Athena SWAN
Institution Application

Bronze Award

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Macquarie University</th>
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</thead>
<tbody>
<tr>
<td>Date of application</td>
<td>March 2019</td>
</tr>
<tr>
<td>Award Level</td>
<td>Bronze</td>
</tr>
<tr>
<td>Date joined Athena SWAN</td>
<td>September 2016</td>
</tr>
<tr>
<td>Contact for application</td>
<td>Professor Lesley Hughes</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:lesley.hughes@mq.edu.au">lesley.hughes@mq.edu.au</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>+61 2 9850 8195</td>
</tr>
</tbody>
</table>
ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

COMPLETING THE FORM

Please refer to the SAGE Athena SWAN Charter Bronze Institutional Award Handbook when completing this application form.

Do not remove the headers or instructions. Each section begins on a new page.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. Please state how many words you have used in each section. Please refer to page 11 of the handbook for inclusions and exclusions regarding word limit.

We have provided the following recommended word counts as a guide.

Please note – SAGE approved an additional 500 words for Macquarie to discuss the merger of Australian Astronomical Optics

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<td>5.4. Organisation and culture</td>
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<td>9. Further information</td>
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**LIST OF ABBREVIATIONS**

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<th>Abbreviation</th>
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<td>AAO</td>
<td>Australian Astronomical Optics</td>
</tr>
<tr>
<td>ADF</td>
<td>Academic Development Framework</td>
</tr>
<tr>
<td>CALD</td>
<td>Culturally and Linguistically Diverse</td>
</tr>
<tr>
<td>D&amp;I</td>
<td>Diversity and Inclusion</td>
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<td>DVC</td>
<td>Deputy Vice Chancellor</td>
</tr>
<tr>
<td>ECR</td>
<td>Early Career Researcher</td>
</tr>
<tr>
<td>FA</td>
<td>Faculty of Arts</td>
</tr>
<tr>
<td>FBE</td>
<td>Faculty of Business and Economics</td>
</tr>
<tr>
<td>FHS</td>
<td>Faculty of Human Sciences</td>
</tr>
<tr>
<td>FMHS</td>
<td>Faculty of Medicine and Health Sciences</td>
</tr>
<tr>
<td>FSE</td>
<td>Faculty of Science and Engineering</td>
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<td>GESC</td>
<td>Gender Equity Strategy Committee</td>
</tr>
<tr>
<td>GESAT</td>
<td>Gender Equity Self-Assessment Team</td>
</tr>
<tr>
<td>HASS</td>
<td>Humanities, Arts and Social Sciences</td>
</tr>
<tr>
<td>HDR</td>
<td>Higher Degree Research</td>
</tr>
<tr>
<td>HEW Level</td>
<td>Higher Education Worker – professional staff grading structure</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>MQ</td>
<td>Macquarie</td>
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<tr>
<td>PDR</td>
<td>Performance Development Review</td>
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<tr>
<td>PVC</td>
<td>Pro Vice Chancellor</td>
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<tr>
<td>PG</td>
<td>Post Graduate (Coursework)</td>
</tr>
<tr>
<td>STEMM</td>
<td>Science, Technology, Engineering, Mathematics and Medicine</td>
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<tr>
<td>UG</td>
<td>Undergraduate</td>
</tr>
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<td>Vice Chancellor</td>
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<td>WGES</td>
<td>Workplace Gender Equity Strategy</td>
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<td>WLM</td>
<td>Workload Model</td>
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<td>%F</td>
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<tr>
<td>%M</td>
<td>% Male</td>
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1. LETTER OF ENDORSEMENT FROM THE VICE CHANCELLOR/DIRECTOR

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<td>Actual word count:</td>
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</tbody>
</table>
29 March 2019

Dr Wafa El-Adhami
Executive Director
Science in Australia Gender Equity
Ian Potter House
9 Gordon St
ACTON ACT 2601

Dear Dr El-Adhami and SAGE Panel Members

I am delighted to endorse Macquarie University's application for an Athena SWAN award.

Macquarie was built to break free from tradition, to be distinctive and transformational. We have a proud history of leading the way on gender equity; we were the first Australian University to have childcare on campus, and the first to appoint a female Vice-Chancellor. As a community, we seek to build on this strong foundation towards a more inclusive culture.

I was extremely proud to launch our Workplace Gender Equity Strategy in 2017 – a two-year holistic plan for real and sustainable change, and our commitment to the SAGE process is a key part of this strategy. I am very excited by the considerable progress made and 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 am keenly aware that to make a significant difference and address gender inequality, Macquarie needs to be bold, and try something new. Our 'fixing the system' approach is what sets us apart. We have deliberately shifted away from traditional approaches targeting women through 'special programmes' and one-off events. Instead we seek to understand and address the underlying drivers of workplace inequality and to build inclusion into the University's very being.

To ensure gender equity is embedded within the leadership of our university, since 2018, I have set KPIs on gender equity for every member of the University Executive Group; the only mandatory KPIs and a very strong signal of the importance of this strategy.

Our Gender Equity Self-Assessment Team (GESAT) has led the development and implementation of the many innovative activities that are outlined in this application, and embedded the principles...
and evidence-based model of the SAGE program into our approach. Already, we are seeing the results of our ‘fixing the system’ approach:

- The impact of our new and more inclusive academic promotions process has been significant – in its first year, applications increased by 60% (77% increase from women), with 79% (84% of women) successfully promoted.
- Piloting innovative approaches to mitigate bias in STEMM, such as anonymised recruitment at long-listing stage.
- Representation of academic women in Engineering has increased dramatically – from 5% to 25% in just 18 months.

While we have made significant progress, we must recognise that there is much work yet to be done. Our collective efforts will be focused on the following priorities:

- Increasing the representation of women in the senior ranks by addressing the multiple and complex barriers affecting early career academics in making the transition to senior levels.
- Continuing our efforts to attract talented women in STEMM, building on the success in our School of Engineering. We have committed $20,000 to extending our (You)th brand campaign to support this work.
- Extending our reach and impact through our model of distributed leadership. All Faculties will establish a D&I committee to ‘fix the system’ at a local level, and a specific Professional Services Committee will be created, acknowledging that to make a real impact we need a whole-of-university approach.

In closing, I am excited about what has been achieved so far and am deeply committed to building on this momentum toward a truly inclusive workplace for all members of our community.

I confirm that the information presented in this submission is an honest, original, accurate and true representation of Macquarie University.

Yours sincerely

[Signature]

Professor S. Bruce Dowton
Vice-Chancellor and President
Macquarie University
2. DESCRIPTION OF THE INSTITUTION

Recommended word count: 500 words
Actual word count: 716

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) information on where the institution is in the Athena SWAN process; that is, an indication of how the institution is progressing in their journey to improve gender equity, diversity, and inclusion

Our aim is to create real and sustainable change by tackling the systemic causes of gender inequality through our ‘fixing the system’ approach.

Macquarie launched its first Workplace Gender Equity Strategy: ‘Towards Gender Equity’ (WGES) in March 2017. This ambitious two-year strategy outlined commitments in six priority areas, covering academic and professional staff:

1. Building an equitable and inclusive organisational culture
2. Embedding leadership commitment and accountability for gender equity
3. Building the 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

The WGES-2.0 was launched for consultation by the Vice-Chancellor (VC) in March 2019, and outlines progress and future actions under each priority area.

Our action plan is aligned with this strategy, with actions organised under these same six priority areas (Section 10).

“In many ways, the development and implementation of this strategy represents the best of Macquarie University. There has been multilateral involvement, including the Gender Equity Strategy Committee and the Gender Equity Self-Assessment Team, and many supportive actions at faculty and office level. I can assure you of the strong commitment of the executive leadership group to the Gender Equity Strategy.”

VC, all staff email 2019
Macquarie University was established in 1964 as a bold experiment to break from traditions in Australian Higher Education. Macquarie prides itself as a University of service and engagement, dedicated to fostering collaboration between its 3,000 staff, 40,000+ students, the community, government and industry. This focus on collaboration puts inclusion at the heart of Macquarie’s identity and mission.

**Research:** spans Science, Technology, Engineering, Mathematics and Medicine (STEMM) and Humanities, Arts and Social Sciences, Business and Law (HASS), based in five academic faculties – three STEMM [Fig. 1].

**Teaching:** one of Australia’s largest universities by student population, our courses are designed to be flexible, enabling study across departments and faculties.

**Structure and governance:** The University Council is the governing body of the University. The Executive Group is the principal decision-making body for all significant matters of strategy, management and policy. Executive members are responsible for specific Faculties/Portfolios [Fig. 1]. The Academic Senate is the principal academic body.

**Location:** 15km north of Sydney CBD within the Macquarie Park Innovation District, enabling close collaboration with industry. Macquarie also has a small city campus.
Recent Merger: Australian Astronomical Optics (AAO) merged with Macquarie in July 2018. AAO is a world leader in the development of innovative telescope instrumentation for astronomical surveys of the night skies. Previously funded by the Australian Government, AAO has now transitioned into two separate entities: Telescope Operations - now with ANU, and North Ryde Operations (Instrumentation, Astronomy Research, Astronomy Data Management) – now AAO Macquarie. AAO is currently based in North Ryde (a short distance from Macquarie) with plans to move onto campus by 2022.

AAO are continuing with their own SAGE application, within cohort 3, to be assessed as a pilot departmental application (as agreed by SAGE). If successful, AAO will be the first department to hold an Athena SWAN award in Australia. AAO already hold a Silver Pleiades award (Astronomical Society of Australia gender equity award).

We have collaborated closely with AAO to share information, successes and challenges. For example, AAO took part in Macquarie’s inclusion survey and is represented on the GESAT, and this will continue (Action 2.6). The data presented in this application does not include AAO as data were collected prior to the merger.
Fig. 1: University Executive Group Organisational Chart

Vice Chancellor

Deputy Vice-Chancellor (Research)

Deputy Vice-Chancellor (Academic)

Deputy Vice-Chancellor (Corporate Engagement & Advancement)

Vice-President, University Services and Strategy

Director, Human Resources

Chief Financial Officer

Executive Dean Faculty of Arts (FA)

Executive Dean Faculty of Business and Economics (FBE)

Executive Dean Faculty of Human Sciences (FHS)

Executive Dean Faculty of Medicine and Health Sciences (FMHS)

Executive Dean Faculty of Science and Engineering (FSE)

Humanities, Arts and Social Sciences (HASS)

Science, Technology, Engineering, Maths and Medicine (STEMM)
(iii) The number of staff; present data for academic staff, and professional and support staff separately

**Note on data throughout the application:**
- **Snapshot (pipeline) data is reported as of March each year (up to and including 2018)**
- **Calendar-year data represents January-December 2015, 16 and 17.**
- **Blue = University data, Green = STEMM, Orange = HASS**

As of March 2018, Macquarie had a total of:
- 1,419 academic staff (45%F) on fixed-term or continuing contracts [Fig. 2], 62% based in STEMM (61%F) [Fig. 3].
- 1,823 fixed-term and continuing professional staff (69%F), 62% based in central administrative portfolios, 38% based within academic faculties; 27% in STEMM.

In addition, throughout 2017 there were 3,723 casual staff (60%F). 43% of casual positions are academic, with 39% in STEMM [Section 4.1.ii].

![Fig. 2: Continuing and Fixed-term staff 2018](image1)

![Fig. 3: Distribution of Continuing and Fixed-term academic staff across Faculties](image2)

(iv) the total number of departments and total number of students

Macquarie has 39 Departments across 5 Faculties [Fig.6].

44,274 students (52%F) were enrolled in 2018 [Figs. 4 and 5, and section 5.4.xi]:
- 32,892 Undergraduate (UG) (51%F),
- 9,861 Postgraduate (PG) (55%F)
- 1,521 Higher Degree Research (HDR) (53%F)
Fig. 4: Macquarie Students 2018

Fig. 5: Macquarie Students in STEMM 2018
Fig. 6: Macquarie Faculties, STEMM (green) and HASS (orange)

Departments and Faculties shaded in grey have an active diversity committee in place
List and sizes of Science, Technology, Engineering, Mathematics and Medicine (STEMM) departments; present data for academic staff, and professional and support staff separately

Table 1: Professional and Academic staff numbers for STEMM Departments

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<th>Department</th>
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<td></td>
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<td>Total</td>
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<tr>
<td>Faculty of Human Sciences</td>
<td>Department of Cognitive Science</td>
<td>33</td>
<td>67%</td>
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<td>Department of Educational Studies</td>
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<td>66%</td>
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<td>Department of Linguistics</td>
<td>73</td>
<td>56%</td>
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<td>Department of Psychology</td>
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<td>66%</td>
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<td>Australian Institute of Health Innovation</td>
<td>53</td>
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<td>Department of Biomedical Sciences</td>
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<td>Department of Physics and Astronomy</td>
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<td></td>
<td>School of Engineering</td>
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<tr>
<td></td>
<td>Australian Astronomical Optics</td>
<td>6</td>
<td>33%</td>
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</table>
Describe the self-assessment process.

(i) A description of the self-assessment team (SAT)

The Gender Equity Self-Assessment Team (GESAT) has 29 members (69%F, 41% STEMM), allowing us to draw on a broad range of expertise and create task-groups [Fig. 7]. The committee is representative and diverse, including both academic and professional staff from multiple levels, members of the LGBTQ+ community, and staff from culturally and linguistically diverse backgrounds. GESAT has male and female co-chairs.

In 2018, the co-chairs informed line managers of all GESAT members of their contributions to Macquarie’s D&I agenda and requested they take this commitment into account in workloads.

Table 2: GESAT Membership – Academic and professional staff

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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</thead>
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<tr>
<td>Academic staff</td>
<td>12 (41%)</td>
<td>5 (17%)</td>
<td>18</td>
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<tr>
<td>Professional staff</td>
<td>8 (28%)</td>
<td>4 (14%)</td>
<td>12</td>
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</tbody>
</table>
Fig. 7: GESAT Membership - STEMM, HASS and Administration

- STEMM Female: 10
- STEMM Male: 8
- HASS Female: 3
- HASS Male: 2
- Administration Female: 2
- Administration Male: 4
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Faculty/Portfolio</th>
<th>Department</th>
<th>Role on GESAT and relevant experience [Redacted]</th>
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</thead>
<tbody>
<tr>
<td>Izzy de Allende</td>
<td>Workplace Diversity &amp; Inclusion Coordinator</td>
<td>HR</td>
<td>Workplace Diversity &amp; Inclusion</td>
<td>-</td>
</tr>
<tr>
<td>Albert Atkin</td>
<td>Senior Lecturer</td>
<td>Faculty of Arts</td>
<td>Department of Philosophy</td>
<td>-</td>
</tr>
<tr>
<td>Nicholas Badcock</td>
<td>Senior Research Fellow</td>
<td>Faculty of Human Sciences</td>
<td>Department of Cognitive Science</td>
<td>-</td>
</tr>
<tr>
<td>Leigh Boucher</td>
<td>Senior Lecturer</td>
<td>Faculty of Arts</td>
<td>Dept of Modern History, Politics &amp; International Relations</td>
<td>-</td>
</tr>
<tr>
<td>Pete Boyle</td>
<td>CEO, U@MQ</td>
<td>Vice-President, University Services and Strategy</td>
<td>U@MQ</td>
<td>-</td>
</tr>
<tr>
<td>Emily Brennan</td>
<td>Project Manager</td>
<td>DVC Research</td>
<td>DVCR Office</td>
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<tr>
<td>Mary Dahm</td>
<td>Research Fellow</td>
<td>Faculty of Medicine and Health Sciences</td>
<td>Australian Institute of Health Innovation</td>
<td>-</td>
</tr>
<tr>
<td>Judith Dawes</td>
<td>Professor</td>
<td>Faculty of Science and Engineering</td>
<td>Department of Physics and Astronomy</td>
<td>-</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Department/Office</td>
<td>Notes</td>
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<tr>
<td>Joanne Dawson</td>
<td>Lecturer, DECRA Fellow</td>
<td>Faculty of Science and Engineering</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td>Department of Physics and Astronomy</td>
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<tr>
<td>Saveria Dimasi</td>
<td>Vice-President University Services and Strategy</td>
<td>Vice-President University Services and Strategy</td>
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<tr>
<td>Thom Dixon</td>
<td>Research Engagement and Impact Coordinator</td>
<td>DVC Research</td>
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<tr>
<td>Louise Fleck</td>
<td>Director, Research Services</td>
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<tr>
<td>Nicole Gower</td>
<td>HR Director</td>
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<td>-</td>
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<td></td>
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<td>HR</td>
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<tr>
<td>Jo Hatton</td>
<td>Manager, Workplace Diversity and Inclusion</td>
<td>HR</td>
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<tr>
<td>Mariella Herberstein</td>
<td>Professor &amp; Chair of University Senate</td>
<td>Faculty of Science and Engineering</td>
<td>-</td>
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The SAT was formed in May 2016 and Macquarie was accepted into Cohort 2 of the SAGE pilot in June 2016.

