THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Cultural and linguistic diversity

Staff inclusion action plan 2022-2024

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Acknowledgment of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which UQ operates. We pay our respects to their ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Statement of Commitment

At The University of Queensland (UQ), we are very proud of the fact that we employ staff from 126 different nations, who collectively speak 79 different languages.

This cultural and linguistic diversity (CALD) within our community is a clear indication that our university has a strong track-record of purposefully employing the best talent and the greatest minds, from across the globe.

However, we should not assume that CALD representation necessarily equates to inclusion. At UQ, we do not believe it is enough to invite culturally and linguistically diverse people to work here, and then to expect that they will make every change necessary to fit in.

This *UQ Staff CALD Inclusion Strategy 2022-2024* seeks to ensure that all of our staff feel included in the UQ community – and that they have full access to the rich diversity of opportunities that are on offer across our university.

The strategy provides us with an action plan to ensure that we are focused on positioning UQ as an organisation where employees from culturally and linguistically diverse backgrounds are supported, included, and respected while they progress their career and seek to achieve their full potential.

Over recent years, the University has nurtured an active approach to the inclusion of diverse staff and student cohorts, including the adoption of targeted strategies that have been designed to achieve the inclusion of under-represented groups.

The focus of this new Strategy is somewhat different because CALD staff are no longer under-represented at UQ. In fact, in 2019, only 47% of staff working at UQ indicated that they were born in Australia.

Instead, this Strategy seeks to address six thematic gaps that have been identified by our CALD staff. These six areas are: (1) policy, strategies, and practices; (2) interrogation of the status quo; (3) reducing barriers and building awareness; (4) valuing and celebrating diversity; (5) data collection and reporting; and (6) linguistic diversity.

These six thematic areas and the supporting action plan reaffirms the commitment we made to the inclusion of all staff in the latest *UQ Strategic Plan 2022–2025*.

Many of our greatest achievements and research breakthroughs have been led by migrants, or people from diverse backgrounds, who have chosen to make UQ and Australia home. By creating a community where our CALD staff and students feel safe and valued, I know that we will continue to foster excellence and innovation, while shaping the leaders of the future.

I want to thank everyone who has contributed to the development of this Strategy, and I look forward to the enhanced understanding and engagement that will undoubtedly accompany its implementation.

Professor Deborah Terry AO
Vice-Chancellor and President

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Context

3.1　Purpose of this Action Plan

We acknowledge the cultural and linguistic diversity of Aboriginal and Torres Strait Islander peoples, who have cared for Country and lived on this land for at least 65,000 years and commit to building a brighter future together. In line with this, we recognise that genuine cultural inclusion cannot be done without the full and active participation and support of Aboriginal and Torres Strait Islander peoples. We continue to work towards reconciliation, and it is in this spirit, that this Action Plan is intended.

This CALD Staff Inclusion Action Plan (the Action Plan) outlines key objectives and actions aimed at increasing the authentic inclusion of UQ Staff from CALD backgrounds. The Action Plan also seeks to situate UQ as a diverse and inclusive employer of choice for people from CALD backgrounds and improve perceptions of and behaviours towards CALD Staff and Students, and their families, at the University. Concurrently, the goal is to promote diversity of perspectives and thought, with the understanding that this will naturally occur when people from diverse backgrounds are genuinely valued and included.

Aboriginal and Torres Strait Islander communities and more recently arrived CALD communities, have a history of exclusion within Australian legislation and society.

This Action Plan seeks to counteract that historic exclusion by setting out a pathway towards a genuinely diverse, inclusive, and respectful University community. Furthermore, it is with this approach to inclusion that this Action Plan defines CALD – by providing a list of potential, but not exhaustive, characteristics, and the overarching pre-requisite of a person's self-identification as being from a CALD community.

Research suggests that individuals from CALD backgrounds can experience quite complex identities within the CALD framework[1]. For example, there are individuals who operate at the intersection of multiple cultures by maintaining salience of their multiple cultural identities. Although this Action Plan focuses on CALD staff, implementation of this Action Plan must recognise that people from a CALD background can have multiple factors that shape their identity and therefore their experiences within the institution. These intersectional spaces – within culture, as well as age, disability, gender, LGBTQIA+ etc – have potential not only to compound disadvantage, but also provide opportunities for synergies, shared influence, and celebration.

