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Introduction

We acknowledge the Traditional Custodians of the land and pay respects to the Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander people.

This 2021 report on equity, diversity and inclusion:

- reports on key staff and student equity, diversity and inclusion data
- provides an overview of key 2021 equity, diversity and inclusion initiatives and achievements
- In this reporting period, we can report on a number of achievements aligned with our strategic priorities.

Griffith:

- launched the First Peoples Employment Action Plan 2021–2025
- met our 2 per cent (2025) target for fixed-term and continuing Aboriginal and Torres Strait Islander staff representation
- established the First Peoples Knowledge Holders Advisory Board
- was recognised as a Bronze Employer for the Australian Workplace Equality Index (AWEI) for the second year in a row
- increased our Griffith LGBTIQ+ Ally network by 234%
- reviewed over 150 systems to prevent inadvertent ‘deadnaming’ of staff and students, particularly trans and gender-diverse members of our Griffith community
- narrowed or remedied Executive, Director and Associate/Deputy Director gender pay gaps
- reduced the whole-of-organisation pay gap (though more progress is needed)
- saw an ultimate upward trajectory in the percentage of women at D and E after a decrease in early 2021
- met our HEW 10 and above target of 50%, four years in advance
- graduated more Indigenous students than in any prior year (175 students).

As per the Griffith Strategic Plan, we will:

- continue to focus on First Peoples employment and progression
- provide a more coherent framework for teaching Indigenous content and cultural competency in our degrees and creating appropriate cultural training for students and staff
- review our policies, practices, and built and digital environment to ensure accessibility for students and staff with disability
- embrace diversity, including in recruitment, promotion and professional development, and enable a culture that ensures staff and students are provided with a safe, inclusive and supportive environment
- use the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice.

We look forward to reporting on our progress on these important actions.



Professor Cindy Shannon AM
**Pro Vice Chancellor (Indigenous) Chair,
Equity, Diversity and Inclusion Committee**

Reporting against 2021 strategic goals

University Strategic Plan and KPIs

The University Strategic Plan 2020–2025 and University key performance indicators (KPIs) commit to the following targets related to equity, diversity and inclusion by 2025:

- 2% Aboriginal and Torres Strait Islander staff (and then population parity)
- 50% academic women at level D and E
- 50% professional women at level HEW 10 and above
- 77% Aboriginal and Torres Strait Islander student retention
- 19% Low SES student participation

Staff

As data is taken from 31 March each year, actual 2022 data is shown in Figures 1–4 to show the trend after 31 March 2021.

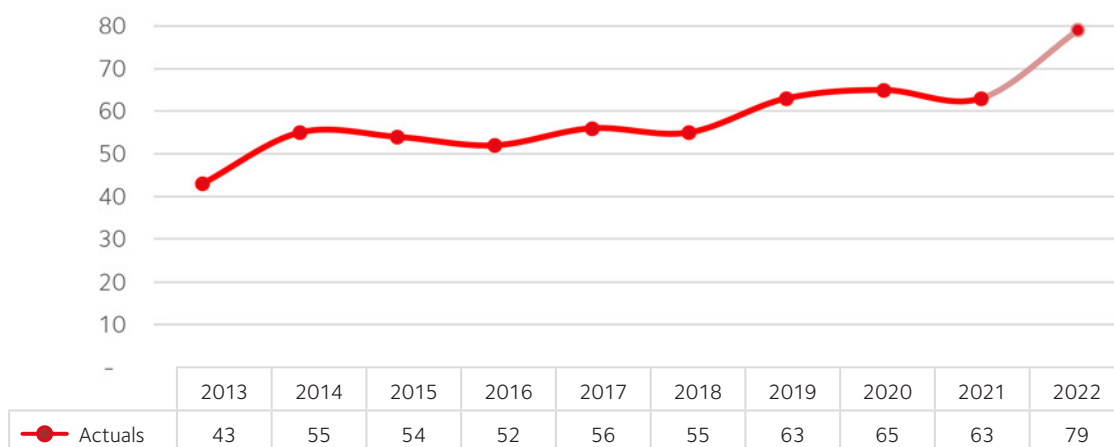
Aboriginal and Torres Strait Islander staff

As at 31 March 2021, the overall number of Aboriginal and Torres Strait Islander staff on fixed-term and continuing appointments decreased. This was in part due to the restructures and voluntary early retirement related to the Roadmap to Sustainability. Later in 2021, however, we met our 2% (2025) target. By March 2022, we exceeded previous results by 14 staff.

According to Australian Government (2021) data, Griffith had the highest proportion of Aboriginal and Torres Strait Islander staff out of the three Brisbane-based universities and was mid-range in comparison to all Queensland universities. Griffith had the second-highest number of Indigenous academic staff in Queensland.

In 2021, the First Peoples Employment Action Plan 2021–2025 was finalised and endorsed by Executive Group. This plan articulates clear objectives for achieving University strategic goals to improve Aboriginal and Torres Islander staff workforce participation and progression. Key themes of the plan include talent attraction and acquisition, onboarding, development, progression and retention, and employee engagement.

Figure 1: Number of Aboriginal and Torres Strait Islander staff, 2013–2022



Note: The number of Aboriginal and Torres Strait Islander full-time/fractional full-time staff.
Source: Higher Education Statistics, Department of Education, Skills and Employment.

Proportion of academic women at D and E

As at 31 March 2021, Griffith saw a decrease in the proportion of women at levels D and E and was below target (actual: 43.4%; target: 45.5%). Further investigation showed that there was a higher attrition rate for senior academic women than men. This was a result of a higher proportion of senior academic women resigning (particularly in the Health group) or retiring. While women were a higher proportion of appointments than men during the year, the overall number of appointments was much lower than usual due to pauses in hiring and fixed-term contract renewal. This resulted in fewer opportunities to replace separations and improve the proportion of senior women overall.

In 2021, there were two rounds of promotion due to the delay of promotion in 2020. The proportion of staff promoted to D who were women (48%) across both of these rounds was approximately reflective of the proportion of academic women at this level, suggesting this would not have impacted the overall percentage at D and E.

