Introduction

The EOCGE citation is the Workplace Gender Equality Agency’s (Agency) leading practice recognition program. The citation aims to promote and improve gender equality for women and men, while recognising the historically disadvantaged position of women in the workplace. It is a voluntary program, open to all compliant employers covered under the Workplace Gender Equality Act (Act).

The citation recognises that gender equality is critical to an organisation’s success and is a feature of well-managed, leading organisations. Research has demonstrated that groups with diverse perspectives and flexibility in thinking almost always outperform homogenous groups, leading to higher levels of creativity, innovation and organisational agility.

Being awarded the EOCGE citation provides recipients with significant differentiation in a competitive marketplace. The citation provides public recognition of an organisation’s focus on gender equality, which supports its ability to attract and retain the best possible talent to build a high-performance workforce.

While EOCGE citation holders must meet a rigorous set of criteria, the citation does not certify that organisations have achieved equal outcomes between women and men. The citation recognises organisations that are taking significant action towards improving gender equality outcomes in their workplaces. The process of investigating whether an organisation complies with the citation criteria can also be an excellent driver of change.

As part of the Agency’s commitment to continually improving the standard of leading practice in workplace gender equality, every five years the Agency reviews the citation to ensure it continues to reflect best practice and remains relevant and accessible to employers. In 2017, the Agency commissioned a strategic review of the EOCGE citation. This revised citation, effective from 2019-20, reflects findings from the latest academic research into drivers of improved gender equality outcomes, and consultation with gender equality experts and practitioners, industry groups, and employers.

This document is a record of the responses your organisation has provided in your WGEA Employer of Choice for Gender Equality citation application and the related responses from your compliance report for 2018-19.
Focus Areas

1. Leadership, strategy and accountability

This focus area recognises that creating a workplace in which women and men are equally represented, valued and rewarded requires leadership, accountability and a focus on gender equality as a strategic priority.

It assesses an organisation’s overall strategies and leadership commitment to achieving gender equality.

Notes:

- To assess whether you meet all prerequisites, we strongly advise that you review the EOCGE Guide to citation document PRIOR to answering the citation questions.

- IMPORTANT: view “MORE INFORMATION” for details on what will need to be provided in subsequent applications.

- Please submit your EOCGE application BEFORE you submit your application payment.

- Please list all the organisations covered in this application below. By providing the names of these organisations, you are confirming that all responses contained within this application apply to them all:

  Macquarie University

Certificate

- Please enter the name of the organisation that you would like to appear on your EOCGE certificate below, should your organisation’s EOCGE application be successful.

  Macquarie University
1.1 Your organisation must have a strategy in place aimed at achieving gender equality in ALL the following areas:

- gender balance in leadership
- gender balance across the organisation
- gender pay equity at a like-for-like and an organisation-wide basis
- flexible work and support available for employees at all levels, including those with caring responsibilities.

Please confirm the following:
☑ Yes, we have a strategy that supports gender equality in all the above areas.

1.2 Your organisation must have a policy/policies in place supporting gender equality that covers ALL the following:

- promotions
- performance review processes
- recruitment – internal and external recruitment consultants must be provided with gender equality guidelines for the recruitment process
- restructures and significant operational changes including planned redundancies
- employment and engagement of casuals
- engagement of independent contractors

Please confirm the following (NB: please read “More information” for future requirements in this area).

☑ Yes, we have a policy/policies in place supporting gender equality in all the above areas.
1.3. Your organisation’s gender equality strategy must include clear objectives and measures, and an evaluation process that occurs at least every two years.

Please provide an outline of the objectives, measures and evaluation process specified in your gender equality strategy. (NB: please read “More information” for future requirements in this area).

The University's strategic objectives, measures and evaluation process are outlined in our Workplace Gender Equity Strategy.

Our strategic objectives are outlined under 6 key priority areas –

1. Building an equitable and inclusive organisational culture
2. Embedding leadership commitment and accountability for gender equity
3. Building our talent pipeline by attracting and recruiting more academic women
4. Improving the representation of women in senior and leadership positions
5. Establishing a workplace culture of flexibility
6. Closing the gender pay gap

Specific actions and success measures are detailed under each of these priority areas. Full strategy is available here - https://staff.mq.edu.au/work/diversity-and-community/gender-equity/HRE1323_GENDER-EQUITY-STRATEGY-BROUCHURE_FINAL.pdf

The strategy is overseen by the Gender Equity Strategy Committee, who review and evaluate progress against success measures each year. This Committee is co-chaired by two members of the Executive Group - the Deputy Vice Chancellor Research and Vice-President Human Resources and membership includes senior leaders from across the University.

Each iteration of our Workplace Gender Equity Strategy includes a two-year action plan. At the end of the initial period (2017-19), progress was reviewed, and the strategy was updated and released with further actions, success measures and targets designed to build on progress to date. Implementation of the strategy is monitored and evaluated on an ongoing basis, and progress is tracked and reported to the University’s Gender Equity Strategy Committee.

An update on progress against our success measures and targets is provided to the University Council, the Executive Group and the broader Macquarie community each year. For example –

- Regular progress reports, including actions, achievements and key metrics on gender equity have been provided to the University Council and Executive Group since 2017.
- An annual reporting framework has been established that ensures reporting on diversity & inclusion measures and progress from faculty/portfolio level through to senior leadership.
- In 2019, the Executive co-sponsors shared progress with the University community via an all-staff news article, along with a video communicating progress in implementing the strategy and highlighting a range of successful gender equity initiatives across the University - https://www.mq.edu.au/thisweek/2019/03/04/towards-gender-equity-our-journey-so-far-and-the-road-ahead/#.XYtJ40ZKg2x
- In 2018, the Executive publicly communicated their personal gender equity KPIs and their personal commitments to progressing the gender equity strategy – https://www.mq.edu.au/thisweek/2018/03/05/progress-towards-gender-equity/#.XW0rLSyKv6Y
1.4. Your gender equality strategy must be incorporated into your broader business strategy and planning process, and endorsed by your governing bodies/boards.

Please confirm the following:

☑ Yes, our gender equality strategy is incorporated into our broader business strategy and planning process, and is endorsed by our governing body/board

☑ Evidence of the governing body’s endorsement (e.g. extract of governing body/board minutes) has been/will be emailed to WGEA when the EOCGE application is submitted
1.5. Your organisation must evaluate its progress against its gender equality strategy by 1) tracking the metrics below and 2) reporting progress to the following stakeholder groups in your organisation/s at least every year.

Please select all the boxes below to confirm this has occurred:

1.5 a). For all your workforce (including Partners in Partnership structures):
- gender composition of your workforce by manager and non-manager categories
- promotions by gender and manager and non-manager categories
- recruitment and exit (voluntary and involuntary) numbers by gender
- graduate programs and paid or unpaid internships (where applicable)
- utilisation of formal flexible working arrangements (including part-time) for women and men by manager and non-manager categories
- utilisation of, and return from, parental leave (paid and unpaid), of women and men

1.5 b). For key management personnel AND your governing body/board (1.5 c) also applies to these stakeholders):
- ALL of the areas listed in 1.5 a)
- the results of your gender remuneration gap analysis, including pay equity metrics and actions taken
- progress on narrowing your organisation-wide gender pay gap
- all results from your EOCGE employee survey questions (refer section “Lived experience – Employee Survey”)

1.5 c). For key management personnel AND your governing body/board

All the following metrics on gender-based harassment and discrimination and sexual harassment complaints must also be reported to these stakeholders:
- number and nature of complaints received
- process for responding to the complaint
- time taken to resolve complaint (e.g. complaint made in February, resolved in July)
- outcomes for complainant and respondent, including whether a complaint was settled
- any organisational change following the complaint
- complainant and respondent turnover

1.5 d). Your organisation must provide evidence (e.g. extract of governing body/board minutes) that all the areas covered in questions 1.5 a), 1.5 b) and 1.5 c) have been reported to the governing body/board.

Please confirm that this has been/will be emailed to WGEA:
- Yes, evidence that progress on all the above areas has been reported to the governing body/board has been/will be emailed to WGEA
1.6. Where gender discrepancies exist for any areas listed under questions 1.5 a), b) and c), your organisation must analyse systems and processes to identify gender bias in decision making, and take actions to address issues identified.

Please confirm this has occurred:

☐ Not applicable - no gender discrepancies exist for any areas listed under questions 1.5 a), b) and c)
☒ Yes, gender discrepancies were found and systems and processes were analysed to identify gender bias in decision making

1.6 a). Your organisation must take action to eliminate gender biases identified in the analysis of your systems and processes.

Please outline the gender biases identified, and use examples to describe actions that were taken to address these issues:

Our Workplace Gender Equity Strategy is based on thorough analysis of workforce data and identification of our key issues and priorities. Through this, we were able to pinpoint the areas where our policies, processes and/or practices have been contributing to bias and gender inequality. The 'what we know' section under each priority area of our strategy outlines the key issues identified in our data. Our actions and success measures respond to this analysis.

Examples of gender discrepancies that have been identified and addressed include:

1. Workforce Profile: We identified that existing recruitment practices are a significant contributor to the under-representation of women in particular disciplines and in senior leadership roles. While women who do apply to work at Macquarie fare well through our recruitment process, we do not attract a sufficient number of female applicants.

In response, a number of initiatives have been put in place with positive outcomes:

- Senior recruitment: Since 2017, Macquarie has required recruitment firms to provide gender diverse longlists for senior appointments. There have been several examples where Executive Group members have rejected initial longlists when this requirement was not met

- Discipline-specific action: The School of Engineering at Macquarie undertook a recruitment drive in 2018, led by the new Dean of the School. Staff networks were used to identify potential female candidates who were then encouraged to apply; extra care was taken to review gender balance while creating a long-list; and the School committed to interviewing every woman on that long-list. As a result, the School’s gender balance increased from 5% to 25% female. This success was communicated through the University newsletter.

- Recruitment training: new training has been developed that integrates bias mitigation and inclusive recruitment strategies. All recruiting managers are encouraged and expected to attend.

- Establishing recruitment targets: The Workplace Gender Equity Strategy includes a target to achieve gender balance throughout each recruitment stage – from application, to interview, offer and appointment. This will further embed accountability and transparency in recruitment and identify where further changes are needed to achieve gender representation.
2. Career progression: We identified that traditional Academic Promotion processes in the Higher Education sector often embedded bias that favoured some work (research) over others (teaching and service) which resulted in gender disparities in application and success rates. Macquarie reviewed and changed the promotion process to be more inclusive and to better recognise and value the work that academics undertake. The new process was developed in consultation with the University community and designed to recognise individual’s strengths, support flexible career pathways, provide for greater transparency of decision-making, and offer a more streamlined application process. This has resulted in an increased application rate from women, positive feedback from staff of all genders, and equitable success rates.

3. Support for career development: The Macquarie University Research Fellowship scheme provides three-years’ salary and project funding to post-doctoral researchers. Our analysis found evidence of bias in selection that had favoured men. In response, a 40/40/20 model was applied from 2018, mandating that at least 40% of recipients are female. This change was promoted by the Deputy Vice Chancellor (Research) via the Gender Equity Week 2018 video https://www.mq.edu.au/thisweek/2018/03/05/progress-towards-gender-equity/#.XW0rLShKhPY

Further examples can be found in our Towards Gender Equity 2.0 Strategy - https://staff.mq.edu.au/work/diversity-and-community/gender-equity/HRE1323_GENDER-EQUITY-STRATEGY-BROCHURE_FINAL.pdf

1.7. Your governing body must be provided with a copy of your completed EOCGE application once submitted.

Please confirm this will occur:
☑ Yes, the governing body will be provided with a copy of this EOCGE application. Please provide a date when this will occur:
   24th October 2019
1.8. Your CEO/head of business must be a visible champion of gender equality in the following areas.

Please provide information in the questions below to confirm each requirement has been met.

1.8 a). Your CEO/head of business must have communicated your organisation's business case for improving gender equality, to all workers (and Partners in Partnership structures) in the last 12 months, and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication below:

Workplace Gender Equity Strategy:

The first iteration of the Workplace Gender Equity Strategy (2017-19) included an introductory statement from the Vice-Chancellor (VC). This was publicly available on the Macquarie website up until the launch of the new iteration of the strategy in August 2019 and was promoted to all staff through a number of events and communications in the all-staff newsletter. Specifically, the VC stated -

"Ethical, equitable and mutually beneficial conduct is at the heart of our vision for this University, and in our dealings with one another and the wider world. Our community is made stronger through the diverse skills and experiences of its members, and we foster innovation and creativity to encourage development and growth. At this University, we seek to reflect the world we are creating: a world where all genders are treated equitably, inclusively and with respect. This strategy sets out the ways in which we will create the change we need for a truly equitable culture."

The VC's introductory statement in the Workplace Gender Equity Strategy 2.0 also outlines the VC's support for the strategy, the business case for gender equity and the University’s progress to date. For example, the VC states:

"Macquarie University is a community with a rich diversity of traditions and history. We aspire to work together in an inclusive environment where everyone has the opportunity to belong and fully contribute to the University. In working to achieve this aspiration, we have placed an emphasis over the past two years on progressing a thoughtfully designed, sustainable gender equity strategy. In doing this work, we are shaping a more inclusive workplace culture that will truly benefit everyone."


All-staff communications:

The VC sent an email promoting Gender Equity Week 2019 and invited feedback on the draft Workplace Gender Equity Strategy 2.0 (2019-2021).

The Workplace Gender Equity Strategy 2.0 was launched via an article in the all-staff newsletter. This included a statement from the VC outlining Macquarie's business case for improving gender equity. The VC stated:

"I have been impressed by the strong engagement across the University. In many ways, the development and implementation of this strategy represents the best of Macquarie University. Our goal ultimately is to emerge with our heads held high in this sector and beyond by tackling long-term, systemic inequities that exist in relation to gender within organisations"

1.8 b). Your CEO/head of business must have communicated their commitment to zero tolerance of gender-based harassment and discrimination, sexual harassment and bullying to all employees (including Partners in Partnership structures), in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

In 2018, the Respect.Now.Always action plan was launched by the Vice-Chancellor at an all-staff event. The RNA plan aims to address sexual harassment and sexual assault on campus (as part of a national campaign led by Universities Australia).

The VC also communicated with the whole staff community via a statement in the staff newsletter, in which he said "At Macquarie University, we do not tolerate acts of sexual assault and sexual harassment. As an institution, we are committed to preventing these behaviours and fostering a culture of safety and respect."