1　Pekerti, A.A., Moeller, M., Thomas, D..C., and Napier, N. (2015). N-Culturals, the next cross-cultural challenge: introducing a multicultural mentoring model program. International Journal of Cross-Cultural Management, 15(1), 5-25.

3.2 Limitations when defining CALD

This Action Plan is framed around University-wide reporting of appropriate measures of cultural, ethnic, and linguistic diversity in order to inform best practice, evidence-based policy and procedural development[2]. It is therefore necessary to define what we consider to be CALD for the purposes of this reporting.

The most collected variables or criteria for identifying people from culturally and linguistically diverse backgrounds are[3]:

- country of birth—excluding the so-called Main English-Speaking Countries (MESC)
- language spoken at home/preferred language.

Consequently, significant numbers of people who may have been born in Australia and/or who may have English language proficiency, or who continue to identify strongly with a particular cultural or religious group, are often excluded from CALD data sets. In addition, the exclusion of people from diverse cultural or ethnic backgrounds who were born in the MESCs, the populations of which

are increasingly diverse, means that Australian data may underrepresent CALD populations[4].

The Australian Bureau of Statistics (ABS) has a minimum core set of cultural and language indicators, including country of birth, main language other than English spoken at home, and proficiency in English. While these standards exist, their use in national data collections could be improved to better understand diverse CALD populations and identify their specific needs[5].

CALD people can also be under-represented due to language barriers, especially when English is required to complete surveys and self-reported information[6]. Based on these experiences, UQ has taken an all-inclusive approach, which is set out in Section 3.3.

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2 Diversity Council Australia (2020, June 26). *Cultural Diversity Definition*. www.dca.org.au/research/project/counting-culture

3 Victorian Government (2021, April 1). *Data collection standards – Culturally and linguistically diverse communities*. www.vic.gov.au/victorian-family-violence-data-collection-framework/data-collection-standards-culturally-and

4   Victorian Government (2021, April 1). *Data collection standards – Culturally and linguistically diverse communities*. www.vic.gov.au/victorian-family-violence-data-collection-framework/data-collection-standards-culturally-and

5   Australian Institute of Health and Welfare 2018. *Australia's health 2018*. Australia's health series no. 16. AUS 221. Canberra: AIHW

6 Australian Institute of Health and Welfare 2018. *Australia's health 2018*. Australia's health series no. 16. AUS 221. Canberra: AIHW

3.3 Cultural and Linguistic Diversity at UQ

UQ is a CALD community and includes staff and students who:

- are from countries around the world, including other English-speaking countries;
- have many cultural, racial and/or ethnic backgrounds (regardless of the language/s they speak);
- come from non/part-English speaking or multi-lingual households;
- follow a range of religions, traditions, values, and beliefs; and/or;
- self-identify as being from a CALD community.

An overview of staff at UQ[7]:

- Percentage of Staff born in Australia: 43.5%
- Percentage of Staff born overseas: 34.5%
- Percentage of Staff with no information of country of birth: 22%
- Number of languages spoken: 90
- Number of nationalities: 129

7 UQ CALD Headcount - including all staff as of September 2022.

3.4 Focus group discussions

In 2020, focus group discussions (FGD) were undertaken at UQ to better understand the specific needs of UQ staff from CALD backgrounds. Seven CALD staff focus groups were organised, with participants from 23 unique regions and cultures, including Aboriginal and Torres Strait Islander peoples. Participants included professional and academic staff across multiple UQ campuses.

While the focus groups reported largely positive experiences at UQ, they determined a clear need for an overarching action plan to ensure a continuing focus on CALD staff inclusion. The groups also identified the need for UQ-wide targeted objectives which address both the challenges and positive experiences of CALD staff. This Action Plan aims to address this need through guiding the priorities for objectives and actions.