The SAT was re-structured in January 2017 to become the GESAT with a larger remit i.e. responsibility for our SAGE activities and action plan as well as implementing the WGES. This decision ensured gender equity strategies were fully realised right across the University, were research and data-driven, and consistent with our quest for systemic change.

With this re-structure, the GESAT membership was expanded to ensure representation from every Faculty/Portfolio. New members were identified through nominations from Executive Deans and by approaching staff with particular roles or research expertise.

Throughout 2018, GESAT was chaired by Professor Lesley Hughes (PVC Research Integrity and Development) and Professor Sherman Young (PVC Learning & Teaching). Professor Young recently moved institutions, and Pete Boyle (CEO, U@MQ) has replaced him as co-chair. We believe this appointment sends a strong message to the Macquarie community that real gender equity involves the whole University – academic and professional staff.

**Our approach:** Our aim is to ‘fix the system’, and the GESAT has been instrumental in putting this approach into practice [Fig. 8].

Fig. 8: Macquarie’s model for fixing the system
Throughout sections 4-9 we have used the following structure to articulate GESAT’s ‘fixing the system’ approach:

- **What we know**: presents an analysis of available quantitative and qualitative data
- **Reflection on systemic issues**: identification of and reflection on systemic and cultural factors, with reference to relevant research that has informed our thinking
- **What we’ve done**: action taken to date to address these factors, with evidence of impact
- **Next steps**: plans to further address systemic issues, referencing our action plan

Our approach is driven by data and academic research. Our analyses have made clear that a focus exclusively on STEMM sometimes masks inequalities and trends at Faculty level. Our actions reflect these analyses - some are aimed at University-level, others focus on STEMM, and some address Faculty-level issues where appropriate [Fig. 9].

Fig. 9: GESAT data analysis process

GESAT process: Trust and support from the University Executive has enabled the GESAT to be innovative when developing and piloting actions. Significant financial investment has also been made to progress gender equity initiatives. In addition, in 2016 a fixed-term position was created to support the SAGE application; this position was soon made a continuing role with a wider remit to support our whole-of-University approach.

GESAT meetings are bi-monthly, and each meeting focuses on two topics [Fig. 10]. For each topic, available data and relevant academic research is presented to inform discussion of key issues and actions. Between meetings, task-groups meet to work on recommendations, and consulted beyond the GESAT [Table 4 and Fig.10]. Progress is reviewed at the following GESAT meeting.
Table 4: GESAT task-groups

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### Fig. 10: GESAT Project Plan

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**Key:**
- GESAT meetings
- Task group
- Survey
**Reporting to/from the GESAT:** The GESAT is a formal University committee, with Terms of Reference that define reporting lines to the Executive via the Gender Equity Strategy Committee (GESC). The GESC develops the University-wide WGES and holds the University and Executive accountable. It is co-chaired and co-sponsored by male and female members of the Executive (DVC–Research and Director, Human Resources) [Fig. 11]. D&I committees are being established in every Faculty/Portfolio to respond to Faculty-specific issues (Action 2.1).

Fig. 11: GESAT Reporting lines

Consultation with Macquarie Community:

- ‘Gender Equity Summits’ held every 6 months from March 2017 – these are promoted to D&I committees and the broader Macquarie community via internal communications channels such as the This Week all-staff newsletter. These events showcase and communicate progress and engage staff in developing future plans. Each has had 60-100 attendees including University and Faculty Executive and Heads of Departments (HoDs).
- Inclusion Survey: GESAT analysed data from the University-wide 2016 Your Say all-staff survey (2,300 respondents, 83% response rate, 63%F). We recognised these data didn’t enable us to understand the issues of gender equity in STEMM or intersectionality, and we needed a deeper exploration of issues. Our inclusion survey was designed to fill gaps in our existing data and pilot a sophisticated and intersectional method for data collection and analysis, and ran in January 2019 (520 respondents, 43%F, 78% STEMM, Fig.12). An additional aim was to inform Faculty and Department-level activities and the design of future all-staff surveys to enable GESAT to track progress over time (Action 1.9).

Fig 12. Inclusion Survey Responses:

![Fig 12A: Responses by Gender](image)

![Fig 12B: Responses by Role](image)

![Fig 12C: Responses by STEMM and HASS](image)
**Next Steps:**

**Action 1.9. Ensure access to useful and informative survey data:**
- Provide anonymised reports from inclusion survey to Faculties and Departments and provide support to interpret and act on findings.
- Integrate what we learn from the inclusion survey into future Your Say all-staff surveys to ensure trends can be monitored over time
- Improve analysis of D&I measures within Your Say survey
- Undertake an analysis and compare STEMM / HASS and Faculty D&I data in Your Say
- Ensure D&I is integrated into Your Say reports received by Faculties and Portfolios.

**(iii) plans for the future of the self-assessment team**

The GESAT will continue to meet bi-monthly and report to the Executive via the GESC. The GESAT’s main objective will be to implement our Athena SWAN action plan and the WGES 2.0 and monitor impact.

When all Faculty/Portfolio D&I committees are in place, the GESAT membership will be refreshed to include a least one representative from each, thus ensuring two-way communication between GESAT and local advocates. We have made progress in a short period of time, but more work is needed to broaden our reach all corners of the University to create significant culture change.

**Next Steps:**

**Action 2.3. GESAT structure and membership to enable University-wide communication and engagement:**
- Ensure links between new Faculty D&I committees, Professional Services D&I committee and the GESAT through refreshed membership and reporting structure
- Maintain representative and diverse GESAT membership

**Action 1.7. Ensure GESAT activities are always underpinned by data and research:**
- Partner with Macquarie academic experts to inform actions and assess impact of initiatives
- Partner with academics who have expertise in intersectionality and D&I beyond gender – to ensure we ‘fix the system’ for everyone
- Where relevant, publish and communicate findings internally and externally to share ‘what works’
Action 2.6. Continue University-wide communication and engagement activities on gender equity:
- Continue to run Gender Equity Week events
- Continue to run Gender Equity Summits at least annually
- Regular case studies promoted through ‘This Week’ all-staff newsletter
- Collaborate with AAO to share advice and insight from SAGE submissions
- Support local-level D&I committees to adopt our fixing the system approach
4. A PICTURE OF THE INSTITUTION

Recommended word count: 2000 words
Actual word count: 2237

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender

What we know:

**Pipeline:** Our ‘key transition point’ for women academic staff is between Levels B and C where representation falls from 54%F to 43%F, and then steadily decreases to 30%F at Level E [Fig. 13]. Representation at Level E is, however, above the sector average of 27%F (Universities Australia, 2016).

![Fig. 13: Academic Pipeline by Gender- 2018](image)

Over the past three years, the proportion of women has increased slightly at levels B, C and D [Fig. 14], and since 2014 there have been small improvements at almost every stage in the pipeline [Fig. 15]. Level A has fluctuated year-on-year, a result of most Level A posts being project-funded with consequent higher turnover.
Fig. 14: Academic Pipeline by Gender - 2016-18

Fig. 15: Proportion of women at each Academic Level - 2014, 16 and 18
**Part-time staff**: 19% of academic women and 11% of men work part-time, with little change over the past 3 years [Fig. 16]. More men work part-time at Levels D (13%) and E+ (16%), while more women work part-time at Levels A (32%) and B (22%). The proportion of women working part-time drops most noticeably between Levels B-C, suggesting that the B-C transition may be particularly challenging for this group [Fig. 17].
**STEMM**: There is only a 3-5% difference between STEMM and HASS throughout the pipeline [Fig. 18] but there is considerable variation among faculties [Fig. 19].
Reflection on systemic issues:

There are multiple systemic issues leading to our ‘key transition point’ between level B-C. We have undertaken a broad and detailed analysis of these, presented in Fig. 20. Key issues include:

- **Recruitment**: We’re not attracting women at the rate necessary to affect gender representation at levels C and above (section 5.1.i).
- **Promotion**: While the new promotions scheme has provided early positive signs, there is still a need to support progression to Levels C and D (section 5.1.iii).
- **Lack of clear career development options**: Prior to 2016, Macquarie had no institution-wide program of support for early career staff and little tailored development for different academic Levels (section 5.2.iii).
- **Part-time work**: Data suggests part-time work may make the B-C transition more challenging, and further exploration is needed to understand the experiences of part-time staff.
- **Leadership**: Faculties have different issues but until recently there hasn’t been an understanding of a systemic approach to local-level leadership and accountability. Innovative approaches to gender equity have been piloted by Faculties and departments, but this has generally been ad-hoc.
DECLINE IN REPRESENTATION OF WOMEN FROM LEVEL B TO LEVEL C

Where do we see this trend?

- No difference between STEMM and HASS pipelines
- Clear variation between faculties. Each has a drop between Levels B and C but most significant in FHS

What are the key contributing factors?

- Contract type: Fixed-term contracts: Large drop in staff on FT contracts from Level B to C but no difference by gender. Continuing contracts: % of men increases between Levels B and C far more than for women
- Parental leave: Numbers are small, and Macquarie has high return rate at all Levels
- Part-time work: Larger drop in % of women working part-time than full-time from B-C

Recruitment

% of women applying is lower than current Macquarie % of women at Levels B and C. When women apply they are appointed at a higher rate compared to applicant pool

Promotion

Applications rates fluctuate, application rates from women have improved under new scheme. Now application rates from women are same as, or slightly lower than available pool. Women generally more successful, with the exception of 2018 at Level C

Turnover

Women are not leaving at a higher rate than pool at Levels B or C

ACTION 2.2: Faculties to establish local D&I committees - identify actions to address key drivers for Level B to C decline in their area

ACTION 3.4: Attract female applicants

ACTION 4.1: Academic Development Framework

ACTION 4.2: Tailored promotion workshops for all staff at Level B

ACTION 4.3: Revise PDR to better align with promotion process

ACTION 4.5: Focus group with part-time staff

Fig. 20: B-C Transition – An example of ‘fixing the system’
What we’ve done:

- **Early Career Research (ECR) Network:** Established in 2016, the ECR Network provides development, training and networking opportunities for staff at Levels A/B, supporting progression to Level C and above (section 5.2.iii).

- **Promotion:** Macquarie implemented a new promotions process from 2017, designed to explicitly recognise diverse career trajectories (section 5.1.iii).

- **Awareness raising and Executive KPIs for gender equity:** In 2018, each member of the Executive was provided with D&I data for their Faculty/Portfolio and met with the GESAT co-chairs to discuss strategies to address issues identified. These discussions enabled the Executive to develop personal, data-informed, gender equity KPIs. These KPIs were communicated to the Macquarie community through a video profiling each Executive member during ‘Gender Equity Week’ 2018. STEMM Faculty examples include: attracting more female students in FSE, supporting female ECRs in FHS and supporting transition from Levels C to D in FMHS. This process will continue in 2019 and beyond, with progress reported to the VC and GESC annually. Progressing gender equity is the only mandatory Executive KPI.

Next steps:

**Action 2.1. D&I committees to address Faculty and local-level pipeline issues:**

- Each Faculty Executive Dean to appoint a representative D&I Committee
- Representative D&I committee in place covering all Professional Services Portfolios
- Committees to create action plans to ‘fix the system’ in their area in response to local-level data
- Faculty committees to link and communicate with active Department-level D&I committees

**Action 2.2. Ensure all local-level actions are data-led:**

- Produce an easily-accessible and automated D&I data report (including intersectionality) for each member of the Executive Group and their D&I teams
- Communicate key data findings, progress to date and identify actions to the Macquarie community to ensure transparency and encourage staff engagement

**Action 5.7. Improve understanding of the experiences of part-time staff:**

- Focus groups to be held with part-time staff to discuss experiences of progression, promotion and workplace culture and how this affects career development
- Actions to be developed in response to feedback

Also see:
- **Action 3.1. Attract diverse applicants to Macquarie** (section 5.1.i),
- **Action 4.1. Academic Development Framework project** (section 5.2.iii)
- **Action 4.2. Continue promotion information sessions annually** (section 5.1.iii)
- **Action 4.4. Review Performance Development Review** (section 5.2.ii)
(ii) Academic and research staff on fixed-term, open-ended/permanent and casual contracts by gender

What we know:

Continuing and fixed-term staff: 34% of academics are fixed-term, with the majority (77%) at Levels A and B [Fig. 22]. Women represent 50% of fixed-term and 43% of continuing staff [Fig. 21].

There is a large drop in staff on fixed-term contracts between Levels B and C but this does not appear to be gendered [Fig. 22]. However, the proportion of men on continuing contracts increases more than women between Levels B and C [Fig. 22]. This directs our focus to the progression from B-C for women on continuing contracts to address our ‘key transition point’ [Fig. 20].

Fig. 21: Continuing and Fixed-term staff 2016-18

Fig. 22: Academic Pipeline by Gender, Fixed-term and Continuing Contracts - 2018
**Continuing and Fixed-term in STEMM:** There are more staff on fixed-term contracts in STEMM faculties – 46% of staff are fixed-term (48%F) in STEMM, compared to 15% in HASS (61%F) [Fig. 23]. The STEMM pipeline reflects University-wide trends [Fig. 24].

![Fig. 23: Continuing and Fixed-term staff in STEMM and HASS - 2016-18](image)

![Fig. 24: Academic Pipeline in STEMM by Gender, Fixed-term and Continuing Contracts - 2018](image)
As for the overall staff pipeline, how fixed-term contracts affect gender balance throughout the pipeline differs among faculties [Fig. 25], confirming the need for local-level action (Action 2.1).

Fig. 25: Academic Pipeline in STEMM Faculties by Gender, Fixed-term and Continuing Contracts, 2018
Casual staff: Most casual staff undertake teaching activities as demonstrators, markers or tutors. Many are HDR students or industry professionals but data on this breakdown are lacking (Action 4.6). 54% of short and long-term casuals in 2017 were women [Fig. 26].

Casual staff in STEMM: 52% of long-term and 61% of short-term casuals were in STEMM faculties in 2017. In STEMM, women represented 57% of long-term and 55% of short-term casuals – higher than the proportion of women in STEMM on continuing (41%) or fixed-term contracts (48%). The proportion of women on long-term casual contracts has increased over time [Fig. 27].
Within STEMM Faculties, very few casual staff were employed in FMHS, while the majority were employed in FSE (60%). There is a clear gender difference between FHS and FSE – in 2017, 80% of casuals in FHS were women compared to 41% in FSE [Fig. 28].

Reflection on systemic issues:
- **Progressing to continuing contracts**: Women are less likely to be progress to permanent Level C positions than men – affected by recruitment (section 5.1.i), career support (section 5.2.iii) and promotion (section 5.1.iii).
- **Career planning**: Until 2016 there was a lack of career support for staff transitioning from fixed-term to continuing roles.
- **Casual roles**: There is currently insufficient data to understand casual staff issues and the support needed to transition from casual to continuing positions.

What we’ve done:
- **ECR Network**: see above and section 5.2.iii.
- **Academic Job Families**: The 2019 Enterprise Agreement created 3 new ‘Job Families’ (section 4.1.iii) and specifically identifies a need for providing continuing positions and development opportunities for long-term casuals. At least 25 ‘Teaching and Leadership’ roles will be set aside for current casuals.
Next steps:

**Action 4.6. Improve analysis of casual staff data:**
- Disaggregate data to identify casuals who are PhD students, industry professionals, or long-term casual staff
- Analyse data by gender and Faculty
- Develop further actions informed by analysis

**Action 4.7. Monitor any gender impacts of the new Academic Job Families:**
- Analyse applicants and appointments to each new Job Family by gender
- Assess promotions application and success rates of each Job Family by gender
- Undertake qualitative analysis of impact of new Job Families, including an analysis by gender
- Report findings to HR and the Executive to inform future development of Job Families
- Monitor number of casual staff transitioning into new Academic Job Family roles
- Further actions to be developed in response to any issues identified
A ##Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

###What we know:

Most academics (67%, 42%F), are on Teaching & Research contracts while 30% (49%F) are Research-only, and 3% (78%F) are Teaching-only [Fig. 29].

The Research-only and Teaching & Research pipelines [Fig. 30] mirror the pipeline for fixed-term and continuing staff respectively [Fig. 22]; 86% of staff on Research-only contracts are also fixed-term, while 89% of staff on Teaching & Research contracts are continuing. Therefore, the actions outlined above to support staff transition from fixed-term to continuing contracts will also address these trends (Actions 4.1 and 4.4).
STEMM: Mirroring the contract-type data, a larger proportion of Research-only staff (majority fixed-term) are in STEMM [Fig. 31], with the majority based in FSE (40%) [Fig. 32]. The distribution of role types varies among STEMM faculties. For example, Research-only staff represent 69% of FHMS staff, 41% in FSE and 29% in FHS.

![Fig. 31: Contract Type by Gender in STEMM - 2018](image1)

![Fig. 32: Contract Type by Gender in STEMM Faculties - 2018](image2)
Reflection on systemic issues:

- **Diverse career pathways**: Traditional models assume the transition from Levels B to C involves a move from fixed-term Research positions to continuing Teaching & Research positions. We know that this doesn’t reflect everyone’s career trajectory, plans or needs, and we need to support and enable both ‘traditional’ and alternative career pathways.

