

2010 EOWA Business Achievement Awards Nomination Coversheet

I wish to nominate for EOWA Business Achievement Award 4	
Leading Organisation for the Advancement of Women (more than 800 employees)	<input checked="" type="checkbox"/>
My organisational details are attached.	<input checked="" type="checkbox"/>
I have provided sufficient information to cover all the relevant criteria and understand that assessment will be made on the information attached to this document. Please note that judging of the Business Achievement Award categories is based on the information supplied to EOWA. EOWA is not required to seek further information regarding your nomination.	<input checked="" type="checkbox"/>
Please tick this box to confirm that the CEO of this organisation has read and endorsed the contents of this Business Achievement Award Nomination and that a signed copy is held on file at the organisation.	<input checked="" type="checkbox"/>
Please email your completed application to baanomination@eowa.gov.au by 31 July 2010. Applications will only be accepted by email and in this format.	

Organisation Name:	Griffith University		
State:	Queensland		
Industry Sector:	Higher Education		
Staffing:	Number of women:	3571	Number of men: 2294
Management:	Number of women:	331	Number of men: 512
<p>Within higher education institutions a manager is defined as an academic staff member at Level C or above and a professional staff member at HEW 10 or above</p>			
Maternity Leave:	Number of weeks paid maternity leave: 26		
	Qualifying period: 12 months		
	Number of weeks paid paternity leave*: 1		
	Qualifying period: 12 months		
<p>* Griffith offers 26 weeks paid parental leave for the primary caregiver, irrespective of gender</p>			
This organisation currently:			
	Has a 2 year waiver from reporting		Yes
	Is an EOWA Employer of Choice for Women		Yes

Griffith University Workplace Profile 2010 – Numbers and % of staff by level

Position	Full-Time		Part-Time		Casual*		Total			Gender		gender salary gap
	Female	Male	Female	Male	Female	Male	F	M	% F	Average salary Female Annualised	Average salary Male Annualised	
1- Senior Staff	34	41					34	41	0.45	151,355.93	165,103.12	0.08
2- Professor	53	131	2	7			55	138	0.28	139,240.04	142,261.88	0.02
3- Associate Professor	51	93	1	3			52	96	0.35	115,305.11	115,785.42	0.00
4- Senior Lecturer	132	183	19	7			151	190	0.44	98,529.30	99,310.83	0.01
5- Lecturer	203	182	35	10			238	192	0.55	81,934.09	82,463.71	0.01
6- Associate Lecturer	65	88	33	7	557	449	655	544	0.55	66,649.16	65,652.74	-0.02
7- HEW Level 10	20	28	4	1	13	4	37	33	0.53	93,553.27	92,769.33	-0.01
8- HEW Level 9	32	36	5				37	36	0.51	88,585.22	88,800.17	0.00
9- HEW Level 8	85	85	23	2	14	4	122	91	0.57	78,641.99	79,201.83	0.01
10- HEW Level 7	139	111	41	3	5	2	185	116	0.61	69,053.89	69,688.65	0.01
11- HEW Level 6	175	119	48	4	14	7	237	130	0.65	62,389.05	62,348.90	0.00
12- HEW Level 5	268	120	87	16	86	25	441	161	0.73	55,064.61	55,077.44	0.00
13- HEW Level 4	244	71	118	8	89	37	451	116	0.80	49,186.33	48,921.16	-0.01
14- HEW Level 3	79	36	54	9	48	17	181	62	0.74	43,581.60	44,499.33	0.02
15- HEW Level 2	7	16	9	4	91	74	107	94	0.53	41,173.74	40,230.77	-0.02
16- HEW Level 1	6	4	12	1	33	40	51	45	0.53	37,686.19	37,499.69	0.00
17- Below HEW Level 1	25	8	13	2	239	91	277	101	0.73	37,511.97	39,887.36	0.06
Grand Total	1618	1352	504	84	1189	750	3311	2186	0.60	68,796.12	84,703.22	0.19

* Casual staff are not included in overall totals or salary calculations, as one person may have more than one contract.

Award 4: Leading Organisation for the Advancement of Women (more than 800 employees)

Name of Nominated organisation: Griffith University

Describe how the nominated organisation demonstrates that it meets the following five criteria (please use as much space as you need)

Griffith University has a history of long and sustained commitment to improving the representation of women in senior positions specifically, and throughout the organisation generally. It has been the recipient of the Employer of Choice for Women citation continuously since the inception of the award, one of only eleven organisations nationwide to achieve this.

