WGEA Employer of Choice for Gender Equality (EOCGE) 2021-23

EOCGE Application for renewing applicants

(i.e. citation holders who were successful in 2019 and re-applying in 2021)

Version 2.0
Table of Contents

Introduction .................................................................................................................................................. 3
Application for 2021-23 renewing applicants .......................................................................................... 5
Changes made in v2.0 that differ from v1.0 ............................................................................................... 7
Focus Area 1: Leadership, strategy and accountability .............................................................................. 9
Focus Area 2: Developing a gender balanced workforce ......................................................................... 40
Focus Area 3: Gender Pay Equity ............................................................................................................ 54
Focus Area 4: Support for Caring ............................................................................................................. 61
Focus area 5: Mainstreaming flexible working ......................................................................................... 70
Focus Area 6: Preventing sexual harassment, gender-based harassment and discrimination, and bullying ................................................................................................................................. 78
Focus Area 7: Driving change beyond your workplace ........................................................................... 80
Lived experience check ............................................................................................................................. 88
Outstanding initiatives ............................................................................................................................... 95
Introduction

What is the EOCGE Employer of Choice for Gender Equality (EOCGE) citation?

The EOCGE citation recognises organisations that have made gender equality an integral component of their workplaces and business practices, and are taking significant action towards improving gender equality outcomes. It recognises that gender equality is critical to an organisation's success and is a feature of well-managed leading organisations.

As the Workplace Gender Equality Agency's (WGEA) leading practice recognition program, it aims to promote and improve gender equality for women and men. Separate to compliance reporting under the Workplace Gender Equality Act 2012 (Act), it is a voluntary program, open to all compliant employers under the Act.

The citation includes evidence-based criteria under seven focus areas, and an examination of the employees’ lived experience. The requirements focus on initiatives that have been shown to underpin improved gender equality outcomes and were developed in consultation with leading academics in workplace gender equality, gender equality practitioners, industry groups and citation holders.

Renewable every two years, the survey format enables WGEA to collate and analyse data which is used to inform and define leading-practice gender equality initiatives to share with employers. Over time, it will also enable EOCGE benchmarks to be developed. This format also reduces the time employers spend completing the application, focusing their energies instead on improving gender equality outcomes in their workplaces.

If your organisation is looking to improve gender equality, the citation's criteria provides a great roadmap for change.

Why become an EOCGE citation holder?

The EOCGE citation has a strong focus on research-based initiatives shown to improve gender equality outcomes and is recognised as a rigorous and evidence-based program.

Many chief executives of EOCGE citation holders say that, with future requirements flagged in advance, they use the citation as an external mechanism to keep them focussed and accountable in driving improved gender equality outcomes in their organisations, reaping the rewards that gender equality can bring to an organisation and its culture.

These chief executives also state there is a strong commercial driver to being a citation holder. Providing strong public recognition of an organisation’s focus on gender equality, it supports them in their ability to attract and retain the best possible talent to build a high-performance workforce. This provides a significant differentiation in a competitive marketplace.

A recent report produced by the Australian Institute for Business and Economics (AIBE) Centre for Gender Equality in the Workplace at the University of Queensland shows that the EOCGE citation is driving improved gender equality outcomes in Australian workplaces. The research found that EOCGE citation holders are improving on key gender equality metrics at a faster rate than other employers in WGEA's dataset.
Improvements in gender equality outcomes can bring strong commercial advantage to its recipients. Evidence from the Bankwest Curtin Economics Centre (BCEC) WGEA Gender Equity Insights 2020 research shows a strong and convincing causal relationship between increasing the share of women in leadership and subsequent improvements in organisational performance. Specifically, it found that:

- an increase in the representation of women by 10 percentage points or more on boards of ASX-listed companies leads to a 4.9% increase in company market value and leads to a 6% increase in the likelihood of outperforming their peers on three or more metrics

- an increase in the representation of women by 10 percentage points or more of key management personnel leads to a 6.6% increase in the market value of ASX-listed companies (worth the equivalent of AUS$104.7 million for the average company), and a 5.8% increase in the likelihood of outperforming the sector on three or more metrics.

Through targeted actions contained in the EOCGE citation, organisations can achieve sustainable gender equality outcomes and become a leader in workplace gender equality.

Resources to assist you in becoming an EOCGE organisation

In becoming an EOCGE citation holder, we encourage employers to take a strategic approach to improving gender equality performance, rather than a programmatic approach. By this, we mean building a gender equality strategy aligned to your business strategy.

