REPORT TO COUNCIL ON EQUITY, DIVERSITY AND INCLUSION
2017

CONTENTS

Griffith
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Queensland, Australia

Introduction

This 2017 report on equity, diversity and inclusion

1. reports on progress against staff and student equity, diversity and inclusion goals and targets outlined in the Griffith University Strategic Plan, 2013-2017;
2. provides data that honours our commitment as an Employer of Choice for Gender Equality; and
3. provides an overview of key 2017 equity, diversity and inclusion initiatives and achievements.

Equity, diversity and inclusion is at the heart of Griffith's mission. The University is committed to

- participatory decision making and problem solving (nothing about us without us);
- contributing to a robust, equitable and environmentally sustainable society;
- recognising and valuing diversity; and
- recognising the unique place of First Peoples in Australian history and culture, and enabling their continued contribution to the nation.

These values and commitments are articulated in both the Griffith University Strategic Plan 2013-2017 and 2018-2019.

At Griffith we have much to be proud of relating to equity, diversity and inclusion:

- we were one of the first universities in Australia to establish a Council of Elders to support our students, staff and communities in a spirit of partnership, reconciliation and respect;
- we have the third largest intake of Aboriginal and Torres Strait Islander students of all Australian universities;
- we have the seventh largest intake of low socioeconomic students of all Australian universities;
- over half of our students are non-school leavers;
- we have the highest number of Aboriginal and Torres Strait Islander academic staff in Queensland;
- our staff were born in 102 countries other than Australia and identify 107 different languages other than English as their first language; and
- we are a Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality (EOCGE).

We look forward to reporting further achievements in 2018.

Professor Debra Henly
Deputy Vice Chancellor Academic
Lead, SAGE Pilot of Athena SWAN
Co-Lead (with Linda O'Brien Pro Vice Chancellor and Head of Logan Campus), Women in Leadership
Chair, Safe Campuses Taskforce
Chair, First Peoples Employment Committee

Professor Martin Betts
Deputy Vice Chancellor (Engagement)
Chair, Equity Committee
Chair, Reconciliation Action Plan (RAP) Working Party

Griffith UNIVERSITY
Queensland, Australia

Reporting against 2017 staff and student equity, diversity and inclusion goals and targets

In 2017 Griffith had targets relating to

- students from low socio-economic backgrounds;
- Aboriginal and Torres Strait Islander students;
- women at academic levels D and E (Associate Professor and Professor);
- women at HEW 10 and above; and
- Aboriginal and Torres Strait Islander staff.

Students from Low Socio-Economic Backgrounds

In 2017 Griffith's goals were to improve the participation and retention rate of low socio-economic background students. Our targets were to exceed the national average for low socio-economic student participation and retention rate among commencing students by 2017. Available data show that Griffith was below the 2016 participation target and national average. Griffith did not meet its 2016 target for low socio-economic background retention but was on par with the 2015 national average. Griffith has had a comprehensive widening participation and retention strategy since 2009. In 2018 Griffith will commission an independent review of all HEPPP-funded activities to ascertain their effectiveness in attracting and retaining low socio-economic background students. This will inform the delivery of programs from 2019 onwards.

Table 1: Griffith participation rate of students from low-socio-economic backgrounds in comparison to the national average, 2013-2017.

Year	2013	2014	2015	2016	2017*
Actual results	16.1%	16.2%	15.8%	15.9%	
Future targets	15.9%	16.3%	16.7%	17.4%	18.4%
National average	17.4%	17.8%	18.0%	18.3%	

* data not available at the time of publication

<u>Note</u>: the participation rate is the percentage of all commencing students who were identified as being from a LSES background.

Table 2: Griffith retention rate of students from low-socio-economic backgrounds in comparison to the national average, 2013-2017.

Year	2013	2014	2015	2016	2017*
Actual results	76.7%	76.8%	77.8%	75.1%	
Future targets	77.4%	77.9%	78.3%	77.8%	77.9%
National average	78.6%	77.0%	77.8%		

* data not available at the time of publication

<u>Note</u>: 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.

Aboriginal and Torres Strait Islander students

The Griffith University Strategic Plan 2013-2017 committed to improving (and exceeding the national average) on the participation and retention rates of Aboriginal and Torres Strait Islander students. In 2016 Griffith was above its participation target and national participation average. Griffith also exceeded our 2016 retention target. GUMURRII leads a comprehensive program of activity to attract and retain Aboriginal and Torres Strait Islander students.

Table 3: Griffith Aboriginal and Torres Strait Islander student participation rates, 2013-2017.

Year	2013	2014	2015	2016	2017*
Actual results	2.1%	2.3%	2.6%	2.7%	
Future targets	1.9%	2.0%	2.0%	2.0%	2.2%
National average	1.7%	1.8%	1.9%	2.1%	

* data not available at the time of publication

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

Table 4: Griffith Aboriginal and Torres Strait Islander student retention rates, 2013-2017.

Year	2013	2014	2015	2016	2017*
Actual results	73.3%	70.9%	70.9%	74.5%	
Future targets	69.5%	69.7%	69.9%	71.0%	71.3%
National average	69.8%	70.9%	71.2%		

* data not available at the time of publication

<u>Note</u>: 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.

Percent Women at levels D and E (Associate Professor and Professor)

Griffith University set a target of 40% of level D and E academic staff to be women. In 2017 this target was exceeded and a new target of 45% was set. Figures 2 and 3 in this report show levels D and E separately to demonstrate where specific progress has been made.

Table 5: Percent women at Levels D and E, 2013-2017.

Year	2013	2014	2015	2016	2017
Actual results	35.1%	35.4%	37.5%	39.4%	40.4%
Future targets	35.1%	36.3%	37.6%	38.8%	40.0%

<u>Note</u>: FTE

Percent Women at Level 10 and above

Griffith was below its target of 50% women at level 10 and above in 2017. Figures 8 and 9 in this report separate 10 and 10+ to provide a more nuanced picture of the underrepresentation. Further analyses also revealed that women are particularly underrepresented in Griffith Enterprise, Office of Digital Solutions and Campus Life at these levels.

Table 6: Percent women at levels 10 and above, 2013-2017.

Year	2013	2014	2015	2016	2017
Actual results	44.6%	46.6%	45.2%	44.4%	43.8%
Future targets	44.6%	46.0%	47.3%	48.7%	50.0%

<u>Note</u>: FTE

Aboriginal and Torres Strait Islander staff

The University set a target to increase by 5% per annum the number of Aboriginal and Torres Strait Islander staff in academic and general staff positions. Between 2016 and 2017 there was no growth in the number of Aboriginal and Torres Strait Islander staff. Figure 1 also shows that we have the highest number of Aboriginal and Torres Strait Islander academic staff in Queensland.

Table 7: Number of Aboriginal and Torres Strait Islander staff, 2013-2017.

Year	2013	2014	2015	2016	2017
Actual results	43	55	54	56	56
Future targets	42	44	46	49	51

Note: FTE

Figure 1: Number of Aboriginal and Torres Strait Islander staff in Queensland Universities (full-time and fractional full-time), 2017.
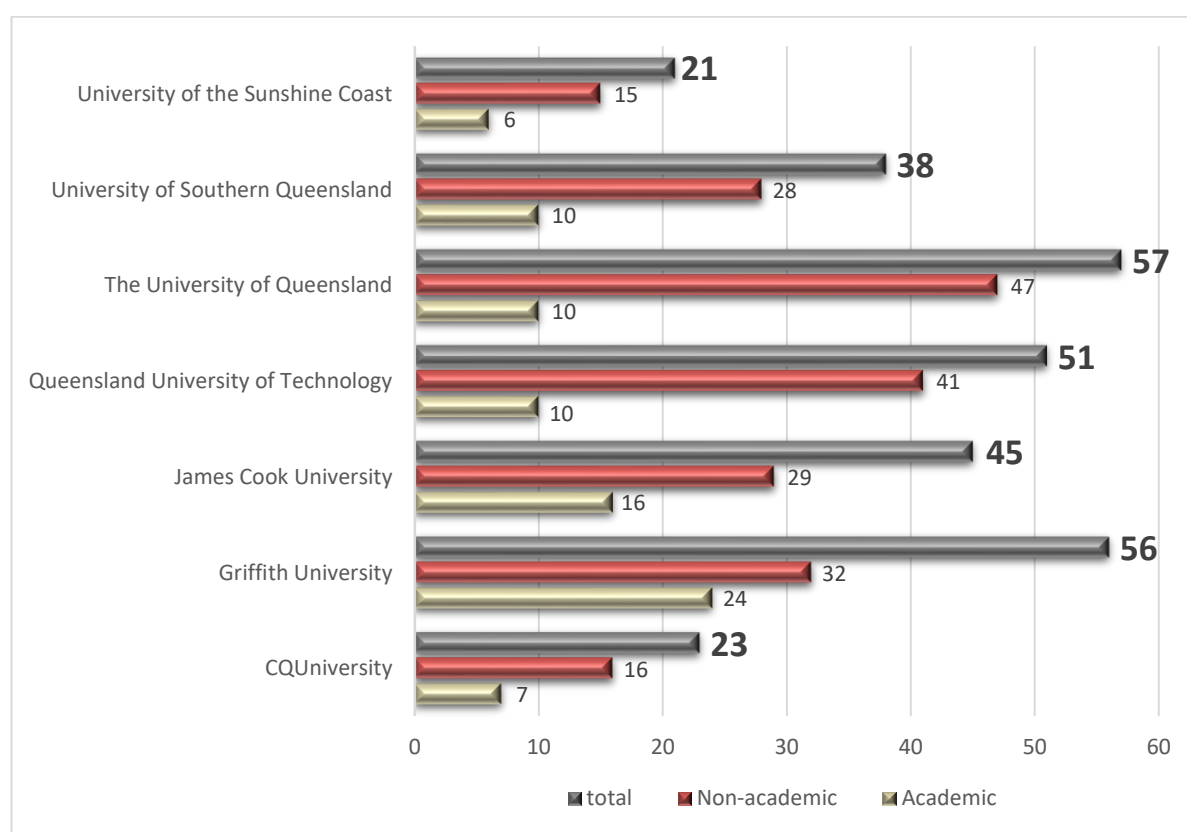
Source: Department of Education and Training, 2017.

The University also sought to maintain an International student load between 20 and 25%. Preliminary data showed that Griffith had an International student load of 18% in 2017.

Key equity, diversity and inclusion achievements, 2017

Women in Technology Awards

Griffith's research leadership was celebrated in August at the 2017 Women in Technology awards with three of our academic women making up the finalists in the Life Sciences Research Leader Award category. Professor Kathy Andrews was announced as the winner on 1 September 2017. Professor Sally-Ann Poulsen and Dr Lara Herrero were the other two finalists in this category.

Employer of Choice for Gender Equality

Griffith has been consistently recognised as an Employer of Choice for Women (2001-2013) and Gender Equality (from 2014) and was again recognised in 2017. Employer of Choice for Gender Equality requirements continue to evolve and strengthen each year and new reporting requirements are reflected in this report.

SAGE Pilot of Athena SWAN

In 2015 Griffith University proudly joined the first cohort of the SAGE Pilot of Athena SWAN – a program to increase gender equity, diversity and inclusion in science, technology, engineering, mathematics and medicine (STEMM) disciplines. Under the direction of the Self-Assessment Team (SAT), in 2017 Griffith conducted a comprehensive survey of its staff, an extensive analysis of quantitative and qualitative data and a review of policies and procedures to inform our SAGE Pilot of Athena SWAN application (including a Griffith Athena SWAN Four Year Action Plan) for submission in March 2018. A website was also established to communicate to the University community about the SAGE Pilot process.