Griffith's achievements have come through embedding a focus on gender equality as a strategic priority in its planning and reporting processes for more than a decade. In doing so it has drawn on the theory and practice that underpins organisational cultural change and on strategic planning principles and practice. Through this process it has achieved an improvement in the percentage of women at all levels of the organisation, and most notably in the ranks of senior academics. This has been achieved through the Vice Chancellor's ongoing and active commitment, and through the identification of a member of the senior executive group with specific responsibilities for gender equity providing strategic leadership to University initiatives. The focus on equal opportunity for women has been maintained through restructures and reviews of executive portfolios, as well as organisational units, changes to personnel in senior positions, including the Vice Chancellor, and immense growth in the University. Griffith continues to give priority to enhancing the position of women throughout the organisation.

Criterion 1	Strategically positions EEO for Women
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How does the CEO communicate to all staff and managers the strategic importance of EO for women?

There is no single strategy used by the CEO to demonstrate the commitment that Griffith has to advancing equality of opportunity for women under his leadership. A combination of activities and statements collectively reinforce the ongoing strategic importance of this to the University.

The [University's Strategic Plan 2009 – 2013](#) has set new targets to be achieved by 2013:

Goal	Targets
To improve the proportion of female Level D and E academic staff	A third of all University academic Level Ds and Es (combined) to be female by 2013 and Griffith to be among the national leaders
To improve the proportion of female Senior Administrators (HEW Level 10 and above)	50% of all University's Senior Administrators (HEW Level 10 and above) to be female by 2013

The University has a corporate [Equity Plan 2007 – 2010](#), which is being reviewed and revised during 2010. This plan, which is used by University elements to inform their own planning and reporting, outlines the goal and targets related to women within the University. (Refer Attachment 1) At the 2010 census date (31/3/10) the targets of 30% of senior academic women and 45% of all academic staff had been achieved and the target of 50% of women in positions at Level 10 and above almost achieved at 49%.

Funds to support an annual [Women in Leadership Program](#) were provided by the Vice Chancellor in 2004, and have continued since that time. Originally funded from the Vice Chancellor's strategic fund for three years, the program is now resourced from the operating budget as it is seen as a program that is integral to the achievement of the University's strategic priorities.

The University establishes corporate KPIs against which it reports to Council. (Refer to Strategic Plan.) The percentage of women in senior roles has now been included as part of those KPIs, giving much more accountability to managers to achieve the targets, and added weight to initiatives that support this.

As well as establishing the targets for senior women as part of the KPIs, **the University has also increased the target for women in senior roles**. Already well above the sector average, (25% of senior academic staff in 2008) the University has set itself the goal of being a national leader in this area and achieving its target of having 33.3% of women in senior academic roles by 2013.

Major work units within the University are formally reviewed on a 5 yearly cycle. **Equity and performance against targets are essential criteria to be included in all formal reviews** and element and senior managers are held accountable for implementing any recommended changes arising from these reviews.

The Vice Chancellor provides **regular reports to Council** which give updates about the achievements against the equity targets and any particular individual or group achievements.

A monthly electronic newsletter is sent to all staff from the Vice Chancellor, and includes articles and information about achievements, highlights, staff in the news, etc. Women are regularly featured throughout, including in the "movers and shakers" section of the newsletter, sending a constant message that women as well as men are important in all facets of the organisation.

The Vice Chancellor is always the first **guest speaker at the annual Women in Leadership program**. In this orientation workshop the Vice Chancellor takes the opportunity to outline how strategically important he views the participation and advancement of women across the University, particularly in different and diverse leadership roles.

The Vice Chancellor is hosting an event to celebrate 10 consecutive years as an EOCFW recipient. A cocktail reception to which external supporters of the University as well as many University staff have been invited is being held in July at the University's South Bank campus.

“Equity has always been part of our ethos as a University and as an employer. We aim to be a University where people want to work. This requires practices and policies to build a work environment which reflects the diversity of Australian society and where people and performance are valued.

“Creating an organisational culture in which women participate equally at all levels allows us to be more effective at teaching, learning and research, and helps the University in its pursuit of excellence. Our strategy as a University is to work continuously to identify and address the traditional and not-so traditional disadvantages faced by women in the workforce in order to maximise the opportunities for female staff at Griffith.”

*Professor Ian O’Connor
Vice Chancellor and President*

“Our commitment to equity is an enduring thread in the history of the University and a compelling contemporary strategy for success. Teaching and researching across a comprehensive discipline base means that we have high demands for talent in many areas. We are competing in many labour markets every day and we need to be offering a great employment proposition if we are to attract staff capable of the excellence to which we aspire. Our long standing and deeply embedded commitment to equity and diversity means high talent women do take a second look at a Griffith career. We attract them and we keep our promise to them with policies, culture and work places which value women and support their success. Griffith is a great place for women.”