WGEA has developed a gender equality strategy toolkit, to help you build your strategy and meet the EOCGE criteria. This can be found on the Agency’s website, along with other tools that you will find helpful in delivering your gender equality strategy.

If you would like additional assistance in becoming an EOCGE citation recipient, please contact WGEA by emailing eocge@wgea.gov.au or calling on 02 9432 7300.
Application for 2021-23 renewing applicants

Introduction

Welcome back, after enjoying your status as WGEA Employer of Choice for Gender Equality (EOCGE) for the inaugural two-year application cycle.

The world has changed significantly since your organisation last applied to become an EOCGE citation holder. We have all learned how quickly workplaces can change when there is an imperative to do so!

Meeting the criteria

- COVID-19 has had an impact on all businesses. In some cases it has been in a positive way, but there are many where it has been detrimental to their business, particularly in hard-hit sectors such as tourism and hospitality. WGEA has taken this into account and adjusted some of the requirements, as outlined in Table 1 below.

- Other than where outlined in Table 1, all criteria are requirements. However, if you believe you meet a requirement but in a different way than stipulated, please contact WGEA to discuss this further.

New criteria introduced since last application

- Based on expert advice, new EOCGE criteria are introduced each year to drive ongoing improvements in gender equality outcomes in the workplaces of citation holders. As communicated during the past two years, several new requirements have been introduced since your last application in 2019-20. These changes are:

  a. Q1.2: Policy/ies aimed at achieving gender equality must include training for people managers on how to deal with resistance to gender equality initiatives/policies due to potential fears and concerns.

  b. Progress needs to be reported on an if-not-why-not basis on the following:

     i) gender equality objectives contained in your gender equality strategy (Q1.3)

     ii) where the representation of women in manager (Q2.4) and non-manager (Q2.5) roles, and on governing bodies (Q2.8) is less than 40%

     iii) where the representation of men in non-manager roles is less than 40% (Q2.6)

     iv) reduction of your organisation’s gender pay gap (Q3.4).

  c. Q4.1: Your formal policy AND formal strategy must cover employees with eldercare and disability care responsibilities.

  d. Q4.3: At least three weeks of employer-funded paid parental leave at full pay is provided for secondary carers who are permanent employees (and Partners in Partnership structures) and available for all provisions covered under that requirement.

  e. Q4.4: Employer funded primary carers’ leave: The original new requirement was amended so it is now:

     “There must be no eligibility period to access eight weeks of primary carer’s leave (the minimum EOCGE requirement), and three weeks of secondary carer’s leave, AND if you offer more than eight weeks of primary carer’s leave, the balance must be made available once the employee’s probationary period ends.”

Employer-funded secondary carer’s leave: There has been no change to the requirement for there to be no eligibility period for employees to access three weeks of secondary carer’s leave.
f. Q5.2: Training for people managers on how to manage flexible working must include addressing gender stereotypes and/or barriers that prevent men from requesting flexible working arrangements.

g. Q5.6: The original new requirement was amended, so it is now:

“This question relates to whether your organisation needs to set targets for men working flexibly. It is based on the survey results of the second question in the “Employee Survey” section of the EO CGE criteria (“I have the flexibility I need to manage work and other commitments”). If the agree/strongly agree scores for female managers and non-managers is more than 5% greater than the equivalent scores for men, you need to set a target to increase the agreement scores of men in that category. If the difference is 5% or less, then no target needs to be set.”

h. Q7.2: Organisations must have procurement guidelines that encourage gender equality across your supply chain.

Applying for EO CGE

→ As you are aware, WGEA has a new online reporting platform which is yet to be fully adapted for EO CGE applications. As such, applications for this year will be completed and submitted using the application below.

→ Available from September 1, you will need to enrol in the ‘2021-23 EO CGE program’ in the online platform.

  o once enrolled, select the ‘2021-23 EO CGE program’ hyperlink
  o confirm details of the organisations covered in your application (your submission group) - please take care during this process, ensuring that only organisations that operate in the same industry division are included in the same submission group
  o once you have confirmed details of your submission group, click through to the application landing page
  o follow the instructions to upload your application and other documentation.

→ Please note, this year the due date for the 2021-23 applications is 31 October.

→ The list of successful applicants will be announced in March 2022.