What we’ve done:

- **New Academic Job Families**: Macquarie has introduced new Academic Job Families for continuing staff from 2019. The aim is to provide diverse career pathways where a range of skills are valued and recognised. New Job Families were developed after extensive consultation with staff through Faculty Town Hall events and all-staff emails calling for input and feedback:
  - **Teaching and Research Academic**: similar to the traditional ‘Teaching and Research’ model; combining research, teaching, leadership and service.
  - **Teaching and Leadership Academic**: focused on enhancing the organisation, delivery of teaching, and improving student experience.
  - **Technical/Industry/Commercial Academic**: specialist role designed to bridge industry/commercial enterprise and academia, and/or to accommodate hybrid technical/academic roles grounded in research or teaching.

  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). Staff have been invited to submit an expression of interest to transfer into one of the two new Job Families.

- **Promotion**: Staff on all contract-types are eligible for promotion (Section 5.1.iii).

- **Broaden experience**: A department in FMHS is piloting methods to support Research-Only staff taking up teaching and service duties to support them moving into a Teaching & Research role. This pilot will be evaluated, with staff feedback informing University-wide discussions on workload models (section 5.4.viii, and Action 4.5)

Next steps:

**Action 4.7. Monitor any gender impacts of the new Academic Job Families:**

- Analyse applicants and appointments to each new Job Family by gender
- Assess promotions application and success rates of each Job Family by gender
- Undertake qualitative analysis of impact of new Job Families, including an analysis by gender
- Report findings to HR and the Executive to inform future development of Job Families
- Monitor number of casual staff transitioning into new Academic Job Family roles
- Further actions to be developed in response to any issues identified
(iv) Academic leavers by grade and gender

What we know:

Macquarie’s academic turnover averaged across 2015-17 is 14%. The overall turnover is slightly higher for women (15%) compared to men (13%), due to the higher proportion of women on fixed-term contracts. There is no gender difference in resignation rates (6% for both genders) [Fig. 33].

On average during 2015–17, the proportion of women resigning at Levels A–B was lower than the pool. However, at Levels D and E, while numbers are small, a higher proportion of women resigned in comparison to the pool [Fig. 34].
STEMM: Throughout 2015-17, women represented 42% of leavers in STEMM. Women have resigned at a rate similar to the pool in STEMM overall and within each Faculty [Fig. 35].

Systemic issues:
- **Reasons for leaving:** We currently do not collect qualitative exit data, and so do not understand what influences a decision to resign (e.g. perceptions of career development opportunities and workplace culture).

What we’ve done:
If a continuing position becomes at risk (e.g. during a restructure) the staff member is prioritised for any suitable alternative position. When fixed-term contracts are coming to an end, posts can be extended if funding is available.

Next steps:
**Action 4.10. Implement new exit survey:**
- Improve understanding of reasons for leaving and experiences at Macquarie
- Survey to go to all leavers on all contract types
- Automate to invite all staff who leave Macquarie to take part
- Data to be reviewed annually by GESAT
- Actions in place in response to data analysis
Equal pay audits/reviews

What we know:

The University-wide gender pay gap is 18%; 6% for Professional staff, and 10% for academic staff. Our analysis covers all staff, including senior staff and the Executive.

- For academic staff, the pay gap within Levels A-D is 2% or lower, but at Level E and higher it is 15% [Fig. 36].
- For professional staff, the pay gap fluctuates, and is highest at HEW4 (7%) and HEW8 (6%) [Fig. 37].

Further analysis suggests that in some cases (e.g. senior levels) the pay gap is affected by allowances/loadings (pay in addition to base salary).

The pay gap is also influenced by gender disparities on Steps within each Level. In 2018, for example, a larger proportion of women were at Step 1 (lowest within a Level) in each academic Level compared to men (e.g. at Level C, 24% of women were at Step 1, compared to 17% of men, at Level D 17% of women and 12% of men were at Step 1).

<table>
<thead>
<tr>
<th>Fig. 36: Academic Pay Gap* 2018 by Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A</td>
</tr>
<tr>
<td>Level B</td>
</tr>
<tr>
<td>Level C</td>
</tr>
<tr>
<td>Level D</td>
</tr>
<tr>
<td>Level E</td>
</tr>
<tr>
<td>Above Level E</td>
</tr>
</tbody>
</table>

*Positive numbers indicate men’s average salary is higher than women’s, and negative numbers indicate women’s average salary is higher than men’s.
**STEMM:** The pay gap is marginally smaller in STEMM [Fig. 38].

**Starting salaries:** Analysis suggests the pay gap at Level E and HEW10 and above, is established at the point of recruitment [Figs. 39 & 40], due to differences in allowances and starting Step.
Reflection on systemic issues:

- **Recruitment and transparency**: Lack of consistency, transparency and guidance for managers during the recruitment process is currently enabling the gender pay gap (Bohnet, 2016).

- **Allowances**: Some allowances are connected to a role (e.g. HoDs), while others have been negotiated. There is currently no mechanism to identify and monitor different types of allowances to determine which contributes to the pay gap.

What we’ve done:

- **Annual review**: Macquarie committed to undertake annual equal pay reviews in the WGES and to increase transparency of reporting. This commitment has also been written into the new Academic and Professional staff Enterprise Agreements. Since the launch of the WGES, two pay reviews have been undertaken. This will continue, along with reporting of pay gap data at Faculty-level.

- **Allowances**: are reviewed every year, and can be discontinued, decreased or increased to reflect changes in roles or responsibilities.

- **Faculty of Business and Economics (FBE) pilot**: The Executive Dean led a project to remove bias and increase structure and transparency to in the allocation of allowances. A combination of performance and market factors now determine allowances/loadings within a set range for each disciplinary area and academic level. This removes the scope for ‘discretion’ to create differential treatment. This success was communicated to the Macquarie community in the GEW 2019 video. University-wide actions will be informed by this pilot.

“The results of reviewing loadings practices and policies with an explicit lens to gender equity have been extraordinary in terms of reducing pay disparities. Now we are confident that when we are going to recruit for a role, this has been appropriately benchmarked and there is no space for inexplicable differences in pay between genders”

Professor Stephen Brammer, Executive Dean, FBE in 2019 Gender Equity Video
Next steps:

Action 6.1. Develop and implement a new Remuneration Policy:
- Clear processes to mitigate bias within remuneration – including recruitment, allowances, step levels and accelerated progression.
- Clearly communicate all points of the remuneration process to Macquarie community, incoming staff, and recruitment firms

Action 6.2. Managers to be held accountable for pay equity:
- Executive accountability established for Faculty/Portfolio processes and reported pay gaps
- Support managers to actively remove bias from pay and performance decisions through training and resources
- Continue annual reporting to Executive on gender pay gap at University and Faculty/Portfolio Levels
5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: 5000 words
Actual word count: 5764

5.1 Key career transition points: academic staff

(i) Recruitment

What we know:

Women represented >30% of applicants, each year (2015-2017) and were disproportionally successful in being appointed in each academic level and Faculty. [Figs. 41-46]. The proportion of women increases most between applicant and interview stages, with smaller increases between interview, offer and appointment.

Levels: On average, women represented 40% of applicants at Level A, 32% at Level B and 38% at Level C, but only 18% at Level D and 23% at Level E+. This higher proportion of female applicants at Level C is encouraging given our aim to address the B-C transition [Section 4].
Changes over time: The proportion of women applying and being appointed has fallen over the period 2015-17 – from 37%/55% in 2015 to 31%/38% in 2017 [Fig.43]. This pattern has occurred in both STEMM and HASS, within each Faculty, and at all levels except E, where applications have increased from 10% to 37% [Figs. 42-46]. Intersectional analysis revealed this is due to an increased application rate from international men (Section 7).
**STEMM**: The proportion of female applicants and appointments in STEMM reflects University trends [Fig. 44].

**Faculty differences**: There is very little difference at each stage of recruitment between STEMM and HASS [Fig. 45]. However, patterns vary considerably among STEMM Faculties [Fig. 46].
Interview panels: Recruitment panels are required to have male and female membership. Records are not complete but suggest only 54% of panels met this requirement [Fig. 47].
Reflections on systemic issues:

The current proportion of applications from women is too low to increase representation at Levels C and above – this is particularly true in FSE. Factors influencing this include:

- **Lack of leadership and accountability**: recent positive examples (School of Engineering – see below) provide evidence that our leaders must take responsibility for proactively seeking out women applicants, and that this requires understanding of bias and inclusive recruitment strategies.

- **Removing bias in the system**: GESAT recognised the need for a thorough review to ensure bias doesn’t affect any stage of the recruitment process.

- **Communications**: Macquarie hasn’t consistently communicated our strengths to reach diverse audiences, such as inclusive policies and commitment to gender equity.

What we’ve done:

**Leadership in attracting female applicants:**

- **The School of Engineering**: (previously described in Campus Review as a ‘man cave’) 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 and a presentation by the Dean at the September 2018 Gender Summit. Lessons learned have been integrated into recruitment training and inclusive recruitment toolkit (see below).
- **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 (Action 3.2).

**Strategies to mitigate bias:**

In 2017, GESAT piloted unconscious bias training run by an independent consultant, with mixed feedback. Based on feedback and research indicating bias training is largely ineffective (Bohnet, 2016; Kulik and Roberson, 2008), GESAT has instead focused on de-biasing each stage of recruitment:

- **Anonymous recruitment pilot:** In 2017 Biological Sciences and Cognitive Psychology piloted anonymised longlisting. Information such as gender, PhD institution, and nationality were removed from applications prior to review. Feedback was very positive, and case studies were presented at the Gender Summit in September 2018. Building on these examples, a GESAT task-group designed a process using the online recruitment system (making anonymisation automatic). Pilots are currently being run in FSE (Action 3.4).

- **Selection panel training:** Since January 2019, panellists training has been run regularly, integrating evidence-based methods to address bias, and emphasising the requirement for panels to be gender-balanced (Action 3.3).

- **Inclusive Recruitment Toolkit:** A booklet outlining research-based methods to address bias at each stage of recruitment – distributed via panellists training.

**Communicating effectively:**

- Macquarie launched a new brand campaign in 2018, articulating our collaborative approach to research, teaching and engagement (Action 1.6).
- The University vacancies page includes a clear statement outlining Macquarie’s commitment to D&I and our Pride in Diversity Silver Employer and SAGE member logos.
- HR Managers now use the ‘gender decoder’ to address any gendered wording in advertisements (based on Gaucher et. al. 2011).
- FSE reviewed images used in job advertisement and websites and now ensures gender-balanced images.

Next Steps:

Attracting applicants:

Action 3.1. Attract diverse applicants to Macquarie:
- Group Marketing to promote Macquarie inclusive policies and culture externally (Action 1.6)
- HR managers to consistently use the ‘gender decoder’ to avoid gendered language in advertisements
- School of Engineering approach to be adopted by other FSE departments
- Develop and pilot additional tailored approaches in ‘hot spots’ such as FSE

Action 1.5. Group Marketing Gender Strategy aims to ensure:
- Diverse and gender balanced images and profiled staff in all internal and external communications with data reported annually to the Executive
- Address and avoid unconscious bias in articles and images used
- Promote and celebrate Macquarie’s progress on gender equity
- Male and female academics offered media training to prepare them for external activities

Action 1.6. Provide $20,000 funding to extend the (You)us campaign:
- Clarify link between collaboration (you to the power of us and inclusion)
- Highlight Macquarie’s inclusive and collaborative workplace culture
- Showcase Macquarie women
- Promote progress on WGES externally

Action 3.2. Diversity requirements for recruitment firm contracts:
- Longlists to include minimum 40% female candidates
- Record and report on gender representation of all longlists to Executive

Addressing bias:

Action 3.3. Recruitment training:
- Promote attendance of recruiting panel members in every Faculty and Portfolio
- Monitor attendance rates
**Action 3.4. Pilot and evaluate anonymised recruitment:**
- Minimum 10 pilot cases across multiple faculties/departments – minimum 6 in STEMM
- Evaluations plan to rigorously identify and assess impact
- Analyse data from pilot and survey recruitment panellists from pilot
- Decide on future implementation of anonymous recruitment

**Action 1.2. Develop new online D&I training modules:**
- Modules to be context-based – such as recruitment, teaching and research
- Modules to outline research-based strategies to mitigate and address bias, and how to ‘fix the system’
- Communicate via D&I committees and promote to target audiences (e.g. managers, recruiting managers, teaching staff etc.)

(ii) **Induction**

**What we know:**

**Weekly induction sessions** provide new recruits with an overview of the University, including our values, strategic priorities (e.g. WGES), key policies (flexible work, parental leave etc.), development opportunities and staff support. Data collection began mid-2016, but records show attendance is high [Table 5]. Many departments also run local inductions.

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed training</th>
<th>% of new starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>From August 2016</td>
<td>98</td>
<td>-</td>
</tr>
<tr>
<td>2017</td>
<td>388</td>
<td>77%</td>
</tr>
</tbody>
</table>

**New staff training** includes an online D&I module - ‘Equal Opportunities Online’ promoted via induction sessions and email reminders, but completion rates are low [Table 6].

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed training</th>
<th>% of new starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>66</td>
<td>20%</td>
</tr>
<tr>
<td>2016</td>
<td>91</td>
<td>26%</td>
</tr>
<tr>
<td>2017</td>
<td>147</td>
<td>29%</td>
</tr>
</tbody>
</table>
Reflection on systemic issues:

- **Values and expectations**: Until recently, we haven’t been consistently articulating our values, commitment to D&I and expectations around appropriate workplace behaviour to staff at induction.

- **D&I Induction**: current training is not fit for purpose; it is not mandatory, has low completion rates and doesn’t address Macquarie D&I priorities or expectations.

What we’ve done:

- **Induction sessions**: Reviewed and updated in 2018 to better communicate Macquarie’s commitment and activity on D&I, including a video presentation from the University Executive on the WGES.

Next steps:

**Action 1.1. Develop a new D&I induction module:**

- Module to be engaging, informative and clearly communicate Macquarie’s inclusive policies, approach to D&I, and expectations around inclusive behaviour
- Module to become core part of induction for all new staff
- Module to be promoted to current staff
What we know:

Prior to 2017, Macquarie’s promotion scheme rested on the three traditional pillars of research, teaching, and service, with applicants required to make a case for excellence. In 2015-16, women represented 45% of applicants [Fig. 48].

Reflection on systemic issues:

- **Work of equal value**: The widespread perception that traditional academic promotion models favour some work (research) over others (teaching and service) with gendered impacts (Subbaye and Vithal, 2017).

What we’ve done:

Macquarie launched a new promotions scheme in 2017, developed in consultation with the University community. The new model recognises individual’s strengths, supports flexible career pathways, has greater transparency of decision-making, and a more streamlined application process.

“In addition to providing a broader approach to promotion, there is an increased emphasis on values, conduct and inclusion. This will mean more equitable opportunities for staff who work outside the traditional research-teaching-service envelope.”

*Professor Mariella Herberstein (Chair of Academic Senate & GESAT member), This Week article*
Applicants self-assess their achievements under five categories:

1. **Discovery**: pursuit of new knowledge and understanding
2. **Teaching**: equipping students with critical, creative thinking
3. **Application**: translation and application of knowledge to the broader community.
4. **Integration**: linking disciplines; connecting discovery with curriculum
5. **Leadership and Citizenship**: modelling University values; active and meaningful contribution to the academic community.

There are three stages:

1. **Applicants self-assess** in the five areas, scoring 0 to 3, with 3 being ‘outstanding’. Requirements differ by Level:
   a. Applications to Levels B/C – require minimum 8 points, minimum 1 point in Leadership and Citizenship, and at least one ‘outstanding’ area
   b. Applications to Levels D/E – require minimum 9 points, minimum 2 points in Leadership and Citizenship, and at least one ‘outstanding’ area
2. **Assessment panel** review each application (same 0-3 scoring system)
3. **All applicants are invited to interview**, panel members can adjust their final score.

Applicants need not score across all 5 categories (except mandatory points in Leadership & Citizenship). To guide applicants on expectations at each level, an extensive list of examples is provided online, with a focus on the *quality and impact* of achievement relative to opportunity, rather than quantity.

**Communication:** Town Hall events for all academics were held throughout 2017 to communicate the new policy and address concerns, with over 280 attendees. Additional sessions were held in 2018. Following feedback that some applicants found the interview process stressful, the ECR network ran an interview preparation workshop, with 79 attendees (66%F).

**Review and feedback:** An extensive review of the new scheme at the end of 2017 found overall positive feedback from applicants and panellists [Figs. 49 and 50]. A second review planned for 2019 will ensure alignment with new Academic Job Families (Section 4.1.iii).
**Fig. 49: Promotion Survey - Overall, my experience with the new promotion scheme was:**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Extremely positive</th>
<th>Somewhat positive</th>
<th>Neither positive nor negative</th>
<th>Somewhat negative</th>
<th>Extremely negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>12</td>
<td>17</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total*</td>
<td>26</td>
<td>23</td>
<td>7</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

*Total = men, women, those who did not disclose their gender or selected 'Another Option'*

**Fig. 50: Promotion Survey - The new promotion scheme is strengths-based and acknowledges the diversity of academic work**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>22</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total*</td>
<td>36</td>
<td>22</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’*
**Application rates (2017–18):** Applications under the new model were ~50% per-year higher than the previous 5-year average. Applications from women increased 75%.