A summary of key focus areas resulted from the FGDs:

*   **Engagement/Network**: including space to share lived experiences; opportunities to mix with other staff from cultures in common across campuses/worksites;
*   **Training**: including mandatory training to educate and increase UQ staff knowledge and understanding of CALD issues, including casual racism;
*   **Shared resources**: providing a common space (such as a Teams Channel) for resource sharing, either physical or online;
*   **Mentoring**: including virtual mentorship; informal feedback; how to progress and enhance professional relationships in UQ/Australia; professional support at the time of joining UQ/Australia;
*   **Events/visibility**: including picnics, morning teas, traditional food days;
*   **Administrative support**: including visa help/advice, reviewing the process for contract durations which may prohibit permanent residency applications in some cases.

3.5 CALD Environmental Scan

In 2021, the UQ School of Languages and Culture produced an Environmental Scan of what initiatives various Universities in Australia are implementing in the CALD space. The scan was carried out over several months and examines every CALD initiative implemented outside of UQ. The scan found that there are no standards, no accreditation, and no consistent approach to the CALD space across these institutions. It also showed that while UQ is doing well in this area, there are areas for improvement. As such, the Environmental Scan makes a list of 33 recommendations based on the initiatives across the 46 universities in Australia. To implement them, UQ requires resources, funding, support, KPIs and other measures that ensure accountability. These recommendations have informed the action items contained within this Action Plan.

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Governance and Reporting

4.1   Implementation

Responsibility for implementing the CALD Staff Inclusion Action Plan is shared by the UQ community. Key stakeholders identified as responsible for the implementation of the Action Plan have, where possible, been involved in the creation of the Action Plan and will be made accountable for the achievement of the Action Plan through a tailored reporting mechanism.
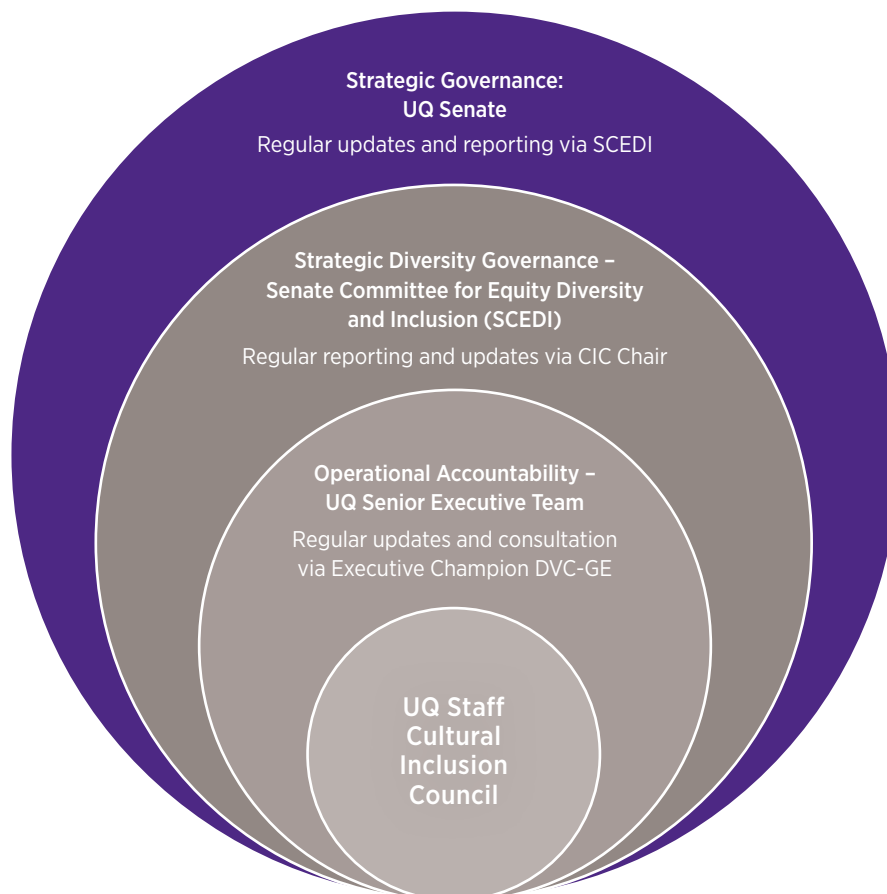
Where an action item results in impacts on students, these actions will be implemented in consultation with the EAL (English as an additional language)-CALD Working Group.