→ De-identified information provided in EO CGE applications may be used by, or on behalf of, the Agency to conduct research to identify and inform leading practice initiatives. The Agency may also use de-identified information to promote leading practice initiatives.

Application fee

An annual fee of $1,950 (including GST) is applicable which covers the cost of the Agency in administering the citation.

On initial application, or subsequent renewal, $1,950 will be payable once you have submitted your application. In the intervening year, employers are invoiced separately for $1,950.

If the application fee is a barrier to applying for the EO CGE citation, please contact WGEA to discuss further.

Impact of COVID-19 on applications

→ As indicated above, we have identified criteria that may be more difficult to meet during the past two years due to the impact of COVID-19. We have provided for some flexibility in how these requirements can be met, as summarised in Table 1 below. If you are seeking exemption from some or all the requirements contained in Table 1 due to the impact of COVID-19, please explain on what basis you believe you are eligible for these adjustments below.
Macquarie University, along with the wider Higher Education sector have been significantly impacted by COVID-19. Along with the obvious impacts of lockdown and the closure of campus, our university had been financially impacted. Significant time and resources have been directed to COVID-19 support for staff and students including a focus on wellbeing. The University also had to make difficult decisions because of financial pressures, which also required significant resourcing and support. This has impacted our ability to implement some areas of our Workplace Gender Equity Strategy, and we also had to consider when and how communications about gender equity and ongoing strategy commitments were appropriate given the challenging context.

Macquarie University is seeking exemption for **Q.5.6 (5.6.1 and 5.6.2)** as Manager/Non-Manager breakdowns were not included in the DCA Inclusion@Work Index.

Macquarie University is seeking exemption for **Q7.3** due to the impact of COVID-19 for the 2020-21 year.

→ At each question in Table 1, there is an ALERT asking you to confirm whether you are seeking the exemption for that question.

→ Please note that where these exemptions relate to annual requirements, it is expected that they were met at least once during the two years since your last application.

If your application is successful, what is the preferred organisation name on your EOCGE certificate?

Preferred organisation name for the EOCGE certificate:

Macquarie University

Changes made in v2.0 that differ from v1.0

- **Q 5.6.1 and Q 5.6.2:** dot-points a. and b. changed to "What is the combined agree + strongly **agree** % score for women and me (not strongly **disagree**)."
- **Q 9.4 and Q 9.5:** tick boxes unlocked.
| Q1.3:     | **Requirement:** Gender equality strategies need to be updated with new objectives during the two years you have held the citation.  
**COVID-19 option:** Your organisation has been unable to add additional objectives to its gender equality strategy. |
| Q1.5:     | **Requirement:** Must evaluate progress against its gender equality strategy by tracking and reporting metrics to its workforce, key management personnel (KMP) and governing body every 12 months.  
**COVID-19 option:** This has only been done once during the two years. |
| Q1.7.3:   | **Requirement:** Your CEO must communicate your organisation’s overall gender equality strategy, priorities, and progress to all employees (and Partners in Partnership structures) each year since you have held the citation.  
**COVID-19 option:** This has only been done once in the two years. |
| Q2.3:     | **Requirement:** Your organisation must provide FORMAL leadership development programs to women and men; and track how many have participated in these programs, both full-time and part-time, every 12 months.  
**COVID-19 option:** This has been carried out once during the two years. |
| Q3.2:     | **Requirement:** Your organisation must complete a gender pay gap analysis of all its workforce annually to ensure that women and men receive equal pay; and to determine if you have a gender pay gap. This must be carried out on several areas.  
**COVID-19 option:** This has been carried out once during the two years. |
| Q3.4.2:   | **Requirement:** Your organisation must take other actions, in addition to targets, to reduce your gender pay gap (overall, organisation-wide).  
**COVID-19 option:** No other actions have been taken during the two years. |
| Q5.6:     | **Requirement:** This question relates to whether your organisation needs to set a target for men working flexibly. It is based on the survey results of the second question in the “Employee Survey” section of the EOCGE criteria (“I have the flexibility I need to manage work and other commitments”). If the agree/strongly agree scores for female managers and non-managers is more than 5% greater than the equivalent scores for men, you need to set a target to increase the agreement scores of men in that category. If the difference is 5% or less, then no target needs to be set.  
**COVID-19 option:** A target has not been set for this requirement. |
| Q7.3:     | **Requirement:** Your organisation’s CEO is required to be ACTIVELY involved in at least one external event focused on gender equality in each of the two years since your last application.  
**COVID-19 option:** With the impact of COVID-19 on external gatherings, this will not be required. (If your CEO has engaged externally on gender equality using online platforms, you will be able to provide those details, but that is not a requirement). |
| Q7.4:     | **Requirement:** Your organisation must be involved in a program or initiative to address gender equality issues in its industry or community.  
**COVID-19 option:** This is not a requirement this year. |
Focus Area 1: Leadership, strategy and accountability

