

# Report on Equity, Diversity and Inclusion 2020



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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 2020 report on equity, diversity and inclusion:

- reports on key staff and student equity, diversity and inclusion data
- provides an overview of key 2020 equity, diversity and inclusion initiatives and achievements.

Despite the disruption and economic upheaval presented by the COVID-19 pandemic, this report demonstrates Griffith's ongoing commitment to equity, diversity and inclusion. In this reporting period, we were recognised as:

- a Bronze Employer for the Australian Workplace Equality Index (AWEI)
- the 2020 Women in Digital Diversity Employer of the Year (Enterprise).

In 2020, the University began work towards its new strategy, which aims to:

- increase our Indigenous Australian staff to 2%, with clear plans to reach population parity
- renew our commitment to supporting a diverse range of students into education
- increase under-represented groups in our staff, including at leadership levels.

By 2025, we will:

- undertake an ambitious recruitment strategy, including recruitment of senior First Peoples leaders, and develop a framework for recruitment of Indigenous academic and professional staff
- reach 2% of our academic and professional staff being Indigenous Australian, with a clear plan to reaching population parity after this
- 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 environments to ensure accessibility for students and staff with disability
- embrace diversity, including in recruitment, promotion and professional development, and enable a culture that ensures all staff and students, including those who are culturally and linguistically diverse, differently abled, LGBTIQ+, Indigenous, and female, are provided with a safe and supportive environment
- utilise 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 goals.



Professor Cindy Shannon AM  
**Pro Vice Chancellor (Indigenous)**  
**Acting Chair Equity Committee**

# Reporting against 2020 strategic goals

## Targets in the University Strategic Plan 2020–2025

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:

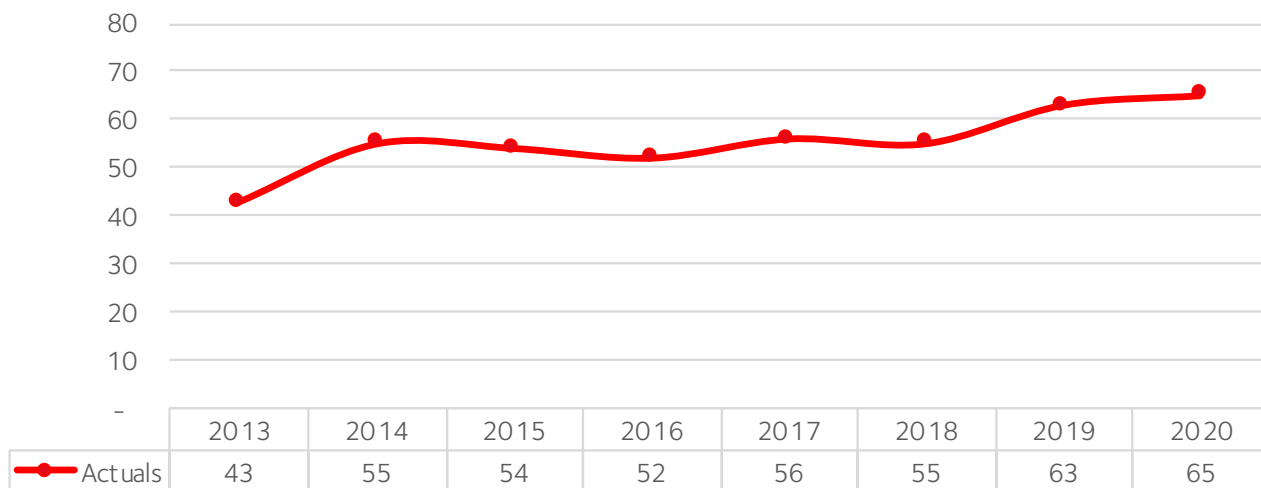
- 2% Aboriginal and Torres Strait Islander staff (and then population parity)
- 50% academic women at level D and E
- 50% professional women at level HEW 10 and above
- 77% Aboriginal and Torres Strait Islander student retention
- 19% low-SES student participation.

## Staff

### Aboriginal and Torres Strait Islander staff

As of 31 March 2021, Griffith continued to increase the number of Aboriginal and Torres Strait Islander staff on fixed-term and continuing appointments. According to Australian Government (2020) data, Griffith continued to have the highest number of Aboriginal and Torres Strait Islander academic staff in Queensland (n=28). In 2020, 1.6% of staff identified as Aboriginal and/or Torres Strait Islander people. This was the highest percentage of the three Brisbane-based universities, and mid-range in comparison to all Queensland universities. In 2020, consultations commenced for the development of the First Peoples Employment Action Plan, operationalising our strategic commitments.

Figure 1: Number of Aboriginal and Torres Strait Islander staff, 2013-2020



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.

