



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Awards Institutional Context



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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
ECR	Early Career Researchers
ED&I	Equity, Diversity and Inclusion
EES	Employee Engagement Survey
EG	Executive Group
GBS	Griffith Business School
GERN	Gender Equity Research Network
GS	Griffith Sciences
HEW	Higher Education Worker
HR	Human Resources
HTH	Griffith Health
JEDI Community of Practice	Justice, Equity, Diversity and Inclusion Community of Practice
KPI	Key Performance Indicator
LGBTIQ+	Lesbian, Gay, Bisexual, Trans, Intersex, Queer and other diversities of gender, bodies and sexualities.
PRAP	Parental Research Assistance Program
PVC	Pro Vice Chancellor
SDG	Sustainable Development Goal
SES	Socio-economic status
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TGD	Trans and gender diverse people
WGEA	Workplace Gender Equality Agency

INSTITUTIONAL CONTEXT

Overview

Griffith University is part of the Innovative Research Universities – a coalition of eight comprehensive universities committed to inclusive excellence in teaching, learning, and research. Social and environmental responsibility drive everything we do, from pioneering teaching in modern Asian studies and environmental science to our long-time support for First Peoples, social justice, and sustainable practices. Consistently ranking in the top 2 percent of universities globally, our degrees are designed with industry in mind, the future in our sights, and social impact at heart. With more than 55,000 students and around 4000 staff, our community spans five campuses across Southeast Queensland (Figure 1) plus our Digital campus, complemented by a global alumni network of over 200,000 graduates.

Figure 1: Griffith University Campus locations and Family Groups



FAMILY GROUPS

South Bank, Nathan and Mount Gravatt campuses are situated on the land of the Yugarabul, Yuggera, Jagera and Turrbal peoples. Logan is situated on the land of the Yuggera, Turrbal, Yugarabul, Jagera and Yugambeh peoples. The Gold Coast is situated on the land of the Yugambeh/Kombumerri peoples.

Griffith University was ranked first in Australia for its performance against the United Nations' Sustainable Development Goal (SDG) 16 – Peace, Justice and Strong Institutions – in the [Times Higher Education Impact Rankings 2022](#). The University was also ranked number one in Queensland for progress against SDG 11 – Sustainable Cities and Communities.

Recent diversity and inclusion recognition includes:

- Women in Digital Diversity Employer of the Year, 2020
- Australian Workplace Equality Index (AWEI) Silver Award, 2022
- Finalist in the Australian HR Award Best Workplace Diversity & Inclusion Program, 2019
- Women in Technology Employer of Choice Finalist, 2018 and 2019
- Athena Swan Bronze Award (first cohort), 2018
- WGEA Employer of Choice for Gender Equality, 2001-2019

Organisational Structure

Griffith staff span across 14 portfolios, including four academic groups, each led by an Executive Group member as outlined in [Figure 2](#). Of the academic groups, Sciences Group and Health Group comprises mostly science, technology, engineering, mathematics and medicine (STEMM) disciplines, while Arts, Education and Law (AEL) and Griffith Business School are primarily arts, humanities, social science and business and law (ASHBL) disciplines. In 2020, Griffith appointed the inaugural Pro Vice Chancellor (Indigenous) to provide executive level leadership and oversee all Indigenous matters at the University.

Table 1: Staff and student numbers, 2022

Staff (as at 31 March)	
Academic Staff	40.0% (1559)
Professional Staff	60.0% (2343)
Students (as at 15 August)	
Undergraduate Students	73.8% (31,169)
Postgraduate Students	20.7% (8,724)
Higher Degree Research Students	4.5% (1,894)

Figure 2: Griffith Organisational Structure, 2022

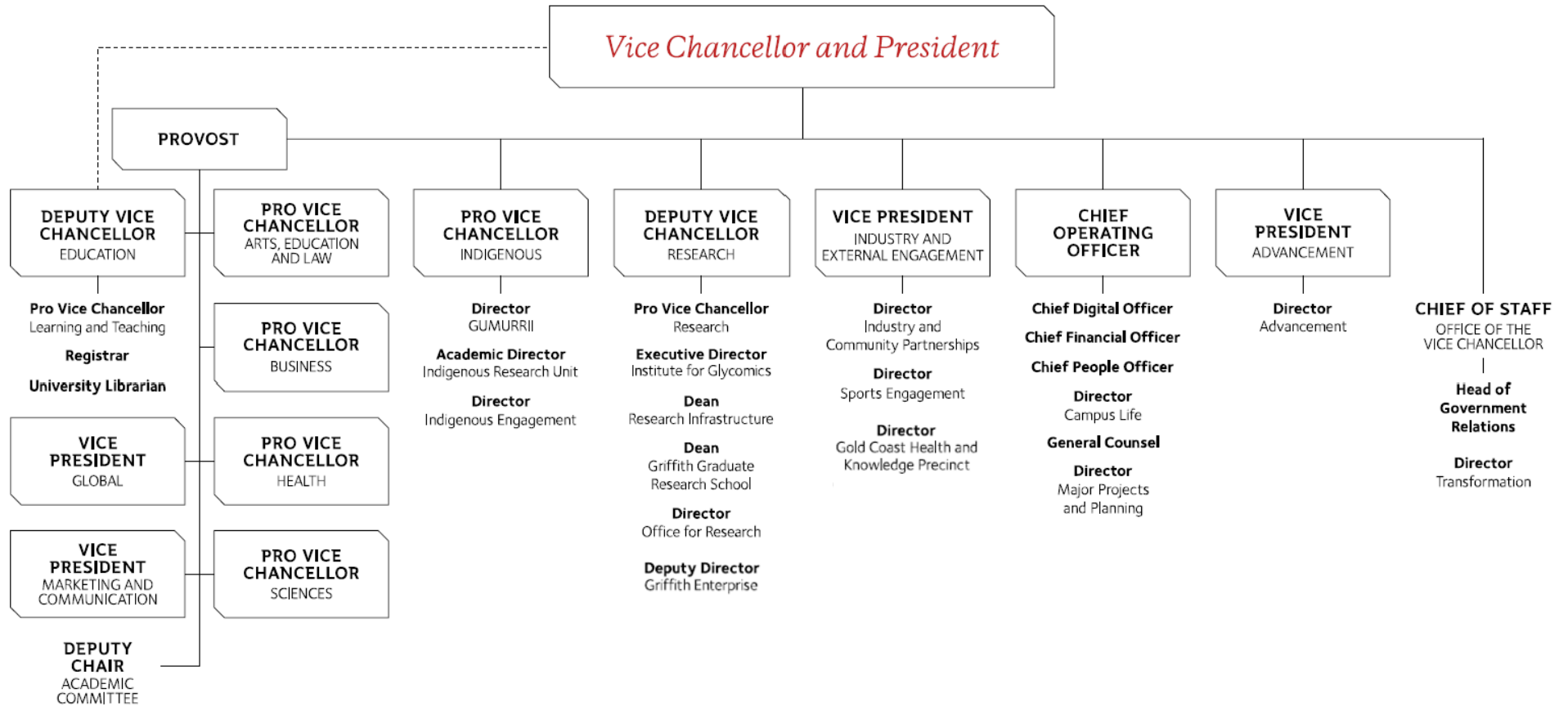


Figure 3: STEMM Academic Departments and Research Centres, 2022

Griffith Sciences

- School of Engineering and Built Environment
- School of Environment and Sciences
- School of Information and Communication Technology
- Australian Research Centre for Human Evolution
- Australian Rivers Institute
- Climate Action Beacon
- Climate Adaption Research
- Centre for Catalysis and Clean Energy
- Centre for Quatum Dynamics
- Cities Research
- Centre for Planetary Health and Food Security
- Griffith Institute for Drug Discovery
- Insitute for Integrated and Intelligent Systems
- Queensland Micro and Nanotechnology Centre

Griffith Health

- School of Medicine and Dentistry
- School of Nursing and Midwifery
- School of Pharmacy and Medical Sciences
- School of Applied Psychology
- School of Health Sciences and Social Work
- Menzies Health Institute
- Griffith Research Centre for Mental Health

