



SAGE

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GENDER EQUITY

SAGE Cygnet Awards

Cygnet Award # 2 – Academic Women in the Sciences Group



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GLOSSARY

AS	Athena Swan
DVC	Deputy Vice Chancellor
Academic Group	Primary academic function which reports to a DVC. Similar to faculty at other universities.
SG, Sciences	Sciences Group
EDI	Equity, Diversity and Inclusion
Element	Unit within an Academic Group. Reflective of a Department, School or Research Institute/Centre at other universities.
ENG, Engineering	School of Engineering and Built Environment
ICT	School of Information and Communication Technology
ENV, Environment & Science	School of Environment and Science
STEM	Sciences, Technology, Engineering and Mathematics
STEMM	Sciences, Technology, Engineering, Mathematics and Medicine
AWEI	Australian Workplace Equality Index, a national benchmark on LGBTQIA+ inclusion.

SAGE Cygnet Award Details

Griffith University: SAGE CYGNET # 2

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

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

CYGNET AWARD: ACADEMIC WOMEN IN THE SCIENCES GROUP

Key Barrier

This Cygnet Award addresses underrepresentation, attraction and recruitment of academic women in the Sciences Group (Sciences).

Evidence of Barrier

While there are a range of factors that contribute to the underrepresentation of women in STEM disciplines, the sub-barriers considered in scope for this Cygnet included:

- Low proportions of applications, offers and appointments from women compared to men in some areas.
- A need for a targeted recruitment strategies due to a smaller candidate pool, and
- Talent acquisition processes that were not designed to support inclusive recruitment.

Representation in Sciences

At the time of our Athena Swan (AS) Bronze Application (2017), in the Sciences:

- Women represented 28% of academic staff overall,
- Women represented 16% of women at Level D and E,
- Women were particularly underrepresented in the School of Engineering and Built Environment (Engineering: 18%) and the School of Information and Communication Technology (ICT: 5%), and
- There were no Indigenous women (or men) in the Group.

Women represented a lower proportion of academic staff in Sciences (28%) when compared to other academic groups. The proportion of women in the Sciences was also lower than the proportion of women graduating from STEM postgraduate degrees (36%)¹ in Australia.

¹ 2017 Postgraduate completions based on the Governments STEM Equity Monitor data.

<https://www.industry.gov.au/publications/stem-equity-monitor/higher-education-data/university-enrolment-and-completion-stem-and-other-fields>

Recruitment and selection

The 2017 academic recruitment data in the Sciences showed that:

- Overall, less than 30% of applicants were women;
- No applications from women were recorded in the system at Level E; and
- No women were offered or appointed to roles at Level C, D or E.

While women represented over 30% of appointments, it was determined that a high proportion of women would need to be hired to increase the overall representation of academic women in the Group.

Table 1: Percentage and Number of Application, Offer and Hires for all academic staff in the Sciences Group by Gender, 2017

	Applications			Offers			Hires		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
Level A	36	97	27%	6	6	50%	6	5	55%
Level B	84	234	26%	5	8	38%	3	6	33%
Level C	6	88	6%	0	3	0%	0	2	0%
Level D	13	20	39%	0	1	0%	0	1	0%
Level E	0	2	0%	0	2	0%	0	2	0%
Senior roles	6	38	14%	3	5	38%	3	4	43%
TOTAL	145	479	23%	14	25	36%	12	20	38%

NOTE: %F reflects the percentage of women in total applications, received offers or successful hires. Due to smaller numbers, research fellows have been included within the equivalent academic level. Some internal recruitment processes may have taken place outside of the system, therefore only the final appointment has been recorded. Data from non-binary staff has been excluded (across all tables) due to small numbers.

Table 2: Offer and hire rates for all academic staff in the Sciences Group by Gender, 2017

	Total job postings	Offer rate		Hire rate		Total appointments
		Female	Male	Female	Male	
Level A	16	17%	6%	17%	5%	11
Level B	10	6%	3%	4%	3%	9
Level C	6	0%	3%	0%	2%	2
Level D	1	0%	5%	0%	5%	1
Level E	2	0%	100%	0%	100%	2
Senior roles	10	50%	13%	50%	11%	7
TOTAL	45	10%	5%	8%	4%	32

NOTE: Offer and Hire rates reflect the conversion of women (or men) from application to offer or hire, i.e., the percentage of women (or men) who were offered (or hired into) a role out of all applications from women (or men).

A later investigation of the 2018 data revealed that the proportion of women applying and being hired was particularly low in Engineering and ICT. These Schools were highlighted as priority areas given the distinctly low representation of women in these areas. In Environment and Sciences, there was also some offers to women that were not accepted.

Table 3: Percentage and Number of Application, Offer and Hires for all academic staff in the Sciences Group by Gender, 2018

	Applications			Offers			Hires		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
Engineering	30	167	15%	2	10	17%	1	9	10%
Environment & Science	121	179	40%	11	8	58%	9	8	53%
ICT	21	135	13%	2	5	29%	2	5	29%

NOTE: %F reflects the percentage of women in total applications, received offers or successful hires.

Table 4: Offer and hire rates for all academic staff in the Sciences Group by School, 2018

	Total job postings	Offer rate		Hire rate		Total appointments
		Female	Male	Female	Male	
Engineering	12	7%	6%	3%	5%	10
Environment & Science	17	9%	4%	7%	4%	17
ICT	6	10%	4%	10%	4%	7

NOTE: Offer and Hire rates reflects the conversion of women or men from application to offer or hire, i.e., the percentage of women (or men) who were offered a role or hired out of all applications from women (or men). One of the job openings in ICT led to the appointment of two staff members.

Targeted strategies and marketing

Prior to 2018 there was limited evidence of strategies or targets encouraging hiring managers to consider gender representation in their hiring practises. While the AS review revealed that women were well-represented on university websites, there were opportunities to further increase the visibility of academic women in STEM. Some AS survey responses also called for greater visibility through stories championing Griffith role models.

Talent acquisition processes

A 2020 review of university processes revealed the need for improvement in the capacity and capability to support recruitment activities. This review identified that recruitment data was not reliable or readily available. The lack of useful data made it difficult to identify potential gender bias in this process. There were also inconsistencies around shortlisting and interviewing processes.

Figure 1: Summary diagram of Cygnet Award on the attraction and recruitment of academic women in the Sciences Group



Activities and Outputs

Actions to attract academic women into the Sciences were pursued at a university and local level. These actions fell under five key areas: showcasing diversity and inclusion, visibility of role models, education, targeted recruitment strategies and talent acquisition processes.

