

Equity, Diversity and Inclusion

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1.0 Purpose

This policy outlines Griffith's strategic values and commitments, governance arrangements, principles, and legislative responsibilities related to equity, diversity, inclusion and belonging.

2.0 Scope

This policy applies to the Griffith community, including staff and students.

3.0 Policy Statement

3.1 Our strategic commitments

Griffith's Strategic Plan sets out our key strategic commitments related to equity, diversity and inclusion.

3.2 Equity, diversity and inclusion and belonging principles

We will pursue our vision through our core principles of excellence, ethics, and engagement. The University is committed to the following principles to advance equity, diversity, inclusion and belonging in our community. We also follow the principles within the Athena Swan Charter.

3.2.1 First Peoples

Aboriginal and Torres Strait Islander people have maintained unique relationships to the land, sea, waterways, and the air above and around us over tens of thousands of years as the oldest continuous surviving culture in the world and we acknowledge Aboriginal Australians as Traditional Owners within our campuses. Our passion and commitment to work with all staff, students, and external partners, in putting Indigenous knowledges and Peoples first, is at the core of our values, and we extend this acknowledgment to every individual within our community (excerpt [Griffith University Reconciliation Statement, 2022](#)). We have a strong and ongoing commitment to [Reconciliation](#) and eliminating racism as expressed in the [Griffith Reconciliation Statement](#).

3.2.2 Intersectionality

We will take an intersectional approach to understanding and responding to diversity, inclusion and belonging issues and opportunities. In taking this approach, Griffith recognises that particular groups have experienced disadvantage, marginalisation and unequal outcomes and consequently focusses on removing barriers to participation, progression and success in learning and work. These groups may include Aboriginal and Torres Strait Islander people, people with a disability, people of diverse genders, bodies and sexualities (LGBTIQ+/DGBS), women, people from low socio-economic backgrounds, first in family to attend university and people from culturally,

linguistically and ethnically diverse backgrounds including those from migrant and/or refugee backgrounds.

3.2.3 Leadership

Diversity and inclusion will be considered and embedded in all aspects of our practice. Inclusive leadership is a high-value enabler of equity, diversity, and inclusion and an important capability of our leaders as articulated in our [Leadership Capability Framework](#).

3.2.4 Dignified, safe and respectful environment

We will promote a dignified, respectful and safe environment free of discrimination, harassment, bullying, sexual harm, harassment and assault and will:

- take reasonable and proportionate measures to eliminate, as far as possible, unlawful conduct
- educate staff and students about acceptable behaviour, prevention, disclosing, reporting, and resolution options
- actively comply with legislation related to anti-discrimination, human rights, and workplace gender equality.

In providing a safe and respectful environment we will take measures to guarantee that human rights are exercised without unlawful discrimination of any kind. This includes eliminating unlawful discrimination against specific groups for example, on the grounds of a person's age, race, sex, people with variations of sex characteristics (intersex), sexuality, gender identity and expression (including transgender and gender diverse identities), disability, marital/relationship status, parental status, family responsibilities, pregnancy, breastfeeding, religion or belief, refugee or asylum seeker status, political belief or activity, trade union activity, or a person's association with someone who identifies with any of these attributes.

We recognise, value and celebrate the diversity of bodies, gender identities and gender expressions (including trans and gender diverse people) in the Griffith community. We respect people with a variation of sex characteristics' (intersex people's) right to bodily integrity, physical autonomy, and self-determination.

Appropriate language is used to foster the inclusion of people from a diversity of backgrounds. This language is informed by communities and individuals (including the use of individuals' names, gender descriptors and personal pronouns).

We commit to protecting academic freedom and freedom of speech.

3.2.5 Strengths approach

We understand equity, diversity, and inclusion as a strength and contributor to greater organisational and individual performance. We commit to a strengths-based rather than deficit approach in our efforts to improve equity, diversity, and inclusion.

3.2.6 Evidence informed practice

Evidence will inform our practice. Wherever possible, we will commit to

- conducting intersectional analyses and actions
- consulting and codesigning with a diversity of people ("nothing about us without us") to create more inclusive processes, systems and cultures
- removing and remedying structural disadvantage/discrimination by changing systems, policies and practices that are biased against historically marginalised groups.

3.2.7 Embedded strategic and operational planning

Griffith translates its strategic equity, diversity, and inclusion actions into our key plans. We have a stand-alone **Academic Plan**, Pride Committee Work Plan, **First Peoples Employment Action Plan** and **Griffith Athena SWAN Action Plans** to operationalise Griffith's strategic commitments. Groups and Elements translate **University Reconciliation** principles, equity, diversity and inclusion goals into their strategic plans.

