



# SAGE

SCIENCE IN AUSTRALIA  
GENDER EQUITY

## SAGE Cygnet Awards Cygnet Award # 1 – LGBTIQ+ inclusion



<b>Name of Institution</b>	Griffith University
<b>Date of Application</b>	28 <sup>th</sup> October 2022
<b>Contact for Application</b>	Ashley Vidulich, Senior Diversity and Inclusion Partner
<b>Email</b>	a.vidulich@griffith.edu.au
<b>Telephone No.</b>	(07) 373 54011

# CONTENTS

---

- GLOSSARY .....2
- SAGE Cygnet Award Details .....3
- Key Barrier .....4
- Evidence of Barrier .....6
- Activities and Outputs .....7
  - Building LGBTIQ+ inclusion capability.....7
  - Addressing physical, systems and process barriers.....8
  - LGBTIQ+ visibility .....8
  - Data and monitoring .....9
  - Challenges and changes .....9
- Outcomes.....10
  - Future priorities .....12
- Impact .....14
- Further Action .....16

# GLOSSARY

---

Academic Group	Primary academic portfolio at the University. Similar to faculties in other Universities.
AEL	Arts Education and Law
Ally Network	Broader Pride network consisting of Griffith LGBTIQ+ staff, students and allies.
AS	Athena Swan
AWEI	Australian Workplace Equality Index. A national benchmark on LGBTIQ+ inclusion.
DVC	Deputy Vice Chancellor
ED&I	Equity, Diversity and Inclusion
EG	Executive Group
GBS	Griffith Business School
Griffith Pride Community	Encompasses Griffith Pride Committee and Ally Network and other LGBTIQ+ staff, students and allies.
GS	Griffith Sciences
GUPSA	Griffith University Postgraduate Students Association
HR	Human Resources
HTH	Griffith Health
LGBTIQ+	Lesbian, Gay, Bisexual, Trans, Intersex, Queer and other diversities of gender, bodies and sexuality.
LGBTIQ+ Allies	Staff and students who have completed LGBTIQ+ inclusion training and have committed to LGBTIQ+ inclusion principles outlined in the role description.
Pride Committee	Advisory committee for LGBTIQ+ inclusion at the University. Formerly Griffith Pride Working Party
PVC	Pro Vice Chancellor
SRC	Student Representative Council
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TGD	Trans and gender diverse people
WGEA	Workplace Gender Equality Agency

## SAGE Cygnet Award Details

Griffith University: SAGE CYGNET # 1

*Word limit – 2500 words (excluding the institutional context and excluding the action plan)*

	Current Cygnet	<b>Barrier</b> <ul style="list-style-type: none"> <li>• List the Barrier addressed in this Cygnet</li> <li>• List the Barrier for Cygnets already submitted</li> </ul>
[Mandatory] Institution-wide barrier		
[Mandatory] Sub-group barrier	✓	Inclusion of LGBTIQ+ staff and students
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		
[Please select] Institution-wide/Sub-group barrier		

# CYGNET AWARD: LGBTIQ+ INCLUSION

---

## Key Barrier

This Cygnet Award addresses the lower levels of inclusion for people of diverse genders, bodies and sexualities (LGBTIQ+) staff and students at the University ([Figure 2](#)). Sub-barriers that contribute to this include:

- misgendering and deadnaming in systems,
- specific process barriers including those that require burdens of proof to change prefixes and genders,
- low capability to support LGBTIQ+ staff and students and
- low visibility of LGBTIQ+ presence and support.