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

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

Strategies and policies

<table>
<thead>
<tr>
<th>1.1</th>
<th>Your organisation must have a strategy in place supporting gender equality that covers all the following areas. Confirm these are in place by ticking (✓) each box below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Gender balance in leadership</td>
</tr>
<tr>
<td>b.</td>
<td>Gender balance across the organisation</td>
</tr>
<tr>
<td>c.</td>
<td>Gender pay equity for both equal pay (like-for-like roles), and the gender pay gap (overall, organisation-wide gap)</td>
</tr>
<tr>
<td>d.</td>
<td>Flexible work and support available for employees at all levels, including those with caring responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2</th>
<th>Your organisation must have a policy/policies in place aimed at achieving gender equality in all the following areas. Confirm these are in place by ticking (✓) each box below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Promotions</td>
</tr>
<tr>
<td>b.</td>
<td>Performance review processes</td>
</tr>
<tr>
<td>c.</td>
<td>Recruitment (internal and external recruitment consultants must be provided with gender equality guidelines for the recruitment process)</td>
</tr>
<tr>
<td>d.</td>
<td>Restructures and significant operational changes including planned redundancies</td>
</tr>
<tr>
<td>e.</td>
<td>Employment and engagement of casuals</td>
</tr>
<tr>
<td>f.</td>
<td>Engagement of independent contractors</td>
</tr>
<tr>
<td>g.</td>
<td>Training for people managers on how to deal with resistance to gender equality initiatives/policies due to potential fears and concerns</td>
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</tbody>
</table>
1.3 Your organisation's gender equality strategy/strategies must include clear objectives and measures, and an evaluation process that occurs at least every two years. Gender equality strategies need to be updated with new objectives during those two years. Please provide details of these objectives in the tables below.

You will also be required to report on progress made against these objectives when reapplying every two years. This is on an 'if-not-why-not' basis.

Provide details below of new objectives, measures and evaluation processes that were included in your gender equality strategy: *

* ALERT: if no additional gender equality objectives have been added since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)

☐ Yes
Objective 1

- Describe this objective:

**Background:** As a result of COVID-19 pandemic and in line with Macquarie’s **Workplace Gender Equity Strategy**, Macquarie University developed a COVID-19 Gender Equity Response Plan. During the past two years, Macquarie University, and the broader higher education sector has faced challenges and significant organisational change including restructures and downsizing. Across the sector, women have faced greater employment instability due to the economic impacts of COVID-19, by virtue of being disproportionately represented in academic casual, sessional, fixed-term and part-time appointments.

The COVID-19 Gender Equity Response Plan includes 4 key new gender equity objectives to mitigate the negative effects of the pandemic on women’s careers and/or strengthen organisational gender equality in response to the pandemic.

Each of these objectives is addressed in more detail below.

**Objective 1: COVID-19 Response Plan - Maintaining workplace gender equity and broader diversity and inclusion commitments.** This objective aims to preserve Macquarie’s focus on diversity and inclusion and continued progress on gender equality in spite of the significant challenges and organisational change brought about by the pandemic. Specific actions associated with this objective include:

- Maintaining the level of D&I staff and financial resources and KPIs.
- Continuing to fund participation in the Science in Australia Gender Equity (SAGE) Athena SWAN program.
- Continuing to implement the Workplace Gender Equity Strategy and other diversity and inclusion related strategies and action plans.
- Formally monitoring and reporting on gender equity impacts of COVID-19-related decision making within the University.
- Preserving the gender equity progress that has been made to date – and into which has been invested significant time, effort and resourcing over many years – by maintaining:
  - women’s representation at senior academic levels D and E.
  - women’s representation at senior professional staff levels 10+.
  - support for the progression of women as students, higher degree researchers, and early-mid career researchers.
  - support for gender equity for those studying and working in ‘non-traditional’ disciplines such as Science, Technology, Engineering, Mathematics and Medicine.
- Describe how this objective is measured and how you will evaluate whether it has been effective:

Measures are monitored and evaluated on an ongoing basis by the Workplace Diversity and Inclusion team to identify trends; and analysis is included in reports to the Executive Group, these include:

- Staffing and budget for workplace diversity and inclusion.
- Progress towards Silver accreditation under the SAGE Athena SWAN program (completion of ‘Cygnet’ projects).
- Annual reporting to the Executive Group on progress on the Workplace Gender Equity Strategy and the COVID-19 Response Plan.
- Representation of women in priority cohorts (as identified in the Workplace Gender Equity Strategy) i.e.
  - academic staff at Levels D and E.
  - professional staff at HEW levels 10+.
  - STEMM disciplines.
  - HDR scholarship recipients.
  - participants in ECR development programs.
- Perceptions of organisational commitment to diversity and inclusion (as reflected in all-staff survey).

- Has this objective been achieved? (Yes/No/Partially)

Partially (activity is ongoing)
• Provide details related to the achievement of this objective, or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc):

Macquarie University has implemented a range of actions towards maintaining workplace gender equity and broader diversity and inclusion commitments during COVID-19, specifically:

• Staffing and budget for workplace diversity and inclusion initiatives has been maintained, including for the SAGE Athena SWAN program.
• In June 2020, the Vice-Chancellor (VC) signed a joint Australian Higher Education sector position statement, ‘Preserving Gender Equity as a Higher Education Priority During and After COVID-19’ as a public statement of Macquarie’s continued commitment to gender equality in the COVID-19 context. This position signed by nine universities and six sector partners acknowledged the gendered effects of COVID-19 and outlined a shared commitment to mitigating these impacts.
• The University has strengthened its commitment by prioritising diversity, inclusion and belonging within its 2020-2024 Operating Plan.
• The University has continued to implement the Workplace Gender Equity Strategy and the COVID-19 Gender Equity Response Plan.
• The annual Workplace Gender Equity reports to the University’s Executive Group and the University Council included an update on the COVID-19 Gender Equity Response Plan.
• Inclusive design principles were embedded into organisational change processes affecting academic staff to mitigate bias and any disproportionate impacts on women. This included analysis and modelling of diversity data at each stage of the process, specific D&I training and bias mitigation strategies for decision panels, and a progressive approach to assessment of achievement relative to opportunity. Analysis shows that there were no disproportionate impacts on women through the change process (i.e. the proportion of women made redundant reflected the overall staff gender balance). This was the case at both stages of the change process (identification of staff ‘at risk’ and staff identified for redundancy following an application and interview process).
• We have however seen a reduction in the overall representation of female academics at Level E (from 31% in 2020 to 28% in 2021). Analysis shows that this has been caused by a larger proportion of women applying for voluntary redundancies at Professor level.
• We have deferred our all-staff Diversity and Inclusion survey to early 2022, at which time we will measure staff perceptions of organisational commitment and lived experience of diversity, inclusion and belonging.
Objective 2
- Describe this objective:

Objective 2: COVID-19 Response Plan - Mitigating any disproportionate impacts on women’s research productivity

In many Australian higher-education institutions women are disproportionately represented in more junior levels of academia and in casual and part-time academic and professional roles. Women are also broadly underrepresented in STEM disciplines across the sector. At Macquarie, women represent 57% of academic casual staff, 48% of fixed-term and 43% of permanent academic positions. There are also large differences in gender representation between faculties, portfolios, and departments.

In May 2020, Macquarie conducted a COVID-19 staff survey, seeking feedback from staff on their wellbeing and work, support available (and needed), effectiveness of communication and suggestions on how the University could do more to help them. An issue raised by many academic staff was the increased time and workload associated with transitioning to online teaching and the flow through effect of this on research output. An investigation carried out by the Deputy Vice Chancellor Research office (DVC-R) found that while most academics reported that their research had been impacted by COVID-19, there were significant concerns for Early Career Researchers (ECRs). A large proportion of our ECRs at Macquarie are women. If women ECRs are disproportionately impacted by COVID-19, this will affect the gender balance of the University’s academic pipeline for years to come.

