

# Equity, Diversity and Inclusion Plan

2018–2019





# Contents

<b>1.0 Griffith University is committed to delivering social justice</b>	<b>2</b>
1.1 Social justice is core to the identity of Griffith	2
1.2 We have a strong vision for equity	4
1.3 Our programs and actions demonstrate our commitment to equity, diversity and inclusion	6
1.4 The Equity, Diversity and Inclusion Plan outlines how we will achieve our objectives	9
<b>2.0 Equity, diversity and inclusion at Griffith will be guided by a set of principles</b>	<b>12</b>
<b>3.0 Goals and actions will drive outcomes in three areas of focus</b>	<b>14</b>
3.1 Widening participation in higher education helps students fulfil their potential	15
3.2 Everyone should feel safe, included and able to fully participate in university life	16
3.3 University staff should reflect the diversity of the broader community	18
<b>4.0 Griffith will provide the required enabling environment to implement the plan</b>	<b>20</b>
4.1 Leadership in equity, diversity and inclusion will provide clarity of vision	20
4.2 Griffith will promote a culture of inclusivity	21
4.3 Governance arrangements will maximise effectiveness and efficiency	21
4.4 Robust targets and KPIs will provide accountability to outcomes	22
4.5 Evidence and evaluation will promote continuous improvement	22
<b>Appendix A – Legislative requirements</b>	<b>23</b>
<b>Appendix B – Table of Enabling Actions</b>	<b>24</b>

# 1.0 Griffith University is committed to delivering social justice

## 1.1 Social justice is core to the identity of Griffith

### Griffith was founded as a distinctly different university

Griffith University was created to be different. Founded in 1975, during a decade characterised by social and political change, Griffith was designed to be a university that took a new approach to higher education. This was a deliberate intention of the founding Interim Council, who purposefully created a university that provided a true alternative for higher education in Queensland. This was characterized by commitment to community, reduction of hierarchy and collaborative decision-making.

### Griffith continues to have strong social justice values

From the moment of its establishment till the present day, Griffith had a firm vision that everyone in the community who wished to participate in, and could benefit from, higher education should have access to the University.<sup>1</sup> To bring this vision to life, in its first year of operation Griffith adopted a target of 10 percent of its intake to be mature age students. These students were granted entrance to the University based on an interview, recognising the importance of outside skills and practical experience. Today, more than half of Griffith's students are mature age.

<sup>1</sup> Quirke, N 'Preparing for the future; A history of Griffith University 1971–1996' (1996), Boolarong Press, Brisbane

### Diversity is our reality

The University has grown from being a small, single-campus university to one of Australia's largest multi-campus universities. Through this growth, Griffith's commitment to social justice has remained strong. Many universities claim to have a strong focus on equity and diversity. At Griffith, diversity is our reality. Our approach to equity, diversity and inclusion is critical to our success.

At Griffith:

- We have the 3rd largest intake of Aboriginal and Torres Strait Islander students of all Australian universities, and have strong Aboriginal and Torres Strait Islander staff representation.
- We have the 7th largest intake of low socioeconomic students of all Australian universities.
- Over half of our students are non-school leavers.
- Our staff were born in 102 countries other than Australia and identify 107 different languages other than English as their first language.
- We were one of the first universities in Australia to establish a Council of Elders to support our students, staff and communities in a spirit of partnership, reconciliation and respect.
- We are a Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality (EOCGE).

## Equity, diversity and inclusion support Griffith's strategic objectives

Griffith has a strong track record in promoting equity, diversity and inclusion among our staff, students and broader community. We established a campus in Logan that is truly unique in Australia. This campus is situated in an area characterised by a population with diverse cultural and linguistic backgrounds, low socioeconomic status and low rates of higher education. Griffith's Logan campus provides a true pathway to university for those who may not have otherwise accessed higher education. For Griffith, the achievement of equity, diversity and inclusion not only means we can access a broader range of talent, but allows us to make a positive impact on the wider community.

Having a truly diverse student and staff population that is included and treated equitably, is not only the right thing to do, it is the smart thing to do. While our strategic direction may evolve over time, Griffith will continue to lead the way in providing a sophisticated approach to being an egalitarian university, while supporting our achievement of excellence.



## 1.2 We have a strong vision for equity

### Griffith's Equity Vision

Equity, diversity and inclusion always has and always will be central to Griffith's identity and core to our success in teaching, research and our work with the community.

Our vision is for all staff and students to feel they belong at Griffith and are enabled to achieve to their full potential, through the true celebration and inclusion of diversity in all its forms.



## Definitions demonstrate what equity, diversity and inclusion mean to Griffith

Griffith's commitment to social justice is embodied through our actions to be equitable, diverse and inclusive for our staff, students and community. Equity, diversity and inclusion are concepts that may have varying interpretations. To be clear, we offer definitions of the terms, and what they mean in practical terms for Griffith.<sup>2</sup>

### 1. EQUITY: Treating people fairly

Equity at Griffith means ensuring all staff and students (current and prospective) have opportunities to succeed. This requires the recognition of difference in individuals, and the provision of appropriate processes and policies to enable success, addressing barriers where they may exist.