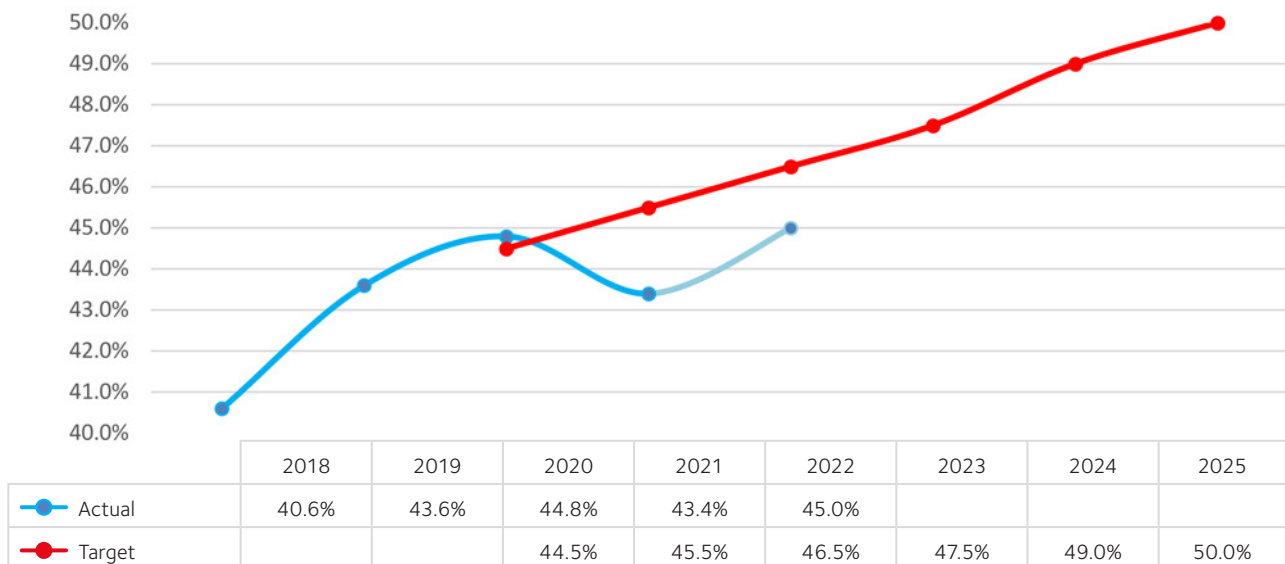
While senior academic women are still underrepresented in the Sciences group, there was an increase in the proportion of women at D and E from 2020 (2020: 21.9%; 2021: 25.4%). Griffith Business School also improved their proportion of senior academic women from the previous year (2020: 41.3%; 2021: 46.3%). The proportion of senior academic women declined in AEL and Health, though both of these cohorts remained above 50%.

Since 2003, Griffith has coordinated a Women in Leadership Program. This was put on hold in 2020 but resumed in 2021. As in previous years, a women-only promotions session was delivered by the then-DVCE.

Improvements to recruitment data through the new talent acquisition system implemented in 2022 will enable a more sophisticated understanding of women's representation in the application, shortlisting, offer and appointment stages and provide an opportunity to identify areas for action.

It is recommended that academic groups focus on the attraction, retention and progression of senior academic women in their strategic plan actions to increase representation and ensure the success of this university KPI.

Figure 2: Percentage of women at levels D and E (Associate Professor and Professor), 2018–2022



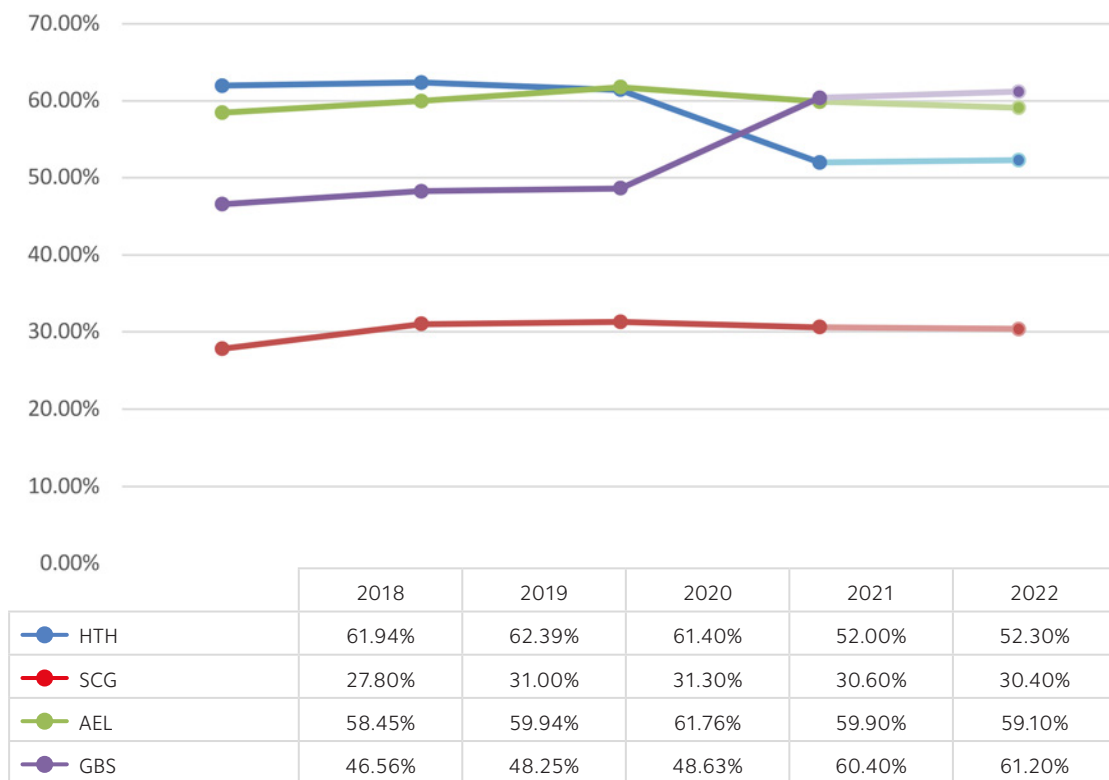
Note: The proportion of female full-time/fractional full-time academic staff FTE level D and E as a percentage of total level D and E academic staff FTE.

Academic women in STEMM

In addition to our targets for women in leadership, we are committed to increasing the representation of women in science, technology, engineering, mathematics and medicine (STEMM) through our membership of Science Australia Gender Equity (SAGE). The overall proportion of academic women in the Health group has decreased since 2020 but remained above 50%. Academic women in the Sciences group also decreased slightly (31 March 2020: 31.3%; 2021: 30.6%; 2022: 30.4%).

We continue to work towards improving outcomes for academic women in STEMM through our Athena SWAN program. In 2022, Griffith will begin a draft of an Athena SWAN Cygnet Award, focusing on barriers for academic women in the Sciences group. This will include a comprehensive consultation and action plan to develop targeted initiatives to improve outcomes for women in this cohort.

