

REQUEST FOR MORE INFORMATION

Comments from the Review Panel

The Review Group notes the challenges in determining baseline data and measures for inclusion, however, would like additional narrative that goes to their SMART action plan that provides clear targets and metrics of success. This will assist in better framing of the actions and participation data/ information that is reported under outcomes and impact criteria. The Review Group noted that some of this target information is implied in the application, however required considerable analysis and interpretation by the Review Group.

The additional information requested is as follows:

Provide a short narrative paragraph (max 500 words) outlining:

- How the sub-level barriers were determined
- What targets were set for success and the measures to be used, for example, outcomes data show actions have seen a positive shift in the AWEI scores from 2017 to 2022. This would seem to be a major measurable baseline target yet isn't stated as such. A target of *incremental improvement of the Universities AWEI score* could provide a measure for future activity.
- While the cohort target stated both staff and student, less actions relate to students. Some explanation of why staff were a greater focus in the study would be helpful.

Griffith University's Response

1. Determination of sub-level barriers

Process and system barriers

- The Pride Committee received direct feedback from students and staff on systems issues relating to misgendering, deadnaming and updating prefixes and gender.
- The Committee also provided recommendations based on their lived experiences and AWEI best practise.
- The need for better policies and processes was a key finding in the SRC/GUPSA Report.

Capability to support LGBTIQ+ communities

- Ally network membership numbers revealed only small portion of staff and students (n=32) had completed training and registered to be an Ally. A review of communication channels suggested that low numbers could be because there was limited information on how to register for the network.
- Training records showed that only a short online module was available between 2015 and 2019. Other available resources were considered outdated. The Pride Committee recommended more comprehensive offerings should be available in alignment with AWEI best practise.

- Feedback from multiple committees suggested staff education on diversity and inclusion could be improved.
- Students requested that staff attend LGBTIQ+ training in the SRC/GUPSA Report.

LGBTIQ+ visibility

- Griffith did not have any official LGBTIQ+ branding or images in photo libraries meaning websites were unable to visibly show support for LGBTIQ+ communities.
- A review of the Pride Committee governance revealed a lack of:
 - official reporting to ED&I Committee and
 - representation from key roles to enable visibility and promotion of LGBTIQ+ work.
- The SRC/GUPSA Report revealed that the visibility of LGBTIQ+ inclusion work was low.
- Pride Committee consultations suggested that where work had been completed, this was not clearly communicated.
- AWEI highlighted best practise to increase visibility through events, days of significance and internal and external communications.

2. Baseline targets

- The AS Action Plan committed to achieving AWEI Bronze by 2020 and improvement of 5% from LGBTIQ+ staff on relevant survey questions.
- The Pride Committee aimed to continue to improve AWEI scores and eventually achieve Silver status.
- A Pride Committee work plan was developed which included targets on increasing:
 - network membership (20 new Allies per year),
 - resource distribution and communication (coinciding with days of significance), and
 - workshop delivery (2-4 per year).
- The work plan was revised each year to ensure an improved AWEI score.

3. Rationale for staff vs student actions

- Based on the scope of AS Bronze, initial data only covered LGBTIQ+ staff experiences; however, subsequent feedback highlighted that many barriers were relevant to both staff and students.
- Student-related actions were also informed by the SRC/GUPSA Report.
- Of the actions completed at the time of submission 58% directly and 29% indirectly relate to students (Table 1). This includes:
 - Ten actions addressed issues raised by both staff and students.
 - Four actions were student focused.
 - Four actions indirectly affected students through policy or governance improvements.
 - Three actions related to staff education which contributes to better inclusion of LGBTIQ+ students.
- Students were included during qualitative data collection (see Impact) excluding AWEI survey data since the framework is staff focused.
- A breakdown of the student relevance of proposed actions has also been included (Table 2).

Table 1: Relevance of completed actions to the experiences of LGBTIQ+ students

Relevance to students	Actions
<p>Actions which address issues raised by both LGBTIQ+ staff and students</p>	<ol style="list-style-type: none"> 1. Development of resources on: <ul style="list-style-type: none"> ○ gender affirmation for staff and students ○ LGBTIQ+ and Trans allyship, and ○ domestic violence in LGBTIQ+ relationships 2. Reviewing and updating systems to ensure that the correct name is used. 3. Updating system standards to ensure compliance. 4. Establishment of non-gendered bathrooms 5. Improving LGBTIQ+ website to promote pride initiatives and resources. 6. Distribution of LGBTIQ+ resources and merchandise 7. Delivery of events on LGBTIQ+ Days of Significance. 8. Marketing assets featuring LGBTIQ+ staff and students. 9. Updating university forms to include additional gender options. 10. Improving Harassment and Discrimination Contact Officer reporting
<p>Actions that focus solely on student experiences</p>	<ol style="list-style-type: none"> 1. LGBTIQ+ service within our student counselling offerings. 2. LGBTIQ+ inclusion principles embedded in the exchange/international students module. 3. Removing the proof requirement for students to update gender or prefixes 4. Promoting pride initiatives in the student prospectus.
<p>Actions that indirectly affect students through improvements to governance or policy.</p>	<ol style="list-style-type: none"> 1. Removal of outdated language in policy 2. Development of an Inclusive and Accessible Policy Guideline 3. Establishment of the Executive Champion 4. Development of local Pride Committee work plan
<p>Actions relate to staff education which contributes to better engagement and inclusion of LGBTIQ+ students.</p>	<ol style="list-style-type: none"> 1. Streamlining the process to become an Ally 2. Delivery of more comprehensive LGBTIQ+ inclusion workshops 3. Promotion of the LGBTIQ+ inclusion workshop <p><u>Note:</u> Students also requested that staff received training in the SRC/GUPSA Report. Training and Ally membership was also available for interested students to attend.</p>
<p>Actions that focus solely on staff experiences</p>	<ol style="list-style-type: none"> 1. Including a question to identify LGBTIQ+ staff and other diversity groups in the Employee Engagement Survey from 2021 2. Participating in the National AWEI Survey in 2022 3. Tracking LGBTIQ+ workshop attendance in HR systems from 2020
<p>Total actions that directly relate to students.</p>	<p>14 (out of 24) actions (58%)</p>
<p>Total actions that directly and indirectly relate to students.</p>	<p>21 (out of 24) actions (87%)</p>

Table 2: Relevance of proposed actions to the experiences of LGBTIQ+ students

Relevance to students	Actions
Actions which address issues raised by both LGBTIQ+ staff and students.	Action 7-9, 16-19 (7 actions)
Actions that were originally framed for staff are now be investigated for both staff and students.	Action 11 and 15 (2 actions)
Actions that focus solely on student experiences	Action 20-23 (4 actions)
Actions that indirectly affect students through improvements to governance or policy.	Action 12 (1 action)
Actions relate to staff education which contributes to better engagement and inclusion of LGBTIQ+ students.	Action 1-6 (6 actions)
<i>Total actions that directly relate to students.</i>	<i>13 (out of 23) actions (57%)</i>
<i>Total actions that directly and indirectly relate to students.</i>	<i>20 (out of 23) actions (87%)</i>
Actions since initial Athena Swan Cygnet Submission	
The University has resourced the Student Guild to deliver a Student Diversity and Inclusion Plan and launched a Pride in Sport strategy. These were both developed in close consultation with students.	