GRIFFITH UNIVERSITY
QUEENSLAND AUSTRALIA

Report to Council on Equity, Diversity and Inclusion 2022

Contents

Introduction

We acknowledge the Traditional Custodians of the land and pay respects to the Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander people.

This 2022 report on equity, diversity and inclusion:

- reports on key staff and student equity, diversity and inclusion data
- provides an overview of key 2021 equity, diversity and inclusion initiatives and achievements.

In this reporting period we can report on a number of achievements aligned with our strategic priorities. Griffith:

- was awarded Silver Tier Employer recognition in the Australian Workplace Equality Index (AWEI)
- launched its Reconciliation Statement
- established the *Inclusive Futures: Reimagining Disability* research Beacon
- increased Aboriginal and Torres Strait Islander staff employment
- continued to surpass its 50 per cent target of women at HEW 10 and above
- continued to reduce gender pay gaps
- commenced the Parental Research Assistance Program (PRAP)
- revised the Equity, Diversity and Inclusion Committee constitution.

As per the Griffith Strategic Plan, we will:

- continue to focus on First Peoples employment and progression
- provide a more coherent framework for teaching Indigenous content and cultural competency in our degrees and creating appropriate cultural training for students and staff
- review our policies, practices, built and digital environment to ensure accessibility for students and staff with disability
- embrace diversity, including in recruitment, promotion and professional development, and enable a culture that ensures a diversity of staff and students are provided with a safe, inclusive and supportive environment
- utilise the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice.

We look forward to reporting on our progress on these important actions.

Professor Cindy Shannon AM, Deputy Vice Chancellor (Indigenous, Diversity & Inclusion)
Chair Equity, Diversity and Inclusion Committee

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contact Marketing and Communications on +61 7 3735 6741 to arrange an interpreter to effectively communicate the report to you.

Reporting against 2022 strategic goals

University Strategic Plan and KPIs

The University Strategic Plan 2020–2025 and University Key Performance Indicators (KPIs) commit to the following targets related to equity, diversity and inclusion by 2025:

- 2% Aboriginal and Torres Strait Islander staff (and then population parity)
- 50% academic women at level D and E
- 50% professional women at level HEW 10 and above
- 77% Aboriginal and Torres Strait Islander student retention
- 19% low socio-economic background student participation.

Staff

As data is taken from 31 March each year, actual 2023 data is shown in Figures 1-4 to show the trend after 31 March 2023.

Aboriginal and Torres Strait Islander staff

As at March 31 2022, the overall number of Aboriginal and Torres Strait Islander staff on fixed-term and continuing appointments increased sizably with an additional 16 staff from March 2021.

According to the most recent Australian Government Department of Education data, Griffith has the highest proportion of Aboriginal and Torres Strait Islander staff out of the three Brisbane-based universities and is mid-range in comparison to all Queensland universities. Griffith had:
- the second-highest number of Indigenous academic staff in Queensland
- the fifth-highest number of Indigenous academic staff nationwide.

Figure 1: Number of Aboriginal and Torres Strait Islander staff, 2013–2022.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
—●—Actuals	43	55	54	52	56	55	63	65	63	79	82
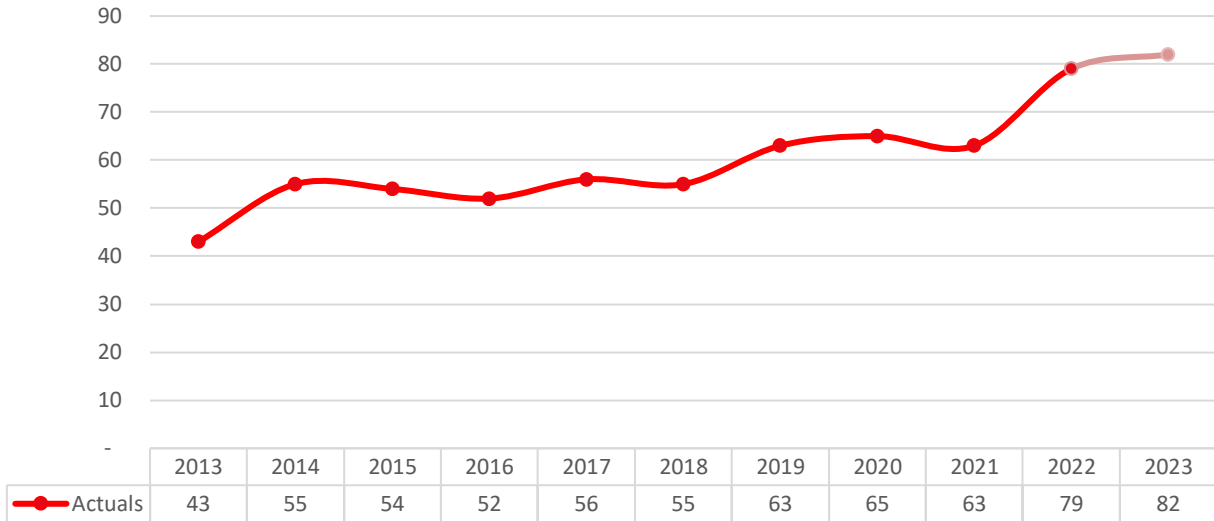
Note: The number of Aboriginal and Torres Strait Islander full-time/fractional full-time staff.
Source: Higher Education Statistics, Department of Education, Skills and Employment.

Proportion of academic women at D and E

While still below target, the proportion of women at levels D and E in 2022 had increased since the previous year (actual 45.0%, target 46.5%). The representation of women at these levels has remained relatively stable between 2022 and 2023.

Griffith continued to host the Women in Leadership Program and women-only promotions sessions in 2022 to support women's career progression.

To continue to increase the proportion of senior academic women it is recommended that academic groups focus on the attraction, retention and progression of senior academic women in their strategic plan actions to ensure the success of this university KPI.

Figure 2: Percent Women at levels D and E (Associate Professor and Professor), 2018–2023.

	2018	2019	2020	2021	2022	2023	2024	2025
Actual	40.6%	43.6%	44.8%	43.4%	45.0%	45.2%		
Target			44.5%	45.5%	46.5%	47.5%	49.0%	50.0%
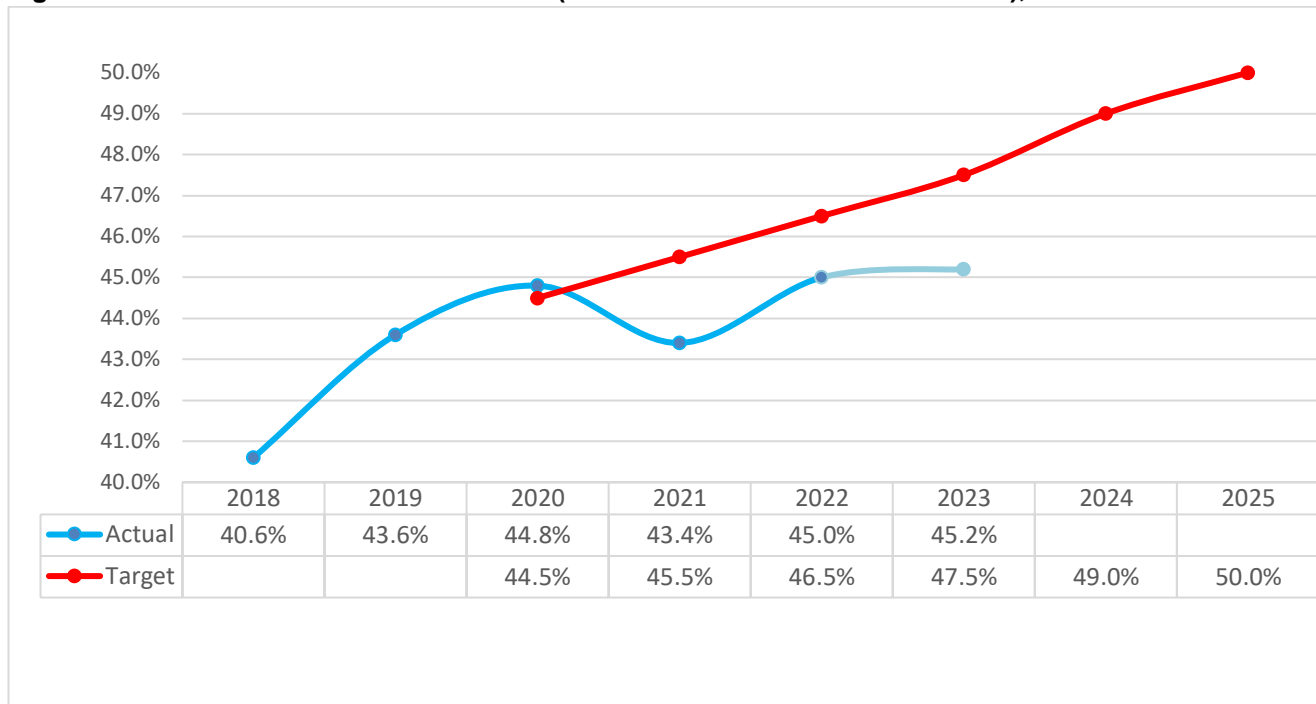
Note: The proportion of female full-time/fractional full-time academic staff FTE level D and E as a percentage of total level D and E academic staff FTE.
Source: Planning and Analytics

Academic women in STEMM

In addition to our women in leadership targets, we have a commitment to increasing the representation of women in science, technology, engineering, mathematics and medicine (STEMM) through our membership of Science Australia Gender Equity (SAGE).

While there was a small decrease in the proportion of academic women in the Griffith Sciences group in 2022, this proportion recovered in 2023 and exceeds previous results. The proportion of academic women in the Griffith Health group increased in 2022 and 2023 and remained above 50%.

We continue to work towards improving outcomes for academic women in STEMM through our Athena SWAN program. In 2022, Griffith began the planning of an Athena SWAN Cygnet Award focusing on barriers for academic women in Griffith Sciences, which will continue to be developed in 2023. This submission will include a comprehensive consultation and action plan to develop targeted initiatives to improve outcomes for women in this cohort.

