on feedback. • Increased awareness and uptake of QUT's support schemes.	• Equity	Ongoing with annual review		• Gender equity - QUT Digital Workplace
2.2	Remove structural, policy and operational barriers to career progression for part-time staff in STEMM by: • Applying pro-rata workload allocation across all three academic domains or as appropriate • Applying the 'relative to opportunity' policy to all recruitment merit assessments • Holding all major meetings (excluding QUT Council) during core business hours 9:30am–4:30pm and avoiding school holiday times • Encouraging staff and supervisors to use flexible work arrangements including part-time work where appropriate.	• The next evaluation of *Gender Equity and Diversity in STEMM Action Plan* shows removal or reduction of barriers related to part-time staff career progression.	• STEMM Area Leaders • Senior Executive • Equity	Ongoing	Priority Area 4	• Employment conditions - QUT Digital Workplace
2.3	Raise the profile of and staff awareness about the QUT *Gender Equity and Diversity in STEMM Action Plan* and its alignment with QUT's Blueprint priorities and social justice philosophies and practices by: • Developing marketing materials and branding to promote QUT's Gender Equity and Diversity strengths for internal communications • Developing a communication strategy to raise staff awareness of the QUT *Gender Equity and Diversity in STEMM Action Plan* • Promoting the Vice-Chancellor's Awards for Excellence (VCAE) - Inclusion and Diversity category • Encouraging responsible officers to reference the *Gender Equity and Diversity in STEMM Action Plan* in their organisational areas as outlined in MOPP A/8.8.3.	• Effective branding for the QUT *Gender Equity and Diversity in STEMM Action Plan* and ambitions. • Enhanced profile of and staff awareness about the QUT *Gender Equity and Diversity in STEMM Action Plan*.	• Senior Executive supported by M&C • Equity • STEMM Area Leaders	Ongoing		• QUT Blueprint • QUT Recognition Program - QUT Digital Workplace • QUT - MOPP - A/8.8 Gender equity

3. Priority Areas

PRIORITY AREA 2:	Building an equitable and inclusive organisational culture					
ITEM	**ACTION**	**KEY RESULTS AND OUTCOMES**	**RESPONSIBLE AREA**	**TIMELINE**	**LINKING ACTIONS**	**RELATED DOCUMENTS**
2.4	Ensure alignment of the *Gender Equity and Diversity in STEMM Action Plan* with the: • Indigenous Australians Employment Strategy • Indigenous Australian Research Strategy • LGBTIQA+ Action Plan • Student Sexual Harrassment and Assault Action Plan • Disability Inclusion Action Plan by inviting relevant Action Plan executive officers to present or report to the GEDS Committee on relevant action items and to work with the GEDS Committee in an open and ongoing engagement, and by reviewing and updating Digital Workplace webpages.	• Regular updates on the related Action Plans are received and responded to by the Gender Equity and Diversity in STEMM Committee.	• Executive officers of the related Action Plans • Equity	Ongoing		• Indigenous Australians Employment Strategy • LGBTIQA+ Action Plan • Student sexual harassment - staff roles and responsibilities • Disability Inclusion Action Plan -QUT Digital Workplace
2.5	Confirm mechanisms to promote gender equity in faculties, schools and research centres. • Faculties, schools and research centres to identify appropriate mechanisms to implement the *Gender Equity and Diversity in STEMM Action Plan* and sponsor local initiatives. • Gender equity and diversity to be a standing agenda item on major management committees in each organisational area.	• By June 2022, the QUT Gender Equity and Diversity in STEMM Committee has a map of implementation arrangements across all STEMM areas.	• STEMM Area Leaders • Equity	June 2022, then ongoing		
2.6	Formally recognise and acknowledge the efforts of active individuals and organisational areas championing gender equity and diversity in STEMM by: • Promoting individual/team efforts and successes in organisational area and university-wide communications • Encouraging staff to nominate individuals and teams for the Vice-Chancellor's Awards for Excellence (VCAE) - Inclusion and Diversity category.	• Increased number of VCAE Inclusion and Diversity category nominations. • Individuals and teams promoting gender equity and diversity are acknowledged in staff/student communication channels. • Any 'champion' programs demonstrate positive impact.	• Senior Executive • STEMM Area Leaders • GEDS Committee • M&C • Equity	Ongoing	1.5, 2.3	• QUT - STEM the tide