Figure 3: Proportion of academic women overall by group, 2018–2022



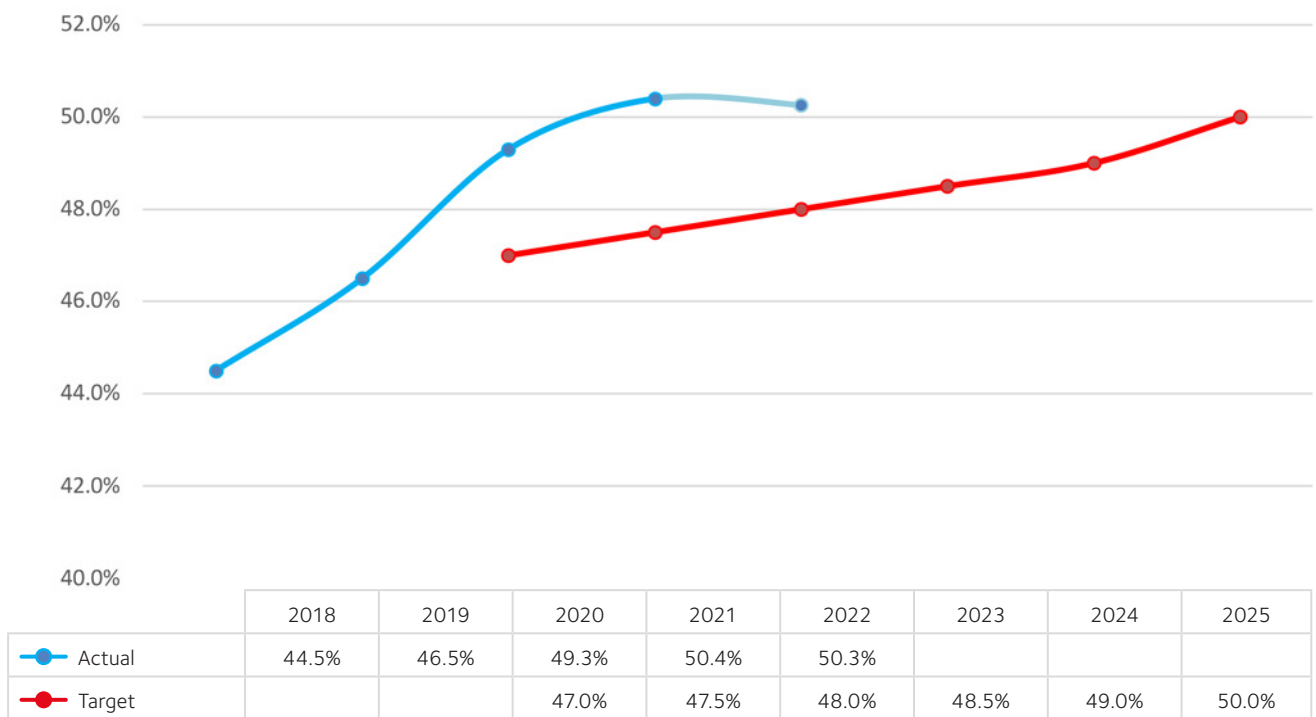
Professional women at HEW 10 and above

In 2021, Griffith surpassed its 2025 target of 50% women at HEW 10 and above (actual: 50.4%).

Senior professional women continued to be underrepresented at leadership levels in Campus Life and Digital Solutions. This proportion has increased slightly in Campus Life and slightly decreased in Digital Solutions since 2020, noting these numbers are small.

Attraction, staff progression and retention data will continue to be monitored so that our target of 50% at HEW 10 and above can be maintained into the future.

Figure 4: Percentage of women at HEW 10 and above, 2018–2022



Note: The proportion of female full-time/fractional full-time general staff FTE HEW Level 10 and above as a percentage of total HEW Level 10 and above general staff FTE.

Staff Engagement Survey

For the first time, Griffith conducted the Employee Engagement Survey, which included diversity demographic data. Key findings are summarised in Table 1 and have been used to inform further consultation and action into 2022.

Table 1: Key findings from the Employee Engagement Survey, 2021

Key findings	
Gender equity and women in STEMM	<p>Responses relating to gender equity had high favourability across the whole University, including when data was separated by diverse groups. Women and men also reported similarly for most questions.</p> <p>There were low-scoring responses from academic women in the Sciences group related to workload. Low-scoring responses from academic women in the Health group were related to work/life balance and workload.</p>
LGBTIQ+ staff (including non-binary staff)	<p>Overall, there were no large differences between staff who identified as LGBTIQ+ and other staff.</p> <p>However, staff who identified as non-binary had the lowest engagement (52%), wellbeing (39%) and progress (42%) scores of all the demographic groups considered and scored much lower than all staff on most questions (approximately 21% lower on average).</p>
Staff with a disability	<p>Staff with a disability also reported much lower than other staff on many questions. Key areas of concern include respect, risk reporting, consultation, career planning, flexibility, time, talent acquisition, teaching and research goals.</p>
Aboriginal and Torres Strait Islander staff	<p>Aboriginal and Torres Strait Islander staff reported similarly to other staff on most questions. Low-scoring questions for Aboriginal and Torres Strait Islander staff related to performance.</p>

Note: Percentage favourable is defined as staff who responded either 'Agree' or 'Strongly Agree'. Low-scoring results tend to be either under 50% favourable or more than 10% below other staff responses.

Gender pay equity

Organisation-wide

The Griffith Athena SWAN Action Plan committed to reducing Griffith's organisational gender pay gap by 1% each year. There was a reduction of 0.39% and 0.73% in the overall base salary and total remuneration gender pay gap, respectively, from 2020 to 2021. The majority of the pay gap can be explained by the higher proportions of women at lower HEW and academic levels.

Table 2: University-wide gender pay gap (fixed-term and continuing staff), 2018–2019 to 2021–2022

	2018–2019	2019–2020	2020–2021	2021–2022
Base Salary	16.20%	15.18%	14.69%	14.30%
Total Remuneration	17.84%	16.54%	16.09%	15.36%

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Griffith WGEA data sets used. The reporting period for this data is from 1 April to 31 March.

By level

In 2021–2022, the highest pay gaps were present at academic level C and E. The pay gap at level C was primarily due to men being at a higher increment than women, on average. This is in part due to women being promoted more recently, on average. Both level A and D have pay gaps in favour of women, which was also due to distribution differences in increment.

The large pay gap at level E can be explained by a small cohort of men with a much higher remuneration than other staff at this level, which skews the overall average. These salaries will continue to be monitored during salary loadings and other remuneration discussions.

Pay gaps in favour of men at levels B and E have decreased since 2020–2021, while the pay gap has increased at level C.

Table 3: Gender pay gap by academic level, 2018–2019 to 2021–2022

Academic Level	2018–2019		2019–2020		2020–2021		2021–2022	
	Base Salary	Total Rem	Base Salary	Total Rem	Base Salary	Total Rem	Base Salary	Total Rem
A	0.59%	0.82%	-0.34%	-0.1%	-0.65%	-0.28%	-2.6%	-3.5%
B	0.34%	0.53%	0.06%	0.05%	2.79%	2.62%	0.0%	0.4%
C	1.22%	2.24%	1.40%	1.99%	1.17%	2.14%	1.9%	3.1%
D	1.66%	1.37%	0.74%	1.3%	1.14%	-4.58%	-1.0%	-1.4%
E	2.50%	5.55%	1.96%	4.86%	1.99%	6.83%	2.4%	5.9%

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Rem=Remuneration. Griffith WGEA data sets used.