Safe Campuses Taskforce

Following the release of the Australian Human Rights Commission *Change the Course* report into sexual assault and sexual harassment at Australian universities, in 2017 Griffith established the Safe Campuses Taskforce and Working Parties. These committees are implementing the recommendations of the report. Since mid-2017, the University has provided targeted training and awareness programs for staff and students across the organisation under the themes of Consent, Bystander and Responding to Disclosures. This is achieved via a mix of face-to-face and online training programs. Griffith also appointed a Counsellor, Violence Response and Prevention within Student Services.

Leadership Programs for Women

The second cohort of the **Leneen Forde Future Leaders program** commenced in 2016. The Leneen Forde Future Leaders Program engages participants in

- two high-quality experiential lunch events where participants have the opportunity to meet and interact with senior leaders;
- a career planning session with a senior member of the University;
- a formal sponsorship arrangement; and
- 360 degree feedback.

Participants also access central University funding (up to $3,000 for each participant) to attend leadership development activities or implement a leadership project. Each Program runs for two years. Of our inaugural cohort of 15, 10 (66.6%) of the participants were successful in gaining promotion to a higher level or a more senior leadership role.

The **Women in Leadership program** continued in 2017 with 29 Griffith academic and general staff participants. Participants were also matched with Griffith mentors.

Griffith also supported four women to attend the **Chief Executive Women Leaders Program**. This program focusses on leadership and the leadership shadow, status, power, communication, influential relationships, leadership and technology, career options, career breakthrough moments and "lessons from the top table".

Women-Only Academic Promotions Workshop

In 2017 Professor Lesley Chenoweth AO, led the Women-Only Academic Promotions Session with Professor Ruth McPhail and Dr Leigh Ellen Potter. The workshop provided guidance on preparing a case for promotion, including receiving feedback from the Head/Dean, evidencing outcomes and impact, choosing referees and outlining equity considerations.

Griffith Pride Strategy

Griffith introduced its Griffith Pride: Sexual and Gender Diversity Inclusion Strategy in 2016 which includes an Ally Steering Committee. The strategy encompasses Griffith's Ally Network which was established in 2012 and continued to expand in 2017 to over 120 staff and students. A member of Executive Group attended Rainbow flag-raising ceremonies on International Day Against Homophobia and Transphobia (IDAHOT) at the Nathan, Logan and Gold Coast campuses. The Ally network and Griffith Library hosted *Moral panic, media mayhem and safety for our LGBTIQA+ youth: how far have we really come?* The panel featured Benjamin Law, Australian author and journalist; Heather Faulkner, Program Director, Bachelor of Photography, Queensland College of Art; Sue Swinburne, Lecturer, Film and Screen Media (GU) and Lauren Maslen, Lecturer (GU). Griffith also had a presence at the 2017 Brisbane Pride March.

Multicultural Queensland Ambassador Program

Griffith University officially joined the first cohort of the Multicultural Queensland Ambassador Program in October 2017. Ambassadors are provided with the opportunity to:

- develop key competencies in the increasingly important area of workplace diversity;
- influence change that drives business success;
- build leadership networks within their organisation;
- access to exclusive online content, professional development, training and networking opportunities; and

- build their leadership capability by leading their organisation through the implementation of new diversity and inclusion strategies.

National Reconciliation Week – Walk and Talk

National Reconciliation Week is an Australia-wide observance held each year, giving people the chance to come together and share in steps towards healing for the Stolen Generations, their families and communities. 2017 marked

- 25 years since the historic Mabo decision;
- the 50 year anniversary of the 1967 referendum;
- the 10th anniversary of the launch of Griffith's Statement on Reconciliation (a public declaration of the university's commitment to promoting an environment valuing the traditions, protocols and contribution of Aboriginal and Torres Strait Islander peoples);
- the seventh year of the Walk and Talk event.

National Sorry Day, Walk and Talk event Griffith University Mt Gravatt Campus, 2017.

Aboriginal and Torres Strait Islander students

In 2017, Griffith had 1005 Aboriginal and Torres Strait Islander students enrolled and 141 Aboriginal and Torres Strait Islander students graduated. There was an increase in the number of Aboriginal and Torres Strait Islander students going on overseas exchange opportunities.

The GUMURRII Student Support Unit delivered Hands Up! Tertiary Preparation. The focus of the program for 2017 was to equip students with the fundamentals of referencing, assignment writing and building confidence to help their transition into tertiary studies at Griffith University. Sixty students completed the week which preceded Orientation week.

GUMURRII, in partnership with ALKIRA Compass (a community based Cultural Cuisine Service) provided traditional food and education through our student yarning circles.

GUMURRII Open night, Gold Coast, 2017.

Additional key equity, diversity and inclusion data

This section provides other key equity, diversity and inclusion data including data that relates to our Employer of Choice for Gender Equality requirements. This section provides data on

- academic and general staff by level and gender;
- utilisation of flexible working including part-time employment by level and gender;
- utilisation and return from Parental Leave;
- academic promotions by gender and level;
- gender pay equity (like-for-like and overall pay gaps);
- discrimination, harassment, bullying, sexual harassment and sexual assault; and
- staff and students with disabilities.

Academic staff by level

Between 2015 and 2017 Griffith saw a

- 6.4 per cent increase in the proportion of women at Professorial level E; and
- 1.9 per cent increase in the overall proportion of women in academic positions (from 46.7% to 48.6%) (Figure 2).

Women experienced an increase in full-time equivalent (FTE) numbers at levels A (Associate Lecturer), B (Lecturer) and E (Professor) (Figure 3). Decreases were experienced at levels C and D (Senior Lecturer and Associate Professor). Losses at D were in part explained by promotions to E. There was a sizable decrease in the number of men at E (from 192.4 FTE in 2015 to 162.9 FTE in 2017), partly as a result of retirements and voluntary redundancies.

Figure 2: Percent women and men by academic level, 2015-2017.

	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
			2015					2016					2017		
%M	53.8	53.8	43.4	50.4	69.6	56.7	51.6	46.0	50.2	67.9	46.0	51.9	44.1	55.0	63.2
%W	46.2	46.2	56.6	49.6	30.4	43.3	48.4	54.0	49.8	32.1	54.0	48.1	55.9	45.0	36.8
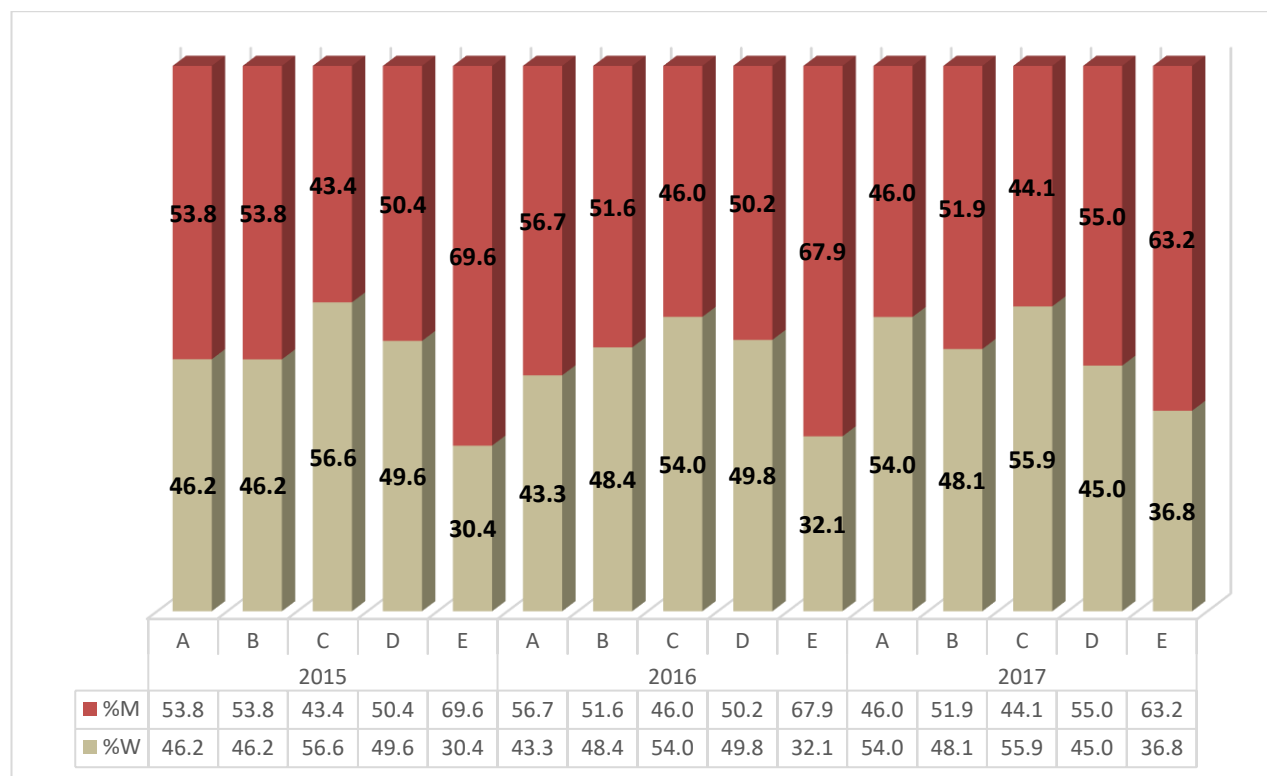
Figure 3: Academic women and men by level (FTE), 2015-2017.

		2015					2016					2017			
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
M	76.7	200.5	183.9	87.7	192.4	89.2	197.8	190.0	94.6	189.3	77.3	205.9	183.1	98.6	162.9
W	65.9	172.1	240.3	86.2	83.9	68.0	185.4	222.8	93.7	89.4	90.6	190.7	232.1	80.8	94.7
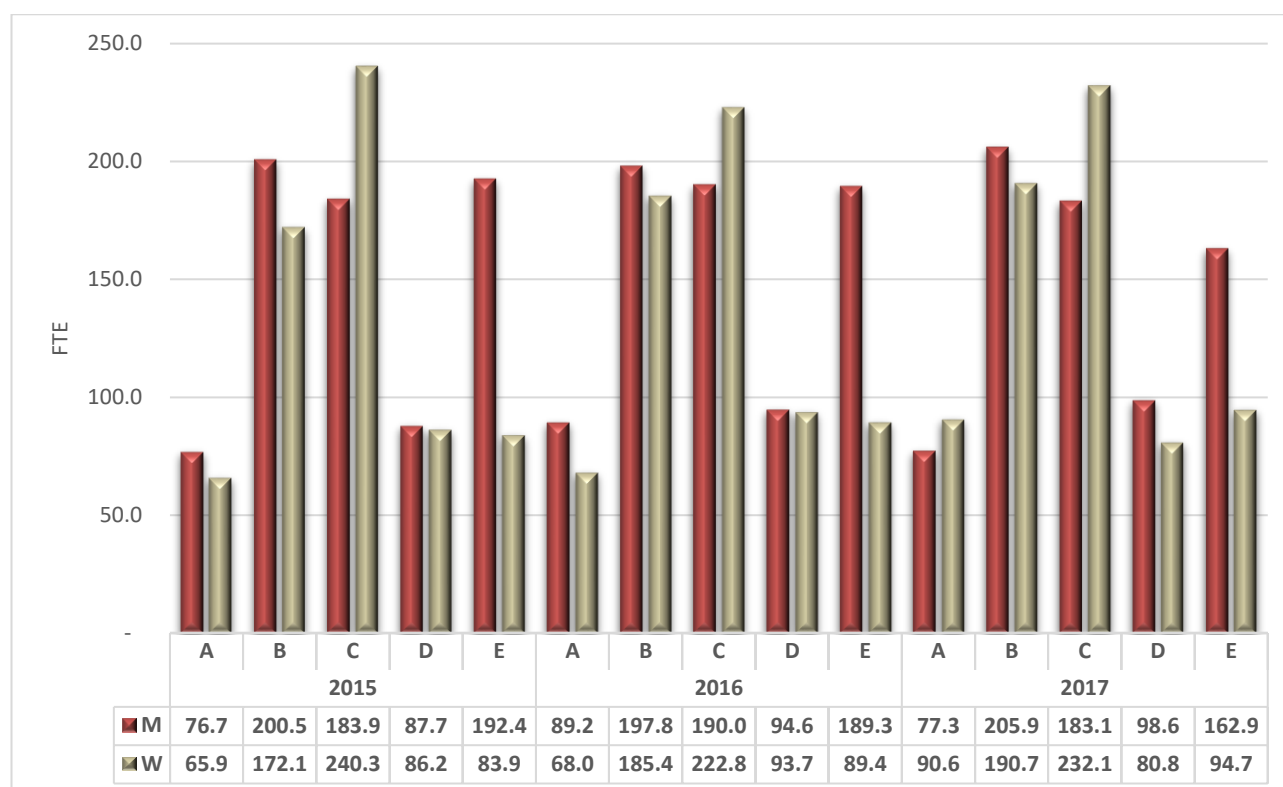
General staff by level

Women comprised the majority of staff at HEW levels 1 and 3-8 (see Figures 4, 6 and 8). Women's representation drops at HEW 9 although good percentage gains were made at this level between 2015-2017 (from 42.9% to 46.2%).