DVC Research

- Institute of Glycomics

Figure 4: ASHBL Academic Departments and Research Centres, 2022

Arts, Education and Law

- School of Criminology and Criminal Justice
- School of Education and Professional Studies
- Griffith Film School
- School of Humanities, Languages and Social Sciences
- Queensland College of Art
- Queensland Conservatorium
- Griffith Law School
- Disrupting Violence Beacon
- Griffith Criminology Institute
- Creative Arts Research Institute
- Law Futures Centre
- Griffith Centre for Social Cultural Research
- Queensland Conservatorium Research Centre
- Creative Arts Research Institute
- Griffith Institute for Educational Research
- Griffith Centre for Design and Innovation Research

Griffith Business School

- Department of Accounting, Finance and Economics
- Department of Employment Relations and Human Resources
- School of Government and International Relations
- Department of Business Strategy and Innovation
- Department of Marketing
- Department of Tourism, Sport and Hotel Management
- Griffith Asia Institute
- Centre for Governance and Public Policy
- Griffith Institute for Tourism
- Centre for Work, Organisation and Wellbeing
- Yunus Social Business Centre
- Asia Pacific Centre for Sustainable Enterprise

University Governance

The Griffith University Act 1998 (the Act) establishes the Council of Griffith University as the University's governing body. Council has overall responsibility to

- provide leadership, good governance and oversight of the University;
- approve the University's strategic direction, monitor the University's progress, and approve the University's budget, policies and delegations of authority.

Women represent 58.8% (n=10) of Council members. The Chancellor and Deputy Chancellor roles are represented by a man and a woman, respectively. Commencing 2023, all the Committees that report to Council will be chaired by women.

The University's Executive Group reports to Council and comprises the Vice Chancellor, Deputy Vice Chancellors (DVC), Pro Vice Chancellors (PVC) and Vice Presidents. It meets fortnightly to deal with current strategic and management matters. The PVC (Indigenous) chairs the Equity, Diversity and Inclusion Committee and provides feedback to senior leadership through Executive Group. The Committee reports to Council annually and has eight subcommittees ([Figure 6](#)).

Figure 5: University Level Committees

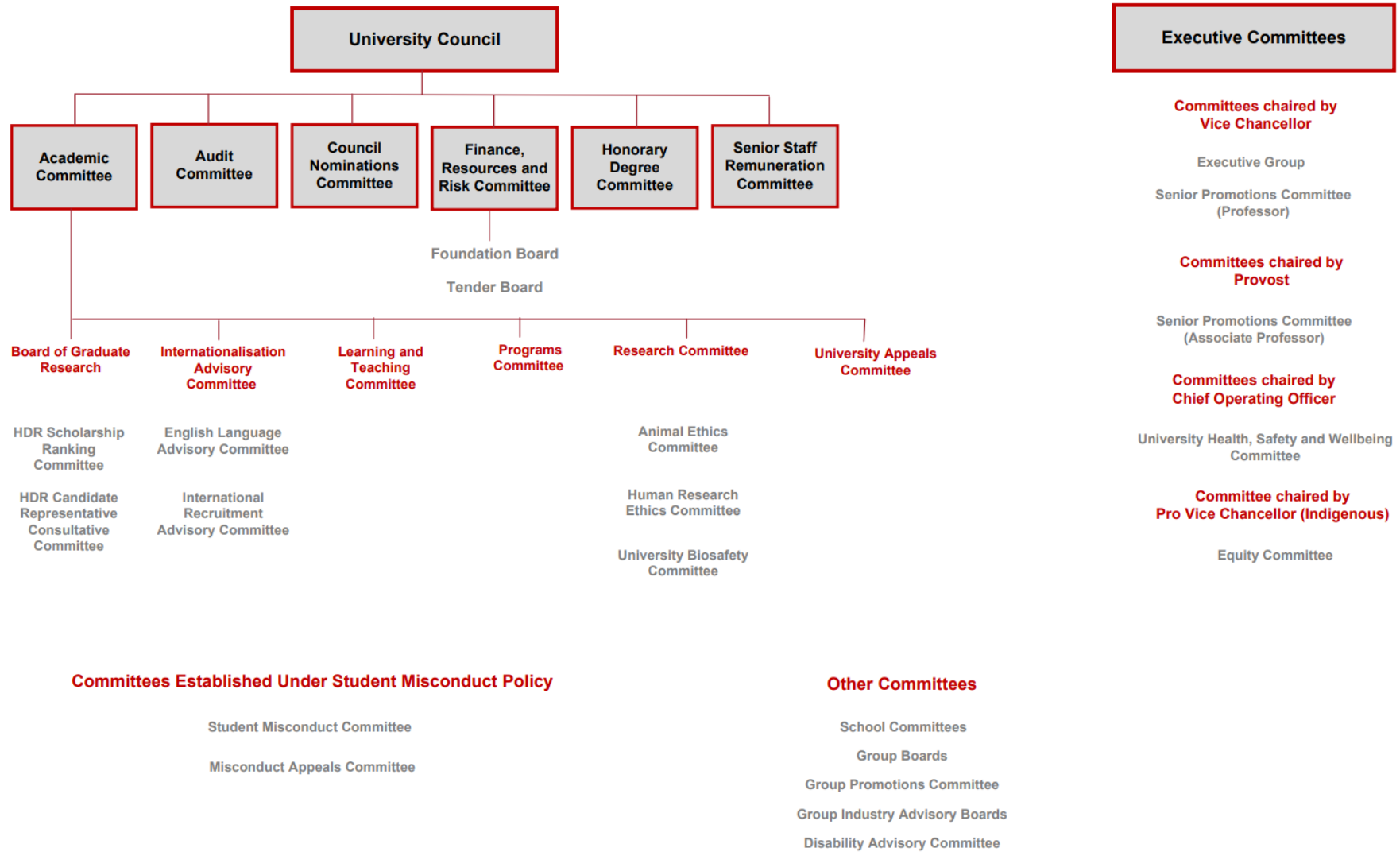
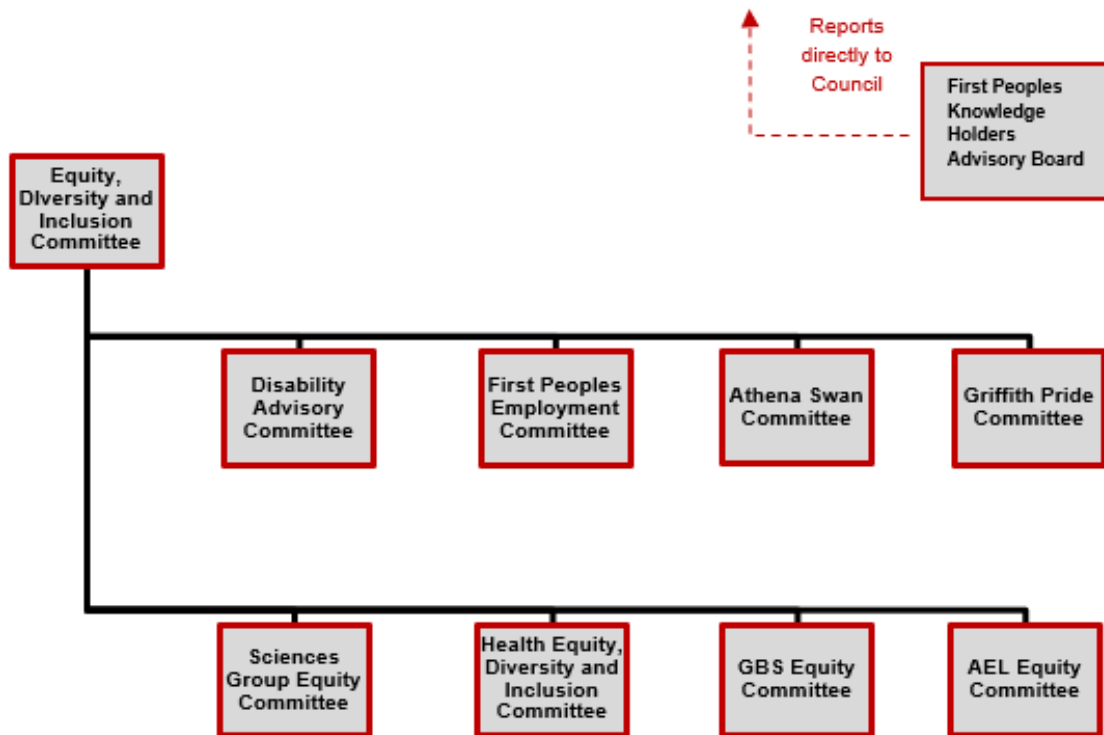


Figure 6: Subcommittees and related Committees of Equity, Diversity and Inclusion Committee



Griffith University Strategic Plan 2020-2025: Creating a future for all

Diversity and Inclusion is embedded in the University’s Strategic Plan through the pillar - ‘A values-led university’. It is also a key enabler of other pillars as articulated in [Figure 7](#).