Figure 3: Proportion of academic women overall by group, 2018–2023

	2018	2019	2020	2021	2022	2023
AEL	58.5%	59.9%	61.8%	59.9%	59.1%	60.4%
HTH	61.9%	62.4%	61.4%	52.0%	52.3%	52.8%
GBS	46.6%	48.2%	48.6%	60.4%	61.2%	61.3%
SCG	27.8%	31.0%	31.3%	30.6%	30.4%	31.9%
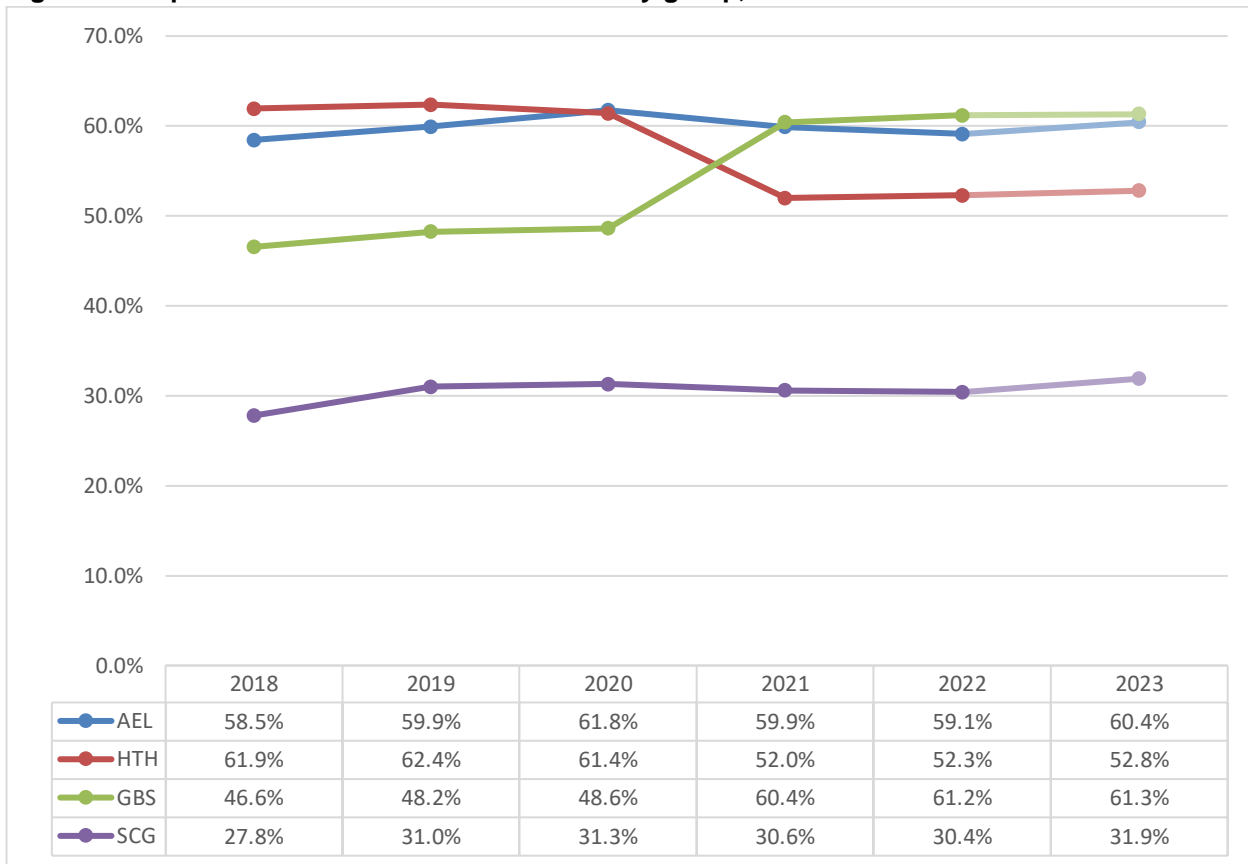
Source: Planning and Analytics

Professional women at HEW 10 and above

Griffith surpassed its 2025 target of 50% women at HEW 10 and above in 2021 and continued to exceed this target in 2022 (actual = 50.3%). Senior professional women continued to be underrepresented at leadership levels in Campus Life and Digital Solutions, though the proportion of women in both these areas slightly increased in 2023, noting small numbers.

Attraction, staff progression and retention data will continue to be monitored so that our target of 50% at HEW 10 and above can be maintained into the future.

Figure 4: Percentage of women at Level 10 and above, 2018–2022.

	2018	2019	2020	2021	2022	2023	2024	2025
Actual	44.5%	46.5%	49.3%	50.4%	50.3%	55.3%		
Target			47.0%	47.5%	48.0%	48.5%	49.0%	50.0%

Note: The proportion of female full-time/fractional full-time general staff FTE HEW Level 10 and above as a percentage of total HEW Level 10 and above general staff FTE.
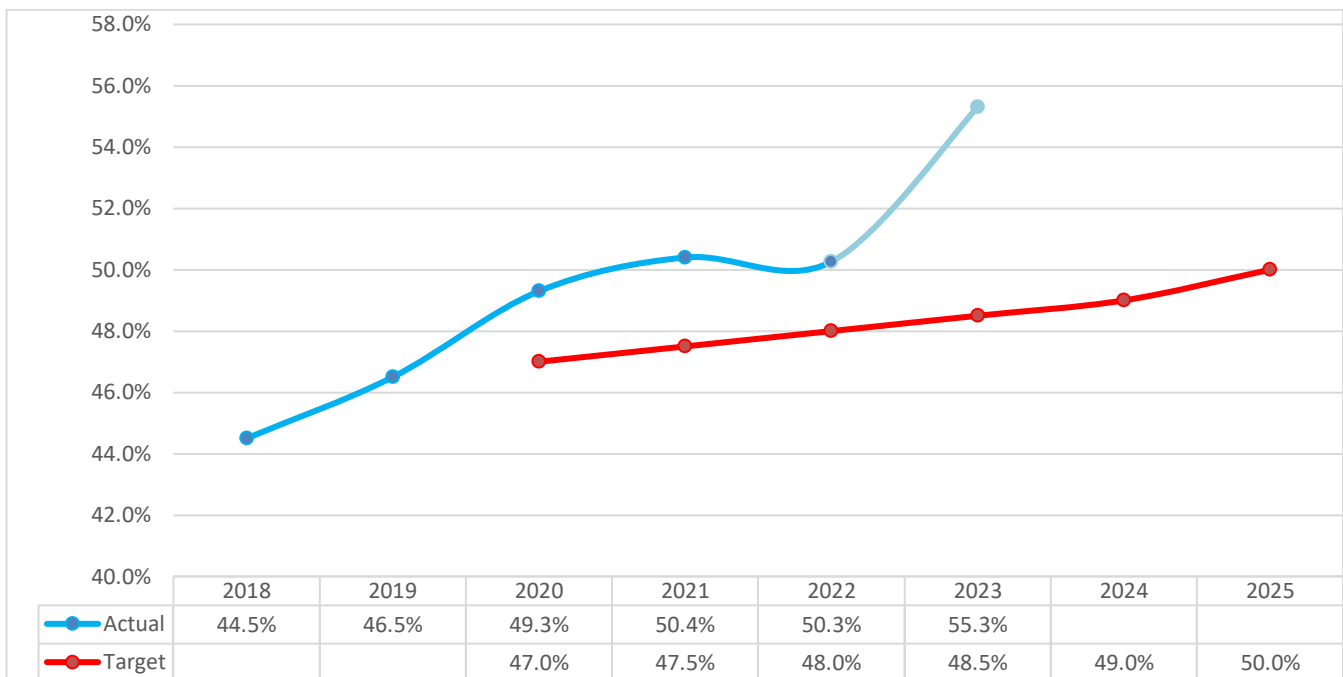Source: Planning and Analytics

Staff Engagement Survey

In 2022, Griffith continued to monitor the experiences of our diverse staff community through the Employee Engagement Survey. Key findings are summarised in Table 1 and have been used to inform further consultation and action planning. The key priority coming out of the results is the finalisation of the new Griffith Disability Access and Inclusion Plan.

Table 1: Summary of the key findings from the 2022 employee engagement survey for specific staff cohorts

Group	Key Findings
Aboriginal and Torres Strait Islander staff	• Aboriginal and Torres Strait Islander staff reported similarly or slightly more favourably on engagement, wellbeing and progress compared to the previous year. • Most of the low performing questions from last year have improved.
Staff with a disability	• The gap between staff with and without a disability has widened over the period in many areas. • In particular, there is a -15% difference on wellbeing between staff with a disability (50%) and without a disability (65%) in 2022. • Staff with a disability are reporting less favourably than those without a disability across majority of questions, however, there have been some minor to moderate improvements on the low-performing 2021 results.
Gender equity and women in STEMM	• Results for academic women in Griffith Sciences have improved on engagement, wellbeing and progress though women in this cohort still report lower on wellbeing than their male counterparts (-10%). • Academic women in Griffith Health report less favourably than the previous year across all three categories. In 2022 the gap between academic women and men in Griffith Health has widened to -11%
Diversity of genders, bodies and sexualities (LGBTIQ+)	• The results from non-binary staff have improved drastically since last year (average improvement of 21%) and are now reporting similarly to other diversity groups. • In 2022 LGBTIQ+ staff reported on par on engagement, wellbeing and progress with non-LGBTIQ+ staff (between +1% and -2% difference).

Percentage favourable is defined as staff who responded either "Agree" or "Strongly Agree".
Low-scoring results tend to be either under 50% favourable or more than 10% below other staff responses.

While benchmarking is not available nationally on diversity group results, we were able to benchmark nationally against Australian and New Zealand universities on diversity and inclusion related items. Table 2 shows that on most items we were above the national benchmark.

Table 2: 2022 Employee engagement responses on diversity and inclusion related items and comparison with national benchmarks

Diversity and inclusion related items	Staff agreement with item	National benchmark
At Griffith gender-based harassment and sexual harassment are not tolerated	89%	**+2%**
My immediate supervisor/manager genuinely supports equality between genders	92%	**+5%**
I believe in the values of Griffith	88%	**+6%**
Griffith is socially responsible	83%	**+7%**
Staff treat each other with respect	77%	**+3%**
Discrimination is not tolerated at Griffith	78%	**0%**
Bullying and abusive behaviours are not tolerated at Griffith	71%	**+6%**
I maintain a good balance between work and other aspects of my life	63%	**+1%**

Gender pay equity

Organisation-wide

The *Griffith Athena SWAN Action Plan* committed to reducing Griffith's organisational gender pay gap by 1% each year. There was a reduction of 0.4% in the overall base salary and total remuneration gender pay gap from 2021 to 2022. Majority of the pay gap can be explained by the higher proportions of women at lower HEW and academic levels.