*Janine Walker
Director
Office of Human Resource Management*

Criterion 2	Undertakes excellent analysis, including consultation with employees
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Has the nominated organisation implemented:	Yes/ No	Details	No. of women	No. of men
Surveys	Yes	A major survey of all academic staff was undertaken to inform an investigation into why progress of women into senior roles was so slow. The subsequent report contained 14 recommendations, all of which have now been implemented. (Refer Attachment 2). Staff are also surveyed on a biennial basis about various aspects of organisational culture, including those relating to equity and equality of opportunity. Electronic surveys are often used to seek feedback about programs, level and quality of support, initiatives being proposed, etc.	N/A	N/A
Focus groups	Yes	Focus groups are regularly used to seek opinion about various changes being proposed, particularly to organisational structures, and were used to assist in developing and evaluating the University's Women in Leadership program.	N/A	N/A
EO or Diversity Committee	Yes	The University Equity Committee was established in 1993. (Refer to constitution at Attachment 3)	18	8
Other consultation with staff/managers	Yes	Prior to developing the new Equity Plan consultation has occurred with key management groups, including the Directors Forum, which is attended by all directors in administrative roles, and with academic group boards, membership of which includes both managers and staff. These management groups are regularly consulted about proposed changes to policy and/or practice.		
Analysis of male/female recruitment rates	Yes	These are analysed annually as part of the University's EOFCW submission. (Refer to criterion 5)		
Analysis of male/female promotion rates	Yes	The University has an annual promotion round for academic staff, and an analysis of application and success rates for women and men is undertaken at the conclusion of each round. (Refer Attachment 4)		

Analysis of male/female staff on high potential list	N/A			
Analysis of men/women undertaking overseas or major project assignments	N/A			
Analysis of male/female turnover and reasons	Yes	This is analysed annually as part of the University's EOCFW submission. (Refer to criterion 5)		
Analysis of male/female return to work after parental leave	Yes	This is analysed annually as part of the University's EOCFW submission. (Refer to criterion 5)		
Analysis of remuneration by gender	Yes	An annual pay equity analysis is undertaken as part of the annual EOCFW submission.		
Analysis of benefits by gender	Yes	This is done as part of the pay equity analysis, and any apparent inequities raised and addressed. Significantly in 2005 a comprehensive review of academic salary loadings was undertaken, and issues of gender inequity raised. These were addressed through the subsequent revised policy, and monitoring since then shows gender parity in loadings.		
Analysis of uptake of flexible work	Yes	These are analysed annually as part of the University's EOCFW submission.		
Analysis of uptake of leadership development	Yes	These are analysed annually as part of the University's EOCFW submission.		

What issues for women were identified as requiring attention in:

- The organisation's one year plan?

Provision of more mentoring programs for women to assist in focused career development strategies has been a theme through recent consultations about the proposed new Equity Plan. While mentoring is a feature of the Women in Leadership program and is offered as part of the University's short courses development programs as well as through other management and development programs, the need to provide a more structured and targeted approach has been identified. This will be addressed through element planning and monitored through women's achievements particularly in promotion and research outcomes.

- The organisation's five year plan?

The development of the University's strategic plan indicated a need to increase the representation of women in senior roles to provide greater career opportunities for individuals and women generally as an identifiable cohort, to act as role models for staff and students, and, more broadly, to contribute to the University's strategic goals. Accordingly the targets to be achieved by 2013 were increased.

The development of the University's next Enterprise Agreement includes the redress of a previously identified anomaly in the paid parental leave provisions, and will allow staff whose partners have received paid parental leave from another organisation to also apply, if eligible, for paid parental leave from the University to take on the role of primary care-giver.

Criterion	Drives an inclusive organisational culture
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Mission statement

Vision

Griffith University, a multi-campus, learning-centred, research university, will be acknowledged as an outstanding university that combines the best university traditions and values with the innovation necessary for success.

Ideally positioned in the fastest growing region in Australia, the University will build on its established reputation for responding creatively to local, national and global change by embracing diversity and nurturing innovation.

Mission

In the pursuit of excellence in teaching and research, Griffith University is committed to:

- Innovation
- Bringing disciplines together
- Internationalisation
- Equity and social justice
- Lifelong learning

for the enrichment of Queensland, Australia and the international community.