The University has three staff related KPIs to support these commitments:

- Equal representation of academic women at academic level D & E;
- Equal representation of professional women at HEW level 10 and above; and
- 2% Aboriginal and Torres Strait Islander staff representation with clear plans to reach population parity

Griffith met both its senior professional women and Aboriginal and Torres Strait Islander staff target in 2021, four years ahead of target. It was on track with the academic D & E target however experienced a slight decline in 2021 which was largely attributable to higher attrition rates. Griffith is in the top 9 Australian universities for proportional representation at D & E. As of October 2022, Aboriginal and Torres Strait Islander people represent 2.3% of staff (n=84.7 FTE).

Figure 7: Diversity and Inclusion related commitments in the Strategic Plan 2020-2025

A values-led university

- Review our policies, practices, built and digital environment to ensure accessibility for students and staff with a disability.
- Embrace diversity, including in recruitment, promotion and professional development, and enable a culture that ensures that all staff and students, including those who are culturally and linguistically diverse, those who have a disability, LGBTIQ+, Indigenous, and women, are provided with a safe and supportive environment.
- Consider the ethical and social implications of our actions and ensure that relevant policies, especially around procurement, responsible investment, and travel, align with our values.
- Utilise the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice.

Potential of our people

- Undertake workforce planning to ensure that Griffith has the right mix of staff and capability to meet its current and future needs. Consideration will be given in this process to ensuring better inclusion of under-represented groups in relevant areas.

Graduates of the future

- Increase our intake of students from low SES and rural and regional backgrounds.
- Improve retention and completion of students through coordinated academic and support services that deliver evidence-based interventions to support student success and through non-traditional pathways into Griffith.
- Further strengthen our support for international students to help them to succeed in their studies and to have a rich experience of life in South East Queensland beyond the classroom.

Figure 8: Griffith University Strategic Plan 2020-2025 core commitments

The core commitments of our strategy: measuring our success

The strategy is structured around six inter-related core commitments. They all cascade from our values, include our core activities of high-quality teaching and research, and will be enabled by strategic partnering, a substantial renewal of our campuses and a significant investment in our people. By 2025, we will:



Equity, Diversity and Inclusion at Griffith

Griffith operationalises its commitment to diversity and inclusion by embedding diversity and inclusion in key operational activities; by providing range of targeted programs and networks; and through strategic investment.

Figure 9: Key diversity and inclusion programs and strategic initiatives

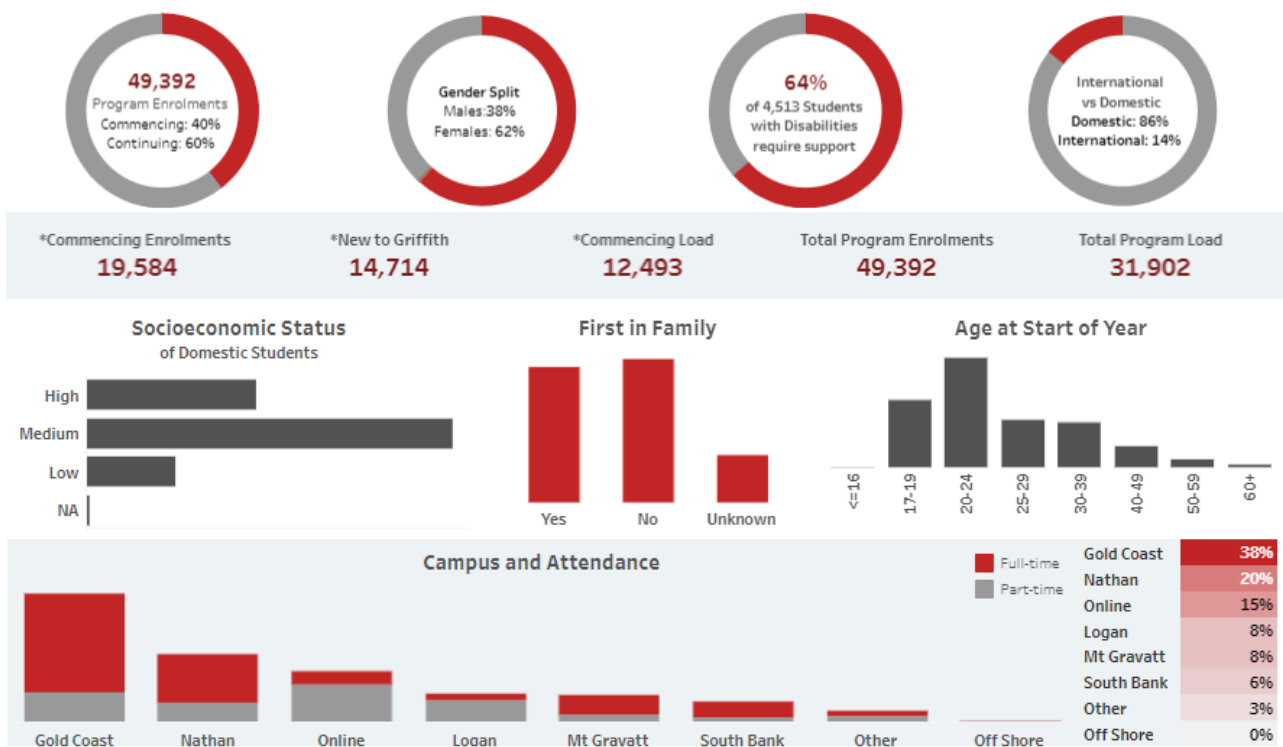
Strategic Initiatives	Programs and Networks	Embedding Diversity & Inclusion
<ul style="list-style-type: none"> • First Peoples Employment Plan • Strategic funding for First Peoples ECRs (\$800k per annum) • Uplifting cultural capability through online and face-to-face offerings • Strategic funding for campus accessibility (\$20mil over 3 years) • Campus activation – Pride Crossings and Aboriginal artwork • Inclusive Futures Research Beacon • Disrupting Violence Research Beacon 	<ul style="list-style-type: none"> • Athena Swan Program • Griffith Ally Network • Academic Equity Development Program (\$80k per annum) • Parental Research Assistance Program • Women in Leadership Program • First Peoples Staff Network • GERN Network • JEDI Community of Practice • Harassment and Discrimination Contact Officers Network • Sexual Assault Sexual Harassment (SASH) Responder Network 	<ul style="list-style-type: none"> • Diversity & Inclusion development offerings • LGBTQIQ+ student counselling service • Embedding inclusive practises in Talent Acquisition • First Peoples Talent Network • Inclusive leadership in Leadership Development Framework • Pay equity analysis, reporting and action at senior remuneration reviews • Local commitments to Carer's Travel Schemes • Embedding values in Group Operational Plans