The potential for a disproportionate impact on women’s research output as a result of the pandemic appears to be at least partly due to additional caring commitments at home and balancing work and childcare. But this also points to a possible exacerbation of existing inequalities – for example, research has previously found that academic workload is inequitably distributed with more women performing teaching and occupying student facing roles compared to men.
- Describe how this objective is measured and how you will evaluate whether it has been effective:

<table>
<thead>
<tr>
<th>Measures are monitored and evaluated on an ongoing basis to identify trends and any disproportionate impacts; and analysis is included in reports to the Executive Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analysis of research funding applications and publications by gender.</td>
</tr>
<tr>
<td>- Analysis of research outputs by gender over time.</td>
</tr>
<tr>
<td>- Promotion application and success rates by gender.</td>
</tr>
</tbody>
</table>

Due to the long-term nature of academia, particularly with the time between initial research grant applications and subsequent publications, the University will monitor the gendered impacts of COVID-19 on research productivity on an ongoing basis, and mitigate these impacts through appropriate long-term planning, funding and training to support academic staff.

- Has this objective been achieved?

<table>
<thead>
<tr>
<th>(Yes/No/Partially)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially (activity is ongoing)</td>
</tr>
</tbody>
</table>
Macquarie University has implemented a range of actions towards mitigating any disproportionate impacts on women’s research productivity during COVID-19, specifically:

- PDR (Performance Development and Review) templates were reviewed and updated to include the option to outline how COVID-19 has impacted work output and goals.
- The 2021 Academic Promotions round considered COVID-19 impacts and asked candidates to discuss their achievements ‘relative to opportunity’. There have also been briefings for Academic Promotion Assessment Committee members on this topic.
- DVC-R extended until December 2022 all MQ Research Fellows (MQRFs) whose fellowship was due to finish in 2021 or early/mid 2022. MQRFs are high quality ECRs awarded following a very competitive process. Extending their contracts gave these researchers more time to complete their research if it had been impacted by COVID-19, more time to apply for externally funded fellowships, and additional stability in an uncertain environment. For some this was a couple of months and for others this was to be a year or more. Macquarie supported 15 outstanding ECRs in this way – 9 (60%) male and 6 (40%) female.
- DVC-R provided new employment contracts until December 2022 to researchers who had been awarded externally funded fellowships (from ARC, NHMRC, CSIRO, CINSW) but whose fellowship was due to cease. New employment contracts gave these researchers more time to complete their research if it has been impacted by COVID-19 and additional time to apply for externally funded fellowships or research grants. Macquarie supported 12 outstanding researchers in this way (Academic levels B-E) – 2 (16.7%) male and 10 (83.3%) female.
- Macquarie also funded 12-month COVID-19 Recovery Fellowships for outstanding, recently completed PhD candidates. This important initiative provided academic employment to completing HDR candidates in a time where the job market for completing PhD candidates was incredibly difficult. This support enabled PhD candidates to optimise their outputs (grant applications, publications) from their PhD thesis and provided time for new career opportunities to arise. Round 1 awarded Fellowships included 8 (53.3% male) and 7 (46.7%) female. Round 2 is still to be decided.
- There were no negative impacts by gender on promotion application and success rates in 2020 (promotion includes an evaluation of research outputs and productivity). We will continue to monitor promotion rates over time to identify any gendered impacts on progression.
Objective 3- COVID-19 Response Plan - Acknowledging the impacts of caring responsibilities and progressing a flexible workplace culture during COVID-19.

There has been much discussion around the significant impact of COVID-19 on working parents and carers, with children out of school, heightened care needs of older people, and over-burdened health and social services.

The University’s May 2020 COVID-19 staff survey (as mentioned above) included gender, parent and carer demographic questions which were built into the survey analysis.

The challenges for parents working with children at home and home schooling, as well as the impact on staff with carer responsibilities, came through very clearly in the survey responses. Those most affected were academic parents and carers who were balancing the pressure of transitioning to different modes of learning and working, with childcare.

The survey highlighted that while staff on average felt they had flexible work options available to them, they did not feel able to balance their work and caring responsibilities. Academic parents and carers in particular reported they struggled to balance workload, wellbeing, and caring commitments.

As a result, Macquarie reinforced its commitment to promoting an ongoing culture of flexibility and specifically encouraging carers leave and flexible work arrangements by communicating the provisions available and introducing special measures to support staff with caring responsibilities.