The full article is available here - https://www.mq.edu.au/thisweek/2019/08/12/new-policies-make-it-clear-respect-is-something-we-can-all-expect/#.XW_20yhKg2w

In 2019, the VC opened and spoke at an event which all staff and students were invited to attend – celebrating and reviewing progress against the Respect.Now.Always action plan. The VC reiterated his commitment to a zero-tolerance approach, progress made to date, and outlined Macquarie’s broad approach to tackling all forms of bullying, harassment and discrimination.

This commitment was reiterated in an article in the all-staff newsletter following the event. An excerpt from this article includes quotes from the VC: “All members of the Macquarie University community have the right to be treated with dignity and respect, and to work or study in a safe environment,” he said, reaffirming Macquarie’s commitment to zero tolerance of gender-based harassment and discrimination, sexual assault, sexual harassment and bullying. “This event is an opportunity to reflect on the University’s values and respect of relationships of all kinds, and what it means to belong to a true community.” The full article is available here - https://www.mq.edu.au/thisweek/2019/08/12/new-policies-make-it-clear-respect-is-something-we-can-all-expect/

The University has placed a significant focus in 2019 on prevention of bullying, discrimination and harassment, including through the development of a dedicated Staff Sexual Harassment Prevention and Response policy. Following the development of this new policy, the existing staff training in this area (EO Online module) was reviewed and a new mandatory online 'preventing bullying, discrimination & harassment' module has been introduced. The introduction to this training module is a statement from the VC. In this, he states:

"Macquarie University is committed to fostering a culture of safety and respect for all members of our community. This commitment is reflected in our values of diversity, inclusion and collaboration. Our policies and codes clearly underpin these expectations and stand to reinforce our position of zero tolerance of acts of bullying, discrimination or harassment of any kind. We all play an important part in developing an open and supportive workplace. If you have been affected, or you have witnessed unacceptable behaviours against others, we have clear processes in place for prevention, response and support. By completing this training module, you are demonstrating your commitment to ensuring our University community is a safe and respectful one, and I thank you for this."

1.8 c). Your CEO/head of business must have communicated the organisation’s overall gender equality strategy, priorities and progress, to all employees (and Partners in Partnership structures), in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

VC sent an all-staff email in March 2019 promoting Gender Equity Week 2019 and launching the
new Workplace Gender Equity Strategy for consultation. This email outlined the aims of the strategy, key priority areas and progress to date. Key quotes from this email include:

"[...] I am pleased to report that this year we will launch the next iteration of our Workplace Gender Equity Strategy Towards Gender Equity 2.0 to the university community and will seek your feedback. [...] The University has made considerable progress across the six priority areas of its current Gender Equity Strategy. I have been impressed by the strong engagement across all quarters of the University. In many ways, the development and implementation of this strategy represents the best of Macquarie University. [...] I can assure you of the strong commitment of the executive leadership group of the University to the Macquarie University Gender Equity Strategy. [...]"

The introduction from the VC for the new Workplace Gender Equity Strategy 2.0, launched in 2019, also outlines the VC’s support for the strategy and progress to date. For example:

"This strategy outlines the steps we will take to implement our commitments over the next two years. It also sets out how we will extend the reach and impact of our work in gender equity that has already been put in train so that our initial progress can be fully embedded within the University’s cultural life over the next two years. We will continue to prioritise and evaluate our progress towards gender equity at Macquarie. I acknowledge the tremendous and collaborative efforts of all involved, led by the Gender Equity Strategy Committee and the Gender Equity Self-Assessment Team. I am confident that we will continue to make progress and look forward to a day when true equity of employment prevails at Macquarie and in the sector more widely" The full strategy and VC statement is available here - https://staff.mq.edu.au/work/diversity-and-community/gender-equity/HRE1323_GENDER-EQUITY-STRATEGY-BROCHURE_FINAL.pdf

A quote from the VC showing his support for the strategy was also included in an article in the all-staff newsletter promoting the finalised Gender Strategy in 2019. https://www.mq.edu.au/thisweek/2019/08/26/final-workplace-gender-equity-strategy-released/#.XW0r2yhKhPY

1.8 d). Your CEO/head of business must have communicated the organisation’s commitment to gender pay equity to all employees (and Partners in Partnership structures) in the last 12 months and every year thereafter.

Please provide the statement, how it was communicated and the date of the communication:

The introduction from the VC for the new Workplace Gender Equity Strategy 2.0 reiterates the VC’s support for the strategy, and outlines the key priorities of the strategy – one of which being gender pay equity.

The VC also wrote to all members of the Macquarie community outlining the progress on the gender equity strategy in 2018, which included a statement outlining the VC’s commitment the priorities under the strategy – including pay equity. - "The strategy sets out an ambitious two-year action plan for Macquarie to create sustainable change towards an equitable culture for all genders. It focuses our work across six priority commitments – building an inclusive culture; holding leaders accountable; improving representation of women in senior academic roles and STEMM; achieving better gender balance in leadership; making flexibility the norm; and closing the gender pay gap.” The full article is available here - https://www.mq.edu.au/thisweek/2018/03/05/progress-towards-gender-equity/#.XV_NtOhKhPa
1.9. Your organisation must have a group, committee or council with representation from senior management level or above, that is responsible for the implementation and oversight of your organisation’s gender equality strategy.

Please confirm this is in place:

☑ Yes

1.9 a). Please provide the job title of the Chair of this group/committee/council:

The Gender Equity Strategy Committee has male and female co-chairs:
- Nicole Gower, Vice President, Human Resources
- Professor Sakkie Pretorius, Deputy Vice Chancellor, Research

1.10. Your CEO/head of business must have direct involvement with your organisation’s gender equality initiatives.

Please list what your CEO/head of business does in this regard:

The VC has been directly involved in our progress towards gender equity in the following ways:

1. The VC appointed two Executive Group members as co-sponsors of the Workplace Gender Equity Strategy, and as co-chairs of the Gender Equity Strategy Committee (male and female co-chairs)

2. The VC sets gender equity KPIs for each member of the Executive Group. The Executive members all report to the VC annually on progress

3. The VC has their own gender equity KPI and reports to Council on the University’s progress annually

4. The VC is directly involved and personally leads the Respect Now Always project; a significant and high-profile initiative that aims to address sexual harassment and assault on campus and build a culture of safety and respect for all staff, students and visitors

5. The VC communicated directly with the staff community by reporting on progress towards gender equity to all staff via an article in the all-staff newsletter in 2018, for example via an all-staff email in 2019 https://www.mq.edu.au/thisweek/2018/03/05/progress-towards-gender-equity/#.XW0jsyhKhPY
1.11. Your organisation must ensure that women and men can access opportunities that are considered career-enhancing, equitably.

Using typical examples in your organisation, please explain how you ensure this occurs for women and men (maximum 500 words).

Our approach to gender equity at Macquarie University is to ‘fix the system. This means moving away from one-off, short-term programs supporting women, and instead putting our collective efforts towards re-shaping our workplace for inclusion. We are working towards building equity and inclusion into everything we do, throughout the career pipeline, and to ensure that our culture, our work processes and practices, our promotion pathways etc. are free from bias and provide equal opportunity for everyone. Some examples of this approach in relation to career-development opportunities include:

- Macquarie’s new Academic Promotions process, implemented in 2017, was designed to expand the diversity of criteria by which people can be promoted, and better reflect activities and behaviours that are specifically valued and rewarded by the University. Positive feedback from male and female academics, along with the marked increase in the applications and equitable success rates, provide strong evidence that academics feel their achievements are better recognised under the new scheme.

- The Macquarie University Research Fellowships (MQRF) scheme provides three-years’ salary and project funding to post-doctoral researchers. These Fellowships are high profile and provide a significant career progression opportunity for recipients. We found that selection had favoured men in 2016-17, and in response a 40/40/20 model was applied from 2018, mandating that at least 40% of recipients will be female.

- The Early Career Researcher (ECR) Network supports researcher development towards Level C and above; helping to address key gender equity issues in our pipeline. The Network provides career development workshops, forums and networking opportunities. The Network ensures gender balance in invited speakers and on their organising committee; therefore providing equitable leadership positions for network members.

- The University’s new Inspire Program: a nine-module leadership development program aimed at middle managers. The program has been designed to build confidence as a new leader, encourage teamwork and collaboration, develop organisational awareness and agility and to foster the capacity to lead change and manage team performance effectively. Inclusive leadership principles are embedded throughout the program. Macquarie has committed to achieving gender balance of participants in this program under our current Workplace Gender Equity Strategy, to date the majority of attendees have been women.

- Three academic job families were introduced in 2019 to enable more diverse career pathways, where a broader range of skills are valued and recognised. Staff in all Job Families will have access to the same benefits, training and promotion scheme, and will use the same job titles (e.g. Associate Lecturer to Professor).

- The University’s Marketing Department now monitors and reports on gender balance of staff featured in internal and external media. This has addressed a previous bias towards men. Since reporting was introduced there has now been equitable representation of men and women within internal and external media; supporting career development, networking and profiling opportunities for all staff equitably.
1.12. You must hold your managers accountable for contributing to the implementation of your gender equality strategy.

Please outline how managers are held accountable e.g. describe KPIs (up to 500 words).

Since 2018 each member of the Executive Group has had a KPI to progress gender equity – and this is the only mandatory Executive KPI, sending a strong signal to the University community about the Executive and VC’s commitment to gender equity and the Workplace Gender Equity Strategy.

The Executive Group report to the VC on progress against their gender equity KPI each year.

In 2018, each member of the Executive was provided with tailored diversity and inclusion data for their Faculty/Portfolio and met with the Gender Equity Self-Assessment Team (GESAT) co-chairs to discuss strategies to address identified gender equality issues. These discussions enabled the Executive to develop personal, data-informed, gender equity KPIs and action plans. Examples include: focusing on attracting female students, additional support for female early career researchers, and supporting academic women to make the transition from Level C to D.

These KPIs were communicated to the Macquarie community through a video profiling each Executive member during ‘Gender Equity Week’ 2018.


and via You Tube - https://www.youtube.com/watch?v=GsEjJzYzIHo
## 2. Developing a gender balanced workforce

This focus area recognises that the Australian workforce is highly segregated by industry and occupation.

Organisations need robust, targeted learning and development, talent identification and leadership programs to support women’s progress through the leadership pipeline, and provide career opportunities across all levels of the workforce for women and men.

<table>
<thead>
<tr>
<th>2.1</th>
<th>2.1. Your organisation must have a policy or strategy that includes learning and development (including leadership and/or career development training) for women and men.</th>
</tr>
</thead>
</table>
| Please confirm what is in place: | ☑️ Formal policy  
☐ Formal strategy |

<table>
<thead>
<tr>
<th>2.2</th>
<th>2.2. Your organisation must have learning and development plans for all your permanent workforce and long-term casuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please confirm this is in place:</td>
<td>☑️ Yes</td>
</tr>
</tbody>
</table>
2.3 Each year, your organisation must track how many women and men, full-time and part-time, have participated in FORMAL leadership development programs. Please indicate the types of programs you have in place:

- [ ] Formal sponsorship program
- [x] Formal mentoring program
- [x] Formal succession plan
- [x] Formal leadership networks
- [ ] Other

2.3 b). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter “0” where there were no participants.

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Formal mentoring program</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

2.3 c). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter “0” where there were no participants.

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Formal succession program</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

2.3 d). Please complete the table below with the numbers of participants in this program. All cells must be completed, please enter “0” where there were no participants.

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Formal leadership program</td>
<td>20</td>
<td>1</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

2.3 e). For the other formal leadership development programs in place, please complete the table below, entering the name of the program, and number of participants in the program for each category.

<table>
<thead>
<tr>
<th>Program type</th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>1 Leadership Coaching</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2 Scholarships</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
2.4. Your organisation must set numerical targets (with timeframes) to improve the representation of WOMEN in any manager category where their representation is less than 40%. Progress against manager targets must also be tracked.

Please confirm this has occurred below. (NB: please read “More information” for future requirements in this area).

☑ Yes, targets have been set for every level of management where the representation of women is less than 40%, and targets are tracked

☐ Targets are not required as the representation of women across all levels of management is at least 40%. Please provide details below:

2.4 a). In the table below, please indicate the targets and timeframes that have been set:

<table>
<thead>
<tr>
<th>Management level where target is set, e.g. KMP?</th>
<th>% Target?</th>
<th>Year target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Women are not underrepresented in management levels in professional roles, however in academic roles, the proportion of women is 30% in senior levels (Level E and above). The Workplace Gender Equity Strategy sets out the following targets to address the underrepresentation of academic women: A minimum of 35% representation of women at Academic Level E.</td>
<td>35</td>
<td>2021</td>
</tr>
</tbody>
</table>
2.5. Your organisation must set gender targets for internal and external recruitment shortlists where the representation of women at any level of management is less than 40%.

Please confirm this has occurred:

☑ Yes, targets for internal and external recruitment shortlists have been set
☐ Targets are not required as the representation of women across all levels of management is at least 40%. Please provide details:

2.5 a). In the table below, please indicate the targets and timeframes that have been set for internal and external recruitment shortlists of management levels where the representation of women is less than 40%:

<table>
<thead>
<tr>
<th></th>
<th>Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Target</td>
</tr>
<tr>
<td>Internal recruitment shortlists</td>
<td>40</td>
</tr>
<tr>
<td>External recruitment shortlists</td>
<td>40</td>
</tr>
</tbody>
</table>

2.6. If your organisation has set targets to improve the representation of WOMEN in any non-manager occupational category where their representation is less than 40%, please indicate below:

(NB: this will become a requirement in 2021-22, so if no targets have been set, please proceed to the next question.)

☐ Yes, targets have been set for every non-manager occupational category where the representation of WOMEN is less than 40%
☑ Targets are not required as the representation of women across all non-manager occupational categories is at least 40%. Please provide details:

Our most recent WGEA data shows 58% of staff in all non-manager occupational categories are women.

The vast majority of our staff in non-manager occupational categories are Professional staff and Clerical and Administrative staff. 52% of Professional staff are female, and 69% of Clerical and Administrative staff are female.
2.7. If your organisation has set targets to improve the representation of MEN in any non-manager occupational category where their representation is less than 40%, please indicate below:

(NB: this will become a requirement in 2021-22, so if no targets have been set, please proceed to the next question).

- ✔ Yes, targets have been set for every non-manager occupational category where the representation of MEN is less than 40%
- ❌ Targets are not required as the representation of men across all levels of management is at least 40%. Please provide details:

2.7 a). In the table below, please indicate the targets and timeframes that have been set for MEN in non-manager occupational categories where their representation is less than 40%:

<table>
<thead>
<tr>
<th>Occupational category where target is set, e.g. nurses?</th>
<th>% Target?</th>
<th>Year target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Our target is for roles Macquarie defines as 'professional roles' - the majority of these staff are within the Professional and Clerical and Administrative occupational categories as defined by WGEA.</td>
<td>40</td>
<td>2021</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.8. The following questions relate to governing body appointments.