Showcasing our commitment to diversity and inclusion

To showcase Griffith as an inclusive employer we:

- Updated the Pay, Conditions and Benefits website to include workplace flexibility information.
- Redesigned the Equity, Diversity and Inclusion (EDI) website to highlight EDI and women in STEM initiatives.
- Continued to sponsor Queensland Women in Technology (WIT) initiatives such as the Annual WIT Awards Gala event and Program for Cultural and Linguistically Diverse Women.

There were also several external awards pursued to elevate Griffith's profile on EDI, including:

- Achieving Australian Workplace Equality Index (AWEI) Bronze status in 2020 and 2021, and Silver status in 2022.
- Being selected as a WIT Employer of Choice Finalist in 2018, 2019 and Highly Commended in 2023; and a Finalist in the Australian HR Award Best Workplace Diversity & Inclusion Program in 2019.
- Being awarded 2020 Women in Digital Diversity Employer of the Year.

Our strategic commitment to Indigenous futures and EDI was embedded in the University's Strategic Plan 2020-2025, then further solidified through the establishment of the Deputy Vice Chancellor (Indigenous, Diversity and Inclusion) role in 2023. We are also in the process of developing an Employee Value Proposition which will highlight Griffith's values ([Action 1](#)).



Figure 2: Revised Equity, Diversity and Inclusion website extract

Table 5: Progress on actions related to showcase our diversity and inclusion commitment.

Action Reference	Action	Progress
AS 5.6	Ensure information for prospective candidates includes workplace flexibility information on the Griffith Pay, Conditions and Benefits website.	COMPLETED The website has been updated.
AS 6.5	Achieve the Australian Workplace Equality Index (AWEI) (comprehensive national benchmark on LGBTQ workplace inclusion) Bronze award or higher.	COMPLETED Bronze recognition was achieved in 2020 and 2021, followed by Silver recognition in 2022.
AS 6.7	Review and update equity, diversity and inclusion related staff websites. Embed intersectionality when revising the equity, diversity and inclusion websites (structure, images and content).	COMPLETED The equity, diversity and inclusion staff websites have undergone two major reviews since the 2018 Athena Swan submission. Intersectionality was considered in the development of structure, images and content.

Visibility and profile of Women in STEM

Several marketing assets were developed including:

- annual videos celebrating the success of women's careers, many of which include women from STEM backgrounds;
- featuring women in STEM alum in the university's primary marketing campaigns;
- a video featuring Dr. Alison Wright's experience of gender affirmation at Griffith to reflect a diversity of women's experiences; and
- Women in STEM testimonials on the '100 academics' recruitment campaign website in 2023.

Staff were also encouraged to share success stories with the Marketing and Communications Team, which were featured in Griffith news articles.

Sciences also promoted opportunities and encouraged areas to nominate women for external awards. ARC and NHMRC fellowship scheme applications were also monitored by gender to identify opportunities for further improvement. An increase in women's success in external awards indirectly contributes to the attraction of women by increasing the external profile of women role models, thus encouraging candidates to envision a successful career at Griffith.



“ Griffith University's ambition is to provide an innovative, diverse and inclusive work environment where everyone belongs. As a sole parent, this has enabled me to undertake world-class research leadership roles and lead climate adaptation science efforts that are making a difference. We are a welcoming place where individuals matter: we celebrate diversity and see it as a strength that supports better societies and innovation ”

Dr Johanna Nalau
ARC DECRA Fellow
Senior Lecturer, School of Environment and Science

Figure 3: '100 Academics' recruitment campaign website featuring Dr. Johanna Nalau, ARC DECRA Fellow

“ I have received excellent mentoring. I have access to high-quality scientific equipment, and professional development opportunities such as leadership training. I have also benefitted from internal grant schemes (research and infrastructure grants), and received support for the preparation of external grant applications. My mentors regularly encourage me to apply for awards or offer to nominate me. ”

Dr Nora Tischler
ARC DECRA Fellow
Assistant Director, Centre for Quantum Dynamics,
School of Environment and Science

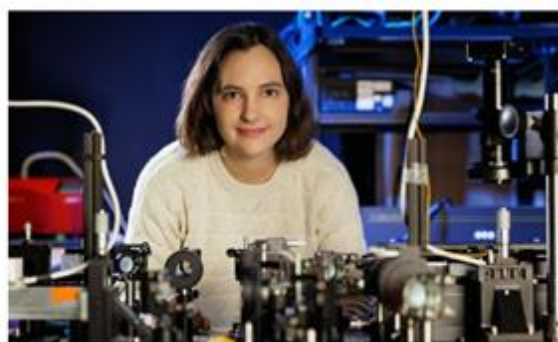


Figure 4: '100 Academics' recruitment campaign website featuring Dr. Nora Tischler, ARC DECRA Fellow

First Peoples academic opportunities

Griffith is seeking to recruit Aboriginal and Torres Strait Islander academics with a passion for teaching and research.

Aboriginal and Torres Strait Islander people, their communities and their values are embedded within Griffith's core culture and identity. We have a strong commitment to First Peoples employment and career progression and Aboriginal and Torres Strait Islander peoples are encouraged to apply to our First Peoples Talent Network.

[First Peoples academic recruitment >](#)



Figure 5: First Peoples opportunities within the '100 Academics' recruitment campaign

Table 6: Progress on actions related to the visibility and profile of academic women in STEM

Action Reference	Action	Progress
AS 5.42	(Aligned with Griffith's 'Remarkable' branding), grow assets on Remarkable Women at Griffith including women in STEM (for example, website content and video) to continue to build on women's visibility.	<p>COMPLETED / ONGOING Key assets that were developed to promote Women in STEM externally include:</p> <ul style="list-style-type: none"> • A video featuring Dr. Alison Wright's experience of gender affirmation at Griffith, which was promoted on International Women's Day. • A video featuring alum Dr. Jessie Christiansen (NASA Scientist) • A video featuring alum Rachel Janes (Marine Scientist) • A range of Griffith news articles on women in STEM
AS 5.44	Increase Griffith STEM Academic Women's nominations for external awards by the University actively nominating and building submissions.	<p>ONGOING Opportunities to nominate women for external awards were broadly promoted across the Group. Specific areas of targeted promotion and nomination include:</p> <ul style="list-style-type: none"> • Peter Cullen Women in Water Leadership Program • Women in Technology Awards