PRIORITY AREA 2: Building an equitable and inclusive organisational culture

ITEM	ACTION	KEY RESULTS AND OUTCOMES	RESPONSIBLE AREA	TIMELINE	LINKING ACTIONS	RELATED DOCUMENTS
2.7	Ensure formal QUT change management plans include a section specifically addressing gender equity and diversity staffing impacts. Set specific targets/provisions to ensure changes do not adversely affect particular equity groups relative to their peers.	• Consider the potential impact of the gender equity objectives during any change process especially in terms of how these changes might impact particular equity groups.	• GEDS Committee • HR • Equity • STEMM Area Leaders	Ongoing		• QUT - MOPP B/11.1 Human resources workplace change management policy
2.8	Encourage and provide staff with opportunities to provide feedback about gender equity and diversity matters to the head of their organisational area, GEDS Committee members, HR, Equity (as appropriate) or other avenues as appropriate. GEDS Committee led by the DVC (Research) to consider and address feedback and issues raised by staff.	• Improved mechanisms for staff to provide feedback about gender equity and diversity matters.	• DVC (Research) • GEDS Committee • HR • Equity • STEMM Area Leaders			
2.9	Continue the annual tracking and review of staff pay equity parameters.	• Progressive narrowing of the pay equity gap, including that of management and market loadings.	• Equity	Ongoing		
2.10	Ensure that virtual and physical conferences, speaker series and similar events held at, organised or supported by QUT are inclusive of diversity by: • Reviewing and updating QUT event planning guidelines to include relevant gender equity and diversity information • Promoting best practice event planning to faculties, schools, research centres and divisional areas. Where possible, provide childcare arrangements as part of conference and event planning.	• All DVC (Research) conferences, speaker series and similar events organised by QUT are balanced and diverse in their programs.	• STEMM Area Leaders • Equity	Ongoing		• Planning an event - QUT Digital Workplace • QUT - MOPP - A/8.8 Gender equity A/8.8.6 Embedding and achieving gender equity. • QUT - MOPP - A/8.4 Equal opportunity and diversity

3. Priority Areas

PRIORITY AREA 3:	Recruitment and attraction					
ITEM	**ACTION**	**KEY RESULTS AND OUTCOMES**	**RESPONSIBLE AREA**	**TIMELINE**	**LINKING ACTIONS**	**RELATED DOCUMENTS**
3.1	Develop a gender equity and diversity specific employer branding strategy that will: • Clearly identify branding elements for inclusion in communication material • Ensure all externally facing communication materials – especially relating to staff recruitment, industry partners and grants – highlight QUT's commitment to gender equity and diversity.	• Positioning the University's proactive approach to gender equity as a market advantage in a highly visible way will positively affect QUT's organisational culture and reputation as an employer of choice.	• HR • M&C • Research Portfolio • Equity	Ongoing	3.2, 3.3	
3.2	Review and update QUT Careers web content to highlight features such as: QUT Equity, QUT's Ally Network, QUT's flexible work practices, QUT's Indigenous Australians Employment Strategy (IAES) and Indigenous Australian Research Strategy.	• Recruitment-related improvements related to the QUT Careers website are completed by mid-2022.	• HR • Research Portfolio • M&C • Equity	Ongoing	3.1, 3.3	• QUT Ally Network • Flexible Work arrangements • Indigenous Australians Employment Strategy (IAES) • Indigenous Australian Research Strategy
3.3	Review and update the standard position description and advertisement to make more visible references to QUT's inclusive culture. Consider wording for commitment to gender equity and diversity in STEMM as per Action 3.1.	• Recruitment-related improvements to position description templates are completed by June 2022.	• HR	To be completed by June 2022	3.1, 3.2	

PRIORITY AREA 3: Recruitment and attraction

ITEM	ACTION	KEY RESULTS AND OUTCOMES	RESPONSIBLE AREA	TIMELINE	LINKING ACTIONS	RELATED DOCUMENTS
3.4	As part of workforce planning, each faculty/division to set a numerical target for the recruitment of Aboriginal and Torres Strait Islander academics.	• The numbers of Aboriginal and Torres Strait Islander academics in STEMM will increase consistent with the Indigenous Education Strategy, when approved.	• STEMM Area Leaders • Senior Executive • HR • PVC (IS) • Carumba Institute	June 2022 for setting targets, then ongoing	3.2, 3.3, 3.8, 3.10	• Indigenous Australians Employment Strategy – QUT Digital Workplace • Faculty Action Plans and Divisional Enabling Plans 2021-2022 • Indigenous Australians PhD/Professional Doctorate to Postdoctoral Fellow (P2P) Program
3.5	As part of workforce planning, faculties to set a numerical target for the representation of female academics, including an estimate of how many will come from advertised vacancies, and from personal promotion.	• Targeted strategies are developed and applied to increase the number of females recruited into STEMM academic vacancies.	• STEMM Area Leaders • Senior Executive • HR	Ongoing	3.4	• KPI 9 Gender Equality • Corporate performance - QUT Digital Workplace • Faculty Action Plans and Divisional Enabling Plans 2021-2022
3.6	Where other strategies are not producing outcomes, implement female-only individual vacancies, cohort schemes or appointments 'by invitation'.	• Targeted strategies are developed and applied to increase the number of females recruited into STEMM academic vacancies.	• STEMM Area Leaders • Senior Executive • HR • Equity	Ongoing	3.7, 3.8	
3.7	Explore how 'talent acquisition' resources can be provided for disciplines where the number of potential female recruits is low.	• Targeted strategies are developed and applied to increase the number of females recruited into STEMM academic vacancies.	• STEMM Area Leaders • Senior Executive • HR • Equity	Ongoing	3.6, 3.8	