2.8 a). Does your organisation have control over governing body appointments of ALL the organisations covered in this application (as listed at the beginning)?

☐ Yes
☐ No, it has control only over SOME of the organisations included in this application. Please provide the names of those organisations whose governing body appointments you do not have control over, and explain why.

☐ No, please provide details why your organisation does not have control over appointments to ALL the governing bodies/boards in this application?

2.8 a.i). Your organisation must have in place a formal selection policy or a formal selection strategy designed to promote gender equality for all governing bodies/boards where you have control over appointments.

Please confirm which are in place:

☐ Formal policy
☐ Formal strategy

2.8 a.ii). Your organisation must set numerical targets (with timeframes) to improve the representation of women on governing bodies/boards over which you have control of appointments and where the representation of women is less than 40%.

Please confirm these are in place below (NB: please read “More information” for future requirements in this area):

☐ Yes, targets have been set for governing bodies where the representation of women is less than 40%. Please provide the name, the target (%) and the year to be reached for each organisation.

☐ Targets are not required as the representation of women in all these governing bodies is at least 40%.

2.8 b). Does your organisation have control over OTHER governing bodies/boards not included in this application, AND have control over appointments to those governing bodies?

☐ Yes, the names of these organisations are:

☐ No, this organisation does not have control over OTHER governing bodies/boards

☐ No, this organisation does not have control over appointments to other governing bodies it controls. Please explain why, and whether there are other actions taken to improve gender balance on those governing body/boards
2.9. Your organisation must identify and address gender segregation challenges relevant in your organisation and/or industry, for example (but not limited to) under-representation of women or men in caring, administrative, technical, trades or senior roles.

Please provide a written response using the structure below to outline a summary of key details (maximum 750 words):

- How does gender segregation impact your organisation and/or industry?
- What measures have you implemented to improve gender balance in your organisation?
- Where have you made progress and what were/are the biggest challenges?

Within the higher education sector there are a number of gender segregation issues that impact our organisation that we have set goals and actions to address. These include:

- Academic vs Professional roles: in Higher Education professional roles are traditionally female dominated while academic roles have been male dominated – particularly at senior levels.
- Academic disciplines: within academic roles, there are significant gender segregation issues between disciplines - for example those subjects within Science, Technology, Engineering, Maths and Medicine (STEMM) tend to be male-dominated, while the Humanities, Arts, Social Sciences (HASS) have larger proportion of female academic staff.

The University's Workplace Gender Equity Strategy outlines actions to address the underrepresentation of women in senior leadership roles, particularly in academic roles and the underrepresentation of women in STEMM. Examples of actions taken and progress to date include:

1. Discipline level action: A number of Macquarie departments and faculties have taken action to address discipline specific issues – for example
   - The School of Engineering took deliberate action to address the underrepresentation of women within the School. Through identifying and attracting female applicants, the School increased female representation from 5% to 25% in just 18 months. (see question 1.6 for more detail)
   - The Department of Physics & Astronomy has focused attention on department culture and inclusion; this has included developing a diversity & inclusion action plan, creating a department diversity statement and running a number of all-staff training sessions and events. This has resulted in the department being awarded a Silver Pleiades Award (an awards scheme run by the Astronomical Society of Australia, recognising action and commitment to inclusion, diversity and equity in Astronomy)
   - A number of STEMM departments have trialled anonymous recruitment at long listing stage; the aim is to mitigate the potential for bias in recruitment. These departments have supported the development of a university pilot of anonymous recruitment that will run throughout 2020.

2. SAGE Athena SWAN pilot: Macquarie joined a national scheme to address the underrepresentation of women in STEMM. The SAGE Athena SWAN process requires universities to reflect on key drivers of underrepresentation in STEMM, and develop an action plan to address these challenges. Macquarie successfully received a Bronze award in September 2019, recognising our commitment and action to date. Examples of action include:
   - Requiring a minimum 40% of all Macquarie University Research Fellowships to be granted to women each year
   - Piloting innovative approaches to address bias in recruitment, such as anonymous
recruitment and using the online ‘gender decoder’ to remove gendered language from job adverts.

3. Superstars of STEMM: This national program, run by Science and Technology Australia, equips women in STEMM with “advanced communication skills and provides opportunities to use them, in the media, on the stage, and in speaking with decision-makers”. One member of Macquarie staff was part of the initial cohort of 30 women from across Australia in 2018. In 2019, three women from Macquarie will be part of the scheme. The impact of the scheme has been significant for women at Macquarie for example: “I have built a strong social media presence from nothing; been invited to give a TED talk and innumerable public lectures; and am receiving invitations to serve on national and international advisory boards.”

4. New promotion process: the new promotion process at Macquarie is more inclusive, and analysis suggests the new process is addressing previous gender disparities in progression and promotion. The new process has resulted in increased application rates from women, and equitable success rates. It is hoped the new process, along with action around recruitment will start to address the underrepresentation of women in senior academic roles. (see question 1.6 for more detail)
3. Gender pay equity

This focus area recognises an organisation’s commitment to gender pay equity. It assesses the policies and strategies in place to address gender pay equity and the steps taken to improve identified gender pay gaps.

Gender pay gaps can occur at a like-for-like, level-by-level, and on an overall organisation-wide basis.
3.1. Your organisation must have a formal remuneration policy and formal remuneration strategy that contains specific gender pay equity objectives.

Please confirm this is in place:

☐ Yes, we have a formal remuneration policy that contains gender pay equity objectives
☐ Yes, we have a formal remuneration strategy that contains gender pay equity objectives
☒ Our gender pay equity objectives are contained within our award/industrial or workplace agreement

3.1 a). Gender pay equity objectives must be included in your formal policy, formal strategy or award/industrial or workplace agreement.

Please indicate which objectives are included in your policy/strategy:

☒ To achieve gender pay equity
☒ To ensure no gender bias occurs at any point in the remuneration review process (for example at commencement, at annual salary reviews, out-of-cycle pay reviews, and/or performance pay reviews)
☒ To be transparent about pay scales and/or salary bands
☒ To ensure managers are held accountable for pay equity outcomes
☒ To implement and/or maintain a transparent and rigorous performance assessment process
☐ Other (provide details):

Our Workplace Gender Equity Strategy commits the university to the following:

• Develop a remuneration policy that details the University’s principles and processes relating to negotiations, pay scales, and benchmarks, as well as details on how pay is set, structured, reviewed and communicated.
• Communicate clearly all points of the remuneration process to the Macquarie community, including incoming staff and recruitment firms to ensure negotiation conversations are fair and transparent.
• Require Executive Group members to report on processes for equitable allocation of discretionary payments within their portfolio.
• Review gender pay equity annually and report at University and faculty/portfolio levels, including actions to address any identified gaps.
• Support managers, through training and resources, to actively remove bias from pay and performance decisions.

The University’s commitments to addressing the gender pay gap were confirmed and endorsed within the Academic and Professional Staff Enterprise Agreements, which includes the following objectives and requirements around gender pay equity:

• 25.5 The University and the NTEU endorse the commitments outlined in Towards Gender Equity, the University’s Workplace Gender Equity Strategy. The Strategy aims to improve pay equity within academic levels.
• 25.6 The University will undertake annual reporting of salary data of academic staff. The reporting will include aggregated salary data by gender across each academic level on a department, faculty and University basis.
• 25.7 The salary data will be made available to the Gender Equity Strategy Committee and its subcommittees and the Executive Group. The salary data will also be made available to
the NTEU or any Staff Member on request.

25.8 The Gender Equity Strategy Committee is responsible for the leadership and implementation of the Strategy, in partnership with the Gender Equity Self-Assessment Team. The University will invite the NTEU to nominate an Academic Staff Member with relevant expertise to participate as a member of the Committee.

3.2. Your organisation must undertake a gender pay gap analysis of its workforce on a like-for-like and organisation-wide basis each year on what is listed below.

Please select all items to confirm this has occurred:

- A gender pay gap analysis has been conducted on our workforce covering all the items below at a like-for-like AND organisation-wide basis in the past year
- Base salary
- Total remuneration (i.e. including allowances, bonuses, performance payments, discretionary pay, overtime and superannuation)
- Performance pay
- Starting salaries
- Annual salary increases
- Salaries on promotion
3.3. Where gender pay gaps are identified from your analysis, your organisation must set targets and take other actions to reduce any like-for-like and organisation-wide gender pay gaps.

Please confirm whether targets have been set (NB: please read “More information” for future requirements in this area):

- Yes, targets have been set to reduce gender pay gaps
- No targets are required as no unexplainable or unjustifiable gaps were identified in our analysis of like-for-like and organisation-wide gender pay gaps

3.3 a). In the table below, please enter the targets and timeframes that have been set for closing gender pay gaps.

<table>
<thead>
<tr>
<th>Details of area where targets were set to reduce the gender pay gap (e.g. like for like for engineers, organisation-wide etc)</th>
<th>% Target?</th>
<th>Year target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards &lt;2% pay gap at all levels</td>
<td>2</td>
<td>2023</td>
</tr>
<tr>
<td>Progress towards &lt;2% pay gap at all levels at the point of recruitment</td>
<td>2</td>
<td>2023</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.4. Women and men on primary carer’s leave must be included in your organisation’s annual reviews of salaries and annual bonus payments.

Please confirm this occurs:

- Yes

3.5. Your organisation must analyse and compare the results of performance reviews by gender.

Please confirm this occurs:

- Yes
4 and 5. Support for caring; Mainstreaming flexible working

Focus area 4 assesses an organisation’s initiatives and programs to support employees with caring responsibilities, including but not restricted to parenting. It covers access to parental leave for women and men, return to work from parental leave and measures to support employees with elder or disability care responsibilities.

Focus area 5 assesses an organisation’s support of flexible working arrangements. It recognises that successful implementation of flexibility needs visible leadership commitment as well as skills and support for managers and the workforce in general.

4.1. Your organisation must have a formal policy AND formal strategy to support its workforce (including Partners in Partnership structures) who have family or caring responsibilities as below.

Please confirm these are in place (NB: please read “More information” for future requirements in this area).

☑ Yes there is a formal policy AND strategy supporting those with family or caring responsibilities
☑ Yes the policy and/or strategy covers support for those who return to work from parental leave, and for parents at all stages of children’s lives.

4.2. At least eight weeks of employer-funded paid parental leave at full pay, plus superannuation, must be provided to primary carers who are permanent employees (and Partners in Partnership structures). All of the following must also be in place in relation to this employer-funded paid parental leave.

Please tick all the boxes below to confirm they are all in place (NB: please read “More information” for future requirements in this area):

☑ our scheme is paid in addition to the government scheme (not just topping up the government funded scheme)
☑ it is available under any circumstances where there is a new baby e.g: adoption, same-sex couple, surrogacy. This must be available for parents of a stillborn baby.
☑ there is no requirement for anyone to repay any portion if they do not return to work
☑ it is available to women AND men who are primary carers
☑ there is flexibility in how this can be taken (e.g. part-time for part of the paid duration)
4.3. At least two weeks of employer-funded paid parental leave at full pay must be provided to all secondary carers who are permanent employees (and Partners in Partnership structures).

Please tick all the boxes below to confirm they are all in place (NB: please read “More information” for future requirements in this area).

☑ our scheme is paid in addition to the government scheme (not just topping up the government funded scheme)
☑ it is available under any circumstances where there is a new baby e.g: adoption, same-sex couple, surrogacy. This must be available for parents of a stillborn baby.
☑ there is no requirement for anyone to repay any portion if they do not return to work
☑ it is available to women AND men who are secondary carers
☑ there is flexibility in how this can be taken (e.g. part-time for part of the paid duration)

4.4. Please confirm that the maximum eligibility period to access employer-funded paid parental leave is 12 months or less. (NB: please read “More information” for future requirements in this area).

☑ Yes
4.5. Your organisation must actively encourage men to take parental leave.

Please provide examples on how this has been done in the past year:

Macquarie's parental leave provisions are leading in the sector:

- Any primary carer, of any gender, on a fixed-term or continuing contract, is entitled to 14-weeks paid parental leave from their start day. Staff with 12-months service are entitled to an additional 12-weeks paid parental leave.


- Where a staff member’s partner is employed by Macquarie, paid leave may be shared.

- If a member of staff chooses to take <26 weeks paid leave, they can ‘bank’ the remaining leave up until the child’s second birthday.

- Staff can also opt to take unpaid parental leave up until child’s second birthday.

Our policies and provisions are deliberately gender neutral and are open to all staff. Men can access primary and secondary carers leave at Macquarie. In 2018, 15% of staff taking primary carers leave were male.

Macquarie launched the ‘Carers Hub’ in 2019. The Carers Hub is an online resource to support Parents and Carers at Macquarie. Available here - https://staff.mq.edu.au/support/people-management/carers-hub

The Carers Hub includes:

- information on all the policies and resources available to support parents and carers before, during and after leave

- conversation guides – for employees and managers – which make clear that provisions are available to staff of all genders.

- 'carers stories' - case studies sharing how Macquarie staff balance family, work and other commitments. 3 of the 7 case studies profile male members of staff – both academic and professional.

A number of articles recently published in the all-staff newsletter have promoted the new Carers Hub and highlighted the flexible work options available to staff with caring commitments – all of these articles have profiled male case studies. Two examples include:

- Family first: Macquarie builds on support for carers - https://www.mq.edu.au/thisweek/2019/06/21/families-first-macquarie-builds-on-support-for-carers/#.XXACXShKg2x

- Parent or publish? The challenges facing academics with young children - https://www.mq.edu.au/thisweek/2018/06/12/parent-or-publish-the-challenges-facing-academics-with-young-children/#.XXACYChKg2x

In May 2019 The Faculty of Science & Engineering hosted a morning tea to discuss balancing academia, science and parenthood. Two speakers – one male, one female – who had recently taken parental leave at Macquarie discussed their experiences, available support, keeping in touch during leave and returning to work. More information is available here - https://www.mq.edu.au/thisweek/2019/05/24/snapped-on-and-off-campus-16/
4.6. Your organisation must track the following metrics relating to paid parental leave.

Please tick all the boxes to confirm these metrics are tracked:

☑ utilisation of parental leave by women and men (manager and non-manager)
☑ return to work of women and men following parental leave
☑ promotions during parental leave
☑ voluntary and involuntary departures (including dismissals and redundancies) within 12 months of return from parental leave

4.7. Your organisation must have an action plan to maximise the rate of return to work from parental leave (paid or unpaid) that includes the following.