Table 3: University-wide gender pay gap (Fixed-term and continuing), 2018–2019 to 2021–2023

	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Base salary	16.2%	15.2%	14.7%	14.3%	13.9%
Total remuneration	17.8%	16.5%	16.1%	15.4%	15.0%

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men.
Griffith WGEA data sets used. The reporting period for this data is from 1 April to 31 March.

By level

In 2022-2023, the highest pay gaps continue to be present at academic level C and E, though at both levels the gap has decreased since the previous year. The pay gap at level C was primarily due to men being at a higher increment than women, on average. This is in part due to women being promoted or appointed to C more recently, on average.

The pay gap at level E can be explained by a small cohort of men with a much higher remuneration than other staff at this level, which skews the overall average. These salaries will continue to be monitored during salary loadings and other remuneration discussions.

Table 4: Gender pay gap by academic level (fixed-term and continuing), 2018–2019 to 2022–2023

Academic Level	2018–2019		2019–2020		2020–2021		2021–2022		2022–2023	
	Base salary	Total rem	Base salary	Total rem	Base salary	Total rem	Base salary	Total rem	Base salary	Total rem
A	0.6%	**0.8%**	-0.3%	**-0.1%**	-0.7%	**-0.3%**	-2.6%	**-3.5%**	0.0%	**-0.2%**
B	0.3%	**0.5%**	0.1%	**0.1%**	2.8%	**2.6%**	0%	**0.4%**	-0.3%	**0.5%**
C	1.2%	**2.2%**	1.4%	**2.0%**	1.2%	**2.1%**	1.9%	**3.1%**	1.6%	**2.7%**
D	1.7%	**1.4%**	0.7%	**1.3%**	1.1%	**-4.6%**	-1.0%	**-1.4%**	-2.0%	**-2.0%**
E	2.5%	**5.5%**	2.0%	**4.9%**	2.0%	**6.8%**	2.4%	**5.9%**	1.7%	**3.5%**

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Rem = remuneration
Griffith WGEA data sets used.

In 2022–2022 the by-level pay gaps for professional staff at most levels remain below 2% excluding the gap at HEW 3 which has increased since the previous year. This gap is largely influenced by a single outlier. Pleasingly, the gap at HEW 7 has been reduced since the previous financial year.

Table 5: Gender pay gap by professional level (fixed-term and continuing), 2018–2019 to 2020–2021

	2018–2019		2019–2020		2020–2021		2021–2022		2022–2023	
	Base salary	Total rem	Base salary	Total rem	Base salary	Total rem	Base salary	Total rem	Base salary	Total rem
HEW 3	-1.3%	**-0.7%**	-1.9%	**-1.8%**	-0.9%	**-1.0%**	-0.9%	**0%**	0.5%	3.7%
HEW 4	-0.1%	**-0.9%**	-0.6%	**-1.5%**	-0.4%	**-1.5%**	-0.9%	**-0.9%**	-0.1%	-1.8%
HEW 5	-0.41%	**-0.3%**	-0.8%	**-0.6%**	0.1%	**0.5%**	0%	**0%**	0.1%	0.5%
HEW 6	1.3%	**2.4%**	0.8%	**2.4%**	0.8%	**0.7%**	0.2%	**0.4%**	0.8%	0.9%
HEW 7	0.9%	**2.9%**	0%	**1.8%**	0.1%	**1.4%**	0.9%	**2.4%**	1.2%	1.8%
HEW 8	0.9%	**1.4%**	1.0%	**1.4%**	0.3%	**0.6%**	0.2%	**0.5%**	0.8%	1.1%
HEW 9	-0.4%	**-0.6%**	1.3%	**1.0%**	0.5%	**1.1%**	1.1%	**1.2%**	1.5%	0.9%
HEW 10	-0.4%	**1.3%**	0.4%	**0%**	0.7%	**1.7%**	0.2%	**0.1%**	0.6%	-0.7%

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Rem = remuneration
Data for HEW 1 and 2 is not presented in this table due to low numbers.
Griffith WGEA data sets used.

Senior staff remuneration

The pay gap between 2021 and 2022 has remained under 1% across all senior cohorts excluding academic managers. This increase in academic manager pay gap is primarily due to there being more men in Dean roles and less men in Head of School roles than women.

Since 2019 gender pay gap data has been presented at senior remuneration and salary loading discussions. Th data has supported targeted discussion and action to close the pay gap and will continue to be monitored to ensure pay gaps at this level remain small.

Table 6: Executive, director and associate/deputy director gender pay gap, 2018–2022.

	2018		2019		2020		2021		2022	
	Base salary	Total rem	Base salary	Total rem	Base salary	Base salary	Base salary	Total rem	Base salary	Total rem
Executive	7.3%	**5.8%**	1.6%	**0.8%**	0.9%	**1.1%**	0.1%	**0.5%**	0.9%	**0.4%**
Directors (Grade 3 and 4)	2.8%	**-0.1%**	0.3%	**-1.0%**	-1.6%	**-2.6%**	-8%	**-9%**	-4.9%	**-7.1%**
Associate directors	5.0%	**4.1%**	7.2%	**5.9%**	5.6%	**5.3%**	3.6%	**0%**	-0.7%	**-0.1%**
Senior professional	3.5%	**2.3%**	2.4%	**0.3%**	3.4%	**3.2%**	0.1%	**0%**	0.6%	**0.6%**
Academic managers (Deans/HoS)	3.2%	**3.9%**	2.7%	**2.5%**	N/A	**N/A**	2.0%	**2.0%**	4.1%	**4.1%**

Note: Negative indicates pay gap in favour of women. Positive indicates pay gap in favour of men. Rem = remuneration
Some categories feature small numbers, and there is diversity of "work values" within these categories.
The academic managers data was not monitored in 2020 as this review process was not initiated due
to the announcement of the pay freeze.

To continue to improve the organisational pay gap, we recommend:

- establishing transparent pay scales for senior staff
- continuing to monitor and analyse larger pay gaps and identify opportunities to close these gaps
- continuing to support the progression of women into higher levels (including Dean roles) and support gender diversity at lower levels.

Future Workplace Gender Equality Agency (WGEA) requirements

In early 2024, the Workplace Gender Equality Agency (WGEA) will publish Griffith's median gender pay gap for base salary and total remuneration and gender composition and average remuneration per pay quartile. This format has been replicated internally and will also feature in our next Report to Council on Equity, Diversity and Inclusion. WGEA will provide organisations with an opportunity to publish a narrative and way forward on their gender pay gap.
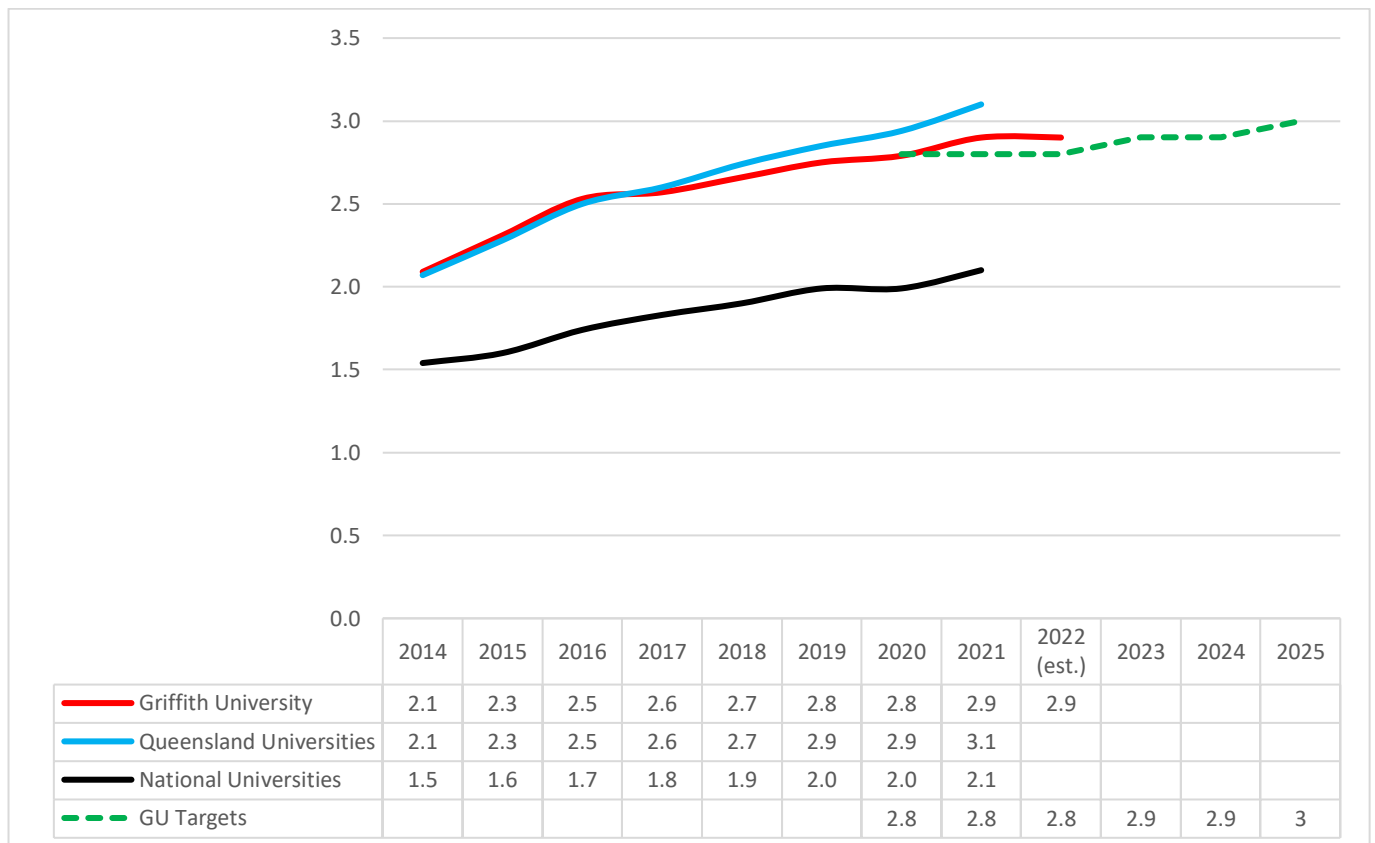
Students

Aboriginal and Torres Strait Islander students

Griffith is one of the leading universities nationally in Indigenous student participation (Department of Education 2021). The number of Indigenous students studying at Griffith has more than doubled in the last 10 years and Griffith has a core commitment to increase the participation rate of First Peoples students to 3% by 2025 (Griffith Academic Plan 2021–2025).