Demographic Profile

Students

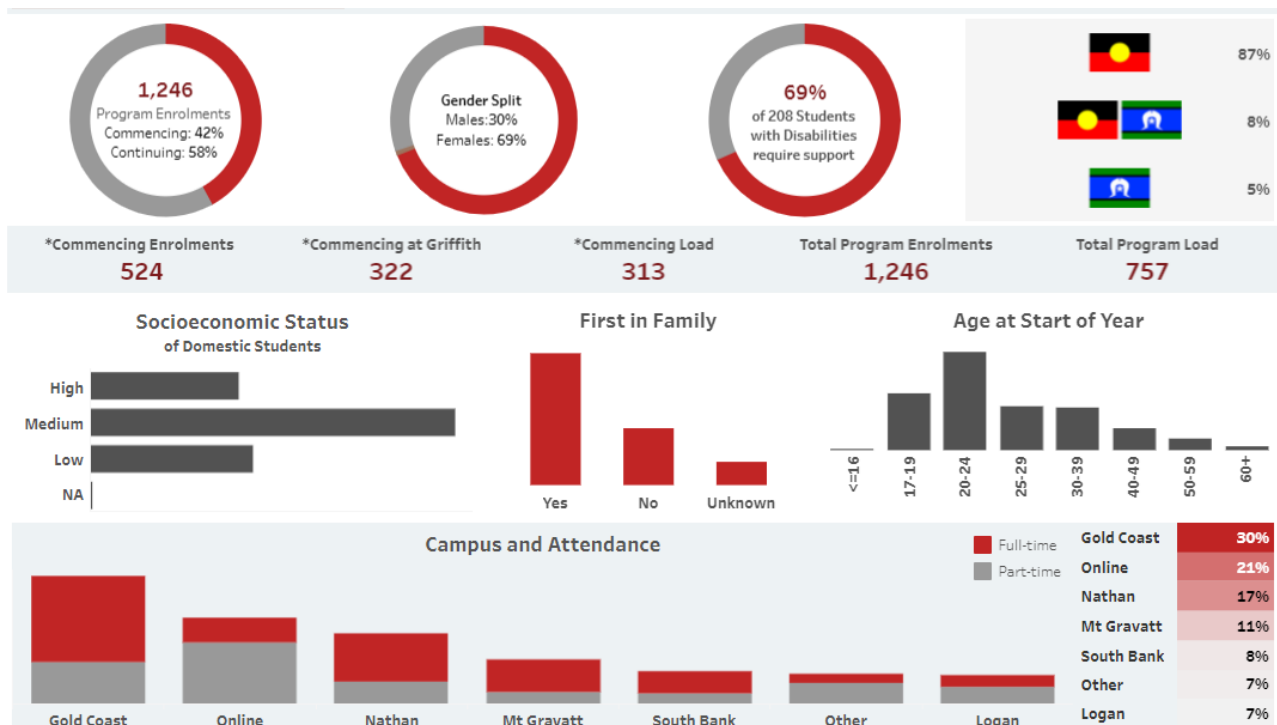
In August 2022, Griffith had 42,254 students ([Table 1](#)) - 62% women. Compared to state and national benchmarks, Griffith has historically had high participation rates for students with a disability and moderate participation rates for Low SES and Aboriginal and Torres Strait Islander students. The Strategic Plan articulates our commitment to improving the retention of Indigenous students, and participation of Low SES students.

Figure 10: Student demographic dashboard. 2022



Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Figure 11: First Peoples student demographic dashboard, 2022



Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Table 3: Gender proportion of students by discipline, 2022

QILT Study Area	Women	Men
Agriculture and Environmental Studies	57.1%	42.5%
Architecture and Building	42.2%	57.5%
Business and Management	49.6%	50.2%
Communications	52.2%	46.0%
Computing and Information Systems	19.7%	80.1%
Creative Arts	62.9%	36.3%
Dentistry	56.5%	43.2%
Engineering	19.1%	80.8%
Health Services and Support	68.2%	31.3%
Humanities, Culture and Social Sciences	67.0%	32.2%
Law and Paralegal Studies	66.1%	33.7%
Medicine	51.0%	48.8%
Nursing	87.1%	12.7%
Pharmacy	63.5%	36.5%
Psychology	75.6%	23.8%
Rehabilitation	65.7%	34.3%
Science and Mathematics	62.2%	37.4%
Social Work	81.5%	17.7%
Teacher Education	70.0%	29.6%
Tourism, Hospitality, Personal Services, Sports and Recreation	37.7%	62.3%
Unknown	68.7%	30.8%

Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

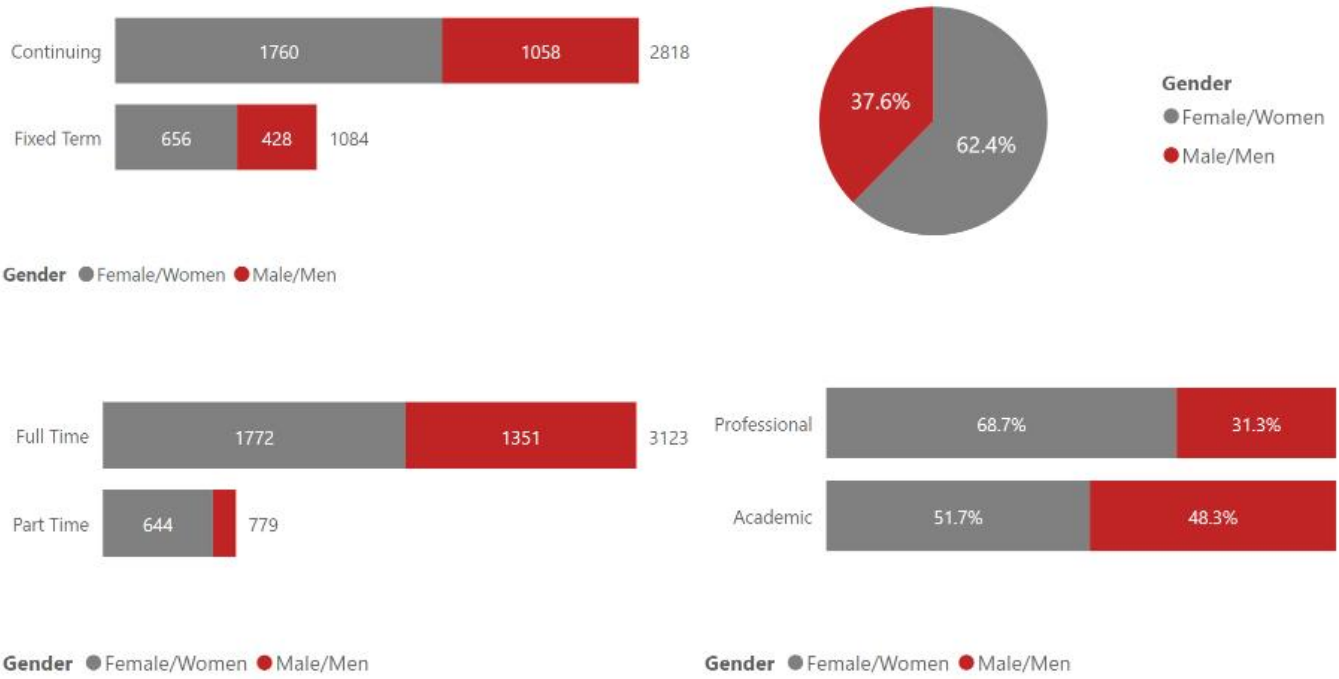
Staff

Overall, there is a higher proportion of women at the University than men. Fixed term contracts are well represented by both women and men; however, an overrepresentation of women remain in some areas such as Sciences Group. There is a higher proportion of women in part time roles compared to men.

In March 2022, Aboriginal and Torres Strait Islander people represented 2.1% (n=75.03 FTE) of staff. 71.2% of these staff are women. In 2021, Griffith had the highest proportion of Indigenous staff out of the three Brisbane-based universities and the second highest number of Indigenous academic staff in Queensland.

Currently only demographic data for gender and Indigenous staff are captured within HR systems. The Employee Engagement Survey (EES) responses provides indicative numbers of other diversity cohorts (Table 4).