Please tick all boxes to confirm these are in place:

☑ keep-in-touch program while on parental leave
☑ on-boarding support
☑ tracking the reasons why, where applicable, women and men who return from parental leave do not return to their original role and to which role they return.
4.8. Your organisation must have support mechanisms in place, other than leave, for those with family or caring responsibilities, including elder- and disability-care.

Please provide details of these support mechanisms:

Macquarie provides the following resources, provisions and support for carers:

- The Employee Assistance Program (EAP) provided by Benestar is a confidential counselling, coaching and wellbeing service free for all for Macquarie University and entity staff and their immediate family members. Resources include videos and training on being a carer, a coaching service and articles on work/life balance, childcare and flexibility.

- On-site childcare: There are three childcare centres on campus with 211 spaces. Priority is given to Macquarie staff and students, who receive a discounted rate. Plans are in place to expand the childcare facilities on campus in 2020.

- Macquarie University Vacation Care provides a fun and safe recreational program for up to 55 primary school aged children per day during the school holidays. Our School Holiday Programs offer a wide range of activities for 5-14 year olds.

- Macquarie University is an accredited Australian Breastfeeding Association ‘Breastfeeding Friendly Workplace’, and we support staff, students and visitors who wish to breastfeed their babies while on campus. Women are welcome to breastfeed wherever they feel comfortable. There are also Parent Rooms on campus which offer comfort and privacy and can be used by parents and for breastfeeding or expressing.

- Primary Carer Conference Support Scheme: Launched in 2017, applicants can apply for up to $500 for Sydney-based, $1,000 for national, or $2,000 for international conferences to cover the cost of additional childcare. Over $61,000 has been awarded (2017-19). Parents and Carers are eligible to apply.

- Macquarie grants and scholarships: The costs of caring responsibilities are an allowable expense within the University’s grants and fellowships. This means additional childcare costs can be claimed as a work expense to attend conferences or meetings.

- Returning Part-time: Under the new Enterprise Agreement, from 2018, staff returning from parental leave now have the right to return part-time for up to 2 years and then to their full-time position.

- Restart Grants: provide up to $20,000 over 12-months after parental leave of 6-months or more to ‘kick-start’ research.

- Carers’ Hub: the carers hub outlines the support available for carers for elder-care and disability-care, including access to personal leave. The Carers hub includes conversation guides for individuals and their manager to plan before, during and after parental leave in a way that best supports the individual, support for staying in touch and returning to work, case studies of Macquarie parents and carers, and comprehensive information on Macquarie policies and provisions.
4.9. Your organisation must have a policy or strategy to support those who are experiencing family or domestic violence.

Please confirm what is in place:
- ✔ Formal policy
- ✔ Formal strategy

4.9 a). Please provide details of the support available for those experiencing family or domestic violence:
- ✔ paid or unpaid leave
- ✔ employee assistance program
- ✔ training of key staff
- ✔ domestic violence clause in enterprise agreement or equivalent
- ✔ referral to domestic violence support services for expert advice
- ✔ other – please provide details:

Safety Planning Provisions: When a staff member seeks support, their manager and HR Manager will discuss with them whether a safety plan should be developed to assist the staff member to continue their duties safely. Further information can be found on the dedicated Domestic and family violence support webpage - https://staff.mq.edu.au/work/wellbeing/domestic-and-family-violence

5.1. Your organisation must have a flexible working policy AND flexible working strategy that includes the following.

Please confirm the following are included by selecting all the boxes below:
- ✔ a business case for flexible working endorsed at the leadership level is communicated to all our workforce (including Partners in Partnership structures)
- ✔ manager accountability for flexible working is in place (e.g. embedded into performance reviews, tracking of approvals and rejections with reasons)
- ✔ where relevant, our organisation’s approach to flexibility is integrated into client/customer interactions (e.g. having a conversation with a client about their account manager working flexibly and meeting contract requirements)

5.1 a). 5.1 a) Where relevant, in the box below please describe how you have worked with clients/customers to challenge assumptions that the work cannot be done flexibly and what the outcome was (if not relevant, please enter NA):

NA
5.2. Flexible working must be promoted throughout the organisation, to women and men regardless of caring responsibilities, and to prospective employees.

Please provide examples of how this is done.

Flexible work options are promoted to all staff and prospective staff via the ‘staff benefits’ page (https://staff.mq.edu.au/work/employment-and-benefits/staff-benefits) and to prospective staff via the prospective ‘staff benefits’ page “balancing work and life” section (https://www.mq.edu.au/about/about-the-university/job-opportunities/staff-benefits). Flexible work options are available to all staff – inclusive of all genders or caring commitments.

Detailed information, guidance and resources for making flexible work a success are available to all staff via a dedicated flexible work web page - https://staff.mq.edu.au/work/employment-and-benefits/flexible-work

In 2019, staff benefits including flexible work, were promoted to all staff via the staff newsletter – https://www.mq.edu.au/thisweek/2019/05/03/8-macquarie-staff-perks-you-might-not-know-about

In 2019, another all-staff newsletter article focused on a case study of a member of staff and their managers making flexible working a success within their team. This example profiled an individual who requested flexible working to accommodate a long commute - not for parenting or caring responsibilities. This article also included a statement from the VC promoting and encouraging flexible work options.

5.3. ALL people managers must complete training on how to manage flexible working. (From 2020-21, this training must include addressing gender stereotypes that prevent men from requesting flexible working arrangements.)

Please confirm that this has occurred:
☑ Yes, all people managers have completed training on how to manage flexible working

5.3 a). Please provide an outline of the training provided such as topics covered and ways in which training is provided.

Throughout 2018 and 19, the training and communication around flexible work has been a key priority for Macquarie.

Training and information sessions have been run for staff and managers across the organisation. HR Client Managers ran information sessions within departments, Faculties and Portfolios for both managers and staff. These information sessions provided an overview of the different flexible work options available to staff, and how managers can best support their teams to work flexibly, and to manage these arrangements within their team. A key focus has been supporting managers to have constructive and supportive conversations with their teams around flexible work.

A dedicated website was also developed with information on flexible work options. Information, support, checklists and conversation guides on managing flexible work have been provided to managers, and are also available online here - https://staff.mq.edu.au/support/people-management/managing-flexible-work
5.4. Managers, including the CEO/head of business, must be VISIBLE role models of flexible working.

Please provide details, using examples, on how managers (including the CEO/head of business) personally role model flexible working within the organisation.

An article was promoted via the all-staff newsletter, outlining how staff and managers access flexible work arrangements to manage caring commitments -- available here - https://www.mq.edu.au/thisweek/2019/06/21/families-first-macquarie-builds-on-support-for-carers/#.XXAEZyhKg2y

Another article was promoted to all staff in the newsletter which included a statement from the VC championing flexible working and encouraging managers and staff to have open, constructive conversations about making flexibility work and being open to tailoring options to individual circumstances. In this article, the VC stated:

"I am a strong advocate for staff discussing ideas about flexible working that can help them to flourish professionally and personally, and I understand that in different areas of the University we need more of these conversations. I would encourage staff and managers to approach discussions around flexible work openly, and to think creatively about how to make flexibility work for everyone involved. I believe the unique community that is Macquarie University is about our people feeling empowered in their work and experiencing a sense of unity. Working with my own staff and the Executive Group, flexible working reinforces confidence in their ability to perform their roles and helps to build mutually trusting relationships."


5.5. At least four of the following options must be available to women AND men in your workplace.

- flexible hours of work
- compressed working weeks
- time-in-lieu
- telecommuting
- part-time work
- job sharing
- carer’s leave
- purchased leave
- unpaid leave
• self-rostering

Please confirm these are in place:
☑ Yes

5.5 a). In addition to the previous question’s options, if other flexible working arrangements are in place in your organisation, please provide details on them below:

5.6. How does your organisation support part-time / reduced hours in manager roles?

Outline your organisation’s approach, including how you address real or perceived barriers, to requesting reduced hours in senior roles (maximum 500 words).

Macquarie has inclusive policies and provisions which enable any member of staff to work flexibly or part time.

Currently 19% of staff work part time, and 15% of staff in senior roles work part time. This is indicative of a positive culture around flexible working, and in particular an openness to part-time work at senior levels.

Advice and guidance on flexible work options, and managing flexible work is available to all staff online (https://staff.mq.edu.au/support/people-management/managing-flexible-work). This includes encouraging managers to take up flexible work options themselves and to role model flexibility to their team.

From 2018, increased training and support has been provided to managers in all areas of the organisation to dispel common myths around flexible work, and to support senior staff in managing and enabling all staff to work flexibly. For example - https://www.mq.edu.au/thisweek/2019/06/21/families-first-macquarie-builds-on-support-for-carers/#.XUL5V-hKg2x

Flexible work options have been promoted to staff via the all-staff newsletter – the case studies profiled included managers – acting as role models and examples of flexible / part time work in manager roles. For example - https://www.mq.edu.au/thisweek/2019/09/13/having-the-flexible-work-conversation-a-managers-and-employees-perspective/#.XYEFTChKiUK
6. Preventing gender-based harassment and discrimination, sexual harassment and bullying

This focus area assesses the way an organisation builds a culture where gender-based harassment and discrimination, sexual harassment and bullying are not tolerated.

6.1. Your organisation must have a policy on the prevention of gender-based harassment and discrimination, sexual harassment and bullying.

Please confirm that a policy is in place which includes the above by selecting either the first two options, or the third option below:

- prevention of gender-based harassment and discrimination
- prevention of sexual harassment and bullying
- prevention of gender-based harassment and discrimination, sexual harassment and bullying, is covered in our award/industrial or workplace agreement

6.1 a). A formal grievance process relating to gender-based harassment and discrimination, sexual harassment and bullying (GbHD, SH&B), must be in place in your organisation.

Please confirm this is in place:

- Yes, a formal GbHD, SH&B grievance process is in place
6.2. All of your workforce* must have completed training on the prevention of gender-based harassment and discrimination, sexual harassment and bullying at induction and at least every two years.

* This must include all managers, non-managers, contract and casual staff, and Partners in Partnership structures.

The training must include:

• a legislative definition of gender-based harassment and discrimination, sexual harassment and bullying

• definition of a workplace, rights and responsibilities of all the workforce

• details of the grievance/complaints procedure

• details of the internal and external contact support resources

• clear explanation of organisational expectations around conduct and consequences for respondents.

Please tick all boxes below to confirm the above is in place:

☑ Yes, training covers all points itemised above
☑ Yes, as defined above, everyone in our organisation receives this training
☑ Yes, the training is completed at induction and at least every two years.

6.2 a). Please indicate the way/s in which this gender-based harassment and discrimination, sexual harassment and bullying training is conducted in your organisation:

| Online       | ☑ Yes  
| Face to face | ☑ Yes  
| Management meetings | ☐ Yes  
| Video presentations | ☐ Yes  

6.2 b). If you have answered ‘No’ to ALL the training options in question 6.2 a), please provide details on the way/s in which gender-based harassment and discrimination, sexual harassment and bullying training for all managers is conducted in your organisation (an email with an attached policy and/or advising rights and responsibilities relating to gender-based harassment and discrimination, sexual harassment and bullying is NOT considered to be training):

---

6.3

6.3. Your organisation must have had no judgment or adverse final order made against it by a court or other tribunal relating to gender-based harassment or discrimination and sexual harassment in the last three years.

Please confirm this is the case:

☑️ No judgment or adverse final order has been made against the organisations covered in this application relating to gender-based harassment or discrimination and sexual harassment in the last three years
7. Driving change beyond your workplace

This focus area recognises the efforts of leading employers in driving change outside their organisation’s boundaries. It assesses the external advocacy work of leaders and the policies or plans in place to ensure procurement, supply chain and employment practices actively support gender equality objectives.

7.1 In the last 12 months your CEO/head of business, or a member of your governing body, must have made at least one external statement regarding their commitment to gender equality overall (each year for subsequent applications).

Please provide the statement, how it was communicated and the date of the communication, below:

Macquarie has been successful in achieving an SAGE Athena SWAN Bronze Award – recognising the University's commitment to gender equity and progress to date. The VC was involved in a video, along with the VCs from other participating and successful universities, outlining his commitment to gender equity, and Macquarie’s approach. The video was promoted nationally in September 2019, and is available here - https://www.sciencegenderequity.org.au/

In addition, the VC has made several additional public statements in the past 12 months, including:

1. In Macquarie’s media release celebrating our successful Athena SWAN Bronze Award, the VC stated –

“The accreditation process at Macquarie has been highly collaborative, involving colleagues across the University. I would like to thank everyone who has contributed to achieving our SAGE Athena SWAN Bronze accreditation, and to the broader Macquarie community and industry partners for continued support to help close the gap. We know that we need to be bold and innovative to create real change for equity, diversity and inclusion. Our focus is on addressing the causes of underrepresentation and inequality, not the symptoms. We’re already seeing the impact of this approach and will continue to make it a key priority for our University.”

This as promoted externally via Macquarie’s ‘Newsroom’ external media channel and the University Twitter feed.


Macquarie Twitter: https://twitter.com/Macquarie_Uni?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

2. The first section of our SAGE Athena SWAN Bronze submission is a letter from the VC. The letter outlines the university’s progress to date and future priority areas for action, along with a clear statement from the VC of their commitment to gender equity. This application is publicly available and was communicated via the media release above - https://staff.mq.edu.au/work/diversity-and-community/gender-equity
7.2. Does your organisation have procurement guidelines that encourage gender equality across your supply chain?

☑ Yes
☐ No

7.3. Each year, your CEO/head of business must be actively involved in at least one external event focused on gender equality.

Please provide details of the gender equality external event/s your CEO/head of business has been involved in this past year.

The Vice-Chancellor (VC) has demonstrated his ongoing public commitment to gender equity through participation in a range of external events, including:

- The VC attends regular Universities Australia plenary meetings which include discussions around the Respect.Now.Always campaign and other gender equity initiatives across the sector.
- The VC was a key note speaker at Macquarie University Respect.Now.Always Action Plan update event (Aug 2019) which included staff, students, external guests and partners including our accommodation and sporting partners, Ryde Area Command and Northern Sydney Sexual Assault Service to discuss progress since the launch and reiterate the University’s zero tolerance of gender-based discrimination.
- The VC also provided the welcome address at Macquarie’s "Engineering the Future" event (Nov 2018) coinciding with the launch of the School of Engineering’s new purpose-built teaching and research facilities off-campus opened by the Hon. Victor Dominello MP. At this event gender balance was discussed, the progress made as a School towards gender equity, and the importance we place on women in Engineering.
- The VC gave the opening address at the 2018 Gender, Work and Organisation 10th Biennial International Interdisciplinary Conference hosted in Sydney by Macquarie University (an international forum for debate and analysis of contemporary issues affecting gender studies).
7.4. Your organisation must be involved in a program or initiative to address gender equality issues in your industry or community.