Values

In pursuit of our mission, the University values:

- Rigorous standards of scholarship
- Continuous quality improvement
- Accountability as befits a learning organisation
- Commitment to individual rights, ethical standards and social justice
- Participatory decision making and problem solving
- Lifelong learning and personal development
- Contributing to a robust, equitable and environmentally sustainable society
- Tolerance and understanding of diversity in society.

- How does the CEO communicate and demonstrate to all staff the importance of an inclusive organisational culture?

Much of this is outlined in criterion 1. Additionally the focus given to Aboriginal and Torres Strait Islander people within the fabric of the University's structures and practices is a clear and tangible demonstration of commitment to an inclusive culture. Reconciliation statements, websites on the home page, advisory committees, appointments to lead different groups, including appointments of two Elders in Residence, all contribute to building an organisational culture that values diversity. (See [First Peoples](#) website.) Recent campus activities attended by the Vice Chancellor and members of the Executive included public events to recognise Sorry Day. These are publicised through the Vice Chancellor's regular email newsletter to all staff.

Many events on and off campus join with communities and organisations that are actively working towards promoting diversity and inclusion, particularly at the Logan based campus where there is a large multi-cultural community.

The Vice Chancellor holds campus briefing meetings each semester, to which all staff are invited. At these meetings the Vice Chancellor outlines what is happening, what future plans are, and highlights any particular events or outcomes, and in doing so, takes the opportunity to reinforce the message that the University is one which promotes inclusion.

Appointments to senior positions, including all professorial positions, are made with Vice Chancellor involvement, and many such appointments have demonstrated a commitment to improving representation of minority group, including women. In 2009 the University's Vice Chancellor and Council made three senior appointments; the Pro Vice Chancellor of the Science, Environment, Engineering and Technology Group, and two Deputy Vice Chancellor positions, one of which has the portfolio of social inclusion, encompassing staff and student equity. All three appointments are women, bringing the percentage of women on the University's Executive Group to 36%.

- How does senior management communicate and demonstrate to all staff the importance of an inclusive organisational culture?

Senior managers demonstrate their commitment in a variety of ways. This occurs through formal committees which are chaired by a senior manager, through more informal staff meetings, through recruitment processes within their work element, and through the enforcement of the Code of Conduct and Student Charter, as well as the University's policies. Through such avenues senior managers address strategies in place to achieve great representation of women and monitor progress towards previously agreed targets.

Senior management as a group, through Executive Group and Directors' Forums, approve policies and strategies which actively support the ongoing development of an inclusive organisational culture. Recently this included improvements to a program that provides targeted funding for academic staff that have experienced career disadvantage because of carer responsibilities, or through membership of a minority group. The program now offers staff scholarships to support eligible recipients in pursuing targeted research activities or undertaking development programs. Over 90% of recipients each year are women (Refer [Targeted Academic Staff Development Scholarship Scheme](#))

- How does line management communicate and demonstrate to all staff the importance of an inclusive organisational culture?

Line managers play an integral part in reinforcing the culture of inclusion. Firstly they act as role models, ensuring that the work environment is one in which all staff regardless of gender, culture, age, etc, are valued. They implement the policies that form the basis of inclusion in practice, and act quickly if events or behaviours occur that have the potential to work against inclusion.

- What policies do you have in place that reinforce the inclusive culture?

Apart from the usual [Equal Employment Opportunity](#) and [anti-discrimination](#) policies, [Parental Leave](#) policies are non-gender specific, thus enabling both men and women who are primary care-givers to take paid parental leave, and a [reversible part-time appointment for the care of dependants](#) policy enables staff returning from parental leave to return on a part-time basis for up to 5 years, with the option of then reverting back to full time guaranteed. The cost of paid parental leave is reimbursed to the individual's element from a centralised fund, to ensure that no indirect discrimination occurs.

The [Recruitment Policy](#) procedures require that every shortlist for senior roles must contain at least one woman, and therefore means that selection panels have to pay much more attention to how they will attract suitable candidates to positions, especially those in which it has been traditionally difficult to attract women applicants. The [Promotion Policy](#) has specific clauses relating to equity, particularly in relation to those staff whose careers had been interrupted through carer responsibilities (largely women).

Paid leave to enable staff to fulfil cultural obligations (particularly important for Indigenous staff) is available.

[Flexible working hours](#) enable staff (particularly women with carer responsibilities) to meet dual demands on their time and [to take extra time](#) during school holidays for example through annualising 48 weeks salary over 52 weeks.