Applications from women to Levels B and C dropped slightly between 2017 and 2018, although applications by women to Level D increased [Fig. 51].

Under the new scheme, women apply at a rate equal to or slightly higher than the pool at every Level except C [Fig. 52] – a trend that needs addressing.

---

**Fig. 51: Promotion Applications by Level - 2015-18**

**Fig. 52: Promotion Applications by Level Compared to Pool* - 2017 & 18 combined**

*Pool = gender distribution at Level below (i.e. possible applicant pool)*
Applications in STEMM: Applications from STEMM women increased 46 to 51% under the new scheme [Fig. 53], and women applied for promotion at a higher rate than the available pool [Fig. 54].
Success rates were lower under the new scheme but more consistent with published success rates from Australian Universities.

Women’s success rates were higher than male applicants in 2017 (84%F, 73%M), but not in 2018 (75%F, 79%M) [Fig. 55]. This was more significant in STEMM where women’s success rate was 79% in 2017 but 67% in 2018 [Fig. 56]. At the Faculty level, women’s success rates decreased between 2017 and 2018 in FHS and FMHS but increased in FSE.

When examined by level, Level D is a critical point where women’s success rates are low, compared both with men at Level D and success rates at other levels [Fig. 57].
**Impact of interview:** Initial panel scores were lower than the applicants’ self-assessment and this difference was greater for men [Fig. 58]. A comparison of scores pre- and post-interview suggest interviews benefit women [Fig. 59].
Summary of impact: Positive feedback and the marked increase in applications provide strong evidence that academics feel their achievements are better recognised under the new scheme.

Next Steps:

Action 4.2. Continue promotion information sessions annually:
- Separate and tailored sessions held for staff applying for promotion to Levels B&C and D&E.
- Sessions to include Q&A with previous successful applicants and panel members
- Additional interview support from ECR network to continue

Action 4.3. Evaluate reasons for gender difference in promotion success rates to Level D:
- Conduct gender analysis of pre- and post-assessment scores for Level D applicants in the 5 promotion categories to identify if a particular category is driving the results
- Hold focus group with Level D promotions committee members to identify any issues influencing women’s success rates to Level D
- Consider adjustments to promotion process based on findings

Also see:
- Action 2.5. Recognise and celebrate inclusive leadership

(iv) Higher Education Research Data Collection (HERDC)

What we know:

Chief-Investigators (CI): Women represent 40% of CIs for both internal and external funding at University-level and in STEMM [Figs. 60 & 62]

On average, female CIs were marginally more successful for internal funding, but less successful for external funding compared with men [Fig. 61], and this is also the case in STEMM [Fig. 63]. Faculty-level analysis indicates this is driven by FMHS [Fig. 64].
Fig. 60: Internal and External Funding Applications - Gender of Chief-Investigator - 2015-17

Fig. 61: Internal and External Funding Success Rates - Gender of Chief-Investigator - 2015-17*

*Please note: 2017 success rate data is incomplete – 47% of external and 37% of internal funding decisions from 2017 applications were pending at the time of analysis.
**Fig. 62: Internal and External Funding Applications - Gender of Chief-Investigator in STEMM - 2015-17**

<table>
<thead>
<tr>
<th>Year</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>302</td>
<td>137</td>
</tr>
<tr>
<td>2016</td>
<td>384</td>
<td>251</td>
</tr>
<tr>
<td>2017</td>
<td>357</td>
<td>239</td>
</tr>
</tbody>
</table>

- **STEMM**
  - Female
  - Male

<table>
<thead>
<tr>
<th>Year</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>205</td>
<td>85</td>
</tr>
<tr>
<td>2016</td>
<td>251</td>
<td>111</td>
</tr>
<tr>
<td>2017</td>
<td>239</td>
<td>74</td>
</tr>
</tbody>
</table>

**Fig. 63: Internal and External Funding Success Rates - Gender of Chief-Investigator in STEMM - 2015-17**

<table>
<thead>
<tr>
<th>Year</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>2016</td>
<td>42%</td>
<td>64%</td>
</tr>
<tr>
<td>2017</td>
<td>43%</td>
<td>67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>91</td>
<td>51</td>
</tr>
<tr>
<td>2016</td>
<td>128</td>
<td>103</td>
</tr>
<tr>
<td>2017</td>
<td>166</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>64%</td>
<td>77%</td>
</tr>
<tr>
<td>2016</td>
<td>67%</td>
<td>88%</td>
</tr>
<tr>
<td>2017</td>
<td>94%</td>
<td>104%</td>
</tr>
</tbody>
</table>

*Please note: 2017 success rate data is incomplete – 47% of external and 37% of internal funding decisions from 2017 applications were pending at the time of analysis.*
Research teams: the gender balance of research teams reflects the gender balance of CIs across Macquarie and within STEMM [Figs. 65 & 66].
45% of research teams have male and female representation [Fig. 67] but data suggests gender-diverse teams are more successful [Fig. 68].
Reflection on systemic issues:

- **External funding:** We currently don’t know the reasons for gendered differences in external funding success rates.

- **Internal funding:** We need to ensure our internal processes are free from bias and that all relevant data is analysed to understand gendered trends.

What we’ve done:

**Monitoring and reporting:** Research Services now routinely report on gender of application and success rates.

**Internal Assessment panels:** Gender representation is maintained on internal panels. Since 2017, all panel members are provided with information on unconscious bias through overview meetings and asked to complete the Harvard Implicit Associate Test (Greenwald, McGhee and Schwartz, 1998).

**Macquarie University Research Fellowships (MQRF) scheme** provides three-years’ salary and project funding to post-doctoral researchers. GESAT found that selection had favoured men in 2016-17 [Fig. 69]. A 40/40/20 model was therefore applied from 2018, mandating that at least 40% of recipients will be female. This change was promoted by the DVCR via the Gender Equity Week 2018 video (section 4.1.i).
Encouraging Diversity: Grant applicants are now provided with data showing gender-diverse teams have higher success [Fig.68]. This evidence was also featured in a ‘Research Spotlight’ article early in 2019 (newsletter distributed to all Macquarie researchers).

Profiling female researchers: Since 2017, 44% of named lead-researchers in Research Spotlight have been female. This gender balance will continue to be monitored.

Next steps:

Action 4.8. Collect and analyse publication data and research income by gender:
- Collect data on submission, publication rates and research income by gender, STEMM/HASS and Faculty
- Present data to GESAT to discuss issues identified and develop actions where required
- Include publication and research income data by gender in regular reports to DVCR

Action 4.9. Improve women’s success rate for external research funding:
- Advocate for changes to funding policies by major providers such as the ARC and NHMRC to promote gender equity
- Encourage Macquarie staff to participate in external funding assessment panels
- Conduct more detailed analysis of external funding data, including potential differences in size of budgets and number of citations within applications by gender of CIs, and in relation to success rates
- Communicate findings of this analysis across researcher community, especially via the ECR Network, Research Services newsletter and information sessions
5.2. Career development: academic staff

(i) Training

What we know:

Training designed for academics is discussed below (section 5.2.ii), here we discuss D&I training available to all staff.

Table 7: 2018 D&I training attendance

<table>
<thead>
<tr>
<th>Course</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Envisage (development conversations for mature-age workers)</td>
<td>36</td>
</tr>
<tr>
<td>Disability Confidence (for managers)</td>
<td>11</td>
</tr>
<tr>
<td>Cultural Intelligence</td>
<td>20</td>
</tr>
<tr>
<td>LGBTIQ+ Ally Training</td>
<td>112</td>
</tr>
</tbody>
</table>

Reflections on systemic issues:

- **D&I development** is small-scale and ad-hoc, and not designed to support our fixing the system approach.

Next Steps:

**Action 1.2. Develop new online D&I training modules:**

- Modules to be context-based – such as recruitment, teaching and research
- Modules to outline research-based strategies to mitigate and address bias, and how to ‘fix the system’
- Communicate via D&I committees and promote to target audiences (e.g. managers, recruiting managers, teaching staff etc.)

(ii) Appraisal/development review

What we know:

All ongoing and fixed-term staff are expected to complete an annual Performance Development Review (PDR) with three stages:

1. Plan and set objectives
2. Track progress
3. End of year Review
Workshops are run in each Faculty/Portfolio on the PDR process and support guides are available online.

A high proportion of academic staff do not complete PDR [Fig. 70] although women have higher completion rates than men. Completion rates are marginally lower in STEMM [Fig. 71]. Lower completion rates in 2017 are due to changes in PDR recording – making completion rates more accurate.
Staff feedback indicates only 50% of academics (64%F) agree career development is usefully discussed in their PDR [Fig. 27].

Systemic issues:

- **Perceptions of PDR**: the current PDR is being inconsistently applied, accessed and not meeting the needs of academics

- **Links to promotion**: current PDR process doesn’t align with new promotion process to support effective career planning

Next steps:

**Action 4.4. Review PDR:**

- Ensure process aligns with the new promotion scheme
- Review process to incorporate staff feedback, considering gender, STEMM/HASS and Faculty differences
- Revise PDR to respond more effectively to career development needs with aim to increase completion rates
- Continue to run Faculty-level workshops on having good PDR conversations

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’*
(iii) Support given to academic staff for career progression

What we know:

Analysis of our pipeline (section 4.1) highlighted our ‘key transition point’ for women is between Levels B-C. Data also indicated a focus is needed on progression from C to D/E+.

Reflection on systemic issues:

- **Tailored support**: until recently, training and development options have not responded to the specific needs of staff at different career stages. Development options are also offered by multiple teams with no clear coordination and communication.

What we’ve done:

- **Early Career Researcher (ECR) Network**: established in 2016 by the Pro Vice Chancellor (Research Integrity and Development), the ECR Network provides training and development opportunities for ECRs (800+ members). The network is open to all staff who self-identify as ECRs (including casual staff, and regardless of years post-PhD). Members receive a monthly newsletter promoting development opportunities and success stories. Workshops and events cover nine areas of development [Fig. 72], identified through consultation.

Fig 72: Nine Career Building Capabilities covered by the ECR Network
To date, 25 events have attracted 1,000 attendees (70%F) [Figs. 73 and 74]. Efforts have been made to attract male attendees – increasing from 24%-33% between 2016-2018.

‘In conversation with…’ events profile guest speakers with diverse careers within and outside academia and promote female role-models (5 of 6 have been female 2016-18).

The network is supported by an advisory group (50%F) of ECRs representing each Faculty, providing opportunities for ECRS issues to be discussed and relayed to the Executive.
- **Research Enrichment Program (REP):** REP is open to academics and Higher Degree Research (HDR) students and includes a range of workshops, seminars, and projects. With the majority of >1,600 participants being from STEMM faculties [Fig. 75]. Gender balance was recorded from mid-2018 onwards – 58% of participants and 48% of convenors were women. Participants were surveyed in 2017, with 94% reporting REP events to be ‘helpful’ or ‘extremely helpful’.

![Fig. 75: REP Participants by Faculty 2017 and 18](image)

- **Future STEMM Leaders Program:** 6-month development program established in 2018 by PhD candidate Hossai Gul. Five development and networking sessions were held for PhD candidates in STEMM Faculties with 48 participants (56%F), the majority from FSE (67%).

- **Researcher Development Calendar (MyRDC):** Online portal promoting research-related training and development activities for academics and HDR students launched in 2018. MyRDC includes training run by the ECR network, REP, Research Services, the Library, HDR Support, Faculties and some external providers.

**Next Steps:**

**Action 4.1. Academic Development Framework (ADF) project:**

- Review and provide tailored development opportunities for academic staff at every stage of the pipeline
- Informed by our data – for example focusing on B-C transition
- GESAT to collaborate with ADF working group to share data (e.g. inclusion survey) and to ensure gender equity is addressed within this project
5.3. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

What we know:

Focus groups were held with parents and carers in 2016 and 2017 (25 attendees, 84%F), highlighting:

- Staff found it hard to find and/or interpret parental leave and flexible work provisions and support.
- Not all managers were aware of parental leave or flexible work provisions.

Inclusion survey data reinforces this [Fig. 78]

![Fig. 78: Inclusion Survey: I felt supported by my manager and my colleagues before leave](image)

Reflections on systemic issues:

- **Communication**: leave options and provisions need to be clearer, and more accessible for staff
- **Informed and supportive managers**: while Macquarie has leading provisions, line managers are often unaware of these and how best to support staff.
What we’ve done:

- **Carer’s Hub**: an online ‘one-stop’ source of information on all policies, support and resources available before, during and after parental leave. Designed in consultation with staff, the Hub includes personal stories from staff on balancing career and family responsibilities. Features **Planning and Conversation guides** to help staff and their managers navigate Macquarie policies and provisions, including tips for having conversations to plan for before, during and after leave. Launched in March 2019 and communicated via the all-staff newsletter.

(ii) **Cover and support for maternity and adoption leave: during leave**

What we know:

**Focus group data**: Policies and provisions were seen to be generous, but it was felt more could be done to enable staff to keep in touch while on leave.

**Survey** respondents were marginally less positive regarding support duringleave compared to before leave [Fig. 79]

![Fig. 79: Inclusion Survey - I felt supported by my manager and my colleagues during leave](image)

**Reflection on systemic issues:**

- **Keeping in touch** We currently don’t have an agreed approach for keeping in touch, and as a result staff and their managers aren’t clear on how to approach this.
What we’ve done:
- Carer’s Hub and Planning and Conversation guides – (section 5.3.i above)
- Leading inclusive policies: 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.

Next steps:

Action 5.2. Develop ‘keep in touch’ and ‘welcome back’ program for primary carers including:
- Mechanisms agreed for keeping in touch during leave (including invitations to events, sharing information on key changes / project information)
- Professional development options whilst on leave and on return
- Review existing schemes in other organisations and learn from best practice examples
- Onboarding support on return

(iii) Cover and support for maternity and adoption leave: returning to work

What we know:

Focus group discussions identified a need for support beyond parental leave – e.g. balancing caring responsibilities.

Survey data indicates a small number of staff didn’t feel supported by their manager [Fig. 80], some felt pressure to return sooner than desired [Fig. 81], and >60% agreed they were supported in transitioning back into work [Fig. 82].
Fig. 80: Inclusion survey - I felt supported by my manager and my colleagues on return from leave

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’

Fig. 81: Inclusion Survey - When taking parental leave, I did not feel pressured to return sooner than I would have liked

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’

Fig. 82: Inclusion Survey - When returning to work, I was supported to transition back into work in a way that suited my needs

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’
Reflection on systemic issues:

- **Welcome back**: There is no formal onboarding processes after parental leave, and inconsistent recognition from managers of the needs for staff with caring responsibilities.

What we’ve done:

- **Carer’s Hub and Conversation guides**: (section 5.3.i)
- **Restart Grants**: provide up to $20,000 over 12-months after parental leave of 6-months or more to ‘kick-start’ research. Following ECR Network feedback, the eligibility criteria changed in 2018 so that fixed-term staff can also apply [Fig. 83].

![Fig. 83: Restart Grant Applicants and Awardees in STEMM and HASS - 2015-17](image)

- **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. Most awardees have been women in STEMM [Fig. 84]. Almost $43,000 has been awarded (2017-18).

**I love it that Macquarie is recognising that families are important and are supporting staff who have caring responsibilities in such a practical way.**

**The opportunity to attend this conference was of significant benefit to my research career ... I gave a 30-minute invited talk, a poster presentation and was co-author on three other presentations. I pro-actively organised meetings with researchers ... to discuss my idea for a 2019 ARC Discovery Project. All researchers were excited to be involved on the project that I will lead and have now submitted to the ARC!**
Following ECR Network feedback, childcare is now listed as an allowable budget item for travel costs on all internal grants.

- **Parenting Rooms**: Macquarie is an accredited Breastfeeding Friendly Workplace (Australian Breastfeeding Association accredited) with seven parenting rooms on campus, all refurbished in 2017 and shown on the online campus map.

- **FSE Parental Leave Research Fellowship**: supports research-active staff transition back into work. Up to $60,000 is available to cover teaching relief, equipment, travel, and professional development. The Executive Dean emailed all FSE staff calling for applications in 2018; 3 women applied with 2 being successful.

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

**Next Steps:**

**Action 5.2. Develop ‘keep in touch’ and ‘welcome back’ program for primary carers:**
- Mechanisms agreed for keeping in touch during leave (including invitations to events, sharing information on key changes / project information)
- Professional development options whilst on leave and on return
- Review existing schemes in other organisations and learn from best practice examples
- Onboarding support on return

**Action 5.3. Establish carers network:**
- To provide peer support and networking opportunities
- Communicate available support and provisions through network
- Explicitly address the needs of both parents and carers
(iv) Maternity return rate

What we know:

Primary carers: Women are significantly more likely than men to take primary carers’ leave [Fig. 85]. During 2015-17, only 14% of primary carers were men.