Macquarie is conducting a follow-up COVID-19 staff survey in October 2021 to help the University improve staff support and to inform planning for our transition back to campus. Survey results will inform whether actions put in place to support staff with caring responsibilities and flexible workplace strategies throughout 2020 and 2021 have been effective.
- Describe how this objective is measured and how you will evaluate whether it has been effective:

  Measures are monitored and evaluated on an ongoing basis to identify trends and any disproportionate impacts; and analysis is included in reports to the Executive Group:
  - Perceptions of organisational commitment to flexibility and family-friendly culture (as reflected in Covid-19 staff survey)
  - Staff feedback on the University’s flexible work options and work-life balance measures in the Diversity and Inclusion survey to be implemented in February 2022.
  - Increase in the percentage of men taking parental leave as a primary carer.
  - Increase in the uptake of flexible work options by both women and men across all levels.

- Has this objective been achieved? (Yes/No/Partially)

  Partially (activity is ongoing)
Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc).

Macquarie University implemented a range of actions towards acknowledging the impacts of caring responsibilities and progressing a flexible workplace culture during COVID-19, specifically:

- Staff supporting their children with learning from home, parenting pre-school aged children and other carer responsibilities, were not required to take Family/Carer Responsibilities leave and could work flexibly to balance their work and parenting responsibilities. Alternatively, staff members with family or carer responsibility could access up to one day a week of Family/Carer Responsibilities leave. Staff could apply for this leave in a block of at least one hour and in increments of 15 minutes.

- In 2020, Macquarie was listed in the top 20 workplaces for dads nationally, and the top university in Australia. This is a recognition of our leading and inclusive policies, encouraging men to take an active role in caring for new families, which contributes to re-thinking gendered roles and stereotypes around caring and workplace responsibilities.

- A dedicated webpage was developed for staff with resources, communications and support links titled ‘Your Wellbeing During COVID-19 Restrictions.’

- Dedicated Wellbeing Days - The University offered two Wellbeing days on Monday 20 September 2021 and Friday 22 October 2021. The University effectively closed down on these days to allow staff to stop work and take time to rest and recharge. Macquarie recognised that some staff may have needed to work on these specific dates and staff were permitted to take their Wellbeing days on an alternative date before the end of 2021.

- Refresh Time - All staff were encouraged to introduce dedicated meeting and phone call-free time, each day, between midday and 1.30pm. This was designed to provide a break from meetings and to ensure staff have some time to step away from their desk, have a proper lunch break, spend some time with their family or take a walk.

- A range of webinars were delivered by experts academics/researchers across the University to all staff including: Schooling Put to the Test; Caring and Sharing; Body and Soul; Positive Pregnancy; Managing Kids Anxiety in Lockdown; Getting Support; Keeping Teens Positive Online; Elderly in Isolation; and MindSpot Can Help.

- A range of internal comms articles including:-
  - “We’re Trying to Juggle It All” – advice for parenting in lockdown – 13.09.2021
  - “More Important Then Ever to ask your Colleagues: RU OK” – 06.09.2021
  - “Uncertainty Is A Huge Issue for Our Community Right Now” - The Vice-Chancellor in conversation with resilience expert Monique Crane - 16.08.2021
  - “We’re all human” – How MQ Managers are supporting their teams in lockdown – 23.08.2021
  - “Top Tips for Working from Home” - 05.04.2020

- Staff comms also included tips on Managing Mental Health and Health Eating Habits, promotion of Wellbeing Apps and Employee Assistance Program, MyCoach and MyCoach for People Leaders.

- Macquarie will continue to promote an ongoing culture of flexibility as staff transition back to working on campus.
If there are additional objectives, add the four objective-related questions from above into the box below and provide those details:

**Objective 4: COVID-19 Response Plan - Maintaining a focus on supporting victims of family and domestic violence during COVID-19 and beyond.**

1. **Describe this objective:**
   - A focus at Macquarie University during COVID-19 has been on supporting staff members who may be victims of family and domestic violence.
   - Research has shown that there has been an increase in rates of violence against women and girls, particularly domestic violence, since the onset of COVID-19 (UN Women 2020).
   - While Macquarie has excellent provisions for impacted staff, the pervasiveness and severity of family and domestic violence during the COVID-19 crisis demanded greater attention to this issue from leaders, managers, HR and security staff and a commitment to targeted communications and training to further strengthen the University’s culture around safety, respect and inclusion.