### 2. DIVERSITY: Acknowledging and accepting differences in individuals

Diversity at Griffith is considered to be all the ways in which the staff and student population (current and prospective) differ. It encompasses gender, cultural and linguistic background, religion, ethnicity, socioeconomic status, sexuality, disability, and age. It also captures individual traits, including values and opinions, learning traits and family and carer responsibilities. Griffith recognises that the identity of individuals and our communities is multi-faceted.

### 3. INCLUSION: Ensuring all individuals feel they belong

Inclusion at Griffith is the way in which we ensure we maximise the potential benefits from a diverse student, staff and community population. It refers to our systems, practices and, most importantly, culture, that ensure people from all backgrounds are truly valued and able to participate fully in all aspects of university activities and university life.

<sup>2</sup> Griffith's legislative requirements for equity, diversity and inclusion are outlined in Appendix A.

## 1.3 Our programs and actions demonstrate our commitment to equity, diversity and inclusion

EXAMPLE	CONTENT
<b>Equity Scholarships Program</b>	<p>Griffith University offers a large number of Equity-focused scholarships. These include Griffith Futures Scholarships and the Abedian Foundation Griffith Futures Scholarships—two linked, rapidly growing programs that are a focus of the Staff Giving Program, and Annual Appeal.</p> <p>Other examples include:</p> <ul style="list-style-type: none"><li>• Unistart Equity Scholarships</li><li>• Griffith University Refugee Scholarships</li><li>• Various, discipline-based scholarships</li><li>• Numerous First Peoples-focused scholarship programs, including those that are externally funded.</li></ul>
<b>Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality (EOCGE)</b>	<p>The WGEA Employer of Choice for Gender Equality (EOCGE) citation is designed to encourage, recognise and promote active commitment to achieving gender equality in Australian workplaces. The EOCGE citation is a voluntary leading practice recognition program that is separate to compliance with the Act. Criteria for the citation cover leadership, learning and development, gender remuneration gaps, flexible working and other initiatives to support family responsibilities, employee consultation, preventing sex-based harassment and discrimination, and targets for improving gender equality outcomes. Criteria are strengthened each year to reflect best practice. Griffith is one of the few employers to be recognised every year since the establishment of the awards (previously known as the EOWA Employer of Choice for Women) in 2001.</p>

EXAMPLE	CONTENT
<b>Uni-Reach</b>	<p>For over two decades, Griffith has been active in community and school engagement. Our Uni-Reach program encourages the higher education ambitions of students at partner high schools in the Brisbane, Logan, Gold Coast and northern NSW regions, where historically there has been a limited transition into university study.</p>
<b>Leneen Forde Future Leaders Program</b>	<p>Launched in 2014, The Leneen Forde Future Leaders Program engages participants in</p> <ul style="list-style-type: none"> <li>• two high-quality experiential lunch events where participants have the opportunity to meet and interact with senior leaders;</li> <li>• a career planning session with a senior member of the University;</li> <li>• a formal sponsorship arrangement; and</li> <li>• 360 degree feedback.</li> </ul> <p>Participants also access central University funding (up to \$3,000 for each participant) to attend leadership development activities or implement a leadership project. This central funding may be supplemented further by the Groups. Each Program runs for two years. Of our inaugural cohort of 15, 10 (66.6%) of the participants were successful in gaining promotion to a higher level or a more senior leadership role. New leadership roles included Head, Deputy Head (for example, [Learning and Teaching], [Research]), Director, Deputy Director and Associate Director. Other participants have been recognised in national and state awards.</p>
<b>Kungullanji Undergraduate Research Program – Indigenous Research Unit</b>	<p>Kungullanji is an Aboriginal word from the Yugambah language that means ‘to think’. The Kungullanji Undergraduate Research Program gives undergraduate students a taste of research, allowing them to work on a real research project. Students learn new skills and are encouraged to pursue further studies and a research career. The program accepts students and supervisors from all Griffith academic groups.</p>





EXAMPLE	CONTENT
<p><b>LGBTIQ+ Support</b></p>	<p>Griffith is committed to the inclusion of Griffith students who are sexually diverse and have diverse gender identities, including but not limited to Lesbian, Gay, Bisexual, Transgender, Intersex and Queer. A range of initiatives have been put in place to assist LGBTIQ+ students transition successfully to University.</p> <p>Griffith hosts Coffee Catch Ups throughout the semester on various campuses for students who identify as LGBTIQ+ or Allies can get together over coffee in a relaxed and safe space to make friends, get support and socialise.</p>
<p><b>Griffith Pasifika Association</b></p>	<p>A cultural club that helps current Griffith students find balance in all aspects of their life, Griffith Pasifika Association is committed to promoting and enhancing the university experience of Pacific Island students at the University. The club also focuses on developing networks and relationships that promote and support future and current students, inclusive of all cultures with a focus on Pasifika. The club helps coordinate related activities on and off campus, including the annual Pasifika Cultural Graduation event.</p>
<p><b>Deaf Student Support Program</b></p>	<p>The Deaf Student Support Program (DSSP) has been in place at Griffith University since 1985. Its mission is to provide customised support, services and access for Deaf and Hard of Hearing students. The DSSP provides a range of services for Deaf and hard of hearing students including:</p> <ul style="list-style-type: none"> <li>• Auslan interpreters</li> <li>• laptop/captioning services</li> <li>• peer notetakers</li> <li>• alternative exam arrangements</li> <li>• reasonable adjustments for professional placements</li> <li>• transcription of audio visual material if not already captioned</li> <li>• access to assistive listening devices and technologies.</li> </ul> <p>Griffith supports Groups and Elements with Auslan Interpreters and Live Captioning and Transcription on a fee for service basis for events and activities. Find out more here.</p> <p>Griffith University deploys Auslan interpreters to other tertiary institutes (including VET) to cover their own interpreting requirements—this has resulted in an organic development of a centralised interpreting service which is not replicated anywhere else in Australia.</p>