Between 2015 and 2017 there was

- an increase in the proportion of women at 10+ (from 41.7% [36.2 FTE] to 43% [49.4 FTE]);
- a decrease in women at HEW 10 (from 48.2% [31.2 FTE] to 43.8 [26.5 FTE]).

Further analyses revealed that the underrepresentation of women at HEW 10 and 10+ was most marked within Griffith Enterprise, the Office of Digital Solutions and Campus Life.

Figure 4: Percent women and men at HEW 1-4 and below award, 2015-2017.

	BA	1	2	3	4	BA	1	2	3	4	BA	1	2	3	4
			2015					2016					2017		
M %	19.9	42.5	82.8	26.1	18.7	29.0	12.0	83.9	21.4	17.1	25.1	13.3	90.4	14.8	16.8
W %	80.1	57.5	17.2	73.9	81.3	71.0	88.0	16.1	78.6	82.9	74.9	86.7	9.6	85.2	83.2
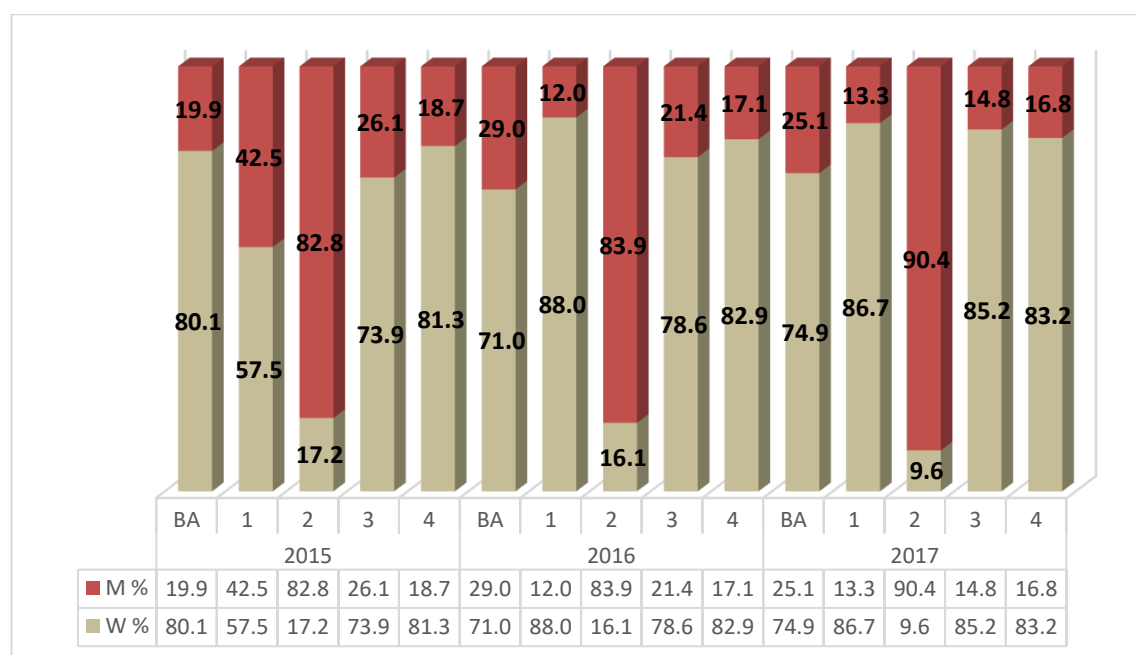
Figure 5: Full time Equivalent (FTE) by level (below award, HEW 1-4) by gender, 2015-2017.

	BA	1	2	3	4	BA	1	2	3	4	BA	1	2	3	4
			2015					2016					2017		
M	7.7	21.6	14.4	30.8	66.8	27.4	0.6	10.4	21.1	56.5	21.8	0.6	9.4	14.0	52.4
W	31.0	29.2	3.0	87.0	289.	67.2	4.4	2.0	77.7	273.	65.0	3.9	1.0	80.3	259.
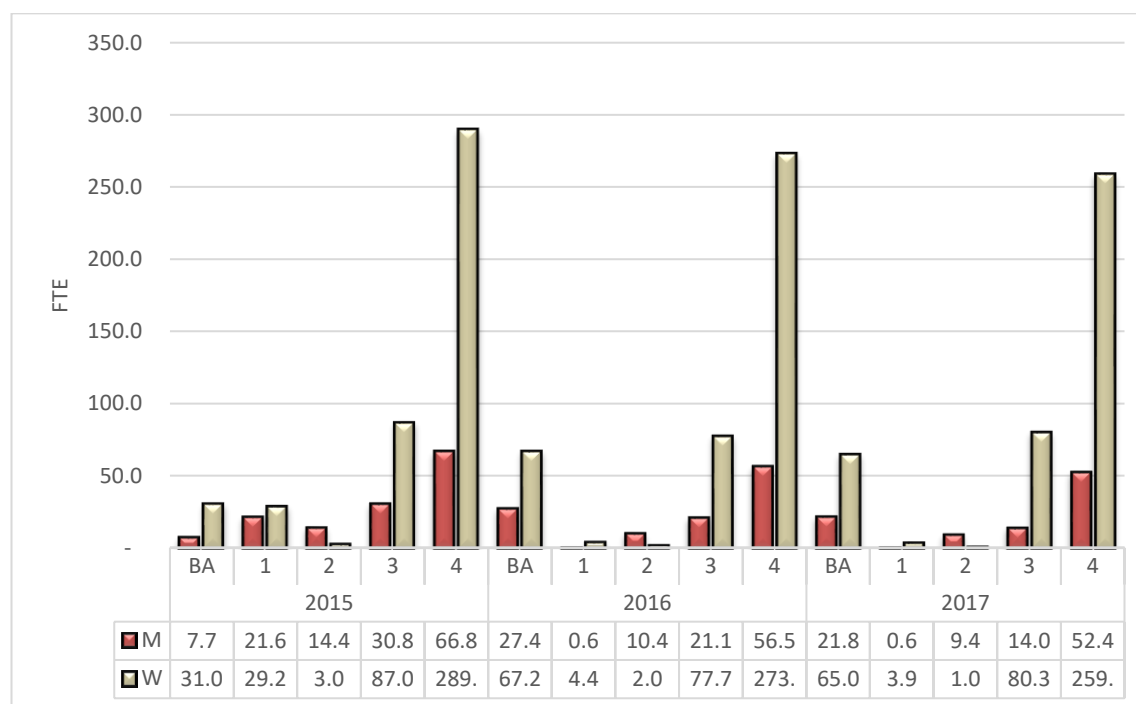
Figure 6: Percent women and men at HEW 5-7, 2015-2016.

		2015			2016			2017	
	5	6	7	5	6	7	5	6	7
M %	24.4	41.0	39.1	25.9	38.1	41.5	28.1	38.0	40.4
W %	75.6	59.0	60.9	74.1	61.9	58.5	71.9	62.0	59.6
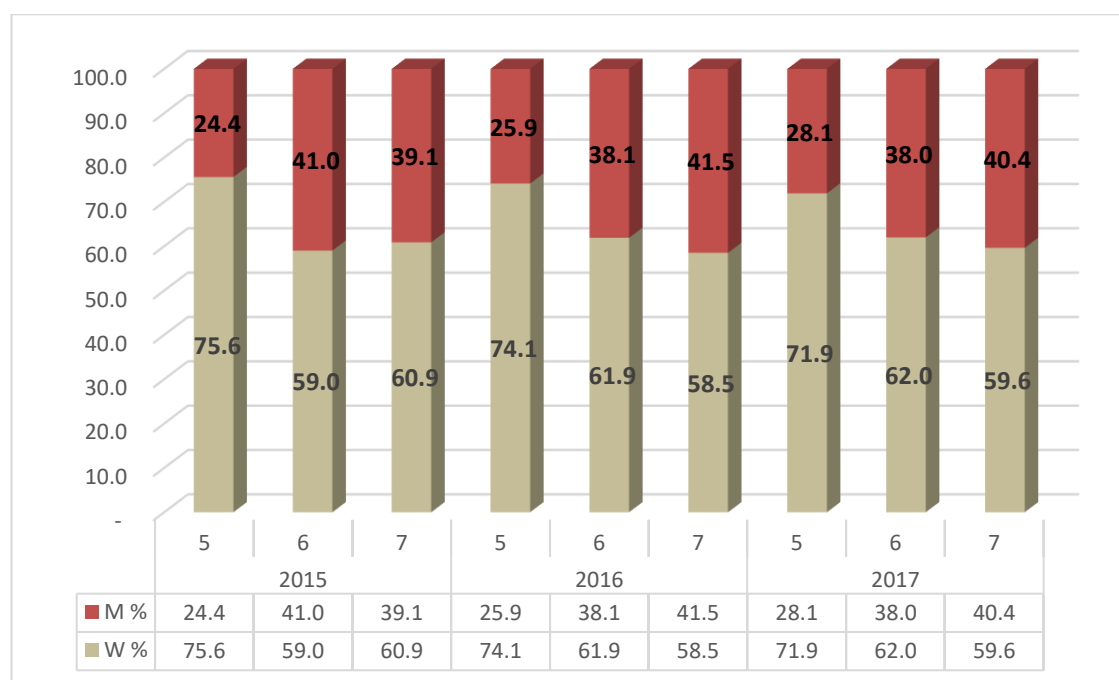
Figure 7: Full time Equivalent (FTE) by level (HEW 5-7) by gender, 2015-2017.