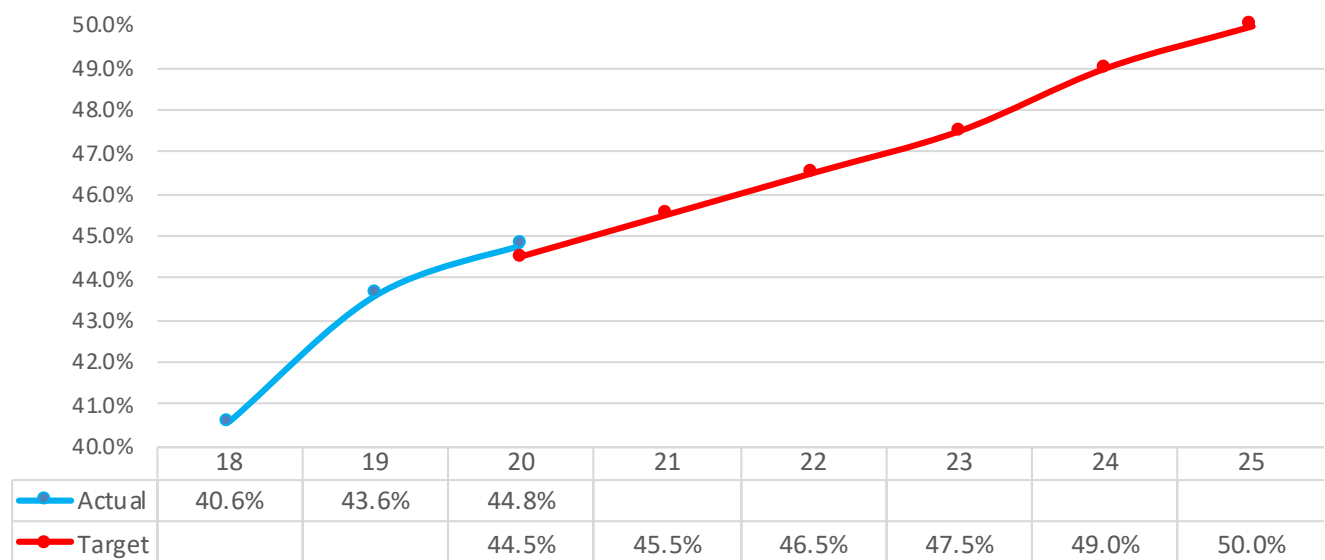


## Proportion of academic women at D and E

Griffith increased the proportion of women at levels D and E and surpassed our 2020 target (actual 44.8%, target 44.5%). Further analysis showed that the Health and Arts, Education and Law (AEL) groups exceeded 45% women at D and E in 2020, whereas Sciences and Griffith Business School did not (2020: Sciences 21.9%, GBS 41.3%). In Griffith Business School, this is due to the under-representation of women at level E. Pleasingly, the proportion of women at level E in the business school has increased each year (2018: 28%, 2019: 30.4%, 2020: 35.6%).

Since 2003, Griffith has coordinated a Women in Leadership Program. Given the constraints of 2020, Griffith did not run a Women in Leadership Program; however, it committed to a 2021 program. Leneen Forde recipients continued to be able to access professional development support.

Figure 2: Per cent of women at levels D and E (Associate Professor and Professor), 2018–2020



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.

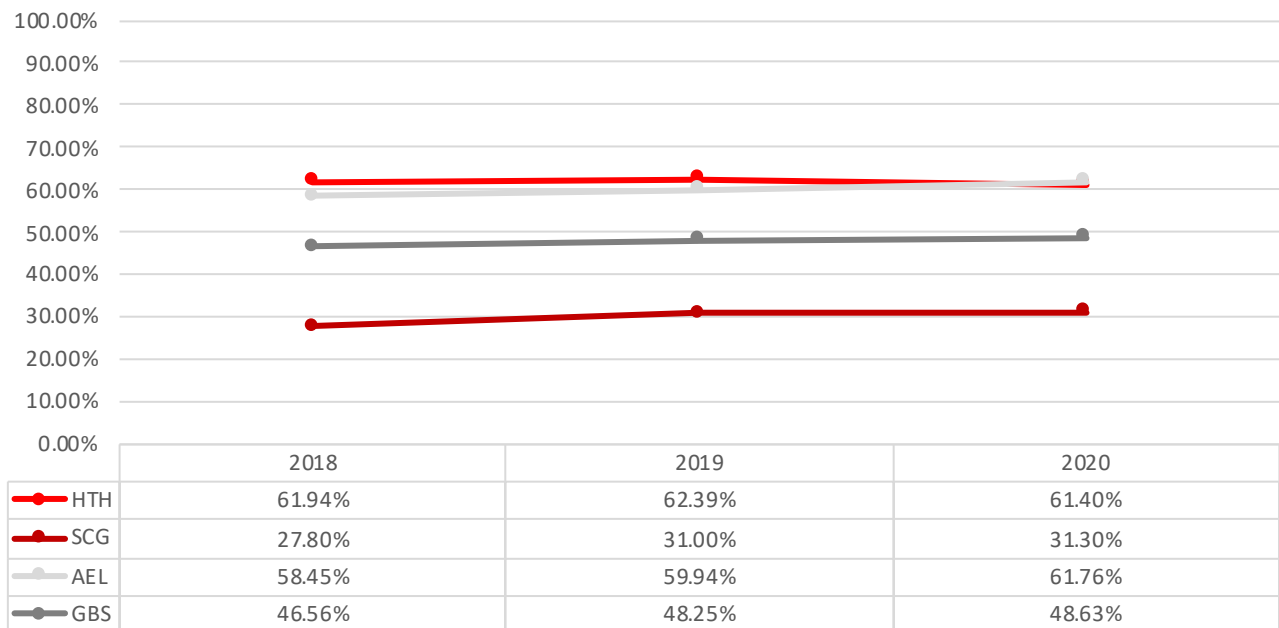
## Academic women in STEMM

In addition to its women in leadership targets, Griffith has a commitment to increase the representation of women in science, technology, engineering, mathematics and medicine (STEMM) through our Griffith Athena SWAN Action Plan. A progress report on the University's actions has been included in Appendix 1.

In 2020, the proportion of academic women in the Health group exceeded 45% overall (61.4%) and at level D and E (54.5%). While the proportion of women in the Sciences Group was less than 45%, there has been a steady increase in the last three years (2018: 27.8%, 2019: 31%, 2020: 31.3%).

The proportion of academic women in the Sciences group at D and E remained stable between 2018 and 2019 at 20.5%, then increased to 21.9% in 2020. The proportion of women at level D decreased between 2018 and 2019 (2018: 22% 2019: 18.9%) and then increased in 2020 to 20.3%. This is due to a successful promotion round for women at level D, moving to level E. The proportion at level E increased each year (2018: 19.4% 2019: 21.9%, 2020: 23.2%).