Figure 12: Griffith Staff Gender Profile, 2022

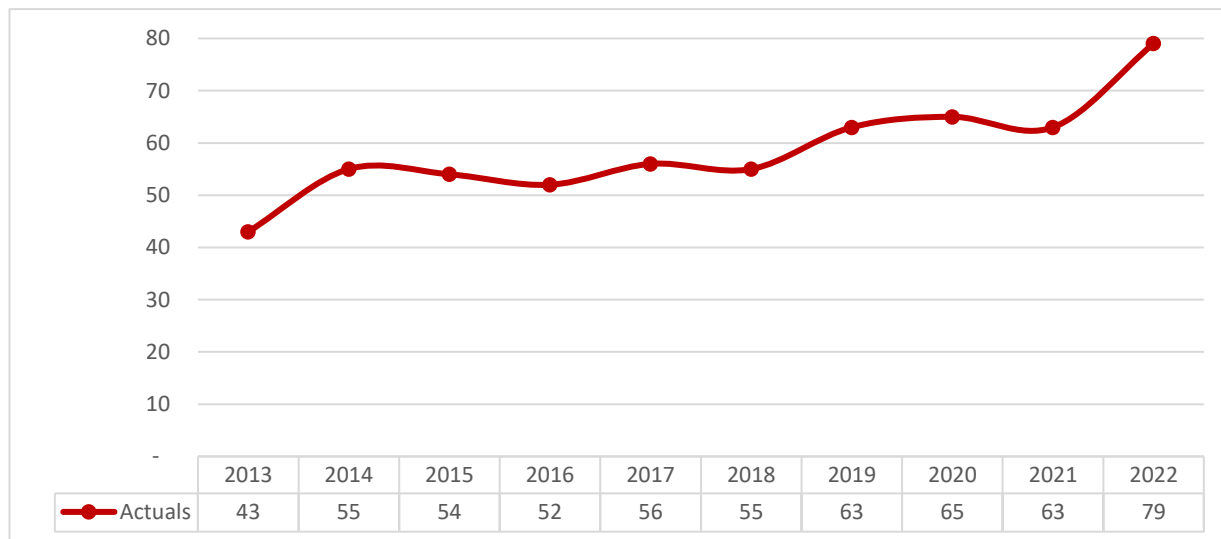


Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Table 4: Employee Engagement Survey response numbers, 2022

Group	Number or responses (incl. casual staff)
Gender	
Female/Women	1999
Male/Men	1078
Non-binary people	22
Other diversity cohorts	
LGBTIQ+ people	229
Aboriginal and/or Torres Strait Islander people	158
People with a disability	180

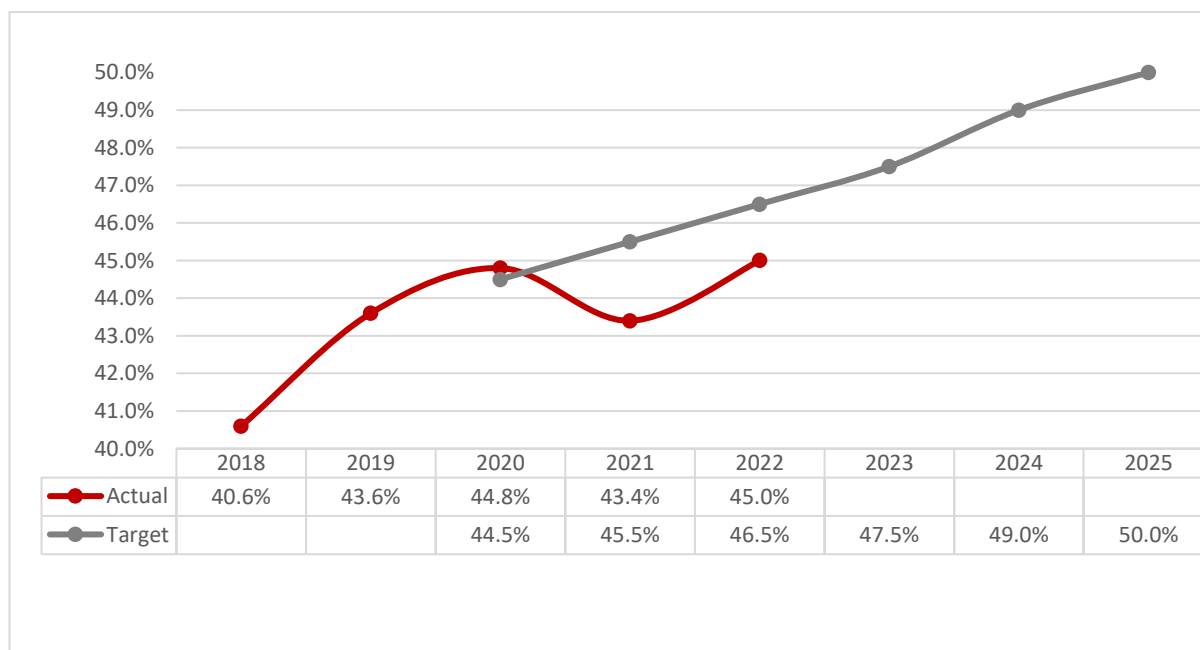
Figure 13: Number of Aboriginal and Torres Strait Islander staff, 2013-2022.



Academic staff

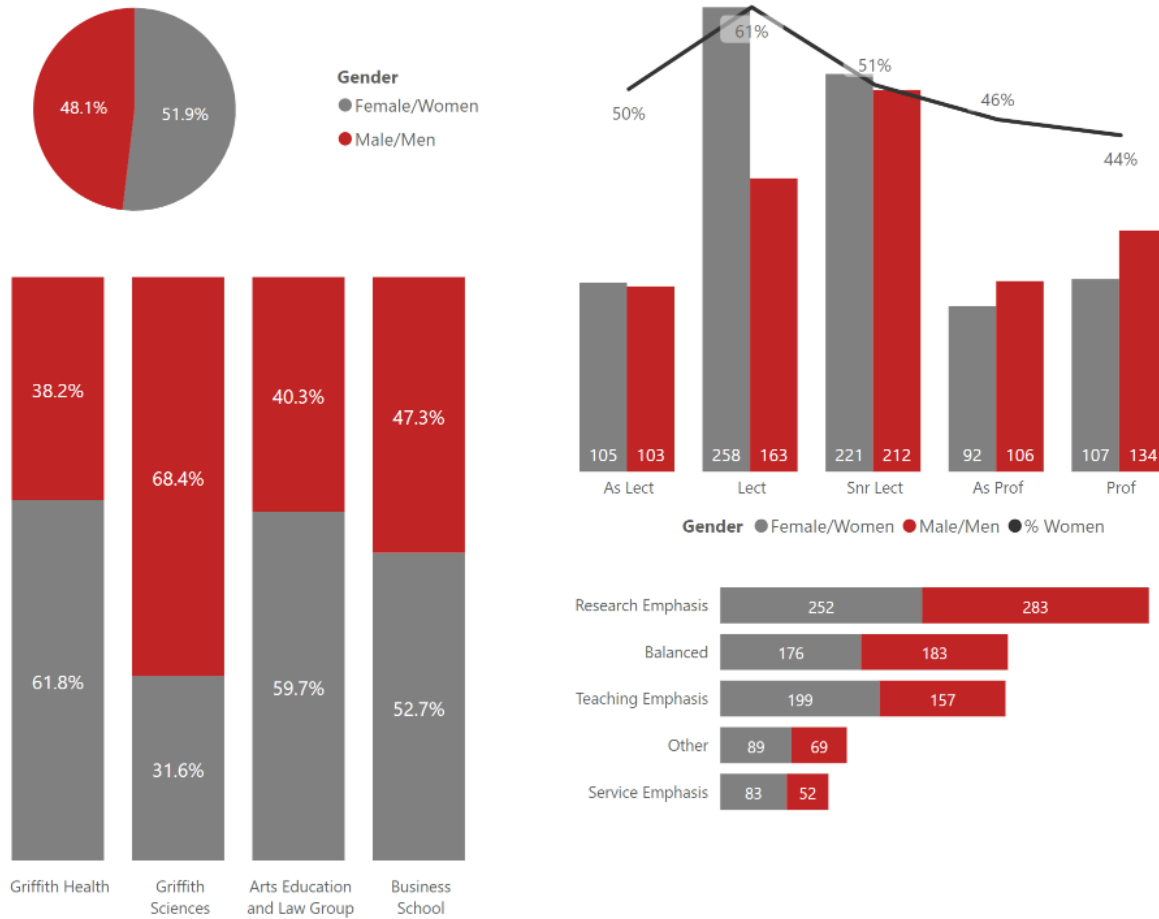
Most academic staff at the University are situated within one of the four Academic Groups (81%). Women are slightly overrepresented in Arts, Education and Law (60%) and Health Groups (62%), underrepresented in the Sciences Group (32%) and close to parity in the Griffith Business School (54%). Across all academic groups, women are underrepresented at higher levels relative to their overall representation.