Action Reference	Action	Progress
AS 5.19	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.	ONGOING Applications to ARC and NHMRC grants are monitored by gender at the Group.
AS 5.43	Launch a prestigious annual lecture at Griffith University on women in STEM.	RECONSIDERED Due to resourcing constraints this initiative was put on hold during 2020. This was replaced with the Women in STEM Network series, hosted by the Sciences Group. Future guests for the 'A Better Future for All' lecture series will investigate opportunities to promote Women in STEM.
AS 5.41	Enhance the Griffith Athena SWAN website to <ul style="list-style-type: none"> • further focus on Griffith women in STEM Careers; and • reflect and communicate the Griffith Athena SWAN Action Plan. 	COMPLETED A new website section was added within the Equity, Diversity and Inclusion website to focus on Athena Swan and Women in STEM.
AS 5.36	Embed in University policy the University's stance on and support of gender balance on panels and conferences (internal and external).	IN PROGRESS This has been included in the revised draft Equity, Diversity and Inclusion Policy which is in the process of being finalised. It will also be considered in the development of a university wide draft Conference Reference Guide. The principle had been applied in some areas, for example, Griffith Research Institute of Drug Discovery (GRIDD) encourages a gender balance of speakers for the GRIDD Seminar Series

Targeted strategies - STEM women and Indigenous staff

In our AS Action Plan, Sciences committed to women representing 30% of shortlisted candidates in academic roles. The Group subsequently established 30% women as a minimum requirement for shortlisting, with a goal of 50% representation where possible. A process where a diversity of genders were shortlisted separately for Sciences roles was established to support this. In 2019, prior to the establishment of the new recruitment system (see below), a reminder of shortlisting targets was included in email templates to selection committee members to ensure this target was considered. This is still being implemented within the new system ([Action 5](#)). The new system also makes it easier to filter candidates by gender.

Sciences roles were also advertised through targeted channels such as the WIT jobs board. In 2019, advertisements for science academic positions included a statement encouraging women to apply and outlined that flexible work arrangements could be negotiated. This was later expanded to a broader EDI and flexibility statement used across the whole university in 2022.

In 2019, the First Peoples Talent Pool was established to make it easier to identify potential Indigenous candidates for roles. The First Peoples Employment Partner worked closely with Sciences to propose potential candidates. Sciences established two First Peoples Early Career Fellowships, which were appointed to women in 2019 and 2021.

Other 'grow our own' initiatives to develop future academic women included networking opportunities for PhD candidates from ICT, which was later broadened to all women PhD candidates in Sciences.



Figure 6: First Peoples Early Career Fellow and recipient of the 2023 Australian Academy of Science Aboriginal and Torres Strait Islander Scientist Award, Bidjara woman, Michelle Hobbs.

Table 7: Progress on actions related to targeted recruitment strategies for STEM academic women and Indigenous staff.

Action Reference	Action	Progress
AS 5.2	In the Sciences Group, <ul style="list-style-type: none"> ensure women represent 30% of those on appointment (selection) panels. ensure women represent 30% of shortlisted candidates. 	ONGOING These targets were set and are discussed further in the outcome section.
AS 5.5	In the Sciences Group, insert "Female applicants are particularly encouraged to apply and while this position is advertised as full time, a fractional appointment with flexible working can be negotiated." for all academic positions.	COMPLETED Advertisements for academic positions in the Sciences Group were updated to include a statement encouraging women to apply and outlined that fractional and flexible work arrangements could be negotiated. This was later expanded to a broader diversity, inclusion and flexibility statement in 2022.
AS 5.7	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).	COMPLETED / ONGOING In 2019, prior to the establishment of the new recruitment system, a reminder of these shortlisting targets was included in the "open advertisement" and "advertising complete" letters to selection committee members to ensure the target was appropriately considered. Alternative methods to communicating this message will be explored within the new system.

Action Reference	Action	Progress
AS 5.18	Introduce women-only postdoctoral fellowships in all Groups. Award fellowships in areas where women are underrepresented.	RECONSIDERED Further investigation revealed that the requirements to award women-only positions required substantial evidence of an attempt to recruit women into these positions. These were put on hold until a significant case could be made and may still be considered in the future. A gender-separated shortlist initiative had been implemented in the interim.
AS 8.2	In the 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, subject to performance.	COMPLETED Sciences Group appointed the First Peoples' early career fellowships in 2019 and 2021.

Education and resources on inclusive practises

Several resources and training were delivered including:

- *Achievement Relative to Opportunity Guideline* and *Quick Guide to Reducing Bias in Decision Making* for use in recruitment and other processes.
- unconscious bias training for Executive Group in 2018 and Sciences Group supervisors in 2020.
- Targeted training on disability (n=37) and LGBTQIA+ inclusion (n=27) to key HR staff so they can support hiring staff in embedding inclusive recruitment practises in 2022 and 2023.

An intersectional perspective was considered in development offerings. In 2021, Griffith launched its Leadership Capability Framework which includes inclusive leadership as part of its culture and engagement pillar.

Table 8: Progress on actions related to education and resources on inclusive practices.

Action Reference	Action	Progress
AS 5.8	Create a checklist for Chairs to prime them and the selection committee on practice that mitigates bias and reflects the new policy and procedures.	COMPLETED Considerations for recruitment and selection were included in the <i>Quick Guide to Reducing Bias in Decision Making</i> which was made available on the EDI website.
AS 5.9	Develop a Performance Relative to Opportunity Guideline for use in recruitment and selection, promotions and performance reviews.	COMPLETED The <i>Achievement Relative to Opportunity Guideline</i> was finalised in 2020. This document was added to the Policy Library and is referenced in the Talent Acquisition Procedure and other relevant policies and procedures.

Action Reference	Action	Progress
AS 5.10	<p>Provide face-to-face unconscious bias training in selection decisions for</p> <ul style="list-style-type: none"> • the Executive Group • Deans (Academic) • Chairs of selection and promotion committees. <p>Provide online unconscious bias in selection decisions training for all other staff on recruitment and selection and promotions committees.</p>	<p>IN PROGRESS</p> <p>Face-to-face unconscious bias training was delivered to Executive Group in 2018 and Sciences Group supervisors in 2020 (approx. 50 staff).</p>

Talent acquisition policy and processes

Between 2021 and 2022, the talent acquisition function was restructured to simplify processes and focus on candidate and hiring manager experience. This restructure included a new talent acquisition system used from 2022 onwards. EDI capabilities were considered as part of the system procurement process.

Historically, recruitment data in the system was considered unreliable; therefore, data-related actions were realigned to the launch of the new system. The new system includes improved data collection including recording gender, LGBTQIA+, cultural diversity and Indigenous staff status. Going forward, a recruitment dashboard featuring a range of demographic data will be developed ([Action 6](#)). Demographic and recruitment related questions were also included in the Employee Engagement Survey (established in 2021).

The new system requires recruitment panellists to independently score candidates for shortlisting and interview to minimise bias in the recruitment process. It also provides improved capability for candidate management so that hiring staff can easily retain information on suitable candidates. Indigenous applicants can be identified and moved directly to shortlists in accordance with the First Peoples Employment Action Plan.