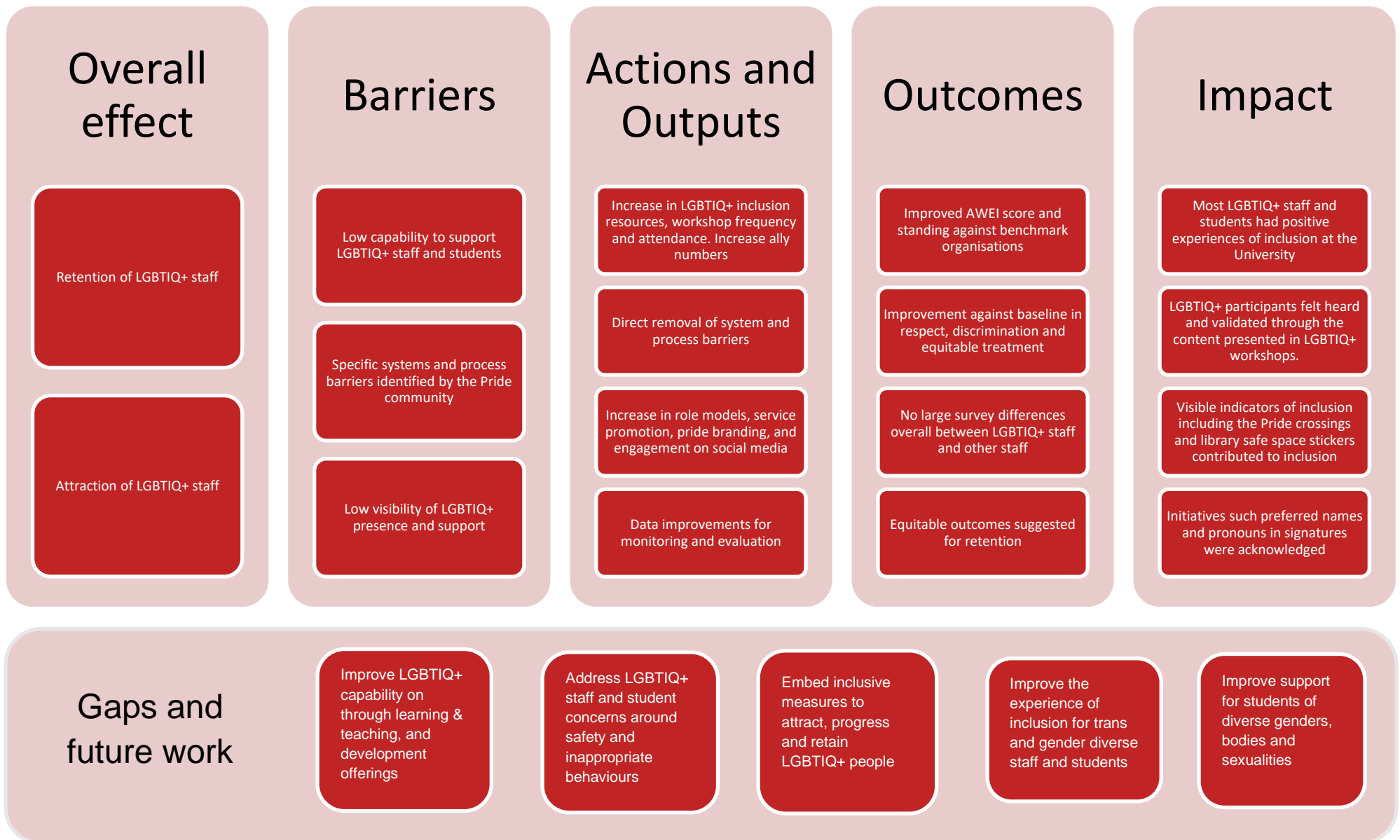
These barriers negatively affect the wellbeing and feelings of belonging of LGBTIQ+ staff and students which are risks to attraction and retention.

Griffith acknowledges that LGBTIQ+ staff represent a range of diverse communities including a diversity of genders, bodies and sexualities. Analysis of these communities are reported together in some cases due to data limitations ([Action 11](#)).



**Figure 1: The Griffith University Conservatorium stairs, Southbank Campus, installed in 2021.**

Figure 2: Summary diagram of Cygnet Award on the Inclusion of LGBTIQ+ staff and students at Griffith



## Evidence of Barrier

In our 2017 Athena Swan (AS) survey, LGBTIQ+ staff had the second highest disagreement (Table 4: 24.6%) to the question "*In my Element I am treated equitably regardless of gender, race, age, sexuality or other characteristics*". In the same year, Griffith submitted to the Australian Workplace Equality Index (AWEI) where we received a low score of 36 points out of 200. Our review against the AWEI criteria revealed many areas where Griffith did not align with best practise, particularly in our support of trans and gender diverse (TGD) staff.

The Ally Network, a key driver of LGBTIQ+ inclusion at the University, had low membership numbers (Table 2: 32 in 2019) and was not very active. This was partially attributed to an unclear registration process and inconsistent and outdated Ally training.

Further consultations with the Pride Committee and Ally Network revealed opportunities to improve LGBTIQ+ inclusion by:

- Building staff and student capability on how to support LGBTIQ+ people,
- Removing barriers in policy, processes, and systems, and
- Increasing the visibility of LGBTIQ+ inclusion at the University including leadership support.

The Student Representative Council (SRC) and Griffith University Postgraduate Students Association (GUPSA) produced a report on student LGBTIQ+ inclusion based on consultations with the Griffith community. This report highlighted concerns and recommendations relating to:

- Students' experience of Campus life, environment, and culture
- Access and suitability of support services, networks, and initiatives
- Opportunities to improve services and create a more inclusive culture.



Figure 3: Image from the Griffith Pride photoshoot

## Activities and Outputs

Through the Griffith Athena Swan Action Plan, Griffith committed to a comprehensive program of work including improving our AWEI score and achieving Bronze accreditation. This was also articulated through a local Pride Committee Work Plan which encapsulated AWEI best practice and recommendations from the Griffith Pride Community. The Pride Committee Terms of Reference was redefined in 2019 to ensure representation from a range of diverse genders, bodies and sexualities. In 2022, the Pride Committee was made an official subcommittee of the Equity, Diversity and Inclusion Committee.

