Griffith University Athena SWAN Action Plan, 2018-2022

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
2	**CAREER PIPELINE – HDR/PHD STUDENTS IN STEMM**						
2.1	**2 (v)** **[Page 21]**	Engage undergraduate women students in the Sciences Group in research programs to attract them to future research careers.	Women are below 50% of doctoral students in most of the Sciences Group elements. Griffith PhD students are a source of future academic staff and part of a career pipeline.	Candidates identified	2018-2022	PVC Sciences	Increase proportion of women in research programs by 2% each year
2.2	**2 (v)** **[Page 21]**	Continue to support summer scholarships and research programs to attract women undergraduate students to undertake PhD's.	Women are below 50% of doctoral students in most of the Sciences Group elements. Griffith PhD students are a			PVC Sciences	50% of Sciences and Health summer scholarships are awarded to women by 2022.

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[1] Actions completed during the Griffith SAGE Pilot of Athena SWAN are also listed in the Action Plan, hence some timeframes may be before 2018.

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			source of future academic staff and part of a career pipeline.				
2.3	2 (v) [Page 21]	Examine opportunities in the HDR scholarship assessment and ranking process (at the doctoral study level) to increase the proportion of women in specific STEMM areas.	Women are below 50% of doctoral students in most of the Sciences Group elements. Griffith PhD students are a source of future academic staff and part of a career pipeline.		Commencing September 2018		Increase by at least 2% pa the number of Griffith HDR scholarships awarded to women in the STEMM areas.
3	**IMPLEMENTATION OF THE GRIFFITH ATHENA SWAN ACTION PLAN**						
3.1	3 (iii) [Page 25]	Establish an Athena SWAN Committee as a formal sub-committee of the University's Equity Committee.	The Athena SWAN action plan is a comprehensive, institution wide initiative that will require ongoing	Committee, Terms of Reference and membership established. Oversee ongoing communication	July 2018	DVC (A) DVC (E) Director, HR	Committee meetings scheduled bi-monthly. Actions in the Plan achieved on time.

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			commitment from across the University and particularly in the STEMM groups. There is a risk that it may lose momentum if not regularly monitored and evaluated by the University Executive and Council.	across the University about activities and outcomes. Prepare for the 2022 submission.			Action Plan reviewed annually. Athena SWAN website up to date, at least two formal communications per annum from the Committee to the University community reporting progress and initiatives. Athena SWAN application submitted in 2022 with evidence of impact.
3.2	3 (iii) [Page 25]	Place "Progress on Griffith Athena SWAN implementation" as a regular report on agendas of key committees: • University Equity Committee	The Athena SWAN action plan is a comprehensive, institution wide initiative that will require ongoing	Committee agenda templates amended to include "Progress on Athena SWAN implementation" as	July 2018	DVC (A) DVC (E) Group PVCs	Reports evident in each committee's minutes. All Sciences and Health Group actions

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		• Griffith Sciences Group Board • Griffith Health Group Board • Group Equity Committees. Identify a committee member on each committee who will report on progress.	commitment from across the University and particularly in the STEMM groups. There is a risk that it may lose momentum if not regularly monitored and evaluated by the University Executive and Council.	a reporting item. Committee member identified to report on progress.			completed as per schedule.
3.3	3 (iii) [Page 25]	Report to University Council and Executive Group annually and bi-annually (respectively) on progress on the *Griffith University Athena SWAN Action Plan*.		Report on progress provided to Council each year and Executive Group twice a year.		DVC (A) Director, HR	Progress on implantation is in line with timelines in action plan. University Council members are engaged with the Griffith four year action plan as evidenced by Council minutes.

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3.4	3 (iii) [Page 25]	Establish a *Women in STEMM Coordinator* position to: • Co-ordinate, instigate and monitor Athena SWAN initiatives and action plan • Facilitate data collection for consideration of the Athena SWAN Committee • Maintain website and communication channels	To ensure the ongoing focus, coordination and staff resourcing associated with the Athena SWAN four year action plan.	Position filled by mid-2018.	July 2018	DVC (A) Director, HR	Athena SWAN initiatives instigated as per timeline. Data presented to committee twice a year. Website maintained and updated monthly
3.5	3 (iii) [Page 25]	Create a communication strategy for the next phase of Athena SWAN implementation.	To ensure the ongoing focus and engagement of University community with the implementation of the Griffith Athena SWAN four year action plan.	Communication Plan developed. Plan approved by Athena SWAN Committee.	September 2018	DVC (A) Director, HR	Website updated monthly. Communication mechanisms established and operational starting 2019. By 2021, increase (by 5%) in positive responses on the survey question - "The University's

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							commitment, policies and strategies in relation to equity, diversity and inclusion are clearly communicated to staff"
4	**FIXED TERM ENTITLEMENTS**						
4.1	**4.1 (iii)** **[Page 38]**	Broaden the eligibility for the Leneen Forde Future Leaders Program to include women on fixed-term appointments.	While women were approximately 29% (head count) of the total academic staff in the Sciences Group, they comprised approximately 37% of the fixed-term staff and only 21% of the continuing staff. Being on a fixed-term appointment has typically meant reduced access to	Eligibility conditions changed to include women on fixed term appointments.	For 2020 cohort (the next intake into the program)	Director HR DVC (A)	At least 15% of participants are on fixed-term contracts
4.2	**4.1 (iii) (v)** **[Page 38]**	(As part of the new Enterprise Agreement, yet to be ratified) ensure all fixed-term staff regardless of their term of engagement will be automatically on full superannuation entitlements (proposed for implementation 2020).		Provision in EA accepted	March 2020	Director, HR	Data analyses show that full superannuation entitlements provided to fixed-term staff in 2020.

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			programs and lower superannuation entitlements (contributor to gender pay differences) (see Figure 4.6 and section 4.1 (ii)).				
4	**REPRESENTATION IN RESEARCH ROLES**						
4.3	**4.1 (iii)** **5.1 (iv)** **[Page 38, 66]**	In the Sciences Group, ensure that at least 40% of staff who are transferred to research intensive workloads are women.	In 2017 women were 31.7% of the Research Only (RO) appointments in the Sciences Group. Increasing this proportion will also contribute to increased research outputs for women.	Target achieved each year.	2018-2022	PVC (Sciences)	40% of staff who are transferred to research intensive workloads are women. The difference between women's and men's publication output and research income narrows by 5% pa.