3.2.8 Transparency, monitoring and reporting

Transparency contributes to the University community understanding, being accountable and acting on diversity and inclusion issues. Monitoring and reporting supports transparency.

To facilitate progress on our strategic aims, we

- set University key performance indicators (KPIs) relevant to equity, diversity and inclusion,
- continue to phase in equity, diversity and inclusion related key performance indicators (KPIs) in leaders' performance, and
- monitor and report on access, participation, retention and success of underrepresented student groups, including Aboriginal and Torres Strait Islander students, women in non-traditional fields, gender diverse students, students with disability, students from low socio-economic backgrounds, and students who are culturally, linguistically and/or ethnically diverse. We will implement initiatives to address inequities where they exist,
- support gender equality by
 - monitoring participation rates of women, men and non-binary employees in the workforce. This includes rates of full-time, part-time and casual work, gender split by industry and the proportion of each gender in leadership as well as the rates of resignations, promotions and appointments by gender
 - reporting on the gender composition of the Griffith University Council.

We prioritise universal design wherever possible. Aiming for universal design will ensure that we will have the most inclusive work and learning environment.

3.2.9 Equitable and inclusive representation, recognition and award

We commit to

- diversity on committees, panels and in conference presentations
- recognising and including a diversity of people and perspectives in our research and teaching
- representing the diversity of our Griffith community in our websites and publications
- reducing, and wherever possible eliminating the gender pay gap and achieving pay equity including
 - the measurement and elimination of gender pay gaps for like work
 - analysing and removing any known bias in the remuneration processes
 - equity and transparency about pay scales or salary bands
 - senior management accountability for pay equity
 - identifying future opportunities to explore intersectional pay equity
- intersectional equity and inclusion (including the principle of achievement relative to opportunity) in

- talent acquisition, identification and management
- succession planning
- learning and development opportunities
- performance assessment and promotions processes.

Where appropriate and lawful, we may elect to target particular cohorts for employment, advancement, education and other opportunities, where doing so will serve to provide opportunities for greater diversity, inclusion and equity (for example, identified positions).

3.2.10 Flexibility

We recognise that flexibility is a key enabler of staff and student equity and inclusion and facilitates attraction, progression, and engagement. The University additionally adheres to its legislative obligations regarding workplace flexibility including flexibility for people who are **breastfeeding and expressing** and have family and carer responsibilities. The University offers work-from-home flexibility through the **Work Location Policy**.

3.3 Governance arrangements

Griffith implements governance arrangements to ensure the consultation, monitoring, reporting, accountability and progress on Griffith’s strategic First Peoples and equity, diversity and inclusion objectives (including gender equality). Key committees include

- Equity, Diversity and Inclusion Committee
- Elders and First Peoples Knowledge Holders Advisory Board.

The Equity, Diversity and Inclusion Committee is supported by subcommittees: Disability Advisory Subcommittee, Pride Subcommittee, First Peoples Employment Committee and Athena SWAN Subcommittee and Group Equity, Diversity and Inclusion Committees. The University has also established a Reconciliation Steering Committee.

4.0 Roles, responsibilities and delegations

Roles and responsibilities relevant to this policy include:

ROLE	RESPONSIBILITY
Vice Chancellor	University strategy, Senior Executive performance, Gender Pay Equity
Provost	End-to-end student experience
Deputy Vice Chancellor (Indigenous, Diversity & Inclusion)	First Peoples strategy Equity, Diversity and Inclusion related strategy
Deputy Vice Chancellor (Education)	Teaching and learning strategy, student life and experience, curriculum and program coordination, strategy and design

HR Director	Staff equity, diversity, inclusion and belonging First Peoples employment
Registrar	Student equity, diversity, inclusion and belonging
Executive Group	Champion equity, diversity, inclusion and belonging and ensure that these principles are actively considered in all Executive Group decisions and are embedded in their portfolios. Some Executive Group members will champion specific areas of inclusion, for example, LGBTIQ+ inclusion
Senior Leaders	Ensure equity, diversity, inclusion and belonging are embedded in their local strategy and practice (including complying with State and Commonwealth legislation)
Managers and Supervisors	Ensure equity, diversity, inclusion and belonging are embedded in practice and comply with State and Commonwealth legislation

5.0 Definitions

For the purposes of this policy and related policy documents, the following definitions apply:

Belonging means the quality of, and satisfaction with, social connections and connections with place.

Codesign means a process where people with professional and lived experience partner as equals to improve systems and services by listening, learning and making decisions together (adapted from Queensland Health).