In 2022, 1,174 Indigenous students were enrolled at Griffith. This represents a 2.9% participation rate for Indigenous students (as a percentage of domestic onshore students), exceeding Griffith's target of 2.8%. While Griffith met its participation rate target, there was a small decline in enrolments from 2021 to 2022, which reflects a decline in the overall domestic student demand. This may be due to the strong employment and high cost of living environment.

Figure 5: Aboriginal and Torres Strait Islander student participation rates, 2014–2022.

	2014	2015	2016	2017	2018	2019	2020	2021	2022 (est.)	2023	2024	2025
Griffith University	2.1	2.3	2.5	2.6	2.7	2.8	2.8	2.9	2.9			
Queensland Universities	2.1	2.3	2.5	2.6	2.7	2.9	2.9	3.1				
National Universities	1.5	1.6	1.7	1.8	1.9	2.0	2.0	2.1				
GU Targets							2.8	2.8	2.8	2.9	2.9	3

Note: the participation rate is the percentage of all commencing students who were identified as being an Aboriginal and/or Torres Strait Islander person.

Source: Planning and Analytics, Griffith internal data (may differ from government data and definitions).
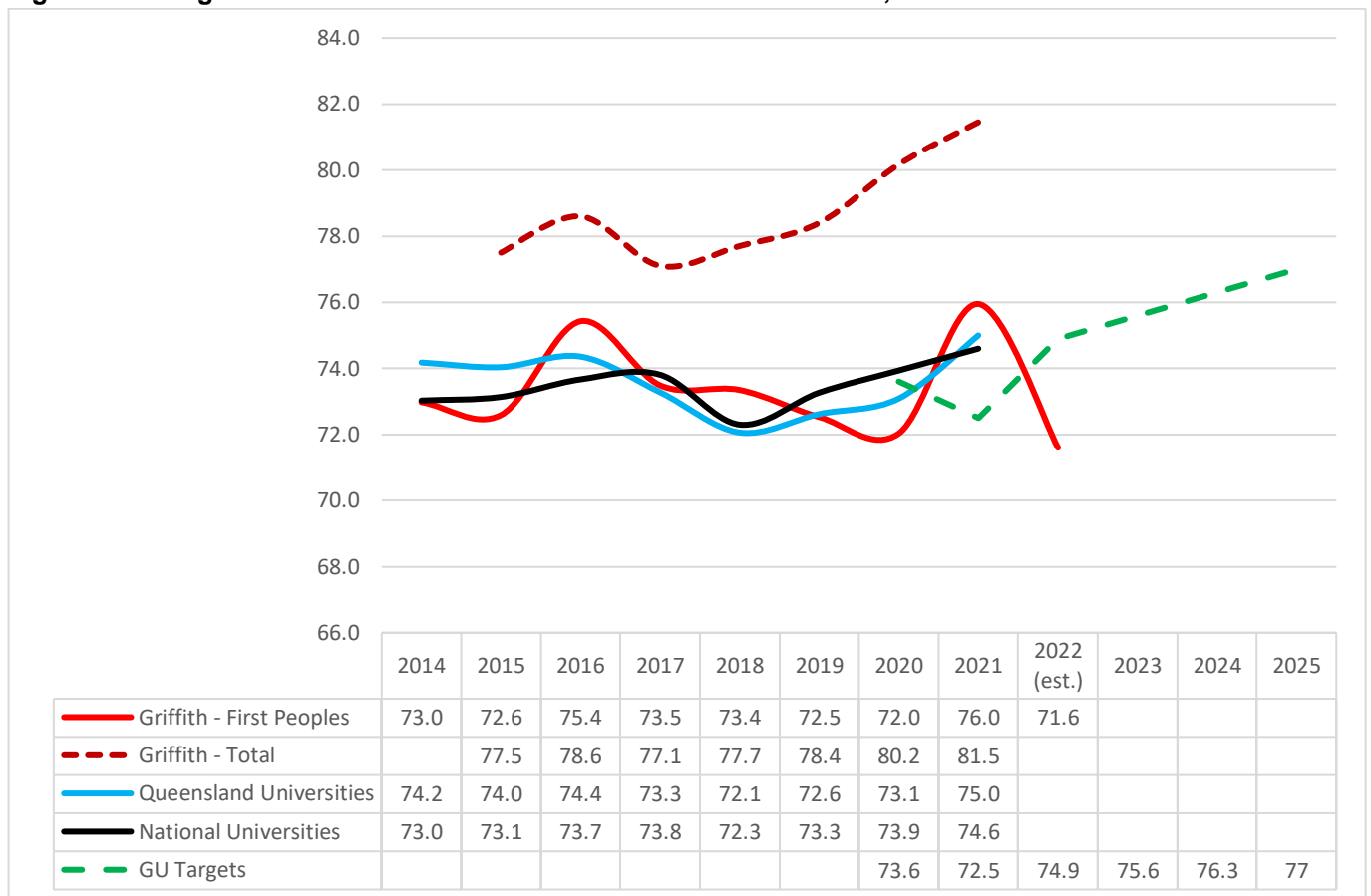
Griffith aims to ensure every Indigenous student succeeds in their studies and moves into a successful career. Its strategic commitments include to improve the retention and completion of Griffith students to above the national average and to increase Indigenous student retention to 77% by 2025 (Griffith Strategic Plan 2020–2025).

Following solid performance in 2021, the proportion of Griffith domestic students progressing into 2022 experienced a slight decline. This was also reflected in the Indigenous student cohort—while Griffith improved and exceeded its target for Indigenous student retention in 2021, there was a decline in Indigenous student retention and success in 2022.

These are the University's lowest results against these measures since before 2019. This—given the increased cost of living, increased competition, the impact of the COVID-19 pandemic and restructured student fee brackets, among other factors—reflects the particularly challenging environment in which tertiary institutions are operating. National outcomes are not yet available to confirm if this trend was experienced sector-wide.

Figure 6: Aboriginal and Torres Strait Islander student retention rates, 2014–2022.

	2014	2015	2016	2017	2018	2019	2020	2021	2022 (est.)	2023	2024	2025
Griffith - First Peoples	73.0	72.6	75.4	73.5	73.4	72.5	72.0	76.0	71.6			
Griffith - Total		77.5	78.6	77.1	77.7	78.4	80.2	81.5				
Queensland Universities	74.2	74.0	74.4	73.3	72.1	72.6	73.1	75.0				
National Universities	73.0	73.1	73.7	73.8	72.3	73.3	73.9	74.6				
GU Targets							73.6	72.5	74.9	75.6	76.3	77

Note: Griffith adjusted its target for 2021.
The retention rate is the proportion of all non-graduating students enrolled in the base year who are enrolled in any Griffith program in the next year.
Source: Planning and Analytics. Griffith internal data (may differ from government data and definitions).

In 2022, Griffith proudly graduated 183 Indigenous students—more than in any previous year—including eight higher degree by research (HDR) students. This outcome is complemented by the Department of Education's most recent available data, from 2021, which found Griffith ranks third nationally in the number of Indigenous student completions (Department of Education 2021).

Another key highlight in 2022, Griffith University's Tutoring for Success Program (TSP) managed by GUMURRII Student Success Unit, provides supplementary one-on-one and small group tuition to Indigenous students. In 2021 Griffith conducted a review of the tutoring program offered by GUMURRII. Implementation of the revised Tutoring for Success Program in 2022 involved additional quality measures and significantly increased dedicated staff resources to support the program, strengthening tutor skills and confidence in improving student outcomes.

Indicative data indicates that those students who participated in the TSP program achieved significantly improved academic outcomes. In 2022, students who engaged with TSP were found to achieve a passing grade or better in 91% of cases. This is a significant rise from 88% in 2021 and 73% in 2020. This also compares very favourably to the course pass rate of 73.86% for all Indigenous students in 2022.

While the number of Indigenous student completions ranks well nationally, it is a disappointing proportion of the number of Indigenous students who enrol at Griffith. The retention, success and completion of Indigenous students at Griffith continues to be a focus and needs significant improvement. We are working to improve early intervention strategies, including early assessment with targeted intervention, supported by effective data analytics.

Figure 7: Griffith University—First Peoples student success and retention
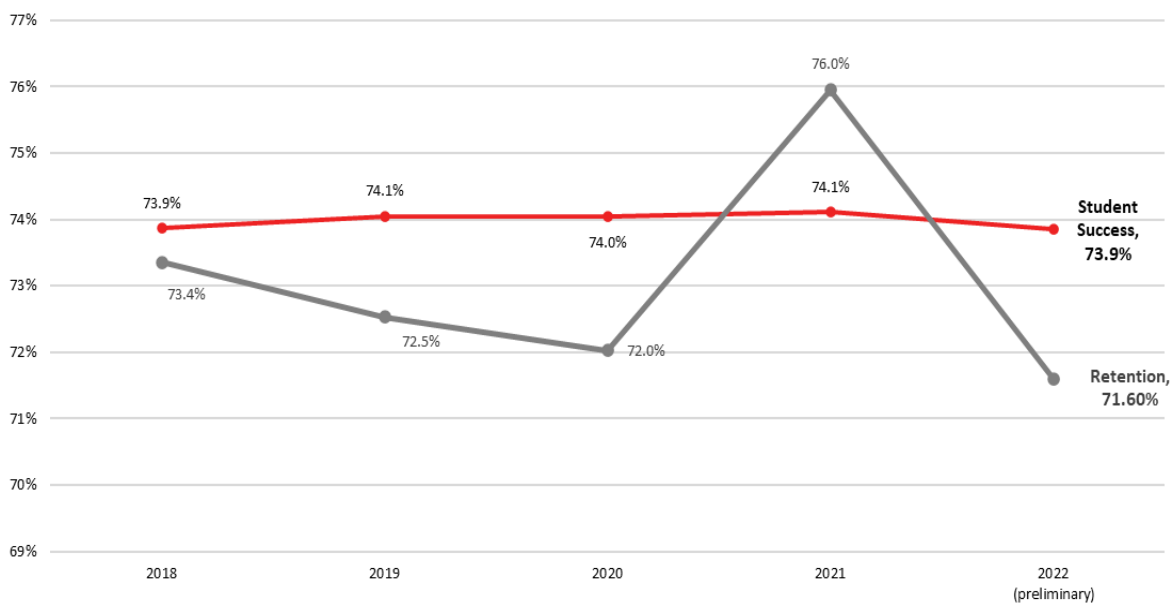
Source: Planning and Analytics. Griffith internal data (may differ from government data and definitions).