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4	**RETENTION**						
4.4	**4.1 (iv)** **[Page 39]**	Introduce an online exit survey which allows for a greater capacity to understand reasons for leaving by gender. Once implemented, analyse reasons for resignation by STEMM and non-STEMM by gender. Where practical act on systemic issues identified in the exit survey that contribute to poor retention rates.	While Griffith has data on exits for categories such as ("expiration", "resignation", "retirement" and voluntary separation" etc) and staff are offered an exit interview, it does not have a comprehensive system of collecting reasons for leaving and analysing at the University level.	Commence survey in 2019. Data examined by academic/ general staff by gender by Group.	2019	Director, HR	Exit survey implemented by beginning of 2019. Reasons for leaving by gender and Group/Element are identified annually. 30% of those leaving the University complete the exit survey each year Actions developed and reviewed based on the analyses annually.
4	**GENDER PAY EQUITY**						
4.5	**4.1 (v)**	Conduct a more detailed gender	While Griffith can	Analysis 2018 and	2018-2022	DVC (A)	By June 2019,

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	[Page 43 & 44]	pay equity analysis on non-base salary items by Group, **including Sciences and Health (STEMM)** • base salary • market/merit loadings • clinical loadings • responsibility allowances • allowance in lieu of a motor vehicle • performance bonus • superannuation • leave loadings • University full private use of a motor vehicle.	analyse base and total remuneration data by gender, continuing and fixed-term status and Group (Sciences, Health and non-STEMM [AEL and GBS]), to date we have not had the capacity to analyse by each specific non-base salary component that contributes to total remuneration. Having the ability to readily do this type of analysis will provide the University with the capacity to • understand	ongoing. By September 2019, new actions are developed and integrated into this plan to reduce these specific gender pay gaps.	2019-2021	Director, Planning Services Director, HR	specific sources of gender pay inequity are identified. Overall gender pay gap reduced each year by one per cent. By 2021 gender pay gaps at these sources are reduced (metrics to be defined once data available) but sufficient to ensure 1% pa reduction in overall pay gap).

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			specific sources of gender pay inequities (beyond base salary); and • remedy processes associated with these specific aspects of pay. The STEMM Groups had larger pay gaps than non-STEMM (see Table 4.3 data and section 4.1(v)).				

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	4.1 (v)	Addressing the overall academic pay gap.	Overall pay gaps may be attributed to underrepresentation of academic women at higher levels and in leadership positions and may be addressed by appointing and promoting women to senior positions so that there is equal representation through all levels at the University.	*See actions in section 5 on recruitment, promotion, career development, appraisal/development review, career progression, organisation and culture.*			
4.6	**4.1 (v)** **[Page 44]**	Continue to target high performing women for bonuses and ensure the biannual review includes a comprehensive review of female staff who may be eligible.	Significant discrepancies were identified in the proportion of women receiving loading and	An increase in the number of high performing women identified prior to the 2019 and 2021	2019 2021	VC	By 2021, women are 50% of those receiving market loadings.

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			the value of those loadings. In the 2017, via direct intervention, Griffith increased the proportion of women receiving a loading from 35.1% (n=46) nominated pre-review to 41% (n= 59) post-review.	review of loadings			
4	**MONITORING AND REPORTING**						
4.7	**4.1 & 8 (iii)** [Page 45]	To better understand women's employment trends in real time, further develop comprehensive dashboards providing gender data by Group including (but not limited to) retention data by level	To provide one, comprehensive and easily accessible 'source of truth' regarding staff gender data for the University and	Dashboards with staff gender data launched.	July 2019	Director, Planning Services Director, HR	Data reviewed annually by Heads of Elements and Athena SWAN/Equity Committees. Athena SWAN

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		• pay equity data by level • recruitment and selection by academic/general positions • promotion by level • Aboriginal and Torres Strait Islander employment • parental leave return rates.	Groups. These dashboards are to be used for monitoring progress and operational and strategic planning.				actions reviewed at least once annually informed by dashboard. Evidence (committee minutes and Group Strategic and Operational plan changes) that data are used to inform strategic planning at Group and University level to address gender inequalities and monitor success of initiatives.
5	**ATTRACTION, RECRUITMENT AND SELECTION**						
	CANDIDATE ATTRACTION AND INCREASING APPLICATIONS FROM ACADEMIC WOMEN						
5.1	**5.1 (i)** **[Page 49]**	To demonstrate to potential applicants that women can have a successful career at Griffith, create	Women were 21.1% of those who applied for academic	Video created.	2018	Director, HR	Video shows 500 views on youtube each year.

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		and release a Griffith Celebrates our Remarkable Women video featuring Griffith women from a diversity of disciplines including STEMM. Use video in job advertisements particularly for STEMM subjects.	positions in the Sciences Group in 2017. No women applied for level E Sciences positions. The video aims to attract more women applicants to apply for Griffith jobs.	Used in all Sciences advertisements			
5.2	5.1 (i) [Page 50]	In the Sciences Group, to mitigate lower application rates in the Sciences Group will: • ensure women represent 30% of those on appointment (selection) panels • ensure women represent 30% of shortlisted candidates.	Women were underrepresented in Sciences academic applications in 2017 (21% of academic positions). Women were not appointed at levels C, D and E.	Academic shortlists in the Sciences Group comprise 30% women implemented by September 2018.. Evaluate every six months for compliance and effectiveness.	2018-2020	PVC (Sciences)	In the Sciences Group, at least 30% of new academic appointments are women for 2018 – 2021.
5.3	5.1 (i)	To mitigate lower application rates	Women made up a	Target	2018-2020	PVC	By 2019 women in

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	[Page 50]	in the Health Group ensure women represent 50% of academic staff shortlists, particularly in Level D and E appointments and Dentistry and Oral Health, Medicine and Medical Sciences.	smaller proportion of applicants and appointments at D and E. No women were appointed at Level E in Health.	communicated to staff involved in recruitment and selection process. Chairs ensure the 50% is target reached.		(Health)	the Health Group are 50% of all shortlists at D and E and Dentistry and Oral Health, Medicine and Medical Sciences. By 2022, women represent 34% of academic staff in Dental and Oral Health; 50% of women in Medicine and 46% of Women in Medical Sciences. By 2022, women are at least 50% of women at level E in the Health Group.
5.4	5.1 (i) [Page 50]	Pilot "Textio" software that reviews and remedies gender language in position descriptions,	Research suggests that gendered language in job	Software purchased by the end of 2018.	2018	Director, HR	Increase by 3% pa the number of women applying for

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		short web text and advertisements	advertisements decreases the number of women applicants to a role. This software will remove gendered language and attract more women applicants.\n\nWomen were 21.1% of those who applied for academic positions in the Sciences Group in 2017. No women applied for level E Sciences positions.	Jobs for review identified by the end of 2018 (all Sciences Group academic positions and all positions at Level E). Start reviewing jobs to be advertised by being 2019.	2019-2022		academic positions in the Sciences Group.
5.5	**5.1 (i)**\n\n**[Page 50]**	In the Sciences Group, insert "Female applicants are particularly encouraged to apply and while this	Women were 21.1% of those who applied for academic	Wording approved by PVC\n\nIncluded in job	October 2018	Director, HR\n\nPVC	Increase by 3% pa the number of women applying for

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		position is advertised as full time, a fractional appointment with flexible working can be negotiated." for all academic positions.	positions in the Sciences Group in 2017. No women applied for level E Sciences positions. This text aims to attract additional women to roles in the Sciences by flagging flexibility and part time work.	advertisements from October 2018		Sciences	academic positions in the Sciences Group.
5.6	5.1 (i) & 5.3 (vi) [Page 51]	Ensure information for prospective candidates includes workplace flexibility information on the Griffith Pay, Conditions and Benefits website.	A review of information for prospective candidates found that workplace flexibility information was not readily available for those external to the University, and	Information included in recruitment material, website amended.	September 2018	Director, HR	Website tracking shows at least 100 external views of the flexibility information page annually.