In 2021–2022, the by-level pay gaps for professional staff were no greater than 1.2% at each HEW level excluding HEW 7, which has increased since the previous year. The HEW 7 pay gap can be partially explained by a higher proportion of men receiving overtime payments during the time. Most of this overtime was allocated in Digital Solutions and is related to the underrepresentation of women in this area.

Table 4: Gender pay gap by professional level, 2018–2019 to 2021–2022

	2018–2019		2019–2020		2020–2021		2021–2022	
	Base Salary	Total Rem	Base Salary	Total Rem	Base Salary	Total Rem	Base Salary	Total Rem
HEW 3	-1.30%	-0.68%	-1.86%	-1.78%	-0.94%	-1.01%	-0.9%	0.0%
HEW 4	-0.1%	-0.86%	-0.62%	-1.53%	-0.44%	-1.46%	-0.9%	-0.9%
HEW 5	-0.41%	-0.25%	-0.78%	-0.62%	0.12%	0.46%	0.0%	0.0%
HEW 6	1.28%	2.39%	0.8%	2.35%	0.79%	0.66%	0.2%	0.4%
HEW 7	0.88%	2.94%	0.02%	1.76%	0.05%	1.39%	0.9%	2.4%
HEW 8	0.94%	1.41%	0.98%	1.44%	0.25%	0.55%	0.2%	0.5%
HEW 9	-0.41%	-0.55%	1.27%	1.01%	0.45%	1.05%	1.1%	1.2%
HEW 10	-0.37%	1.29%	0.41%	0.0%	0.68%	1.71%	0.2%	0.1%

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Rem = Remuneration. Data for HEW 1 and 2 is not presented in this table due to low numbers. Griffith WGEA data sets used.

Senior staff remuneration

The pay gap for senior staff has decreased between 2020 and 2021 across all senior manager levels. The high pay gap in favour of women for the Directors cohort is indicative of a higher proportion of women at Director Grade 4, noting that numbers are small.

Since 2019, gender pay gap data has been presented at senior remuneration and salary loading discussions. This data has supported targeted discussion and action to close the pay gap. This data will continue to be monitored to ensure pay gaps at this level remain small.

Table 5: Executive, Director and Associate/Deputy Director gender pay gap, 2018–2021

	2018		2019		2020		2021	
	Base % gender pay gap	Total Rem % gender pay gap	Base % gender pay gap	Total Rem % gender pay gap	Base % gender pay gap	Total Rem % gender pay gap	Base % gender pay gap	Total Rem % gender pay gap
Executive	7.33%	5.83%	1.64%	0.84%	0.91%	1.14%	0.1%	0.5%
Directors	2.80%	-0.11%	0.29%	-1.00%	-1.64%	-2.64%	-8.0%	-9.0%
Associate/Deputy Directors	4.99%	4.11%	7.21%	5.92%	5.60%	5.32%	3.6%	0.0%
Senior Professional	3.47%	2.31%	2.35%	0.34%	3.41%	3.24%	0.1%	0.0%
Academic Managers (Deans/HoS)	3.15%	3.91%	2.72%	2.49%	N/A	N/A	2.0%	2.0%

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Rem = Remuneration. Some categories feature small numbers, and there is diversity of 'work values' within these categories. The academic managers data was not monitored in 2020 as this review process was not initiated due to the announcement of the pay freeze.

To continue to improve the organisational pay gap, we recommend:

- establishing transparent pay scales for senior staff
- continuing to monitor and analyse the pay gap at level E and identify opportunities to close the gap
- continuing to support the progression of women into higher levels and support gender diversity at lower levels.

Students

Aboriginal and Torres Strait Islander students

In 2021, the percentage of Indigenous students as a percentage of participation of all domestic onshore students was estimated to be 2.8%. While Indigenous enrolments (headcount) for 2021 were the highest ever experienced at Griffith, a commensurate increase in overall domestic demand saw the proportion of Indigenous students maintained at 2020 levels.

Progress towards Griffith's commitments to Indigenous students and student outcomes is also reported to the Griffith Elders and First Peoples Knowledge Holders Advisory Board.

Griffith University offers several pathways for First Peoples students to enter university, including the Direct Entry Program. In 2021, Griffith commenced work to develop a strategically aligned, competitive and high-quality offer of programs, with supporting pathways, fees and scholarships and admission processes. The program structure and pathways project has resulted in new diploma offerings from 2023; and a fees and scholarships project is ongoing. The PVC (Indigenous) and GUMURRII are being consulted to inform these projects.

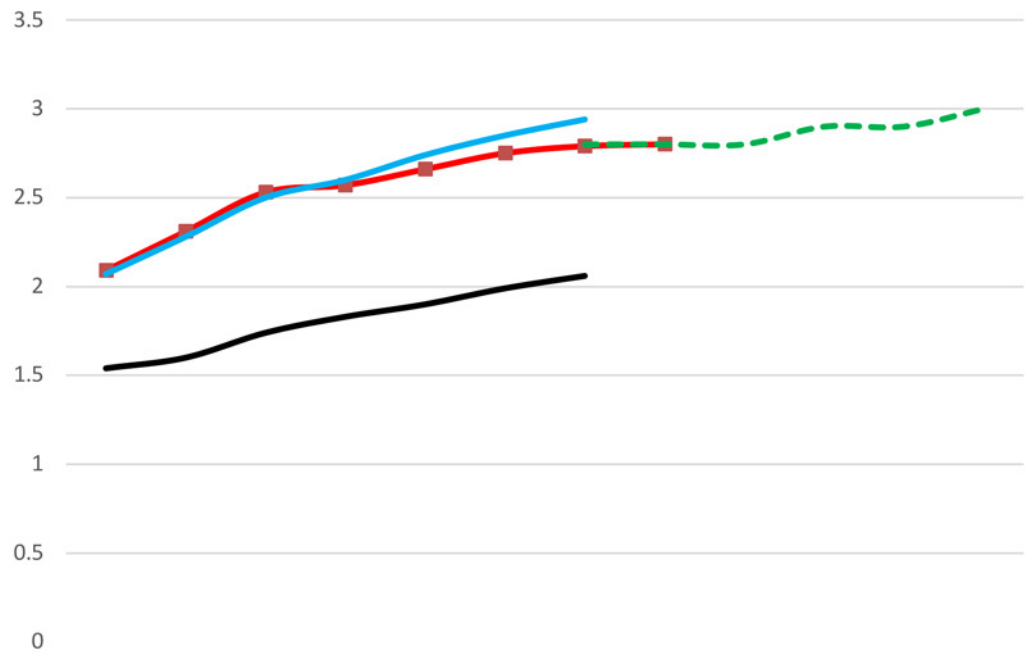
In 2021, COVID-19 continued to impact the University's outreach, engagement and recruitment activities, with short periodic closure of campuses and lockdowns impacting our local government areas, events and school visits. Despite these challenges, the PVC (Indigenous) portfolio continued to undertake outreach and engagement with First Peoples communities and prospective students both face-to-face and online:

- Griffith partnered with the Institute for Urban Indigenous Health to deliver the Deadly U Sport, Cultural and Learning Experience. 130 Aboriginal and Torres Strait Islander young people (aged 10–15) from 16 schools across South East Queensland participated in a three-day, on-campus program to showcase university life and the opportunities available through higher education.
- The University hosted the 2021 Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Mabo/Coming of the Light celebration, joined by QATSIF QCE Scholarship recipients, and 20 schools and guests; and supported the QATSIF Creative Arts Competition.
- The University supported Griffith Science on the Go for the 2021 academic bootcamps, aimed at improving confidence and understanding of senior science and maths subjects.
- Griffith held Open Day as an online event, Open House, at which GUMURRII hosted a virtual booth and delivered an online presentation to prospective students.

To continue the upward participation trajectory for Aboriginal and Torres Strait Islander students, it is recommended that Griffith:

- links aspiration and achievement through deep university engagement with schools, including through curriculum and pathways
- examines the opportunity to expand pre-access and access activities, including:
 - the GUESTS program
 - the dedicated First Peoples pathway
 - considering pathways for students tracked into non-ATAR streams and mature First Peoples
 - developing a plan for participation of regional and remote students
 - improves data around effectiveness of pre-access and access activities in order to inform decision-making and initiatives.

Figure 5: Aboriginal and Torres Strait Islander student participation rates, 2014–2021



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Griffith University	2.09	2.31	2.53	2.57	2.66	2.75	2.79	2.8				
Queensland Universities	2.07	2.28	2.5	2.6	2.74	2.85	2.94					
National Universities	1.54	1.6	1.74	1.83	1.9	1.99	2.06					
GU Targets							2.8	2.8	2.8	2.9	2.9	3

Note: The participation rate is the percentage of all commencing students who were identified as being an Aboriginal and/or Torres Strait Islander person.

In 2020, Griffith was equal first (with Charles Sturt University) in graduating more Indigenous students than any other university in the country. In 2021, Griffith graduated more Indigenous students than in any prior year (175 students). National data for 2021 is yet to be released.

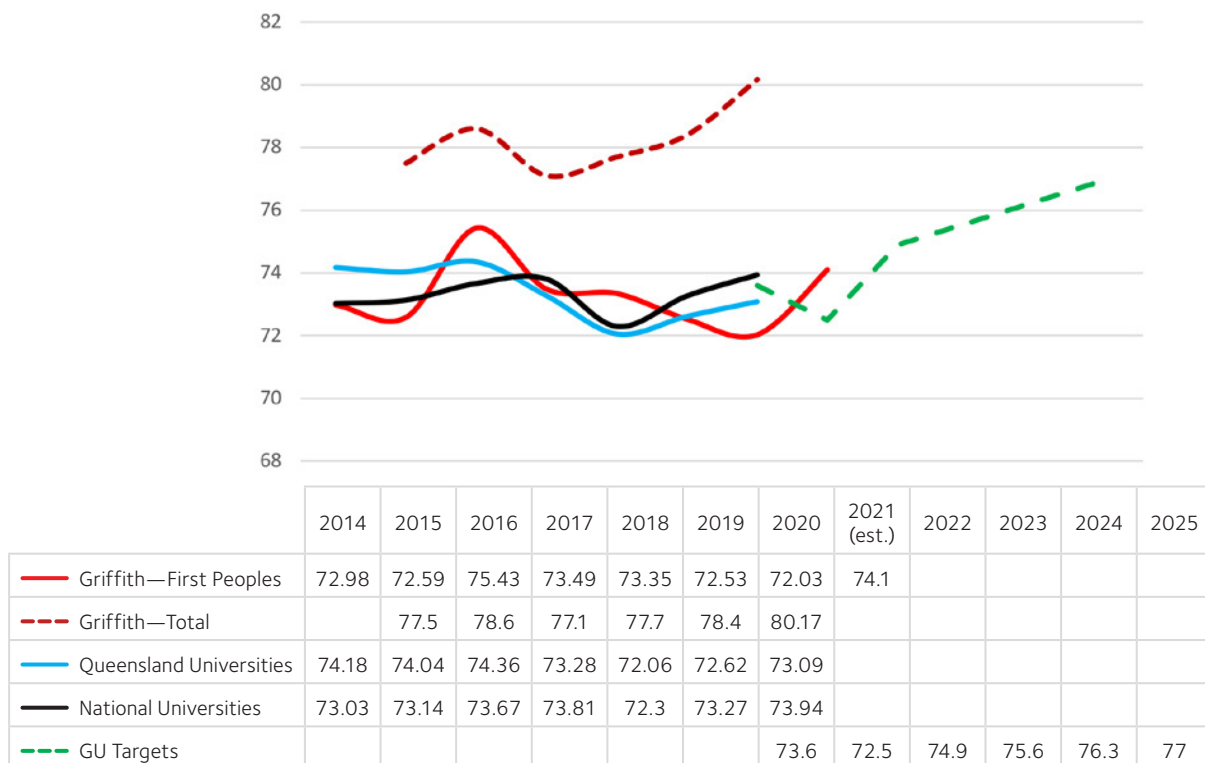
While the number of Griffith First Peoples student completions ranks well nationally, it is a disappointing proportion of the number of Indigenous students who enrol at Griffith, and our retention and success of First Peoples students needs significant improvement.

In 2020, the retention rate of First Peoples Griffith students was 72%, significantly below the 80.2% retention rate for all domestic Griffith students. In 2021, retention rate of First Peoples students at Griffith increased, estimated at 74.1%.

We are particularly focused on strengthening the retention and success of Indigenous students at Griffith:

- In 2021, GUMURRII Student Success Unit undertook a significant review of tutorial assistance for Indigenous students, resulting in the implementation of a revised, more resourced Tutoring for Success Program (TSP) to better address students' academic needs. The full impact of these changes is unable to be ascertained until the end of this year (i.e., a full academic cycle). However, indicative data shows a significant improvement in outcomes for students who received TSP in 2021 compared with 2020 (percentage of courses passed rose from 73% in 2020 to 88% in 2021).
- The Hands Up! Tertiary Preparation Program, a transition program offered by GUMURRII SSU to commencing First Peoples students, focused on academic success, wellbeing, networking and engagement, and personal development and leadership.
- To improve Aboriginal and Torres Strait Islander student retention rates, it is recommended that Griffith:
 - improves early intervention strategies including early assessment with targeted intervention strategies that are:
 - supported by an effective analytics model
 - aligned to effective curriculum structures, interventions, communications, and evaluation.
 - specifically focuses on the Indigenous retention gap, including in research, informed by perceptions of campus climate, curriculum, and cultural safety.