Figure 3: Proportion of academic women overall by group, 2018–2020

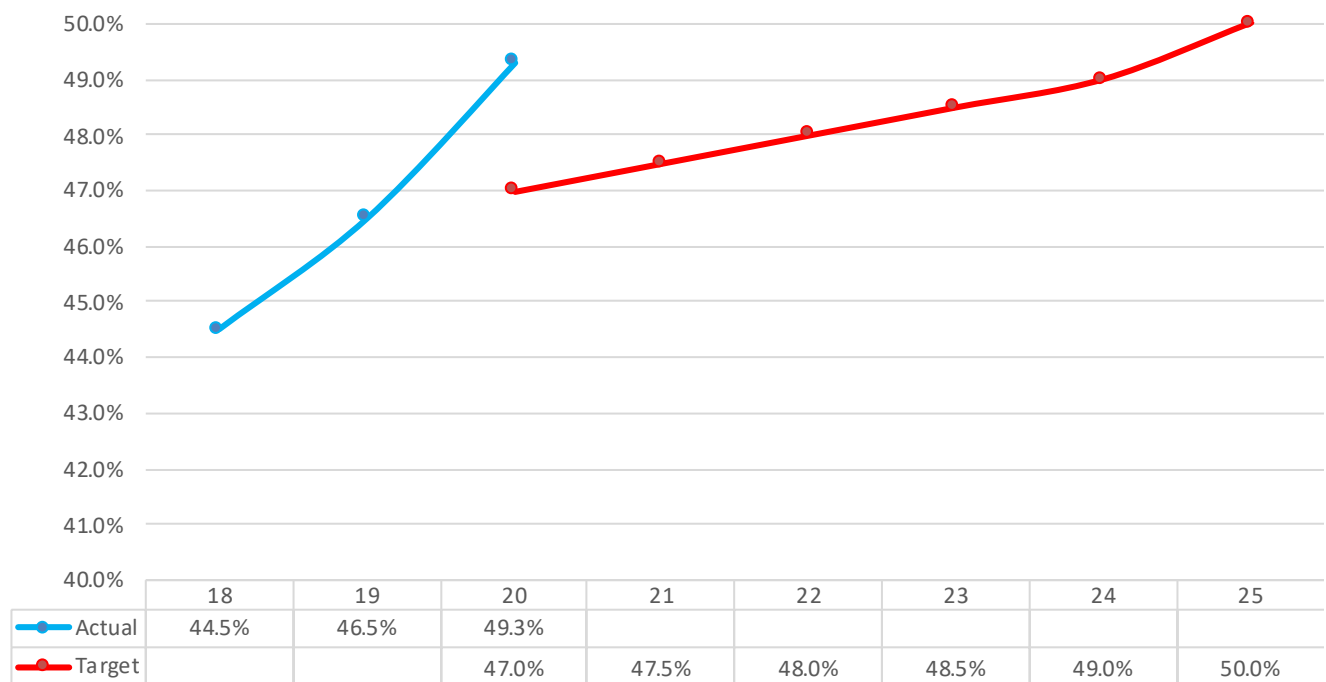


## Professional women at HEW 10 and above

Griffith surpassed its 2020 target for women at HEW 10 and above (actual = 49.3%, target = 47.0%).

Although the overall proportion of professional staff women at leadership levels is favourable, there are particular areas where women have been historically, and continue to be, under-represented—for example, Digital Solutions, Griffith Enterprise and Campus Life. Over the past three years, Finance has experienced a decrease in the proportion of women at HEW 10 and above. While women are still under-represented at HEW 10 and above in Digital Solutions, there has been an increase since 2018 (2018: 17.9%, 2019: 22.2%, 2020: 23.5%).

Figure 4: Per cent of women at Level 10 and above, 2018–2020



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.

# Students

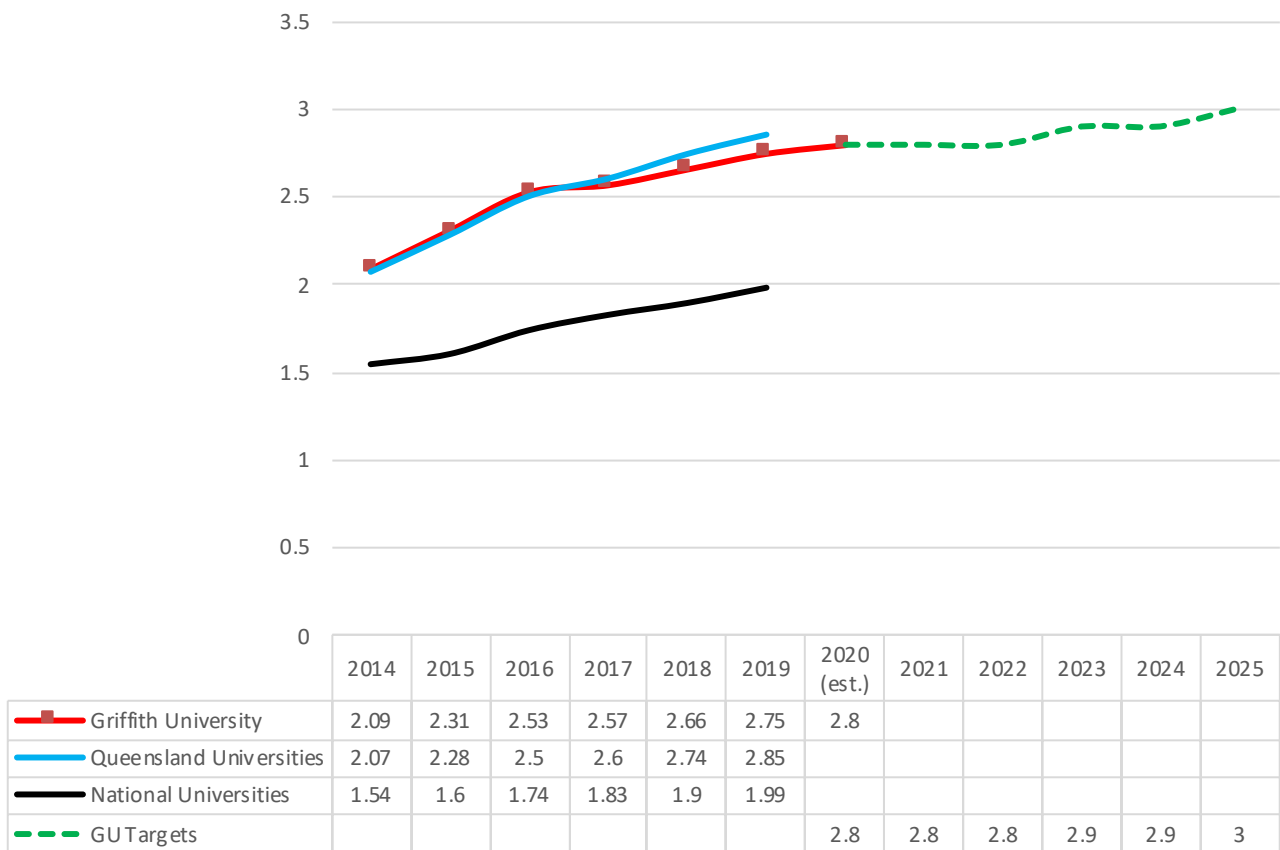
In 2020, Griffith broadened its entry pathways for a diversity of students. These pathways included the Griffith Personal Statement, VET Pathways to Griffith, the Logan Direct Admission Scheme, the entry pathway for the admission of First Peoples into selected Griffith Health programs and the First Peoples Selection Survey.

Enabling and bridging programs included the University’s adjustment factor pathways, including the Gold Coast and Logan Priority Access Scheme, Nathan, Mount Gravatt and South Bank Community Engagement Scheme, Elite Athlete Adjustment Factors and the Year 12 Subject Adjustment Pathway.

## Aboriginal and Torres Strait Islander students

Griffith continued to exceed the national participation rate in 2019; however, it was below the Queensland rate.