# 1.4 The Equity, Diversity and Inclusion Plan outlines how we will achieve our objectives

The purpose of the Equity, Diversity and Inclusion Plan is to provide a coherent and strategic approach to ensuring social justice is embedded across all of the University's activities. It sets out:

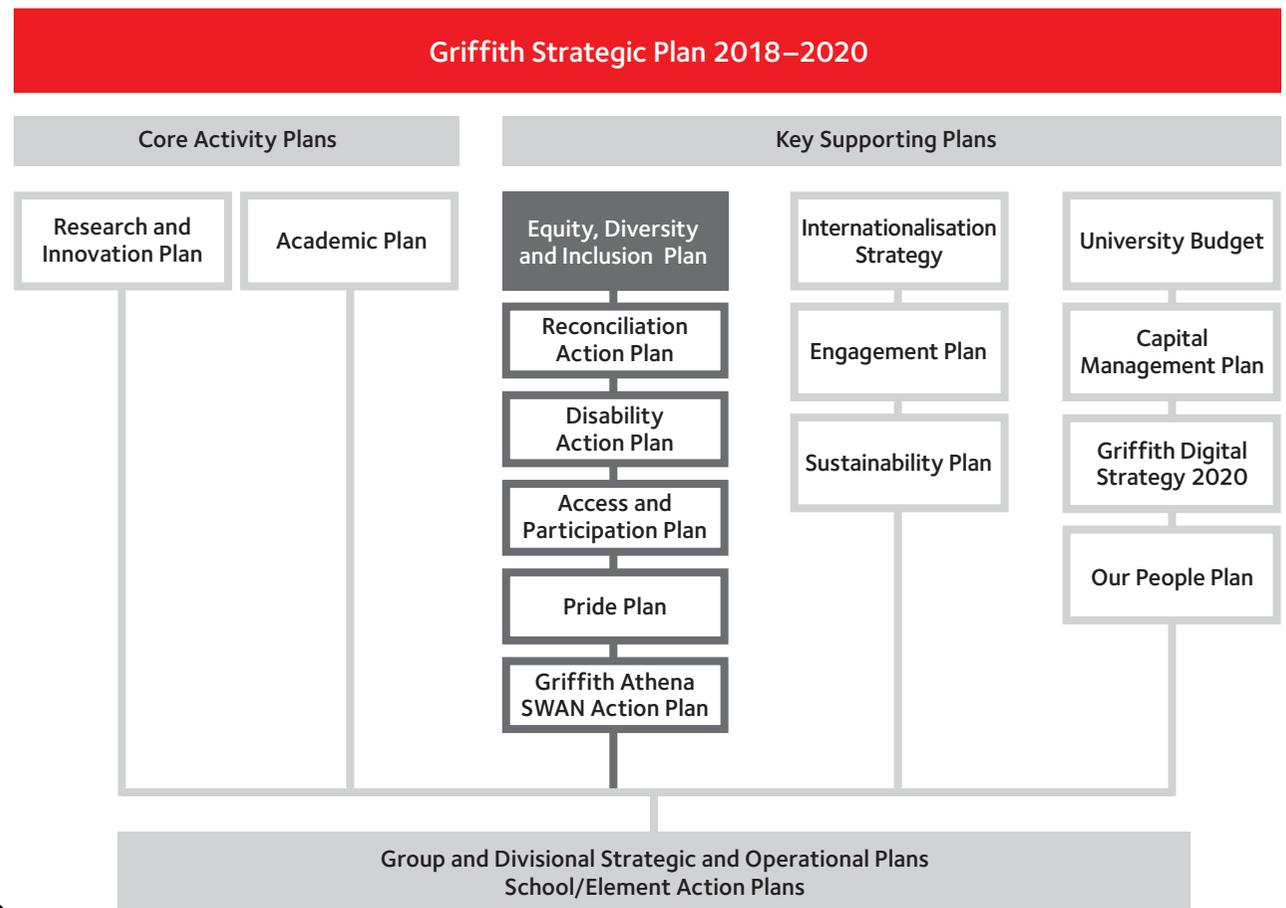
- **Guiding principles** that define our approach to diversity, equity and inclusion;
- **Key areas of focus** in equity, diversity and inclusion, and the priorities, aims and relevant action plans that will support our achievement in each area of focus; and
- **Required enablers** to ensure we can deliver on our goals.