The **responsible stakeholder/s** identified in the plan are responsible for initiating the action items of the Action Plan and will be regularly surveyed on their progress. There may be many staff in the Responsible Stakeholders' portfolio

who contribute to the implementation of the actions in the Action Plan, and Responsible Stakeholders may have varying degrees of responsibility. For example, some may support implementation or provide consultation in the implementation.

It is recommended that work areas include the actions they are responsible for into their broader annual plans to ensure CALD inclusion initiatives are embedded into all University business.

Strategic Governance:
UQ Senate
Regular updates and reporting via SCEDI

Strategic Diversity Governance –
Senate Committee for Equity Diversity
and Inclusion (SCEDI)
Regular reporting and updates via CIC Chair

Operational Accountability –
UQ Senior Executive Team
Regular updates and consultation
via Executive Champion DVC-GE

UQ Staff Cultural Inclusion Council

4.2. Reporting process for stakeholders

Key stakeholders identified as responsible for the implementation of the Action Plan will be accountable for the achievement of the Action Plan through an annual reporting process, facilitated by Workplace Diversity and Inclusion (WD&I).

Responsible Stakeholders may be asked to provide an annual report on the progress they have made in achieving the actions they are responsible for in the Action Plan to date. Each Organisational Unit, except for Faculties (who will provide a report that is inclusive of Schools and

Institutes under their purview, and Equity Diversity and Inclusion Committee updates) will be asked to report, with support from WD&I.

Annual reports will be endorsed and then made available to the UQ community on the Cultural Inclusion Council website.

The reporting process will be managed by Workplace Diversity and Inclusion, contactable through ideals@uq.edu.au.

4.3. Monitoring and review of the CALD Staff Inclusion Action Plan

The Action Plan is an evolving plan of action that requires ongoing review, evaluation, and monitoring to ensure its effectiveness. The University will review, evaluate, and monitor the plan in the following ways:

- The Cultural Inclusion Council (CIC), who report to the Deputy Vice-Chancellor (Global Engagement) (DVC-GE) during quarterly consultations, will monitor the effectiveness of the Action Plan through the annual reporting process, as well as through quarterly meetings. The CICs consistent role will allow for CALD voices to be heard throughout the implementation of the Action Plan.

- The Senate Committee for Equity, Diversity and Inclusion (SCEDI) will monitor the Action Plan in conjunction with the achievements of objectives reported by relevant stakeholders and recommendations provided by the CIC through the Chairs who sit on the sub-committee as Observers.

- The DVC-GE will provide an update to USET on the progress of The Action Plan when necessary or requested.

- The Action Plan will be reviewed in line with the University planning process.

UQ's 6A Inclusion Framework

The action plan that follows describes Actions, Responsible Stakeholders, Timeline and Measures of Success. It was also structured using the UQ 6A Inclusion Framework to ensure a wholistic approach to CALD inclusion. *Table 5.1* provides an overview of the 6A Inclusion Framework.

Table 5.1

ATTRACTION	How do we position UQ as an employer of choice for diverse groups?
ADVANCEMENT	How do we provide development opportunities to diverse staff to support their career progression?
AWARENESS	How do we educate and raise awareness about diversity and inclusion at UQ to create a safe and respectful workplace?
ACCESS	How do we remove and mitigate barriers and challenges to provide equal access to employment opportunities?
ALLIANCE	How do we bring together diverse groups of people to create a sense of community?
ACCOUNTABILITY	How do we monitor and measure our progress towards our goals?

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Projected Timeline

The proposed timeline includes three annual phases, and each action has been assigned to a specific phase:

Phase 1:   July 2022-June 2023

Phase 2:   July 2023-June 2024

Phase 3:   July 2024-June 2025

Ongoing: These actions will be developed throughout the whole Action Plan. After Phase 3, it is expected they will be already embedded as standard operating procedures at UQ.