Please describe the program and explain how it is addressing gender equality issues in your industry or community.

1. Macquarie is a member of SAGE – a higher education gender equity accreditation program. During the initial pilot phase SAGE is focused on gender diversity in STEMM subject areas (science, technology, engineering, maths and medicine).

The SAGE process requires members to prepare an application – outlining data analysis, self-reflection and identification of key gender equity issues, and the development of a 4-year action plan to address these issues. Macquarie has received a Bronze award in 2019, recognising our commitment and progress towards gender equity to date.

The VC joined members of Macquarie’s Gender Equity Self-Assessment Team (GESAT) to celebrate the University’s achievement of SAGE Athena SWAN Bronze Award accreditation. The highly collaborative accreditation process was led by GESAT, co-chaired by Distinguished Professor Lesley Hughes and Pete Boyle. GESAT conducted in-depth self-assessment of our structures, systems and culture to identify gender equity-related gaps and barriers, then proposed a robust and measurable SAGE action plan to address these.

2. The Department of Physics & Astronomy have also been recognised for their action and commitment to inclusion, diversity and equity and have been awarded a Silver Pleiades Award (an awards scheme run by the Astronomical Society of Australia, in Astronomy)

3. In addition to the above, in 2019 Macquarie University was ranked 18th in the world, and 4th in Australia, in the Times Higher University Impact Rankings for Gender Equity. This ranking is based on student and staff data as well as metrics around policies, student progression and research output.
7.5. Your CEO/head of business must aim to achieve gender balance on internal / external speaking panels, by taking action in the following ways:

This involves:

- requesting confirmation of who the other panellists/speakers/participants are, and how gender balance will be achieved

- insisting that as a condition of acceptance, you expect women to participate in a meaningful way

- reserving the right to withdraw from the event, even at the last minute, should this not be the case when the speaker list is finalised

- offering names of women from within your organisation or network and if helpful, point them to resources for support in finding women.

☒ Yes, the CEO has taken these actions.
☐ Not applicable as the CEO has not participated on any internal or external speaking panels.
Lived Experience Check

These measures aim to verify leadership commitment to gender equality and ensure that the above focus areas translate into employees’ lived experience of a workplace culture that is leading practice in actively promoting and supporting gender equality.

8. Your CEO/head of business must participate in a 15-20 minute telephone interview with a WGEA representative regarding their leadership and commitment to gender equality.

This is applicable for first time applications, or existing citation holders where your CEO is new to your organisation.

Please confirm whether the CEO/head of business needs to be interviewed as part of the assessment of this EOCGE application.

☐ Our organisation’s current CEO/head of business has not been interviewed previously for the EOCGE citation and will participate in a 15-minute telephone interview with a representative from WGEA.

☐ Our organisation’s current CEO (or equivalent) has been interviewed previously for the EOCGE citation. Please indicate when this last occurred:

9. Employee consultation on your EOCGE application

To promote transparency around the citation process, employees must have an opportunity to contribute to the application and be given access to the final submission. At a minimum, all the requirements below must be met, please tick all the boxes to confirm this occurs.

☐ The group or committee responsible for the implementation and oversight of our gender equality strategy (identified at Q1.9 ) has been consulted in the development of our EOCGE application

☐ All the workforce (including Partners in Partnership structures) has been informed that the organisation is applying for the citation

☐ Our completed EOCGE application (minus any confidential remuneration data) will be formally available to all workers (and Partners in Partnership structures) before, or upon successful granting, of the citation
10. Your organisation must consult with its workforce, including casuals, and Partners in Partnership structures, on issues concerning gender equality in the workplace by means of a survey and this must have been undertaken in the past two years.

Please confirm this has occurred:
☒ Yes, this organisation’s survey was conducted on (provide the month and year):
    June 2019

10.1 10.1. Please confirm that the survey you used facilitated anonymous participation:
☒ Yes

10.2 10.2. Please confirm that the survey used a FIVE-POINT SCALE and the questions were either the three below or alternatives that were comparable to, and aligned with, the intent of these questions.(If you wish to use alternative questions, you must obtain written approval from WGEA before administering your survey, to ensure your questions are aligned).

Survey questions:

Question 1: “My immediate supervisor/manager genuinely supports equality between genders.”

Question 2: “I have the flexibility I need to manage work and other commitments.”

Question 3: “In my organisation gender-based harassment and sexual harassment is not tolerated.”

Please confirm:
☒ Yes, the above three questions, using a five-point scale, were included in this organisation’s employee survey
☐ Alternative questions, using a five-point scale, were used in this organisation’s employee survey and approval was given by WGEA for their use.
### 10.3. SURVEY METHOD: What survey method did your organisation use?

- [ ] A pulse survey
- [x] The questions were incorporated into an existing survey (e.g., a biennial employee engagement survey)
- [ ] The survey questions were asked as part of an existing process, for example via other confidential feedback mechanisms (provide details):
- [ ] Other (provide details):

### 10.4. SAMPLE SIZE: Please confirm either of the following:

- [x] All workers were given an opportunity to complete the survey
- [ ] The survey was administered to a statistically significant and representative sample of workers

### 10.5. RESPONSE RATES: Your organisation’s survey sample is considered representative if you have either:

i) obtained 400 or more responses,

OR

ii) where samples of less than 400 are collected, you have achieved a response rate of 60% of your workforce, and the sample is comparable to your employee profile for age and gender distributions. Please indicate below which response rate option applies to your organisation:

- [x] 400 or more survey responses were received
- [ ] Less than 400 survey responses were received, but a response rate of at least 60% of our workforce was obtained, and the sample is comparable (within 2.5 percentage points above or below) to the employee profile by gender and age of our organisation
- [ ] This organisation, despite following the required methodology as stated above, was unable to achieve the desired response rate

### 10.6. ANALYSIS: Please confirm that your organisation has analysed its survey responses by gender:

- [x] Yes
10.7 RESULTS: Your organisation must have analysed ALL responses to its employee survey (including ‘not sure’ or equivalent) and achieved the thresholds below.

Indicate what agreement threshold was achieved:

☐ an agreement threshold of at least 70% ‘agree’ or ‘strongly agree’ was achieved on the first two questions above

☐ an agreement threshold of at least 80% ‘agree’ or ‘strongly agree’ was achieved on the third question regarding gender-based harassment and sexual harassment

☐ one or more of the above threshold requirements were not reached. We have contacted WGEA to discuss why these thresholds were not achieved and have been advised that we remain eligible to apply for the EOCGE citation

☐ one or more of the above threshold requirements were not reached BUT an agreement threshold above the industry norm for an externally-validated survey tool used was achieved (i.e. not just that survey software was used)

10.8 RESULTS: Please provide the following results of your survey below:

• total number of survey responses received by gender

• combined number of ‘agree’ and ‘strongly agree’ responses for each of the three questions asked

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<th>Survey question</th>
<th>Total NUMBER of ‘agree’ and ‘strongly agree’ (male plus female)</th>
<th>% agreement threshold reached</th>
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<td>question 3</td>
<td>2840</td>
<td>87</td>
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10.8 a). Please complete the following table:

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<th>Total number of responses (male plus female)</th>
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<tr>
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<table>
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<th>What was the total number of female responses?</th>
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<td>1898</td>
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<table>
<thead>
<tr>
<th>What was the total number of male responses?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1366</td>
</tr>
</tbody>
</table>

What was the total number of female responses?

1898

What was the total number of male responses?

1366

Total number of responses (male plus female)?

3264
**10.9**

10.9. Where gender equality issues have been identified through the employee consultation process your organisation must take action/s to address these issues.

Please confirm this has occurred:

- [x] Yes
- [ ] No gender equality issues were identified in our consultation process

10.9 a). Please provide details of actions that were taken to address gender equality issues identified through your consultation process.

The 2019 Your Say survey results have recently been received and are now being analysed and actions developed in response.

Previous surveys informed the development of our Workplace Gender Equity Strategy - for example the significant focus on workplace culture, bullying and harassment reporting and training.

Following previous survey results, the existing training (EO Online module) has been reviewed, and additional mandatory training on bullying, discrimination and harassment has been developed, along with a dedicated sexual harassment prevention and response policy. In addition, work has begun on developing transparent and equitable workload models within each Faculty, in response to feedback about workload allocation.

**11.**

Outstanding initiative - we encourage you to provide information on any outstanding or innovative initiatives in advancing gender equality that have been implemented in your workplace in the past two years.

Please provide the following information:

**11.1**

11.1. What was the gender equality challenge?

For many decades, academic promotion schemes at most universities assess performance against research, teaching & service, with research often given greater weight. There is evidence that this traditional promotion model favours some work (research) over others, with negative impacts for women and other underrepresented groups (Subbaye and Vithal, 2017).

**11.2**

11.2. What was the initiative?

Macquarie introduced a new promotion model – the new Macquarie model in 2017. The new model is a strengths-based system that acknowledges and supports diverse and flexible career pathways. The model is based on Ernest Boyer’s four areas of academic scholarship, Discovery, Integration, Teaching and Application (Boyer 1990), plus the additional pillar of Leadership & Citizenship. The result is that more emphasis is placed on values, conduct and inclusion.
11.3. Who was involved in the initiative?
A representative working group of senior leadership staff from across the organisation oversaw the development, consultation and implementation of the new promotion process.

11.4. What were the outcomes?
There have been several positive outcomes from the new promotion process from a gender equity perspective, including:
- Applications under the new model were ~50% per-year higher than the previous 5-year average. Applications from women increased 75%.
- On average under the new scheme, women apply at a rate similar to or slightly higher than the available pool.
- Analysis suggests there is little difference by gender in self-assessment scores within each promotion criteria.
- A comparison of scores pre- and post-interview suggest interviews marginally benefit women.
- Feedback has generally been positive with no significant gender difference.

11.5. Other information:
Taken together, the data suggest the new promotion process recognises the diversity of skills and achievements of academic staff at Macquarie. We also believe the processes supports our aims to ‘fix the system’ to better support and enable diversity and inclusion.
Next Steps

Please use the following as a checklist to ensure all steps are actioned:

1) Submit this QUESTIONNAIRE (click the “Submit” button – on bottom right of any page).
2) Download and print the draft application for review and CEO sign off.
3) Submit your APPLICATION (click green “Submit” button on the Recognition page).
4) Complete your payment form AFTER submitting your application (see hyperlink near green “Submit” button on the Recognition page).
5) Email supporting documentation to EOCGE@wgea.gov.au:
   a. page containing the CEO’s signature approving submission of application,
   b. evidence that your governing body/board has endorsed your gender equality strategy and that it is incorporated into your broader business strategy and planning process (question 1.4), and
   c. evidence that progress on key metrics listed in questions 1.5 a), b) and c) have been reported to your governing body/board.

CEO Sign-Off

I confirm the content of the 2019-20 WGEA Employer of Choice for Gender Equality application is accurate and approve its submission to WGEA.

Name of CEO/head of business: __________________________________________

CEO/head of business signature: __________________________________________
Appendix 1

Copy of 2018-19 public report
## Organisation and contact details

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<tr>
<th>Submitting organisation details</th>
<th>Legal name</th>
<th>Macquarie University</th>
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<td>ABN</td>
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<td>ANZSIC</td>
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<tr>
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<td>Postal address</td>
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<tr>
<td></td>
<td>MACQUARIE UNIVERSITY NSW 2109 Australia</td>
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<tr>
<td>Organisation phone number</td>
<td>(02) 9850 6111</td>
<td></td>
</tr>
<tr>
<td>Reporting structure</td>
<td>Ultimate parent</td>
<td>Macquarie University</td>
</tr>
<tr>
<td>Number of employees covered by this report</td>
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## Workplace profile

### Manager

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<th>Employment status</th>
<th>No. of employees</th>
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WGEA Employer of Choice for Gender Equality: 2019-20 application; Macquarie University
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</tr>
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<td></td>
<td></td>
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<td>0</td>
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<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>Total employees</td>
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</tr>
<tr>
<td></td>
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<td>0</td>
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<tr>
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<td>Part-time contract</td>
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<td>Full-time contract</td>
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<td></td>
</tr>
<tr>
<td></td>
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<td>0</td>
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<td></td>
</tr>
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<td></td>
<td>Part-time contract</td>
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<td>0</td>
<td>0</td>
<td></td>
</tr>
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<td>Casual</td>
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<td>0</td>
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</tr>
</tbody>
</table>

Grand total: all managers

240  183  423
## Workplace profile

### Non-manager

<table>
<thead>
<tr>
<th>Non-manager occupational categories</th>
<th>Employment status</th>
<th>No. of employees (excluding graduates and apprentices)</th>
<th>No. of graduates (if applicable)</th>
<th>No. of apprentices (if applicable)</th>
<th>Total employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Professionals</td>
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<td>Technicians and trade</td>
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<td>Community and personal service</td>
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<td>Clerical and administrative</td>
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<td>Part-time contract</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-manager occupational categories</td>
<td>Employment status</td>
<td>No. of employees (excluding graduates and apprentices)</td>
<td>No. of graduates (if applicable)</td>
<td>No. of apprentices (if applicable)</td>
<td>Total employees</td>
</tr>
<tr>
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<td></td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Labourers</td>
<td>Full-time contract</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Casual</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<td></td>
<td>Full-time contract</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>Part-time permanent</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>Part-time contract</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Casual</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand total: all non-managers</td>
<td></td>
<td>2,781</td>
<td>1,980</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Reporting questionnaire

Gender equality indicator 1: Gender composition of workforce

This indicator seeks information about the gender composition of relevant employers in a standardised format, to enable the aggregation of data across and within industries. The aggregated data in your workplace profile assists relevant employers in understanding the characteristics of their workforce, including in relation to occupational segregation, the position of women and men in management within their industry or sector, and patterns of potentially insecure employment.

NB. IMPORTANT:

• References to the Act mean the Workplace Gender Equality Act 2012.

• A formal ‘policy’ and/or ‘formal strategy’ in this questionnaire refers to formal policies and/or strategies that are either standalone or contained within another formal policy/formal strategy.

• Data provided in this reporting questionnaire covers the TOTAL reporting period from 1 April 2018 to 31 March 2019. (This differs from the workplace profile data which is taken at a point-in-time during the reporting period).

• Answers need to reflect ALL organisations covered in this report.

• If you select “NO, Insufficient resources/expertise” to any option, this may cover human or financial resources.

1. Do you have formal policies and/or formal strategies in place that SPECIFICALLY SUPPORT GENDER EQUALITY relating to the following?