## The Equity, Diversity and Inclusion Plan is a key supporting plan for the University

Griffith has several key strategic planning documents. The Equity, Diversity and Inclusion Plan is informed by the Strategic Plan, and sits above the suite of equity, diversity and inclusion action plans. The way in which the Equity, Diversity and Inclusion Plan relates to the Strategic Plan, and the other key strategic and operational documents is shown in Figure 1.

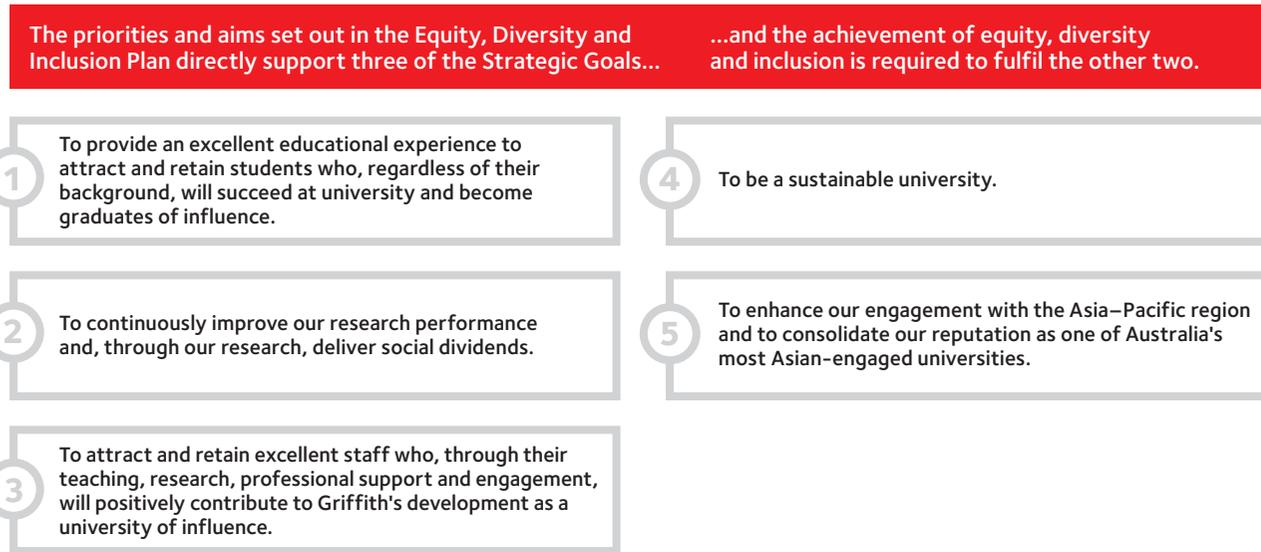
**Figure 1** Planning context



## Equity, diversity and inclusion underpin the achievement of the strategic goals

To further develop Griffith as a university of influence, the *Strategic Plan 2018–20* sets out five high level goals. These goals relate directly to, or are enabled by, the achievement of equity, diversity and inclusion. This relationship is shown in Figure 2. We know that equity, diversity and inclusion is our strength; this has been—and continues to be—a critical factor in our success as a global leader and innovator in tertiary education.

**Figure 2** Strategic Goals and the Equity, Diversity and Inclusion Plan



# 2.0 Equity, diversity and inclusion at Griffith will be guided by a set of principles

Griffith is experiencing change and operating in an increasingly complex environment, including across multiple campuses and increasingly moving to an online environment. A set of principles will ensure Griffith's commitment to equity, diversity and inclusion remains coordinated, cohesive and effective and will guide policies and programs going forward.

Our equity, diversity and inclusion approach will:

- 1. Align with values.** The Strategic Plan includes values that ensure relevant activities at Griffith align with the Equity, Diversity and Inclusion Plan. In particular:
  - Positively influencing our communities through our teaching, research and engagement activities.
  - Promoting the respect of individual rights and ethical standards.
  - Contributing to a robust, equitable and environmentally sustainable society.
  - Recognising and valuing diversity.
  - Recognising the unique place of First Peoples in Australian history and culture and enabling and celebrating their continued contributions to the nation.
- 2. Promote individual and collective responsibility.** Promoting equity, diversity and inclusion is the responsibility of all at Griffith University. All individuals should feel empowered to take action.
- 3. Utilise evidence-based best practice.** The achievement of equity, diversity and inclusion requires the implementation of policies and programs that use the latest evidence, research and good practice to identify and inform their design. Monitoring and evaluation are important to understand what is working, and where changes need to be made.
- 4. Meet community needs.** Those most affected by equity, diversity and inclusion policies and programs should have a voice in their design and delivery through a collaborative process. A place-based approach, where appropriate, will also allow the necessary tailoring of programs and policies to meet the needs of particular campuses and their staff and student communities.

These principles will help ensure the achievement of the Equity Vision, as they comprehensively outline Griffith's approach to equity, diversity and inclusion.

5. **Be integrated and embedded.** Through the concept of universal design, we aim to provide students and staff with a seamless experience. This ensures all members of the Griffith community can experience the University equitably. Integration of equity, diversity and inclusion throughout the university allows all individuals to participate fully and access support where required, which is tailored to meet the diversity of need.
6. **Be scalable and impactful.** We will aim to invest in policies and programs that can be scaled to reach the largest number of people across our five campuses and online cohort. Policies and program also need to meet the unique needs of those who need them most, and be effective to achieve the greatest impact.