In 2022, a new Talent Acquisition Policy and Procedure were developed and included consideration of:

- achievement relative to opportunity and EDI principles;
- specific recruitment requirements or barriers experienced by some groups (for example, trans and gender diverse candidates and candidates with a disability);
- pay equity in salary negotiations where relevant;
- university EDI commitments including increasing the proportion of women in senior positions and in STEMM; and
- gender and other diversities in selection panel composition.

We also introduced LinkedIn post templates to make it easier for hiring managers to promote vacant roles. This supported increased exposure of these roles, therefore improving the visibility of the role to suitable women.

Table 9: Progress on actions related to talent acquisition policy and processes.

Action Reference	Action	Progress
AS 5.4	Pilot "Textio" software that reviews and remedies gender language in position descriptions, short web text and advertisements.	RECONSIDERED An investigation of the Textio software for identifying gendered language determined that it was not fit for purpose within the current HR processes. An initial review of Griffith's job templates indicated that they were relatively gender balanced.
AS 5.11	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.	COMPLETED The new Talent Acquisition Policy and Procedure were finalised in 2022.
AS 5.12	<p>To better understand women's employment trends in real time, further develop comprehensive dashboards providing gender data by Group including:</p> <ul style="list-style-type: none"> • recruitment and selection by academic/general positions • Aboriginal and Torres Strait Islander employment <p>Monitor and report on employment data from an intersectional perspective to better understand where interventions are required.</p>	<p>IN PROGRESS</p> <p>Dashboard development was put on hold to align to the establishment of the new talent acquisition system. Capabilities to collect demographic data were considered in the procurement of this system.</p> <p>An initial recruitment dashboard was established in 2022. Further developments will break the data down by gender and other demographic data.</p> <p>Relevant data reports were provided to the Athena Swan Committee so the committee could continue to track outcomes.</p>
AS 7.6	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.	COMPLETED / ONGOING A statement about considering gender and other diversities in panel composition was included in the Talent Acquisition Policy.

Outcomes

The AS Action Plan committed to the following targets to improve representation of academic women:

1. In the Sciences Group, at least 30% of new academic appointments are women for 2018 – 2021.
2. Increase by 3% the number of women applying for academic positions in the Sciences Group.
3. By 2022, an increase in percentage of women in the Sciences Group (34% by 2022).
4. At least 45% of the overall academic cohort at Levels D and E are women by 2020.

While target 4 was not designed with only Sciences in mind, an increase in senior Sciences women is expected to contribute to increasing the overall representation of women in senior academic roles. The introduction of the engagement survey in 2021 also provided information on staff perceptions of attraction, recruitment and selection.

Table 10: Progress on Athena Swan outcome targets as at September 2023

Target	Outcome	Progress
By 2022, an increased percentage of women in the Sciences Group (34% by 2022).	Increase from 28% in 2017 to 34% in 2023 (+6%)	Target achieved in 2023. New target of 40% by 2030 set, with a review of this target in preparation for an Athena Swan Silver submission (2025).
At least 45% of the academic cohort at Levels D and E are women by 2020.	Sciences Group representation increased from 22% in 2017 to 26% in 2023. This contributed to an increase in the overall proportion of senior women; and meeting the overall target 45% in 2020.	Target achieved in 2020. The University set another target for the overall academic cohort of 50% representation by 2025.
In the Sciences Group, at least 30% of new academic appointments are women for 2018 – 2021.	40% of appointments between 2019 – 2022 (time frame adjust to most current data) Comparison between 2016-2018 and 2019-2022 showed a 5% improvement in appointments.	Target achieved between 2019-2022. A new target of at least 40% of new academic appointments was set
Increase by 3% the number of women applying for academic positions in the Sciences Group.	Overall Sciences Group applications remained the same (0%); however, a greater than 3% increase was achieved across time frames in target disciplines (Engineering +4%; ICT: +8%)	Target for the Sciences Group overall was not achieved; however, the target was achieved in target disciplines. Current target continued going forward, with a review in preparation for an Athena Swan Silver submission (2025).
Other key achievements:		
<ul style="list-style-type: none"> • Recruitment of the first woman into the Head of School in Engineering and Built Environment role. • Increase in the proportion of academic women appointed in Engineering by +38% and ICT by +9% between pre- and post-AS periods. • Academic women in Sciences performed on par to (or better than) benchmarks in response to the majority of recruitment survey questions. 		

Recruitment of women in Sciences

Overall, the proportion of academic women appointed to roles in the Sciences *increased by +5%* when comparing pre-AS (2016-2018) and post-AS (2019-2022) action implementation periods. There was a moderate drop in the appointments of women in 2018; however, many AS actions were still being established at this time. The 30% appointment target was *achieved from 2018 onwards and in most years, exceeded*. In 2019, the proportion of women appointed increased to above 40% and remained above this percentage until 2022. The number of appointments in 2020 was small due a hiring freeze during COVID-19.

While the proportion of women who applied for roles remained the same between pre- and post-AS periods and under 30% between 2017 and 2021 ([Action 1-4](#)), women tended to outperform men in offer and hires rates, suggesting that highly qualified women were attracted to these roles.

Table 11: Summary Sciences Group recruitment outcomes (2016-2022)

	2016-2018		2019-2022		Difference
	Female/Woman	Male/Man	Female/Woman	Male/Man	Female/Woman
Applications	569 (27%)	1574 (73%)	874 (27%)	2416 (73%)	0%
Appointments	47 (38%)	78 (62%)	60 (43%)	81 (57%)	+5%

Table 12: All Sciences Group recruitment data - application, offer and hires, 2018-2022

	Applications			Offers			Hires		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
2017	145	479	23%	14	25	36%	12	20	38%
2018	208	727	22%	22	47	32%	20	46	30%
2019	249	791	24%	20	34	37%	20	30	40%
2020	95	288	25%	9	10	47%	6	7	46%
2021	148	498	23%	15	18	46%	15	16	48%
2022	382	839	31%	22	33	40%	19	28	40%

NOTE: %F reflects the percentage of women in total applications, received offers or successful hires. Data from 2022 should be interpreted with caution due to the transition between the old (PeopleSoft) and the new recruitment system (Smart Recruiters) happening during this year. Interview data has been excluded as data was not reliably recorded in the system.

Table 13: All Sciences Group recruitment data – offer and hire rates, 2017-2022

	Total openings	Offer rate		Hire rate		Total appointments
		Female	Male	Female	Male	
2017	28	9.6%	5.2%	8.3%	4.2%	32
2018	69	10.6%	6.5%	9.6%	6.3%	66
2019	53	8.0%	4.3%	8.0%	3.8%	50
2020	27	9.5%	3.5%	6.3%	2.4%	13
2021	35	10.1%	3.6%	10.1%	3.2%	31
2022	63	5.8%	3.9%	5.0%	3.3%	47

NOTE: Offer and Hire rates reflects the percentage of all applications from women or men who were offered a role or hired. Data from 2022 should be interpreted with caution due to the transition between the old (PeopleSoft) and new recruitment systems (Smart Recruiter) happening during this year. Some jobs were also transferred across systems therefore openings and appointments may not align.