1.1 Recruitment

☒ Yes (select all applicable answers)
  ☒ Policy
  ☒ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
  ☐ Currently under development, please enter date this is due to be completed
  ☐ Insufficient resources/expertise
  ☐ Not a priority

1.2 Retention

☒ Yes (select all applicable answers)
  ☒ Policy
  ☒ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
  ☐ Currently under development, please enter date this is due to be completed
  ☐ Insufficient resources/expertise
  ☐ Not a priority
1.3 Performance management processes

☑ Yes (select all applicable answers)
   ☑ Policy
   ☑ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Not a priority

1.4 Promotions

☑ Yes (select all applicable answers)
   ☑ Policy
   ☑ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Not a priority

1.5 Talent identification/identification of high potentials

☑ Yes (select all applicable answers)
   ☑ Policy
   ☑ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Not a priority

1.6 Succession planning

☑ Yes (select all applicable answers)
   ☑ Policy
   ☑ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Not a priority

1.7 Training and development

☑ Yes (select all applicable answers)
   ☑ Policy
   ☑ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Not a priority

1.8 Key performance indicators for managers relating to gender equality

☑ Yes (select all applicable answers)
1.9 Gender equality overall

☒ Yes (select all applicable answers)
☒ Policy
☒ Strategy
☐ No (you may specify why no formal policy or formal strategy is in place)
☐ Currently under development, please enter date this is due to be completed
☐ Insufficient resources/expertise
☐ Not a priority

1.10 How many employees were promoted during the reporting period against each category below?

IMPORTANT: Because promotions are included in the number of appointments in Q1.11, the number of promotions should never exceed appointments.

<table>
<thead>
<tr>
<th></th>
<th>Managers</th>
<th>Non-managers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Permanent/ongoing full-time employees</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Permanent/ongoing part-time employees</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fixed-term contract full-time employees</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fixed-term contract part-time employees</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Casual employees</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1.11 How many appointments in total (including the number of promotions above in Q1.10), were made to manager and non-manager roles during the reporting period (based on WGEA-defined managers/non-managers)?

IMPORTANT: promotions need to be added to these totals because they are considered internal appointments.

<table>
<thead>
<tr>
<th>Number of appointments made to roles</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of appointments made to MANAGER roles (including promotions)</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Number of appointments made to NON-MANAGER roles (including promotions)</td>
<td>1309</td>
<td>879</td>
</tr>
</tbody>
</table>

1.12 How many employees resigned during the reporting period against each category below?

<table>
<thead>
<tr>
<th></th>
<th>Managers</th>
<th>Non-managers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Permanent/ongoing full-time employees</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Permanent/ongoing part-time employees</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Fixed-term contract full-time employees</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Fixed-term contract part-time employees</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Casual employees</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
1.13 If your organisation would like to provide additional information relating to gender equality indicator 1, please do so below.

The University's innovative academic promotions scheme, implemented in 2017, continued to attract high application rates for both genders. The scheme significantly boosted application rates for women, which remained high during the reporting year.

Gender equality indicator 2: Gender composition of governing bodies

Gender composition of governing bodies is an indicator of gender equality at the highest level of organisational leadership and decision-making. This gender equality indicator seeks information on the representation of women and men on governing bodies. The term “governing body” in relation to a relevant employer is broad and depends on the nature of your organisation. It can mean the board of directors, trustees, committee of management, council or other governing authority of the employer.

2. The organisation(s) you are reporting on will have a governing body. In the Act, governing body is defined as “the board of directors, trustees, committee of management, council or other governing authority of the employer”. This question relates to the highest governing body for your Australian entity, even if it is located overseas.

2.1 Please answer the following questions relating to each governing body covered in this report.

Note: If this report covers more than one organisation, the questions below will be repeated for each organisation before proceeding to question 2.2.

If your organisation’s governing body is the same as your parent entity’s, you will need to add your organisation’s name BUT the numerical details of your parent entity’s governing body.

2.1a.1 Organisation name?

Macquarie University Council

2.1b.1 How many Chairs on this governing body?

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

2.1c.1 How many other members are on this governing body (excluding the Chair/s)?

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

2.1d.1 Has a target been set to increase the representation of women on this governing body?

☐ Yes
☒ No (you may specify why a target has not been set)
Governing body/board has gender balance (e.g. 40% women/40% men/20% either)
- [ ] Currently under development, please enter date this is due to be completed
- [ ] Insufficient resources/expertise
- [ ] Do not have control over governing body/board appointments (provide details why):
  - [ ] Not a priority
  - [ ] Other (provide details):

2.1g.1 Are you reporting on any other organisations in this report?
- [ ] Yes
- [x] No

2.2 Do you have a formal selection policy and/or formal selection strategy for governing body members for ALL organisations covered in this report?
- [x] Yes (select all applicable answers)
  - [x] Policy
  - [ ] Strategy
- [ ] No (you may specify why no formal selection policy or formal selection strategy is in place):
  - [ ] In place for some governing bodies
  - [ ] Currently under development, please enter date this is due to be completed
  - [ ] Insufficient resources/expertise
  - [ ] Do not have control over governing body appointments (provide details why):
  - [ ] Not a priority
  - [ ] Other (provide details):

2.3 Does your organisation operate as a partnership structure (i.e. select NO if your organisation is an “incorporated” entity - Pty Ltd, Ltd or Inc; or an “unincorporated” entity)?
- [ ] Yes
- [x] No

2.5 If your organisation would like to provide additional information relating to gender equality indicator 2, please do so below.

Gender equality indicator 3: Equal remuneration between women and men

Equal remuneration between women and men is a key component of improving women’s economic security and progressing gender equality.

3. Do you have a formal policy and/or formal strategy on remuneration generally?
- [x] Yes (select all applicable answers)
  - [x] Policy
  - [ ] Strategy
- [ ] No (you may specify why no formal policy or formal strategy is in place):
  - [ ] Currently under development, please enter date this is due to be completed
  - [ ] Insufficient resources/expertise
  - [ ] Salaries set by awards/industrial or workplace agreements
3.1 Are specific gender pay equity objectives included in your formal policy and/or formal strategy?

☐ Yes (provide details in question 3.2 below)
☐ No (you may specify why pay equity objectives are not included in your formal policy or formal strategy)
 - Currently under development, please enter date this is due to be completed
 - Salaries set by awards/industrial or workplace agreements
 - Insufficient resources/expertise
 - Non-award employees paid market rate
 - Not a priority
 - Other (provide details):

3.2 Does your formal policy and/or formal strategy include any of the following gender pay equity objectives (select all applicable answers)?

☐ To achieve gender pay equity
☐ To ensure no gender bias occurs at any point in the remuneration review process (for example at commencement, at annual salary reviews, out-of-cycle pay reviews, and performance pay reviews)
☐ To be transparent about pay scales and/or salary bands
☐ To ensure managers are held accountable for pay equity outcomes
☐ To implement and/or maintain a transparent and rigorous performance assessment process
☐ Other (provide details):

4. Have you analysed your payroll to determine if there are any remuneration gaps between women and men (i.e. conducted a gender pay gap analysis)?

☐ Yes - the most recent gender remuneration gap analysis was undertaken:
   ☐ Within last 12 months
   ☐ Within last 1-2 years
   ☐ More than 2 years ago but less than 4 years ago
   ☐ Other (provide details):
☐ No (you may specify why you have not analysed your payroll for gender remuneration gaps)
 - Currently under development, please enter date this is due to be completed
 - Insufficient resources/expertise
 - Salaries for ALL employees (including managers) are set by awards or industrial agreements AND there is no room for discretion in pay changes (for example because pay increases occur only when there is a change in tenure or qualifications)
 - Salaries for SOME or ALL employees (including managers) are set by awards or industrial agreements and there IS room for discretion in pay changes (because pay increases can occur with some discretion such as performance assessments)
 - Non-award employees paid market rate
 - Not a priority
 - Other (provide details):

4.01 You may provide details below on the type of gender remuneration gap analysis that has been undertaken (for example like-for-like and/or organisation-wide).

Analysis of gender pay gaps for base salary and total remuneration at each level and role type was conducted during the reporting period across the University. This included analysis of starting salaries at the point of recruitment and during employment.

4.1 Did you take any actions as a result of your gender remuneration gap analysis?
☐ Yes – indicate what actions were taken (select all applicable answers)
   ☑ Created a pay equity strategy or action plan
   ☑ Identified cause/s of the gaps
   ☑ Reviewed remuneration decision-making processes
   ☑ Analysed commencement salaries by gender to ensure there are no pay gaps
   ☐ Analysed performance ratings to ensure there is no gender bias (including unconscious bias)
   ☑ Analysed performance pay to ensure there is no gender bias (including unconscious bias)
   ☑ Trained people-managers in addressing gender bias (including unconscious bias)
   ☑ Set targets to reduce any like-for-like gaps
   ☐ Set targets to reduce any organisation-wide gaps
   ☐ Reported pay equity metrics (including gender pay gaps) to the governing body
   ☑ Reported pay equity metrics (including gender pay gaps) to the executive
   ☐ Reported pay equity metrics (including gender pay gaps) to all employees
   ☐ Reported pay equity metrics (including gender pay gaps) externally
   ☐ Corrected like-for-like gaps
   ☐ Conducted a gender-based job evaluation process
   ☑ Implemented other changes (provide details):
      Conducted review of salary loadings framework

☐ No (you may specify why no actions were taken resulting from your remuneration gap analysis)
   ☐ No unexplainable or unjustifiable gaps identified
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Salaries set by awards/industrial or workplace agreements
   ☐ Non-award employees are paid market rate
   ☐ Unable to address cause/s of gaps (provide details why):
      ☐ Not a priority
      ☐ Other (provide details):

4.2 If your organisation would like to provide additional information relating to gender equality indicator 3, please do so below:

Gender equality indicator 4: Flexible working and support for employees with family and caring responsibilities

This indicator will enable the collection and use of information from relevant employers about the availability and utility of employment terms, conditions and practices relating to flexible working arrangements for employees and to working arrangements supporting employees with family or caring responsibilities. One aim of this indicator is to improve the capacity of women and men to combine paid work and family or caring responsibilities through such arrangements. The achievement of this goal is fundamental to gender equality and to maximising Australia’s skilled workforce.

5. A “PRIMARY CARER” is the member of a couple or a single carer, REGARDLESS OF GENDER, identified as having greater responsibility for the day-to-day care of a child.

Do you provide EMPLOYER FUNDED paid parental leave for PRIMARY CARERS that is available for women AND men, in addition to any government funded parental leave scheme for primary carers?

☐ Yes. (Please indicate how employer funded paid parental leave is provided to the primary carer):
   ☐ By paying the gap between the employee’s salary and the government’s paid parental leave scheme
   ☑ By paying the employee’s full salary (in addition to the government’s paid scheme), regardless of the period of time over which it is paid. For example, full pay for 12 weeks or half pay for 24 weeks
   ☐ As a lump sum payment (paid pre- or post- parental leave, or a combination)
No, we offer paid parental leave for primary carers that is available to women ONLY (e.g. maternity leave). (Please indicate how employer funded paid parental leave is provided to women ONLY):

☐ By paying the gap between the employee’s salary and the government’s paid parental leave scheme
☐ By paying the employee’s full salary (in addition to the government’s paid scheme), regardless of the period of time over which it is paid. For example, full pay for 12 weeks or half pay for 24 weeks
☐ As a lump sum payment (paid pre- or post- parental leave, or a combination)

No, we offer paid parental leave for primary carers that is available to men ONLY. (Please indicate how employer funded paid parental leave is provided to men ONLY):

☐ By paying the gap between the employee’s salary and the government’s paid parental leave scheme
☐ By paying the employee’s full salary (in addition to the government’s paid scheme), regardless of the period of time over which it is paid. For example, full pay for 12 weeks or half pay for 24 weeks
☐ As a lump sum payment (paid pre- or post- parental leave, or a combination)

No, not available (you may specify why this leave is not provided)

☐ Currently under development, please enter date this is due to be completed
☐ Insufficient resources/expertise
☐ Government scheme is sufficient
☐ Not a priority
☐ Other (provide details):

5.1 How many weeks of EMPLOYER FUNDED paid parental leave for primary carers is provided? If different amounts of leave are provided (e.g. based on length of service) enter the MINIMUM number of weeks provided to eligible employees:

14

5a. If your organisation would like to provide additional information on your paid parental leave for primary carers e.g. eligibility period, where applicable the maximum number of weeks provided, and other arrangements you may have in place, please do so below.

Primary carers are eligible for 14 weeks of paid parental leave for birth or adoption of a child upon commencement of employment, and an additional 12 weeks of paid leave after one year of service.

The University also offers 6 weeks paid parental leave at half pay for foster carers.

A staff member who is a surrogate is entitled to 6 weeks paid leave for the purpose of childbirth and recovery from childbirth.

5.2 What proportion of your total workforce has access to employer funded paid parental leave for PRIMARY CARERS? In your calculation, you MUST INCLUDE CASUALS when working out the proportion.

☐ <10%
☐ 10-20%
☐ 21-30%
☐ 31-40%
☐ 41-50%
☐ 51-60%
☐ 61-70%
☐ 71-80%
☐ 81-90%
☐ 91-99%
☐ 100%

5.3 Please indicate whether your employer funded paid parental leave for primary carers covers:

☒ Adoption
6. A "SECONDARY CARER" is a member of a couple or a single carer, REGARDLESS OF GENDER, who is not the primary carer.

Do you provide EMPLOYER FUNDED paid parental leave for SECONDARY CARERS that is available for men and women, in addition to any government funded parental leave scheme for secondary carers?

☒ Yes
☐ No, we offer paid parental leave for SECONDARY CARERS that is available to men ONLY (e.g. paternity leave)
☐ No, we offer paid parental leave for SECONDARY CARERS that is available to women ONLY
☐ No (you may specify why employer funded paid parental leave for secondary carers is not paid)
   • Currently under development, please enter date this is due to be completed
   • Insufficient resources/expertise
   • Government scheme is sufficient
   • Not a priority
   • Other (provide details):

6.1 How many days of EMPLOYER FUNDED parental leave is provided for SECONDARY CARERS? If different amounts of leave are provided (e.g. based on length of service) enter the MINIMUM number of days provided to eligible employees:

20

6a. If your organisation would like to provide additional information on your paid parental leave for SECONDARY CARERS e.g. eligibility period, other arrangements you may have in place etc, please do so below.

4 weeks of paid partner's leave at the birth or adoption of the child.

6.2 What proportion of your total workforce has access to employer funded paid parental leave for SECONDARY CARERS?
   • In your calculation, you MUST INCLUDE CASUALS when working out the proportion.
     • <10%
     • 10-20%
     • 21-30%
     • 31-40%
     • 41-50%
     • 51-60%
     • 61-70%
     • 71-80%
     • 81-90%
     • 91-99%
     • 100%

6.3 Please indicate whether your employer funded paid parental leave for secondary carers covers:

☒ Adoption
☒ Surrogacy
☐ Stillbirth
7. **How many MANAGERS have taken parental leave during the reporting period (paid and/or unpaid)?** Include employees still on parental leave, regardless of when it commenced.