### Building LGBTIQ+ inclusion capability

To develop our Ally Network, we:

- Streamlined and promoted the process to become an Ally
- Improved the quality of LGBTIQ+ inclusion training through regular delivery of workshops (2-4 times each year) and making attendance a requirement for Allies
- Promoted this workshop by integrating in staff development offerings, promoting in student networks, and providing the opportunity to express interest in future workshops.

These actions resulted in 221 new staff trained since 2020 ([Table 1](#)) and an increase in the number of Allies by 334% ([Table 2](#)). In 2022, a workshop feedback form was developed, which indicated that 96% (n=26) of those who completed the form were either extremely satisfied or very satisfied with the workshop.

Organisational capability was developed by embedding LGBTIQ+ inclusion into current practices. For example:

- An LGBTIQ+ service was established within our student counselling offerings.
- LGBTIQ+ inclusion principles were embedded in an online module for exchange/international students.

We also produced resources on gender affirmation for staff and students, LGBTIQ+ and Trans allyship, and domestic violence in LGBTIQ+ relationships. Intersectionality was embedded in these resources where applicable (for example, discussion on brotherboys and sistergirls in the Trans Ally Guide).

**Table 1: Number of Griffith staff completed LGBTIQ+ inclusion training, 2020-2022**

Number of staff that have completed LGBTIQ+ inclusion training		
2020	2021	2022 (as at 30/9)
49	79	93

**Table 2: Number of trained Griffith LGBTIQ+ Allies (staff and students), 2019-2022**

Number of trained LGBTIQ+ Allies (staff and students)			
2019	2020	2021	2022 (as at 30/9)
32	75	107	139



## Addressing physical, systems and process barriers

As a result of student feedback and Pride Committee recommendations, we addressed process and system barriers for TGD people by:

- Removing the requirement for students to provide proof to update their gender or prefixes in Griffith systems.
- Reviewing and updating systems (over 160 to date) to ensure that the correct name is used (labelled as 'preferred name' in the system) rather than fields associated with legal/first name.
- Updating system standards to ensure future systems comply with 'preferred name' requirements.

Updates to policies included the removal of outdated language ("sexual preference" or "lifestyle choice") and the replacement of binary gender references ("his/her") to be more inclusive ("their"). An Inclusive and Accessibly Policy Guideline was developed to ensure policies continue to align with best practice.

New buildings feature non-gendered bathrooms (in addition to those for people with a mobility impairment) with a commitment to continue this for future buildings ([Action 19](#)). These are currently installed in N79 and present in N82 plans.

## LGBTIQ+ visibility

To increase the visibility of the support and resources available at Griffith we:

- Created a new LGBTIQ+ website promoting pride initiatives and resources including the Ally program.
- Promoted pride initiatives in the student prospectus.
- Distributed LGBTIQ+ resources and merchandise and held events on LGBTIQ+ Days of Significance. The rainbow flag was flown on these days at all campuses. In 2022, Griffith commenced using the Progress Pride Flag in recognition of intersecting identities.

We also developed marketing assets featuring LGBTIQ+ staff and students including:

- An LGBTIQ+ inclusion video that included the Vice Chancellor and a diversity of staff;
- A video on a woman's experience affirming her gender at Griffith, which was promoted on International Women's Day;
- A Griffith Pride logo ([Figure 4](#)) and pride photoshoot images featuring LGBTIQ+ staff and students which have been used on our external web pages ([Figure 3, 6 and 7](#));
- A Progress Pride crossing or staircase on Nathan, Gold Coast, Southbank, and Logan campuses ([Figure 1 and 5](#)); and
- Several internal and external media articles and social media posts profiling the success of LGBTIQ+ staff, students and alumni.



**Figure 4: Griffith Pride Logo**

In the National AWEI survey only 5% of participants disagreed that there are visible signs of the organisations support for diverse sexuality and gender. LGBTIQ+ inclusion stories also ranked amongst the top social media posts in 2020 and 2021 including the Pride crossing posts on Instagram which had the highest engagement of all posts over the last two years.

## Data and monitoring

To support the evaluation of our initiatives, we improved data collection processes by:

- Updating university forms to include additional gender options,
- Improving Harassment and Discrimination Contact Officer (HDCO) reporting to identify harassment or discrimination against LGBTIQ+ people,
- Including a question to identify LGBTIQ+ staff and other diversity groups in the Employee Engagement Survey from 2021,
- Participating in the National AWEI Survey in 2022,
- Tracking LGBTIQ+ workshop attendance in HR systems from 2020.

## Challenges and changes

Due to an overload of strategic and action plans across the University, it was decided that a separate Pride Plan would not be established. Instead, high level commitments to support the inclusion of LGBTIQ+ people were included in the University Strategic Plan 2020-2025 and a local Pride Committee work plan was reviewed each year to align with strategy. A new Executive Champion, Prof. Scott Harrison, PVC (AEL), was appointed in 2021 to facilitate further, deliberate executive leadership support for LGBTIQ+ inclusion.