# 3.0 Goals and actions will drive outcomes in three areas of focus

Griffith's equity, diversity and inclusion framework contains three broad areas for action, to support the achievement of the Strategic Goals and Equity Vision.

These include:

- Enabling students to achieve their full potential. People from all backgrounds should have an opportunity to access, participate and succeed in higher education.
- Providing an accessible, safe and inclusive environment. All staff, students and community members have the right to feel safe, valued and able to fully participate at Griffith.
- Ensuring University staff reflect the diversity of the broader community. All parts of the University, including leadership, academic and research staff, should reflect the diversity of the broader community.

Griffith has developed detailed action plans that provide the specific programs of the work, targets and accountabilities for each element of equity, diversity and inclusion. Each of these priority areas are discussed in turn below.

# 3.1 Widening participation in higher education helps students fulfil their potential

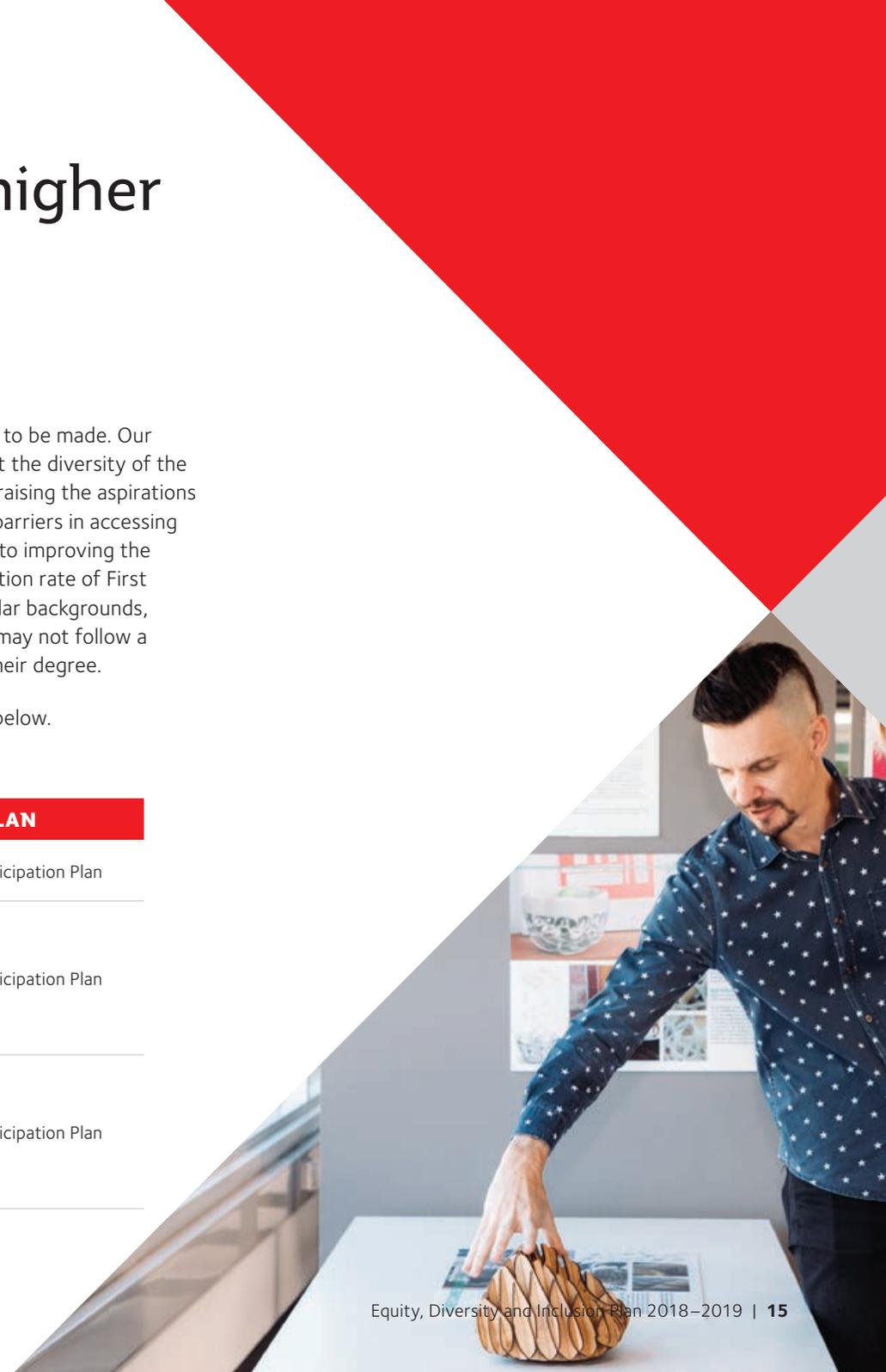
Griffith has a strong commitment to ensuring our University is open and accessible to our community. Students come to us from many backgrounds, with a range of abilities and interests. Griffith has been successful in encouraging and welcoming First People students and those from backgrounds with historically low participation in higher education. A large number of our students are non-school leavers and many are first in their family to attend university.