<table>
<thead>
<tr>
<th></th>
<th>Primary carer's leave</th>
<th>Secondary carer's leave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Managers</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

7.1 **How many NON-MANAGERS have taken parental leave during the reporting period (paid and/or unpaid)?** Include employees still on parental leave, regardless of when it commenced.

<table>
<thead>
<tr>
<th></th>
<th>Primary carer's leave</th>
<th>Secondary carer's leave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Non-managers</td>
<td>139</td>
<td>27</td>
</tr>
</tbody>
</table>

8. **How many MANAGERS, during the reporting period, ceased employment before returning to work from parental leave, regardless of when the leave commenced?**
   - Include those where parental leave was taken continuously with any other leave type. For example, where annual leave or any other paid or unpaid leave is also taken at that time.
   - ‘Ceased employment’ means anyone who has exited the organisation for whatever reason, including resignations, redundancies and dismissals.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

8.1 **How many NON-MANAGERS, during the reporting period, ceased employment before returning to work from parental leave, regardless of when the leave commenced?**
   - Include those where parental leave was taken continuously with any other leave type. For example, where annual leave or any other paid or unpaid leave is also taken at that time.
   - ‘Ceased employment’ means anyone who has exited the organisation for whatever reason, including resignations, redundancies and dismissals.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-managers</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

9. **Do you have a formal policy and/or formal strategy on flexible working arrangements?**

- Yes (select all applicable answers)
  - Policy
  - Strategy
- No (you may specify why no formal policy or formal strategy is in place)
  - Currently under development, please enter date this is due to be completed
  - Insufficient resources/expertise
  - Don’t offer flexible arrangements
  - Not a priority
  - Other (provide details):

9.1 **You may indicate which of the following are included in your flexible working arrangements strategy:**
• A business case for flexibility has been established and endorsed at the leadership level
• Leaders are visible role models of flexible working
• Flexible working is promoted throughout the organisation
• Targets have been set for engagement in flexible work
• Targets have been set for men’s engagement in flexible work
• Leaders are held accountable for improving workplace flexibility
• Manager training on flexible working is provided throughout the organisation
• Employee training is provided throughout the organisation
• Team-based training is provided throughout the organisation
• Employees are surveyed on whether they have sufficient flexibility
• The organisation’s approach to flexibility is integrated into client conversations
• The impact of flexibility is evaluated (eg reduced absenteeism, increased employee engagement)
• Metrics on the use of, and/or the impact of, flexibility measures are reported to key management personnel
• Metrics on the use of, and/or the impact of, flexibility measures are reported to the governing body

10. Do you have a formal policy and/or formal strategy to support employees with family or caring responsibilities?

☒ Yes (select all applicable answers)
   ☒ Policy
   ☒ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Included in award/industrial or workplace agreement
   ☐ Not a priority
   ☐ Other (provide details):

11. Do you offer any other support mechanisms, other than leave, for employees with family or caring responsibilities (eg, employer-subsidised childcare, breastfeeding facilities)?

☒ Yes
☐ No (you may specify why non-leave based measures are not in place)
   ☐ Currently under development, please enter date this is due to be completed
   ☐ Insufficient resources/expertise
   ☐ Not a priority
   ☐ Other (provide details):

11.1 Please select what support mechanisms are in place and if they are available at all worksites.
   • Where only one worksite exists, for example a head-office, select “Available at all worksites”.

☐ Employer subsidised childcare
   ☐ Available at some worksites only
   ☒ Available at all worksites

☒ On-site childcare
   ☒ Available at all worksites

☒ Breastfeeding facilities
   ☒ Available at all worksites

☐ Childcare referral services
   ☐ Available at some worksites only
   ☒ Available at all worksites

☐ Internal support networks for parents
Available at some worksites only
Available at all worksites
Return to work bonus (only select this option if the return to work bonus is NOT the balance of paid parental leave when an employee returns from leave)
Available at some worksites only
Available at all worksites
Information packs to support new parents and/or those with elder care responsibilities
Available at some worksites only
Available at all worksites
Referral services to support employees with family and/or caring responsibilities
Available at some worksites only
Available at all worksites
Targeted communication mechanisms, for example intranet/ forums
Available at some worksites only
Available at all worksites
Support in securing school holiday care
Available at some worksites only
Available at all worksites
Coaching for employees on returning to work from parental leave
Available at some worksites only
Available at all worksites
Parenting workshops targeting mothers
Available at some worksites only
Available at all worksites
Parenting workshops targeting fathers
Available at some worksites only
Available at all worksites
None of the above, please complete question 11.2 below

12. Do you have a formal policy and/or formal strategy to support employees who are experiencing family or domestic violence?

☐ Yes (select all applicable answers)
☐ Policy
☐ Strategy
☐ No (you may specify why no formal policy or formal strategy is in place)
☐ Currently under development, please enter date this is due to be completed
☐ Insufficient resources/expertise
☐ Included in award/industrial or workplace agreements
☐ Not aware of the need
☐ Not a priority
☐ Other (please provide details):

13. Other than a formal policy and/or formal strategy, do you have any support mechanisms in place to support employees who are experiencing family or domestic violence?

☐ Yes (select all applicable answers)
☐ Employee assistance program (including access to a psychologist, chaplain or counsellor)
☐ Training of key personnel
☐ A domestic violence clause is in an enterprise agreement or workplace agreement
☐ Workplace safety planning
☐ Access to paid domestic violence leave (contained in an enterprise/workplace agreement)
☐ Access to unpaid domestic violence leave (contained in an enterprise/workplace agreement)
☐ Access to paid domestic violence leave (not contained in an enterprise/workplace agreement)
☐ Access to unpaid leave
Confidentiality of matters disclosed
Referral of employees to appropriate domestic violence support services for expert advice
Protection from any adverse action or discrimination based on the disclosure of domestic violence
Flexible working arrangements
Provision of financial support (e.g. advance bonus payment or advanced pay)
Offer change of office location
Emergency accommodation assistance
Access to medical services (e.g. doctor or nurse)
Other (provide details):

Information and resources for staff affected by domestic and family violence, their colleagues and managers. University is also a participant in the Respect. Now. Always program preventing sexual violence.

☐ No (you may specify why no other support mechanisms are in place)
☐ Currently under development, please enter date this is due to be completed
☐ Insufficient resources/expertise
☐ Not aware of the need
☐ Not a priority
☐ Other (provide details):

14. Where any of the following options are available in your workplace, are those option/s available to both women AND men?

• flexible hours of work
• compressed working weeks
• time-in-lieu
• telecommuting
• part-time work
• job sharing
• carer’s leave
• purchased leave
• unpaid leave.

Options may be offered both formally and/or informally.
For example, if time-in-lieu is available to women formally but to men informally, you would select NO.

☐ Yes, the option/s in place are available to both women and men.
☐ No, some/all options are not available to both women AND men.

14.1 Which options from the list below are available? Please tick the related checkboxes.

• Unticked checkboxes mean this option is NOT available to your employees.

<table>
<thead>
<tr>
<th></th>
<th>Managers</th>
<th></th>
<th>Non-managers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal</td>
<td>Informal</td>
<td>Formal</td>
<td>Informal</td>
</tr>
<tr>
<td>Flexible hours of work</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Compressed working weeks</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Time-in-lieu</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Telecommuting</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Part-time work</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Job sharing</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Carer’s leave</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Purchased leave</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Unpaid leave</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

14.3 You may specify why any of the above options are NOT available to your employees.

☐ Currently under development, please enter date this is due to be completed
14.4 If your organisation would like to provide additional information relating to gender equality indicator 4, please do so below:

- MQ Primary Carer Conference Support Scheme – academic staff who have primary carer responsibilities can apply for funding to accommodate childcare/family care to enable them to attend and present at conferences
- Restart Grant Scheme provides grants to academic staff who are returning to work after parental leave
- Carers Hub web portal provides information and resources for parents and carers, and for their managers
- Flexible Work Policy, Procedure and best practice resources and toolkits are available for managers and staff.

Gender equality indicator 5: Consultation with employees on issues concerning gender equality in the workplace

This gender equality indicator seeks information on what consultation occurs between employers and employees on issues concerning gender equality in the workplace.

15. Have you consulted with employees on issues concerning gender equality in your workplace?

☐ Yes
☐ No (you may specify why you have not consulted with employees on gender equality)
☐ Not needed (provide details why):
☐ Insufficient resources/expertise
☐ Not a priority
☐ Other (provide details):

15.1 How did you consult with employees on issues concerning gender equality in your workplace?

☐ Survey
☐ Consultative committee or group
☐ Focus groups
☐ Exit interviews
☐ Performance discussions
☐ Other (provide details):
  - The University hosts a biannual Gender Equity Summit, which provides a consultation forum on gender equity across the institution
  - Faculty and departmental diversity and inclusion committees
  - Consultation on the next iteration of the Workplace Gender Equity Strategy Towards Gender Equity 2.0 conducted in 2019
  - Consultation with the Executive Group members via regular gender equity agenda item at the Executive Group meetings

15.2 Who did you consult?

☐ All staff
☐ Women only
☐ Men only
☐ Human resources managers
☐ Management
☐ Employee representative group(s)
Diversity committee or equivalent

Women and men who have resigned while on parental leave

Other (provide details):

15.3 If your organisation would like to provide additional information relating to gender equality indicator 5, please do so below.

During the reporting period, the University conducted Inclusion Survey across its Faculties, which informed the development of the Workplace Gender Equity Strategy and other diversity and inclusion activities and strategies.

Gender equality indicator 6: Sex-based harassment and discrimination

The prevention of sex-based harassment and discrimination (SBH) has been identified as important in improving workplace participation. Set by the Minister, this gender equality indicator seeks information on the existence of a SBH policy and/or strategy and whether training of managers on SBH is in place.

16. Do you have a formal policy and/or formal strategy on sex-based harassment and discrimination prevention?

☐ Yes (select all applicable answers)
  ☒ Policy
  ☒ Strategy

☐ No (you may specify why no formal policy or formal strategy is in place)
  ☐ Currently under development, please enter date this is due to be completed
  ☐ Insufficient resources/expertise
  ☐ Included in award/industrial or workplace agreement
  ☐ Not a priority
  ☐ Other (provide details):

16.1 Do you include a grievance process in any sex-based harassment and discrimination prevention formal policy and/or formal strategy?

☐ Yes

☐ No (you may specify why a grievance process is not included)
  ☐ Currently under development, please enter date this is due to be completed
  ☐ Insufficient resources/expertise
  ☐ Not a priority
  ☐ Other (provide details):

17. Do you provide training for all managers on sex-based harassment and discrimination prevention?

☐ Yes - please indicate how often this training is provided:
  ☒ At induction
  ☒ At least annually
  ☒ Every one-to-two years
  ☒ Every three years or more
  ☒ Varies across business units
  ☐ Other (provide details):

☐ No (you may specify why this training is not provided)
  ☐ Currently under development, please enter date this is due to be completed
  ☐ Insufficient resources/expertise
  ☐ Not a priority
17.1 If your organisation would like to provide additional information relating to gender equality indicator 6, please do so below:

The University continued implementation of the Respect.Now.Always project and action plan to prevent and address sexual harassment and sexual assault at the University. This included development of student and staff policies, support frameworks and education and awareness campaigns.

Other

18. If your organisation has introduced any outstanding initiatives that have resulted in improved gender equality in your workplace, please tell us about them.

(As with all questions in this questionnaire, information you provide here will appear in your public report.)

1. Workplace Gender Equity Strategy 2.0: Following the success of its first Workplace Gender Equity Strategy 2017-19, the University launched its next iteration Towards Gender Equity 2.0 for consultation with the University community. At the heart of Towards Gender Equity 2.0 is a ‘fixing the system’ approach with a focus on ensuring our structures, policies, processes and organisational culture are inclusive. The strategy identifies 6 key areas for focus and action:
   • Building an equitable and inclusive organisational culture
   • Embedding leadership commitment and accountability for gender equity
   • Building out talent pipeline by attracting and recruiting more women
   • Improving the representation of women in senior leadership positions
   • Establishing a workplace culture of flexibility
   • Closing the gender pay gap

   Biannual progress reports on the Gender Equity Strategy are presented to the Executive Group.

2. Each member of the Executive has a gender equity KPI, and reports on progress each year to the Vice-Chancellor

3. The University is taking part in the pilot of the SAGE Athena SWAN program. This award program recognises and encourages progress towards gender equity in Science, Technology, Engineering, Maths and Medicine in Higher Education. The University lodged its application for a Bronze award in the reporting period.
Gender composition proportions in your workplace

Important notes:

1. Proportions are based on the data contained in your workplace profile and reporting questionnaire.
2. Some proportion calculations will not display until you press Submit at step 6 on the reporting page in the portal. When your CEO signs off the report prior to it being submitted, it is on the basis that the proportions will only reflect the data contained in the report.
3. If any changes are made to your report after it has been submitted, the proportions calculations will be refreshed and reflect the changes after you have pressed Re-submit at step 6 on the reporting page.

Based upon your workplace profile and reporting questionnaire responses:

Gender composition of workforce

1. the gender composition of your workforce overall is 58.3% females and 41.7% males.

Promotions

2. 53.7% of employees awarded promotions were women and 46.3% were men
   i. 50.0% of all manager promotions were awarded to women
   ii. 53.9% of all non-manager promotions were awarded to women.
3. 11.9% of your workforce was part-time and 6.6% of promotions were awarded to part-time employees.

Resignations

4. 64.2% of employees who resigned were women and 35.8% were men
   i. 64.9% of all managers who resigned were women
   ii. 64.1% of all non-managers who resigned were women.
5. 11.9% of your workforce was part-time and 20.2% of resignations were part-time employees.

Employees who ceased employment before returning to work from parental leave

   i. 6.9% of all women who utilised parental leave ceased employment before returning to work
   ii. 1.2% of all men who utilised parental leave ceased employment before returning to work
   iii. 100.0% of all managers who utilised parental leave and ceased employment before returning to work were women
   iv. 90.0% of all non-managers who utilised parental leave and ceased employment before returning to work were women.