Students from low socio-economic backgrounds

In 2022, the proportion of commencing students from low socio-economic backgrounds as a percentage of all commencing domestic onshore students was estimated to be 14.8%. This figure is consistent with the 2021 proportion of commencing domestic students from low socio-economic background enrolments but remains below the university's target. The rising cost of living pressures combined with a buoyant job market continues to impact on university student participation and retention globally, despite increased efforts by Griffith University in this area.
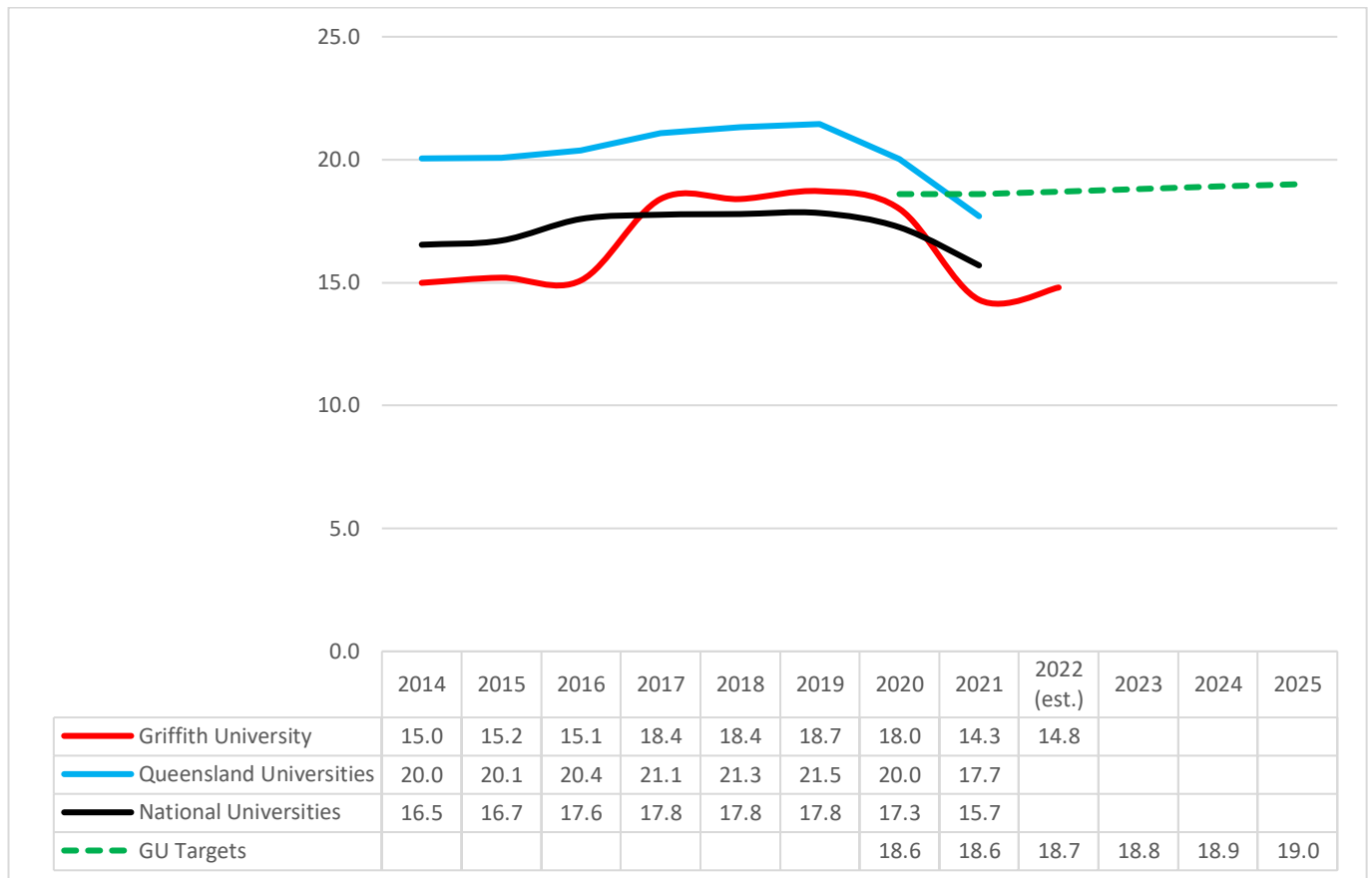
Griffith University offers specific admission pathways targeting students from low socio-economic backgrounds, such as VET Guaranteed Admission, the Griffith Personal Statement, the Logan Direct Admission Scheme, and the First Peoples Direct Entry Program. Following a strategic review of admission pathways in 2021, a range of opportunities have been progressed to enhance the admission experience for students from low socio-economic backgrounds.

Griffith launched a new [pathway finder tool](#) to provide prospective students with personalised advice on pathway options. This is an area that students from low socio-economic backgrounds can sometimes find confusing and can be a barrier to university. A range of diplomas were introduced for admission in 2023. The diplomas are designed to offer a supported start to university studies to applicants who do not meet the minimum selection rank for the associated bachelor degree. A revised First Peoples Pathway was also implemented for 2023 admission. These enhanced pathways are complemented by the Domestic Undergraduate Scholarship Strategy, which will see an increased level of investment in needs-based scholarships for 2024 admission, with the value of scholarships increasing with the disadvantage and barriers the student has faced. Partial early payments, pre census date were also introduced for key needs-based scholarships to further support student transition to university.

There was a renewed focus on conversion and retention activities throughout 2022. All domestic undergraduate students are proactively contacted by a trained peer mentor prior to starting university to enhance their transition and answer any questions or address any concerns new students may have. Analysis of these calls in Trimester 2 2022 indicated students who were spoken to (or were left a message) had significantly improved outcomes, compared to those who were unable to be reached. Enrolment rates in the contacted groups were 2.2x to 2.6x higher than the non-contacted group. The Attraction to Census project reviewed this critical stage of the student journey through a range of lenses, including equity. A range of recommendations are being progressed to enhance the access, transition and retention of all students, but particularly those from an equity background.

Figure 8: Students from a low socio-economic background participation rates 2014–2022.

	2014	2015	2016	2017	2018	2019	2020	2021	2022 (est.)	2023	2024	2025
Griffith University	15.0	15.2	15.1	18.4	18.4	18.7	18.0	14.3	14.8			
Queensland Universities	20.0	20.1	20.4	21.1	21.3	21.5	20.0	17.7				
National Universities	16.5	16.7	17.6	17.8	17.8	17.8	17.3	15.7				
GU Targets							18.6	18.6	18.7	18.8	18.9	19.0

Note: the participation rate is the percentage of all commencing students who were identified as being from a low socio-economic background.
Source: Planning and Analytics. Griffith internal data (may differ from government data and definitions).

Students with a disability

Griffith continues to surpass state and national benchmarks for participation, but retention rates have not shown significant improvement—rather, they show further decline. Various external societal pressures—including the cost of living, rental crisis and employment opportunities—also impact these results.

To address the challenges faced by students with disabilities, Student Disability and Accessibility established a disability student peer support group called GrADs, which fosters a sense of belonging and provides peer to peer mentoring and support. The group has been supported by the Student Representative Council and the Queensland Disability Network by managing leadership support and empowering students with disabilities to have a stronger voice.

The Griffith Disability Access and Inclusion Plan continued to be drafted and consulted on in 2022. This plan is accompanied by a draft Learning and Teaching Implementation Plan to incorporate Universal Design Principles and inclusion across Griffith courses. Key recommendations in these plans are expected to have a positive impact on the recruitment and retention of students with a disability.