Action Plan

7.1 OBJECTIVE 1: Policy, strategies, and practices

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
1.1	Review and/or inform existing and in-progress staff processes, policies, and guides to be inclusive of CALD needs.	WD&I Policy managers	**Ongoing**	• Policy managers have undertaken CALD awareness training. • New and existing process and factsheets are inclusive of CALD provisions and have considered the concerns of CALD staff/students	AWARENESS ACCESS
1.2	Actively encourage staff to self-identify CALD related demographics in the Human Resources Enterprise System (HRES) to enable improved benchmarking, analysis, and action.	HR WD&I	**Phase 1** **Ongoing**	• Establish baseline • Communication strategy is developed for safe, user-friendly self-identification on HRES • Higher percentage of staff self-identifying each year • Focus on new staff through the Staff Induction pack	AWARENESS ACCOUNTABILITY
1.3	Investigate a process and implement measures for all decision-making regarding CALD inclusion at UQ which ensures consultation is sought from the CIC, in accordance with its Term of References.	CIC	**Phase 1** **Ongoing**	Regular consultation with CIC members for University-wide programs and initiatives	ACCOUNTABILITY

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
1.4	Seek culturally diverse membership/ representation on all internal and external committees (including selection and promotion panels, boards, etc.), particularly those with intersecting marginalised identities. Provide support, guides, and resources to ensure this is carried out equitably.	Faculty, Institute and Central Portfolio Committees WD&I	Phase 2	• Guide for Inclusive Committee Membership with a specific component on CALD staff membership is developed and shared (completed 2022), which is inclusive of sensitivity around overloading CALD staff and the impacts this may have on performance, promotion etc. • Phase 2 - Once the guide is in place, and annual membership of committees is due to change, analyse the difference in CALD representation (or all diverse representation) through percentages	AWARENESS ACCESS ALLIANCE ACCOUNTABILITY
1.5	Investigate possibility of Cultural Leave to be extended to CALD staff to engage with their cultural days of significance in an equitable manner, in accordance with relevant Leave Policy and Procedures; Work collaboratively with relevant stakeholders to implement and communicate the change.	CIC HR	Phase 1	Policy document drafted for Cultural Leave for all staff needing leave for cultural purposes and submitted as part of the EB negotiations CIC involved in enterprise bargaining around having CALD staff included in the definition of cultural leave Explore option for flexibility around all staff utilising the Australia Day public holiday for another day of their choice.	ATTRACTION AWARENESS ACCESS
1.6	Investigate need and implement an approach for UQ to support staff from other nationalities about Visa matters.	CIC	Phase 3	Post consultation with UQ Community and HR's Global Mobility Team, develop a program document draft for UQ support services, and the financial implication of the same.	ATTRACTION ACCESS

7.2 OBJECTIVE 2: Interrogate the status quo

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
2.1	Revisit the Staff Grievance Process to ensure it is culturally inclusive and does not exclude anyone, including due to language barriers.	CIC Staff Grievance	**Phase 1**	The Staff Grievance Process is revisited with a CALD lens. Recommendations are made where needed with a schedule for implementation made in coordination with stakeholders, and the UQ Community is informed of changes.	AWARENESS ACCESS
2.2	Promote UQ's participation in the Australian Human Rights campaign, Racism. It Stops with Me. and/or other relevant campaigns to support and enhance staff involvement in creating an inclusive workplace.	CIC	**Phase 1**	UQ is actively engaged in at least one such campaign, twice annually.	ATTRACTION AWARENESS ALLIANCE
2.3	Determine whether current mental health and wellbeing support at UQ is inclusive of CALD staff, recognising that they may face challenges in accessing support, have unique perspectives on help-seeking behaviour, and may require new or tailored services particularly those who experience intersecting forms of marginalisation.	CIC HR EAP provider (Benestar)	**Phase 1**	Devise a communication strategy that highlights culturally inclusive provisions by the EAP provider, and ensures they are easily accessible by the UQ community. Consider developing a resource for Managers which provides advice on how to discuss mental health and wellbeing with CALD Staff	AWARENESS ACCESS
2.5	Provide and strengthen the complaints process, analyse complaints data to identify issues and devise recommendations, including providing CALD appropriate examples for workplace behaviour.	WD&I Integrity & Investigations Unit	**Phase 2**	The Appropriate Workplace Behaviours Module is launched and communicated to the UQ community. Official complaints are analysed across diversity indicators and recommendations are shared with the CIC annually.	ACCESS ACCOUNTABILITY