Notification and access

List of employee organisations:

National Tertiary Education Union (NTEU)
Community and Public Sector Union (CPSU)

CEO sign off confirmation

Name of CEO or equivalent: Professor S. Bruce Dowton

Confirmation CEO has signed the report:

CEO signature:

Date:
Next Steps

Please use the following as a checklist to ensure all steps are actioned:

1) Submit this QUESTIONNAIRE (click the "Submit" button – on bottom right of any page).
2) Download and print the draft application for review and CEO sign off.
3) Submit your APPLICATION (click green "Submit" button on the Recognition page).
4) Complete your payment form AFTER submitting your application (see hyperlink near green "Submit" button on the Recognition page).
5) Email supporting documentation to EOCGE@wgea.gov.au:
   a. page containing the CEO’s signature approving submission of application,
   b. evidence that your governing body/board has endorsed your gender equality strategy and that it is incorporated into your broader business strategy and planning process (question 1.4), and
   c. evidence that progress on key metrics listed in questions 1.5 a), b) and c) have been reported to your governing body/board.

CEO Sign-Off

I confirm the content of the 2019-20 WGEA Employer of Choice for Gender Equality application is accurate and approve its submission to WGEA.

Name of CEO/head of business: Prof. S. Bruce Downton

CEO/head of business signature:

WGEA Employer of Choice for Gender Equality
EOCGE Supplementary information

Q3.3 Where gender pay gaps are identified from your analysis, your organisation must set targets and take other actions to reduce any like-for-like and organisation-wide gender pay gaps.

- Our gender pay gap target is to reduce our organisation-wide pay gap for total remuneration by 2% by 2023.
- The University has set a target of less than 2% gap at all levels and at the point of recruitment by March 2023 (see p.18 of the Workplace Gender Equity Strategy). The target is for total remuneration.

Q. 4.8 Your organisation must have support mechanisms in place, other than leave, for those with family or caring responsibilities, including elder- and disability-care.

The following provisions and support are available to staff with elder care and disability care responsibilities:

- **Flexible Work provisions** – under the Enterprise Agreements and Flexible Work Policy, flexible work provisions are available to staff with elder and disability carer responsibilities, as well as parenting responsibilities – see Clause 19.1. Flexible Work Toolkit for Staff references “caring for children, elderly parents or other dependants” as one of the reasons staff may request flexible work.

- **Paid Personal Leave** – Macquarie offers generous paid personal leave (‘Other Personal Leave’) in addition to sick leave. Staff can access 2 weeks of ‘Other Personal Leave’ at commencement, 2.4 additional weeks in the first year of service and an additional 1 week per annum in the second and subsequent years. ‘Other Personal Leave’ is available for absences due to family/carer responsibilities, which may include ‘caring for a family member who is ill or incapacitated; temporary and unexpected absence of the usual carer; or an unexpected emergency’ (see Clause 28 of the EA). Other leave options, such as purchased leave and annual leave are also available.

- **Carers Information Sessions** – Macquarie University partners with Carers NSW on a regular basis to provide support and information to staff with elder care and disability care responsibilities. For example, in 2017 the University hosted Carers Week with a number of dedicated sessions for carers and their managers. A number of workshops were hosted in 2019 for staff with elder care and disability care responsibilities, to provide carers with practical tips and strategies to support their own health and wellbeing. Carers also have access to free online learning in the Staff Wellbeing Portal, which directs staff to training and resources focusing on work/life balance and wellbeing.

- **Carers Hub** – an online portal specifically dedicated to staff with parenting and carer responsibilities. Macquarie Carers Hub clearly states, ‘Whether you have to care for a child, an elderly parent or another family member with a disability, illness or chronic medical condition, Macquarie University offers support to help you manage your work and caring commitments.’ Each page of the Carers Hub includes information on provisions available, resources and case studies for carers:
  - **Provisions**: includes information on generous Paid Personal Leave (this is separate from and in addition to Paid Annual Leave), flexible work options, and the option to purchase additional annual leave.
  - **Support**: includes links to the EAP (which includes a specific section for carers – self care for carers, and the ‘my coach’ service, 7 sessions with a counsellor for staff and their family members), Medibank, and links to external support services such as Carers NSW.
  - **Carers Stories**: includes a case study with a member of staff who has elder care and community care responsibilities
  - **Conversation guides**: Guides and checklists to help staff and their managers have conversations to prepare for leave and return from leave, identify additional support and flexible work options.
Q.5.6 How does your organisation support part-time / reduced hours in manager roles?

Currently, 15% of staff in senior roles at Macquarie work part-time. The following mechanisms are in place to ensure that full-time roles are not expected on part-time basis and that workload is actively managed:

- **New Enterprise Agreements (Managing Staff Workload)** – Under the new Enterprise Agreement (2018), Macquarie University established robust workload management provisions to ensure workload is distributed fairly and equitably, whilst considering part-time and full-time work. The EA outlines a comprehensive process to assess staff workload, taking into account their level of appointment and hours of work, and process for addressing any unreasonable workloads (see Section 18 Managing Staff Workload). In addition, in the last round of bargaining, the University introduced an innovative job families workload model for academic staff, which recognises and formalises various iterations of workload allocation depending on the nature of academic work, taking into account their personal circumstances, career plans and equity considerations (see Section 18 Academic Workloads). A number of staff across all levels of academia (including senior staff) transitioned to new job families, which involved a process of job redesign to incorporate their new workload models. HR works closely with Executives and senior managers to ensure guidance is available on job redesign and workload allocation, and any unintended consequences or barriers for part-time senior staff are addressed.

- **Workload as part of Performance Development Review (PDR)** - Macquarie University has a comprehensive performance development review process. All staff at all areas and levels of the organisation take part in the PDR process. As part of the PDR process, staff discuss their workload, flexible work arrangements (including part-time work) and any wellbeing considerations. For academic staff, there is a robust workload planning and allocation model at Faculty and individual levels, which quantifies their teaching, research and leadership commitments and expectations, taking into account their career level and ordinary hours of work (i.e. full-time or part-time appointments). This is assessed and revised on an annual basis.

- **Coaching support to managers** – Leadership coaching sessions are available to all Macquarie University executive and senior staff (whether full-time or part-time). Balancing and managing workload and part-time work is a consideration in coaching conversations.

- **Role modelling of flexible work, including reduced hours, by senior management** – A culture of flexibility is built into Macquarie University organisational culture and is actively modelled by the Executive Group. For example, one of the members of the Executive Group buys additional leave (a form of reduced hours) and utilises working from home arrangements to balance family responsibilities. Another member of the Executive Group works flexible hours and structures his work schedule to accommodate health and wellbeing commitments. Examples of this are openly communicated to staff, and flexibility is promoted by the executives within their portfolios and across the organisation. To ensure such flexible work arrangements are not inadvertently impacting on workload, Executives have a formal guideline of appointing delegates during periods of absences.

- **Promoting part-time work, job share and reduced hours to current and future staff** – Macquarie University clearly states and promotes on our jobs board and external Staff Benefits website information on flexible work arrangements, including part-time work available to staff. The website states that ‘managing work and life can be tricky, and everyone has a need for flexibility at different times in their life and career. To support you to achieve greater integration between work and your personal life, we encourage our staff and their managers to find the right balance for them with our various working and leave options. – this makes it clear that all flexible and part time options are available to staff at all levels of seniority. This is also promoted in staff onboarding materials.

We also noted in our original submission, that flexible work options (including part time work) have been promoted to staff via the all-staff newsletter article ‘Having the flexible work conversation: A manager’s and employee’s perspective’, including case studies of Macquarie staff working flexibly and part time. These case studies included managers – acting as role models and examples of flexible / part time work in manager roles.

In addition to this, a flexible work strategy has been rolled out to reinforce our commitment to creating a workplace where staff members are supported in managing their work and personal commitments. We believe this is above and beyond what is generally available for flexible working, as it is supported by training and resources for managers and staff.
• Toolkits and resources for managing flexible work for managers and staff - Macquarie University has dedicated resources for staff and for managers to help them manage flexible work. In our original submission we noted the guidance available on managing flexible work, including best practice in managing part-time arrangements and a recommendation for managers to role model flexible work (which may include reduced hours). This information is promoted through information sessions and HR team to managers and staff.

• Staff Engagement survey – our 2019 Your Say Staff Survey results indicate that staff satisfaction with work/life balance increased significantly (13% over the past 5 years). 76% of all respondents indicated that they have the flexibility they need to manage work and other commitments – a strong indication of effectiveness of the University’s flexible work policies and strategy.

7.4 Your organisation must be involved in a program or initiative to address gender equality issues in your industry or community.

• Athena SWAN participation and influence: While a number of Universities participate in Athena SWAN accreditation, Macquarie has taken a leadership role within the Athena SWAN process. The national team have sought Macquarie University’s advice on several occasions to discuss and influence the direction of the program and accreditation, based on our experience and progress to date on gender equity. We also take an active role in the state regional network SAGE (Science in Australia Gender Equity) – we work alongside and share progress with universities across NSW. This has included Macquarie running and hosting workshops, development activities and inviting members of the regional network to Macquarie events such as gender equity week.

• Surrogacy leave – Macquarie University is leading the way as the first university in Australia to introduce paid surrogacy leave during its recent bargaining negotiations in 2018. This builds on the already generous primary carer and partner leave provisions for staff, with six weeks of paid leave available for the purpose of childbirth and recovery to staff who act as surrogate. Since then other universities have followed our lead to introduce this provision.

• Sharing best practice: We have shared examples and case studies of our progress to date and our ‘fixing the system’ approach in action (for example our new promotion process) at national and international conferences and events over the past two years. Macquarie was also featured on national television, sharing our activities and approach to gender equity.

• Franklin Women: Macquarie is a member of Franklin Women – a community for women working in health and medical research related careers. We have helped fund members of staff take part in the Franklin Women mentoring program – which partners mentors and mentees across different organisations. Members of Macquarie University also sit on the national steering committee. Franklin Women organise events such as hackathons to add profiles about female scientists into Wikipedia (where women are significantly underrepresented) – please see this news article as an example.

• The Astronomical Society of Australia has a national ‘IDEA’ chapter (Inclusion, Diversity and Equality in Astronomy) which oversees the national Pleiades awards and runs events across Australia. The IDEA steering committee is chaired by Macquarie University’s Associate Professor Daniel Zucker, therefore influencing national strategy and activity to promote diversity and inclusion in Astronomy in Australia. Our Department of Physics & Astronomy holds a silver Pleiades award – recognising their achievements in progressing D&I in their department. Macquarie also hosted the national IDEA conference and sessions were hosted and run by members of the Macquarie Diversity & Inclusion team sharing our approach and examples of best practice.

• Women in STEM Decadal Plan: Developed by the Australian Academy of Science in collaboration with the Australian Academy of Technology and Engineering, and launched in 2019, the Women in STEM Decadal Plan outlines a vision and opportunities for STEM industries to identify and implement specific actions to build a diverse and inclusive STEM workforce. Macquarie is currently in the process of submitting an application to become a Women in STEM Decadal Plan Champion; outlining how we are helping to progress the actions and priority areas of this national strategy. This will be a public document and an opportunity to share our vision, actions and progress with others.

• Revolutionising academic promotions in the sector – Macquarie University was the first University in Australia to introduce an innovative academic promotions scheme, that recognises diversity of scholarship and elevates areas of academic work traditionally performed by women. The scheme was designed to support gender diversity, broadening the focus from research (traditionally performed by men) to more inclusive and flexible career pathways. Macquarie has been approached
by a number of universities nationally and internationally regarding the scheme, and presented on
this scheme and its impact on gender inclusion at national and international conferences. One other
Australian university is now adopting this academic promotion scheme.

- **Research and policy impact in gender equity** – a number of academics at Macquarie University
  conduct research and work with industry and government in the area of gender equity and inclusion.
  For example, Professor Lucy Taksa, an academic in our Business School, has recently been
  awarded the 2019 Australian Financial Review Women of Influence Award on the Diversity and
  Inclusion category. Lucy established the Centre for Workforce Futures in the Macquarie Business
  School and she has collaborated in a variety of external research projects in partnership with
  industry and other stakeholders (the latest research report on *Diversity and Human Resource
  Management* in collaboration with the Australian HR Institute is available [here](#)).
  Professor Anne Ross-Smith in the Department of Management works in the area of women in
  management, corporate governance and gender and organization theory. In recent years, she has
  been researching the role of women on corporate boards in Australia and internationally. She is an
  Associate Editor of Gender Work and Organization and a frequent reviewer for top ranked journals in
  this field. Over the last decade, Anne has assisted organisations in creating environments that
  support women in leadership positions. She frequently advises women on leadership development
  and strategies for building and developing their careers and was awarded a UTS Human Rights
  Award for her work in this area.

- **Incubator events (e.g. Women Leaders and Innovators Lunch)** - The Macquarie University
  Incubator creates entrepreneurship programs that train and nurture innovation and support the
  growth and success of impactful solutions to the world’s problems. It aims to build a supportive
  community that encourages collaboration and commercialisation with a number of external events
  hosted every year. The Women Leaders and Innovators Lunch is a series of monthly talks that aim
  to increase the participation of women in entrepreneurship and leadership roles and encourage
  growth and development through the support and real-life experiences. The events are attended by
  staff, students and general public, including representatives from businesses in the Macquarie Park
  Innovation District.

- **Women in Engineering Leadership Summit** – As part of IEEE Women in Engineering (one of the
  largest international professional organizations dedicated to promoting women engineers and
  scientists and inspiring girls around the world to follow their academic interests to a career in
  engineering), Macquarie hosted a Women in Engineering Leadership Summit in 2019.

- **TEDx Macquarie University** – The globally recognised TEDx is a program of local, self-organized
  events that bring people together to share a TED-like experience. Macquarie University TEDx event
  brings together University staff, members of public and students for a series of inspirational and
  thought-provoking talks, with a strong emphasis on gender equity. The following talks are an
  example of topics presented by Macquarie University researchers on Gender Equity with the aim of
  influencing positive change ([TEDx Macquarie University September 21st 2019](#)):
    - Heart disease is not just a men’s disease | Karice Hyun
    - How the media is sexist towards women political leaders | Blair Williams
    - Gender equity requires gender-based design | Robyn Clay-Williams

- **Women in Management and Finance Scholarship** – The Macquarie University Women in
  Management and Finance Scholarship is awarded to recognise academic excellence for
  international female students. This highly competitive scholarship is based on academic merit and
  awarded to future applicants. The scholarship aims to help qualified international women access a
  Master’s degree in Management and Finance. The scholarship will be applied toward the tuition fee
  Nationalities eligible to apply are: students from African region, the Latin American region, the
  ASEAN region; or the United States or Canada (Cambodia is included).
CEO Sign-Off

I confirm the content of the 2019-20 WGEA Employer of Choice for Gender Equality supplementary information is accurate and approve its submission to WGEA.

Name of CEO/head of business (printed): F. BRUCE BOARD

CEO/head of business signature: [Signature]

Date: 3/2/2020