Figure 5: Aboriginal and Torres Strait Islander student participation rates, 2014–2019

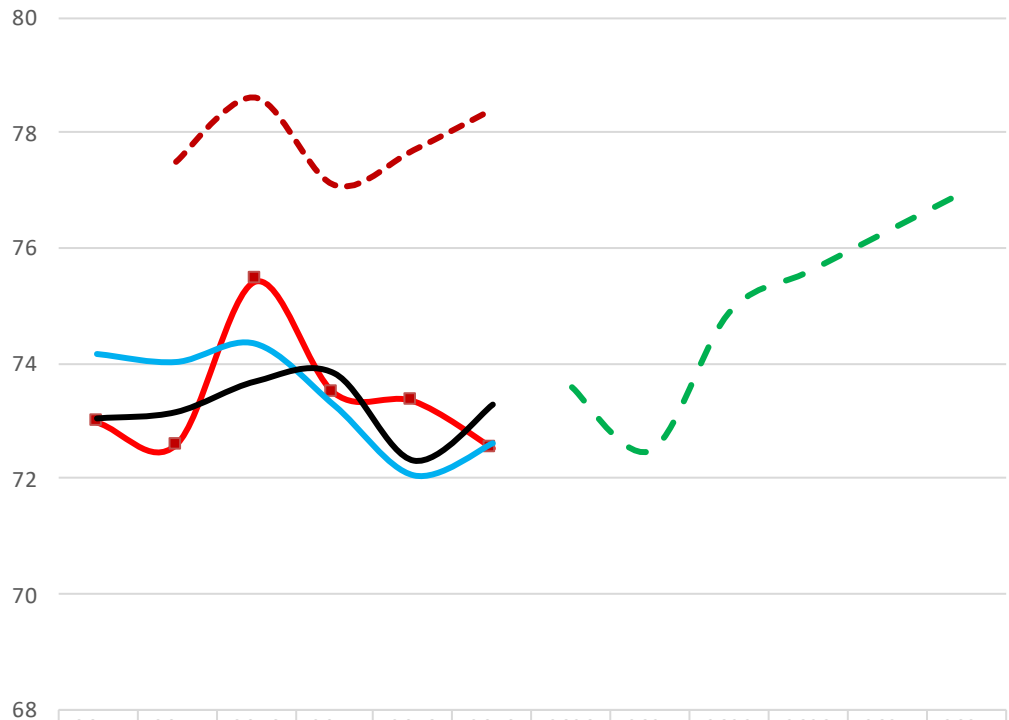


Note: the participation rate is the percentage of all commencing students who were identified as being an Aboriginal and/or Torres Strait Islander person.



Since 2016, retention rates for Aboriginal and Torres Strait Islander students have decreased.

Figure 6: Aboriginal and Torres Strait Islander student retention rates, 2014–2019



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Griffith - First Peoples	72.98	72.59	75.43	73.49	73.35	72.53						
Griffith - Total		77.5	78.6	77.1	77.7	78.4						
Queensland Universities	74.18	74.04	74.36	73.28	72.06	72.62						
National Universities	73.03	73.14	73.67	73.81	72.3	73.27						
GUTargets							73.6	72.5	74.9	75.6	76.3	77

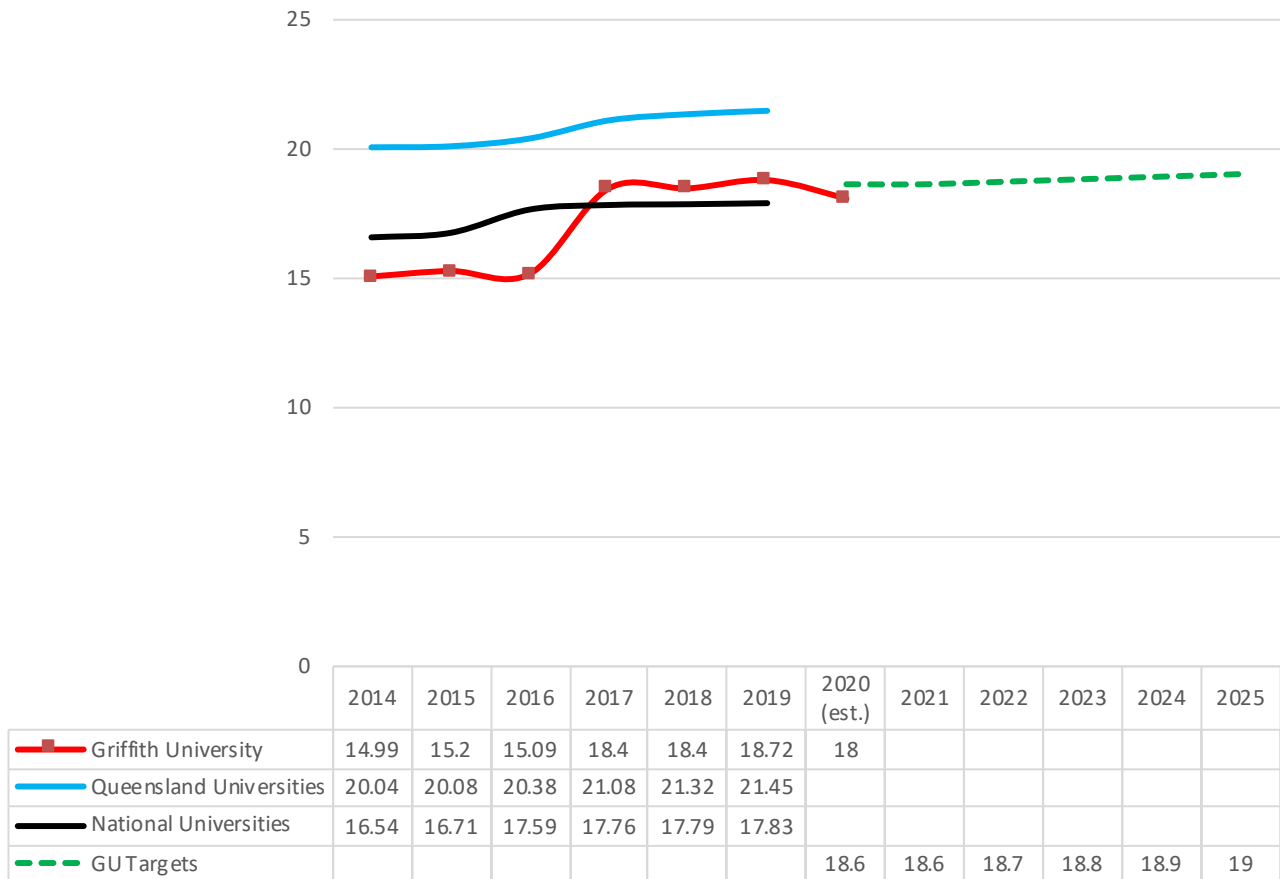
Note: Griffith adjusted its target for 2021.