Figure 6: Aboriginal and Torres Strait Islander student retention rates, 2014–2021



Note: Griffith adjusted its target for 2021. The retention rate is the proportion of all non-graduating students enrolled in the base year who are enrolled in any Griffith program in the next year.

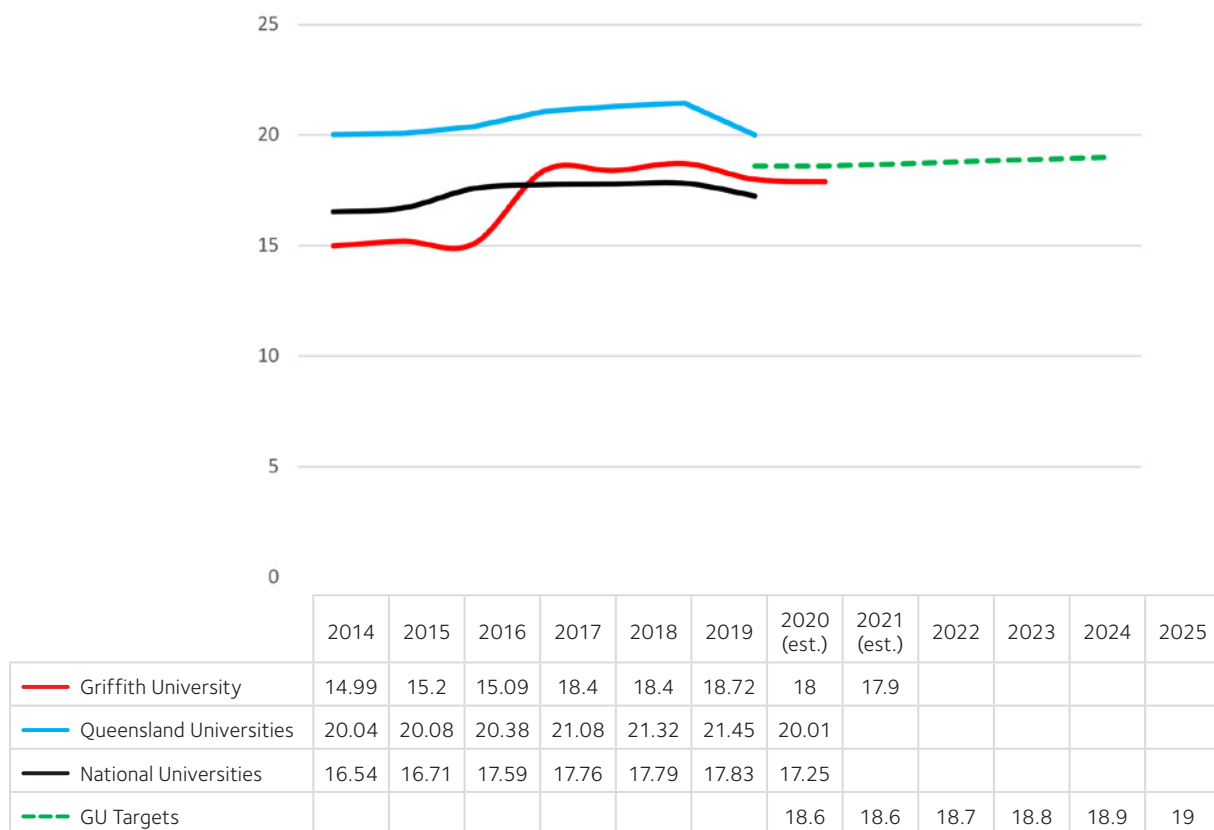
Students from low socio-economic backgrounds

In 2021, the proportion of students from low socio-economic backgrounds as a percentage of participation of all domestic onshore students was estimated to be 17.9%. While 2021 enrolments of students from low socio-economic backgrounds were consistent with 2020 figures, a commensurate increase in overall domestic demand saw the proportion relatively unchanged from 2020 levels.

Griffith University offers specific admission pathways targeting students from low socio-economic backgrounds, such as VET Guaranteed Admission, the Logan Direct Admission Scheme, the Aptitude for Engineering Assessment and the First Peoples Direct Entry Program. A strategic project to review admission pathways in 2021 identified further opportunities to enhance admission for students from low socio-economic backgrounds. From 2023, a new pathways website will be developed, in addition to new diploma offerings. A current project on fees and scholarships is also expected to have a positive impact on recruitment of students from low socio-economic backgrounds.

Renewed focus on conversion and retention activities is a priority in 2022, and expected to impact positively on commencing students from low socio-economic backgrounds. In addition, a strategic project based on the student experience from acquisition to census date will examine this critical stage of the student journey through an equity lens. The project aims to improve access, retention and success of all students, but particularly those from an equity background such as low SES students.

Figure 7: Students from a low socio-economic background participation rates, 2014–2021



Note: The participation rate is the percentage of all commencing students who were identified as being from a low SES background.