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			potential candidates may not be aware of flexible employment arrangements and therefore may not apply to Griffith.				
SHORTLISTING AND APPOINTMENT							
5.7	**5.1 (i)** [Page 51]	Edit the "open advertisement" and "advertising complete" letters to selection committees to remind them of specific targets on shortlists and Griffith's larger KPIs (10 and above, Level D and E).	An examination of our recruitment and selection processes showed opportunities to engage in evidence-based good practice to reduce bias and improve the proportion of women.	Letters edited, and updates communicated.	November 2018	Director, HR	Shortlisting targets are met for each area (i.e., 30% women in Sciences, 50% women in Health).
5.8	**5.1 (i)** [Page 51]	Create a checklist for Chairs to prime them and the selection committee on practice that		Check list created and used by chairs	January 2019	Director, HR	

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		mitigates bias and reflects the new policy and procedures.					
5.9	5.1 (i) 5.3 (iii) [Page 51, 78]	Create and communicate Performance Relative to Opportunity Guidelines for use in recruitment and selection, promotions and performance reviews.	Some survey participants believed there needed to be a clearer understanding surrounding the outputs expected by the University for part-time staff, and a negotiated realistic agreement on productivity and activities as the person returns to work from an extended break. Participants voiced the need for senior staff and the promotion panel to	Guidelines created and used by chairs and panels	January 2019	Director, HR	Shortlisting targets are met for each area (i.e., 30% women in Sciences, 50% women in Health). At least 5% of part-time staff applying for and being successful in applying for promotion from 2019-2022.

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			understand that "it will take some time for some researchers to restore their momentum after returning to full-time work" (see 5.3 (iii)).				
5.10	**5.1 (i)** **5.1 (iii)** **[Page 51, 66]**	Provide face-to-face unconscious bias training in selection decisions for • the Executive Group • Deans (Academic) • Chairs of selection and promotion committees. Provide online unconscious bias in selection decisions training for all other staff on recruitment and selection and promotions committees.	An examination of our recruitment and selection processes showed opportunities to engage in evidence-based good practice to reduce bias and improve the proportion of women recruited. .	Workshops delivered Online training completed by all other members of selection and promotion committees.	September 2018 and ongoing 2018-2019	VC DVC (A) Director, HR	70% completion rate of face-to-face unconscious bias training for key stakeholders by 2020. 10% completion rate of online unconscious bias training for all other staff by 2020 and an additional 5% completion per annum. thereafter. By 2022, an

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							increased percentage of women in the Sciences Group (from 29% in 2017 to 34% by 2022). At least 45% of Level D and E are women by 2020.
	POLICY REVIEW						
5.11	**5.1 (i) (ii)** **[Page 52, 62]**	Review the Griffith Recruitment Policy to further embed processes and behaviours that minimise bias and increase the proportion of academic women on shortlists and in appointments. Communicate the changes to all staff, with a particular focus on those directly involved in the	As part of the SAGE Pilot a review of policies and procedures found that the recruitment and selection policy was due for review. An examination of the policy and procedures found that there were	Policy and practice changed and communicated to all staff.	December 2018	Director, HR	At least 45% of Level D and E are women by 2020.

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		Recruitment and Selection process. Create and communicate Performance Relative to Opportunity Guidelines for use in recruitment and selection, promotions and performance reviews.	opportunities to embed processes and practice that reduce bias and support evidenced-based good practice. .				
RECRUITMENT AND SELECTION DATA							
5.12	5.1 (i) [Page 52]	Develop and disseminate recruitment reports that provide data by Group and academic/general positions on the • number and percent (women and men) applicants • number and percent (women and men) shortlisted • number and percent (women and men)	Reports will provide the capacity to monitor the impact of new recruitment and selection actions and review and revise efforts if necessary. Will identify if shortlisting or interviews systematically	Reports developed. Reports provided to key staff responsible for academic recruitment. During 2019, data is reviewed and areas of success and concern identified. Data	December 2018. July 2019	Director, HR DVC (A)	At least 45% of Levels D and E are women by 2020.

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		interviewed • number and percent (women and men) offered • number and percent (women and men) hired.	disadvantage women.	reviewed and new actions devised, if required, at least once a year. Communicate with areas that have demonstrated improvement to reinforce their changed behaviour.			
5	**INDUCTION/ONBOARDING**						
5.13	**5.1 (ii)** **[Page 52]**	Within the Sciences and Health Groups, assign a senior mentor to academic women new to the STEMM Groups.	Consultations revealed that more could be done for academic women new to the STEMM Groups, particularly through mentorship. Mentors could help new staff navigate	Mentor assigned to each new academic women.	2018	Deans (Academic) Sciences and Health.	90% of new academic women report that their onboarding experience was positive.

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			the many onboarding activities and assist in establishing career goals.				
5	**PROMOTIONS**						
5.14	5.1 (iii) [Page 61]	To increase the proportion of women applying for promotion in the Health Group: • identify Level C and D academic women who could apply for promotion within the next three years. • engage in targeted sponsorship, mentoring and career planning for these level C and D women to be in a position to successfully apply for promotion; and • develop and deliver a	Applications for promotion in the Health Group have declined at C to D and D to E. There is a lower proportion of women in senior leadership positions in the Health Group (42% see Table 5.21) relative to their overall academic representation. Women are 48% of those at academic Level E.	Increased number of women (on previous years) for each promotion round. Levels C and D women engaged in sponsorship and mentoring. Progress of candidates tracked over the next three years	July 2018 and ongoing	PVC Health	By 2022 at least 10% of eligible Level D women apply for promotion to Level E. By 2022 at least 8% of eligible Level C staff apply for promotion each year