Student Disability and Accessibility has been involved with the Canvas roll out and transition to assist in embedding inclusion practices into course design. The use of Microsoft Teams for teaching has also enabled more support to
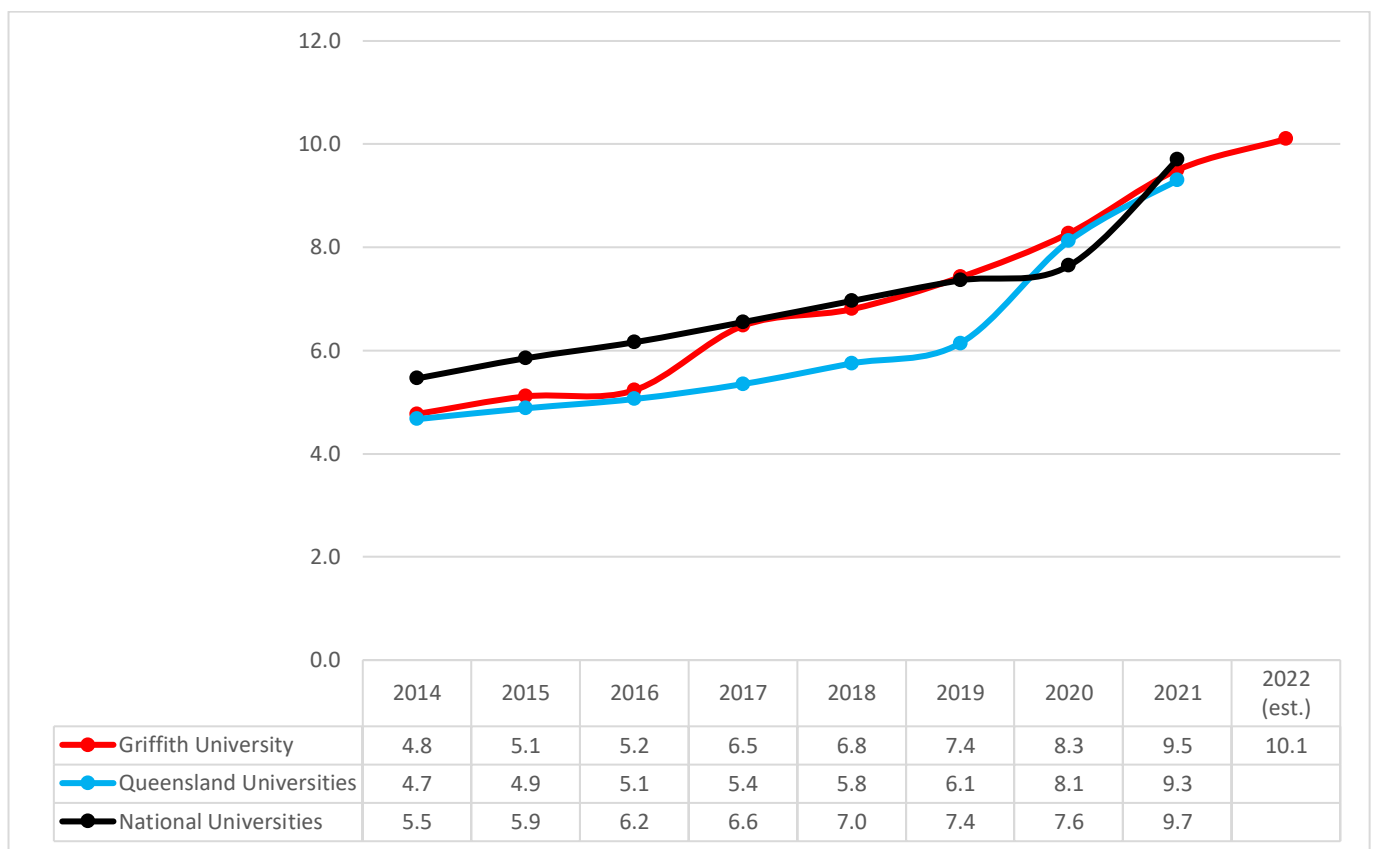
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be readily available for students due to the platform being more readily inclusive of access needs (captions and Auslan interpreter spotlighting for recordings as examples).

Accessible exam arrangements have increased by an average of 10% between 2021 (3,039 accessible exams across the year) and 2022 (3,348 accessible exams) indicating an increased awareness and demand for this service. While we have had a larger increase in student numbers, with more online exams and less centrally managed exams, the increase has been manageable.

Griffith's first disability-specific scholarship was launched towards the end of 2021 and the first scholarships awarded in 2022.

Figure 9: Students with a disability participation rates, 2014–2022

	2014	2015	2016	2017	2018	2019	2020	2021	2022 (est.)
Griffith University	4.8	5.1	5.2	6.5	6.8	7.4	8.3	9.5	10.1
Queensland Universities	4.7	4.9	5.1	5.4	5.8	6.1	8.1	9.3	
National Universities	5.5	5.9	6.2	6.6	7.0	7.4	7.6	9.7	

Note: the participation rate is the percentage of all commencing students who identified as having a disability.
Source: Planning and Analytics. Griffith internal data (may differ from government data and definitions).

Figure 10: Students with a disability retention rates, 2014–2022.
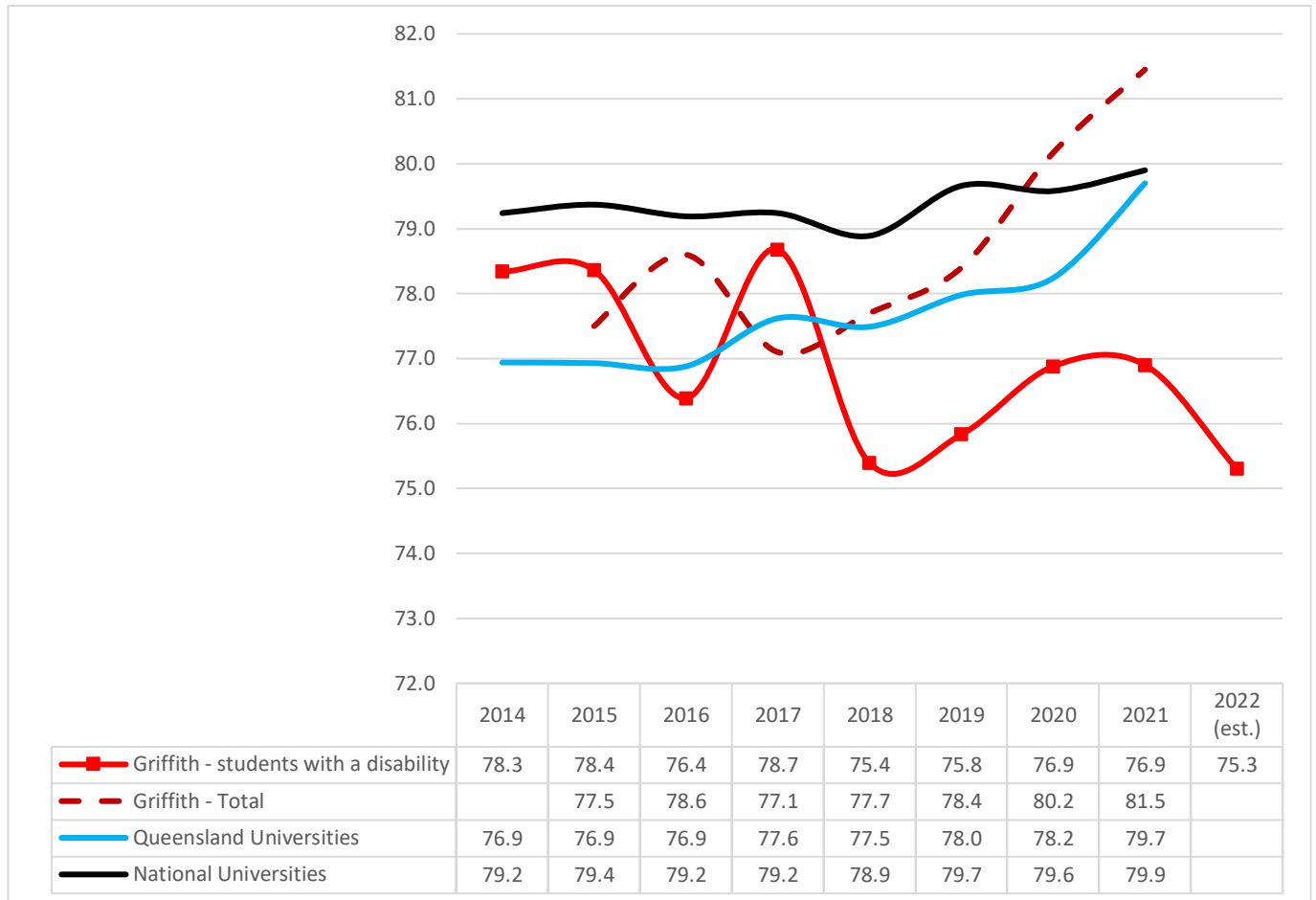
	2014	2015	2016	2017	2018	2019	2020	2021	2022 (est.)
Griffith - students with a disability	78.3	78.4	76.4	78.7	75.4	75.8	76.9	76.9	75.3
Griffith - Total		77.5	78.6	77.1	77.7	78.4	80.2	81.5	
Queensland Universities	76.9	76.9	76.9	77.6	77.5	78.0	78.2	79.7	
National Universities	79.2	79.4	79.2	79.2	78.9	79.7	79.6	79.9	

Source: Planning and Analytics. Griffith internal data (may differ from government data and definitions).

Student equity data outside of university KPIs

Annexure A provides an overview of the access, participation, retention, success and attainment data of each equity group as defined and provided by the Commonwealth Government. This data compares Griffith results to Queensland and national benchmarks.

The following are insights related to student equity groups outside of our KPI foci.

- Access rates (commencing student rates) declined for Griffith students from:
  - non-English speaking backgrounds as it did for Queensland and universities nationally
  - low socio-economic backgrounds and was under Queensland and national benchmarks
  - regional areas and was under Queensland and national benchmarks.
- Participation rates declined for Griffith students from:
  - non-English speaking backgrounds, and at a greater rate than Queensland universities and universities nationally
  - regional backgrounds and were under state and national benchmarks.

- Success rates declined for students with a disability and students from remote areas. For Griffith students from non-English speaking backgrounds, success rates became on par with Queensland benchmarks in 2020 and 2021.
- Course completions and attainment:
  - declined for Griffith students from non-English speaking backgrounds and at a greater rate than national and Queensland declines
  - increased for Griffith students with a disability and Griffith students from remote areas.

Further monitoring and analysis are recommended to fully understand student diversity trends beyond our KPI commitments.

Key achievements in 2022

Griffith University's Strategic Plan commits to providing a safe, inclusive and supportive environment for a diversity of staff and students. The following outlines some of our key diversity and inclusion achievements for 2022.

Inclusive Futures: Reimagining Disability

In 2022 Griffith established the *Inclusive Futures: Reimagining Disability* Beacon bringing together leading academic experts from diverse fields. Their expertise includes neurobiology and stem cell research, rehabilitation engineering, business analytics, decision support and health information management, occupational health psychology, sociology and gender equity, industrial design, citizen science and co-design, social marketing, policy and governance, creative arts, innovation and entrepreneurship.

Inclusive Futures aims to provide:

- a collective and creative vision for the future built by uniting experts from diverse sectors and disciplines in a collaborative solution-focused community

- sustainable solutions designed with stakeholders, through genuine, authentic relationships among individuals with disability, world-class industry leaders, and the community

- ambitious, ethical solutions to the most important and long-standing challenges faced by people with disability

- equitable, transparent and open access to life-changing innovations, knowledge and evidence.

Equity, Diversity and Inclusion Awards

The Australian Research Award: Griffith University was named the top research institution on Disability and Rehabilitation by *The Australian* in 2022, referencing Griffith's Centre of Biomedical Rehabilitation Engineering for developing technologies to both manage and prevent neuromusculoskeletal and cardiovascular conditions.