Fig. 85: Staff Taking Primary Carers' Leave - 2015-17

STEMM: most staff taking primary carers’ leave were in STEMM faculties; 41% of male primary carers were in FSE [Fig. 85].

Fig. 86: Academic staff taking Primary Carers Leave in STEMM - 2015-17
Return rate: 94% of primary carers (academic and professional staff) returned to work. Of those who did return, 6% left within 1 year [Fig. 86]. 3% of STEMM academics did not return, and of those that did, 4% left within 1 year.

Systemic issues:
- Primary caring responsibilities: despite inclusive policies, primary carers leave is still predominately taken by women, and we need to explore the low take-up by men.

Next step:

Action 5.1. Representative Parent and Carer task group to be responsible for:
- Developing practical mechanisms for 'staying in touch' and 'returning to work' after an extended period of leave for caring (Action 5.2)
- Creating a network for staff who have caring responsibilities (Action 5.3)
- Promoting all forms of leave to all genders and investigating reasons for low take-up from men
- Other initiatives and activities as they arise following feedback and discussion
Paternity, shared parental, adoption leave and parental leave uptake

Staff can take 4-weeks paid and an additional 4-weeks of unpaid partner’s leave at the birth or adoption of their child. Almost 100% of those taking partner’s leave have been men [Fig. 87].

74% of academics taking partner’s leave were in STEMM.

![Fig. 87: Partner’s Leave by Gender - 2015-17](image)

Staff who act as a Foster Carer are entitled to 6 weeks paid parental leave at half pay.

**Macquarie is the first University to offer surrogacy leave** – 6 weeks paid leave for those acting as a surrogate for another family, introduced in 2018.

Flexible working

**What we know:**

Support for formal and informal flexible work arrangements includes:

- Part-time work
- Job sharing
- Compressed fortnight
- Flexible start and finish times
- Working from home/telecommuting
Inclusion survey data suggests staff were less positive about support received from managers than from their team [Figs. 88 and 89].

64% of respondents were aware of flexible work options, and 63% reported feeling comfortable requesting such arrangements, with women’s responses more positive [Figs. 90 and 91].
However, the perception of flexibility impacts is not positive - only 48% of respondents felt their career would not be affected by working flexibly [Fig. 92].

**Reflections on systemic issues:**

- **Flexible work culture:** there is inconsistent application of Macquarie’s flexibility policy across the University, likely due to variable manager and staff understanding and support for flexible work.

- **Recording and reporting:** There is currently no accurate method to record or report on take-up of flexible work to underpin better support, communication and accountability.
What we’ve done:

- **Promoting flexibility:** In 2018, the Macquarie University train station was closed for upgrades. This catalysed a large project promoting flexible work with University-wide Town Hall meetings and information sessions on flexible work options in every Faculty/Portfolio. Feedback from managers suggests there is now a greater understanding and confidence around supporting flexibility, but more can be done.

Next Steps:

**Action 5.5: Communications campaign around flexible work:**

- Promote flexible work options internally and externally
- Promote examples of staff (of all genders) progressing and succeeding whilst working flexibly and part-time
- Challenge the stereotype that flexible work is a ‘woman’s issue’ through communications
- Work with managers to improve support and transparency around flexible work
- Improved monitoring and reporting on flexible work take-up, reported to Executive

(vii) **Transition from part-time back to full-time work**

Staff can choose to work part-time and agree with their manager if/when they will return to full-time work. Formal flexible-work arrangements are reviewed after 2-years, and the staff member has the right to return to their substantive full-time position.

(viii) **Childcare**

What we know:

There are three childcare centres on campus with 211 spaces. Priority is given to Macquarie staff and students, who receive a discounted rate but there is a large waiting list at all three centres.

Table 8: Childcare on campus

<table>
<thead>
<tr>
<th>Childcare Centre</th>
<th>Places</th>
<th>Macquarie staff</th>
<th>Macquarie students</th>
<th>Waiting list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banksia &amp; Gumnut</td>
<td>160</td>
<td>90 (56%)</td>
<td>21 (13%)</td>
<td>446 (50% Macquarie staff/ students)</td>
</tr>
<tr>
<td>Mia Mia Child and Family Study Centre</td>
<td>51</td>
<td>19 (37%)</td>
<td>0 (0%)</td>
<td>494</td>
</tr>
</tbody>
</table>
Macquarie also offers Vacation Care for 60 primary school-aged children.

**Reflections on systemic issues:**
- **Lack of childcare options on campus:** provision is low compared to staff and student numbers.

**Next Steps:**

**Action 5.4. Provide more childcare options:**
- Subject to capital funding approval, open a new childcare centre on Campus dedicated for Macquarie staff and students
- Explore partnership opportunities with local childcare facilities

### (ix) Caring responsibilities

**What we know:**

Macquarie provides all staff with paid personal leave (3-weeks that accrues to 52-weeks) that is separate from annual leave and can be used for family/caring responsibilities. Staff can also purchase an additional 5 or 10 days of leave per-year, and access flexible working arrangements.

**Inclusion survey** data shows while numbers of carers responding to our survey were low, carers were less positive about perceived treatment than parents or the total Macquarie average [Fig. 93].

<table>
<thead>
<tr>
<th></th>
<th>Carer</th>
<th>Parent</th>
<th>Parent and Carer</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>34</td>
<td>11</td>
<td>88</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>44</td>
<td>10</td>
<td>125</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>1</td>
<td>13</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>14</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

*Fig. 93: Inclusion Survey - I believe staff at Macquarie are treated fairly and equally regardless of Parenting or Caring responsibilities

*Total = Parents, Carers, Parents & Carers, those who opted not to disclose their parenting/caring responsibilities, and those who are neither Parents or Carers*
Reflection on systemic issues:

- **Focus on carers:** Further work is needed to support carers at Macquarie.

What we’ve done:

- **Carers’ workshops:** During National Carers Week in 2017, staff with caring responsibilities and their managers were invited to attend workshops or 1:1 sessions with Carers NSW. 14 attended, and 8 accessing the 1:1 sessions; both received excellent feedback.

- **Carers’ Hub & Conversations guides:** (Section 5.3.i)

Next steps:

**Action 5.3. Establish carers network:**

- To provide peer support and networking opportunities
- Communicate available support and provisions through network
- Explicitly address the needs of both parents and carers
5.4. Organisation and culture

(i) Culture

What we know:

**Commitment to D&I:** on average, 69% of staff agreed there is a clear commitment to D&I from colleagues and more broadly at Macquarie. Responses were marginally lower in relation to senior leadership (61%) and managers (65%). Women were more positive on average [Fig. 94].

Fig. 94: Inclusion Survey - There is a clear commitment to equality, diversity and inclusion
Bullying & Harassment: Almost 50% of respondents had experienced being devalued or undermined occasionally or often [Fig. 95]. While peer review, academic freedom and open dialogue are all key parts of academia, it is important that behaviours, including silences, that become destructive rather than constructive, are challenged.

![Chart showing survey results on bullying and harassment]

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’
Encouragingly, very few respondents had experienced examples of sexual harassment. The most common experiences were intrusive questions and suggestive comments/jokes. More women and respondents who preferred not to disclose their gender (PNS) were likely to report experiencing sexual harassment than men [Fig. 96].

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being shown sexually suggestive photos, videos, e-mails or texts</td>
<td>161</td>
<td>123</td>
<td>335</td>
</tr>
<tr>
<td>Intrusive questions</td>
<td>121</td>
<td>118</td>
<td>306</td>
</tr>
<tr>
<td>Suggestive comments or jokes</td>
<td>123</td>
<td>116</td>
<td>305</td>
</tr>
<tr>
<td>Sexual gestures</td>
<td>140</td>
<td>122</td>
<td>332</td>
</tr>
<tr>
<td>Inappropriate staring or leering</td>
<td>132</td>
<td>116</td>
<td>318</td>
</tr>
<tr>
<td>Unwelcome touching or physical contact</td>
<td>134</td>
<td>121</td>
<td>323</td>
</tr>
</tbody>
</table>

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’
Awareness and confidence in reporting mechanism were lower than desired [Figs. 97 and 98].

Fig. 97: Inclusion Survey - If I experienced or witnessed inappropriate behavior, bullying or harassment at Macquarie I would know how to make a report and seek support

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
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<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a report</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
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<td></td>
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*Total = men, women, those who did not disclose their gender or selected ‘Another Option’

Fig. 98: Inclusion Survey - I feel confident that a report of inappropriate behavior, bullying or harassment at Macquarie would be taken seriously and acted on

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
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<th>Disagree</th>
<th>Strongly disagree</th>
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<td>Female</td>
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<td>Acted on</td>
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*Total = men, women, those who did not disclose their gender or selected ‘Another Option’
Reflection on systemic issues:

- **Expected behaviours:** Communication of expectations around respectful behaviour could be improved.

- **Leadership on D&I:** Staff confidence in Macquarie’s commitment to diversity and response to inappropriate behaviour suggests stronger and more visible action and modelling of inclusive practice from leaders is needed.

- **Staff engagement in gender equity:** While there is growing support for the University’s gender equity approach, capability of managers and D&I committees needs developing to identify, analyse and address systemic issues at a local level.

What we’ve done:

- **Engagement and education:** Several events have engaged the Macquarie community to build excitement over progress, including:
  - **Gender Equity Summits:** (section 3.ii)
  - **Gender Equity Week (GEW):** initiated in 2018, events were promoted by the VC in the all-staff newsletter, along with a report on WGES progress. Program included:
    - Inaugural ‘Macquarie IWD Lecture’ with Professor Cordelia Fine
    - ‘Macquarie Women Shaping the Future Symposium’ - 10 academics representing all faculties gave TED-style talks. The event was opened by the VC, who noted that the collective noun for a group of women is “an amazement”!
    - ‘Hidden Figures of STEMM’ exhibition celebrating women scientists whose contributions have been ignored or under-appreciated, now on permanent display in FSE.

GEW 2019 included:

- 2nd Macquarie Women Shaping the Future Symposium (~140 attendees)
- IWD Lecture with author Catherine Fox, whose book *Stop Fixing Women* inspired our approach (~130 attendees)
- Several departmental and Faculty/Portfolio-run events (400+ attendees)
Hidden Figures of STEMM exhibition 2018

International Women’s Day Lecture 2018 with Cordelia Fine

International Women’s Day Lecture 2019 with Catherine Fox
- **Inclusive behaviours:** “Workplace Behaviour – Drawing the Line” workshops have been run for the last three years with over 30 groups of staff, including the FSE leadership group and teams in FMHS. The workshops move beyond traditional ‘compliance training’ to facilitate meaningful conversations about behaviour, including where and how to ‘draw the line’ between acceptable and unacceptable behaviours, and how to raise concerns about behaviour in the workplace.

- **Action on sexual harassment:** Macquarie’s Respect. Now. Always. action plan was launched by the VC in August 2018. The plan covers action on staff and student policies, leadership, education and support services.

Next steps:

**Action 2.4. Inclusive Leadership Development for HoDs and Deans:**
- Amend HoD induction to include Inclusive Leadership principles
- Integrate inclusive leadership principles into existing HoD masterclass series
- Develop a specific module on Inclusive Leadership for HoDs, Deans and staff in leadership positions.
- All above to cover and address issues identified in inclusion survey (e.g. transparency of decision making, workload allocation, PDR discussions)

**Action 2.5. Recognise and celebrate inclusive leadership:**
- Create a dedicated ‘Progressing Diversity & Inclusion’ award within the annual VC’s staff awards
- Add inclusive leadership principles as an example under the ‘Leadership & Citizenship’ category in academic promotion
**Action 1.3. Address workplace sexual harassment:**
- Develop a specific policy focused on addressing sexual harassment that clearly outlines reporting methods, support, and the nuances of harassment in the workplace (intrusive questions, suggestive jokes etc.)
- Develop and run mandatory staff training to reflect the new policy to empower staff to identify and address sexual harassment

**Action 1.4. Address bullying and harassment:**
- Review current reporting options for all forms of bullying or sexual harassment and improve in line with leading practice
- Expand current Drawing the Line project to include a University-wide communications campaign on expectations around inclusive behaviours, reporting channels and process
- Monitor the number and form of complaints over time and report to Executive

(ii) **HR policies**

**What we know:**
HR policies are available to all staff via the Macquarie website. Discussions on consistency of implementation are discussed elsewhere (Sections 5.1.i, ii iii, 5.2.ii, 5.3.i, ii, iii, v, vi, 5.4.i, vii and viii).

**Reflection on systemic issues:**
- **D&I Capability in HR:** prior to 2017, D&I expertise and understand weren’t expectations for staff within HR. Embedding our approach at a systemic level requires HR D&I capability to influence policy development and implementation.

**What we’ve done:**
- **Building capability:** Workshops for HR staff in 2017/18 on D&I topics, included an introduction to ‘fixing the system’; research-based methods to address bias; disability confidence, cultural intelligence; and LGBTIQ Ally Training. Attendances was extremely high and feedback very positive. The impact has been significant, with several examples of HR staff suggesting and leading ‘fixing the system’ projects such as anonymous recruitment (Section 5.1.i) and changes to data collection (Section 8.iii).
Two of the five Executive Deans are women, including the current Executive Dean of FSE.

43% of HoDs are women, and more than 40% of HoDs across all three STEMM faculties are women [Figs.99 and 100]. This is higher than the proportion of women at Level E.

HoD roles are advertised as 3-5 year appointments, with option for extension.

As explained above (section 5.2.i), we are aware there is a need for inclusive leadership development for HoDs and Deans (Action 2.4).
(iv) Representation of men and women on senior management committees

The key decision-making committees are the University Council, the Executive Group, and Academic Senate. Women’s representation has increased in all committees [Figs. 101-103]. The Chair of Academic Senate is female (and GESAT member).

Non *ex-officio* members of Senate and Council are elected by the Macquarie community.
(v) **Representation of men and women on influential institution committees**

**What we know:**

While there is some variation, each Faculty has a minimum 30% female representation on their Executive Group [Fig. 104].

All other influential committees have over 30% female representation, with the majority being 50% or higher [Figs. 105 and 106].
(vi) Committee workload

Committee membership is included in the ‘service’ workload for academics and contributes towards ‘Leadership and Citizenship’ in academic promotion (section 5.1.ii). Academics and professional staff review committee workload and experience during PDR.

(vii) Institutional policies, practices and procedures

What we know:

All University policies and procedures are available online to all staff via ‘Policy Central’.

The Enterprise Agreement sets out requirements for consultation on the development and review of policies which includes forming staff consultation committees.

Reflection on systemic issues:

- Embedding gender equity: Until recently, gender and D&I were not explicitly embedded within policy development.

What we’ve done:

- New approach to Enterprise Bargaining: In 2018, Macquarie piloted ‘Interest-Based Bargaining’ in collaboration with the National Tertiary Education Union (NTEU) and the Fair Work Commission. Interest-based bargaining is collaborative rather than adversarial. Gender Equity was identified as a key priority throughout the process. Several sector-leading initiatives were agreed that will affect gender equity:
  - Academic Job Families (section 4.1.iii)
Surrogacy leave (section 5.3.v)
- 20 days Domestic violence leave
- Right to return to work part time from primary carer’s leave (section 5.3.iii)

Feedback from the NTEU and Macquarie has been extremely positive, and Macquarie was featured in a Fair Work Commission video promoting this approach.

(viii) Workload model

What we know:

Staff feedback: There was very little gender difference in reported workload allocation in the inclusion survey [Fig. 107], however, the perception was that workload is not distributed equitably [Figs. 108 and 109].
Fig. 107: Please indicate the percentage of time you spend on each of the tasks below with your workload totaling 100%

![Bar chart showing time spent on tasks by gender.](chart107)

- **Teaching and curriculum development**
- **Student supervision**
- **Research**
- **Service and administration**
- **Leadership and management**
- **Outreach**
- **Industry Engagement**

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’*

Fig. 108: I believe staff are treated fairly and equally, regardless of their identity, in relation to workload allocation

![Bar chart showing opinions on fair treatment of staff by gender.](chart108)

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’*
Fig. 109: Inclusion Survey - Workload is distributed equitably in my department in relation to

<table>
<thead>
<tr>
<th>Industry Engagement</th>
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<th>Female</th>
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<td>Student Supervision</td>
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*Total = men, women, those who did not disclose their gender or selected ‘Another Option’
Reflections on systemic issues:
- **Distribution of work**: Each Faculty is responsible for developing a discipline-appropriate workload model but there are currently inconsistent practices for distributing, recording and monitoring workload, and accurate data is currently unavailable.