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		Women in Leadership series in Health to include four to six events per year targeting issues of career development, gender and diversity. Prioritise Elements where women are underrepresented (Dental and Oral Health; Medicine; Medical Sciences and Optimising Health Outcomes (OHO)) (see Table 2.9).	Given current funding constraints, it will be important to promote women as the capacity to appoint more senior women will be limited.	Delivery of the series once per year commencing 2018.			
5.15	5.1 (iii) (iv) 5.2 (iii) [Page 61, 66, 74]	In the Sciences Group, identify up to ten women, employed at academic levels A-E, who will be annually targeted for intensive career development and training. Subject to career stage, this will include financial support for skill development, leadership training and formalized mentoring. The cohort will be selected annually	There is a lower proportion of women in senior positions in the Sciences Group. Given current funding constraints, it will be important to promote women as the capacity to appoint more senior	Up to ten women identified each year in the Sciences Group.	December 2018 and ongoing	PVC (Sciences)	At least half of this cohort are promoted within two years of completing program. Forty per cent of those targeted will come from female staff on fixed-term appointments

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		through consultation with the Dean (Academic) and aligned with the Academic Staff Career Development (ASCD). Forty per cent of those targeted will come from female staff on fixed-term appointments as a mechanism to increase the number of women who could take up continuing roles. Part of the focus of this program will be to support women to apply for and receive external grant funding.	women will be limited.				
5.16	5.1 (iii) [Page 61]	Expand the women-only promotions briefing sessions to include more information on • non-traditional careers paths; • performance and outputs	Although there was some variability, generally a smaller proportion of women applied for promotions than men. To increase the proportion of women	Women-only workshops delivered each year from 2016.	Since 2016 and ongoing	DVC (A)	By 2022 at least 8% of eligible Level C staff apply for promotion each year By 2022 at least 10% of eligible Level D

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		relative to opportunity; • profiles not reflecting 40:40:20; and • demonstrating impact of service.	feeling confident and supported to apply for promotion, continue Women-only Promotions briefings.				women apply for promotion to Level E.
5	**WOMEN IN RESEARCH**						
5.17	**5.1 (iii)** **(iv)** **[Page 62, 67]**	Increase the communication of the Academic Equity Development Program, including for women returning from Parental Leave.	This program provides women time to focus on completing research higher degrees, research or teaching development projects and therefore be more competitive for promotion.	Promote scheme to PVC's and Heads of School ahead of annual round. Embed information about the program in letter to junior academics going on Parental Leave.	October 2018	Director, HR	Academic Equity Development Program fully utilised each year. Increase in promotions by 5% each year of eligible women, Aboriginal and Torres Strait Islander staff.
5.18	**5.1 (iv)** **[Page 65]**	Introduce women-only postdoctoral fellowships in all Groups.	Women are under-represented in Sciences and areas of Health. They are also underrepresented at	Establishment of position by July 2019.	July 2019	Group PVCs (Sciences,	At least two women-only postdoctoral fellowships are

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		Award fellowships in areas where women are underrepresented.	senior levels University wide. This will help to build pipeline of successful women researchers to fill positions.	Communication and appointment each year from 2019.		Health)	awarded each year in the Sciences Group and the Health Group.
5.19	**5.1 (iv)** **[Page 65]**	In the Sciences Group, develop strategy to ensure that 40% of ARC Future Fellow, ARC DECRA, and NHMRC Early Career Development Fellowship submissions (from external and internal applicants) are from women.	Women are under-represented in both ARC and NHMRC fellowships. To build a pipeline of successful women researchers, increase the number of women who are awarded research fellowships.	40% women applicants achieved each year.	2019-2022	PVC (Sciences)	Minimum of 15% success rate for women who apply for fellowships between 2018-2022.
5.20	**5.1 (iv)** **[Page 65]**	In the Health Group, actively seek external candidates for ARC Future Fellow, ARC DECRA, and NHMRC Early Career Development Fellowship, and other fellowship schemes, who are women.	Women are under-represented in both ARC and NHMRC fellowships. To build a pipeline of successful women researchers, increase	50% women applicants achieved each year.	2018-2022	PVC (Health)	15% success rate of women who apply for fellowships between 2018-2022.

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		Prioritise efforts in areas where women are underrepresented (*Dental and Oral Health; Medicine; Medical Sciences and Optimising Health Outcomes (OHO)*).	the number of women who are awarded research fellowships				
5.21	5.1 (iv) 5.2 (iii) [Page 65, 73]	In the Health Group develop and deliver a Women in Leadership series to include four to six events per year targeting issues of gender and diversity.	In Health women are underrepresented in senior and leadership roles.	Four to six events per year are run in the Health Group.	2019	PVC (Health)	Women are at least 50% of those in senior roles in the Health Group by 2022.
5.22	5.1 (iv) 5.2 (iii) [Page 65, 73]	Pilot a program on Research Leadership for Women to increase the number of women who build a successful research career.	Women are under-represented at senior levels. They also have lower research outputs.	Program piloted in 2018	October 2018	SDVC	Ten participants in the Research Leadership for Women pilot. 75% participants respond positively to "The program was useful for my career development" on a

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							follow up survey.
5	**CAREER DEVELOPMENT AND ADVANCEMENT**						
5.23	**5.1 (iv)** **5.2 (iii)** [Page 67, 73]	Promote the Academic Equity Development Program directly to women in STEMM with the goal of at least two per year take-up in the Sciences and Health Group.	According to a review of our records not all Groups have consistently utilised the Academic Equity Development Program, including the Sciences Group. This program aims to give Level A/B academic women the opportunity to achieve specific career goals.	Promote scheme to PVC's and Heads of School each year. Embed information about the program in letter to junior academic staff going on Parental Leave.	2018 onwards	Director, HR	All Academic Equity Development Program places are 100% assigned each year. At least two per year take-up in each of the Sciences and Health Group. Evidence in final reports of how the program contributed to the participant's career progression.
5.24	**5.2 (i)** [Page 69]	Develop a University-wide capability framework and roll out,	There has been no University-wide	Capability Framework	Completed by December	Director,	Reduction (by 5% by 2021) in staff

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
		including supporting professional development and training framework for learning, teaching, research and leadership. As part of this framework include a review of leadership professional development to • enhance the integration of equity, diversity and inclusion; and • review Griffith's Women in Leadership offerings • continue to promote the Leneen Forde Future Leaders program and the Women in Leadership program to STEMM academic women.	assessment and agreement on fundamental capabilities for our staff and associated prioritising of professional development opportunities, meaning that professional development programs may not adequately address career progression requirements.	endorsed by the University and implemented, including focus on equity and women in leadership. Additional equity, diversity and inclusion offerings and resources integrated into the framework. Women in Leadership offerings reviewed against the capability framework. Revised programs implemented.	2019	HR	reporting they have no access to career development opportunities.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
5.25	**5.2 (ii)** [Page 71]	Continue to implement the new Academic Staff Career Development Framework. Continue to implement compulsory professional development for supervisors of academic staff on the ASCD framework. Evaluate the implementation of the ASCD Framework including surveying staff (in 2019) to determine whether the new ASCD scheme has been more effective in promoting career discussions and planning. Analyse data by gender and Group.	In 2016 Griffith carried out a major review of academic staff performance appraisal process in response to perceived high levels of dissatisfaction with the Academic Staff Review and Plan (ASRP) process.	Relevant staff have completed the compulsory professional development. Staff evaluation completed in 2019.	December 2018 and ongoing September 2019	DVC (A) Director, HR	90% of academic supervisors have completed the professional development by the end of 2019. 75% of staff report that the new ASCD scheme is an improvement. No significant gender differences (including by Group) are found in evaluation.
5.26	**5.2 (iii)** [Page 73]	Increase the proportion of women in Sciences who engage in the Academic Studies Program.	Lower proportions of women have undertaken the Academic Studies Program in the Sciences Group.	Promote program specifically to women in the Sciences Group.	2019-2022	PVC Sciences	From 2019, the proportion of women accessing the Academic Studies