Finalist Eureka Prize for Innovation in Citizen Science: The Dignity Project online citizen science platform was created by—and for—people with disability to help address challenges in healthcare and social services. Developed and managed in partnership with academic staff, the unique model enables citizens to shape the focus of research, how it is conducted and its application to their lives.

Finalist 2022 WHO Health4All Film Festival: Two films *Equal Access: Inclusion for Everyone* and *Ballet for Brain Injury*.

AWEI Silver Tier Employer recognition: For the first time Griffith was awarded Silver Tier Employer recognition in the Australian Workplace Equality Index (AWEI). The AWEI is an internationally recognised national benchmarking instrument for LGBTQ workplace inclusion in Australia. Griffith was one of only two Queensland universities recognised in the awards.

Governance, strategic initiatives and action planning

Executive leadership: In 2022, Griffith established the role of Deputy Vice Chancellor (Indigenous, Diversity and Inclusion). Professor Cindy Shannon AM, Ngugi woman and descendant of the Quandamooka people, is the first to be appointed in this role.

Equity Committee Constitution: The Equity Committee Constitution was revised and approved by Council in 2022. Changes included a new name for the Committee (Equity, Diversity and Inclusion Committee), recognition of its subcommittees and other relevant committees, involvement in the consultation phase of University Strategic and Action Plans and aiming to take an intersectionality lens to the Committee's work.

'Together' by proud Kalkadoon man, Sid Domic. To learn more about this artwork, go to Griffith's Reconciliation website.

Griffith University Reconciliation Statement: Griffith University proudly launched its Reconciliation Statement on National Sorry Day, 26 May 2022, committing to real outcomes and positive change. Griffith strives to be a place where all peoples of all cultures feel valued and respected, and where Indigenous Australian people, cultures, knowledges, experiences and perspectives, form an integral part of our learning, teaching, research and community engagement.

First Peoples Employment Action Plan: Griffith continued to make progress on its First Peoples Employment Action Plan. In 2022 we saw:

- a significant increase in Aboriginal and Torres Strait Islander staff numbers
- the purchase of the AIATSIS Core Cultural Online Learning Program
- the establishment of the First Peoples Talent Network within SmartRecruiters, Griffith's recruitment management platform
- strategic funding provided for identified early career academic positions
- improvements in employee engagement survey results for Aboriginal and Torres Strait Islander staff.

SAGE Athena SWAN Pathway to Silver: Griffith continued to work on gender equity and diversity through the implementation of the *Griffith University Athena SWAN Action Plan, 2018–2022* and delivery of the Athena SWAN Cygnet Awards. In 2022, Griffith submitted its first Athena SWAN Cygnet Award on LGBTIQ+ Inclusion. Other key actions aligning to Athena SWAN include:

- consultations with people of diverse genders, bodies and sexualities (DGBS) and subsequent action planning to inform the Cygnet Award
- several actions to support trans and gender diverse staff and students
- the establishment of the Parental Leave Research Assistance Program
- development of a first draft Cygnet Award on academic women in Griffith Sciences and First Peoples employment.

Planning commences on audits for building accessibility: In alignment with the strategic plan, planning for audits of accessibility the university's physical environment commenced in 2022 for rollout in January 2023.

LGBTIQ+ and DGBS acronym: The Pride Committee endorsed a shift in language from using the traditionally known acronym of LGBTIQ+ to more inclusive terminology, "people of diverse genders, bodies and sexualities", shortened to the acronym, DGBS. This wording celebrates the diversity of the LGBTIQ+ communities without leaving any identities out of the acronym and removes the need for +. Recognising that the LGBTIQ+ acronym is a

known term in most people's vocabularies and that the shift in language may take some getting used to, the University's pride-related webpages and documents have been updated to provide explanation of the new terminology without removing LGBTIQ+ completely.

Australian Workplace Equality Index (AWEI) Survey: For the first time in early 2022, over 200 Griffith staff participated in the Australian Workplace Equality Survey. This participation will provide more detailed information on the experiences of staff on LGBTIQ+ inclusion and valuable benchmarking data.

DGBS consultations and action planning: To inform further action planning, the LGBTIQ+ / DGBS and broader Griffith communities were consulted through a range of methods including two group consultation sessions (n=32), anonymous feedback submissions (n=20), two focus groups (n=9) and the AWEI survey results and comments (n=68). Topics discussed across these sessions included (but were not limited to): curriculum, mental health, strategy, pronouns, online resources, bathrooms, and systems and processes.

In addition, a project was also initiated to improve inclusion for non-binary and trans and gender diverse staff and students in response to the lower engagement scores from non-binary staff and additional feedback. Key actions that resulted from this project included:

- the development of a trans and gender diverse inclusion webpage
- a review of staff and student communications on how to update name (legal and chosen) and gender in Griffith systems
- communication from the Vice Chancellor in support of trans and gender diverse staff and students
- an investigation into inclusive bathroom signage best practise (still ongoing).

Campus Activation Study: The Griffith University Gold Coast (GUGC) Guild undertook a significant student consultation project in partnership with the Griffith Student Experience team to lay the foundations for a Diversity and Inclusion Action Plan as part of a wider Campus Activation project. Phase 1 was a recollective that engaged 181 participants and Phase 2 was Focus Groups that engaged 29 participants.

Events and engagement

International Women's Day: On Tuesday 8 March 2022 Griffith presented a town hall on the year's theme: *Gender equality today for a sustainable tomorrow* featuring Professor Susan Harris Rimmer, Dr Johanna Nalau, Dr Esther Achieng Onyango and Michelle Hobbs. The event celebrated the contribution of women and girls around the world who are leading the charge on climate change adaptation, mitigation and response to build a more sustainable future for all.

National Reconciliation Week: Staff and students came together for a series of events across Griffith's campuses, including the Reconciliation Statement launch, walk and talk, film screening, market day and a music concert.

Inclusive Futures Reimaging Disability events: In 2022 Inclusive Futures hosted 17 disability-specific events attended by 551 delegates.

International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT): On May 17 we acknowledged the continued discrimination and injustices against LGBTIQ+ communities, and our continued commitment to improving experiences. To recognise this day, an IDAHOBIT workshop and consultation session was hosted at Nathan campus. Simultaneously, a pride march was held on the Gold Coast campus with approximately 40 participants.

Wear it Purple Day: An annual day of support for young LGBTIQ+ people, Wear It Purple was established to show young people across the globe that there is hope and there are people who support and accept them, and that they

have the right to be proud of who they are. On August 26 we held an event on the Logan campus to acknowledge Wear it Purple Day, which included a morning tea and fundraiser. Additionally, the Progress Pride Flag was raised across all campuses in recognition of the day.

Capability building and development

Diversity and Inclusion learning opportunities webpage: A webpage was developed to showcase Diversity and Inclusion learning opportunities that are available to staff and students, including training programs, internal resources and University memberships that are accessible to all staff and University networks.

LGBTIQ+ inclusion training: In 2022 we held three open LGBTIQ+ inclusion workshops. As a result, we have increased our Griffith Ally Network membership from 107 to 158 since 2021. We also held an LGBTIQ+ inclusion session targeted at leadership cohorts with Arts, Education and Law (AEL) leadership team.

Intersex inclusion workshop: An intersex inclusion workshop was piloted in 2022 with Pride Committee; Equity, Diversity and Inclusion Committee; Disability Advisory Committee; and Academic Group Equity, Diversity and Inclusion Committee members as the participants. Based on positive feedback, this workshop will be embedded into the Diversity and Inclusion training suite and open to all staff in future.

Women in Leadership program: The Women in Leadership program resumed in 2022, focussing on mentoring, university governance and career design, identity and decisions. There were 28 academic and professional women staff participants in the program.

Contributing to external capability building on disability inclusion*:* The Manager of Student Disability and Accessibility, Cathy Easte, continued as President of the Australian Tertiary Education Network on Disability (ATEND). Cathy Easte worked with Professor Carol Evans with improvements to the international version of

The Disability Institutional Framework. Cathy Easte and Dr Riona Tindal also delivered an Australian Disability Clearinghouse for Education and Training (ADCET) Webinar: Equity, Access, Inclusion and Success—Supporting deaf and hard of hearing staff and students in October 2022

Disability Reporting Handbook: Inclusive Futures and Griffith University sponsored and helped produce the Disability Reporting Handbook in partnership with Media Diversity Australia.

Other key initiatives

Parental Leave Research Assistance Program: Griffith University commenced the Parental Research Assistance Program (PRAP) in 2022. This program replaced the discontinued Queensland state-supported Women's Research Assistance Program. PRAP funding provides research or technical assistance to the researcher either while they are on, or immediately following, parental leave.

Talent Acquisition Policy and Procedures: Equity, diversity and inclusion was embedded into the revised Talent Acquisition Policy and Procedures that were finalised in 2022. The documents included consideration of:

- the principles of achievement relative to opportunity, equity, diversity and inclusion
- 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 aspirations to increase the number of Aboriginal and Torres Strait Islander staff, the number of women in senior positions and in STEMM, and broader diversity and inclusion goals
- gender and other diversities in the composition of the selection panel.

Trans and Gender Diverse Inclusion webpage: We created a webpage dedicated to Trans and Gender Diverse Inclusion for staff and students, where information can be found on topics such as: policies and internal resources, updating your details in the HR system (for staff) and MyGriffith (for students), leave entitlements (for staff), resources for supporting trans and gender diverse staff and students and external resources.

Deaf Student Support program: The Deaf Student Support program continues to arrange Australian Sign Language (Auslan) interpreting support for QUT students, UQ, and a growing number of TAFE Qld campuses from Toowoomba, Ipswich, Gold Coast and Nerang—all on a fee-for-service basis.

Supporting employability of students with a disability: Griffith continues its other key initiatives such as the University Specialist Employment Partnership (which has placed over 35 students with a disability into employment), providing employment assistance through Griffith Careers and Employment Service, and the Deaf Student Support program, which is coordinated by Griffith University on behalf of other institutions. Preparing for Your Professional Career, an online careers event for students with disabilities was conducted again in 2022, with over 60 students registering and accessing on the day or the recording after the event. This event connected students to employers and careers support.