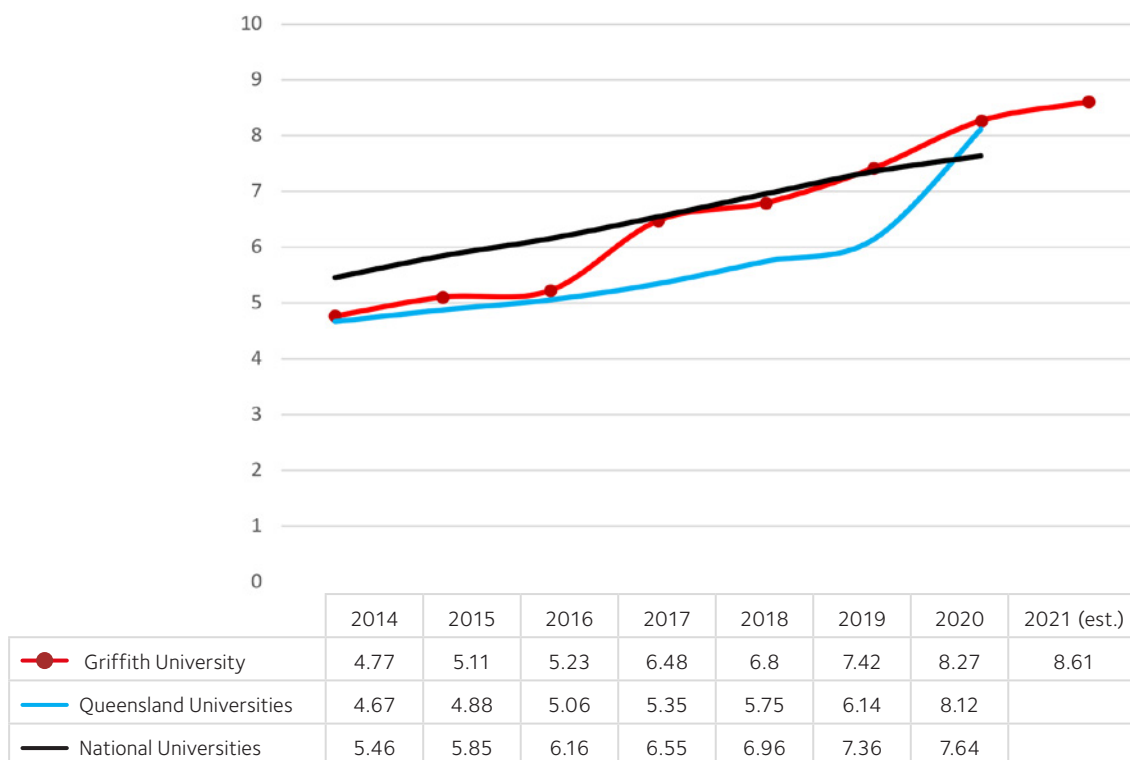
Students with a disability

Examining the data related to students with a disability, Griffith continues to exceed state and national benchmarks on participation. Retention rates are improving; however, they are still behind the state and national benchmarks.

In response to the student with disability data, the then-Deputy Vice Chancellor (Education) commissioned a review in 2021 to further examine opportunities for student disability access and inclusion. Key recommendations have been included in the draft Griffith Disability Access and Inclusion Plan. Implementation of these recommendations throughout 2022 and 2023 is expected to have a positive impact on the recruitment and retention of students with a disability.

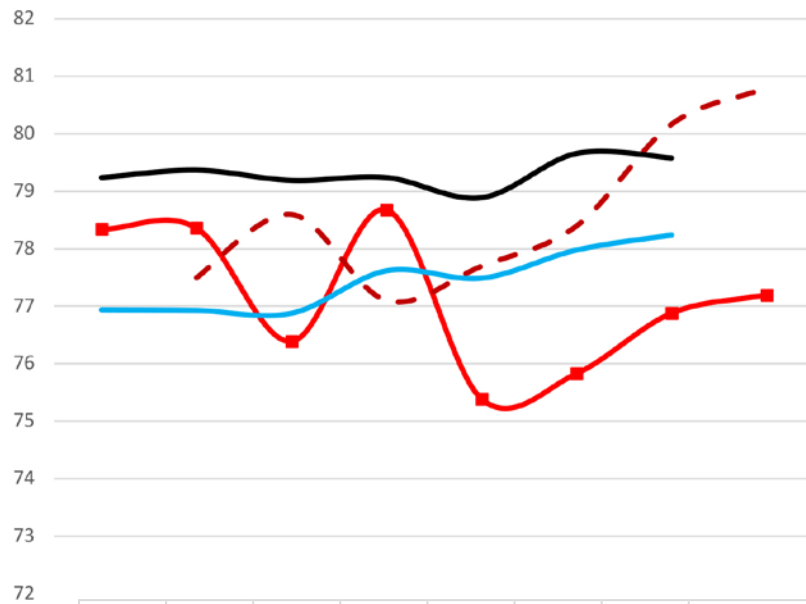
A number of key initiatives focused on supporting the retention and success of students with a disability continued across 2021, such as the University Specialist Employment Partnership, providing employment assistance, and the Deaf Student Support program, which is coordinated by Griffith University on behalf of other institutions.

Figure 8: Students with a disability participation rates, 2014–2021



Note: The participation rate is the percentage of all commencing students who identified as having a disability.

Figure 9: Students with a disability retention rates, 2014–2021



	2014	2015	2016	2017	2018	2019	2020	2021 (est.)
Griffith—students with a disability	78.34	78.36	76.39	78.68	75.39	75.83	76.88	77.2
Griffith—Total		77.5	78.6	77.1	77.7	78.4	80.17	80.8
Queensland Universities	76.94	76.93	76.88	77.62	77.49	77.98	78.24	
National Universities	79.24	79.37	79.19	79.24	78.89	79.66	79.58	

Note: The retention rate is the proportion of all non-graduating students enrolled in the base year who are enrolled in any Griffith program in the next year.

Key achievements in 2021

Griffith University's Strategic Plan commits to providing a safe, inclusive and supportive environment for its staff and students. The following outlines some of our key diversity and inclusion achievements for 2021.

Equity, Diversity and Inclusion Awards

Australian Workplace Equality Index (AWEI) Bronze Award: In recognition of the work achieved in 2020, Griffith received a Bronze Award in the Australian Workplace Equality Index (AWEI) for the second time. Our overall AWEI score improved from 121 to 127 from the previous year.



VC's Award for Excellence in Equity, Diversity and Inclusion:

Two projects relating to LGBTIQ+ inclusion received a Highly Commended acknowledgement for the Vice Chancellor's Professional and Support Staff Service Award for Excellence in Equity, Diversity and Inclusion:

- the Progress Pride Flag (Crossing and Stairs) Working Group
- 'preferred' name systems review.

Governance, strategic initiatives and action planning

First Peoples Employment Action Plan: The Plan was endorsed by Executive Group, including the release of strategic funds to groups to support identified academic positions from 2022 to 2025.

Executive sponsors: Professor Scott Harrison (Pro Vice Chancellor, Arts, Education and Law) was elected as the executive sponsor for LGBTIQ+ inclusion.

Employee Engagement Survey: For the first time, Griffith released an Employee Engagement Survey, which included diversity demographic data. These results will inform action planning into 2022. Ninety per cent of staff agreed that their immediate supervisor/manager genuinely supports equality between genders.

Leadership Development Framework: In 2021, the University finalised the new Leadership Development Framework. Leadership behaviours that support diversity, inclusion and belonging are particularly embedded in the Culture and Engagement theme within the framework. A Leadership Capability Framework Co-Design Reference Group was established to make recommendations on embedding the framework in key university artefacts and processes.

Talent acquisition: Diversity and inclusion criteria were included in the procurement processes related to the acquisition of the University's new talent acquisition system. Opportunities to embed good diversity and inclusion practice began to be capitalised upon in the acquisition system and delivery model.