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			Increasing the proportion of women who undertake the Academic Studies Program will assist with career progression as this program will give staff the opportunity to build their research or teaching profile. Improving research outputs is a key priority to ensure more women are promoted, and for those in teaching focused roles, being able to apply for a HEA fellowship or the like will also enhance women's promotion opportunities.				Program at least reflects their representation in the Sciences Group (for example 30% or more).
5.27	5.2 (iii) [Page 74]	Support six women in the Sciences and Health Groups to become Higher Education Academy	Women are well represented in TO roles. Higher	Six women from STEMM Groups supported and	Commencing December	DVC (A) Sciences	At least 50% of eligible women Fellows in STEMM

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
		Fellows.	Education Academy Fellowships provide an opportunity to strengthen a TO staff member's promotability.	become Higher Education Academy Fellows.	2019	and Health Group Deans (T&L)	successfully apply for promotion within three years.
	5.2 (iii) 5.2 (i) 5.1 (iv)	*See also* Research Leadership for Women.					
5	**FLEXIBLE WORKING AND MANAGING CAREER BREAKS**						
5.28	5.3 (i) [Page 76]	As part of enterprise bargaining, introduce pro-rata paid parental leave for staff with less than 12 months continuous service (one week's paid parental leave for every completed month of service).	Survey results revealed that some staff viewed the policy surrounding the minimum amount of time a person must be employed by the University before paid parental leave as unjust - "planning for pregnancy is difficult and cannot be timed according to a university schedule".	Enterprise Agreement changed. Policy change communicated to staff.	2018	DVC A. Director, HR	Staff with less than 12 months service access leave. At least 80% return to Griffith after conclusion of leave.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			Griffith understands that this will contribute to the conditions of fixed-term staff and may assist in attracting women to apply for Griffith positions (See section 5.3 (i)).				
5.29	5.3 (i) [Page 76]	Remove gendered wording from Parental Leave provisions (i.e., maternity leave), and ensure it is clear that all genders can access leave.	At the Senior Staff Conference, participants recommended that Parental Leave entitlements become gender neutral to encourage equal responsibility for parenting arrangements irrespective of gender.	Gendered wording removed and communicated to staff.	2018	DVC (A) Director, HR	On average there is a 2% increase pa in the proportion of men accessing parental leave, as a proportion of all leave takers, from 2020.
5.30	5.3 (iii)	Introduce the *Griffith STEMM*	Survey responses revealed participants	Guidelines for the	Commence	DVC A	At least one candidate allocated

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
	[Page 77]	*Academic Carer Support Fund* comprising: • **Parental Leave support**: funding for another researcher, or a research/laboratory assistant to progress research whilst the primary researcher is on parental leave, or to assist the primary researcher following parental leave (up to $25,000); **Carer funding:** funding to cover any out-of-pocket childcare or respite care costs incurred while the researcher is presenting at a national/international conference, sitting on a professional research committee or attending professional development or other important Griffith activity (up to	wanted professional development opportunities following return to work, to maintain competitiveness in the market. They also wanted targeted research support to allow progression of their research endeavours. These initiatives will assist in mitigating against the negative impact that career breaks have on academic womens' career progression.	*Griffith STEMM Academic Carer Support Fund* developed at published.	2019 and ongoing	PVC Sciences PVC Health	funds per Group each year.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
		$1,000).					
5.31	**5.3 (iii)** [Page 78]	Add two facilities (breastfeeding and parenting rooms) to the plans for the new Sciences building at Nathan Campus.	Ensure mothers returning to work have adequate facilities for expressing and breastfeeding and all parents have access to appropriate parenting facilities. Such facilities will support the efforts of working parents, and particularly women to successfully return to work.	Facilities are integrated in the new Sciences Building Plan. Facilities are built.	2019	Director, Campus Life	
5.32	**5.3 (iii)** [Page 78]	Review website and communications to ensure all staff and supervisors are aware of parental leave and flexible working arrangements.	Workplace flexibility information can be difficult to find, particularly for external candidates. Ensure all staff are aware of resources and entitlements with respect to	Workplace flexibility policy developed and communicated to staff. Key information	2018	Director, HR	5% increase in positive response for the survey question – "I have the flexibility I need to manage my work and other

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			parental leave.	provided on the equity, diversity and inclusion site.			commitments including caring responsibilities ".
5.33	5.3 (iii) [Page 78]	To ensure all staff and supervisors are aware of Parental Leave and flexible working arrangements, the equity, diversity and inclusion website and communications will be reviewed. We will implement automated communication to supervisors and employees when the employee applies for parental leave setting out our "Keeping in Touch" program, leave entitlements, and options upon returning to work.	Accessibility of parental leave and flexible working arrangements information requires improvement to ensure all staff are aware of resources and entitlements. To minimize career disruption due to parental leave, ensure effective communication between staff member and supervisor.	Website reviewed so information available in one accessible location. Automated communication established for those who apply for parental leave.	2018 2019	Director, HR	5% increase in positive response for the survey question – "Did you receive support from your element which helped to minimise the impact of the break on your career progress?"
5.34	5.3 (iii)	Consolidate flexibility conditions into one policy to enhance clarity	While flexibility features in formal	Workplace	2018	Director,	5% increase in

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
	[Page 78]	and communication of benefits for University staff.	written documents such as the Enterprise Agreements, a review of information revealed that there is an opportunity to have one policy "source of truth" for all formal flexibility arrangements.	flexibility policy developed and communicated to staff. Key information provided on the equity, diversity and inclusion site.		HR	positive response for the survey question – "I have the flexibility I need to manage my work and other commitments including caring responsibilities ".
5	**POLICIES**						
5.35	5.4 (ii) [Page 86]	Revise HR Policies on *Recruitment and Selection, Academic Promotion, Equal Opportunity* and *Workplace Harassment, Bullying and Discrimination.*	A review found an absence of suitable Disability policy and there are opportunities for revisions to other policies. Review is required to ensure policies support initiatives to promote gender	Policies are revised and communicated	December 2018	Director, HR	Evidence that new policies and procedures used by staff (i.e. targets met in recruitment panels 75% of the time) Increase by 5% positive responses on the survey question - "The University's commitment, policies