Next steps:

**Action 4.5. Create Workload models (WLMs) that are transparent and fair:**
- Each Faculty to develop a transparent WLM
- Committees developing WLM to be diverse and representative (gender and level)
- GESAT to present data (inclusion survey and feedback from FMHS Research-only workload pilot) to these committees to inform WLM development
- Committees to consult with Faculty community on draft WLM
- Workshops with HoDs on implementing WLM and considering bias in allocation
- Faculties to review staff feedback and allocation from gender perspective and report to Executive

(ix) **Timing of institution meetings and social gatherings**

What we know:

Overall, 72% of respondents felt work-related social activities were welcoming and inclusive. Women were more positive in their responses [Fig. 110].

![Fig. 110: Inclusion Survey - Work related social activities in my department such as away-days, morning teas and networking events are welcoming and inclusive](image)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
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<td>14</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>37</td>
<td>56</td>
<td>18</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Total*</td>
<td>100</td>
<td>145</td>
<td>54</td>
<td>24</td>
<td>11</td>
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</table>

*Total = men, women, those who did not disclose their gender or selected ‘Another Option’
Reflection on systemic issues:

**Inclusive events:** Feedback highlights that timing of events and meetings is an important consideration for our staff with caring responsibilities, as are factors such as accessibility, diversity of organisers and speakers, location and respectful behaviours. While some Departments have adopted core hours this is not currently a University-wide policy.

**What we’ve done:**

**Inclusive events:** D&I considerations are now embedded throughout the organisation, delivery and evaluation of events supported by Macquarie’s Events Team. A checklist has also been developed to support any member of staff organising an event, including a recommendation that events take place between 10-4. The checklist was promoted to staff during GEW 2019.

**Next steps:**

**Action 5.6. Pilot the use of ‘core hours’ within STEMM departments**
- Call for departments to take part in pilot for 6-12 months – minimum 5 departments
- Evaluate pilot through feedback from staff and department leaders
- Provide recommendation to Executive based on pilots

(x) **Visibility of role models**

**What we know:**

- **Communications and marketing:** A review of Tier 1 media articles (external media such BBC, SBS, Sydney Morning Herald etc.) in 2017 revealed only 32% of articles featured female academics – below the Macquarie academic gender balance.

**Reflection on systemic issues:**

- **Promoting Macquarie women:** we need to create greater visibility of women academic role models, and to ensure portrayals reflect reality; challenging unhelpful stereotypes particularly around STEMM.

**What we’ve done:**

- **Marketing Gender Strategy:** responding to the data above, Macquarie’s Marketing team developed a gender strategy to address underrepresentation of female role models and have begun reporting on gender representation in external and internal media to Executive (Action 1.5).

- **Superstars of STEMM:** Ronika Power was one of 30 ‘Superstars of STEMM’ in 2018. 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”.

“the Superstars of STEMM program has made a staggering difference in my life [...] 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.”

Associate Professor, Ronika Power

Ronika was heavily involved in promoting applications for the 2019 cohort with 3 Macquarie women selected:

Macquarie’s STEM superstars named, smashing gender assumptions about scientists

Macquarie’s 2019 STEMM superstars, This Week article 2019: Dr Devika Kamath - Physics & Astronomy, Dr Lizzy Lowe – Biological Sciences and Dr Kate Selway – Earth and Planetary Sciences

- Gender Equity Week (GEW): profiles and celebrates female role models through Macquarie Women Shaping the Future and Hidden Figures of STEMM exhibition.
- **Macquarie Panel pledge** launched during GEW 2019. Staff were invited to sign the pledge, committing to not taking part in events and panels that are not diverse. Signatories were provided with tools and advice on keeping their commitment as well as our inclusive events checklist (section 5.4.ix).

### Next steps:

**Action 1.5. Group Marketing Gender Strategy aims to ensure:**
- Diverse and gender balanced images and profiled staff in all internal and external communications with data reported annually to the Executive
- Address and avoid unconscious bias in articles and images used
- Promote and celebrate Macquarie’s progress on gender equity
- Male and female academics offered media training to prepare them for external activities.

(xii) **Outreach activities**

### What we know:

Women represent more than 50% of students at UG, PG and HDR. However, there are large differences among STEMM Faculties e.g. 73% of UG students in FHS are female; compared to 34% in FSE [Fig. 111].

![Fig. 111: Representation in Undergraduate, Postgraduate and Higher Degree Research by Gender and STEMM Faculty - 2018](chart)

- UG: Faculty of Human Sciences
- PG: Faculty of Medicine and Health Sciences
- HDR: Faculty of Science and Engineering
Reflection on systemic issues:

- **Tailored approach**: There is underrepresentation within FSE, and more significant issues within subjects such as Engineering and Computer Science – outreach activities need to be tailored to these areas to challenge stereotypes.

What we’ve done:

- **Widening Participation** at Macquarie covers student recruitment to future employability and identifies the need to enable women in STEMM. Consultation with women STEMM students led to the following:
  - Promotion of women-in-STEMM scholarships to attract more female students
  - Peer-assisted learning within FSE – final-year female UG students support first-year female students.
  - Pilot scheme pairing STEMM alumni with current female STEMM students to support transition from study to workplace.

- **Junior Science Academy**: launched in 2014, the Academy runs during school holidays on campus for pre- and primary-school children to explore STEMM concepts through fun, hands-on activities. In 2018, 2,947 children took part (45%F).

- **‘Pioneering Women in STEMM’ programme**: Since 2016, this multi-week program aims to deepen students’ understanding of the real-world applications of STEMM, reaching 100 students to date, 98% reporting that they intended to study a STEMM-based degree.

- **Scholarships**: aimed at attracting women into traditionally under-represented disciplines since 2016 – funding has increased over-time to over $80,000 a year.

Activities and scholarships have resulted in a 3% increase in commencing UG female students in Engineering and a 2% increase in Information Technology from 2016-18. All the above will continue to run and impacts will be monitored.

**Recognition**: Outreach activities are more explicitly recognised and valued under the new promotion process (Section 5.1.iii).

(xii) **Leadership**

As described elsewhere, significant commitment and funding has been allocated to our gender equity activities including a dedicated D&I team, a continuing position to support SAGE, the work of GESAT, Gender Equity Week, Executive KPIs and engaging the Macquarie community in our ‘fixing the system’ approach.
6. SUPPORTING TRANSGENDER PEOPLE

(i) Current policy and practice

Macquarie University is a member of Pride in Diversity (PiD), Australia’s national employer support program for LGBTIQ+ workplace inclusion. PiD have supported the development of our LGBTIQ+ inclusion Strategy and Action Plan ensuring our policies and processes are LGBTIQ+ inclusive. For example, policies such as parental and surrogacy leave (section 5.3) and harassment prevention (section 5.4.i) are explicitly LGBTIQ+ inclusive.

Supporting Trans Staff guide for staff and their managers was published in 2018. This provides practical information and guidance on transitioning at work, and how managers can support staff through this process. The guide is available on Macquarie’s dedicated LGBTIQ+ diversity webpage and promoted via This Week and an all-staff email from the VC.

Australian Workplace Equality Index (AWEI) Silver: The AWEI is the national benchmark on LGBTIQ+ workplace inclusion. Macquarie was recognised as a Silver-tier employer in 2018 in recognition of our significant progress towards LGBTIQ+ inclusion. A celebration and thank-you event was held with the Ally network.

I’m delighted to announce that Macquarie has been recognised as a Silver-tier employer in the AWEI Awards [...] I would personally like to thank our Macquarie Allies for all their work, advocacy and commitment.

Vice-Chancellor, This Week article 2018
**Ally Network**: More than 190 staff and student are members of the Network, and the Director of HR is its Executive Sponsor. Allies are agents of change, offering support to staff and students and challenging any examples of homophobia, transphobia or heterosexism. The Network has representatives in every Faculty. 35% of our Allies are in STEMM Faculties [Fig. 112]. To become an Ally, staff complete a 2-hour training session from Macquarie Pride in Diversity accredited trainers [Fig. 113].

The Network is coordinated by the Ally Network Steering Committee, with membership confirmed through nominations and consultation with the network. The Committee aims to:
- provide a coordinated representative voice to advise the University on the needs and expectations of LGBTIQ+ staff and students and any barriers to inclusion they face
- act as an advisory body to provide input to ‘fixing the system’ for LGBTIQ+ staff through a focus on policies, communications, initiatives and culture
- increase the engagement and impact of the Ally Network.
(ii) Review

Gender-neutral bathrooms: Members of the Ally Network are collaborating with Property to provide additional gender-neutral toilets across campus, ensure appropriate signage is used (decided in consultation with LGBTIQ+ staff and students) and to communicate these changes to the Macquarie community.

Non-binary data: We are in the process of ensuring all systems and processes recognise non-binary gender identities. For example:
- Staff can now select any of the following personal titles and change them at any time (no documentation required): Mr, Miss, Mrs, Ms or Mx.
- Work is underway to ensure gender identity questions include ‘another option’ in all HR and recruitment systems based on advice from Pride in Diversity [Action 1.8]
- Guidance on including ‘another option’ has been added to the Research Ethics website and Faculty Research Managers have been contacted to communicate this information locally.

(iii) Further work

LGBTIQ+ Inclusion plan 2019-2020: Specific actions related to Trans inclusion:
- Communicate support for employees transitioning within the workplace
- Celebrate transgender people and raise awareness of discrimination faced by transgender people on International Transgender Day of Visibility March 31
- Develop specific activities to support transgender, gender diverse and/or intersex employees in collaboration with Allies.
- Explore possibility of providing dedicated provision for ‘Transitioning Leave’
(i) **Current policy and practice**

Our aim at Macquarie is to ‘fix the system’ – this means addressing any form of bias or inequality in policies, practices and cultures – not only in relation to gender.

Our policies are inclusive, and we have considered intersectionality in our data analysis wherever possible. For example:

**Recruitment:** A review of recruitment applications by nationality and language background revealed that the gender balance has been affected by an increase in the proportion of international male applicants [Fig. 114]. International men, however, are significantly less likely to be offered an interview and subsequently appointed. Australian men from English-speaking backgrounds are the most advantaged through the process – representing 9% of applicants, but 21% of appointments [Fig. 115]. This analysis has informed the development of the anonymous recruitment pilot [Action 3.4].

![Fig. 114: Academic Australian and International Applicants 2015-17](chart.png)
(ii) Review

**Pipeline:** Our pipeline was analysed by gender and Cultural and Linguistic Diversity (CALD) [Fig. 116]. The key finding was that while data on gender are reliable, additional D&I demographic data (CALD, Disability, Language background etc.) are incomplete, and this increases year-on-year. This is largely a result of the form not being promoted and not easy to find, making any intersectional analysis challenging and unreliable.
Survey data: Our inclusion survey was designed to enable an intersectional analysis. Initial analysis has indicated small differences in staff perceptions based on the intersection of gender and CALD (Figs. 117-119). Analysis suggests more could be done to consider intersectionality in our activities and analysis [Action 1.8].

Numbers were too small to analyse data by LGBIQ+ identify, Aboriginal and Torres Strait Islander identity or Disability.
Fig. 117: Inclusion Survey - I believe staff at Macquarie are treated fairly and equally regardless of Race, Culture or Gender

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Fig. 118: Inclusion Survey - There are opportunities for me to progress at Macquarie

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Further work

Action 1.7. Ensure GESAT activities are always underpinned by data and research:
- Partner with Macquarie academic experts to inform actions and assess impact of initiatives
- Partner with academics who have expertise in intersectionality and D&I beyond gender – to ensure we ‘fix the system’ for everyone
- Where relevant, publish and communicate findings internally and externally to share ‘what works’

Action 1.8. In-depth intersectional data analysis:
- Ensure D&I questions in all University systems, projects and forms are in-line with current advice from Walanga Muru and partner organisations (e.g. Pride in Diversity, Australian Network on Disability etc.)
- Improve response rate to D&I data form via University-wide comms campaign
- GESAT to undertake an intersectional analysis of all data sets available
- Actions developed in response to analysis

Action 2.2. Ensure all local-level actions are data-led:
- Produce an easily-accessible and automated D&I data report (including intersectionality) for each member of the Executive Group and their D&I teams.
- Communicate key data findings, progress to date and identify actions to the Macquarie community to ensure transparency and encourage staff engagement.
Macquarie University acknowledges the traditional custodians, the Wattamattagal clan of the Darug nation, whose cultures and customs have nurtured, and continue to nurture, this land, since the Dreamtime.

All events begin with either a Welcome to Country by a local elder, or an acknowledgement via the Welcome to Country video, orated by Aunty Julie Janson:

Walanga Muru: The Office of Indigenous Strategy, offers the following services and expertise:
- Aboriginal and Torres Strait Islander student and community engagement
- Aboriginal and Torres Strait Islander workforce and Manawari training
- Indigenous Research
- Indigenous Learning and Teaching – Mudang Dali, embedding Indigenous knowledges and perspectives into the curriculum

The Office are responsible for key strategies and policies including the Macquarie Indigenous Strategy 2016-25, Aboriginal cultural protocols, the Reconciliation action plan and the Aboriginal and Torres Strait Islander Workforce Plan 2018-2021. These strategies and policies are consulted on with the wider community via an Advisory Committee (including external members) and a Strategic Committee.

Walanga Muru aims to provide a culturally affirming space for Aboriginal and Torres Strait Islander community members and promote success through tailored and individualised engagement.

Department of Indigenous Studies: offers cross-disciplinary UG and PG courses and conducts research into indigenous educations, indigenous identity and racism.
**Staff:** At March 2018, 13 (64%F) fixed-term and continuing members of staff identified as Aboriginal and Torres Strait Islander – 24% were academic (40%F), 40% of academics were based in STEMM.

**Students:** There are currently approximately 380 Aboriginal and Torres Strait Islander students enrolled, and over 800 graduations from diploma through to PhD throughout Macquarie’s history.

**Outreach:** The National Indigenous Science Foundation Programme (NISFP) was initiated by Macquarie academics in 2004, and brings together Aboriginal Elders, science academics and high school staff, committed to helping the educational attainment of Indigenous youth in a meaningful way. Through University and community-based science events and activities, the aim of the programme is to provide Aboriginal and Torres Strait Islander high-school students with the confidence, motivation and skills to stay in school and consider pathways to higher education. A review of the programme’s impact showed that 7/10 students had an increased desire to complete Years 11&12, and 8/10 students had an increased interest in science.

(ii) **Review**

The University has committed to growing and retaining our Aboriginal and Torres Strait Islander staff through the Indigenous Strategy 2016–2025 and subsequent frameworks and plans. To further progress this work, Macquarie launched the inaugural 2018-22 Aboriginal and Torres Strait Islander Workforce Plan. The plan’s objective is to create a workforce culture and environment that is culturally relevant and responsive to Aboriginal and Torres Strait Islander staff.

The Workforce Plan specifically addresses the intersection between Aboriginal and Torres Strait Islanders, gender, and STEMM disciplines, and commits the University to “Deliver specialised workforce programs within faculties to attract Aboriginal and Torres Strait Islander staff into non-traditional areas, with further consideration to gender equity, such as Aboriginal women in STEM.”

Todd Phillips, Indigenous Workforce Development Coordinator, is a GESAT member to ensure two-way communication and collaboration in the implementation of action and strategies.
(iii) Further work

A HR working group has been formed to contribute to the implementation of the Aboriginal and Torres Strait Islander Workforce Plan.

Current data are inaccurate, due to the same issues with data collection described above (section 7)

**Action 1.8. In-depth intersectional data analysis:**
- Ensure D&I questions in all University systems, projects and forms are in-line with current advice from Walanga Muru and partner organisations (e.g. Pride in Diversity, Australian Network on Disability etc.)
- Improve response rate to D&I data form via University-wide comms campaign
- GESAT to undertake an intersectional analysis of all data sets available
- Actions developed in response to analysis
9. FURTHER INFORMATION

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Please comment here on any other elements that are relevant to the application.
## 1. BUILDING AN EQUITABLE AND INCLUSIVE ORGANISATIONAL CULTURE

### 1.1. Systemic issue:
Current ‘EO Online’ module is outdated, and not in line with Macquarie approach to D&I. Completion rates are low - between 20-30% of new starters.

**Progress:** Induction was reviewed to include information on D&I and inclusive policies, including a video with Macquarie Executive discussing the WGES.

- **Action:** Develop a new D&I Induction module:
  - Module to be engaging, informative and clearly communicate Macquarie’s inclusive policies, approach to D&I, and expectations around inclusive behaviour
  - Module to become core part of induction for all new staff
  - Module to be promoted to current staff

- **Timescale:** Developed throughout 2020
  - In place and promoted from Q1 2021
  - Monitor yearly completion rates from Q1 2022 onwards

- **Responsibility:** Manager, Workplace Diversity & Inclusion

- **Success Measure:**
  - >80% of new staff to complete training from Q1 2020 onwards.
  - >60% of all existing staff completion by Q1 2023

### 1.2. Systemic issue:
Based on GESAT feedback and research indicating bias training is largely ineffective (Bohnet, 2016; Kulik and Roberson, 2008), we need a new approach to building capability and understanding of bias mitigation and D&I issues across the University.