People of **diverse genders, bodies, and sexualities (DGBS)** means those who are part of the LGBTIQ+ communities. As our understanding of identities grows and evolves, so does our language and to reflect this, Griffith now also uses “people of diverse genders, bodies and sexualities”, in addition to the LGBTIQ+ acronym and its other variations.

Diversity means difference, particularly differing genders, sexualities, abilities, health, ages, religions and beliefs, ethnicities and cultures, languages, socioeconomic status, parental status, carer status, knowledge, skills and experiences.

Equity means being fair and unbiased.

Gender diverse means inclusive of, but not limited to, people whose gender does not align to the sex they were assigned at birth and people whose gender does not align to the binary construct of being either a man/male or a woman/female (for example, gender diverse identities like non-binary and agender).

Inclusion means the act of making a person included, for example, part of a group, consideration, design, activity or structure.

Inclusive language means a way of writing and speaking that aims to ensure a diversity of people are recognised, made visible and treated with respect.

Inclusive leadership means behaviours that demonstrate a visible awareness of bias, differing identities and perspectives; facilitate collaboration and diversity of thought; construct diverse teams where people feel

they belong, are valued and respected; demonstrate empathy, humility, curiosity, openness, commitment, courage; challenge practice.

Intersectional/intersectionality means the impact of multiple and interconnected identities or 'categorisations' on disadvantage and privilege.

Key Performance Indicator (KPI): a quantifiable measure to evaluate the success on a performance objective.

LGBTIQ+ is a commonly used acronym for people of diverse genders, bodies and sexualities which stands for Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer. The '+' is used to indicate an inclusive umbrella to encompass a range of diverse genders and sexualities that are recognised but otherwise not listed. There are numerous variations of this acronym, which is often changed to include other diverse genders, bodies and sexualities.

People with variations of sex characteristics (intersex) have innate variations of sex characteristics that do not fit medical and social norms for female or male bodies, which create risk and experiences of stigma, discrimination, and harm.

Universal design is the design and composition of an environment (for example, physical, learning) than can be equitably accessed, understood, and used to the greatest extent possible by all people.

6.0 Information

Title	Equity, Diversity and Inclusion Policy
Document number	2024/0001027
Purpose	The Equity, Diversity and Inclusion Policy outlines Griffith's strategic values and commitments, governance arrangements, principles and legislative responsibilities.
Audience	Public
Category	Governance
Subcategory	Governance
UN Sustainable Development Goals (SDGs)	This document aligns with Sustainable Development Goal/s: 16: Peace, Justice and Strong Institutions 5: Gender Equality 10: Reduced Inequalities
Approval date	8 April 2024
Effective date	8 April 2024
Review date	2027
Policy advisor	Deputy Vice Chancellor (Indigenous, Diversity & Inclusion)
Approving authority	Vice Chancellor

7.0 Related Policy Documents and Supporting Documents

Legislation	Age Discrimination Act 2004 (Cth) Anti-Discrimination Act 1991 (Qld) Australian Human Rights Commission Act 1986
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Carer Recognition Act 2010
Disability Discrimination Act 1992 (Cth)
Domestic and Family Violence Protection Act 2012 (Qld)
Fair Work Act 2009 (Cth)
Human Rights Act 2019 (Qld)
Racial Discrimination Act 1975 (Cth)
Sex Discrimination Act 1984 (Cth)
Workplace Gender Equality Act 2012
Workplace Gender Equality (Matters in relation to Gender Equality Indicators) Instrument 2023

Policy

Academic Freedom and Freedom of Speech Policy
Children in the Workplace Policy
Code of Conduct
Reconciliation Statement
Sexual Harm Prevention and Response Policy
Staff Harassment, Bullying and Discrimination Policy
Student Charter Framework
Student Complaints Policy
Student Conduct, Safety and Wellbeing Policy
Students with Disabilities Policy
Work Location Policy

Procedures

Achievement Relative to Opportunity Guidelines
Breastfeeding and Expressing in the Workplace Procedure
Domestic and Family Violence Support Procedure
Gender Affirmation/Transition Guide for Griffith University Employees
Reporting and Resolution of Staff Sexual Assault, Harassment, Bullying and Discrimination Procedures
Resources for Trans & Gender Diverse Students at Griffith
Student Complaints Procedure
Student General Conduct Procedure
Student Reports of Bullying, Harassment, Discrimination and Sexual Harm Procedure
Students With Disabilities Disclosure Procedure

Local Protocol

[Safe Campuses website](#)

Forms

[Report a Concern](#)

[Report a Concern \(anonymous\)](#)