By Element

At the Element level, applications and appointments of academic women *increased in Engineering (+4%; +38%) and ICT (+8%; +9%)*. While application and appointment outcomes decreased in Environment and Science, women already represented 50% in the pre-AS period, and women were better represented in this School compared to others. Application and appointment outcomes also decreased or stayed the same in Research Centres and Institutes, though were above 30% in both periods. Recruitment outcomes will be monitored in these areas to detect and remedy any long-term negative trends ([Action 10](#)).

Table 14: Recruitment outcomes for academic women in Science Group by Element (2016-2022)

	2016-2018		2019-2022		Difference
	Female/Woman	Male/Man	Female/Woman	Male/Man	Female/Woman
Engineering and Built Environment					
Applications	88 (15%)	482 (85%)	194 (19%)	817 (81%)	+4%
Appointments	4 (24%)	13 (76%)	16 (62%)	10 (38%)	+38%
Environment and Science					
Applications	217 (35%)	401 (65%)	256 (31%)	568 (69%)	-4%
Appointments	16 (50%)	16 (50%)	12 (39%)	19 (61%)	-11%
Information Technology					
Applications	39 (13%)	256 (87%)	99 (21%)	376 (79%)	+8%
Appointments	4 (24%)	13 (76%)	3 (33%)	6 (67%)	+9%
Research Centres and Institutes					
Applications	225 (34%)	435 (66%)	324 (33%)	651 (67%)	-1%
Appointments	23 (39%)	36 (61%)	29 (39%)	46 (61%)	0%

Note: Only summary of post- and pre-AS periods is provided at the Element level due to small numbers.

By level

There was an increase in the *appointment of academic women at senior levels (+9%)*, including the recruitment of the *first woman as Engineering Head of School in 2021*. However, difficulties in encouraging applications from senior women remained. Low applications are, in part, due to a smaller pool of eligible academic women in STEM disciplines to recruit from. Further development of the current pipeline could contribute to increasing this candidate pool ([Action 14-16](#)). There were also improvements in applications and appointments at levels A to C. Though numbers are small, most improvements in appointments can be attributed to a higher proportion of appointments of women at levels B and C.

Table 15: Recruitment outcomes for academic women by level

	2016-2018		2019-2022		Difference
	Female/Woman	Male/Man	Female/Woman	Male/Man	Female/Woman
Level A to C					
Applications	492 (26%)	1388 (74%)	810 (27%)	2178 (73%)	+1%
Appointments	35 (39%)	54 (61%)	51 (43%)	69 (57%)	+4%
Level D, E and senior roles					
Applications	71 (29%)	177 (71%)	62 (21%)	237 (79%)	-8%
Appointments	12 (34%)	23 (66%)	9 (43%)	12 (57%)	+9%
NOTE: Levels were combined into junior (level A, B + C) and senior roles (levels D, E and senior roles) due to small numbers at C, D and E when separately by gender. Senior roles include roles such as Discipline Head, Head of Schools, Dean that also have an underlying Level D or E contract.					

Representation of women in Sciences

The proportion of academic women in the Sciences increased from 2017 to 2020, remained stable in 2021 and 2022, then increased again in 2023. Overall, this represents a *6% increase* compared to 2017 data. Progress may have been delayed between 2020 and 2022 due to COVID-19. From an Element perspective, there has been a *steady increase in the proportion of women in Engineering and ICT* across most years since 2017. While the proportion of women varied across this time in Environment and Science, the proportion of women in 2023 represents a 1% increase from 2017.

Table 16: Percent academic women (Headcount) in the Sciences Group by Element (2017-2023)

	2017	2018	2019	2020	2021	2022	2023	2017-2023 difference
Sciences Group	28%	28%	31%	32%	32%	32%	34%	+6%
Engineering	18%	21%	23%	23%	27%	30%	33%	+15%
Environment & Science	37%	32%	35%	38%	36%	38%	38%	+1%
ICT	5%	10%	13%	18%	22%	22%	24%	+19%

The proportion of women at Level D, E and senior roles in the Sciences has *increased by 4% since 2017*, and slightly decreased in 2019. This increase contributed positively to the goal of women representing 45% of the total senior academic cohort.

Table 17: Proportion of women in senior academic roles (Level D, E and above) in the Sciences Group, 2017-2023

	2017	2018	2019	2020	2021	2022	2023	2017-2023 difference
Headcount	22%	22%	21%	22%	26%	26%	26%	+4%
FTE	21%	21%	20%	21%	24%	24%	24%	+3%

Perceptions on talent acquisition

In most years, academic women in Sciences met or exceeded survey benchmarks. On attraction and selection, they were:

- above or slightly below (2022: -4% on attraction) academic men in Sciences;
- equivalent to (2021 on selection), above or slightly below (2021: -3% on attraction) all academic women; and
- above AUNZ academic university benchmarks.

Overall, the survey suggested that satisfaction with recruitment and selection was low across Griffith and the sector ([Action 11](#)). In 2021-2022 a review and subsequent restructure of the talent acquisition function was completed to support better recruitment outcomes.

Table 18: Academic Sciences staff responses to attraction and recruitment related engagement survey questions, 2021-2022

Question	Cohort	2021		2022		2023	
		Female /Women	Male /Men	Female /Women	Male /Men	Female /Women	Male /Men
Griffith is good at attracting people to apply for jobs here.	Sciences Group	54%	42%	52% (-2%)	56% (+14%)	57% (+5%)	56% (0%)
	All Academic staff	57%	46%	50% (-7%)	51% (+5%)	53% (+3%)	51% (0%)
	AUNZ Academic Benchmarks	n/a		41%		45%	

Question	Cohort	2021		2022		2023	
		Female /Women	Male /Men	Female /Women	Male /Men	Female /Women	Male /Men
Griffith is good at selecting the right people for the right jobs.	Sciences Group	46%	41%	50% (+4%)	47% (+6%)	47% (-3%)	45% (-2%)
	All Academic staff	46%	40%	44% (-2%)	44% (+4%)	44% (0%)	43% (-1%)
	AUNZ Academic Benchmarks	40%		40%		44%	
I would recommend Griffith as a good place to work.	Sciences Group	74%	71%	75% (+1%)	77% (+6%)	70% (-5%)	77% (0%)
	All Academic staff	71%	68%	67% (-4%)	70% (+2%)	70% (+3%)	69% (-1%)
	AUNZ Academic Benchmarks	64%		62%		66%	

NOTE: Data in brackets represent change from the previous year's results.