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

Participation rates for Griffith students from a low socio-economic background continued to grow in 2019 and surpassed 2020–2022 strategic targets.

Figure 7: Students from a low socio-economic background participation rates, 2014–2019

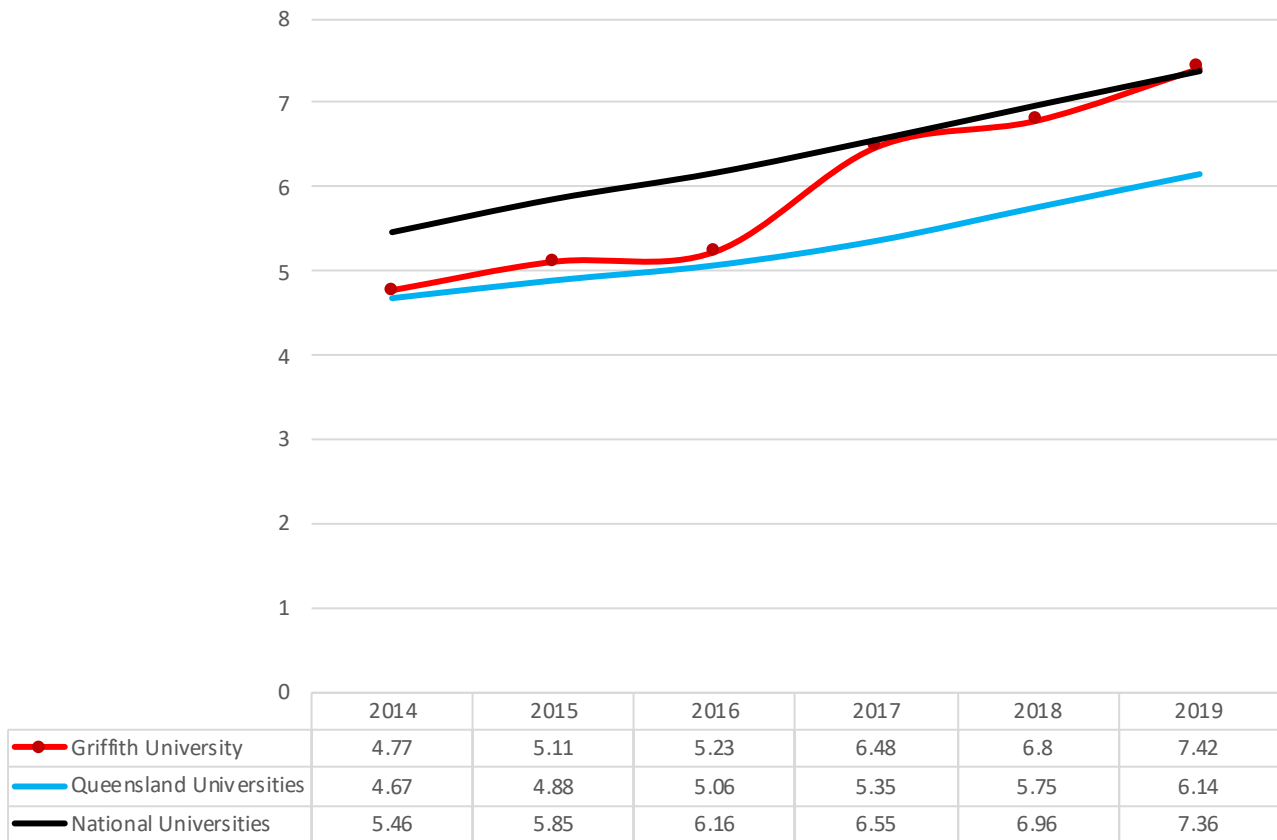


Note: the participation rate is the percentage of all commencing students who were identified as being from a low socio-economic background.

## Students with a disability

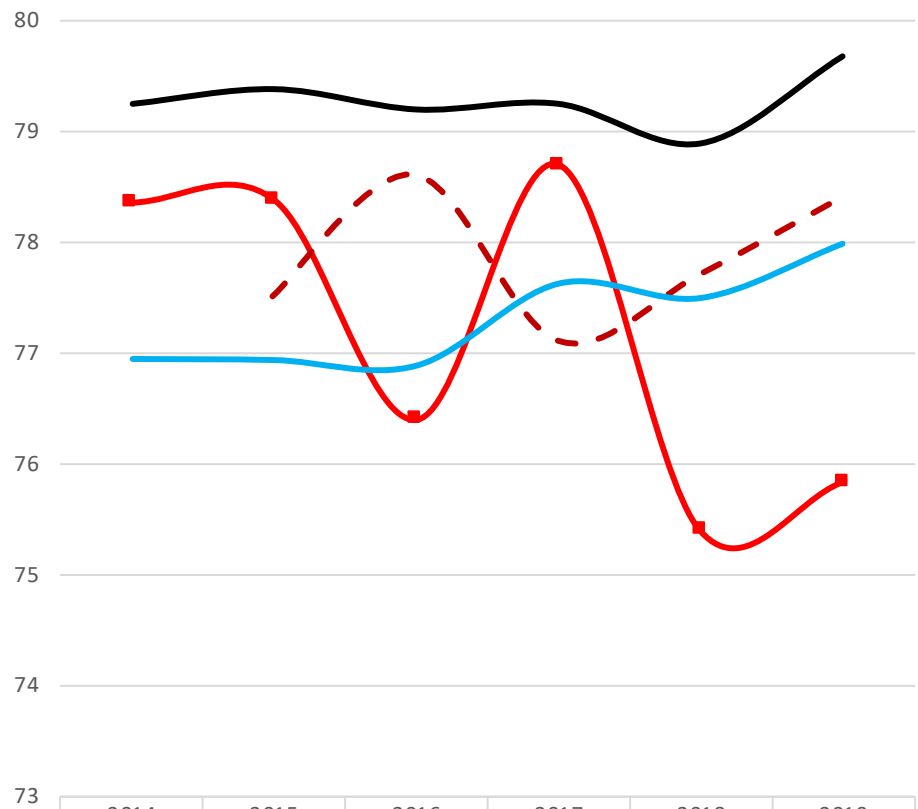
Examining the data related to students with a disability, it can be seen that although Griffith exceeded state and national benchmarks on participation, the University's retention rate fell short on both fronts.