		2015			2016			2017	
	5	6	7	5	6	7	5	6	7
M	114.4	141.6	142.6	123.3	138.3	145.7	138.1	141.1	134.2
W	354.7	203.9	221.9	353.6	224.7	205.5	353.9	230.1	198.2

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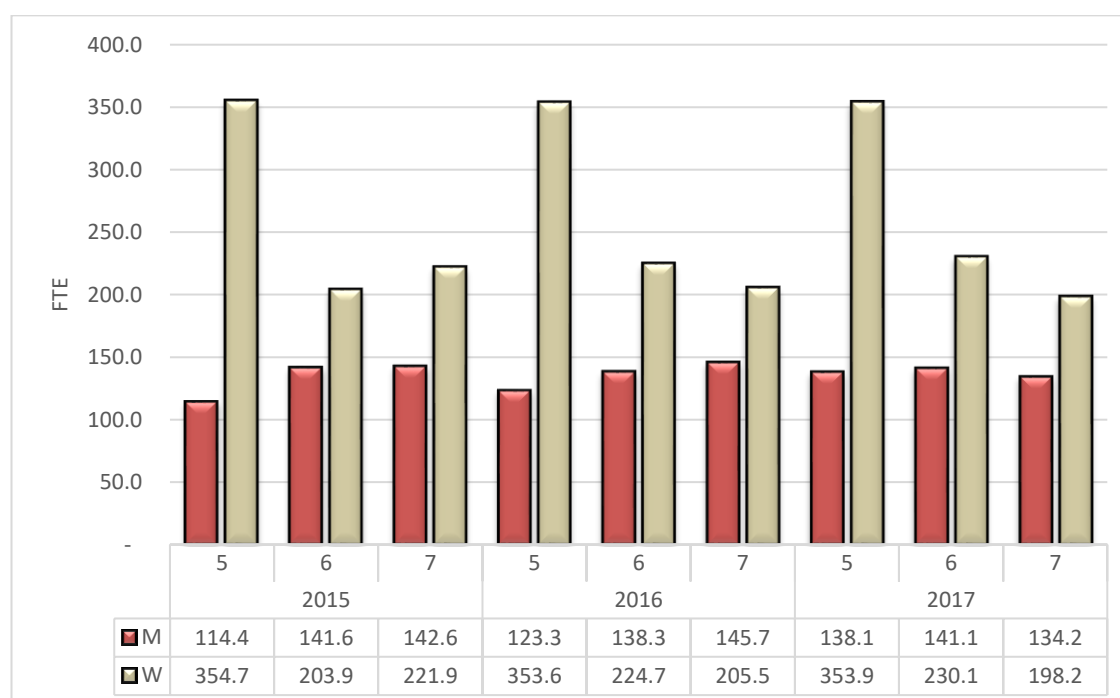
Figure 8: Percent women and men at HEW 8-10+.

	8	9	10	10+	8	9	10	10+	8	9	10	10+
		2015				2016				2017		
■ M %	39.6	57.1	51.8	58.3	37.3	53.9	50.1	59.5	37.4	53.8	56.2	57.0
■ W %	60.4	42.9	48.2	41.7	62.7	46.1	49.9	40.5	62.6	46.2	43.8	43.0
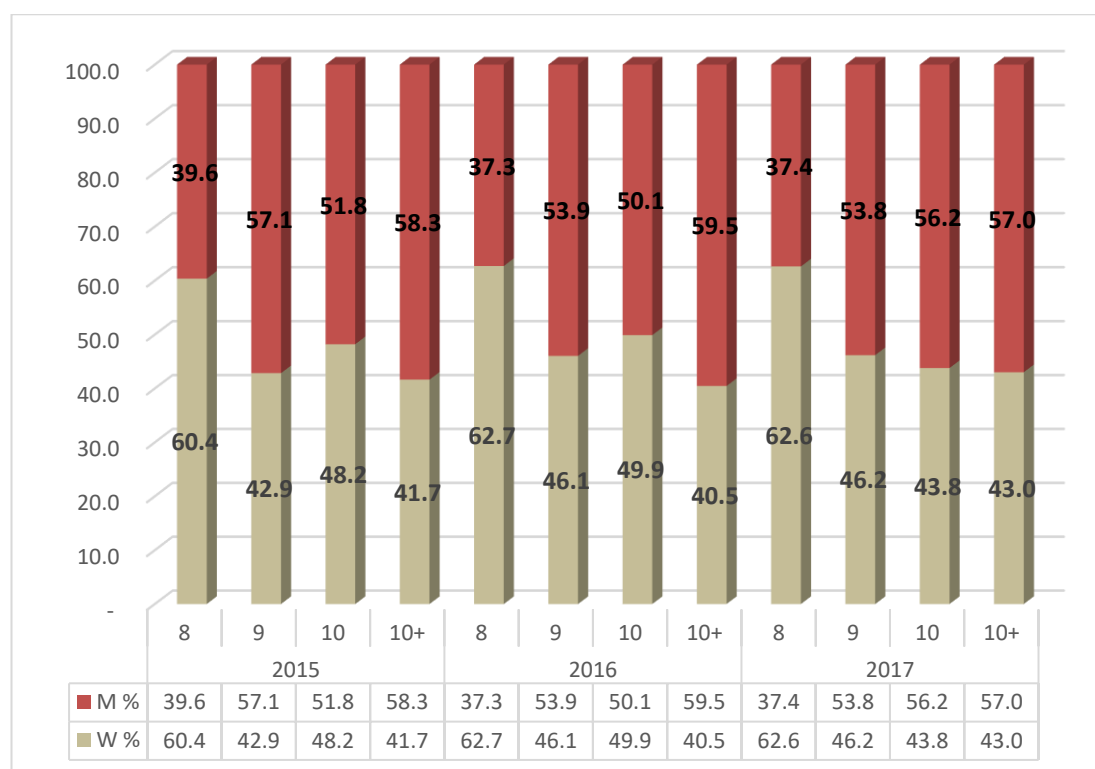
Figure 9: Full time Equivalent (FTE) by level (HEW 8-10+) by gender, 2015-2017.

	8	9	10	10+	8	9	10	10+	8	9	10	10+
		2015				2016				2017		
■ M	91.0	60.0	33.5	50.7	100.4	56.0	29.0	69.4	102.8	53.0	34.0	65.4
□ W	138.6	45.0	31.2	36.2	168.8	47.8	28.9	47.2	172.3	45.5	26.5	49.4
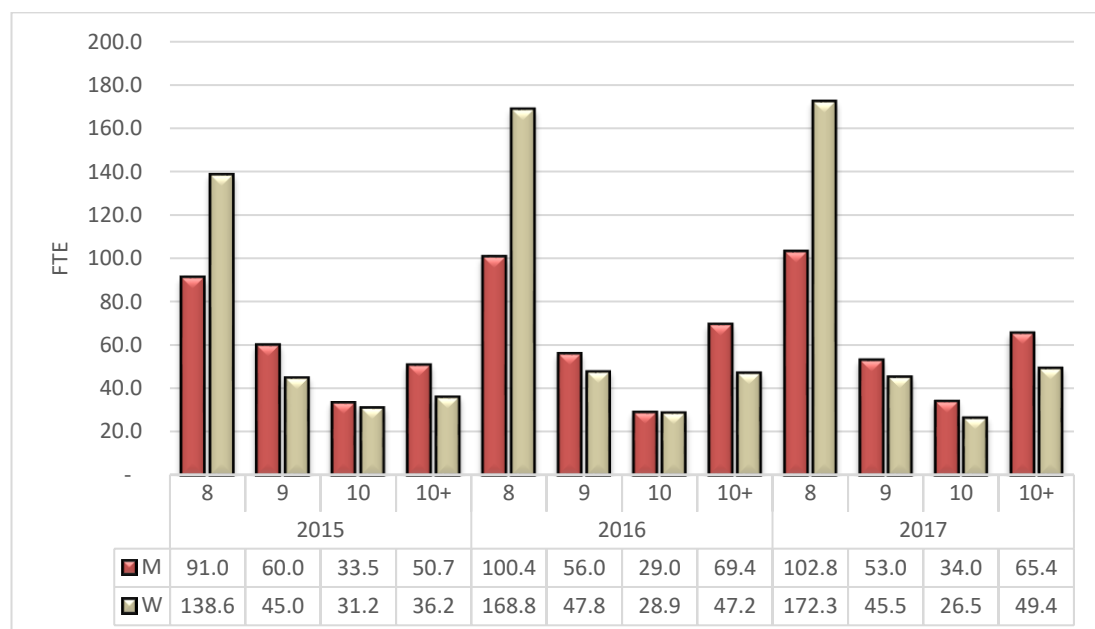
Utilisation of Flexible working including Part-time Employment

Part-time employment by Level

Between

- 23-24 per cent of general women staff and six per cent of general staff men worked part-time; and
- 12-14 per cent of academic women and four and five percent of academic men worked part-time.

Figures 10 to 13 provide the percentage of women and men by level and full-time and part-time status. All levels had instances of women and men working part-time (except no women at HEW 9, no men at HEW 10+ and no male academic managers in 2017).

Figure 10: General staff HEW 1-4, full-time and part-time status by gender, 2015-2017.

	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	1		2		3		4		1		2		3		4		1		2		3		4	
	2015								2016								2017							
PT	17%	37%	10%	0	9%	29%	10%	29%	12%	27%	13%		5%	32%	14%	27%	20%	29%	15%		3%	36%	14%	28%
FT	83%	63%	90%	100	91%	71%	90%	71%	88%	73%	87%	100	95%	68%	86%	73%	80%	71%	85%	100	97%	64%	86%	72%

■ FT ■ PT
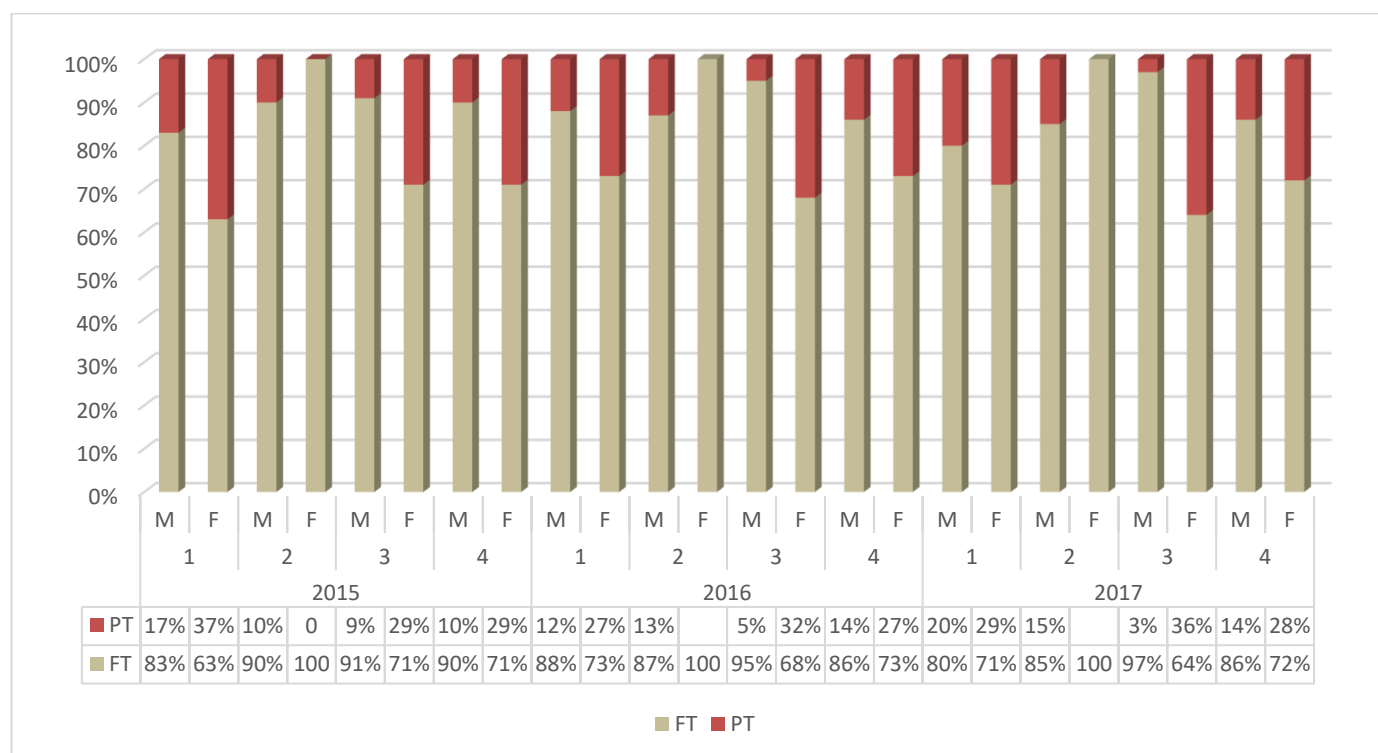
Figure 11: General staff HEW 5-7, full-time and part-time status by gender, 2015-2017.