The opportunity to work part-time is available to almost all staff, depending on organisational roles, including those in more senior positions. Many staff are able to work from home on an occasional basis.

- What activities does your organisation implement to reinforce the inclusive culture?

The University has a strong policy in relation to Harassment, Bullying and Discrimination, and emphasises the role of managers in preventing issues from arising in the work environment. Griffith uses conflict diagnosis and mediation as regular practices to assist in resolving issues, and encourages all staff, and especially line managers, to participate in training around these issues.

The Women in Leadership program, in place since 2004, is strongly supported by the Vice Chancellor and Senior Executives. Participation is by nomination from senior staff, who are asked to identify women who are showing high potential as existing or future leaders. Rather than a program that focuses on “fixing the women” Griffith’s program emphasises that women ARE leaders and nurtures and encourages them to develop their potential more fully. Many of the participants in this program have achieved promotion and taken up management roles. A feature of this program is the guest speakers, all of whom, with the exception of the Vice Chancellor and Pro-Vice Chancellor Administration, are women. Many are from Griffith, thus enabling us to “showcase” our own staff.

Specific modules relating to diversity and organisational culture are included in development programs such as Managing @ Griffith and the Supervisor Essential Series, which are run annually. The former targets middle level managers, and the latter first line supervisors, and over the past few years some 175 managers and many supervisors have completed these programs.

An Indigenous Australian Employment Strategy has been continuously in place since 1997, and Griffith has one of the highest rates of employment of Indigenous academics and general staff within the higher education sector, 63% of whom are women.

In May 2007 Griffith developed a reconciliation statement in conjunction with community Elders, and NAIDOC and Harmony Day activities are regularly organised to support the University’s commitment to Indigenous staff and students.

Formal coaching for women Heads of School and women in other senior appointments has been organised to ensure success in new roles.

“In 2008 Griffith University offered a specific career planning session for women academics prior to the senior promotion round (level D and E). Senior women from a range of disciplines shared their experiences about career pathways and obstacles. This session was invaluable as it enabled me, as a younger academic, to assess my readiness for promotion and overcome some of the gendered assumptions that hold many women back - have I done enough to meet the criteria? I was successful in attaining a promotion to Associate Professor and am pleased to be contributing to a gender shift at the senior level. The workshop provided a level of organisational support that enabled change via promotion to occur more quickly than if the responsibility was left solely with women as individuals.”

*Associate Professor Simone Fullagar
Deputy Head of Department
Department of Tourism, Leisure, Hotel and Sport Management
Griffith Business School*

"I was able to successfully combine roles of Head of School and Faculty Dean with raising a young family due to the availability of long day care, after school care and vacation care programs offered at Griffith's Nathan campus. I also took advantage of the reversible fractional appointment policy of the University to provide care and support to one of my children who was experiencing severe medical problems. Without access to such a supportive and inclusive environment I would not have been able to sustain my academic and management career. I commenced my academic career with Griffith in 1985 as a lecturer, and have since been promoted to professor, taken on senior management roles, including my current role as Head of one of the larger Departments, and I am a distinguished researcher."

*Professor Christine Smith
Head of Department
Department of Accounting, Finance and Economics*

"In my previous work experience, I've worked in many large organisations, and prior to my successful application and subsequent recruitment into Griffith University, I was actively seeking an organisation that doesn't just have good HR and Employee policies, but one that actively encourages and supports them. I have found it very refreshing to see both; how strongly Griffith University supports families with family leave as well as how actively they promote females in advisory and management positions.

The parental leave entitlements, able to be accessed by both new mothers and fathers alike, are second to none. Actively supporting and encouraging new parents to take up to six months off at full salary and then offering flexible work arrangements upon their return, is a level of financial support that I have not seen in other employers, including those that have been hailed with 'employer of choice' awards. The University supports this endeavour so strongly, that it funds maternity and paternity leave centrally, so managers are not discouraged in any way of supporting their staff in taking up these opportunities.

Also, as a manager who works closely with middle to senior managers across the whole organisation, I'm impressed with the number of women occupying management positions. From the University Chancellor downwards, there are women representing the business at literally every level, and in many cases, outnumbering the men. Again, as many of these female managers have children and families, it just exemplifies the belief of the University in supporting those with family desires and obligations. Not just with support for leave, but also in significant career progression as well. Since my commencement here, I have found that a number of my female staff have had the opportunity to attend regular 'Women in Business' seminars and educational sessions. Also, there is an active mentoring program in place, that I have seen deliver real results to those involved, with female mentors being assigned from the highest levels of management to provide support to those with higher career aspirations. Working in the Griffith demographic really shows me how progressive and supportive this organisation is in supporting women in not just business, but in life as well. The benefit of an organisation that supports women so strongly, is that men are also inherent beneficiaries of these policies and beliefs as well - and for me, coming to Griffith is not a decision I've regretted for a moment."