Figure 8: Students with a disability participation rates, 2014–2019



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

Figure 8: Students with a disability participation rates, 2014–2019



	2014	2015	2016	2017	2018	2019
Griffith - students with a disability	78.34	78.36	76.39	78.68	75.39	75.83
Griffith - Total		77.5	78.6	77.1	77.7	78.4
Queensland Universities	76.94	76.93	76.88	77.62	77.49	77.98
National Universities	79.24	79.37	79.19	79.24	78.89	79.66

# Gender pay equity

## Organisation-wide

The Griffith Athena SWAN Action Plan commits to reducing Griffith's organisational gender pay equity gap by 1% each year. There was a reduction of 0.45% in the gender pay gap in 2020–2021 from the previous year. Although this is less than the target of 1% a year, it still reflects an improvement on previous years. This could be explained by the significant organisational change processes (Roadmap to Sustainability) that took place during the year. For example, the absence of a promotions process and few new appointments may have also contributed to a lack of progress in this area. The higher proportion of women at lower HEW levels and academic levels appears to be the main contributor to the University-wide pay gap.

Table 1: University-wide gender pay gap, 2018–2019 to 2020–2021

	2018–2019		2019–2020		2020–2021	
	Base Salary	Total Remuneration	Base Salary	Total Remuneration	Base Salary	Total Remuneration
Overall (University-wide)	16.20%	17.84%	15.18%	16.54%	14.69%	16.09%

Note: negative indicates pay gap in favour of women; positive indicates pay gap in favour of men.

Griffith WGEA data sets used.

2018–2019 = 31 March 2018 to 30 March 2019.

2019–2020 = 31 March 2019 to 30 March 2020.

2020–2021 = 31 March 2020 to 30 March 2021.

## By level

In 2020–2021 cohort, all gender pay gaps were less than 2% for each level, except for Professor (E), which was 6.83% per cent in favour of men. In comparison to 2019–2020, there was an increase in the pay gap in favour of men at levels B, C and E. A pay gap in favour of women was at A and D.

Table 2: Gender pay gap by academic level, 2018–2019 to 2020–2021

Academic Level	2018–2019		2019–2020		2020–2021	
	Base Salary	Total Remuneration	Base Salary	Total Remuneration	Base Salary	Total Remuneration
A	0.59%	<b>0.82%</b>	-0.34%	<b>-0.1%</b>	-0.65%	<b>-0.28%</b>
B	0.34%	<b>0.53%</b>	0.06%	<b>0.05%</b>	2.79%	<b>2.62%</b>
C	1.22%	<b>2.24%</b>	1.40%	<b>1.99%</b>	1.17%	<b>2.14%</b>
D	1.66%	<b>1.37%</b>	0.74%	<b>1.3%</b>	1.14%	<b>-4.58%</b>
E	2.50%	<b>5.55%</b>	1.96%	<b>4.86%</b>	1.99%	<b>6.83%</b>

Note: negative indicates pay gap in favour of women; positive indicates pay gap in favour of men.

Griffith WGEA data sets used.

Table 3: Gender pay gap by professional level, 2018–2019 to 2020–2021

	2018–2019		2019–2020		2020–2021	
	Base Salary	Total Remuneration	Base Salary	Total Remuneration	Base Salary	Total Remuneration
HEW 3	-1.30%	<b>-0.68%</b>	-1.86%	<b>-1.78%</b>	-0.94%	<b>-1.01%</b>
HEW 4	-0.1%	<b>-0.86%</b>	-0.62%	<b>-1.53%</b>	-0.44%	<b>-1.46%</b>
HEW 5	-0.41%	<b>-0.25%</b>	-0.78%	<b>-0.62%</b>	0.12%	<b>0.46%</b>
HEW 6	1.28%	<b>2.39%</b>	0.8%	<b>2.35%</b>	0.79%	<b>0.66%</b>
HEW 7	0.88%	<b>2.94%</b>	0.02%	<b>1.76%</b>	0.05%	<b>1.39%</b>
HEW 8	0.94%	<b>1.41%</b>	0.98%	<b>1.44%</b>	0.25%	<b>0.55%</b>
HEW 9	-0.41%	<b>-0.55%</b>	1.27%	<b>1.01%</b>	0.45%	<b>1.05%</b>
HEW 10	-0.37%	<b>1.29%</b>	0.41%	<b>0%</b>	0.68%	<b>1.71%</b>

Note: negative indicates pay gap in favour of women; positive indicates pay gap in favour of men.

Data for HEW 1 and 2 is not presented in this table due to low numbers.

Griffith WGEA data sets used.

## Senior staff remuneration

In 2020, there were no changes to the remuneration of individual senior staff as a result of the pay freeze during COVID-19. The changes to the pay gap seen in Table 4 represent changes across positions—for example, when a staff member has changed role, a new staff member is appointed, or a staff member left the University during the reporting period. The effect of these changes varied, as there were increases in the pay gap percentage for Executive level and Senior Professional staff and decreases for Associate/Deputy Directors and Directors.

Table 4: Executive, Director and Associate/Deputy Director gender pay gap, 2018–2020

	2018		2019		2020	
	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%	<b>5.83%</b>	1.64%	<b>0.84%</b>	0.91%	<b>1.14%</b>
Directors	2.80%	<b>-0.11%</b>	0.29%	<b>-1.00%</b>	-1.64%	<b>-2.64%</b>
Associate/Deputy Directors	4.99%	<b>4.11%</b>	7.21%	<b>5.92%</b>	5.60%	<b>5.32%</b>
Senior Professional	3.47%	<b>2.31%</b>	2.35%	<b>0.34%</b>	3.41%	<b>3.24%</b>
Academic Managers (Deans/HoS)	3.15%	<b>3.91%</b>	2.72%	<b>2.49%</b>	N/A	<b>N/A</b>

Note: negative indicates pay gap in favour of women; positive indicates pay gap in favour of men.

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.



# Key achievements in 2020

## Equity, diversity and inclusion awards

**Women in Digital and Women in Technology awards and finalists:** Griffith University was named as the 2020 Women in Digital Diversity Employer of the Year (Enterprise). Professor Qin Li was also a finalist for the Women in Technology Innovation in Technology Award.

**Australian Workplace Equality Index (AWEI) Bronze award:** For the first time, Griffith was recognised as a Bronze award recipient in the 2020 LGBTIQ+ inclusion awards in recognition of the work that had taken place in 2019.

**Outstanding 50 LGBTIQ+ Leaders:** Postdoctoral Fellow and current Griffith Pride Committee chair Dr Elise Stephenson was listed as one of Google Australia, Energy Australia and Deloitte's Outstanding 50 LGBTIQ+ Leaders for her extensive research and entrepreneurship around gender equality, LGBTIQ+ inclusion and foreign policy.