It was decided that updates to parental leave would be considered in the next round of Enterprise Bargaining as this is where the current gendered language is present. Gender affirmation leave will also be considered as part of these negotiations ([Actions 13-15](#)). Updates to the Equity, Diversity and Inclusion Policy and the Workplace Harassment, Bullying and Discrimination Policy and related student policies will be pursued in 2022 ([Action 12](#)).

We will be investigating options to identify as a diversity of genders and sexualities in our HR systems which will improve our ability to monitor the attraction and retention of LGBTIQ+ staff, provide a mechanism for consultation and support intersectional analysis ([Action 11](#)). A review of signage related to non-gendered bathrooms has received in-principle support from senior executives, and we are currently investigating best practice signage ([Action 19](#)).



**Figure 5: Progress Pride Flag Crossing installed in 2021 on the Griffith University Nathan Campus.**

In response to the lower satisfaction scores for non-binary staff in the 2021 engagement survey (see [Outcomes](#)), the VC and PVC (Indigenous), as Chair of the Equity, Diversity and Inclusion Committee, distributed an all staff and student email expressing the University’s commitment to ensuring TGD and non-binary staff and students feel respected and safe through further consultation and action planning. This resulted in a gender diversity project and action plan sponsored by the Provost, to address these concerns ([Actions 13-19](#)). A ‘prefer not to say’ option in the gender question was also included in future surveys to ensure the non-binary results were not a result of people wishing to de-identify themselves.

## Outcomes

Since 2017, we increased our AWEI benchmarking score by 344% ([Table 3](#)). We also progressed from ‘Participation’ to ‘Silver Tier’ which indicates improved standing compared to benchmarked institutions.

**Table 3: AWEI Benchmarking Score, 2017-2022**

	AWEI Benchmarking Score (out of 200)			
	2017	2020	2021	2022
<b>Points</b>	36	121 (+85)	127 (+7)	160 (+33)
<b>Employer Tier</b>	Participation	Bronze	Bronze	Silver

Note: Data in brackets reflect change in score from the previous year

Our 2021 and 2022 engagement surveys also provided insight into whether barriers had been reduced for LGBTIQ+ staff. The exact AS survey question ([Table 4](#)) was not used in the 2021 and 2022 staff engagement surveys; however, we were able to use 2017 results as a baseline to compare against more recent results.

The survey results showed that:

- In 2021, there were no large differences (>10%) in favourability between LGBTIQ+ staff and other staff across all survey questions. In 2022, there were a few questions where there was a gap larger than 10% which related to senior leadership vision that also had a large gap for other diversity cohorts.
- Across both years, all the survey questions that had higher disagreement than our 2017 baseline of 25% (2021: 11 out of 98 questions; 2022: 9 out of 99 questions) were also high for non-LGBTIQ+ staff or other diversity cohorts suggesting these issues should be addressed at a university level.
- In comparison to the most similar questions (those relating to respect), the percentage of disagreement<sup>1</sup> was lower in 2021 and 2022 than in 2017 suggesting an improvement ([Table 4](#)).

---

<sup>1</sup> Data is reported as percentage of disagreement rather than percentage favourable due to limited access to raw 2017 survey data

- LGBTIQ+ and non-LGBTIQ+ staff show similar levels of intent to stay (Table 5: Q3) suggesting positive future retention outcomes. There was also an improvement in these scores between 2021 and 2022.
- There was an improvement for LGBTIQ+ staff (+11%) on the question relating to attraction between 2021 and 2022 (Table 5: Q1 and 2). This was apparent across all genders.

**Table 4: Percentage disagreement on respect questions for LGBTIQ+ staff in the Athena Swan Survey, 2017 and Employee Engagement Survey, 2021-2022**

2017 Athena Swan Survey (% disagreement)		2021 & 2022 Employee Engagement Survey (% disagreement)		
Question	LGBTIQ+ staff	Question	LGBTIQ+ staff	
	2017		2021	2022
<i>In my Element I am treated equitably regardless of gender, race, age, sexuality or other characteristics</i>	25%	<i>Staff treated each other with respect</i>	7%	6% (-1%)
		<i>Discrimination is not tolerated at Griffith</i>	14%	8% (-6%)
		<i>Bullying and abusive behaviours are not tolerated at Griffith</i>	21%	13% (-8%)

Note: Data in brackets (across all tables) reflects the change in results in this cohort from previous year

**Table 5: Percentage favourable on attraction and retention related questions in the Employee Engagement Survey by LGBTIQ+ status, 2021-2022**