7.3 OBJECTIVE 3: Reduce barriers and build awareness

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
3.1	Coordinate regular CIC meetings to oversee and drive the CALD Action Plan and in which members: • Share existing knowledge and experiences • Contribute to the development and implementation of strategic initiatives • Receive concerns about systemic issues at UQ facing CALD staff • Drive the initiatives of the CALD Network and build relationships with the wider community (see 3.8) • Positively impact the experience of CALD staff at UQ	WD&I CIC	Ongoing	CIC continues to exist and receives funding for 2021 onwards	ACCESS ALLIANCE ACCOUNTABILITY
3.2	Regularly revise existing training and/or develop new and relevant training, resources, and guides for UQ staff to better support CALD staff and contribute to an inclusive culture at UQ.	WD&I	Ongoing	• Continue existence of SBS Inclusion Online Modules (Core Inclusion and Culture) or similar, and the Unconscious Bias training • Seek financial approval for new modules to be developed or purchased as required • Develop a method to appropriately introduce/ educate/ locate people from CALD backgrounds to Australian culture especially Aboriginal and Torres Strait Islander cultures	ATTRACTION ADVANCEMENT AWARENESS ACCESS

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
3.3	Continue incoming CALD staff focussed Warm Welcome Program and enhance awareness about it.	WD&I HR HR Talent Acquisition Team	Ongoing	Continue existence and coordination of the Warm Welcome Program Communication strategy and regular updates to the UQ community.	ATTRACTION ACCESS
3.4	Conduct an audit of existing UQ support, resources and trainings focussed on CALD inclusion. In consultation with relevant stakeholders, consolidate and streamline existing websites to house all such initiatives that can be accessed by the wider UQ community.	WD&I ITS	Phase 1	• Launch a website with all CALD data and resources • Create communication strategy and method to include new information easily	ATTRACTION AWARENESS ACCESS
3.5	Develop a communication strategy to drive unconscious bias and other diversity training for all staff members who engage in HR Talent Acquisition, selection, confirmation, and promotion. Investigate an approach for mandating such training.	CIC with WD&I support	Phase 1	• Communication strategy with an implementation timeline is developed and implemented, focussing on encouraging local areas to participate • Analyse increase in training uptake annually.	AWARENESS ACCESS
3.6	Investigate systemic barriers (e.g. visa regulations, editing support for researchers, contract requirements, funding barriers, etc.) that hinder the long-term planning and progression of CALD staff at UQ. Develop support that enables equitable advancement of CALD staff, including into management positions and for early career researchers.	CIC with WD&I support	Phase 1	Investigation tool determined with timeline set out. Investigation conducted and a series of recommendations produced, and implemented where feasible or carried over into future Action Plan	ADVANCEMENT ACCESS

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
3.7	Engage with existing UQ committees, initiatives, clubs, and societies to promote CALD inclusion and build awareness about this strategy and CIC, and to increase opportunities for intersectional initiatives.	CIC EAL-CALD Working Party	Phase 1 Ongoing	• Develop a resource and contact list of all UQ stakeholders in the CALD space. • Make consideration of collaboration with other UQ groups part of CIC's "way of working" • Chair of the Cultural Inclusion Council to represent the CALD Inclusion portfolio in intersectional activities, including regular meetings with diversity committee chairs and on the Senate Committee for Equity Diversity and Inclusion.	AWARENESS ACCESS ALLIANCE
3.8	Develop and launch a CALD Staff Network, consisting of staff that identifies as CALD, as well as the wider UQ community wishing to support CALD initiatives, to share information, build awareness and positively impact UQ culture.	CIC with WD&I support	Phase 2	Engage with community and develop a staff network/s (virtually at first) Develop a CALD network facilitators handbook Identification of staff volunteers to support the network, coordinate activities etc	AWARENESS ACCESS ALLIANCE
3.9	Develop a Diversity champion role within each Faculty/ School/ Institute and Central Unit that advocates for, and coordinates CALD inclusion and anti-racism initiatives in their unit. They will act as an identified point of contact for their unit regarding CALD matters.	WD&I HR Faculty Leadership	Phase 3	• Investigate and develop a document for Diversity Champion role • Provide/encourage participation in a training plan which acts as a pathway to the role of Champion. • Assess working hours, key tasks, financial implications and accountability and reporting mechanisms, along with Key Performance Indicators.	AWARENESS ACCESS ACCOUNTABILITY