3. Priority Areas

PRIORITY AREA 3:	Recruitment and attraction					
ITEM	**ACTION**	**KEY RESULTS AND OUTCOMES**	**RESPONSIBLE AREA**	**TIMELINE**	**LINKING ACTIONS**	**RELATED DOCUMENTS**
3.8	Explore strategies for maximising retention of female staff and Aboriginal and Torres Strait Islander academic staff in line with Faculty Action Plans and Divisional Enabling Plans.	• Targeted strategies are developed and applied to retain and increase the number of females and Aboriginal and Torres Strait Islander people recruited into STEMM academic vacancies.	• STEMM Area Leaders • Senior Executive • HR and HR partners • Equity • PVC (IS)	Ongoing	3.6, 3.7	• Enabling Plan – QUT Digital Workplace
3.9	Increase awareness and uptake of opportunities for conversion, consistent with the Enterprise Agreement and relevant legislation.	• Improved contract duration, tenure, and casual status rates ('term') for female and Aboriginal and Torres Strait Islander academic staff, especially at Levels B and C, and for professional (research only) staff. Casual contracts only to be used only where appropriate.	• STEMM Area Leaders • Senior Executive • HR • Equity	Ongoing		• Enterprise Agreement – QUT Digital Workplace
3.10	• Improve the transition of female and Aboriginal and Torres Strait Islander graduates to Level A/B academic staff positions in STEMM disciplines by: • Ensuring that recruitment strategies for STEMM Higher Degree Research (HDR) students are inclusive and encouraging of Aboriginal and Torres Strait Islander and female students • Implementing the Indigenous Australians PhD/Professional Doctorate to Postdoctoral Fellowship (P2P) program.	• Reduced gap between the female proportion of HDR students and Level A/B academic in Engineering and Science faculties. • Increased number of Aboriginal and Torres Strait Islander Level A/B academic staff across all disciplines.	• STEMM Area Leaders • DVC (Education) • DVC (Research)	Ongoing	Priority Area 4	

PRIORITY AREA 4: Career development and advancement

ITEM	ACTION	KEY RESULTS AND OUTCOMES	RESPONSIBLE AREA	TIMELINE	LINKING ACTIONS	RELATED DOCUMENTS
4.1	Continue QUT's Women in STEMM program including: • Individual and group mentoring • Leadership shadowing and deputising • Workshops • Writing retreat.	• At least 50% of the eligible cohort is engaged in the program each year. • Positive evaluation of the program, including impact on career progress.	• Equity for program provision	Ongoing	Priority Areas 1 and 2	• Gender equity - QUT Digital Workplace
4.2	Continue QUT's Women in Leadership program including: • Women in Research Grant Scheme • Quality Women in Leadership program • Mid-career researcher showcases • Women in Research writing retreat • AICD Board Director's Course.	• High levels of engagement of STEMM program participants. • Positive evaluations, including impact on career progress.	• Equity for program provision • Women in Leadership Committee	Ongoing		• Gender equity - QUT Digital Workplace
4.3	Continue the Women in Research Grant Scheme including: • Promoting the scheme to female academic staff • Annually monitoring and evaluating the scheme's efficacy and making improvements based on feedback.	• The Women in Research Grant Scheme continues to be positively evaluated and improved.	• Research Portfolio • Equity • Women in Research Sub-Committee and Diversity and Inclusion Project Officer	Ongoing		• Gender equity - QUT Digital Workplace
4.4	Continue Level B/C promotion processes including: • Training of promotion committee members and Performance Planning and Review (PPR) supervisors to ensure consistent application of 'achievement relative to opportunity' and understanding of unconscious bias • Develop guidelines and examples to enable consistent assessment of 'achievement relative to opportunity' criteria • Systematically recording data on planning, submission, approval and success rates.	• Proportionate rates for female staff application, success and promotion.	• STEMM Area Leaders • HR and HR Partners • Equity	Ongoing	4.5	

3. Priority Areas

PRIORITY AREA 4:	Career development and advancement					
ITEM	**ACTION**	**KEY RESULTS AND OUTCOMES**	**RESPONSIBLE AREA**	**TIMELINE**	**LINKING ACTIONS**	**RELATED DOCUMENTS**
4.5	Encourage staff, supervisors and Heads of School to discuss equity issues as part of workload allocation consultation and PPR discussions, including 'relative to opportunity' considerations.	• Evidence of inclusion of equity issues in various support materials.	• STEMM Area Leaders • HR • Equity	Ongoing	4.4	
4.6	Ensure research-related opportunities, including HDR supervision, publication, grant applications and support for grantspersonship, are fairly available to female and Aboriginal and Torres Strait Islander staff. • Promote research support programs for women and Aboriginal and Torres Strait Islander staff. • Faculties/schools to devise strategies to ensure access to research-enabling opportunities. • Normalise the inclusion of childcare considerations in the provision of research-enabling opportunities. • Increase representation of women on teams for major grant applications where appropriate. • Provide structured feedback for improvement to external granting bodies or industry partners where gender inequities arise from the policies and procedures, and/or seek improvements in the terms and conditions of the contract/grant.	• Rates of women's engagement with grants, publications and HDR supervision align with or exceed their representation at the relevant levels.	• Equity • STEMM Area Leaders • Research Portfolio	Ongoing		