**Progress:** Bias training was piloted with GESAT in 2017, receiving mixed feedback.

- **Action:** Develop new online D&I training modules:
  - Modules to be context-based – such as recruitment, teaching and research
  - Modules to outline research-based strategies to mitigate and address bias, and how to ‘fix the system’
  - Communicate via D&I committees and promote to target audiences (e.g. managers, recruiting managers, teaching staff etc.)

- **Timescale:** Develop plan and module outlines throughout 2020
  - First module in place and promoted from Q3 2020
  - Finalise and promote additional modules throughout 2021 and 2022.

- **Responsibility:** Manager, Workplace Diversity & Inclusion

- **Success Measure:**
  - At least 3 modules in place by Q1 2023
  - Minimum 80% completion within target audiences (e.g. ‘Inclusive Recruitment’ module to be aimed towards recruiting managers)
<table>
<thead>
<tr>
<th>#</th>
<th>Systemic issue identified &amp; progress to date</th>
<th>Action</th>
<th>Timescale ($Q = Quarter$)</th>
<th>Responsibility</th>
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<tr>
<td>1.3.</td>
<td><strong>Systemic issue</strong>: Our inclusion survey identified specific behaviours that were more common (intrusive comments or jokes, and intrusive questions), and that women were more likely to report these behaviours. Clarity and communication of expectations around respectful behaviour could be improved. &lt;br&gt;&lt;br&gt;<strong>Progress</strong>: The Respect. Now. Always. action plan was launched by the VC in 2018 and included actions related to staff.</td>
<td><strong>Address workplace sexual harassment:</strong> &lt;br&gt;- Develop a specific policy focused on addressing sexual harassment that clearly outlines reporting methods, support, and the nuances of harassment in the workplace (intrusive questions, suggestive jokes etc.) &lt;br&gt;- Develop and run mandatory staff training to reflect the new policy to empower staff to identify and address sexual harassment</td>
<td>- New policy developed throughout Q1-2 2019 &lt;br&gt;- Training developed throughout Q3-Q4 2019 &lt;br&gt;- Training launched Q1 2020</td>
<td>Director, Human Resources</td>
<td>100% of staff have completed sexual harassment training by Q1 2023 &lt;br&gt;&gt;95% of staff believe ‘sex-based harassment is not tolerated at Macquarie’ in the 2022 Your Say survey</td>
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<tr>
<td>1.4.</td>
<td><strong>Systemic issue</strong>: The inclusion survey revealed a need for improved communication and clarity on reporting and communication of Macquarie’s position on non-inclusive behaviours: &lt;br&gt;- 55% (61%F) believed a report would be acted on &lt;br&gt;- 45% (43%F) had experienced work being devalued or undermined in the last 12 months. &lt;br&gt;&lt;br&gt;<strong>Progress</strong>: “Workplace Behaviour – Drawing the Line” workshops run with over 30 groups including the FSE leadership group and teams in FMHS.</td>
<td><strong>Address bullying and harassment:</strong> &lt;br&gt;- Review current reporting options for all forms of bullying or sexual harassment and improve in line with leading practice &lt;br&gt;- Expand current drawing the line project to include a University-wide communications campaign on expectations around inclusive behaviours, reporting channels and process &lt;br&gt;- Monitor the number and form of complaints over time and report to Executive</td>
<td>- Review Q1 2022 &lt;br&gt;- New process developed throughout Q1-2 2022 &lt;br&gt;- Communicated Q3-4 2022 &lt;br&gt;- Data collected and reported to Exec annually from Q1 2023</td>
<td>Director, Human Resources</td>
<td>Report to Executive on bullying &amp; sexual harassment complaints annually &lt;br&gt;&gt;90% of staff reporting ‘bullying is prevented and discouraged at Macquarie’ in the 2025 Your Say survey</td>
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<td>#</td>
<td>Systemic issue identified &amp; progress to date</td>
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| 1.5. | **Systemic issue:** We need to create greater visibility of female academics, and to ensure portrayals reflect reality; we need to challenge unhelpful stereotypes particularly around STEMM.  
**Progress:** Group marketing undertook a review of Tier 1 media (e.g. BBC, ABC, SBS) articles in 2017, which revealed that only 32% of articles featured female academics – below the Macquarie academic gender balance. | Group Marketing Gender Strategy aims to ensure:  
- Diverse and gender balanced images and profiled staff in all internal and external communications with data reported annually to the Executive Address and avoid unconscious bias in articles and images used  
- Promote and celebrate Macquarie’s progress on gender equity  
- Male and female academics offered media training to prepare them for external activities. | - Plan in place from Q1 2019 onwards  
- Progress analysed and reported in Q1 annually | Chief Marketing Officer and Communications Director | 50/50 gender balance of articles featuring Macquarie staff in Macquarie owned channels including *The Lighthouse*, *This Week* and *Newsroom*.  
Increase Tier 1 media coverage for female academics from 32% to 50%  
Minimum 4 stories per year published in *This Week* on Macquarie’s progress on gender equity  
Minimum 40% of all media-trained staff are female. |
| 1.6. | **Systemic issue:** the link between Macquarie’s collaborative culture and inclusion could be made clearer. Promoting Macquarie’s progressive approach to D&I externally and impact to date may help to attract diverse applicants.  
**Progress:** Macquarie’s (You)²² brand campaign launched in 2018 – promoting Macquarie’s collaborative culture. | Provide $20,000 funding to extend the (You)²² campaign:  
- Clarify link between collaboration (you to the power of us and inclusion  
- Highlight Macquarie’s inclusive and collaborative workplace culture  
- Showcase Macquarie women  
- Promote progress on WGES externally | - Campaign to be launched Q2 2019  
- Report on progress and impact to Executive Q4 2019 | Chief Marketing Officer and Communications Director | Digital engagement rates (such as page visits and time spend on page) for new Gender equity (You)²² campaign showcase webpage to be monitored and improved on.  
Gender equity (You)²² campaign to run across cinema, digital and print. |
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| 1.7 | **Systemic issue**: more could be done to link with our own academic experts, consider intersectionality and rigorously assess our impact. **Progress**: our ‘fixing the system’ approach is research and evidence-based. | Ensure GESAT activities are always underpinned by data and research:  
- Partner with Macquarie academic experts to inform actions and assess impact of initiatives  
- Partner with academics who have expertise in intersectionality and D&I beyond gender – to ensure we ‘fix the system’ for everyone  
- Where relevant, publish and communicate findings internally and externally to share ‘what works’ | - Academic network developed throughout 2020  
- GESAT to regularly consult with network | GESAT | At least 4 academic research papers published by Q1 2023 |
| 1.8 | **Systemic issue**: Our current HR system does not allow us to analyse at the depth or accuracy we would like. There is also a low response rate for D&I demographic data other than gender. **Progress**: Data has been crucial for our ‘fixing the system’ approach to inform GESAT discussions, identification of issues and actions. | In-depth intersectional data analysis:  
- Ensure D&I questions in all University systems, projects and forms are in-line with current advice from Walanga Muru and partner organisations (e.g. Pride in Diversity, Australian Network on Disability etc.)  
- Improve response rate to D&I data form via University-wide comms campaign  
- GESAT to undertake an intersectional analysis of all data sets available  
- Actions developed in response to analysis | - Advice received 2018  
- New survey in place and promoted from Q3 2019  
- Analysis & actions from Q1 2020 | HR Systems Manager (systems update and comms)  
GESAT (analysis and actions) | Minimum 80% completion rate for D&I data survey |
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| 1.9. | **Systemic issue**: Need to ensure continued and sustainable monitoring and investigation of workplace experiences and behaviours, at University and Faculty/Portfolio levels. **Progress**: Inclusion survey was developed in collaboration with Macquarie academics and based on research identifying indicators of inclusion. | Ensure access to useful and informative survey data:  
- Provide anonymised reports from inclusion survey to Faculties and Departments and provide support to interpret and act on findings.  
- Integrate what we learn from the inclusion survey into future Your Say all-staff surveys to ensure trends can be monitored over time  
- Improve analysis of D&I measures within Your Say survey  
- Undertake an analysis and compare STEMM / HASS and Faculty D&I data in Your Say  
- Ensure D&I is integrated into Your Say reports received by Faculties and Portfolios. |  
- Inclusion survey reports provided by Q2 2019  
- Questions and reporting methods integrated into Your Say Q2 2019 and Q2 2023.  
- Your Say analysis to Faculties by Q4 2019 and Q4 2023 | Workplace Diversity & Inclusion Coordinator Lead Consultants, Organisational Development | All participating Faculties and Departments to review inclusion survey report  
Your Say D&I data disaggregated by Faculty and STEMM/HASS collected and analysed by GESAT every 3 years  
D&I data provided via Your Say survey to all Faculties and Portfolios every 3 years |
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<td><strong>2. EMBEDDING LEADERSHIP COMMITMENT AND ACCOUNTABILITY FOR GENDER EQUITY</strong></td>
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| **2.1. Systemic issue**: Data analysis indicates that each Faculty has different gendered-pipelines and issues to address. | D&I committees to address Faculty and local-level pipeline issues:  
- Each Faculty Executive Dean to appoint a representative D&I Committee  
- Representative D&I committee in place covering all Professional Services Portfolios  
- Committees to create action plans to ‘fix the system’ in their area in response to local-level data  
- Faculty committees to link and communicate with active Department-level D&I committees | - D&I Committees in place by Q2 2020  
- Plans in place by Q2 2021 | Executive Group | 6 D&I committees in place and active - covering each academic Faculty and Professional Services  
All 6 D&I committees have a SMART action plan in place to ‘fix the system’ in their area |
| **Progress**: 11 department and Faculty level D&I committees currently exist across the University. AAO and Department of Physics both hold a Silver Pleiades award. | | | | | |
| **2.2. Systemic issue**: Exec gender equity reports are currently produced manually. Real-time data are not easily available to Faculties/Portfolios. | Ensure all local-level actions are data-led:  
- Produce an easily-accessible and automated D&I data report (including intersectionality) for each member of the Executive Group and their D&I teams.  
- Communicate key data findings, progress to date and identify actions to the Macquarie community to ensure transparency and encourage staff engagement. | - Reports developed Q1 2020  
- Annual data reports provided in Q1  
- Annual communication in Q1 to Macquarie community | HR Systems Manager | 100% of Executive provided with an annual data report  
Annual report to Macquarie community on gender equity data, progress and next steps at Faculty/Portfolio levels. |
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| 2.3| **Systemic issue**: two-way communication and collaboration with Faculties/Portfolios needed.               | GESAT structure and membership to enable University-wide communication and engagement:  
- Ensure links between new Faculty D&I committees, Professional Services D&I committee and the GESAT through refreshed membership and reporting structure  
- Maintain representative and diverse GESAT membership | GESAT membership confirmed and in place Q3 2020 | GESAT co-chairs   | Membership to remain diverse and representative – applying 40/40/20 model (minimum 40% male, minimum 40% female)  
At least 1 member from each Faculty/Portfolio D&I committee on GESAT |
| 2.4| **Systemic issue**: responses in the inclusion survey indicate a need to reach and engage HoDs and Deans to further our progress towards inclusive workplace cultures.  
**Progress**: HoDs and Deans can already access Executive coaching, a HoD masterclass series (e.g. ‘Managing the Tough Stuff’, Performance and Misconduct, Conflict Management and Managing Mental Health in the Workplace), and the HoD induction. | Inclusive Leadership Development for HoDs and Deans:  
- Amend HoD induction to include Inclusive Leadership principles  
- Integrate inclusive leadership principles into existing HoD masterclass series  
- Develop a specific module on Inclusive Leadership for HoDs, Deans and staff in leadership positions.  
- All above to cover and address issues identified in inclusion survey (e.g. transparency of decision making, workload allocation, PDR discussions) | HoD induction amended by Q4 2019  
- Content and specific modules developed Q2 and in place for Q3 2022 | Lead Consultants, Organisation Development  
Manager, Workplace Diversity & Inclusion | 100% of HoDs to attend Inclusive Leadership Module by Q1 2023  
Minimum 80% positive responses from women and men to questions “The senior management in my Faculty/office/entity are genuinely interested in my opinions and ideas” and “The senior management in my Faculty/office/entity are visible and communicate regularly with all staff” in Your Say 2025 |
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<th>Systemic issue identified &amp; progress to date</th>
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<th>Responsibility</th>
<th>Success Measure</th>
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</table>
| 2.5 | **Systemic issue**: Staff who support and progress D&I activities at Macquarie should be recognised and thanked for their contributions.  
**Progress**: a large number of staff members are engaged with and supportive of gender equity activity, as evidenced through GEW attendance numbers and increasing number of active D&I committees. | Recognise and celebrate inclusive leadership:  
- Create a dedicated ‘Progressing Diversity & Inclusion’ award within the annual VC’s staff awards  
- Add inclusive leadership principles as an example under the ‘Leadership & Citizenship’ category in academic promotion | - Award in place by Q2 2021, and run every 2 years thereafter  
- Amend promotion criteria for 2020 promotions round. | Lead Consultants, Organisation Development | At least 1 person or team awarded per year |
| 2.6 | **Systemic issue**: more support is needed to communicate how to put our ‘fixing the system’ approach into practice at a local level.  
**Progress**: 4 Gender equity summits have been held to date, and Gender Equity Week program of events in 2018 and 2019, with accompanying promotional videos featuring members of the Executive. | Continue University-wide communication and engagement activities on gender equity:  
- Continue to run Gender Equity Week events  
- Continue to run Gender Equity Summits at least annually  
- Regular case studies promoted through ‘This Week’ all-staff newsletter  
- Collaborate with AAO to share advice and insight from SAGE submissions  
- Support local-level D&I committees to adopt our fixing the system approach | - Gender Equity Week – Q1 annually  
- Summits – Q1 and Q3 annually  
- AAO to share experience at Summit Q1 2020 | Manager, Workplace Diversity and Inclusion & GESAT | Minimum 3 case studies promoted in ‘This Week’ each year  
2 gender equity summits each year  
AAO to achieve Bronze SAGE award |
### 3. BUILDING OUR TALENT PIPELINE BY ATTRACTING AND RECRUITING MORE ACADEMIC WOMEN

#### 3.1. **Systemic issue:** Application rates from women are too low to effectively address our key-transition point (Level B to C), and to increase representation of women in FSE.

**Progress:** Led by the new Dean of School, Engineering undertook a recruitment drive in 2018 and used staff networks to identify and encourage women to apply; took extra care to review gender balance while creating a long-list; and committed to interview every woman on that long-list. As a result, the school’s gender balance increased from 5% to 25% female.

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<th>Timescale (Q = Quarter)</th>
<th>Responsibility</th>
<th>Success Measure</th>
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<tbody>
<tr>
<td>Attract diverse applicants to Macquarie:</td>
<td></td>
<td>Chief Marketing Officer and Communications Director (marketing strategy)</td>
<td>Minimum 40% applicants are female</td>
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<tr>
<td>- Group Marketing to promote Macquarie inclusive policies and culture externally (Action 1.6)</td>
<td></td>
<td>Head of Client Services, HR (Gender decoder)</td>
<td>Minimum 30% female applicants in FSE</td>
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<td>- HR managers to consistently use the ‘gender decoder’ to avoid gendered language in advertisements</td>
<td></td>
<td>Executive Deans (Faculty and Department-level activity)</td>
<td>Minimum 40% female applicants at Levels C and above</td>
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<td>- School of Engineering approach to be adopted by other FSE departments</td>
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<td>- Develop and pilot additional tailored approaches in ‘hot spots’ such as FSE</td>
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<td>- Group Marketing strategy in place from Q1 2019 onwards</td>
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<td>- Additional focus on FSE from Q2 2020 onwards</td>
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#### 3.2. **Systemic issue:** since 2017 search firms have been asked to provide diverse longlists. This requirement is not currently monitored, and requirements need to become ‘business as usual’.

**Progress:** Firms are usually engaged for senior recruitment (e.g. HoDs and above). Longlists have been rejected when this requirement has not been met.

<table>
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<td>- Longlists to include minimum 40% female candidates</td>
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<td>Director, Human Resources</td>
<td>Longlists to include minimum 40% women in all instances where search firms have been employed.</td>
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<td>- Record and report on gender representation of all longlists to Executive</td>
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<td>In 100% of cases where search firms are used, data is recorded and reported</td>
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| 3.3 | **Systemic issue**: New recruitment training needs to be promoted and monitored to ensure managers are aware of Macquarie policy, best practice and method to address gender and other bias.  

**Progress**: New recruitment training developed in 2018 to educate recruiting managers in fair and inclusive recruitment processes and includes evidence-based methods for mitigating bias at each stage of the recruitment process. | Recruitment training:  
- Promote attendance of recruiting panel members in every Faculty and Portfolio.  
- Monitor attendance rates | - At least 1 session quarterly from Q1 2019 onwards  
- Review attendance rates Q1 annually | Head of Client Services, HR | At least 70% of recruiting managers to have completed training in each Faculty and Portfolio by Q4 2021.  
90% of recruitment panels have gender representation. |
| 3.4 | **Systemic issue**: All pilots and actions need to be reviewed and evaluated to identify impact and future plans.  