Figure 14: Percent Women at levels D and E (Associate Professor and Professor), 2018-2022.



Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Figure 15: Gender profile of academic staff, 2022



Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Table 5: Number and percent academic women and men by academic profile, 2022

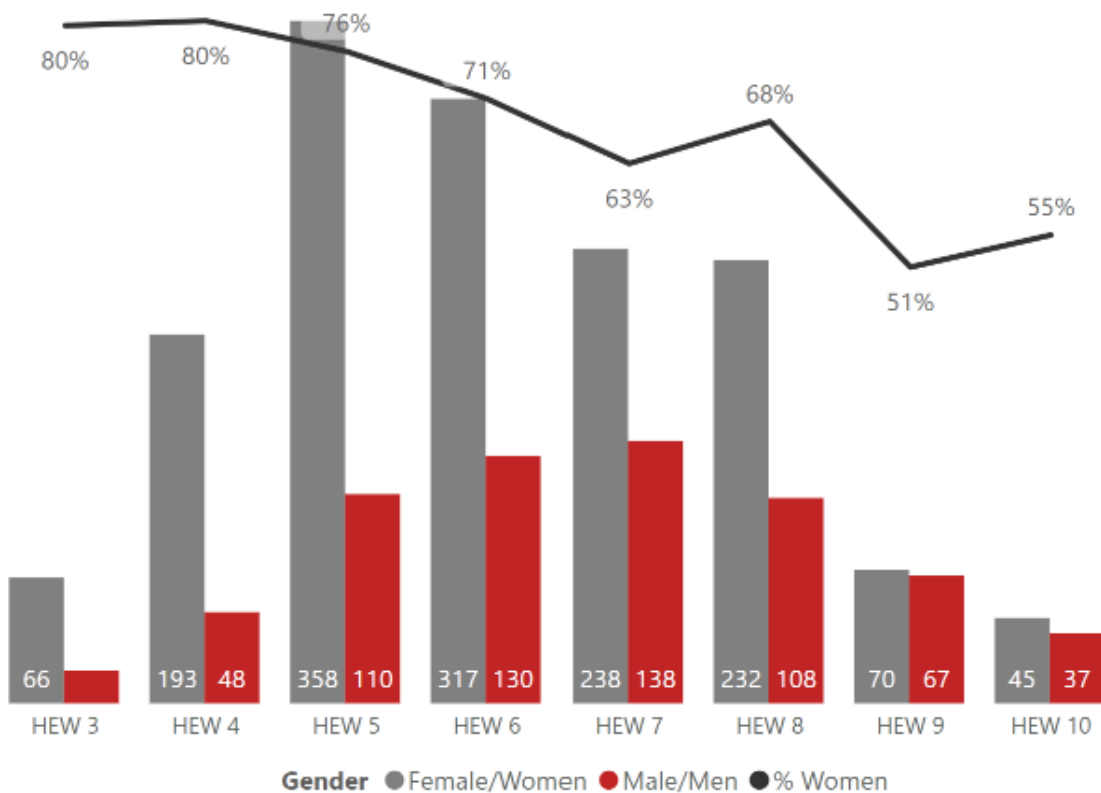
	Women	Men	Total	%Women
Research Emphasis	253	284	537	47%
Service Emphasis	83	52	135	61%
Teaching Emphasis	199	157	356	56%
Balanced	176	183	359	49%
Other	89	69	158	56%
Grand Total	800	745	1545	52%

Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Professional staff

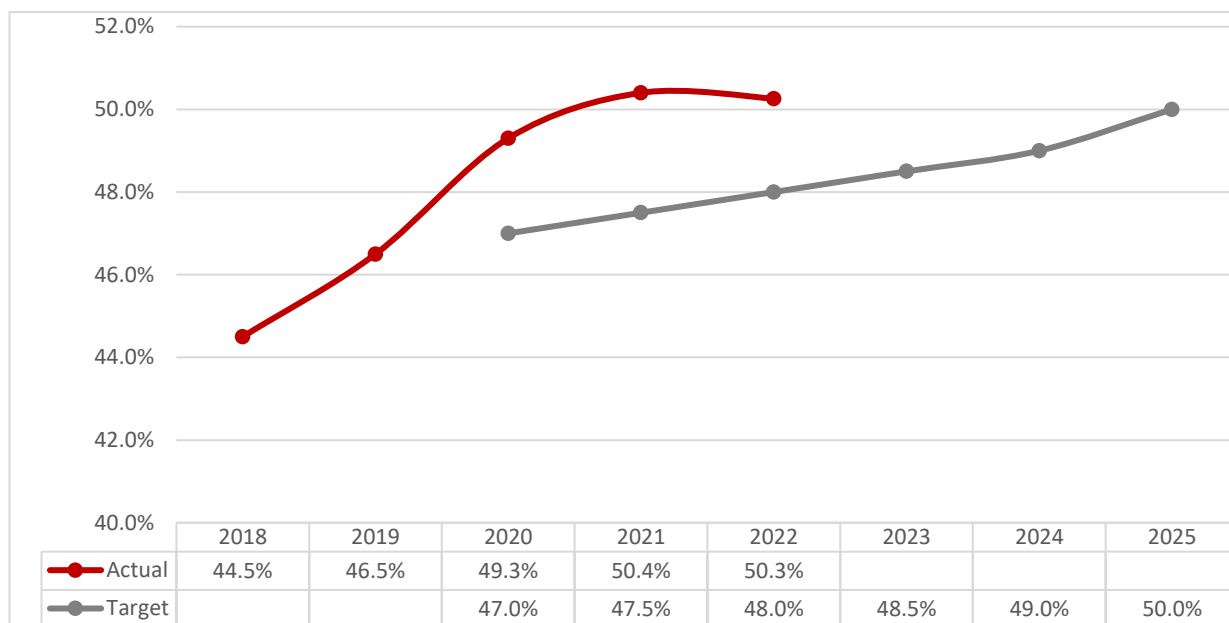
Women make up the majority of the professional staff cohort (68%), particularly between HEW levels 3 to 8. At HEW 9 and above, women are underrepresented relative to their overall representation. The proportion of women at HEW 10 has been improving each year, in alignment with the University’s goals to increase the representation of women in leadership.

Figure 16: Number and percent of women and men professional staff by level, 2022



Note: HEW 1 and 2 and non-binary staff have been excluded from this analysis due to small numbers (<6).

Figure 17: Percent women at Level 10 and above, 2018-2022.



Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

Attraction, recruitment and selection

Key attraction factors to Griffith

A 2021 survey of new hires revealed that 75% of participants considered the University mission, vision and values a key attraction factor. Excellent workplace culture and commitment to diversity and inclusion were identified as key themes in the open-ended question “what makes Griffith University a unique employer?”. This is supported by the 2022 EES survey results where 88% of staff believe in the values of Griffith.

Staff benefits

Griffith has a range of staff benefits within the Enterprise Agreements and policies including workplace flexibility options, superannuation, parental leave, and other inclusive leave provisions (see [Table 6](#)).

Table 6: Examples of staff entitlements

Entitlement	Description
Workplace Flexibility	Work Location Policy, Flexible Work Year, Reversible Part Time Appointment for the Care of Dependents, Variable Hours, Flexi-time.
Paid parental leave	Within the 52-week period, the University provides a maximum of 26 weeks of paid leave. Pro rata leave is available for staff who have been at the University < 12 months. Partner leave – 10 days paid leave.
Superannuation	17% employer superannuation contributions (ongoing, continuing [contingent funded], fixed term [2 years or more], 1 year & <2 years can elect for 17%.
Family, Cultural Obligations & Other Special Circumstances Leave	Total calendar year entitlement of 5 days paid leave.
Domestic and Family Violence and Other Special Circumstances Leave	10 days leave each calendar year.