	Question	2021 (% favourable)		2022 (% favourable)	
		LGBTIQ+ staff	Non-LGBTIQ+ staff	LGBTIQ+ staff	Non-LGBTIQ+ staff
1	<i>I am proud to tell people that I work for Griffith</i>	81%	84%	86% (+5%)	85% (+1%)
2	<i>I would recommend Griffith as a good place to work</i>	69%	76%	80% (+11%)	77% (+1%)
3	<i>I would like to still be working at Griffith in two years</i>	76%	80%	79% (+3%)	80% (0%)

**Table 6: Percentage favourable on attraction and retention related questions in the Employee Engagement Survey of LGBTIQ+ staff by gender, 2021-2022**

Question	2021 (% favourable)			2022 (% favourable)		
	LGBTIQ+ women	LGBTIQ+ men	LGBTIQ+ non-binary people	LGBTIQ+ women	LGBTIQ+ men	LGBTIQ+ non-binary people
<i>I am proud to tell people that I work for Griffith</i>	85%	78%	62%	78% (-7%)	76% (-2%)	89% (+27%)
<i>I would recommend Griffith as a good place to work</i>	70%	73%	38%	94% (+24%)	91% (+18%)	100% (+62%)
<i>I would like to still be working at Griffith in two years</i>	82%	65%	77%	90% (+8%)	91% (+26%)	89% (+12%)

## Future priorities

In 2021, Non-binary staff reported much less favourably than other LGBTIQ+ women or men, diversity groups and staff overall on most questions (21% lower on average) including those relating to respect ([Table 7](#)). These results improved drastically by 2022 where the gap between non-binary and other staff had essentially closed. This improvement may be explained in part due to the visible Executive level commitment to supporting non-binary staff and the redesign of the gender survey question (see [Activities and Outputs](#)). We will continue to implement these actions as a priority ([Actions 13-19](#)).

We were unable to collect data on:

- potential cases of bullying or harassment
- attraction and retention numbers
- or exit survey responses

This was because the data was not recorded in the system or due to low numbers (<6). Improved capability for reporting will be considered into the future ([Action 11](#)).

**Table 7: Percentage favourable on respect questions in the Employee Engagement Survey of LGBTIQ+ staff by gender, 2021-2022**

Question	2021 (% favourable)			2022 (% favourable)		
	LGBTIQ+ women	LGBTIQ+ men	LGBTIQ+ non-binary people	LGBTIQ+ women	LGBTIQ+ men	LGBTIQ+ non-binary people
<i>Staff treated each other with respect</i>	76%	75%	62%	81% (+5%)	79% (+4%)	89% (+20%)
<i>Discrimination is not tolerated at Griffith</i>	76%	74%	58%	76% (0%)	76% (+2%)	61% (+3%)
<i>Bullying and abusive behaviours are not tolerated at Griffith</i>	69%	63%	50%	65% (-4%)	65% (+2%)	67% (+17%)



**Figure 6: Pride Committee Co-Chair Dr Andrew Rayfield.**

## Impact

In 2022, the LGBTIQ+ and broader Griffith communities were consulted through a range of methods including two group consultation sessions (n=32), a student co-design project (n=37), anonymous feedback submissions (n=20), two focus groups (n=9) and the AWEI survey results and comments (n=68). These consultations included a range of LGBTIQ+ identities and LGBTIQ+ staff and students that also identified as part of other diverse groups. An example of diversity demographics can be seen in [Table 8](#) for the AWEI survey<sup>2</sup>.

The data revealed that:

- Most LGBTIQ+ participants had positive, inclusive experiences at Griffith, however there were examples of where this wasn't the case. Some staff and students expressed specific concerns relating to safety and inappropriate behaviours. The feedback suggested that these incidences were localised. Improved reporting and training of relevant staff would allow a better response to these cases ([Action 7-9](#)).
- LGBTIQ+ participants felt heard and validated through the content presented in the LGBTIQ+ inclusion workshops. Many staff and students recommended that this is delivered more broadly or to specific cohorts to maximise impact. Some of the feedback also suggested that the visibility and access of training could be improved ([Actions 1-6](#)).
- Visible indicators such as the Pride crossings and library safe space stickers indicated to LGBTIQ+ staff and students that Griffith was inclusive place to work or study, however, there were some concerns that these could be considered performative if not backed up by action.
- LGBTIQ+ students felt like hosting more events would contribute to a sense of belonging ([Actions 20 and 21](#)).
- While the work on 'preferred' names and forms was appreciated, there were a few examples of where misgendering and deadnaming was still occurring. Better communication on how to report these incidences will enable prompt resolution ([Actions 16-18](#)).
- Unsolicited feedback from new LGBTIQ+ staff members celebrated the University's work on diversity and inclusion and the welcoming environment for LGBTIQ+ people.
- Some LGBTIQ+ students and staff felt like Griffith did well on LGBTIQ+ inclusion compared to other organisations.