However, there is more progress to be made. Our student population should reflect the diversity of the wider community. In addition to raising the aspirations of those who have experienced barriers in accessing university, Griffith is committed to improving the access, participation and completion rate of First Peoples and people from particular backgrounds, recognising that some students may not follow a conventional path to complete their degree.

The aims Griffith has set to widen participation, and their related priorities are listed in Table 1 below.

**Table 1** Priorities, aims and plans to widen participation

PRIORITY	AIM	RELATED PLAN
More students from diverse backgrounds aspire to attend university	Increase the number of students in our catchment area applying to university	Access and Participation Plan
Increase the access and retention rate of Aboriginal and Torres Strait Islander students at Griffith	The proportion of Aboriginal and Torres Strait Islander students at Griffith is equal to the population of the University's catchment The retention rate of Aboriginal and Torres Strait Islander students is equal to the retention rate of the overall student cohort	Access and Participation Plan
Increase the access and retention rate of students from equity backgrounds at Griffith	The proportion of students from equity backgrounds at Griffith is equal to the population of the University's catchment The retention rate of students from equity backgrounds is equal to the retention rate of the total cohort	Access and Participation Plan



## 3.2 Everyone should feel safe, included and able to fully participate in university life

As a university that is open to the community and strives to have a diverse staff and student population, Griffith endeavours to ensure all Griffith community members feel valued, safe and able to fully participate. We take particular focus on staff and students who are more likely to experience discrimination or disadvantage, including people with disabilities, from culturally and linguistically diverse backgrounds (including international staff and students), First Peoples and/or those who are part of the LGBTIQ+ community.

Achieving inclusion for all will ensure Griffith continues to have a diverse student and staff population, by reflecting the diversity of the community that we serve in the composition of our own community, curriculum, and in our approach to teaching and learning, research, and engagement.



The aims Griffith has set to improve inclusivity of the University are listed in Table 2 below.

**Table 2** Aims, priorities and plans for inclusion

AIM	PRIORITIES	RELATED PLAN/RESOURCES
All First Peoples students and staff are, and feel, valued, respected and included at Griffith and their contribution to the University is recognised	Increase understanding through cultural learning by celebrating and embracing First People's history, cultures and achievements.	Reconciliation Action Plan
Students and staff from all cultural and linguistic backgrounds are, and feel, valued, respected and included at Griffith	Ensure the diversity of students and staff is recognised and embraced through anti-discrimination policies, provision of inclusive facilities and promotions and campaigns to celebrate diversity.	Delivering on the RACISM. IT STOPS WITH ME campaign, Multicultural Queensland Ambassador Program commitments and the Centre for Interfaith and Cultural Dialogue initiatives.
Students and staff of all genders, sexes and sexualities, are, and feel, valued, respected and included at Griffith	Grow an inclusive culture that understands and values the diversity of genders, sexes and sexualities, to identify and address barriers and embed inclusive and innovative practices that contribute to compliance with key legislation, standards and guidelines and also enhance individuals' experiences at Griffith.	Pride Plan
Improve access and retention of students and staff with disabilities at Griffith	Enable staff and students with disabilities or health conditions to succeed at Griffith through capacity building activities for the University community, implementing universal design principles, and resourcing high quality specialised services and support.	Disability Action Plan



## 3.3 University staff should reflect the diversity of the broader community

At Griffith, staff from all backgrounds should be able to achieve excellence. We recognise that there is a need to address imbalance in opportunity, particularly in relation to women and First Peoples in leadership, academic and research positions. The University strives to remain an employer of choice for gender equality and is committed to providing equitable opportunities for staff of all genders and gender identities, with a particular focus on gender representation in senior roles.

The University strives to obtain equitable employment and career development opportunities for Aboriginal and Torres Strait Islander people and has clear goals in place to achieve a real increase in the number of staff in both the academic and general streams of employment.

Without diversity in leadership and research, Griffith will not accurately reflect the community it aims to serve. We understand that diversity brings greater innovation and positive organisational outcomes.



The priorities and aims Griffith has set to improve representation of diversity in our staff are listed in Table 3 below.

**Table 3** Priorities, aims and plans for improving representation of diversity in staff

PRIORITY	AIM	RELATED PLAN
Improve the proportion of female Senior Administrators (HEW Level 10 and above)	At least 50% of all University Senior Administrators (HEW Level 10 and above) to be female	Our People Plan
Increase the proportion of women in senior academic positions	At least 45% of level D and E academic staff to be female	Our People Plan
Increase the number of women in research roles	50% of Research Centre and Institute Directors to be female.	Research and Innovation Plan
	50% of research intensive staff to be female.	
Increase gender equity, diversity and inclusion in STEMM at Griffith	Achieve an Athena SWAN Bronze Award.	Athena SWAN Action Plan
	Achieve actions and targets set in the four year Athena SWAN Action Plan	
Continue to develop First Peoples' employment across all levels in academic and professional roles	Increase by 5% pa the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions	Our People Plan
	Increase the number of Aboriginal and Torres Strait Islander HDR graduates entering research careers	Research and Innovation Plan

Photo by John Pryke



## 4.0 Griffith will provide the required enabling environment to implement the plan

Griffith is founded on principles of social justice, and the requisite values are strong among staff and students. Building on this strong foundation, Griffith will ensure the right practices are in place to design, implement and review relevant policies, practices and programs to ensure they are effective, efficient, and continue to support the achievement of the Strategic Goals and Equity Vision. Actions for each of these enablers are listed in Appendix A.