Impact

In 2023, staff were consulted through a range of methods including two facilitated sessions with the Sciences EDI Committee (n=8) and Sciences Group leadership team (n=8), and 1-on-1 interviews (n=10). Participants covered a range of Sciences staff including new starters, hiring panellists and managers, leadership roles, and academic women from a diversity of levels and lived experiences.

Griffith values and external profile

Staff felt that Griffith's commitment to its values was genuine, and some took this into consideration when applying for a job here. An increase in visibility on EDI over the past few years was also noted. Opportunities were identified to increase the visibility of women in STEM and related initiatives.

Table 19: Value-related quotes and discussion themes from Sciences consultations

Positive comments on Griffith's values and diversity and inclusion	<i>"Griffith's commitment to diversity and inclusion is genuine, particularly when you compare us to our competitors."</i>
	<i>"There is less lip service [on diversity and inclusion] at Griffith than other organisations."</i>
	<i>"A major attraction to Griffith is the culture and that Griffith really lives its values."</i>
	<i>"The attraction piece for me did have a strong values story to it. I was drawn to Griffith's real stance on living its values and through the recruitment and due diligence process, I definitely feel like the institution does live its values as opposed to just having them on the website as branding." [Level E/Senior role]</i>
	<i>[on diversity & inclusion] "I do think that from my perspective, this has really accelerated in the last couple of years on multiple levels ... with the branding and the rainbow and the beautiful colours ...that wasn't overt for me to have seen [at the time of applying]". [Level B]</i>
	<i>"It looks like they're working towards more equity ... always nice to see the updated LGBTQ plus flag with like people of colour and trans." [referencing Griffith's use of the Progress Pride flag in branding] [Level B]</i>
Positive comments on the visibility of role models	<i>"At the school level we see a lot of women in leadership which is great to see."</i>
	<i>"I did see quite a lot of women in professor roles throughout the different research institutes when I was doing my research in preparation for my interviews. That's always a good sign when you see women in those positions." [Level B]</i>
Opportunities to improve the visibility of diversity and inclusion initiatives	The Sciences EDI Committee suggested that more content on key initiatives to support women in the Group could be included on the current webpages. This content could be reviewed annually to ensure the pages remains current.
	The Sciences EDI Committee identified the testimonials from academic women in Sciences that were included in the '100 academics' micro site (See Figures 3-5) as good practise. The Committee suggested that more testimonials would increase the profile of women in STEM externally.
Opportunities to improve visibility of role models	<i>"There could be more cultural diversity at the senior leadership levels"</i>

FUTURE ACTIONS	<ul style="list-style-type: none"> • Continue to support women to attend the WIT program for Cultural and Linguistically Diverse Women to support their leadership journey (Action 17). • Review the Women in STEM and Jobs at Griffith webpages to further promote initiatives in this space (Action 4).
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Recruitment experience

Many participants who applied for roles described a positive interview experience, which, for some, reaffirmed their perception of Griffith as a values-led institution. Some feedback suggested there is more work needed to improve recruitment processes. Many noted that the panel had gender diversity, though there were conflicting opinions on whether that was a positive thing.

Table 20: Quotes and discussion themes on recruitment experience from Sciences consultations

Positive comments on the interview process	<i>"What I really enjoyed about the whole situation was that they were interested in me ... I've had other interviews where you can tell they hadn't even read your application. Whereas I felt like these people were prepared ... they had taken the time to be prepared to talk to me specifically, ... not just someone to fill a vacancy that they had."</i> [Level B]
	<i>"...I was familiar with Griffith, it had that reputation of being a good place to work... it seemed like a friendly place and just in the interview and talking to people, I kind of got that impression."</i> [Level B]
	<i>"What looked interesting for me was just what they stood for ... the values and justice, the impression that I got going through what they were offering ... my experience with the interview itself and the people that were present at the interview, it just confirmed what I thought it will be like. That just made it more clear for me that my first impression was correct."</i> [Level B]
	<i>[on their recruitment experience] "Considering I was employed after it, it obviously was positive. In saying that had I not been offered the job, it still would have been a positive experience."</i> [Level A]
Comments on panel composition and experience as a panellist	<i>"There were men and women on the panel. The senior people on the panel were male. But I didn't feel uncomfortable about that situation."</i> [Level B]
	<i>"Any panel that I've known of, there's always that gender balance with females. I think that's a requirement actually from university to have that, which sometimes means you pull someone in who's totally irrelevant."</i> [Level A]
	<i>"[The hiring manager] really made a point to give every person a chance to speak and to hear your opinion and also varied who speaks first so that it's not always the same person. So I never felt that I was only given the last voice."</i> [Level C]
	<i>"Aim to have another one [woman]. based on the size of the panel ... I do understand that you need to have people from different roles, so where possible and where it makes sense ... so that it's not majority men ... also people of other identities as well."</i> [Level C]
Areas where candidate and hiring manager experience could be improved	A few candidates and hiring managers identified that communication during the recruitment process (from either the hiring manager or talent acquisition) could be improved in addition to some of the current processes.

<u>FUTURE ACTIONS</u>	<ul style="list-style-type: none"> Continue to refine and improve talent acquisition processes to improve candidate and hiring manager experience. (Action 11)
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Connection to Griffith

Many participants who applied for roles identified that an experience with or the people at Griffith influenced their decision to apply, highlighting the importance of encouraging staff to reach out to their networks.

Table 21: Quotes and discussion themes related to Griffith connections from Sciences consultations

Positive comments on connection to Griffith	<i>[Internal applicant] “[A senior staff member] was just really great in that regard and he encouraged me to apply for this role. And then I went through the interview process even though I didn’t get [the initial] role they offered me [another] role and gave me a really good mentor.” [Level C]</i>
	<i>“My secondary supervisor was actually a someone who used to teach me in my undergrad. ... knowing that there was always that that relationship was there was probably helpful for me... the biggest drawcard for me was my supervisor.” [Level A]</i>
	<i>“...I did my bachelor’s here, and then I did my master’s overseas and I’ve had multiple professional roles since and then I came back ... to do my PhD. I knew what Griffith was about. I didn’t need to be enticed to come here. I knew it was a really good institution from my experience.” [Level A]</i>
	<i>[Applicant who was unsuccessful in their first application, however applied to another position] “...And then ... a very similar position came up and I thought, hey, why not apply again? Because I enjoy talking to these people, thought they were really great. We’ll just see how we go.” [Level B]</i>
	<i>“You know, with [Griffith’s] values, that’s certainly made a difference. And we actually see that with people that are applying now women that are applying for positions there have been talking to other people that that work here and say what a fantastic place this has been for female academics.” [Level E/Senior role]</i>
<u>FUTURE ACTIONS</u>	<ul style="list-style-type: none"> Continue to encourage current staff to reach out to their networks on current vacancies (Action 12)

Women in Sciences Initiatives

Hiring managers linked the gender-separated shortlists initiative to improved recruitment outcomes for women. Staff identified that there had been specific sourcing strategies in some areas that had been effective in increased applications. Staff also suggested reconsidering women-only positions in specific disciplines.