Review of Talent Acquisition function

A 2020 review of university processes revealed the need for improvement in capability to support recruitment activities. Between 2021 and 2022, the talent acquisition function was restructured to simplify processes and focus on candidate and hiring manager experience. This restructure included the implementation of a new talent acquisition system. The new system has improved capacity to analyse diversity data which will enable meaningful reporting of attraction and appointment outcomes.

Retention

In some years, academic women have been slightly overrepresented in employee-initiated resignations relative to their representation (2018: +4%; 2020: +5%; 2021: +2%). In 2020 women were overrepresented for both academic and professional staff cohorts.

Table 7: Employee-initiated resignation by academic, professional staff by gender, 2018-2021.

	Employee initiated resignation			Women's overall representation
	Women	Men	% Women	
2018	260	139	65%	61%
Academic	52	47	53%	49%
Professional	208	92	69%	69%
2019	237	165	59%	62%
Academic	60	60	50%	51%
Professional	177	105	63%	69%
2020	219	87	72%	62%
Academic	60	48	56%	51%
Professional	159	39	80%	69%
2021	265	145	65%	61%
Academic	58	52	53%	51%
Professional	207	93	69%	69%

Note: non-binary staff have been excluded from this analysis due to small numbers (<6).

In 2022, academic women scored lower than academic men on retention related survey items, while women and non-binary professional staff scores exceed those of professional men (Table 8).

Table 8: Survey items related to staff retention by gender, 2022.

2022 Survey item	% Favourable			
	All staff respondents	Women	Men	Non-binary staff
Academic Staff				
I would like to still be working at Griffith in two years	74%	74%	79%	N/A
I can see a future for me at Griffith	62%	63%	66%	N/A
Professional Staff				
I would like to still be working at Griffith in two years	81%	83%	78%	91%
I can see a future for me at Griffith	68%	70%	66%	91%

Note: non-binary staff have been excluded for academic staff due to small numbers (<6).

Career development, progression and promotion

Career development for staff

Learning and development offerings are provided by several areas across the University including central offerings co-ordinated by HR and locally procured development by individual areas. Staff and students also have access to a range of diversity and inclusion development offerings and memberships (Table 9).

Table 9: Diversity and Inclusion development offerings

Delivery type	Offerings
Training and workshops	<ul style="list-style-type: none"> • LGBTIQ+ inclusion workshops • SBS Inclusion at Work online program with micro-credential badging (includes LGBTIQ+ modules) • Intersex inclusion workshops • AIATSIS Core Learning online program • Mental Health First Aid • Equal Opportunity Online • Supporting students with a disability • Staff disability inclusion workshops • MATE Bystander online program
University Memberships accessible to staff	<ul style="list-style-type: none"> • SAGE Athena Swan • Women in Technology • Pride in Diversity • Diversity Council Australia • Australian Network on Disability (Silver membership)

The 2021 EES survey identified career development as a key priority, resulting in several University level actions (Table 10).

Table 10: University Level Employment Engagement Survey Actions, 2021

University Level Employment Engagement Survey Actions 2021
<p>In response to the findings on career development and opportunities the University committed to</p> <ul style="list-style-type: none"> • Increasing access to existing Griffith programs. • Introducing training for supervisors on how to hold good career conversations with their staff. • Improving the performance review process to ensure a consistent focus on professional development and career opportunities. • Establishing special funds and develop criteria for long term casual and sessional staff to access professional development. • Developing a university-wide program for supporting early career academics. • Increasing transparency of opportunities for jobs and secondments at Griffith. • Developing skills-based training workshops for professional staff.

Leadership development

Griffith provides two centrally administered leadership development courses to managers and leaders, namely, Managing at Griffith and Manager as Coach Program. Women have been well represented in these programs (69% of participants since 2018). Additionally, the Women in Leadership program has supported the advancement of women's careers since 2003. Leaders are encouraged to nominate women from a diversity of backgrounds (LBTIQ, Indigenous, women with disability and culturally diverse backgrounds). This was put on hold in 2020, however continued again in 2021.

In 2021, Griffith launched its Leadership Capability Framework which includes inclusive leadership as part of its culture and engagement pillar. In 2022, the Talent and Succession Manager role was introduced to support better talent management and succession planning which will enable a pipeline of future leaders.

Academic promotions

The 2020 academic promotion round was delayed due to COVID-19, therefore two rounds were held in 2021. [Table 11](#) shows similar success rates for women and men in the first round (effective 2020), and slightly better success rates for men in the second round (effective 2021). Women-only promotion sessions have been hosted by a Senior Executive member and at the Group level, for senior and junior promotions rounds respectively.

Table 11: Academic promotions outcomes, 2020-2021

Promoted to	Women			Men			Promotions % Women
	Applied	Promoted	% Success	Applied	Promoted	% Success	
Effective 2020	49	47	96%	35	34	97%	58%
Level B	8	8	100%	3	3	100%	73%
Level C	27	25	93%	21	20	95%	56%
Level D	14	14	100%	9	9	100%	61%
Level E	8	8	100%	8	7	88%	53%
Effective 2021	40	32	80%	43	39	91%	45%
Level B	3	2	67%	1	1	100%	67%
Level C	21	19	90%	18	16	89%	54%
Level D	12	9	75%	17	16	94%	36%
Level E	10	8	80%	10	9	90%	47%

Note: non-binary staff have been excluded for academic staff due to small numbers (<6).

Griffith's Athena Swan SAGE Journey

Griffith commenced its SAGE journey as part of the pilot in September 2015 and formed a Self-Assessment Team (SAT) shortly after in March 2016. The Women in STEMM Coordinator was appointed in August 2018 to support the delivery of the Athena Swan Action Plan. In December 2018, Griffith was part of the first cohort in Australia to receive Bronze accreditation. By 2020, most of the action plan had been completed or revised to better align to university strategy. A timeline can be found in [Figure 18](#).

Athena Swan within Governance

In August 2018, the SAT was disestablished, and a new Athena Swan Committee was formed with new membership. The revised committee included key leadership positions and diversity and inclusion staff to ensure successful delivery and accountability of actions.

The Athena Swan Committee informally reported to Equity Committee until June 2022 where it was made a formal subcommittee through the amendment of the Equity Committee Constitution. Amendments included:

- A name change from Equity Committee to Equity, Diversity and Inclusion (ED&I) Committee.
- The committee being consulted on the development of key university strategic plans and related action plans.
- Formal recognition of all the subcommittees that report to the ED&I Committee (including Athena Swan and Pride Committee) and other relevant committees (for example, First Peoples Knowledge Holders Advisory Board).
- Adding the aim of taking an intersectionality lens to the Committee's work.