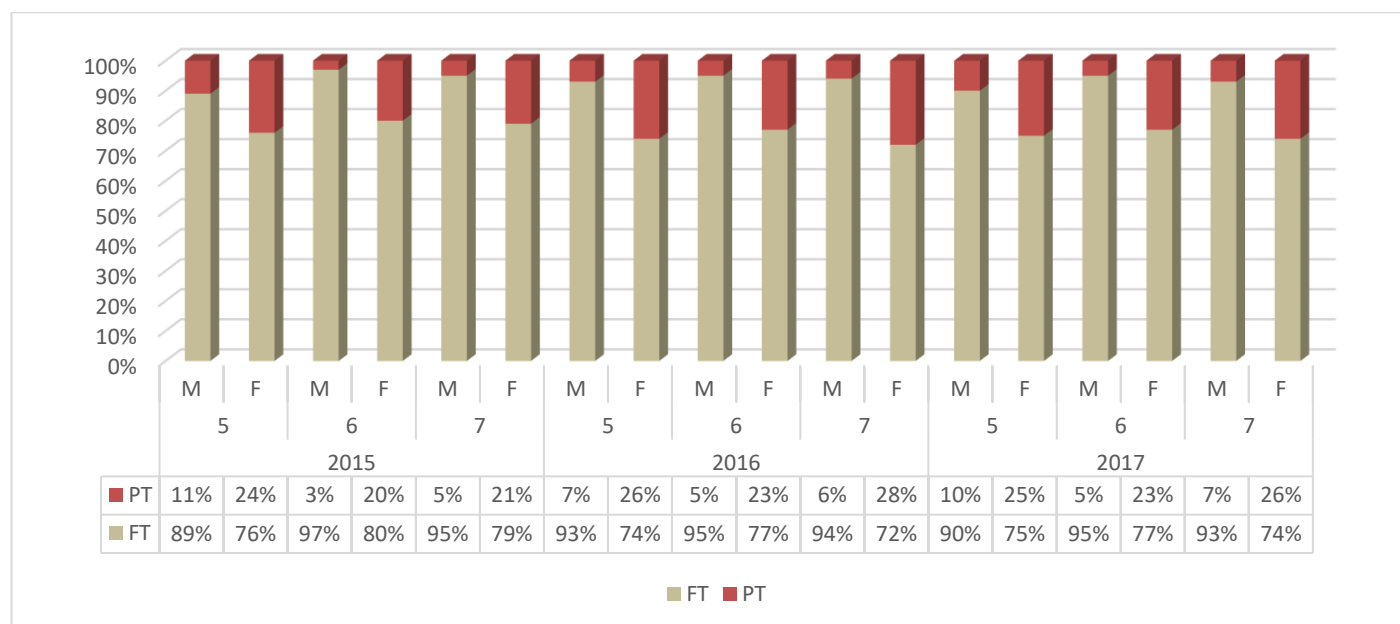| | \multicolumn{6}{c|}{2015} | \multicolumn{6}{c|}{2016} | \multicolumn{6}{c|}{2017} |
| | \multicolumn{2}{c|}{5} | \multicolumn{2}{c|}{6} | \multicolumn{2}{c|}{7} | \multicolumn{2}{c|}{5} | \multicolumn{2}{c|}{6} | \multicolumn{2}{c|}{7} | \multicolumn{2}{c|}{5} | \multicolumn{2}{c|}{6} | \multicolumn{2}{c|}{7} |
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PT	11%	24%	3%	20%	5%	21%	7%	26%	5%	23%	6%	28%	10%	25%	5%	23%	7%	26%
FT	89%	76%	97%	80%	95%	79%	93%	74%	95%	77%	94%	72%	90%	75%	95%	77%	93%	74%

Figure 12: General staff HEW 8-10+ (including Professional Manager), full-time and part-time status by gender, 2015-2017.

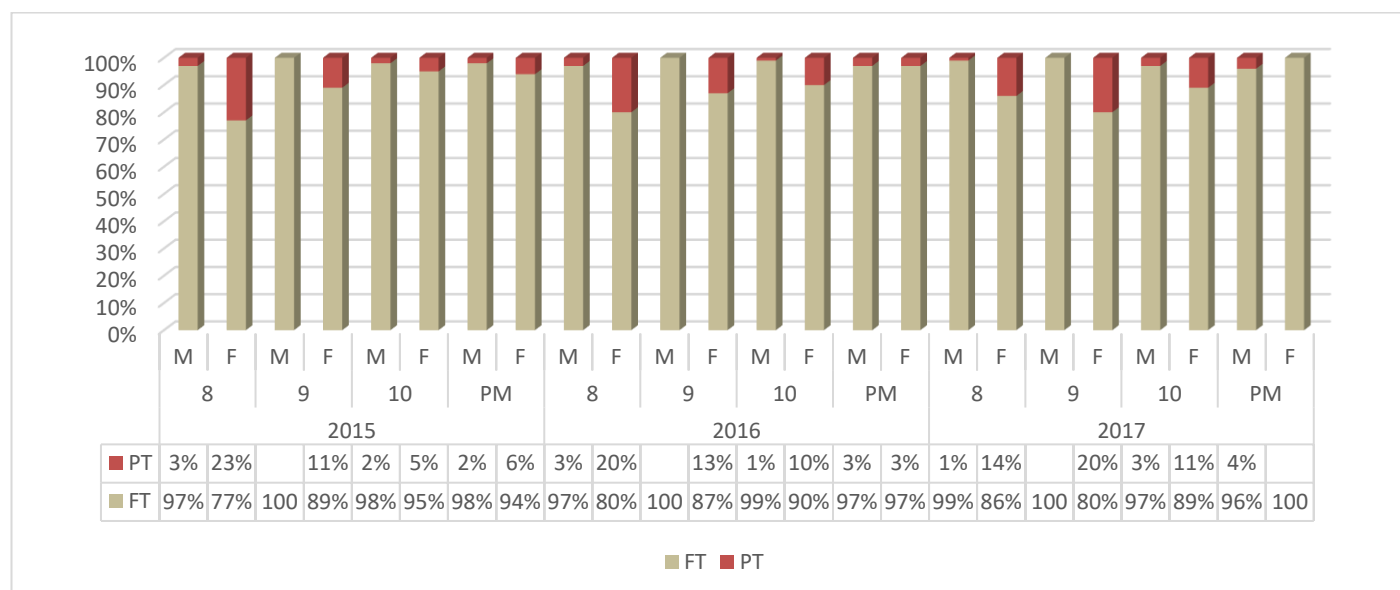| | \multicolumn{8}{c|}{2015} | \multicolumn{8}{c|}{2016} | \multicolumn{8}{c|}{2017} |
| | \multicolumn{2}{c|}{8} | \multicolumn{2}{c|}{9} | \multicolumn{2}{c|}{10} | \multicolumn{2}{c|}{PM} | \multicolumn{2}{c|}{8} | \multicolumn{2}{c|}{9} | \multicolumn{2}{c|}{10} | \multicolumn{2}{c|}{PM} | \multicolumn{2}{c|}{8} | \multicolumn{2}{c|}{9} | \multicolumn{2}{c|}{10} | \multicolumn{2}{c|}{PM} |
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PT	3%	23%		11%	2%	5%	2%	6%	3%	20%		13%	1%	10%	3%	3%	1%	14%		20%	3%	11%	4%	
FT	97%	77%	100	89%	98%	95%	98%	94%	97%	80%	100	87%	99%	90%	97%	97%	99%	86%	100	80%	97%	89%	96%	100

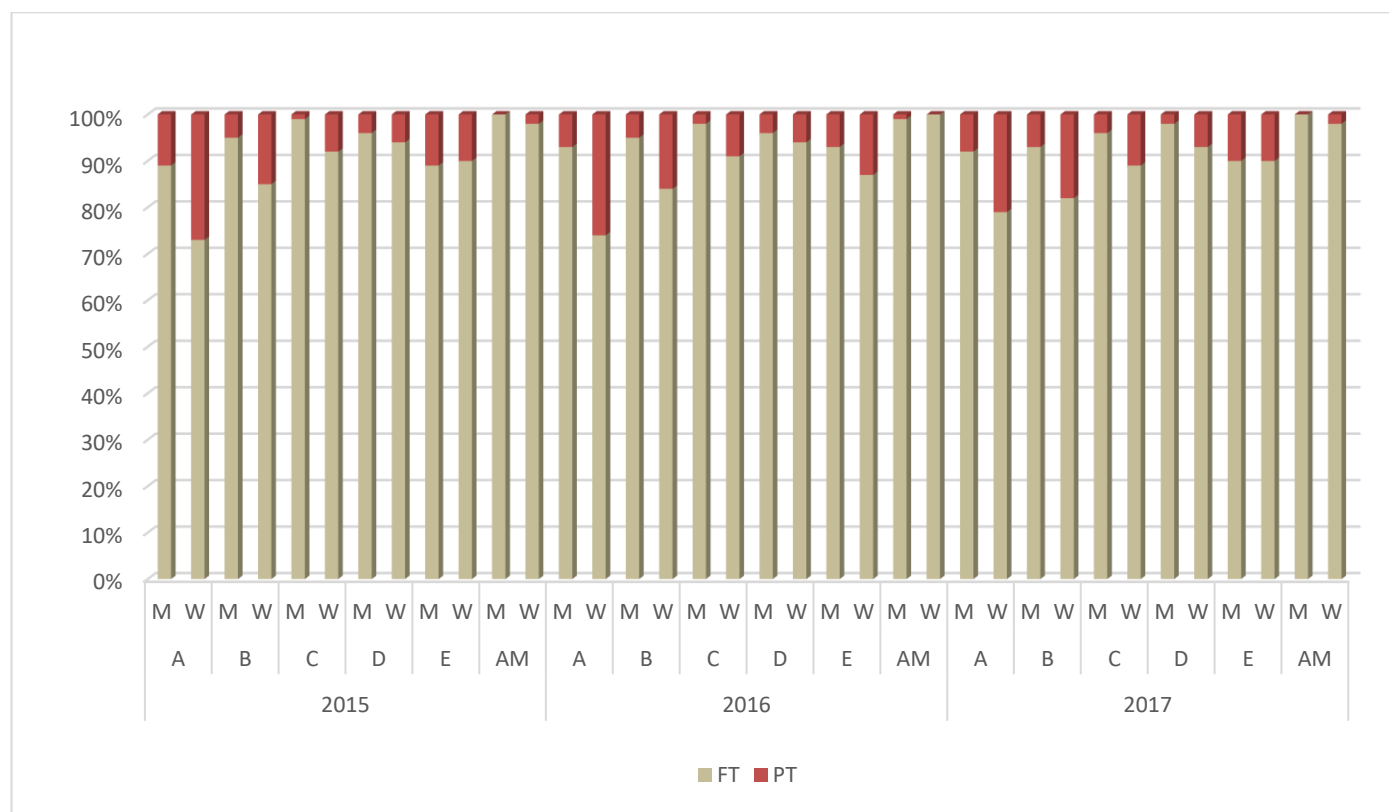Griffith
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Figure 13: Academic staff A-E and academic managers, percent full-time and part-time by gender, 2015-2017.