Academic group equity, diversity and inclusion initiatives: The four academic groups develop and lead their own equity, diversity and inclusion initiatives locally, which includes celebrating equity, diversity and inclusion days of significance; providing equity, diversity and inclusion learning opportunities to group staff and students; and identifying areas where inclusion could be improved and recommending actions to address the issue.

For example, one key initiative to come out of the Griffith Business School was the establishment of the Griffith Business School Indigenous Working Party, which was formed to discuss Indigenous issues. The working party considers issues related to research, teaching and engagement, and some of its work to date includes: Business
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School-specific information being provided for inclusion in GUMURRII Student Support Unit brochures; and a Program Learning Outcome about First Peoples Knowledges developed for inclusion in Bachelor of Business courses. These will now be analysed for its effectiveness in enhancing student knowledge.

Another example is Griffith Health's Primary Carer's Travel Scholarship. In 2022, this scholarship supported four early- to mid-career academics who are primary carers of children or people with disability, with costs associated with domestic or international travel for meetings or conferences.

Honey Labs Writing Support: As a successful pilot in 2022, Honey Labs Writing Support is a targeted program supporting undergraduate students from regional/remote, First Nations, or low socio-economic backgrounds to successfully complete their studies through writing and library skills development. The program is delivered by the Griffith Library, working in close collaboration with other student areas such as (but not limited to) GUMURRII Student Success Unit, Careers and Employability, Student Transition and Mentoring, Student Disability and Accessibility, and Schools Engagement and Pathways.

Fresh fruit and veg program: 2022 saw the Student Representative Council (SRC) / Griffith University Postgraduate Student Association (GUPSA) roll out the fruit and vegetable box service, which provided students with access to fresh fruit and vegetable boxes each week across the Brisbane and Logan campuses. A total of 8,745 boxes were distributed through the year, assisting students from the Nathan, South Bank, Logan and Mount Gravatt campuses with the increasing cost of living.

Annexure A

Student 'Equity Group' Access, participation, retention, success and attainment

Access

Table 7: Access—Percent students from non-English-speaking backgrounds, students with disability and Indigenous students. Griffith University state and national comparisons, 2018–2021.

Group	Non-English-speaking background				Disability				Indigenous			
Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
National	4.07	3.89	3.94	3.69	6.45	6.72	6.82	9.12	2.21	2.37	2.38	2.42
Queensland	3.11	3.01	2.97	2.76	5.24	5.62	7.30	8.23	3.06	3.32	3.35	3.47
Griffith University	4.07	3.64	3.41	3.02	6.16	6.87	7.91	9.79	2.77	3.17	2.91	2.89

Table 8: Access—Percent students from low socio-economic backgrounds, regional and remote area. Griffith University state and national comparisons, 2018–2021.

Group	Low socio-economic background by SA1 (first address)				Regional (first address)				Remote (first address)			
Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
National	17.81	17.64	17.01	16.51	21.16	21.28	20.28	19.86	0.99	1.03	1.00	0.98
Queensland	20.55	20.02	19.51	19.05	30.10	29.73	27.42	27.89	1.38	1.36	1.30	1.37
Griffith University	16.42	16.29	14.71	14.65	16.82	17.21	13.04	14.06	0.85	0.73	0.58	0.76

Participation

Table 9: Participation—Percent students from non-English-speaking backgrounds, students with disability and Indigenous students. Griffith University state and national comparisons, 2018–2021.

Group	Non-English-speaking background				Disability				Indigenous			
Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
National	3.62	3.43	3.49	3.38	6.92	7.31	7.58	9.59	1.89	1.98	2.05	2.11
Queensland	2.76	2.58	2.57	2.49	5.77	6.16	8.12	9.30	2.74	2.85	2.94	3.08
Griffith University	3.63	3.30	3.13	2.92	6.80	7.42	8.27	9.50	2.66	2.75	2.79	2.86

Table 10: Participation—Percent students from low socio-economic backgrounds, regional and remote areas. Griffith University state and national comparisons, 2018–2021

Group	Low socio-economic background by SA1 (First Address)				Regional (first address)				Remote (first address)			
Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
National	16.97	16.90	16.65	16.16	20.34	20.37	19.55	19.15	0.97	0.96	0.96	0.93
Queensland	19.39	19.07	18.90	18.44	29.31	29.14	27.51	27.21	1.37	1.32	1.29	1.30
Griffith University	16.00	16.18	15.53	15.07	15.25	16.37	13.99	14.15	0.67	0.68	0.65	0.67

Retention rates (new normal)

Table 11: Retention rates, expressed as a percentage—Sudents from non-English-speaking backgrounds, students with disability and Indigenous students. Griffith University state and national comparisons, 2018–2020.

Group	Non-English-speaking background			Disability			Indigenous		
Year	2018	2019	2020	2018	2019	2020	2018	2019	2020
National	85.52	86.61	87.11	79.67	79.58	79.83	72.97	73.51	74.21
Queensland	85.03	86.70	87.43	78.11	78.24	79.73	72.77	73.09	75.01
Griffith University	83.72	82.43	85.87	75.83	76.88	76.87	72.53	72.03	75.95

Table 12: Retention rates, expressed as a percentage—Students from low socio-economic backgrounds, regional and remote areas. Griffith University state and national comparisons, 2018–2020.

Group	Low socio-economic backgrounds by SA1 (First Address)			Regional (First Address)			Remote (First Address)		
Year	2018	2019	2020	2018	2019	2020	2018	2019	2020
National	79.27	79.42	79.80	80.06	80.19	79.74	77.95	78.45	76.78
Queensland	77.70	78.50	78.97	79.57	80.04	80.73	76.28	78.53	78.02
Griffith University	77.39	77.90	77.86	79.01	79.95	80.38	72.59	76.78	74.85

Success rates

Table 13: Success rates, expressed as a percentage—Students from non-English-speaking backgrounds, students with disability and Indigenous students. Griffith University, state and national comparisons, 2018–2021.

Group	Non-English-speaking Background				Disability				Indigenous			
Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
National	86.90	87.29	88.74	87.45	82.45	82.33	82.47	80.74	74.10	74.47	74.59	74.27
Queensland	84.84	84.96	85.32	84.29	79.78	79.70	78.06	77.41	73.11	73.87	72.78	71.99
Griffith University	83.27	82.56	85.40	84.07	79.48	79.27	78.21	76.70	73.87	74.05	74.04	74.11

Table 14: Success rates, expressed as a percentage—Students from low socio-economic backgrounds, regional and remote areas. Griffith University state and national comparisons, 2018–2021.

Group	Low socio-economic backgrounds by SA1 (First Address)				Regional (first address)				Remote (first address)			
Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
National	83.08	83.09	83.80	82.51	86.44	86.57	86.72	85.60	83.66	83.47	83.60	82.35
Queensland	80.59	80.77	80.69	79.44	83.91	84.39	84.62	83.24	82.90	83.07	83.43	82.16
Griffith University	79.42	79.22	79.24	78.62	83.92	84.10	84.32	82.67	81.28	80.34	78.60	79.14

Award course completions and attainment

Table 15: Award course completions and attainment—Percent students from non-English-speaking backgrounds, students with disability and Indigenous students. Griffith University state and national comparisons, 2018–2021.

Group	Non-English-speaking background				Disability				Indigenous			
Year	**2018**	**2019**	**2020**	**2021**	**2018**	**2019**	**2020**	**2021**	**2018**	**2019**	**2020**	**2021**
National	3.25	3.17	3.23	3.24	7.14	6.13	6.16	7.75	1.24	1.29	1.32	1.40
Queensland	2.31	2.13	2.19	2.11	4.77	5.17	6.10	7.67	2.00	1.94	2.04	2.06
Griffith University	3.53	3.06	3.02	2.88	4.89	6.10	5.91	7.23	2.22	1.77	2.14	2.20

Table 16: Award course completions and attainment—Percent students from low socio-economic backgrounds, regional and remote areas. Griffith University, state and national comparisons, 2018–2021.

Group	Low socio-economic backgrounds by SA1 (First Address)				Regional (first address)				Remote (first address)			
Year	**2018**	**2019**	**2020**	**2021**	**2018**	**2019**	**2020**	**2021**	**2018**	**2019**	**2020**	**2021**
National	15.00	15.02	14.66	14.12	19.18	19.39	18.39	18.81	0.87	0.84	0.86	0.87
Queensland	16.51	16.51	16.07	15.94	26.50	26.97	26.11	24.94	1.37	1.23	1.26	1.22
Griffith University	13.94	14.41	13.87	14.17	13.73	15.42	13.86	14.50	0.48	0.64	0.67	0.80

Source: Department of Education. Creation date 9 February 2023. Note that this government data may differ from Griffith internal data and definitions.

Notes on definitions:

Access rate: number of commencing students in equity group divided by all commencing domestic onshore students. Expressed as a % in Tables 7 and 8.

Participation rate: number students in equity group divided by number of all domestic onshore students. Expressed as a % in Tables 9 and 10.

New normal retention rate: number of continuing students divided by number of all enrolled students minus completed. Expressed as a % in Tables 11 and 12.

Success rate: EFTSL passed divided by EFTSL certified (passed, failed, withdrawn). Success rate measures academic performance by comparing the effective full-time student load (EFTSL) of units passed to the EFTSL of units attempted. Expressed as a % in Tables 13 and 14.

Attainment rate: Award course completions of equity students divided by all domestic award course completions. Expressed as a % in Tables 15 and 16.

Low socio-economic background SEIFA 2016: The 2016 ABS Socio-Economic Indexes for Areas (SEIFA) Index of Education and Occupation is used to identify postcodes nationally as low (bottom 25% of the population), medium (middle 50%) or high (top 25%) socio-economic backgrounds. An estimate of the number of low socio-economic background students is made by counting the number of domestic students whose reported postcode of permanent home location is a low socio-economic background postcode. First address measures are based on a student's permanent home address at the commencement of study.

Non-English-speaking background: A domestic student who arrived in Australia fewer than 10 years prior to the year in which the data was collected, and who comes from a home where a language other than English is spoken.

Regional: Regional categories are derived from the Australian Statistical Geography Standard (ASGS). Classification is based on postcode.

Remote: Remote categories are derived from the Australian Statistical Geography Standard (ASGS). Classification is based on postcode.

Student with a disability: Students who have indicated that they have a disability, impairment or long-term medical condition that may affect their studies.