*Steve Bishop
Associate Director, Enterprise Information Systems
Information & Communication Technology Services*

“As a Manager who works part-time within the Office of Human Resources I have been provided with many opportunities to remain connected with Griffith University and be provided with meaningful work undertaken through a combination of working in the office and at home. I am able to effectively juggle three small children, two of whom (my twins) now attend school and the other who I care for at home. I was able to take paid parental leave and return after each pregnancy on a part-time basis, which was such a help when all three were pre-schoolers. I can easily stay connected as I participate in teleconferences from home on a regular basis and can work around the requirements and timing of my children. In this technological age you might find me in the park with my child, and laptop, and mobile phone! I am very grateful every day for the wonderful support of the Director, HRM who allows me to work in a very flexible manner as long as the outputs are achieved, which is easy, as I love my job.”

Sandy Smith, HR Manager

“I was appointed to Griffith University in a senior management position almost a year ago after having spent approximately five years in a large university in Sydney. Immediately on my arrival I was aware of a culture of inclusion demonstrated by the way in which I was introduced to colleagues across the university who could assist me in discharging my duties. This was not a formal program but a genuine understanding that all senior staff work to deliver different parts of the same strategic outcomes and therefore it is simply sensible that one understand the contexts in which their colleagues work. I had not experienced this kind of culture in the higher education sector previously.

In addition to this I continue to be impressed by the open nature of the University where hierarchical barriers do not appear to impede the flow of information, the sourcing of solutions or the take up of innovation.

Griffith University has a high ratio of women in senior positions which is evidence that the EEO policies are implemented across the University and not simply rhetoric to appear politically correct. This demands that appointments are made on merit. Again this is not been my experience in other institutions.

Griffith is an innovative university climbing the international rankings. Despite its humble beginnings, Griffith is strategically investing in people, culture and inclusiveness to drive performance and to build capability. This is evident across the University and is an opposing philosophy from my previous experiences. The culture of inclusion promotes honest consultation across the university, engenders a belief that appointments including senior appointments are made on merit, and that strategic goals are shared by the entire community which all combine to drive the success of the institution. When considering how policy, culture and practice work together it is not surprising that Griffith is an innovative, growth institution, one that I am proud to work in.”

*Lyn Bosanquet
Director, Information Services (Scholarly Information and Research)
Griffith University*

Criterion 4	Takes action on issues relating to the seven employment matters
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- What actions has your organisation taken in the last year to address issues in relation to the seven employment matters?

Employment Matter	Action
Recruitment & Selection	Appointed three women to senior executive roles out of four vacancies.
Promotion, Transfer & Termination	Focused attention on the need to support academics at the mid level (Senior Lecturers) to gain the necessary outcomes to then be successful at gaining promotion to senior levels.
Training & Development	Established the Sir Samuel Griffith Lectureship program, which targets junior academics, many of whom are women. This new program provides reduced teaching hours to enable staff in their early career to have maximum opportunity to achieve a competitive research profile, essential for future development. There is strong encouragement for women to enter into formal mentoring relationships to enhance careers.
Work Organisation	Griffith already offers extremely flexible working arrangements, and these are being maintained.
Conditions of Service	Additional clause in paid parental leave policy has been included in Enterprise Bargaining negotiations, to redress previous inequity. It addresses a previous anomaly in the paid parental leave program, allowing staff with partners who receive a period of paid leave from another employer to take the balance of the 26 weeks as paid leave to undertake primary carer role.
Arrangements for Addressing and Preventing Sex-based Harassment	Established specific workshops for managers, and for staff, on how to deal with workplace harassment issues.
Arrangements for supporting Pregnant, Potentially Pregnant Employees and Employees who are Breastfeeding	Well established support maintained.

Criterion 5	Delivers improved outcomes for women and the business
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Hires and departures – % of women compared with % of men

Women constitute 60% of the overall workforce. The percentages shown are the number of women hired or who departed as a percentage of the total number of staff hired/departed over the past three years. Pleasing to see is that the trend is for representation of women greater than their overall workforce percentage in the total hiring figures, and a drop in the departure rates.