Table 22: Quotes and discussion themes on women in STEM initiatives from Sciences consultations

Positive comments on the gender separated shortlist initiative	<i>“The gender separated shortlist initiative in the Sciences Group really makes a difference in recruiting more women into Sciences. It has helped us to identify high quality women, who may not have been considered if candidates were compared against their male peers on raw outputs alone; however, it becomes clear that they have had different career trajectories and their outputs are high quality based on that</i>
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	<p>trajectory. This initiative has made it easier to meaningfully consider more diverse candidates relative to opportunity in the hiring process." [Level E/Senior role]</p> <p>"It's such a simple tool, but I feel like it actually works because we all have biases... it's a really kind of confronting question when you get a male shortlist and female shortlist and you have to merge them and you go, there's a woman at the top of the female list who maybe I would have looked over if I hadn't had to go through this kind of two stage exercise." [Level E/Senior role]</p> <p>"[The gender-shortlisting strategy] has been extremely good. In engineering that's helped us to really identify some really great women... It took a bit of time and cultural change ... and a lot of people that are on selection panels didn't like it at first and but now I think everyone's pretty much used to it. There's been a cultural change around this." [Level E/Senior role]</p> <p>The Sciences EDI Committee discussed the effectiveness of this initiative and proposed that since there was an increase the number of women invited to interview, it provides these women the opportunity to highlight other key qualities that are critical to the role such as interpersonal and communication skills, which may not be easily demonstrated on paper.</p>
Examples of targeted sourcing strategies	<p>The Sciences EDI Committee identified physics as an area where targeted sourcing strategies had taken place, which had led to an increase in application from women.</p> <p>"We were making an appointment in [discipline], which is a fairly niche field. We were just worried generally that across the board, we weren't going to get the kind of calibre of applicants we needed. I think we paid somebody ... casual hours ... gave them some parameters I think came back with a list of about 100 people." [Level E/Senior role]</p>
Opportunities to improve the attraction of women in Sciences	<p>The Sciences EDI Committee discussed whether women-only positions might be reconsidered in some areas. While the Sciences has had positive outcomes overall, there may be areas such as Physics where these positions are still appropriate given competitor universities have established these roles.</p>
<u>FUTURE ACTIONS</u>	<ul style="list-style-type: none"> • Include content on sourcing strategies in future Hiring Manager development offerings (Action 5) • Revisit 'women-only' positions in areas where there continue to be difficulties in recruiting women (Action 11)

Workplace flexibility

Workplace flexibility was seen as a key attractor for candidates applying to Griffith; however, opportunities for improvement in this area were also identified. Access to flexibility was also perceived to depend on the work area.

Table 23: Quotes and discussion themes on workplace flexibility from Sciences consultations

Positive comments on workplace flexibility	"Flexibility is THE most important aspect for me in any job. Also note, the School is great for allowing us to work how and where we are most effective and productive - for example, late afternoons just don't work for me ... I haven't worked at other universities,
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	<i>but family have, and we are actually outstanding in how we incorporate diversity... Kudos to Griffith. And for how we offer good work-life balance options.” [Level B]</i>
	<i>“I had a positive experience relating to flexibility when I was recruited to Griffith. I had just had a baby and was on parental leave at the time, and I was allowed to delay my start date. It was very generous for the Sciences Group to allow that.” [Level C]</i>
Opportunities for improvement on workplace flexibility	<i>“Griffith is well known for very good flexibility with working arrangements, although this differs between Schools, etc. However, there seems to be a push to get everyone back on to campus, all the time (post-COVID). I would rather see this go back to how it was before, and not go like [another organisation] which is more like a corporate employer.” [Level B]</i>
	Other suggestions from the Sciences EDI Committee discussions included offering a four-day work week and/or 9-day fortnights.
<u>FUTURE ACTIONS</u>	<ul style="list-style-type: none"> Investigate opportunities to improve workplace flexibility in future Cygnet Awards

Job design and advertisement

On recruitment and selection processes, staff suggested opportunities to improve the job design and description templates, particularly for early-career roles.

Table 24: Quotes and discussion themes on job design and advertisement from Sciences consultations

Opportunities for improvement on job design and advertisements	<i>“As a postdoc, one of the areas where the University appears to be going backwards on is the selection criteria. We used to have concrete, meaningful selection criteria; however, job descriptions are less clear now. This lack of clarity has created confusion as the it makes them difficult to respond to and may mean women and other diverse groups lack confidence to apply.” [Level B]</i>
	The Sciences EDI Committee discussed whether advertising roles at a combined level (for example, Level B / C) might enable more women in STEM to apply since the candidate pool is small.
	The Sciences EDI Committee discussed that women can get ‘stuck’ in early career teaching roles which are often fixed-term, where there are high expectations to also met research outputs.
	Hiring manager feedback suggested that there are different recruitment challenges for fixed-term roles compared to continuing roles, since the numbers of applications for fixed-term roles are often lower and the roles are less in-demand than continuing roles which makes it more difficult to recruit women and other underrepresented groups.
	Early career participants tended to report more frequently that the role or the project itself was the main attractor to applying for a role, whereas mid-level and more senior staff also considered other aspects of the job such as Griffith’s values and workplace flexibility.
<u>FUTURE ACTIONS</u>	<ul style="list-style-type: none"> Consider opportunities within workforce planning processes, including in job design, to increase the representation of academic women and other underrepresented groups in the Sciences Group (Action 18)

Further Action

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
Improve applications from women by further increasing Griffith's profile as an inclusive university where women can succeed						
<u>Key target:</u> Increase the proportion of applications from academic women in the Sciences Group to 30% between 2023 and 2027.						
1	While women did well on offer and hire rates, the proportion of women who applied for roles remained under 30% between 2017 and 2021. Further work is needed to improve application numbers from academic women in the Sciences Group.	Further showcase Griffith's commitment to its values through the implementation of the Employee Value Proposition project.	2023-2024	Talent Acquisition team	Director (HR)	Improved perception of Griffith's values, leading to an increase in the proportion of applications from women applying for academic STEM roles.
2		Ensure diversity and inclusion is well-represented on Griffith job advertisement templates and related marketing.	2023-2024	Talent Acquisition team Inclusion and Development team	Director (HR)	Improved perception of Griffith's commitment to diversity & inclusion, leading to an increase in the proportion of applications from women applying for academic STEM roles.
3		Continue to work with Marketing and Communications to profile success stories from academic women in STEM.	Ongoing	Sciences Group Dean (Academic) Marketing and Communications	PVC (Sciences)	Increased visibility of successful women's careers at Griffith, leading to an increase in the proportion of applications from women applying for academic STEM roles.
4		Further develop the Jobs at Griffith and Women in STEM webpages to promote	2023 onwards	Sciences Group Dean (Academic)	Director (HR)	Increased visibility of the support for women in STEM at Griffith, leading to an increase in the proportion of applications from