Flexible Work

Griffith University offers a range of formal flexible work options including

- Flexible work year;
- Reversible part time appointment for the care of dependents;
- Variable hours arrangements; and
- Flexi-time.

Leave arrangements include Parental Leave, Cultural Obligations and Special Circumstances Leave and Domestic and Family Violence leave.

The 2017 Griffith University Athena SWAN staff survey asked whether staff had the flexibility they need to manage their work and other commitments, including caring responsibilities. The majority (63.4%) of academic staff surveyed either agreed or strongly agreed that they had the flexibility they needed. Level C women and men had the highest levels of disagreement regarding workplace flexibility though numbers are low (Table 8). The majority (68.7%) of general, research and sessional staff either agreed or strongly agreed that they had the flexibility they needed (Table 9). Women at HEW levels 8-9 had the highest levels of disagreement (14.6%, n=11).

Table 8: Academic staff by A-E and Academic Managers: "I have the flexibility I need to manage my work and other commitments including caring responsibilities".

Response scale 1-5		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Total
Women	ACM	1	1	2	5	4	13
		7.7%	7.7%	15.4%	38.5%	30.8%	100.0%
	Level A	0	3	7	11	7	28
		0.0%	10.7%	25.0%	39.3%	25.0%	100.0%
	Level B	2	14	17	30	15	78
		2.6%	17.9%	21.8%	38.5%	19.2%	100.0%
	Level C	2	10	12	28	12	64
		3.1%	15.6%	18.8%	43.8%	18.8%	100.0%
	Level D	3	3	9	18	5	38
		7.9%	7.9%	23.7%	47.4%	13.2%	100.0%
	Level E	0	4	6	18	12	40
		0.0%	10.0%	15.0%	45.0%	30.0%	100.0%
	Total	8	35	53	110	55	261
		3.1%	13.4%	20.3%	42.1%	21.1%	100.0%
Men	ACM	1	0	1	5	4	11
		9.1%	0.0%	9.1%	45.5%	36.4%	100.0%
	Level A	0	0	1	5	2	8
		0.0%	0.0%	12.5%	62.5%	25.0%	100.0%
	Level B	2	2	6	23	2	35
		5.7%	5.7%	17.1%	65.7%	5.7%	100.0%
	Level C	5	8	11	17	13	54
		9.3%	14.8%	20.4%	31.5%	24.1%	100.0%
	Level D	0	4	5	10	2	21
		0.0%	19.0%	23.8%	47.6%	9.5%	100.0%
	Level E	1	5	9	18	6	39
		2.6%	12.8%	23.1%	46.2%	15.4%	100.0%
	Total	9	19	33	78	29	168
		5.4%	11.3%	19.6%	46.4%	17.3%	100.0%
Total	ACM	2	1	3	10	8	24
		8.3%	4.2%	12.5%	41.7%	33.3%	100.0%
	Level A	0	3	8	16	9	36
		0.0%	8.3%	22.2%	44.4%	25.0%	100.0%
	Level B	4	16	23	53	17	113
		3.5%	14.2%	20.4%	46.9%	15.0%	100.0%
	Level C	7	18	23	45	25	118
		5.9%	15.3%	19.5%	38.1%	21.2%	100.0%
	Level D	3	7	14	28	7	59
		5.1%	11.9%	23.7%	47.5%	11.9%	100.0%
	Level E	1	9	15	36	18	79
		1.3%	11.4%	19.0%	45.6%	22.8%	100.0%
	Total	17	54	86	188	84	429
		4.0%	12.6%	20.0%	43.8%	19.6%	100.0%

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Table 9: General, research and sessional staff: "I have the flexibility I need to manage my work and other commitments including caring responsibilities".

Response scale 1-5		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
Women	HEW 1-5	4	15	31	81	26	157
		2.5%	9.6%	19.7%	51.6%	16.6%	100.0%
	HEW 6-7	4	12	23	58	32	129
		3.1%	9.3%	17.8%	45.0%	24.8%	100.0%
	HEW 8-9	1	10	13	33	18	75
		1.3%	13.3%	17.3%	44.0%	24.0%	100.0%
	HEW 10 & Above	0	1	5	10	2	18
		0.0%	5.6%	27.8%	55.6%	11.1%	100.0%
	Research Fellows etc	0	0	0	2	2	4
		0.0%	0.0%	0.0%	50.0%	50.0%	100.0
	RA* or Snr RA*	1	2	5	9	7	24
		4.2%	8.3%	20.8%	37.5%	29.2%	100.0%
	Sessional Teaching Staff	3	6	6	10	6	31
		9.7%	19.4%	19.4%	32.3%	19.4%	100.0%
	Total	13	46	83	203	93	438
		3.0%	10.5%	18.9%	46.3%	21.2%	100.0%
Men	HEW 1-5	3	2	7	8	4	24
		12.5%	8.3%	29.2%	33.3%	16.7%	100.0%
	HEW 6-7	0	5	8	29	10	52
		0.0%	9.6%	15.4%	55.8%	19.2%	100.0%
	HEW 8-9	1	2	3	12	11	29
		3.4%	6.9%	10.3%	41.4%	37.9%	100.0%
	HEW 10 & Above	1	0	4	10	3	18
		5.6%	0.0%	22.2%	55.6%	16.7%	100.0%
	Research Fellows etc	0	0	0	0	1	1
		0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
	RA* or Snr RA*	0	1	1	6	3	11
		0.0%	9.1%	9.1%	54.5%	27.3%	100.0%
	Sessional Teaching Staff	1	0	3	11	0	15
		6.7%	0.0%	20.0%	73.3%	0.0%	100.0%
	Total	6	10	26	76	32	150
		4.0%	6.7%	17.3%	50.7%	21.3%	100.0%
Total	HEW 1-5	7	17	38	89	30	181
		3.9%	9.4%	21.0%	49.2%	16.6%	100.0%
	HEW 6-7	4	17	31	87	42	181
		2.2%	9.4%	17.1%	48.1%	23.2%	100.0%
	HEW 8-9	2	12	16	45	29	104
		1.9%	11.5%	15.4%	43.3%	27.9%	100.0%
	HEW 10 & Above	1	1	9	20	5	36
		2.8%	2.8%	25.0%	55.6%	13.9%	100.0%
	Research Fellows etc	0	0	0	2	3	5
		0.0%	0.0%	0.0%	40.0%	60.0%	100.0%
	RA* or Snr RA*	1	3	6	15	10	35
		2.9%	8.6%	17.1%	42.9%	28.6%	100.0%
	Sessional Teaching Staff	4	6	9	21	6	46
		8.7%	13.0%	19.6%	45.7%	13.0%	100.0%
	Total	19	56	109	279	125	588
		3.2%	9.5%	18.5%	47.4%	21.3%	100.0%

*Research assistant

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Utilisation of and return from Parental Leave

Griffith staff have a high rate of return to work after parental leave. Only three staff who took parental leave during 2015-2016 resigned. The following tables show the numbers and percentages of general and academic staff utilising parental leave. The majority of staff taking parental leave were women (and particularly primary carer leave). The majority of those general staff taking parental leave were between HEW 4-7 and academic staff between Levels A and B.

Table 10: General Staff Parental Leave Uptake, 2014-2016.

	2014		2015		2016	
	Women	Men	Women	Men	Women	Men
Total staff using parental leave	**70 (76%)**	**22 (24%)**	**63 (73%)**	**23 (27%)**	**46 (87%)**	**7 (13%)**
Primary carer	58	0	49	0	28	1
Unpaid leave	22	1	19	3	18	1
Secondary carer	1	24	0	24	0	7
HEW 4-7 % of All Staff Users	83%	68%	86%	81%	85%	88%

Table 11: Academic Staff Parental Leave Uptake, 2014-2016.

	2014		2015		2016	
	Women	Men	Women	Men	Women	Men
Total staff using parental leave	**19 (53%)**	**17 (47%)**	**11 (52%)**	**10 (48%)**	**16 (89%)**	**2 (11%)**
Primary carer	16	0	9	0	11	0
Unpaid leave	6	0	1	0	5	0
Secondary carer	0	17	0	11	0	2
Level A and B Academic Staff % of All Staff Users	72%	52%	60%	54%	75%	50%

Academic promotions by gender

In 2017, women had lower application rates (see Figure 14) but higher success rates (see Figure 15) at levels C (Senior Lecturer), D (Associate Professor) and E (Professor).

Most part-time (92.9%, n=14) staff who applied for promotion between 2014-2017 were successful (See Table 13).

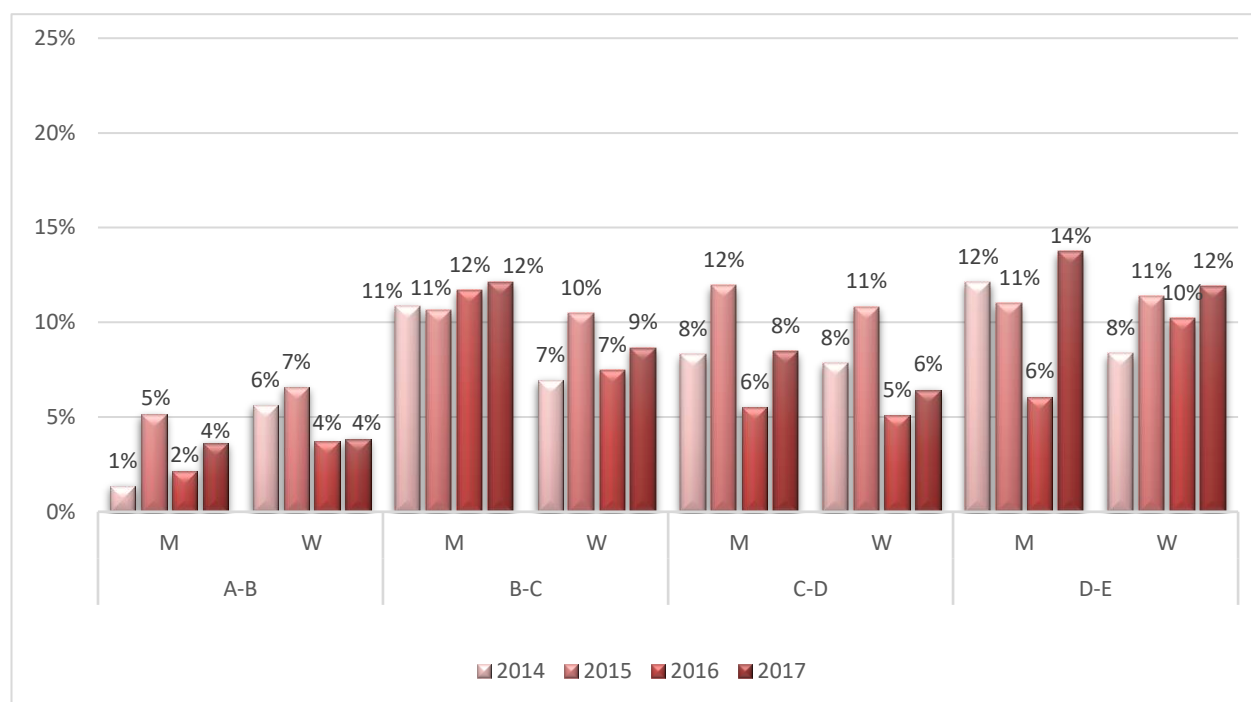**Figure 14: Griffith-wide Promotion Application Rate by Level and Gender, 2014-2017.**