A key theme in this feedback was around normalising pronoun usage. Some participants noticed more staff having pronouns in their email signatures, while many others expressed that there was still work to be done. Participants suggested that staff including pronouns in email signatures and class introductions would make a significant contribution to feel included ([Action 16](#)).

---

<sup>2</sup> The demographic data provided only reflects the AWEI survey results and does not reflect the full breath of consultation. Other demographic breakdowns were either too small ( $\leq 6$ ) or cross-tabulated data was not available.

**Table 8: Responses to AWEI diversity demographics questions**

<b>Response</b>	<b>Count</b>
<b>Which of the following dimensions of diversity apply to you?</b>	
Aboriginal and/or Torres Strait Islander person	7
Person of colour	11
Person from a CALD background	17
Person with a disability	22
Person who is neuro-diverse	20
Person of faith	20
Mature aged employee	42
None of the above	119
<b>What was your sex recorded at birth?</b>	
Male	77
Female	178
A term not listed above	≤6
<b>Which of the following would best describe your gender identity?</b>	
Man or Male	76
Woman or Female	176
Non-binary	≤6
Agender	≤6
<b>Are you some of diverse sexuality or diverse gender (LGBTQ)?</b>	
Yes	68
No	186
Prefer not to respond	≤6
<b>How would best describe your sexual orientation? (Those who identified as LGBTQ only)</b>	
Straight (Heterosexual)	≤6
Gay, Lesbian (Homosexual)	23
Bisexual	15
Pansexual	10
Queer	≤6
Asexual	≤6
An orientation not listed above	≤6



## Further Action

Actions fall under the following themes

1. Improve staff capability on LGBTIQ+ inclusion through learning and teaching, and professional development offerings
  - a. Build on current professional development offerings
  - b. Provide targeted content delivery to critical roles
  - c. Embed LGBTIQ+ inclusion in curriculum
2. Address LGBTIQ+ staff and student concerns around safety and inappropriate behaviours
3. Embed inclusive measures to attract, progress and retain LGBTIQ+ people
4. Improve the experience of inclusion for trans and gender diverse staff and students
  - a. Inclusive staff and student policies and entitlements
  - b. Inclusive gender categories, pronouns and names
  - c. Inclusive facilities
5. Improve support for students of diverse genders, bodies and sexualities
  - a. Meaningful events and engagement
  - b. Mental health and counselling services



Figure 7: Image from Griffith Pride Photoshoot

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
<b>Improve staff capability on LGBTIQ+ inclusion through learning and teaching, and professional development offerings</b>						
<b>Build on current professional development offerings</b>						
1	Staff may not know how they can support LGBTIQ+ staff and students. Providing training will build capability to ensure Griffith LGBTIQ+ communities feel a sense of inclusion and belonging.	Continue to roll out and promote regular LGBTIQ+ inclusion workshops with the goal of increasing uptake.	2022 onwards	Human Resources – Diversity & Inclusion	Director (HR)	Ultimate improvement in engagement scores for LGBTIQ+ staff.  LGBTIQ+ staff and students report that they feel included in qualitative feedback.
2	Feedback suggested that there were some staff and students that were unaware of current LGBTIQ+ inclusion training and development offerings.	Collate all diversity & inclusion professional development offerings and resources into a single webpage to improve visibility and access of these initiatives.	2022	Human Resources – Diversity & Inclusion	Director (HR)	
3	Our current training and development offerings do not provide substantial advice on how to support intersex people. Intersex inclusion was also	Pilot Intersex inclusion training and investigate opportunities to embed intersex inclusion in our programs.	2022	Human Resources – Diversity & Inclusion	Director (HR)	

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
	identified as an opportunity for further development in our consultations.					
<b>Provide targeted content delivery to critical roles</b>						
4	<p>Talent Acquisition Partners, Business Partners, and Leaders play a key role in the attraction and retention of staff therefore it is critical that they are trained in LGBTIQ+ inclusion.</p> <p>Student facing staff are also critical in student experiences of inclusion.</p>	<p>Deliver targeted LGBTIQ+ inclusion workshops to critical roles such as:</p> <ul style="list-style-type: none"> <li>• Talent Acquisition Partners</li> <li>• Business Partners</li> <li>• Leadership groups</li> <li>• Student Life Services staff</li> <li>• Other key student-facing roles</li> </ul>	2022-2024	<p>Human Resources – Diversity &amp; Inclusion</p> <p>Human Resources – Talent Development</p>	Director (HR)	<p>Ultimate improvement in engagement scores for LGBTIQ+ staff.</p> <p>LGBTIQ+ staff and students report that they feel included in qualitative feedback.</p>
5		Align capability building on LGBTIQ+ inclusion to the Leadership Development Framework.				