7.4 OBJECTIVE 4: Value and celebrate diversity

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
4.1	Celebrate and promote UQ's inclusive culture by celebrating days and events of cultural significance and other important events on the Diversity calendar. Develop resources that support inclusive events like a Celebrating Diversity Calendar and Inclusive Event Guide.	CIC with WD&I support In cooperation with Student Services	**Phase 1**	• Develop and share Celebrating Cultural Diversity Calendar on the Website and on Teams' Equity, Diversity & Inclusion Community of Practice. • Develop and share an Inclusive Event Guide, with focus on CALD staff requirements • Number of cultural events held annually, in all UQ locations • CIC to collaborate with Diversity Committee Chairs on providing a CALD lens to intersectional events	ATTRACTION AWARENESS ALLIANCE
4.2	CALD representation at all St Lucia, Gatton and Herston Open Days, Market Days and New Staff Expos.	CIC	**Phase 1** **Ongoing**	• Create a flyer or poster regarding CALD at UQ and the CIC for these events. • Organise representatives at relevant events	ATTRACTION AWARENESS ALLIANCE
4.3	Ensure that culturally inclusive language and images are used across UQ's media, communication, and marketing collateral on the website, UQ Careers and social media as well as internal communications.	Marketing and Communication	**Phase 1** **Ongoing**	• A DAM tagging if CALD staff images are created and mentioned on the DAM training module • Review of 5 key websites for UQ staff - UQ Update Staff page, UQ Careers, UQ website pages and UQ News	ATTRACTION AWARENESS ALLIANCE

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
4.4	Maintain or create and promote the availability of reflection rooms for prayer, meditation, and personal reflection at every UQ campus.	Property and Facilities	**Phase 1** **Phase 2**	• Ensure existing and new reflection rooms have an inviting atmosphere, though not specific to a particular tradition or religion. • Existing spaces are visibly promoted across UQ staff websites, including the CALD staff page and UQ Maps App. • Investigate the need and existing spaces at Gatton and Herston campuses, in consultation with staff.	ATTRACTION ACCESS
4.5	Highlight UQ's position as a culturally inclusive place for staff and students by presenting at relevant external events, conferences, symposiums; as well as having a presence at career markets and major national and local CALD focused events.	CIC EAL- CALD Working Party Marketing and Communication	**Phase 2**	• UQ CIC members to present at any external events • WD&I to coordinate representation through culturally significant days/ attend 2 external events/ symposiums/ conferences per year	ATTRACTION AWARENESS
4.6	Identify and promote examples of good practice and research around CALD inclusion at UQ. Recognise this by institutionalising a UQ CALD Champion Award.	CIC	**Phase 3**	• Award document is developed and endorsed by the CIC and relevant stakeholders • Award communication strategy is developed • Phase 3: Award is carried out	AWARENESS ACCOUNTABILITY

7.5 OBJECTIVE 5: Data collection and reporting

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
5.1	Systematise and make available granular reporting on CALD markers, including ethnicity, indigeneity, gender, and other diversity indicators and how this is reflected in management positions, as well as across professional and academic spaces.	WD&I CIC HR	Phase 1	• Regular process for reporting and communication strategy for disseminating the results is implemented and readily available • Data is analysed and measures are implemented to address gaps	ACCOUNTABILITY
5.2	Conduct wide-ranging and regular consultation with CALD staff and students to identify successes, collect feedback, address any issues and plan, implement, and evaluate initiatives.	CIC	Ongoing Phase 1	• Deliver CALD Inclusion survey annually to UQ staff and develop a survey report identifying trends and recommendations. • Focus Group Discussions held at strategy mid-term and completion	ADVANCEMENT AWARENESS ACCOUNTABILITY
5.3	Publish an annual CALD report advising staff of progress in implementing the Action Plan, which will include data and information on: CALD applicants in selection processes and representation in selection process outcomes; CALD composition of our staff in total and by level; languages spoken; number and type of CALD promotional activities in the past 12 months; and support for CALD Staff Network activities.	WD&I CIC	Ongoing Phase 1	The annual report is published	AWARENESS ACCOUNTABILITY

		ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
5.4		Include CALD demographic information for all-staff engagement and/ or diversity surveys and analyse the data to gain understanding of the experiences of CALD staff.	WD&I HR	**Ongoing** **Phase 1**	CALD-specific analysis conducted after any relevant surveys.	ACCESS
5.5		Review staff HR Talent Acquisition practices to identify ways to improve staff cultural diversity, including job advertisements, position descriptions and HR Talent Acquisition systems to develop new ways of encouraging people of CALD backgrounds to apply for positions at UQ.	WD&I HR Talent Acquisition	**Ongoing** **Phase 1**	The HR Talent Acquisition team has adopted resources/ strategies/ processes to support the HR Talent Acquisition of people from CALD backgrounds. These have been incorporated into standard HR Talent Acquisition procedures.	ATTRACTION ACCESS
5.6		Collect and analyse CALD data from HR Talent Acquisition system from bulk selection rounds to identify if there are stages at which the proportion of CALD candidates declines significantly and, if so, institute remedial actions.	WD&I HR Talent Acquisition	**Phase 2**	HR Talent Acquisition reports are analysed, and targeted feedback is provided to HR Talent Acquisition Teams, along with resources to mitigate any challenges in the future	ATTRACTION ACCESS
5.7		Develop a guide that can be used by other UQ communities on how to seek information from diverse candidates.	WD&I HR Talent Acquisition	**Phase 1**	Develop a guide for seeking 'diversity data' and share with UQ Community for events, surveys, etc.	AWARENESS ACCESS

7.6 OBJECTIVE 6: Linguistic diversity

	ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
6.1	Provide support for English language, including in the form of Grammarly subscriptions, ESL support, or editing support for researchers to UQ staff.	WD&I	Phase 1	• Provisioning, promotion and utilisation of an appropriate service and a funding mechanism sources for these services. • Development of a web page that will share all programs plus the existence of UQ volunteers for linguistic expertise	ACCOUNTABILITY
6.2	Investigate how to ensure and support Academic Staff to provide a high level of English language support to students	CIC EAL-CALD Working Party	Phase 1	• A collaborative plan has been proposed to support Academic Staff, and shared with the DVC-A portfolio • Support mechanism developed to enable Academic Staff to be better informed and supported to ensure that they can refer students to the full range of English language support available to them at UQ. • Recommendations are driven forward, as requested or where appropriate	ADVANCEMENT AWARENESS ACCOUNTABILITY
6.3	Develop a communication strategy that highlights the benefit of multilingualism and language diversity in the workplace as a means of promoting HR Talent Acquisition and promotions of CALD staff.	CIC HR Talent Acquisition With support by: School of Languages and Cultures	Phase 2	• Measure changes in the number of linguistically diverse staff after encouraging applications. • Interactive graph for many languages spoken across faculties, etc.	AWARENESS ACCOUNTABILITY

		ACTION	RESPONSIBLE STAKEHOLDERS	TIMELINE PHASE	MEASURE OF SUCCESS	6A INCLUSION FRAMEWORK
6.4		Provide language exchange opportunities through social events across different faculties or different language groups.	CIC	**Phase 2**	One language related event organised each year	ACCESS
6.5		Design and implement evidence-based workshops on cross-cultural communication, cultural bridging, and how multilingualism and staff cultural diversity can benefit the workplace	WD&I With support by: School of Languages and Cultures	**Phase 3**	• Development and successful provision of the workshop • Participants undertaking the course across UQ increase by 10% each year	ATTRACTION ACCESS

Contact

Workplace Diversity & Inclusion

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