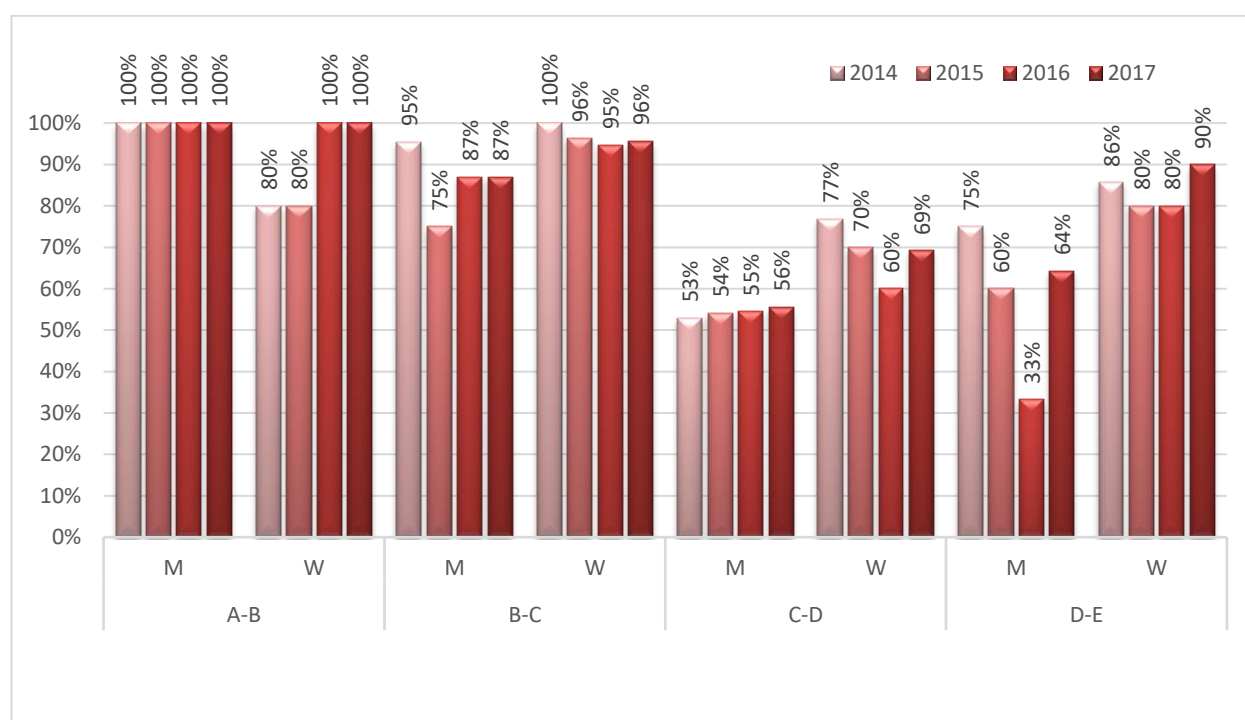**Figure 15: Griffith-wide Promotion Success Rate by Level and Gender, 2014-2017.**

Table 12: Number of staff who applied, number successful, 2014-2017.

Number of staff who applied for promotion					
Level	Gender	2014	2015	2016	2017
B	M	1	4	2	3
	W	5	5	3	4
C	M	22	20	23	23
	W	18	28	19	23
D	M	17	24	11	18
	W	13	20	10	13
E	M	12	10	6	14
	W	7	10	10	10
Total	M	52	58	42	58
	W	43	63	42	50
All Staff		95	121	84	108

Number of staff who were successful					
Level	Gen	2014	2015	2016	2017
B	M	1	4	2	3
	W	4	4	3	4
C	M	21	15	20	20
	W	18	27	18	22
D	M	9	13	6	10
	W	10	14	6	9
E	M	9	6	2	9
	W	6	8	8	9
Total	M	40	38	30	42
	W	38	53	35	44
All Staff		78	91	65	86

Table 13: Part-time Promotion Applications and Success by Group, 2014-2017.

GROUP	Applications, gender and levels	Success rate
SCIENCES GROUP	2 women applied Levels B and E.	100%
HEALTH GROUP	3 men and 7 women (10) applied Levels B, C and D.	90% 1 woman unsuccessful
NON-STEMM GROUPS	2 women applied Levels C and E.	100%

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Gender Pay Equity

By level (like-for-like) gender pay gap – base salary and total remuneration

Women at level A (Associate Lecturer), on average, earned more than men at level A (both base and total remuneration). There was no gap between women and men at level B (total remuneration). Men earned more than women at Levels C, D and E though the total remuneration gap at C was only 0.2 per cent. The largest gap, as expected, was at Professorial level E. This may reflect more men in leadership positions that attract responsibility allowances, for example.

Figure 16: Gender pay gap (base salary and total remuneration) by academic level and total academic staff, 2016.
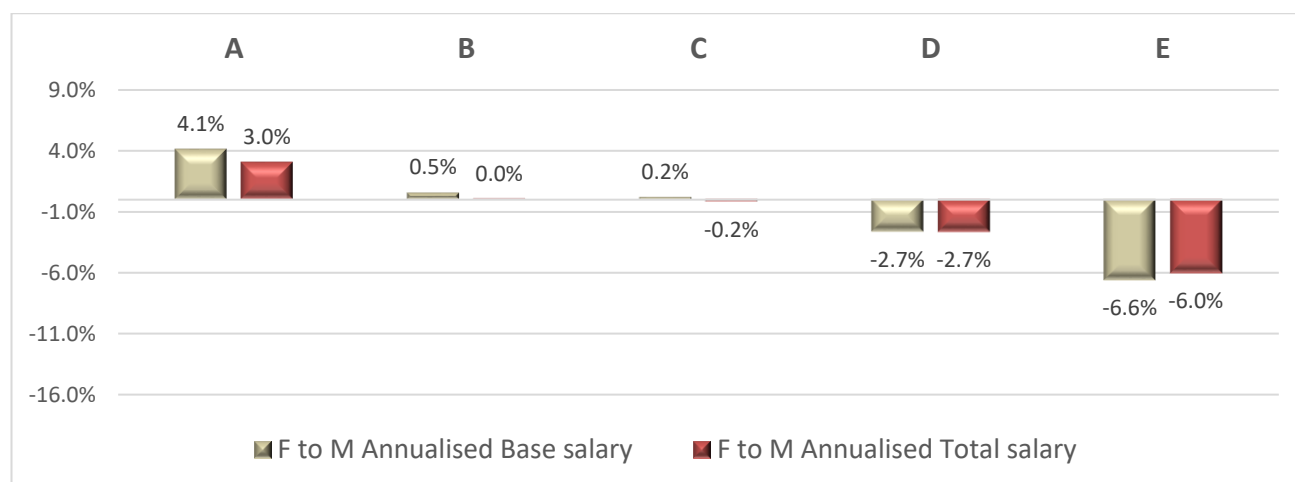
Note: This figure excludes casuals and senior staff (executive group).

There was a gender pay gap in favour of men at all general staff levels. HEW 1 and 2 data should be treated with caution given the small number of staff at those levels. "Outside award" staff vary in their occupations so this is not a true "like-for-like" analysis.

Figure 17: Gender pay gap (%) (base salary and total remuneration) by HEW Level, 2016.
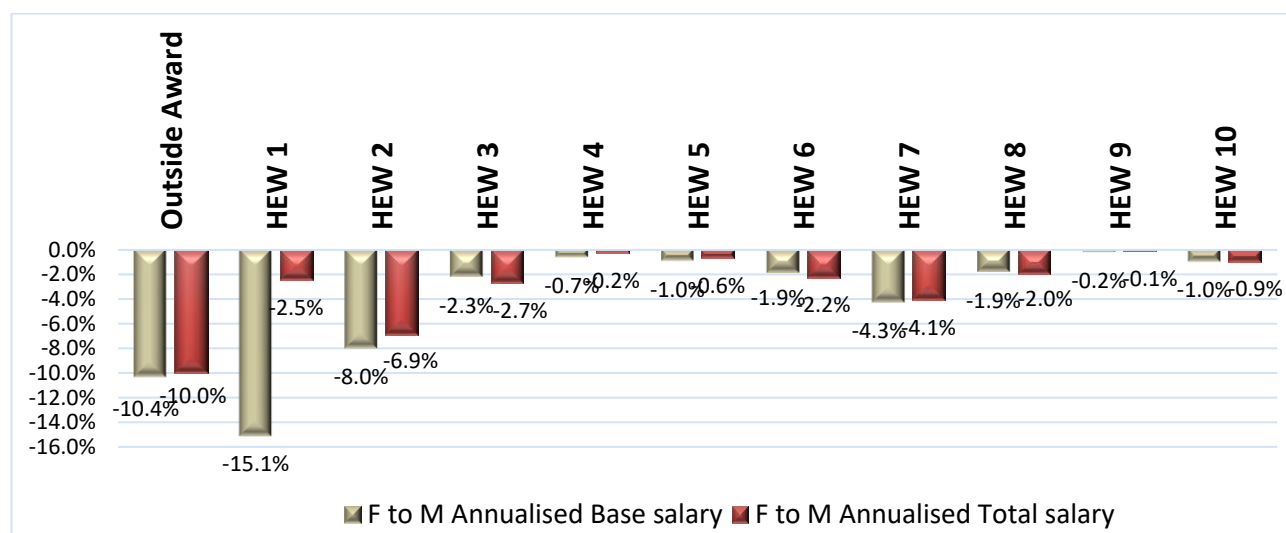

Note: This figure excludes casuals and senior staff (executive group).

Overall gender pay gaps – base and total remuneration

Gender pay gaps in overall figures (i.e., all staff, academic staff and general staff) are a reflection of more men employed in senior University roles (for example, more men at senior staff, level E and HEW 10 positions).

Figure 18: Overall gender pay gaps, senior, academic, general and all staff, 2016.
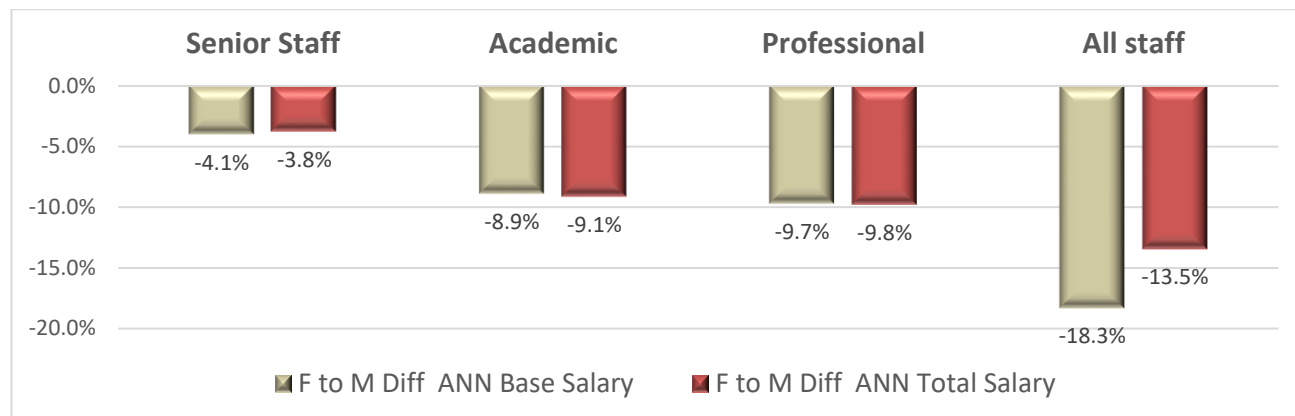
Gender pay gap actions

Successful efforts to increase the proportion of women in senior positions will reduce *overall* gender pay gaps. Griffith engages in a number of programs to increase women's representation at senior levels: Women in Leadership, Leneen Forde Future Leaders, Women-only Promotions sessions and the SAGE Pilot of Athena SWAN. In 2018/2019 Griffith will work towards more sophisticated gender pay equity data so that we may identify the specific sources of gender pay gaps in like-for-like analyses, for example, market/merit loadings, clinical loadings, responsibility allowances, allowance in lieu of motor vehicle, performance bonus, superannuation, leave loadings and full private use of a motor vehicle. Griffith will also continue to target high performing women for bonuses and ensure the biannual review includes a comprehensive review of women staff who may be eligible.