## University governance

**Appointment of Aboriginal and Torres Strait Islander leadership positions:** Professor Cindy Shannon AM, a Ngugi woman and one of Australia's foremost higher education Indigenous leaders, commenced as the University's first Pro Vice Chancellor (PVC) (Indigenous) in 2020.

**Review of First Peoples governance:** In 2020, Griffith undertook a review of First Peoples governance to support the PVC (Indigenous) in implementing Griffith's First Peoples strategic objectives. The supported recommendations include the appointment of a new leadership position, First Peoples Director of Learning and Teaching, and the establishment of a refreshed governance committee—the Griffith University Elders and First Peoples Knowledge Holders Advisory Board.

## Action planning

**Athena SWAN:** Griffith continues to work on gender equity through the implementation of the Griffith University Athena SWAN Action Plan 2018–2022. A significant portion of the action plan has now been completed. Further details can be found in Appendix 1, which documents our progress against the action plan.

**First Peoples Employment Action Plan:** The employment plan consultations commenced in 2020 with a view to implement a finalised plan in 2021.

**Disability Action Plan consultations:** Initial consultations for the next iteration of the action plan commenced in 2020. This plan will embed feedback from the Review of the Employee Lifecycle from a disability inclusion perspective.

## Embedding diversity and inclusion in our response to COVID-19

**Australian Higher Education Joint Sector Position Statement:** As a participating institution, Griffith committed to:

- actively seeking equal representation of women in COVID-19 response planning and decision-making, as per the recommendations of the United Nations
- formally monitoring and reporting on gender equity impacts of COVID-19 related to decision-making (including compounding intersectional factors) within this institution, and collaborating with other universities and sector partners to address emerging issues
- continuing the University's participation in the Science in Australia Gender Equity (SAGE) Athena SWAN initiative (as relevant)
- maintaining gender equity and diversity programs and key performance indicators for gender equity and diversity where they currently exist
- preserving the gender equity progress that has been made to date, and into which has been invested significant time, effort and resourcing over many years, by maintaining:
  - women's representation at senior academic levels D and E
  - women's representation at senior professional staff levels 10+
  - support for the progression of women as students, higher degree researchers, and early- and mid-career researchers
  - support for gender equity for those studying and working in 'non-traditional' disciplines such as science, technology, engineering, mathematics and medicine.

**Monitoring the impacts of COVID-19:** As a result of this commitment, the Equity Committee monitored initial data to ensure certain groups were not disadvantaged by factors including the gendered impacts on research grants and the non-renewal of fixed-term contracts, and the impact on Aboriginal and Torres Strait Islander staff. The committee will continue to monitor whether there are any follow-on effects into 2021 and beyond.

**Support for leaders and staff:** The [Achievement Relative to Opportunity Guidelines](#) were developed in 2020 and embedded specific guidance on the impact of pandemics and natural disasters on performance. [A Quick Guide to Reducing Bias in Decision Making](#) was created and used in the plan of the Roadmap to Sustainability. Guidance on how to support a safe return to campus for staff and students with a disability was also embedded in the Return to Campus Plan.

## System and process reviews

**Improvement to Griffith Ally Network processes:** To increase network engagement, the Griffith Ally Network reviewed and revised registration processes to join, and promoted these new processes broadly. The processes, including how staff and students can express their interest, were promoted across a range of diversity and inclusion committees and online platforms. As a result of this promotion and process redesign, the network has increased its numbers from 32 to 75 staff and students in 2020.

**Preferred name review:** In response to student feedback, IT systems were reviewed 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 on obligations outlined by the Queensland Human Rights Commission to key staff, 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.

## Equity, diversity and inclusion resources

**LGBTIQ+ resources:** In 2020, the Pride Committee developed a range of LGBTIQ+ inclusion resources, including [How To Be an LGBTIQ+ Ally at Griffith](#), [How To Be a Trans Ally at Griffith](#) and [Resources for Trans and Gender Diverse Students at Griffith](#). The Safe Campuses Taskforce also developed guidance on [intimate partner violence in LGBTIQ+ relationships](#).

**Achievement relative to opportunity:** As mentioned above, the [Achievement Relative to Opportunity Guidelines](#) were created to support staff and leaders to apply achievement relative to opportunity in talent acquisition, probation, performance, provision of development opportunities and promotion.

**Inclusive language in policy guide:** To support inclusive language in policy, a guide to [inclusive language in policy documents](#) was developed. This document includes guidance on using gender-neutral language and inclusive categories, and ensuring content is accessible.

## Events and development

NAIDOC Week celebrations: NAIDOC Week celebrations were held from 16–20 November 2020. Online events included a:

- ‘dialogue with the author’ session with Dr Debbie Bargallie
- showcase of research from three First Nations academic staff, including QCA artist Dr Fiona Foley, Director of the Centre of Australian Indigenous Art Dr Carol McGregor, and criminologist Krystal Lockwood
- Q&A led by Dr Harry van Isum, Indigenous Studies Senior Lecturer
- two-hour webinar presentation by researcher Greg Kitson, whose work forms part of an ARC Linkage Project, Being On Country Off Country.

**It’s On All of Us Week:** Two online events were held for ‘It’s On All of Us’ week—Keeping Safe Online is Everyone’s Business, and Respectfully Challenging Disrespectful Behaviour. The SASH Responder Network was also launched in 2020.

**Wear It Purple Day panel:** Griffith staff and students showed their support for vulnerable LGBTIQ+ youth by wearing purple in August 2020. A panel event was held featuring Griffith LGBTIQ+ alumni, students, and staff. The rainbow/Pride flag was also raised on this day.

**LGBTIQ+ inclusion training:** Two LGBTIQ+ inclusion ally workshops were held in collaboration with Pride in Diversity in 2020 on 16 September and 18 November. The Health Equity Committee also had an LGBTIQ+ inclusion training session as part of their committee meeting on 30 November.

**Student Disability and Accessibility development:** In 2020, Student Disability and Accessibility training transitioned to an online format, which resulted in increased attendance to these programs. Student Disability and Accessibility will also be looking into more specific modules in future, including awareness on assistive technologies. There has also been a focus within Learning and Teaching teams to embed universal design in teaching practices.

## Other key initiatives

**Support for low SES school students:** In addition to the Bridging Mathematics and English courses, an additional program was introduced in 2020. The in-school English Enhancement program was targeted at Year 12 students from Griffith’s Widening Tertiary Participation schools and students from affiliated learning centres in response to the impacts of COVID-19 and changes to the new ATAR requirements.