**Progress**: Based on examples from the Departments of Biological Sciences, Cognitive Science, along with research (reference), Macquarie has developed a pilot of anonymised recruitment using the online recruitment system. Currently being piloted in FSE. | Pilot and evaluate anonymised recruitment:  
- Minimum 10 pilot cases across multiple faculties/departments – minimum 6 in STEMM  
- Evaluations plan to rigorously identify and assess impact  
- Analyse data from pilot and survey recruitment panellists from pilot  
- Decide on future implementation of anonymous recruitment | - Pilot throughout 2019 starting Q1  
- Evaluation plan developed Q2 2019  
- Review and report data Q1 2020  
- Decision on future plans by Q3 2020 | Director, Human Resources | Minimum 10 pilots, 6 in STEMM, to take place  
Impact of pilot assessed and reported to GESAT  
Decision in place based on review on whether to roll-out anonymous recruitment |
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| 4.1 | Systemic issue: There is a need for development options to better respond to the specific needs of staff at different career stages, including at mid- and senior-stages. Development options are currently offered by multiple teams and offices with a need for clearer coordination and communication. Progress: The ECR Network supports the career development of ECRs, the majority of attendees to date have been female. | **Academic Development Framework (ADF) project:**  
- Review and provide tailored development opportunities for academic staff at every stage of the pipeline  
- Informed by our data – for example focusing on B-C transition  
- GESAT to collaborate with ADF working group to share data (e.g. inclusion survey) and to ensure gender equity is addressed within this project | - ADF working group convened Q1 2019,  
- Develop framework throughout 2019  
- Draft ADF launched for consultation by Q2 2020  
- Final version launched by Q4 2020 | Director, Human Resources,  
PVC (Research Integrity and Development) and  
PVC (Learning and Teaching) | Framework drives provision of development activities 2021 onwards  
>80% positive feedback to questions There are enough opportunities for my career to progress in Macquarie and There is a commitment to the ongoing training and development of staff in Your Say survey 2023 |
| 4.2 | Systemic issue: To support staff transition from Level B-C, tailored and specific support is needed for promotion applications to Level C. Progress: Information sessions on the new promotions scheme have been run for staff considering applications to levels B&C and D&E with over 280 attendees. The ECR network also ran sessions on preparing for promotion – aimed specifically at the transition from A-B and B-C. 79 people (66%F) attended. | **Continue promotion information sessions annually:**  
- Separate and tailored sessions held for staff applying for promotion to Levels B&C and D&E. Sessions to include Q&A with previous successful applicants and panel members  
- Additional interview support from ECR network to continue | - Q4 each year from 2019 onwards. | Lead Consultants,  
Organisation Development (University-wide sessions)  
Academic Promotion working party  
PVC (Research Integrity and Development) (ECR Network) | Minimum 2 sessions held per year  
Positive feedback from attendees  
50% female attendance  
50% of Q&A sessions are with female academics |
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<td>4.3.</td>
<td><strong>Systemic issue</strong>: While outcomes have generally been positive, there has been a lower success rate of women applying for promotion to Level D. <strong>Progress</strong>: New promotion process in place since 2017 – recognising the diversity of academic careers.</td>
<td><strong>Evaluate reasons for gender difference in promotion success rates to Level D</strong>: - Conduct gender analysis of pre- and post-assessment scores for Level D applicants in the 5 promotion categories to identify if a particular category is driving the results - Hold focus group with Level D promotions committee members to identify any issues influencing women's success rates to Level D - Consider adjustments to promotion process based on findings</td>
<td>- Q2 2020 (to enable combined analysis of 2017, 18 and 19 promotion data) - Any adjustments in place by 2021 promotions round</td>
<td>GESAT Promotion working party</td>
<td>Equal success rates between men and women from 2021 promotion round onwards.</td>
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<td>4.4.</td>
<td><strong>Systemic issue</strong>: In the inclusion survey, only 53% of academics (64% F) agreed their career development was usefully discussed in their PDR. Completion rates are also relatively low (49%, 43% in STEMM). The current PDR is being inconsistently applied. Current PDR does not meet the needs of academics and doesn’t align with new promotion process. <strong>Progress</strong>: All fixed-term and permanent staff can access PDR, which aims to support continuous career development.</td>
<td><strong>Review PDR</strong>: - Ensure process aligns with the new promotion scheme - Review process to incorporate staff feedback, considering gender, STEMM/HASS and Faculty differences - Revise PDR to respond more effectively to career development needs with aim to increase completion rates - Continue to run Faculty-level workshops on having good PDR conversations</td>
<td>- Review Q3-4 2020 - Design new process Q1-3 2021 - Promote from Q1 2022 - PDR workshops in place from Q1 2019 onwards. Update based on new process from Q1 2022</td>
<td>Lead Consultants, Organisation Development</td>
<td>Minimum 80% completion rates across Macquarie by Q1 2023 &gt;80% staff agree ‘the way my performance is evaluated provides me with clear guidelines for improvement’ in Your Say 2022</td>
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| 4.5 | **Systemic issue**: Responses from the inclusion survey suggest that while there was no difference in reported workload allocation by gender, the perception is that workload allocation is unfair.  
**Progress**: The Enterprise Agreement now requires all Faculties to create fair and transparent workload models and sets out inclusive processes to ensure equity in development and implementation and to ensure models can be monitored and reviewed. | Create workload models (WLMs) that are transparent and fair:  
- Each Faculty to develop a transparent WLM  
- Committees developing WLM to be diverse and representative (gender and level)  
- GESAT to present data (inclusion survey and feedback from FMHS Research-only workload pilot) to these committees to inform WLM development  
- Committees to consult with Faculty community on draft WLM  
- Workshops with HoDs on implementing WLM and considering bias in allocation  
- Faculties to review staff feedback and allocation by gender and report to Executive | - Committees in place by Q2 2019  
- Staff consultation Q3-4 2019  
- HoD workshops Q4 2019  
- WLM published and in place Q1 2020  
- Gender equity review of WLM data to GESAT Q1 2021 and Q1 2022 | Faculty Executive Deans | 100% of Faculties to have a workload model in place and transparently accessible for all academic staff  
Gender equity review to take place, actions in place where required in response  
100% of HoDs to attend workshop on workload allocation considerations including bias mitigation  
Improvements in Your Say survey in response to questions on workload and workload allocation in Your Say 2023 |
| 4.6 | **Systemic issue**: 54% of short- and long-term casuals in 2017 were women. We currently cannot disaggregate casual staff data to distinguish between PhD students or industry professionals compared to staff who have been in long-term casual employment. Analysis would help to identify the support needed. | Improve analysis of casual staff data:  
- Disaggregate data to identify casuals who are PhD students, industry professionals, or long-term casual staff.  
- Analyse data by gender and Faculty  
- Develop further actions informed by analysis | - Data available Q1 2022  
- Analyse data Q2 2022 | Manager, HR Systems *(data collection and reporting)*  
GESAT *(data analysis)* | Data available and analysed annually by GESAT from Q1 2022 onwards  
Actions in place in response to analysis |
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| 4.7 | **Systemic issue**: Traditional models assume the transition from Levels B to C involves a move from fixed-term Research positions to continuing Teaching & Research positions. This doesn’t reflect everyone’s career trajectory, plans or needs, and we need to support and enable both ‘traditional’ and alternative career pathways.  
**Progress**: The new Macquarie Enterprise Agreement in 2019 expanded the number of “academic job families” to 3 – formally supporting a greater diversity of career pathways for academic staff. | Monitor any gender impacts of the new Academic Job Families:  
- Analyse applicants and appointments to each new job family by gender  
- Assess promotions application and success rates of each job family by gender  
- Undertake qualitative analysis of impact of new job families, including an analysis by gender  
- Report findings to Executive to inform future development of job families  
- Monitor number of casual staff transitioning into new academic job family roles  
- Further actions to be developed in response to analysis | - Model implemented Q1 2019  
- Review Q4 2020, and annually thereafter | Director, Human Resources | First review in Q1 2020 reported to and discussed with GESAT.  
Actions developed where necessary |
| 4.8 | **Systemic issue**: data on research income and publication rates by gender have not yet been reviewed by GESAT.  
**Progress**: actions have been undertaken to ensure internal research funding is allocated fairly and free of bias – women are marginally more successful for internal funding (68%F, 62%M averaged 2015-17). | Collect and analyse publication data and research income by gender:  
- Collect data on submission, publication rates and research income by gender, STEMM/HASS and Faculty  
- Present data to GESAT to discuss issues identified and develop actions where required  
- Include publication and research income data by gender in regular reports to DVCR | - Data collected Q1 2020  
- Data analysed and discussed by GESAT Q2 2020 | Director, Research Services (data collection)  
GESAT (data analysis) | Data collected and discussed by GESAT  
Actions in place in response to analysis |
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<td>4.9</td>
<td><strong>Systemic issue</strong>: women academics have been less successful in external funding applications (35%F, 39%M averaged 2015-17). This gap is smaller in STEMM.</td>
<td>Improve women’s success rate for external research funding:  - Advocate for changes to funding policies by major providers such as the ARC and NHMRC to promote gender equity  - Encourage Macquarie staff to participate in external funding assessment panels  - Conduct detailed analysis of external funding data, including size of budgets and number of citations within applications by gender of CIs, and in relation to success rates.  - Communicate findings across researcher community, especially via the ECR Network, Research Services newsletter and information sessions.</td>
<td>- Collaborate with funding bodies throughout 2022  - Collection and analyse of data Q1 2022  - Communication of findings and actions Q2 2022</td>
<td>DVCR (collaboration with external funding bodies)  Director, Research Services  GESAT (data analysis)</td>
<td>No gender difference in success rates for external funding by 2023.</td>
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<td>4.10</td>
<td><strong>Systemic issue</strong>: A higher proportion of women have resigned in comparison to the pool at Levels D and E – we currently don’t understand why.</td>
<td>Implement new exit survey:  - Improve understanding of reasons for leaving and experiences at Macquarie  - Survey to go to all leavers on all contract types  - Automate to invite all staff who leave Macquarie to take part  - Data to be reviewed annually by GESAT  - Actions in place in response to data analysis</td>
<td>- New survey in place by Q4 2019.  - Data analysed Q1 annually 2021 onwards</td>
<td>Head of Client Services, Human Resources</td>
<td>At least 70% of leavers responding to survey. Results discussed and reviewed by GESAT to inform future actions</td>
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| 5.1 | **Systemic issue**: Inclusion survey and focus group data indicated staff feel less supported during and on return from leave. There is a need for continued feedback and input from Macquarie parents and carers. Men are far less likely to take primary carers' leave (currently 14%).  
**Progress**: Focus groups were held with parents to understand their experiences at Macquarie and further support needed.  
**Representative Parent and Carer task group** to be responsible for:  
- Developing practical mechanisms for 'staying in touch' and 'returning to work' after an extended period of leave for caring (5.2)  
- Creating a network for staff who have caring responsibilities (5.3)  
- Promoting all forms of leave to all genders and investigating reasons for low take-up from men  
- Other initiatives and activities as they arise following feedback and discussion | - Group established Q1 2019  
- Group to meet every 3 months  
- Report to GESAT Q4 2019 and 6-monthly thereafter. | Manager, Workplace Diversity and Inclusion | Diverse and representative membership of task group:  
- Minimum 40% academic / 40% professional  
- Range of caring and parenting responsibilities represented  
- Male and female members  
Improved feedback from parents and carers of all genders in Your Say 2023  
Increase in % of men taking primary carers' leave |
| 5.2 | **Systemic issue**: Parent & Carers focus groups suggested staff wanted more opportunities to keep in touch with their teams whilst on leave. Inclusion survey data also suggest more could be done to support staff on return from leave – on average 79% felt supported by their managers, and 81% felt support by colleagues.  
**Progress**: Carers Hub and conversation guides were developed to better communicate provisions to staff and managers.  
**Develop keep in touch and welcome back program** for primary carers including:  
- Mechanisms agreed for keeping in touch during leave (including invitations to events, sharing information on key changes / project information)  
- Professional development options whilst on leave and on return  
- Review existing schemes in other organisations and learn from best practice examples  
- Onboarding support on return | - In place by Q2 2020 | Parents and Carers Task Group  
Manager, Workplace Diversity and Inclusion | Improved feedback from parents and carers of all genders in Your Say 2023  
Positive feedback from parents accessing keep in touch and/or welcome back programs |
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| 5.3 | **Systemic issue**: Focus group feedback highlighted more support needed beyond parental leave – e.g. to enable staff to balance caring responsibilities on return to work and in the longer term. | Establish carers network  
- To provide peer support and networking opportunities  
- Communicate available support and provisions through network  
- Explicitly address the needs of both parents and carers | - In place by Q1 2021          | Parent and Carers Task Group  
Manager, Workplace Diversity and Inclusion | Minimum 4 meetings per year  
Positive feedback from carers network members |
| 5.4 | **Systemic issue**: there is a large waiting list for on-site childcare, an estimated 50% are staff and students. | Provide more childcare options:  
- Subject to capital funding approval, open a new childcare centre on Campus dedicated for Macquarie staff and students  
- Explore partnership opportunities with local childcare facilities | - New childcare centre opened by Q4 2022. | Vice-President University Services and Strategy | Minimum 45 new childcare places available on campus by 2020. |
| 5.5 | **Systemic issue**: There is inconsistent application of Macquarie’s flexibility policy across the University; we believe this is likely due to variable manager and staff understanding and support for flexible work. | Communications campaign around flexible work:  
- Promote flexible work options internally and externally  
- Promote examples of staff (of all genders) progressing and succeeding whilst working flexibly and part-time  
- Challenge the stereotype that flexible work is a ‘woman’s issue’ through communications  
- Work with managers to improve support and transparency around flexible work  
- Improved monitoring and reporting on flexible work take-up, reported to Executive | - Comms campaign throughout 2019 and 2020  
- Monitoring and manager support in place from Q1 2021 | Director, Human Resources | Minimum 1 of 4 gender equity stories to focus on flexible work promotion per year in This Week  
Minimum 90% positive responses to the question Macquarie University provides me with sufficiently flexible work arrangements in Your Say 2023 |
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| 5.6 | **Systemic issue**: Parents and carers often have restrictions on their working hours on campus, especially dropping off and picking up children at school. | Pilot the use of ‘core hours’ within STEMM departments  
- Call for departments to take part in pilot for 6-12 months – minimum 5 departments  
- Evaluate pilot through feedback from staff and department leaders  
- Provide recommendation to Executive based on pilots | - Pilots throughout 2020  
- Implemented more widely (depending on feedback) from Q3 2021 | STEMM Executive Deans | Positive feedback from staff involved in pilots |
| 5.7 | **Systemic issue**: The proportion of women working part-time drops most noticeably from Level B to C – and there is a larger drop in proportion of women working part-time than full-time from B to C | Improve understanding of the experiences of part-time staff:  
- Focus groups to be held with part-time staff to discuss experiences of progression, promotion and workplace culture and how this affects career development.  
- Actions to be developed in response to feedback | - Run focus groups Q1 2022  
- Discussed at GESAT meeting Q3 2022 | GESAT | Minimum 1 focus group for Level A and B staff, minimum 1 focus group with Level C and above staff.  
Actions in place in response to analysis |

**6. CLOSING THE GENDER PAY GAP**
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| 6.1 | **Systemic issue**: We know the pay gap is driven by allowances in addition to base salary. Some allowances are connected to a role (e.g. HoDs), while others are negotiated. There is currently no mechanism to identify and monitor different types of allowances to determine which contributes to the pay gap.  
**Progress**: Macquarie committed to undertaking annual equal pay reviews in the WGES, and this commitment is now written into the Academic and Professional Staff Enterprise Agreements. |  
**Develop and implement a new Remuneration Policy:**  
- Clear processes to mitigate bias within remuneration – including recruitment, allowances, step levels and accelerated progression.  
- Clearly communicate all points of the remuneration process to Macquarie community, incoming staff, and recruitment firms. |  
- Policy in place by Q1 2021  
- Communicate new policy internally and externally throughout 2021 | Director, Human Resources | <2% pay gap at all levels, and at the point of recruitment by March 2023 |
| 6.2 | **Systemic issue**: Lack of consistency, transparency and guidance for managers during the recruitment process is currently enabling the gender pay gap (Bohnet, 2016).  
|  
**Managers to be held accountable for pay equity:**  
- Executive accountability established for Faculty/Portfolio processes and reported pay gaps  
- Support managers to actively remove bias from pay and performance decisions through training and resources  
- Continue annual reporting to Executive on gender pay gap at University and Faculty/Portfolio Levels |  
- Training available Q3 2022 onwards | Director, Human Resources | <2% pay gap at all levels, and at the point of recruitment by March 2023  
Each Faculty has a published structured model for allowances and loadings |
11. REFERENCE LIST


Subbaye, R. and Vithal, R. 2017. Gender, teaching and academic promotions in higher education. Gender and Education, 29 (7), pp.926-951