### 4.1 Leadership in equity, diversity and inclusion will provide clarity of vision

There is a clear role for leadership at all levels to ensure equity, diversity and inclusion remains embedded across the University, including across all campuses, in all academic groups, and among all staff and students. The Griffith executive will provide clear and consistent messaging around the importance of equity, diversity and inclusion, and how it is to be implemented at Griffith. The strategic direction and objectives of Griffith's equity activities will be made in a collaborative way, aligned with our strategic commitment for participatory decision-making principle of 'nothing about us without us'. Decisions will be clearly communicated and understood across the University.

All staff and students will be expected to demonstrate inclusive behaviour, and to demonstrate everyday leadership at all levels when it comes to creating an environment that respects and embraces diversity.

Achievements in equity will be recognised and rewarded, to emphasise the importance of achieving these outcomes. Griffith recognises that achieving diversity in leadership is an important component to effectively lead on equity, diversity and inclusion issues. Actions to improve diversity in leadership are listed in earlier in this Plan.

## 4.2 Griffith will promote a culture of inclusivity

The culture of a university is made up of the shared beliefs, attitudes and practices of the staff and students. Griffith is known for its strength of values, and commitment to social justice. As Griffith grows across multiple campuses and into new fields, it will ensure its culture of inclusivity is not lost, but strengthened. Griffith will adopt both formal and informal approaches to promoting an inclusive culture.

Formal approaches include embedding inclusive leadership in our staff leadership capability development framework, building on our graduate attributes related to diversity and inclusion and providing cultural competency professional development for staff and students. Informal approaches include the hosting of events that highlight aspects of diversity and inclusion on campus to promote awareness and understanding.

## 4.3 Governance arrangements will maximise effectiveness and efficiency

To ensure strategic, effective and ethical approaches to equity, diversity and inclusion, clear and inclusive governance arrangements are required. At Griffith, the Equity Committee is comprised of over 25 staff and students from across the University, reporting to the Council, Executive Group and related committees. The role of the Equity Committee is to provide leadership and oversight of the University's strategic performance in equity, diversity and inclusion.

Where the Equity Committee provides the overarching governance, Equity Champions, with the support of Deans and Heads of Elements, embed equity, diversity and inclusion throughout the University. Equity Champions are the key liaisons between the Equity Committee and the broader University.

Each Group and Element has an Equity Champion to:

- act as a conduit between the University (through the Equity Committee) and their individual element;
- play a pivotal role in relaying important messages and issues back to staff;
- keep equity on the agenda locally and give equity and diversity objectives a voice at the highest level of the element decision-making process; and
- inform and excite others about equity, diversity and inclusion at Griffith.

Decisions around equity, diversity and inclusion policies, programs and practices will be made collaboratively, with processes for external input and feedback.



## 4.4 Robust targets and KPIs will provide accountability to outcomes

Equity, diversity and inclusion forms a key part of how we measure our success as a university. Our high-level goals outlined in the Strategic Plan and Equity Vision are translated into equity, diversity and inclusion priorities and aims, which will be reflected in Group and Element level plans and translated to leaders' KPIs. Each priority has associated targets and KPIs, so we can track our progress and understand where we need to improve.

Our targets and KPIs are ambitious, but are based on evidence and in consultation with the experts in each area. These ambitious targets and KPIs aim to drive behaviour, and maintain accountability to outcomes.

The University also commits to increasing leaders' accountabilities for improving workplace flexibility.

## 4.5 Evidence and evaluation will promote continuous improvement

There are two important elements to evidence and evaluation. The first is to ensure the programs and policies put in place are effective and can be continuously improved. The second is to collect the right information that allows us to better understand our student and staff cohort, and become more proactive and sophisticated in our approach to diversity, equity and inclusion.

With high quality data and evidence, we can better design policies and programs to meet the needs of our staff and students. This will include better understanding who they are and what they need to succeed.



# Appendix A

## Legislative requirements

Legislatively, we operate in an environment characterised by social justice which seeks to encourage equity, that is, equality of opportunity and equality before the law.

In addition to the Griffith Equity, Diversity and Inclusion Policy, the Griffith community is expected to comply with all relevant state and Commonwealth legislation relating to equity, diversity and inclusion, including:

- Anti-Discrimination Act Queensland 1991
- Australian Human Rights Commission Act 1986 (Commonwealth)
- Age Discrimination Act 2004 (Commonwealth)
- Carer (Recognition) Act 2008
- Disability Discrimination Act 1992 (Commonwealth)
- Fair Work Act 2009 (Commonwealth)
- Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 (Commonwealth)
- Workplace Gender Equality Act 2012 (Commonwealth)
- Work Health and Safety Act 2011 (Commonwealth)