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
<b>Embed LGBTIQ+ inclusion in the curriculum</b>						
6	Feedback suggests that there are opportunities to embed LGBTIQ+ inclusion best practise in curriculum.	Develop an approach/strategy to embed LGBTIQ+ inclusion in the curriculum.  Align with mental health and wellbeing content where applicable.	2023-2024	Equity Committee  Learning and Teaching	Director, Curriculum	LGBTIQ+ students report that they feel included in qualitative feedback.
<b>Address LGBTIQ+ staff and student concerns around safety and inappropriate behaviours</b>						
7	Only 66% of LGBTIQ+ staff reported that <i>“bullying and abusive behaviours are not tolerated at Griffith”</i> this is below the results from other staff.	Improve "Report a Concern Form" to be able to identify cases of harassment or discrimination, including based gender identity, sex, intersex status and sexuality and other diversity characteristics	2022-2023	Student Life	Registrar	Increase in favourable responses LGBTIQ+ staff reporting that “bullying and abusive behaviours are not tolerated at Griffith”.
8	There were concerns raised in student feedback that related to psychological and physical safety.	Investigate LGBTIQ+ safe spaces on University campus.	2023 onwards	Campus Life	Director (Campus Life)	LGBTIQ+ students report that they feel safe and included in future qualitative feedback.
9		Continue to monitor Student Surveys to	2022 onwards	Marketing and Communications	Director (Marketing and Communications)	Improvement in results for gender diverse students in the Student Safety Survey.

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
	The results for non-binary / gender diverse students were also lower than other cohorts in the Student Safety Survey.	identify concerns around safety.				
Embed considerations for LGBTIQ+ staff around bullying and harassment in leadership and professional development offerings (see Actions 1-5)						
<b>Embed inclusive measures to attract, progress and retain LGBTIQ+ people</b>						
10	Investing in inclusion in talent acquisition will support the attraction of LGBTIQ+ people to the university	Remove sources of bias against LGBTIQ+ people in talent acquisition and identify opportunities for best practise by: <ul style="list-style-type: none"> <li>Including criteria in procurement to ensure the software was inclusive, particularly for TGD people</li> <li>Consulting with Diversity &amp; Inclusion staff during the software configuration process</li> </ul>	2021-2022	Human Resources – Diversity & Inclusion  Human Resources – Talent Acquisition  Digital Solutions	Director (HR)  CDO	An increase in number and proportion of LGBTIQ+ candidates in aggregate reporting.  Improvement in LGBTIQ+ staff that agreed to the question “ <i>I would recommend Griffith as a good place to work</i> ”  Positive feedback relating to the attraction of LGBTIQ+ people in future qualitative feedback.

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
		<ul style="list-style-type: none"> <li>Ensure talent acquisition practices and branding are inclusive, for example, referee checks, preferred name usage, website images.</li> </ul>				
11	We currently have no way to analyse LGBTIQ+ staff aggregated data so that we can evaluate the attraction, progression and retention of these cohorts. This data will also be valuable for consultation purposes.	<p>Investigate the implementation of the new Gender Identity and Expression feature within Peoplesoft (HR system) to improve data collection on people of diverse genders, bodies and sexualities.</p> <p>Allow staff to identify as LGBTIQ+ and other diversity characteristics in the new Talent Acquisition System</p>	2023-2024	Human Resources – Diversity & Inclusion  Digital Solutions	Director (HR)  CDO	<p>Ultimate improvement in engagement scores for LGBTIQ+ staff.</p> <p>Increased confidence in LGBTIQ+ staff and students self-identifying as LGBTIQ+.</p> <p>LGBTIQ+ staff and students report that they feel included in qualitative data.</p>

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
12	Consideration for people with intersex characteristics are currently not embedded in key policies. There are also opportunities to better embed intersectionality in policy.	Include consideration for LGBTIQ+ inclusion and alignment to AWEI best practise in the development of: <ul style="list-style-type: none"> <li>• the Equity, Diversity and Inclusion Policy</li> <li>• the Workplace Harassment, Bullying and Discrimination Policy</li> <li>• Student Sexual Assault, Harassment, Bullying and Discrimination Policy</li> <li>• Other relevant policies</li> </ul>	2022-2023	Human Resources – Diversity & Inclusion	Director (HR)	Ultimate improvement in engagement scores for LGBTIQ+ staff.  LGBTIQ+ staff and students report that they feel included in qualitative feedback.
<b>Improve the experience of inclusion for trans and gender diverse staff and students</b>						
<b>Inclusive staff policies and entitlements</b>						
13	Our review of AWEI best practise identified that we currently don't	Consider introducing paid Gender Affirmation Leave in the next Enterprise	2022-2023	Workplace Relations  Provost	Provost	Improvement in responses from LGBTIQ+ and non-binary staff in the Employee Engagement Survey.