2010 (to date)	2009	2008	2007
Women hired 69%	Women hired 67%	Women hired 59%	Women hired 62%
Women departed 60%	Women departed 63%	Women departed 66%	Women departed 60%

Promotion rates

Formalised promotion occurs only in academic positions. Since 2006 the percentage of women achieving success in being promoted to Professor has increased from 50% to 60%, although numbers applying are still relatively small. Over that same period there has been 100% success rate for women going for their first promotion (Associate Lecturer to Lecturer) in each year.

In 2009 three of four vacancies at the Senior Executive level were filled by women and women were appointed to 31% of vacancies at Associate Professor and Professor level.

Pay Equity

While most salaries are governed by an award rate which ensures gender parity, at the senior management level the pay equity gap has decreased over the past three years, going from just under 10% in 2007 to 5.6% in 2009. The overall gap is largely due to the high number of men in professorial positions, an historical artefact of universities. This is being addressed through the concerted effort to increase the representation of women at these levels.

Return from parental leave

In 2007 106 staff took paid parental leave (94 women, 12 men) and only 2 resigned; in 2008 108 staff took paid parental leave (89 women, 19 men) with 3 resignations; and in 2009 152 staff took leave, (132 women, 20 men), with only 2 non-returns from leave.

The generous parental leave provisions, and the capacity to return on a reversible part-time appointment for up to five years has significantly impacted on the return rate.

Participation of women in leadership programs

The annual Women in Leadership program offers a five module program to a cohort of approximately 30 higher level academic and general staff women each year. This program is in its 6th year, and thus some 150 women have now participated.

A Leadership Dimensions program is also offered to general staff in middle management roles, and in the last 3 years women participants have made up 58% of the overall cohort.

“The WIL workshops were a saviour over the past year as I have encountered some great challenges in my role. The workshops gave me time out to reflect and hear from other staff and speakers who had encountered similar difficulties. Most of the speakers covered very relevant issues and have given me a great deal to think about.”(Participant 2009)

“The WiL program provided me with a greater sense of connection to fellow female professionals at Griffith; a greater understanding of the University and the way in which it works; a stronger sense of my worth and role as an early career academic; a better understanding of how I can be supported through mentorship; a more ambitious outlook for my professional development gained through the words of wisdom offered by other participants and the achievements of guest speakers from the program; and most importantly, an understanding that I cannot be superwoman but I can certainly achieve self-set goals with determination, time and support.” (Participant 2009)

Flexible work

In 2007 37 staff were on flexible working arrangements (28 women), and in 2009 this had increased to 60 staff, (46 women), and an extra 36 staff on a reversible part-time appointment.

The number of women at designated management levels working part-time has increased from 22 in 2007 to 31 in 2010.

“Associate Professor Liz Jones is currently Director of Organisational Psychology Training in the Health Group. Prior to taking up that role she was Deputy Head of the Psychology School for 18 months. Liz started at Griffith as a Senior Teaching Fellow in the Faculty of Commerce and Administration. In her twenty years at Griffith Liz has been successful in gaining promotion, taken on academic leadership roles, switched faculties AND had three children at the same time. Early in her career and at the urging of her Dean Liz applied for promotion while she was on maternity leave, and took on the role of Deputy Dean on a reversible fractional appointment. Liz was actively involved in her faculty Staff Committee and other University committees, and the opportunities that this presented to learn about and influence policy, develop a University wide perspective and transferable skills, and to establish networks was invaluable. So too was being able to access the University’s flexible work policies - paid and unpaid parental leave, reversible fractional appointments, Academic Staff Equity Development Program, flexible hours. Working in a supportive faculty and having the active encouragement to take on challenges and being involved in different networks were critical factors in her promotions.”

IF THE NOMINATED ORGANISATION IS A CURRENT EOWA EMPLOYER OF CHOICE FOR WOMEN, THE FOLLOWING 4 PAGES **DO NOT NEED TO BE COMPLETED**

Describe the organisation’s strategies that support a commitment to fully utilising and developing its people, including women.

What programs / strategies are listed in the organisation’s Strategic Plan to advance equal opportunity for women and remove barriers in the organisation.

Does the organisation have in place the following processes, supporting advancement for women?

Please indicate:

	YES	NO	No. of Women
Succession planning			
Mentoring			
Networking			
Multi-skilling opportunities			
Profit centre experience			
Stretch assignment opportunities			

What career development and leadership opportunities are available to men and women?

Please provide details:

Programs / Assignments	Number of men accessing program / assignment	Number of women accessing program / assignment

Do all staff and managers receive performance appraisals at least once a year?

How does the organisation educate all employees (including managers, casuals and contract staff) on their rights and obligations regarding sex-based harassment?