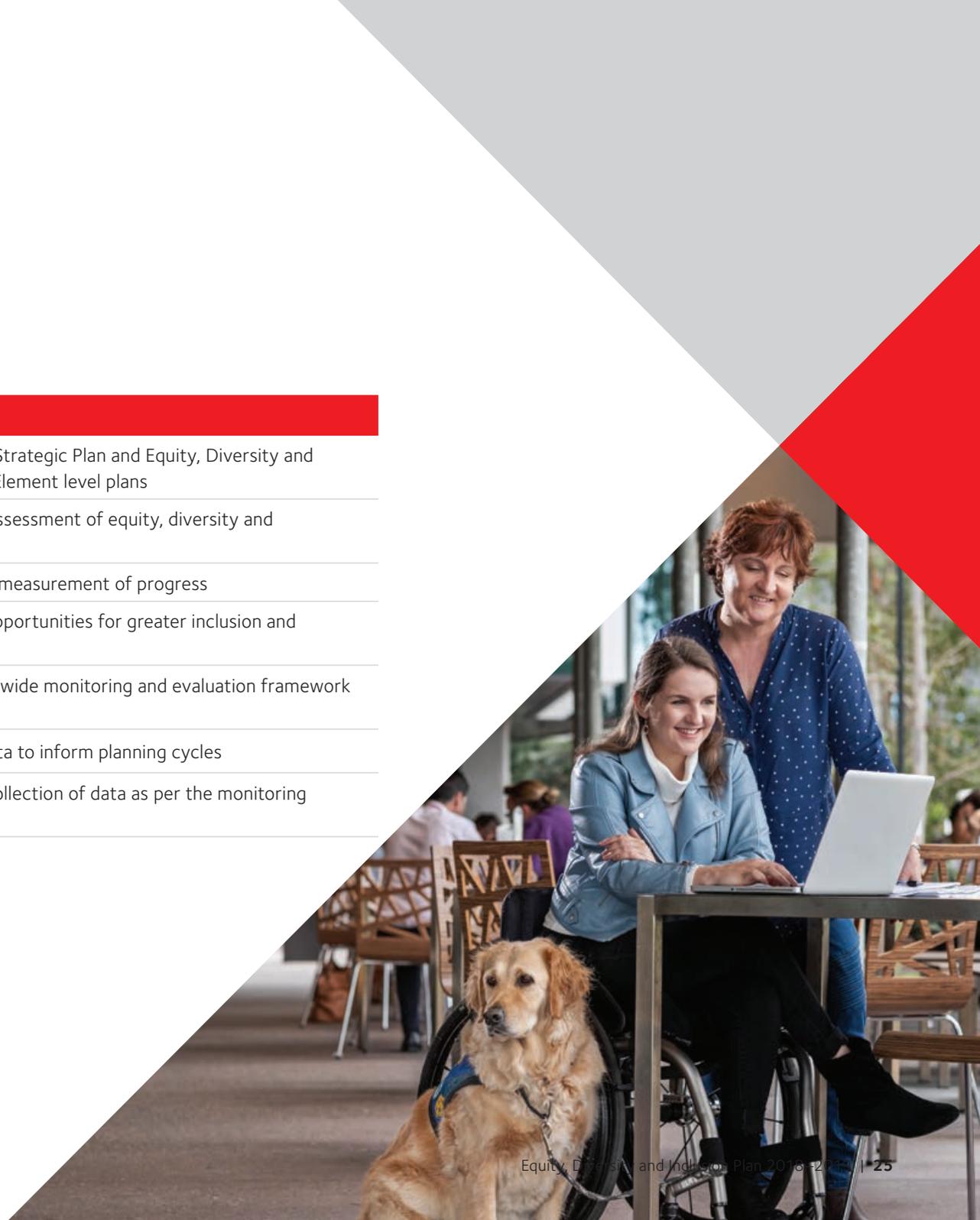


# Appendix B

## Table of Enabling Actions

ENABLER	ACTION
Leadership	Embed equity, diversity and inclusion related capabilities in the University-wide leadership capability framework
	Develop and deliver professional development aligned with these capabilities
Culture of inclusivity	Ensure leadership models inclusive behaviour and reinforces expectations through clear communication
	Assess performance against KPIs to increase accountability to outcomes
	Utilise recognition and reward schemes to highlight importance of achieving equity, diversity and inclusion outcomes
Governance	Pursue external recognition of Griffith's equity, diversity and inclusion achievements
	Continue to strengthen the role of the Equity Committee
	Review and establish coherent structures to report into the Equity Committee
	Formalise accountability structures for equity, diversity and inclusion outcomes overall and at the program level
	Further utilise Equity Champions to facilitate embedding of equity, diversity and inclusion in groups and elements, and as a two-way communication channel

ENABLER	ACTION
Targets and KPIs	Ensure the University's commitments in the Strategic Plan and Equity, Diversity and Inclusion Plan are translated into Group and Element level plans
	Ensure the University leaders KPIs includes assessment of equity, diversity and inclusion outcomes
	Refine targets to provide detail that enables measurement of progress
Evidence and evaluation	Consult with the University community on opportunities for greater inclusion and accessibility of our University environments
	Design, develop and implement a University-wide monitoring and evaluation framework for equity, diversity and inclusion
	Synthesise and socialise key demographic data to inform planning cycles
	Initiate whole of university monitoring and collection of data as per the monitoring and evaluation framework





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