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
		key diversity and inclusion initiatives.	Reviewed Annually	Inclusion and Development team Talent Acquisition team		women applying for academic STEM roles.
Continue to embed and improve inclusive recruitment practises and processes						
<u>Key targets:</u> <ul style="list-style-type: none"> Continued achievement of shortlisting targets (30% minimum, with a goal of 50%, where possible). Achieve at least 40% of academic roles in the Sciences Group being appointed to women between 2023 and 2027. By 2030, increase the proportion of women in the Sciences Group to 40%. 						
5	While some diversity and inclusion resources have been developed, there are further opportunities to educate hiring managers on inclusive recruitment practises.	Develop and deliver development offerings to Hiring Managers which will include: <ul style="list-style-type: none"> Inclusive recruitment practises Sourcing strategies 	2024 onwards	Inclusion and Development team Talent Acquisition team	Director (HR)	Improved hiring manager capability on inclusive recruitment practises, leading to improved recruitment outcomes for academic women in STEM.
6	In the previous system (prior to 2022), shortlisting targets were included in “open advertisement” and “advertising complete” letters. This has still to be implemented in the new system.	Include Sciences Group shortlisting and recruitment targets within email templates to hiring managers.	2024	Inclusion and Development team Talent Acquisition team	Director (HR)	Continued achievement of shortlisting targets (30% minimum, with a goal of 50%, where possible).

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
7	While data collection has improved in the new system, further data development is needed to efficiently understand gender differences in recruitment and selection.	Further develop recruitment dashboards and data sources to include appointment, interview and appointment data by gender and other demographic data.	2024-2025	Workforce Planning and Analytics team Senior Diversity & Inclusion Partner	Director (HR)	Improved and timely understanding of any gendered differences in recruitment and selection to address any emerging gaps.
8	An investigation of the Textio software for identifying gendered language determined that it was not fit for purpose within the current HR processes.	Consider whether the Gender Decoder application is a suitable alternative to evaluating gender bias in job advertisements.	2024	Talent Acquisition team	Director (HR)	Increase in applications from women due to gender-neutral job advertisements that are less likely to deter women.
10	While Research Centres and Institutes were included in the overall Sciences Group analysis, most of the work to date has focused on the academic Schools.	Undergo further analysis to understand recruitment and representation outcomes within the Research Centres and Institutes.	2023 onwards	Senior Diversity & Inclusion Partner Sciences Equity, Diversity and Inclusion Committee	PVC (Sciences) Director (HR)	Greater understanding of recruitment outcomes in the Research Centres and Institutes and action planning where relevant.
11	Overall, engagement survey results suggest that satisfaction with the how Griffith attracts and selects people for roles is low across	Continue to refine and improve talent acquisition processes to improve candidate	Ongoing	Talent Acquisition team	Director (HR)	Improved candidate and hiring manager experience and streamlined application process, resulting in candidates having a

	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 University. Some qualitative feedback also suggested there are still processes across talent acquisition and hiring managers that need to be refined.	and hiring manager experience.				positive experience associated with Griffith.
12	Qualitative feedback revealed that many applicants had a prior connection to Griffith or had someone encourage them to apply for the role.	Continue to encourage current staff to reach out to their networks on current vacancies and encourage internal women and gender diverse candidates to apply for roles.	Ongoing	Sciences Group	PVC (Sciences)	An increase in the proportion of high-quality applications from women applying for academic STEM roles.
13	Qualitative feedback revealed that there continue to be areas where it is difficult to recruit women	Revisit 'women-only' positions in areas where there continue to be difficulties in recruiting women.	Ongoing	Sciences Group	PVC (Sciences)	An increase in the proportion of high-quality applications from women applying for academic STEM roles.
Continue to develop a pipeline of future academic women in STEM						
<u>Key target:</u> An increase in the proportion of senior academic women in Sciences Group, contributing to the whole of University target for senior academic women of 50% by 2025 being met.						
14	The candidate pool for senior academic roles in the Sciences Group is small. Further development of the	Pilot a mentoring application to support career development	2024-2025	Sciences Equity, Diversity and Inclusion Committee	PVC (Sciences)	Increase in capability of academic women in the Sciences Group, leading to an increase in high quality internal

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
	current women in Sciences pipeline can contribute to increasing the size of this candidate pool.	within the Sciences Group				applications from women for senior roles, and ultimately, an increase in senior academic women.
15		Continue to promote current targeted opportunities to support career development within the Sciences Group.	Ongoing	Sciences Group	PVC (Sciences)	
16		Consider gender diversity in the selection process for the 'Future Leaders' and 'Heads of' Academic Leadership Programs in the Sciences Group (still in development).	2024 onwards	Sciences Group Inclusion and Development team	PVC (Sciences)	A high proportion of women participating in these leadership programs in the Sciences Group.
17	Qualitative feedback revealed that staff wanted to see more cultural diversity in leadership roles.	Continue to support women to attend the WIT program for Culturally and Linguistically Diverse Women to support their leadership journey.	Ongoing	Sciences Group	PVC (Sciences)	Increase in capability of academic women from culturally diverse backgrounds in the Sciences Group, leading to an increase in high quality internal applications from women for senior roles, and ultimately, an increase in senior academic women.

	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Person/Group responsible for implementing action	Senior Leader accountable for action delivery	Desired Outcome/Targets/Success Indicators
18	Qualitative feedback revealed opportunities in job design to improve the attraction of women in the Sciences Group	Consider opportunities within workforce planning processes, including in job design (for example, women-only positions), to increase the representation of academic women in Sciences Group.	Ongoing	Sciences Group Workforce Planning and Analytics team	PVC (Sciences)	Improved recruitment and progression outcomes for academic women in Sciences Group.
19	Building inclusive leadership capabilities will help leaders to consider diversity and inclusion within their role.	Build inclusive leadership capability across the university through the delivery of the Leadership Development Framework.	2024 onwards	Inclusion and Development team	Director (HR)	Increase in leadership capability on diversity and inclusion, leading to more inclusive practise, therefore reducing gender bias in recruitment and progression.