<p>Is there a comprehensive and transparent sex-based discrimination policy in place (covering discrimination, harassment and bullying), including an Email and Intranet/Internet policy and grievance handling procedure?</p> <ul style="list-style-type: none">• Please indicate YES NO and provide details
<p>Are ALL employees (including managers, casuals and contract staff) trained in sex-based discrimination across all employment matters at induction?</p> <ul style="list-style-type: none">• Please indicate YES NO and provide details of training
<p>Please confirm that ALL employees (including managers, casuals and contract staff) have been, retrained/refreshed in sex-based discrimination across all employment matters in the last two years? (Refresher education can take the form of face to face sessions, management/employee meetings, on-line training, video presentations, email updates)</p> <ul style="list-style-type: none">• Please indicate YES NO• Please describe how refresher education is provided
<p>Does the organisation currently have any potentially contentious matters involving women in external courts such as anti-discrimination or industrial tribunals?#</p> <ul style="list-style-type: none">• Please indicate YES NO• If YES, please provide details of matter
<p>Has the organisation had any rulings made against it over the last three years?</p> <ul style="list-style-type: none">• Please indicate YES NO• If YES, please provide details including what actions the organisation has taken to address the issue

Describe the organisation's inclusive organisational culture that is championed by the CEO, driven by senior executives and holds line managers accountable?

Provide examples of the ways in which the organisation's CEO demonstrates that s/he is driving the program to advance equal opportunity for women in the workplace. What does s/he do to demonstrate to all staff that advancement of women and removal of barriers is a business imperative?

Is EO/Diversity a standing agenda item at executive meetings?
Is EO/Diversity a standing agenda item at board meetings?
Is the committee which deals with EO/Diversity chaired by CEO or his/her direct report?

Please provide details:

iii) How do senior executives drive the inclusive culture?

iv) How are senior executives held accountable to the CEO for driving EO change?

v) How are line managers held accountable? For example: -

- are EO/diversity indicators included in line managers' performance and pay reviews?
- are issues on EO/diversity included in management/employee meetings?
- are line managers required to report on their equal opportunity outcomes to the managers?

Pay Equity

Where any salary gaps exist between average male and female salaries (as indicated on page 3), please provide details of actions your organisation is taking to reduce the gap, including actions taken to reduce any occupational segregation of women in lower paid roles. For example if there are women concentrated in the lower paying jobs in your organisation, what strategies are you implementing to address this and train and develop your female staff into higher paying roles?

Organisational Details Cover Sheet

(This information is confidential and will not be made public)

ORGANISATION DETAILS						
Legal name of your organisation:		Griffith University				
Previous name <i>(if changed since last Report)</i> :						
Trading Name,						
Name to go on certificate if successful:		Griffith University				
Total No. of employees:		4000	ABN:	78106094461		
ANZSIC Code <u>AND</u> Industry Description <small>(refer www.abs.gov.au):</small>		8431 Higher Education				
ASX Codes for Organisations listed on the Australian Stock Exchange:		N/A				
Physical address:	170 Kessels Rd, Nathan	State:	Qld	Postcode	4111	
	Switchboard No:	+61 7 3735 7111	Facsimile:			
Postal address:	170 Kessels Rd, Nathan	State:	Qld	Postcode	4111	
CONFIRM YOUR ORGANISATION'S HIERARCHY DETAILS BY COMPLETING BELOW						
Who is the ultimate responsible Australian Parent Company for your organisation?		Griffith University				
What organisations are covered by this report <i>(include all subsidiaries)</i> ?						
Has there been a change to any of your organisations since your last report? <i>(if yes, provide details below)</i> :				Yes	No	X
Reason For Change	Name		New Name			
a) Change of Name:						
b) Sold:	Name		New Owner			
c) Ceased Trading:	Name					
CONTACT INFORMATION						
	CEO Details		Report Contact Details			
Title:	Professor		Ms			
First Name:	Ian		Heather			
Family Name:	O'Connor		Cameron			
Job Title:	Vice Chancellor and President		Principal Adviser Equity, Diversity and Policy Implementation			
E-mail Address (or PA for CEO):	vc@griffith.edu.au		h.cameron@griffith.edu.au			
Telephone:	+61 7 5552 8178		+61 7 3735 6404			
Facsimile:	+61 7 5552 8777		+ 61 7 3735 7065			
Address (if different from above):	Office of the Vice Chancellor Gold Coast Campus Griffith University QLD 4222		Office of HRM Griffith University Nathan Campus 170 Kessels Road, Nathan QLD 4111			