Table 12: Athena Swan Committee membership, 2022

Name	Role	Title
Prof. Liz Burd	Chair	Provost
A/Prof. Hang Ta	Member	Associate Professor, School of Environment and Science
Marnie King	Member	Senior Lead (Diversity & Inclusion)
Prof. Analise O'Donovan	Member	Pro Vice Chancellor, Griffith Health
Prof. Susan Harris Rimmer	Member	Professor, Griffith Business School
Prof. David Neumann	Member	Head, School of Applied Psychology
Prof. Robert Sang	Member	Dean (Academic), Griffith Sciences
Prof. Chamindie Punyadeera	Member	Head, Saliva and Liquid Biopsy Translational Laboratory
Ashley Vidulich	Secretary	Senior Diversity & Inclusion Partner

Athena Swan within the University community

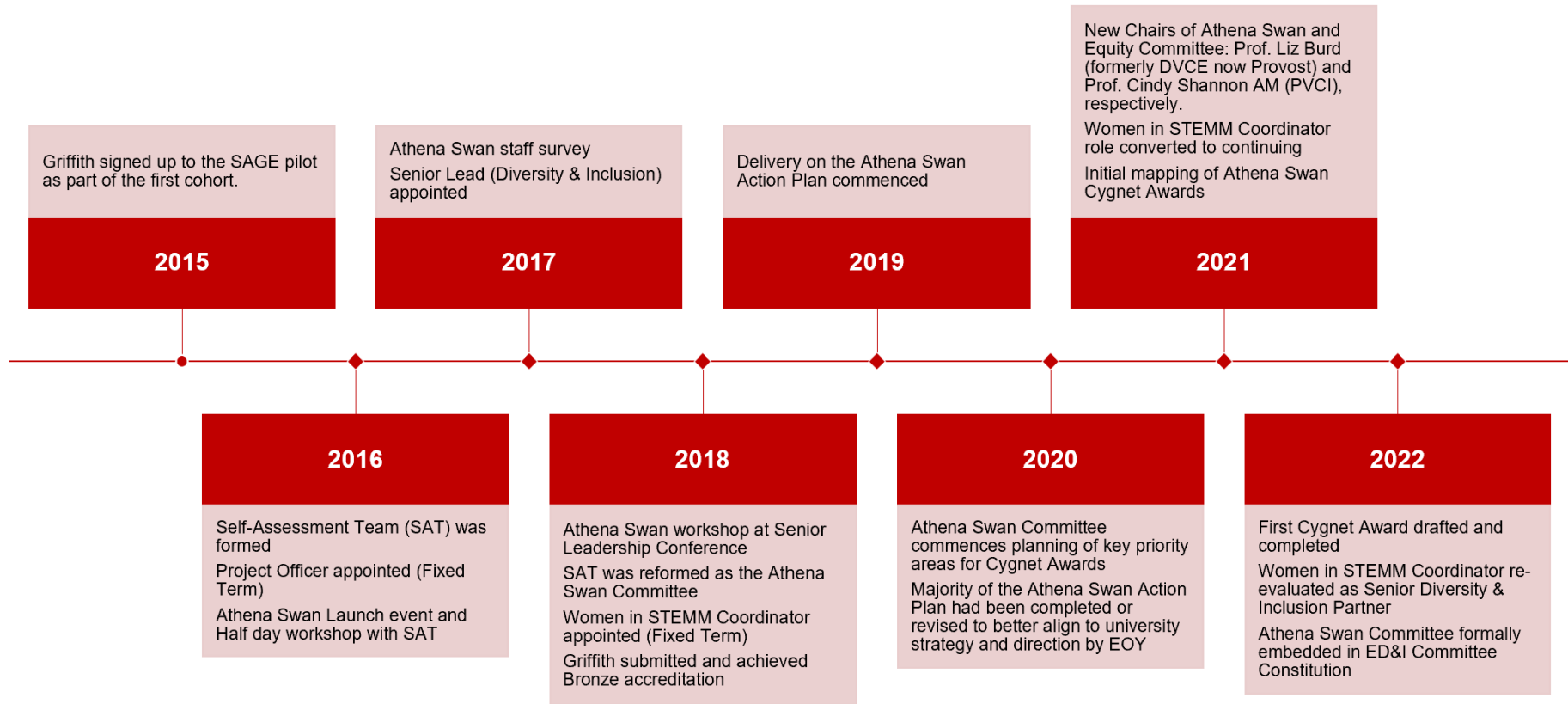
In 2021, the Women in STEMM Coordinator was made permanent, and in 2022 was re-evaluated as Senior Diversity and Inclusion Partner to reflect the ongoing commitment and significance of the Athena Swan program. This role reports to the Senior Lead (Diversity and Inclusion) who oversees all diversity & inclusion strategies. Athena Swan is sponsored by several Executive members as articulated in [Table 13](#).

Athena Swan is a standing agenda item within the ED&I Committee, Sciences and Health Group Equity Committee agendas. The Senior Diversity and Inclusion Partner is a member of these committees to ensure linkage between University level commitments and STEMM specific priorities. Consultation with targeted diversity groups and relevant portfolios is achieved through engagement with the ED&I Committee and its subcommittees. For example, consultation with LGBTIQ+ communities for the first Cygnet Award was delivered in collaboration with the Pride Committee.

Table 13: Executive Champions related to Athena Swan









Champion	Area
Prof. Liz Burd, Provost	Executive Champion for Athena Swan
Prof. Cindy Shannon, PVC (Indigenous)	Executive Champion for Indigenous matters and Equity, Diversity & Inclusion
Prof. Scott Harrison, PVC (AEL)	Executive Champion for LGBTIQ+ inclusion

Figure 18: Griffith Athena Swan Timeline 2015-2022



Key findings from Athena Swan Bronze Award

Table 14: Key findings from the Bronze Award self-assessment process.

Key findings from the Bronze Self-Assessment process	
	<p>LGBTIQ+ inclusion</p> <ul style="list-style-type: none"> LGBTIQ+ staff had the second highest disagreement (24.6% disagreement) to the Athena SWAN survey question “In my Element I am treated equitably ...” LGBTIQ+ inclusion maturity was assessed as low with an AWEI submission receiving 36/200 in their benchmarking activity.
	<p>Talent Acquisition</p> <ul style="list-style-type: none"> Recruitment and selection data was poor, with no capacity to analyse with an intersectional lens. From available data, academic women applying to the Sciences Group were underrepresented, with some instances of no applications and no appointments at C-D.
	<p>Promotions</p> <ul style="list-style-type: none"> Lower proportions of women had undertaken the Academic Studies Program in the Sciences Group. There were lower proportions of women in senior positions in the Sciences and Health Groups. Although there was some variability, generally a smaller proportion of women applied for promotions than men in the Sciences and Health Groups.
	<p>Women in Research</p> <ul style="list-style-type: none"> Women had lower research outputs. Women were under-represented in both ARC and NHMRC fellowships.
	<p>Gender Pay Equity</p> <ul style="list-style-type: none"> Significant discrepancies were identified in the proportion of women receiving a loading and the value of those loadings. STEMM Groups had larger pay gaps than non-STEMM Groups. Griffith did not have the capacity to analyse by each specific non-base salary components that contribute to total remuneration and therefore could not identify and remedy specific sources of inequities.
	<p>Flexible work and career breaks</p> <ul style="list-style-type: none"> A review of information for prospective candidates found that workplace flexibility information was not readily available for those external to the University. Staff and leaders recommended changes to make parental leave more inclusive such as removing the minimum tenure requirement and revising entitlements to be gender neutral. Staff often find it difficult to regain research momentum on return from parental leave. Clearer expectations on productivity and professional development opportunities can support these staff to regain momentum.
	<p>Staff with a Disability</p> <ul style="list-style-type: none"> Staff with disabilities had the highest disagreement (28.2% disagreement) to the Athena SWAN question “In my Element I am treated equitably ...” survey question. A review found an absence of suitable Disability policy/procedure.
	<p>First Peoples</p> <ul style="list-style-type: none"> Griffith did not have University-wide online Aboriginal and Torres Strait Islander cultural competency modules or an agreed approach to cultural competency offerings. Griffith had/s a significant cohort of Indigenous PhD students who could form part of our academic staff pipeline. There were few Aboriginal and Torres Strait Islander women in leadership roles at Griffith.

Current key areas of focus, also informed by subsequent consultations and engagement survey results, include LGBTIQ+ inclusion, First Peoples employment, talent acquisition and progression (particularly for women in the Sciences Group), gender pay equity and disability access and inclusion.

Impacts of COVID-19

The COVID-19 pandemic resulted in significant challenges to gender equity, diversity and inclusion due to financial deficits and state-wide working from home requirements. However, there were also examples of where new opportunities allowed Griffith to progress. Griffith was mindful of the inequitable impact on a diversity of its staff and became an early signatory to the *Australian Higher Education Joint Sector Position Statement* on preserving gender equity as a higher education priority. While an analysis showed that there were no significant gender differences on redundancies as a result of a whole of university restructure, job losses and a hiring freeze, women did resign at a higher rate than men in 2020. The pandemic also sped up the urgency to develop an *Achievement Relative to Opportunity Guideline* and resulted in a University stance on and support for working from home arrangements through the *Work Location Policy*.