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			equality and support all staff.				and strategies in relation to equity, diversity and inclusion are clearly communicated to staff"
5.36	**5.4 (ii)** **[Page 86]**	Embed in University policy the University's stance on and support of gender balance on panels and conferences (internal and external).	No formal policy currently exists on gender balance at Griffith sponsored conferences and panels. In recent years a significant deficit in female graduation speakers and Honorary Doctorate recipients has been addressed with gender parity achieved. Lack of opportunities for women to participate	Gender balance on panels and conferences embedded in University policy.	December 2018	Director, HR	At least 75% of external panels and Griffith sponsored conferences are gender balanced.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			in panels may limit career progression, and reduce the visibility of role models for junior staff.				
5.37	5.4 (ii) [Page 86]	Create a separate policy and procedure on staff sexual harassment and assault.	As part of our review of policies and in line with recommendations from our Safe Campuses Taskforce, set up in response to the Australian Human Rights Commission report, it was identified that Griffith did not have an adequate sexual harassment and sexual assault policy and procedure (see section 5.4 (ii)).	Policy created and communicated	Completed August 2018	Director, HR	Staff survey (2021) indicates an 10% increase in agreement to the statement "At Griffith, sex-based harassment is not tolerated".

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
5	**VISIBILITY AND EQUITABLE PARTICIPATION**						
5.38	**5.4 (iv) (v)** [Page 92]	Where committee membership is 'on appointment' require minimum 40% gender representation.	Being able to contribute to the University's strategic decision making processes through representation on senior and influential committees is an important career development opportunity for women. In addition, having a more equal gender balance on these committees will ensure that women can positively impact the university culture directly.	Committee membership monitored	From 2019	Chairs of committees VC	Target of 40% women on committees for 'on appointment' positions achieved each year.
5.39	**5.4 (viii)** [Page 93]	A comprehensive review of all administration positions in Groups, Schools and Student Administration is being completed	Only 34% of surveyed staff agreed workload allocation was fair and/or transparent.	New administration structures in place	Trimester 1 2019	DVC (A) Director HR	Follow up survey indicates at least 40% of staff agree workload allocation is fair and/or

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
		with the aim of reducing the administrative burden on staff, particularly academic staff					transparent.
5.40	5.4 (viii) [Page 93]	Through refinements to the Teaching Allocation Tool, Schools now have access to details of every staff member's workload and can make adjustments in teaching allocations to redress imbalances. Overall workload distribution is now being monitored annually by the Executive Group.	Only 34% of surveyed staff agreed workload allocation was fair and/or transparent.	Annual monitoring of workload by Executive Group in place.	By 2020	DVC (A)	By 2021, reduction by 10% of staff who have been allocated a teaching load in excess of work profile requirements.
5.41	5.4 (x) [Page 94]	Enhance the Griffith Athena SWAN website to • further focus on Griffith women in STEMM Careers; and	Increasing the profile of women in STEMM has multiple benefits including • role models	The Griffith Athena SWAN website is redesigned in alignment with the next phase of	August 2018	DVC (A)	Monthly website updates on the progress of the Athena SWAN Action Plan.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
		• reflect and communicate the Griffith Athena SWAN Action Plan.	for prospective and existing students; and • increasing career opportunities.	Athena SWAN - implementation of the Action Plan.			At least 20% of staff access the website each year. Increase by 5% positive responses on the survey question - "The University's commitment, policies and strategies in relation to equity, diversity and inclusion are clearly communicated to staff". Website to include profiles of five women in STEMM at Griffith, refreshed at least every 12 months.
5.42	5.4 (x) [Page 94]	(Aligned with Griffith's 'Remarkable' branding), grow assets on Remarkable Women at	Enhancing the visibility of role models by	Women in STEMM embedded in Remarkable	2018 onwards	DVC (E)	At least ten women in STEMM at Griffith included in

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
		Griffith including women in STEMM (for example, website content and video) to continue to build on women's visibility.	encouraging STEMM academic women to remain at Griffith as they see there is a credible career path for them here. Some survey responses called for greater visibility via more news stories championing Griffith role models.	Women at Griffith video. Women in STEMM feature in Griffith's International Women's Day video. Increased website content on women in STEMM.			Remarkable Women assets by 2020.
5.43	**5.4 (x)** **[Page 93]**	Launch a prestigious annual lecture at Griffith University on women in STEMM.	Enhancing the visibility of role models by encouraging STEMM academic women to remain at Griffith as they see there is a credible career path for them here.	Lecture delivered each year.	August 2019	DVC A DVC E Director, HR	Attendance of over 400 people for each event.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
5.44	5.4 (x) [Page 94]	Increase Griffith STEMM Academic Women's nominations for external awards by the University actively nominating and building submissions.	Enhancing the visibility of role models by encouraging STEMM academic women to remain at Griffith as they see there is a credible career path for them here.	Griffith women in STEMM nominated for prestigious State and National awards.	2018-2022	DVC (E) DVC (A) PVC Sciences PVC Health	At least 5 women each year are nominated for awards such as Women in Technology. Award winners are celebrated through social media and the Griffith websites.
5	**LEADERSHIP**						
5.45	5.4 (xii) [Page 97]	Further align STEMM leader KPIs with targets in the Griffith Athena SWAN Action Plan.	Currently STEMM leaders do not have specific KPI's related to equity and inclusion in their performance plans and there is therefore a risk that these may not be seen as being important. Leaders	Griffith Athena SWAN Action Plan targets embedded in STEMM leaders' KPIs	2018-2022	VC DVC (A)	STEMM Leaders achieve KPIs each year, as measured through performance appraisals

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			may need support to understand how they can best drive equity and inclusion priorities.				
5.46	5.4 (xii) [Page 97]	Create an inclusive leadership guide that includes the timing of meetings and gatherings as an example. Embed in professional development for staff.	Inclusive leadership reduces the likelihood of staff being unintentionally excluded and increases the benefits of diversity.	Inclusive leadership guide developed and communicated.	2019	Director, HR	At least 75% of key committees held in core hours.
	5.4 (xii) 5.2 (i)	*See also* University-wide capability framework.					
	5.4 (xii) 5.2 (iii)	*See also* Women in Leadership series – Health.					