Discrimination, harassment, sexual harassment and sexual assault and bullying

Eleven forms were received from Harassment and Discrimination Contact Officers in 2017. These forms indicate that a person from the University community has consulted with a contact officer. Staff and students saw contact officers on matters related to bullying (n=6); sexual assault or sexual harassment (n=2) and discrimination (n=1).

Human Resources Business Partners handled 24 bullying and harassment, three sexual harassment and assault and one discrimination case. There may be overlap in the cases handled by Business Partners and consultations with Contact Officers.

As a result of reviews, in 2018/2019 Griffith will improve its monitoring and reporting related to discrimination, harassment, sexual harassment and sexual assault and bullying. This will provide greater insight into patterns and inform interventions.

Figure 19: Reported Harassment and Discrimination Contact Officer consultations, 2017.
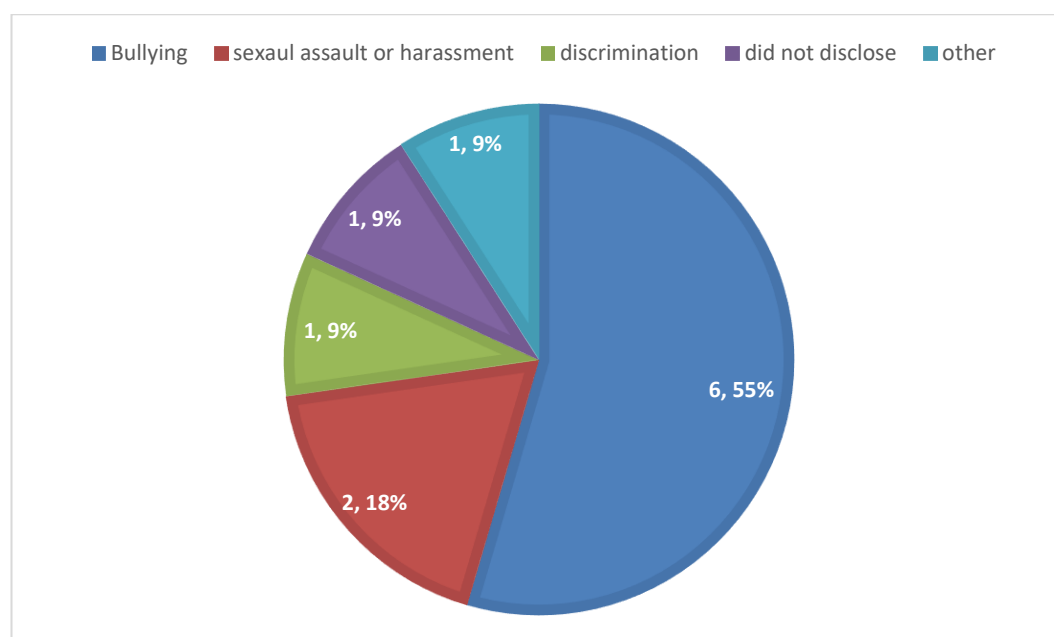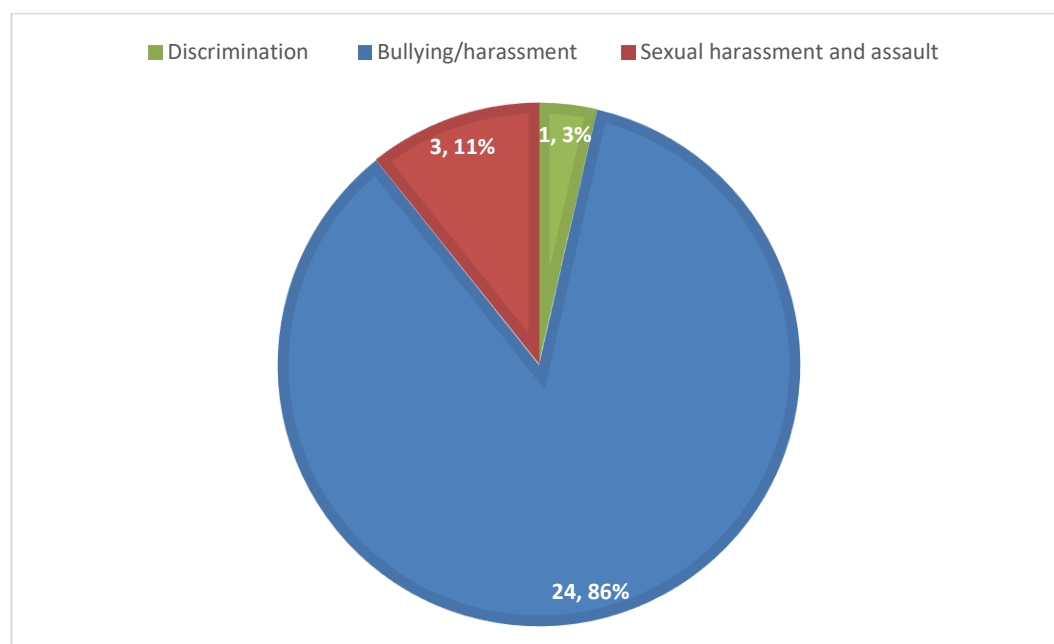

Legend: Bullying, sexaul assault or harassment, discrimination, did not disclose, other

- 1, 9% (other)
- 1, 9% (did not disclose)
- 1, 9% (discrimination)
- 6, 55% (Bullying)
- 2, 18% (sexual assault or harassment)

Figure 20: Number of matters handles by HR Business Partners, 2017.

Legend: Discrimination, Bullying/harassment, Sexual harassment and assault

- 1, 3% (Discrimination)
- 3, 11% (Sexual harassment and assault)
- 24, 86% (Bullying/harassment)

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Staff and student with disabilities

Staff may voluntarily disclose whether they have a disability via "My Equity Data". Figure 21 shows the results as at October 2017. In 2018 Griffith will review the employee life cycle from a disability inclusion perspective with a view to making recommendations for further improvement.

Figure 21: Griffith staff with disabilities – description of needs, October 2017.
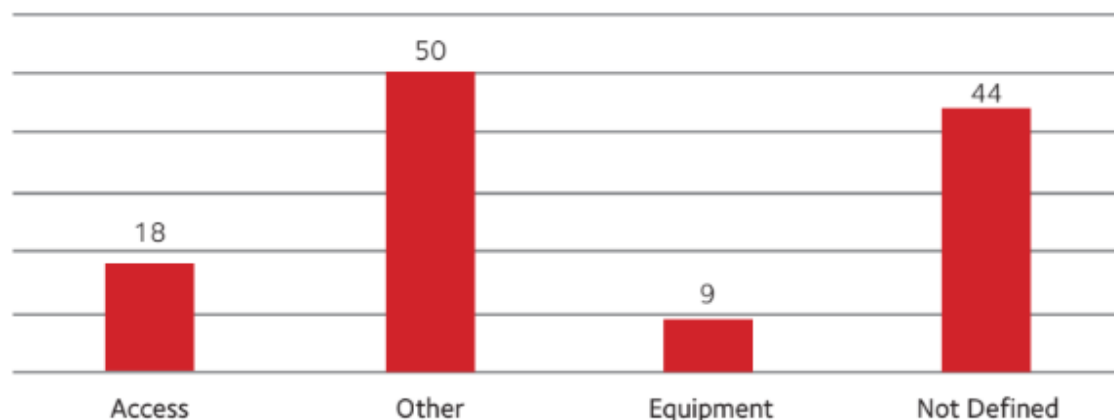
Note: These data include continuing, fixed-term and casual staff. 'Access' refers to needing accommodations or modifications such as physical on-campus, 'Other' refers to options such as flexible work arrangements or digital access, and 'Equipment' refers to purchase equipment such as desk or computers.

Griffith University performed above the State on student with a disability access and participation, however below on attainment (see Table 14). Figure 22 shows the type of disability Griffith students disclosed.

Table 14: Students with disabilities – equity performance data.

Performance Indicator	Organisation	2012	2013	2014	2015	2016
Access Rate	Griffith	4.02	4.14	4.57	4.66	4.64
	State	3.69	4.06	4.37	4.38	4.46
	Sector	4.50	4.75	4.98	5.33	5.63
Participation Rate	Griffith	4.21	4.35	4.77	5.11	5.23
	State	4.17	4.44	4.68	4.88	5.07
	Sector	4.98	5.20	5.46	5.84	6.14
Retention Rate %	Griffith	70.18	73.77	71.74	71.56	-
	State	69.56	73.51	73.38	73.78	-
	Sector	71.02	72.29	72.37	73.01	-
Attainment Rate	Griffith	3.98	3.46	3.90	3.91	3.94
	State	3.84	3.76	3.88	3.90	4.13
	Sector	4.18	4.35	4.48	4.86	5.05

Source: Department of Education, 2016 Institutional Performance Portfolio.
Note: Reference value = 8%. **Access Rate** = Commencing students in Equity Group / All Commencing domestic onshore students; **Participation Rate** = Students in Equity group/ All domestic onshore students; **Retention Rate** = Continuing Students / All enrolled students minus completed; **Attainment Rate** = Award Course Completions of Equity students/ All Domestic Award Course Completions.

Data from Business Intelligence (BI) reported to the Department of Education tracks the numbers of students with disabilities enrolling at Griffith University and shows significant increases over time. Between 2008 and 2017 there has been a 146% increase in the number of students with disabilities. Between 2016 and 2017 the increase was 23.52% (See Table 15). The national benchmark of for students with disabilities is 8%.

Table 15: Griffith University – Number of students disclosing a disability – 2017*

Data Type	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Enrolments	37,954	41,027	43,639	43,010	43,497	44,857	47,397	48,499	48,750	49,629
Number of students with disabilities	1,247	1,278	1,428	1,478	1,578	1,755	2,036	2,310	2,492	3,078
Ratio of student with disabilities to total students	3.29%	3.12%	3.27%	3.44%	3.63%	3.91%	4.3%	4.76%	5.11%	6.2%

Source: Department of Education by Griffith University Business Intelligence – 2017*
*Data does not include Open Universities Australia (OUA) students.

Griffith University is the second largest provider of OUA (Open Universities Australia) courses in Australia. In 2017 over 11,000 students enrolled in OUA at Griffith. The table below shows that students with a disability enrolling in OUA consisted of 6.39% of Griffith's OUA enrolments. OUA can provide students with disabilities greater flexibility in terms of access and participation but other barriers such as engagement and accessibility can be a factor in retention and success.

Table 16: Numbers of students with disabilities enrolled in OUA Griffith study units

	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
OUA no disability	16,466	82.01	13,037	83.30	17,474	96.02	10,275	91.75	11,878	82.39%
OUA with disability	1,284	6.39	932	5.96	1,387	7.62%	923	8.24%	907	6.29%

Source: OUA

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Over time we are seeing that students with learning disabilities (e.g., dyslexia, auditory processing disorders) and medical disabilities comprise the greatest number of students with disabilities. Medical disabilities can include chronic health conditions e.g., diabetes, neurological conditions such as Autism Spectrum Disorders and psychiatric disabilities.

Figure 22: Students with a disability – disability type, 2013-2017.