**Revised Pride branding and Pride photoshoot:** A selection of Pride branding collateral was developed in 2020, including Griffith Pride Teams backgrounds, and email signature banners. These can be found on the Remarkable Hub. A Pride photoshoot with Griffith staff and students was also held, which included visible Pride branding and merchandise.

**LGBTIQ+ student counselling support:** Within our Counselling and Wellbeing Services, students now have the option to speak to a counsellor with specific expertise in supporting on matters related to sex, sexuality and gender diversity. This service was launched in 2020. Students can sign up for these sessions on the [LGBTIQ+ Counselling](#) web pages.

**Automatic speech recognition (ASR) in the classroom:** In 2020, we implemented automatic speech recognition (ASR) transcription for all Echo recordings in all courses in which students (who have registered with Student Disability and Accessibility) were enrolled. This allows students to follow transcripts generated by Echo360 for all video and recording materials.

**Accessibility maps:** Staff, students and visitors can now access accessibility maps to assist them in navigating on our campus. These maps can be found on our [Campus Maps](#) pages.

# Appendix 1—Implementation of the Athena SWAN Action Plan

*As part of the Athena SWAN Action Plan, Griffith has committed to report on progress to Council for the duration of the plan.*

By the end of 2020, about 70% of the action plan had been completed (or were ongoing actions that are completed each year). The remaining actions are being embedded into other University priorities such as the review of talent acquisition processes, the Leadership Development Framework, workforce planning, Disability Access and Inclusion Plan and the First Peoples Employment Action Plan.

Science in Australia Gender Equity (SAGE) also announced the new Athena SWAN Silver Framework, which requires institutions to organise their action plans into five key priorities and produce Cygnet Awards for each of these priorities. The Athena SWAN Taskforce is currently preparing for the new submission requirements. Due to COVID-19 and the release of a new framework, the revised deadline for Griffith to submit a silver application will be in 2024.

## Progress on the action plan in 2020

### Progress made in 2020

Attraction, recruitment and selection	<p>Due to restructures in HR &amp; Safety, recruitment and selection processes are being considered as part of the broader category of talent acquisition. These changes will be reflected in policy and related practice. HR &amp; Safety are also looking to procure a managed recruitment solution. Diversity and inclusion staff in HR &amp; Safety will be part of these discussions to ensure equity, diversity and inclusion remain priorities.</p> <p>The Senior Lead (Diversity and Inclusion) presented on unconscious bias at a workshop for Sciences group academic supervisors. <a href="#">A guide to reducing bias in decision-making</a> has also been published on the Equity, Diversity and Inclusion website.</p> <p>The <a href="#">Achievement Relative to Opportunity Guidelines</a> are now available on the Policy Library. A comprehensive list of relevant policies and websites have been updated to reference this guide.</p>
Promotions	<p>The <a href="#">Achievement Relative to Opportunity Guidelines</a> are now available on the Policy Library. Further work on opportunities to minimise bias in promotions and performance are being considered by a Sciences working group in 2021.</p>
Flexible working and managing career breaks	<p>A comprehensive review of parenting rooms was completed by a Griffith masters student. The recommendations are in the process of being considered and implemented. The new parenting rooms (which were a commitment of the action plan) are now open in N79.</p> <p>A workplace flexibility procedure was drafted in 2020 but put on hold to fully understand COVID-19 implications.</p> <p>The removal of gendered wording in the current enterprise agreement will be reviewed during the next round of enterprise bargaining negotiations.</p>
Policies	<p>A policy stance on diversity on panels, conferences and committee membership has been included in the revised draft Equity, Diversity and Inclusion Policy.</p> <p>The Recruitment and Selection Policy is being revised to align to new talent acquisition processes and new policy framework.</p>

## Progress made in 2020

### Trans and gender diversity inclusion

In 2020, Griffith was recognised as an AWEI Bronze Employer for the first time. A range of actions contributed to our submission, including:

- review and removal of outdated language in policy
- the development of an [Inclusive Language in Policy Document Guideline](#)
- Griffith Pride photoshoot and rebranding
- revision of HDCO contact officer forms
- the development of the [Resources for Trans and Gender Diverse Students at Griffith](#) document
- a range of engagement and promotion of alumni who identify as LGBTIQ+.
- A Griffith Pride Committee Work Plan has been developed to articulate the priorities for LGBTIQ+ inclusion.

Harassment and Discrimination Contact Officer (HDCO) reporting has been updated to specify the type of harassment or discrimination, including against LGBTIQ+ people.

Locations of gender-neutral bathrooms have been included on the LGBTIQ+ inclusion web pages. Further communication will be investigated through Campus Life maps in 2021.

### Intersectionality

The Disability Employee Lifecycle Review will inform the next Disability Access and Inclusion Action Plan. Initial consultations for the plan were completed in 2020 and will continue into 2021. The Disability Inclusion Procedure has been drafted and will be considered in 2021 pending any changes as a response to the action plan.

Further work on intersectionality will be developed pending the development of the Leadership Development Framework and Employee Engagement survey.

### First peoples

The First Peoples Employment Action Plan was consulted on and drafted in 2020. This aligns with Athena SWAN commitments relating to cultural competency and Aboriginal and Torres Strait Islander employment.

### Retention

An exit survey form has now been established that is being monitored by HR and Safety.

In addition to the action plan, the following actions were initiated that align to our Athena SWAN Goals:

- monitoring the gendered impact on research and non-renewal of fixed-term contracts as a result of COVID-19
- signing up to the Australian Higher Education Joint Sector Position Statement and reporting on this commitment
- an initial review of the action plan and planning towards SAGE Cygnet Awards.

## Athena SWAN priorities for 2021

Aligning to the new Athena SWAN Framework, the key priorities for 2021 will include:

- identifying priority areas and developing a plan to work towards Athena SWAN Silver and Cygnet Awards
- revising current metrics and establishing new metrics to identify diverse populations such as LGBTIQ+ communities, people with a disability and people from different cultural and linguistic backgrounds, to align to best practice—this will support future intersectional analyses required for Silver
- developing an equity, diversity and inclusion dashboard to monitor impact, and improve and embed diversity measures in other dashboards where relevant
- reviewing employee engagement survey data to identify issues experienced by particular groups and using this data as a baseline measurement for future Cygnet Awards
- embedding diversity and inclusion in talent acquisition, workforce planning and leadership development
- working closely with the Sciences group as a priority area to identify future requirements and develop any additional initiatives to address gender diversity in STEM, in alignment with our Cygnet Award submission priorities
- continuing to monitor any long-term gendered impacts of COVID-19.