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
	5.4 (xii) 5.1 (iv) 5.2	*See also* Research Leadership for Women.					
TRANS* AND GENDER DIVERSITY INCLUSION							
6.1	6 [Page 100]	Review and update the *Sexual and Gender Diversity Inclusion Strategy*.	The Griffith strategy on gender and sexuality diversity is due for review. Athena SWAN Actions will be embedded in the strategy and we will take guidance from the AWEI best practice.	Review completed and strategy in place.	January 2019	Director, HR	Policy reviewed, disseminated and practices embedded in university procedures. Staff who identify as LGBTQ+ report an increase of at least 5% in positive responses to survey question- "In my element I am treated equitably".
6.2	6	Review the *Equal Opportunity Policy* and the *Workplace*	The Griffith strategy on gender and	Policies reviewed and communicated	July 2018	Director, HR	Staff survey (2021) indicates a 10%

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
	[Page 100]	*Harassment, Bullying and Discrimination Policy* to ensure that all attributes, according to State and Commonwealth legislation, are listed including intersex status.	sexuality diversity is due for review. Athena SWAN Actions will be embedded in the strategy and we will take guidance from the AWEI best practice. Supporting policies will also be reviewed to ensure compliance with Australian Government Guidelines.	to all staff.			increase in agreement to the statement "At Griffith, sex-based harassment is not tolerated". Survey reports an increase of at least 5% in positive responses to survey question- "In my element I am treated equitably" for all groups.
6.3	6 [Page 100]	Review policy to replace binary gender references (i.e., replace "his/her" with "their").	Having binary notions of gender is not necessary in (most) policy. Removing this	Policy reviewed	December 2018	Director HR Academic	All policies updated by December 2018.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			recognizes gender diversity and is more inclusive.			Registrar	
6.4	6 [Page 100]	Amend staff and student forms to ensure they comply with Australian Government Guidelines on the Recognition of Sex and Gender, i.e., M (male), F (female) or X (indeterminate/Intersex/Unspecified).	Feedback from the Griffith University Pride Working Party suggested that while many forms had been amended to comply with the Guidelines, some forms had only binary gender options.	Communication to form owners. All forms are compliant.	July 2018	Director HR Academic Registrar	Where gender is required, all forms allow for gender diversity to be recognised, consistent with the Guidelines by the end of 2018.
6.5	6 [Page 101]	Achieve the Australian Workplace Equality Index (AWEI) (comprehensive national benchmark on LGBTI workplace inclusion) Bronze award or higher.	Engaging in the AWEI process will provide for another broad and deep opportunity for the University to assess and improve inclusion on gender diversity.	Application submitted for 2020 awards.	2020	Director, HR	Griffith awarded Bronze or higher by 2020.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
6.6	6 (iii) [Page 101]	Develop and publish Transitioning/Gender Affirmation Guidelines and resources to assist transitioning staff and students (and their supervisors).	HR Business Partners and members of the Pride Working Party identified the need for University guidance on staff transitioning in the workplace.	Consultations occur with the University community on the required content of Transitioning/Gender Affirmation Guidelines. Guidelines developed and released online with other relevant resources.	December 2018	Director, HR	HR staff report greater confidence providing guidance on staff transitioning.
6.7	6 [Page 101]	Review and update equity, diversity and inclusion related staff websites.	Ensure websites have a logical structure and content accuracy, and reflect Griffith's Diversity and Inclusion Plan 2018-2019 and the Sexuality and Gender Diversity Inclusion	Website reviewed and launched.	December 2018	Director, HR	Website tracking shows 10% more staff accessing site in 2020 compared to 2018.

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			Strategy				
6.8	6 [Page 101]	In new buildings, add gender neutral/unisex toilets (in additional to gender neutral facilities for people for people with a mobility impairment).	Feedback from the Pride Working Party suggested that more gender neutral toilets are required at University Campuses.	Gender Neutral toilets feature in new buildings.	From 2018 - ongoing	Director, Campus Life	75% of consultations with the University LGBTIQ+ community reveal a perceived improvement in accessibility and awareness of gender neutral toilets.
6.9	6 (iii) [Page 101]	Communicate the location of gender-neutral toilets to the University community.		Locations of gender neutral toilets on the Griffith website(s).	July 2019	Director, HR	
6.10	6 [Page 101]	Improve Harassment and Discrimination Contact Officer (HDCO) reporting to specify the type of harassment or discrimination, including against LGBTIQ+ people, giving the University greater clarity about issues LGBTIQ+ people face.	A review of the Harassment and Discrimination Contact Officer (HDCO) forms found that Contact Officers did not have the capacity to record discrimination and harassment on the	Form reviewed, updated and made available to HDCOs. HDCO consultation data collated on all forms of discrimination and harassment categories (under	December 2018 for implementation commencing January 2019.	Director, HR.	Increased understanding of specific discrimination and harassment issues at Griffith (including for LGBTIQ+ staff and students). Capacity to devise

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
			basis of gender and sexuality and therefore the University is not aware of the extent of any discrimination or harassment, impeding its capacity to respond.	State and Commonwealth Acts) and reported Annually to the Safe Campuses Committee and University Council via the Annual Report on Equity, Diversity and Inclusion.			actions based on the data.
6.11	6 [Page 101]	Create a Gender and Sexuality Diversity and Inclusion subcommittee of the University's Equity Committee to ensure issues affected gender and sexually diverse people are formally addressed.	To provide status to issues of gender and sexuality diversity and inclusion, it was recommended that the Working Party become a formal subcommittee of the Equity Committee.	Committee, Terms of Reference and membership established. Related actions allocated to subcommittee and met as per schedule. Committee	2019	DVC (E) Director, HR	Staff who identify as LGBTQ+ report an increase of at least 5% in positive responses to survey question- "In my element I am treated equitably".

Action Number	Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe[1]	Element/ Role responsible	Measure of success
				meetings scheduled at least three times per annum with reports to each Equity Committee.			
7	**INTERSECTIONALITY**						
7.1	**7 (i)** [Page 106]	Review each stage of the employee life cycle to further embed inclusive practices for staff with a disability.	Staff with disabilities had the highest disagreement (28.2% disagreement) to the Athena SWAN question "In my Element I am treated equitably …" survey question. **The** University has not taken holistic approach to including staff with disability.	Review undertaken in consultation with staff with disability, actions identified and implemented.	Review completed July 2019, ongoing actions	Director, HR	Staff with disability report 5% higher positive responses to survey question- "In my Element I am treated equitably".
7.2	**7 (i)** [Page 106]	Develop a Staff Disability Policy with a Reasonable Adjustment Procedure.	A review of policies found that there was not a stand-alone Disability policy and no reasonable	Policy is developed and disseminated to all staff	December 2018	Director, HR	HR report a 5% increase in staff accessing reasonable adjustment

			adjustment procedure. Staff with disabilities may be disadvantaged because of a lack of a focused institutional approach to meeting their needs. Staff with disabilities had the highest disagreement (28.2% disagreement) to the Athena SWAN question "In my Element I am treated equitably …" survey question.				procedures in 2020 compared to 2018.
7.3	**7 (ii)** **[Page 106]**	Embed intersectionality when: • revising the equity, diversity and inclusion websites (structure, images and content); • revising professional development offerings; • developing new staff capability frameworks; • recognising staff for good	A large number of staff at Griffith identify with one or more "minority" characteristics. Opportunities were identified to further integrate the concept of intersectionality in a range of areas including websites, professional development, awards	Websites reviewed and changes implemented. PD offerings revised as part of staff capability framework roll out. Award scheme established.	December 2019 December 2019	Director, HR Director, OMC Director HR	Staff with a "minority characteristic" report 5% higher positive responses to survey question- "In my element I am treated equitably".