	<b>Rationale/Evidence</b>	<b>Actions &amp; Outputs</b>	<b>Timeframe (start &amp; end)</b>	<b>Person/Group responsible for implementing action</b>	<b>Senior Leader accountable for action delivery</b>	<b>Desired Outcome/Targets/Success Indicators</b>
	provide protected paid leave for staff who undergo gender affirmation. Trans and gender diverse staff may need time off to support this process in addition to sick/personal leave.	Bargaining round to support trans and gender diverse staff to affirm their gender.				TGD staff and students report that they feel included in qualitative feedback.
14	As identified in our Bronze application, there are opportunities to update the language used for parental leave to be more inclusive of trans and gender diverse people and a diversity of family structures including surrogacy arrangements.	Review gendered parental leave language in the next Enterprise Bargaining round with the goal of creating more inclusive language.	2022-2023	Workplace Relations  Provost	Provost	
15	There is an opportunity for a single “source of truth” to collate information for trans and gender diverse	Develop a Gender Affirmation Procedure to support trans and gender diverse staff to affirm their gender.	2022-2023	Human Resources – Diversity & Inclusion	Director (HR)	



	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
	staff and students affirming their gender.					
<b>Inclusive gender categories, pronouns and preferred name</b>						
16	Feedback suggested that staff including pronouns in email signatures and class introductions would make a significant contribution to feeling included.	Promote the inclusion of personal pronouns in email signatures and learning and teaching environments.	Ongoing	Griffith Pride Committee  Marketing and Communications  Learning and Teaching  Human Resources – Diversity & Inclusion	VP (Marketing and Communications)  Director, Curriculum  Director (HR)	Improvement in responses from LGBTIQ+ and non-binary staff in the Employee Engagement Survey.  TGD staff and students report that they feel included in qualitative feedback.  Reports that instances of deadnaming and misgendering for TGD staff has decreased.
17	While many systems have been corrected to use preferred name, some systems require a manual process for the system to be updated. Further information on how to fix this will support	Continue to review and update systems to ensure 'preferred name' field is used rather than legal name.  Identify opportunities to better communicate the	2022 onwards	Pride Committee  Registrar  Human Resources	Director (HR)	

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
	staff and students to address this.	processes to update name, gender and prefixes in Griffith systems.				
18	Feedback suggests there are many University forms that still use outdated gender categories.	Revise university forms for a consistent, contemporary approach on diverse gender categories.	2023-2024	Pride Committee  Registrar  Human Resources	Director (HR)	
<b>Inclusive facilities</b>						
19	Current bathroom signage for non-gendered bathrooms is not aligned to best practise. There are also opportunities to better communicate the location of these bathrooms and commit to All Gender bathrooms in new buildings.	Update signage of non-gendered bathrooms to reflect best practise (All Gender toilets).  Commit to All Gender bathrooms in the new N82 Building and future buildings.  Communicate these changes through Griffith maps.	2023 onwards	Minor Projects	Associate Director (Minor Projects) / Director (Campus Life)	Feedback suggests: <ul style="list-style-type: none"> <li>that TGD staff and students feel confidence in using preferred bathrooms</li> <li>no specific bathroom related concerns are reported by TGD staff and students.</li> </ul>
Ensure gender diversity best practise is embedded in leadership development, professional development offerings and curriculum ( <i>see Actions 1-5</i> ) Work with student bodies to better support trans and gender diverse students ( <i>see Actions 20-23</i> )						

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
<b>Improve support for students of diverse genders, bodies and sexualities</b>						
20	There are opportunities to better align efforts to create a more inclusive environment for LGBTIQ+ students	Strengthen links between student focused portfolios, HR diversity and inclusion, and key committees to better support LGBTIQ+ students.	2023 onwards	Equity, Diversity and Inclusion Committee  Student bodies (SRC and Guild)  Student Life	Chair (Equity, Diversity and Inclusion Committee)	LGBTIQ+ students report that they feel included in future qualitative feedback.  Improvement in results for gender diverse students in the Student Safety Survey.
21	Student feedback suggested that diversity and inclusion events contribute to a sense of inclusion and belonging	Collaborate across Diversity and Inclusion, Student Life and student bodies to provide meaningful events that avoid duplication.	2023 onwards	Equity, Diversity and Inclusion Committee  Student Life  Student bodies (SRC and Guild)	Director (HR)  Registrar	
22	There were concerns raised in student feedback that related to psychological and physical safety.  The results for non-binary / gender diverse students	Continue to deliver targeted counselling and advocacy services for LGBTIQ+ students. Review the service regularly to ensure that it is meeting student needs.	2022 onwards	Student Health, Counselling and Wellbeing	Registrar	LGBTIQ+ students report that they feel safe and included in future qualitative feedback.  Improvement in results for gender diverse students in the Student Safety Survey.
23	were also lower than other cohorts in the	Embed considerations for LGBTIQ+ students in	2023 onwards	Student Health, Counselling and Wellbeing	Registrar	

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
	Student Safety Survey.	mental health initiatives such as Mental Health and Wellbeing week.				
Address student concerns around safety and inappropriate behaviours through survey monitoring and safe spaces ( <i>Actions 7-9</i> )						