Athena SWAN: Griffith continued to work on gender equity and diversity through the implementation of the Griffith University Athena SWAN Action Plan 2018–2022 and delivery of the Athena SWAN Cygnet Awards. Key achievements related to this plan included:

- embedding inclusive leadership in the Leadership Development Framework
- initiating a proposal for a Griffith-supported parental leave research assistance program
- including diversity data in the Employee Engagement Survey and new talent acquisition system
- continuing to trial the [Work Location Policy](#) to support flexible work arrangements
- embedding First Peoples commitments in the First Peoples Employment Action Plan
- establishing key priorities and developing a plan for future Athena SWAN Cygnet Awards.

System and processes

Preferred name review: We continued to review our IT systems (over 150) to ensure that all automated student and staff communications and forms use the 'preferred name' field for correspondence. Achievements to date include education and communication to key staff on obligations outlined by the Queensland Human Rights Commission, a review of Griffith Library systems and directive to correct systems that don't comply, whole-of-University review and systemic remedy, and embedding mandatory field requirements in architecture and design standards.

Events and development

SBS Inclusion at Work online module: We introduced the SBS Inclusion at Work module, which includes sections on core inclusion, LGTBIQ+, gender, disability, culture and age. Going forward, this will replace our Walking in Rainbow Shoes module. Staff and students can receive a 'Inclusion at Work' badge for completing all of the modules.



LGBTIQ+ inclusion training: In 2021, we held two open LGBTIQ+ inclusion workshops on 18 May and 6 October. As a result, we have increased our Griffith Ally Network membership from 75 to 107. We also held our first LGBTIQ+ inclusion session targeted at leadership cohorts with the Griffith Business School Executive and have an additional session scheduled with Arts, Education and Law leadership team in 2022.

International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT): On 17 May, we acknowledged the continued discrimination and injustices against LGBTIQ+ communities, and our ongoing commitment to improving experiences. To recognise this day, the Student Representative Council hosted an IDAHOBIT event on the Nathan campus, where the Brisbane Young Pride Choir performed.

Wear it Purple Day: On 26 August, we held an event on the Gold Coast campus to acknowledge Wear it Purple Day, which included a photoshoot, networking opportunities and free coffee.

International Women's Day: Griffith coordinated a livestream event featuring Dr Elise Stephenson, Sasha Purcell (Whaleboat) and Emily Ragus. About 270 people viewed the livestream on the day. An International Women's Day video was also produced and featured Professor Susan Harris Rimmer, Dr Lara Herrero, Dr Dhara Shah, Professor Caitlin Byrne, Professor Cindy Shannon and Dr Elise Stephenson.

Women in Leadership program: The Women in Leadership program resumed in 2021, focusing on mentoring, university governance and career design, identity, and decisions. Twenty-four academic and professional women staff participated in the program, with 92% being matched with a university mentor.

National Reconciliation Week (27 May–3 June): Staff and students came together for a series of events across all five campuses, including market days, the annual 'walk and talk' from Mt Gravatt campus to Nathan, reconciliation concerts and film screenings.

Preparing for Your Professional Career: An online careers event for students with disabilities was conducted again in 2021, with over 80 students attending. This event connected students to employers and careers support.

Assistive Technology and Accessibility Design Needs for Learning Resources: A pop-up started in 2021, travelling to Nathan and Gold Coast campuses to promote awareness of assistive technologies.

Other key initiatives

Progress Pride crossing and stairs: As part of the Nathan activation project, we launched the Progress Pride crossings. These were subsequently installed on Gold Coast and Logan campuses, and a Progress Pride staircase was established at South Bank. This project received excellent media attention and community feedback (See Figure 10).

Figure 10: Queensland Conservatorium stairs, South Bank campus, installed in 2021



Inclusive parental leave for HDR scholarships: In 2021, the Board of Graduate Research endorsed a proposal for more inclusive wording and conditions for parental leave within the Higher Degree Research Scholarship Conditions of Award. Terms such as ‘maternity’ and ‘paternity’ leave were replaced with ‘parental’ and ‘partner’ leave to reflect gender diversity in parenting.

The University Specialist Employment Partnership (USEP) program: This program continued in 2021 with an experienced USEP consultant, building connections between potential employers and students with a disability through timely and appropriate employment service supports. As at August 2021, USEP had placed about 30 students in employment.

Employment opportunities for neurodiverse students: The Student Disability and Accessibility team (SDA) has been working in partnership with [Untapped Holdings](#) to provide employment opportunities for neurodiverse students. Griffith University has now been invited to join the Neurodiversity Hub, which will give our students access to internships, graduate positions and various other employment opportunities.

Realising the potential of high-achieving Aboriginal and Torres Strait Islander students: Griffith is recognised nationally as leading support for our New Colombo Plan (NCP) scholars. Over the past two years, both NCP Indigenous Fellows were from Griffith University.

Student disability and accessibility school-based contacts: A Senior Disability Advisor has been established for all Schools as a point of contact for information and referral. A [convenor manual](#) has also been created and distributed, as well as made available online.

Echo auto captions: Echo auto captions have been enabled for all courses as default to increase accessibility and allow downloadable and searchable transcripts. Previously, this functionality was only for courses where students with disabilities enrolled.

Deaf Student Support program: This program continues to arrange Australian Sign Language (Auslan) interpreting support for QUT students, and a growing number of TAFE Qld campuses—all on a fee-for-service basis.

Australian Tertiary Education Network on Disability (ATEND): The manager of Student Disability and Accessibility, Cathy Easte, was elected President of the Australian Tertiary Education Network on Disability (ATEND), and presented to the Senate Joint Standing Committee regarding the Inquiry into NDIS Workforce.

Accessible exam arrangements: Accessible arrangements have increased by an average of 10% across the larger trimesters between 2019 and 2021, indicating an increased awareness and demand for this service.

	Students with accessible exam arrangements enrolled in the term
T1 2019	731
T2 2019	730
T3 2019	270
T1 2021	802
T2 2021	803
T3 2021	250

Scholarships: There has been an increase in scholarships for students from equity groups between 2020 and 2021, although, as a percentage of total scholarships accepted, the numbers have remained reasonably consistent. In 2021, from 1131 scholarships accepted in total:

- 857 were equity scholarships (75.8%)
- 734 were for females (64.9%)
- 93 were for Aboriginal and Torres Strait Islander students (8.2%)
- 189 were for with students with a disability (16.7%)
- 166 were for low SES students (14.7%).

Peer-to-peer outreach: Students in 'equity categories' receive proactive, peer-to-peer outreach at key points in the academic calendar, coordinated by the Student Transition and Mentoring team. In 2021:

- peer mentors made 2000 outreach calls to commencing and continuing students with a low socio-economic status background and/or Aboriginal and Torres Strait Islander indicator to either welcome them to the University and make them feel part of the community, or to encourage them to re-enrol
- students who engaged with a peer mentor were 14% more likely to be enrolled at census date than those who did not engage.