		practice in equity, diversity and inclusion (for example, VC's awards); reviewing the Equity Champion role to include commitment to the Athena SWAN Charter principles and identifying people who have particular knowledge, for example, people with a disability, Aboriginal and Torres Strait Islander matters and LGBTIQ+ inclusion.	and the Equity Champion role. This would raise awareness across the University community about the potential barriers that staff with more than one minority characteristic may face, and opportunities to address discrimination and exclusion.	Equity champion role reviewed and new training implemented.	July 2019 July 2019	Director, HR Director, HR	
7.4	**7 (i)** **[Page 106]**	Identify and deliver: • an online cultural competency module • Aboriginal and Torres Strait Islander cultural competency modules.	Griffith does not have University-wide online cultural competency modules or Aboriginal and Torres Strait Islander cultural competency modules. Ensuring non-Indigenous staff have an enhanced understanding of Aboriginal and Torres Strait Islander culture will assist in addressing discrimination and exclusion and will contribute to a culturally safe culture.	Modules developed	July 2019	DVC E, Director, HR	By 2020 at least 10% of all staff have completed modules, with 10% increase in completion per annum thereafter.

7.5	7 (iii) **[Page 106]**	Monitor and report on employment data from an intersectional perspective to better understand where interventions are required.	To further understand staff intersectionality, opportunities for analysis by more than one minority characteristic will be explored. Understanding the number and location of staff with minority characteristics will allow Griffith to better target interventions.	HR dashboard implemented including reporting on minority characteristics, if disclosed. Data reviewed by Committee annually. Areas of intervention identified and actions reviewed annually.	During 2019	Director, HR. Director, Office of Planning Services.	Staff with minority characteristic report 5% higher positive responses to survey question- "In my element I am treated equitably"
7.6	7 (i) **[Page 107]**	Ensure appointment and promotion panels include individuals who themselves identify as belonging to multiple groups and have a greater potential of awareness of the impacts of intersectionality.	To reduce unconscious bias, ensure diverse representation on appointment and promotion panels.	Ensure promotion and appointment procedures include requirement to take account of impacts of intersectionality on career progression.	From 2019 and ongoing	Director HR DVC (A)	At least 35% of women and 42% of men son appointment and promotion panels self-identify as having at least one minority

				Procedures amended to ensure intersectionality considered.			characteristic by 2022.Promotion rates for staff who identify as having a disability, CALD or as Indigenous Australian are similar to those of all staff.
8	**FIRST PEOPLES**						
8.1	**8 (iii)** **[Page 111]**	Across all Groups, create mentoring and sponsorship opportunities for Griffith Aboriginal and Torres Strait Islander PhD students on Griffith academic career tracks.	Griffith has a significant cohort of PhD students who form part of our academic staff pipeline. Mentorship will assist in career planning and potentially taking up an academic role at Griffith.	All First Peoples PhD students offered mentorship.	January 2019 and ongoing	All Group PVCs	Graduate Outcomes Survey shows that at least 60% of PhD graduates transition to academic roles at Griffith and elsewhere.
8.2	**8 (iii)** **[Page 111]**	In the Health and Sciences Group, at least every two years award a *First Peoples' Early Career Fellowship* to a candidate within five years post PhD. Configure this as a bridge to an ongoing position,	There are no specific strategies to recruit and develop the careers of Aboriginal and Torres Strait Islander women in	First Peoples' Early Career Fellowship awarded.	2018-2019	PVC Sciences PVC Health	Increase First Peoples employment by 5% per annum as per the Our People Plan goal.

		subject to performance. 50% of Fellowships will be awarded to women.	STEMM.				50% of Fellowships awarded to women.
8.3	**8 (iii)** [Page 111]	Give priority to Aboriginal and Torres Strait Islander women for entry into the Women in Leadership and Leneen Forde Future Leaders Programs	There are few Aboriginal and Torres Strait Islander women in leadership roles at Griffith.	At least one First Peoples woman enrolled in one or both of these programs every year. Progress of these candidates monitored	From 2018 and ongoing	Director HR DVC (A)	At least one First Peoples woman enrolled in one or both of these programs every year. Eligible First Peoples participants are promoted within three years.
8.4	**8 (iii)** [Page 111]	Establish a Graduate Employment Program to place First Peoples graduates in employment at Griffith and monitor uptake, including the number of women who are recruited.	To address low participation rate of First Peoples in employment at Griffith, a dedicated program is requited to proactively recruit candidates including women.	Graduate employment program in place.	January 2019	Director HR	Increase by 5% per annum the number of First Peoples employed at Griffith.
8.5	**8 (iii)** [Page 111]	Develop and implement cultural competency modules for new and existing staff.	The University understands that cultural safety is a vital foundation for Aboriginal and Torres Strait Islander	Cultural competency modules identified. Cultural	December 2018	Director HR	By 2020 at least 10% of all staff have completed modules, with 10% increase in

				competency uploaded to websites and made available at onboarding and to staff generally.			completion per annum thereafter. First Peoples' staff report a 5% increase in positive responses to the survey question "In my element I am treated equitably"
			employment (attraction, retention and advancement).				
8.6	8 (iii) **[Page 111]**	All senior managers will include KPIs in annual plans to increase First Peoples employment by 5% per annum, as specified in the University's *People Plan*.	Leadership engagement is an important facilitator of progress on Aboriginal and Torres Strait Islander employment. KPIs on First Peoples employment will provide additional senior manager focus on our employment targets.	KPIs embedded in Annual Plans.	2018-2019	Vice Chancellor	Target to increase First Peoples employment by 5% is met every year.
8.7	8 (iii)	Create a First Peoples HR dashboard where Groups may	To assist in planning and evaluating	Dashboard included in HR	December 2019	Director HR	

	[Page 111]	examine their progress on First Peoples employment to achieve the *People Plan* goal.	outcomes, accurate data is required. A dashboard will allow KPIs to monitored and assist our employment targets to be met.	dashboards Data reviewed annually to monitor progress, revise actions and inform strategy.			Increase First Peoples employment by 5% per annum.