2. **Describe how this objective is measured and how you will re-evaluate whether it has been effective:**
   - % of HR Client facing team trained in responding to domestic and family violence
   - Engagement with staff communications e.g. number of views of relevant internal news articles.
   - Feedback from staff and managers on Macquarie’s provisions and processes to support staff affected by domestic and family violence (gathered through consultation).

3. **Has this objective been achieved?** Partially (activity is ongoing).

4. **Provide details related to the achievement of this objective, or why the objective was not achieved (eg what was the actual outcome, how was it achieved etc):**
   Macquarie University has implemented a range of actions towards maintaining a focus on supporting victims of family and domestic violence during COVID-19 and beyond, specifically:
   - Domestic and Family Violence Training was conducted for HR Client facing team members and for managers across Macquarie in September 2020. This training will be repeated in late 2021 and annually.
   - Increasing communications including internal staff news article highlighting: ‘Support for staff experiencing domestic and family violence’ 23.11.2020
   - Reviewed and updated the Domestic and Family Violence staff webpage with current content and enhanced support options – including support for staff experiencing DFV and support for managers and colleagues of staff experiencing DFV.

---

**Progress on objectives included in your 2019-20 application:***

1.3.1 **Please enter all the objectives included in your 2019-20 EOCGE application below, and indicate how they are tracking:**
Objective 1 – 2019-20 application

a. Describe this objective:

Objectives from the 2019-2020 application.

Objective 1: Building an equitable and inclusive organisational culture.

From our Workplace Gender Equity Strategy: Our people bring a rich diversity of skills, experiences, insights and interests to the University. We recognise that diversity and inclusion benefit every individual and the organisation as a whole. We are committed to building an inclusive culture of respect in which every person has a sense of belonging and purpose and can contribute to the University in a meaningful way.

Progress of this objective is tracked and reported on annually. Progress is re-evaluated via a Gender Equity Progress Report and presented to the Macquarie University Council and Executive Group in 2020 and 2021. Success measures against this objective include:-

- Progress towards goal of >95% of staff agreeing that ‘sex-based harassment is not tolerated at Macquarie’ in 2022 all-staff survey.
- Progress towards goal of >90% of staff agreeing that ‘bullying is prevented and discouraged at Macquarie’ in 2022 all-staff survey.
- Progress towards goal of 100% of staff having completed sexual harassment prevention training by 2023.
- A minimum of 40% of articles in The Lighthouse, This Week and Newsroom that profile women.
- Gender balance of speakers at university events.
- Gender balance on all committees of the University, including committees at the faculty and department levels.
- Recognition with a SAGE Athena SWAN Institutional Bronze Award.
- Recognition with a WGEA Employer of Choice for Gender Equality citation.

b. Has this objective been achieved? (Yes/No/Partially)

Partially (activity is ongoing)
Macquarie University has made significant progress towards building a more equitable and inclusive organisational culture, specifically:

- **Progress towards goal of >95% of staff agreeing that ‘sex-based harassment is not tolerated at Macquarie’ in 2022 all-staff survey.**
  - Most recent data available from 2019 - 88% of staff agreed. We will track this in the next staff survey in 2022.
  - Sexual harassment prevention and response policy was launched in 2020.
  - ‘Drawing the Line’ training has been run in departments at MQ. The workshops are designed to support teams to discuss perceptions of acceptable/unacceptable behaviour and how to work towards an inclusive team culture. This training has recently been evaluated, and progress to date presented at an international conference.

- **Progress towards goal of >90% of staff agreeing that ‘bullying is prevented and discouraged at Macquarie’ in 2022 all-staff survey.**
  - An online staff training module called Our Culture: ‘Preventing Bullying, Discrimination and Harassment’ (including sexual harassment) is mandatory for all staff to complete at Induction and every two years. The module is sent to all new starters on the day they start with MQ.
  - Most recent data from 2019 - 69% of staff agreed. We will track this in the next all-staff survey in 2022.

- **Progress towards goal of 100% of staff having completed sexual harassment prevention training by 2023.**
  - Online module *Our Culture: Preventing Bullying, Discrimination and Harassment* is mandatory at Induction, and every 2 years. Our new HR Management system allows us to track and prompt staff to complete the module so that we can ensure completion rates are maintained at 100%. This is monitored by the WD&I team and Organisational Development.

- A minimum of 40% of articles in The Lighthouse, This Week and Newsroom that profile women.
  - Group Marketing developed specific strategy and plans for an ‘always on’ approach to internal/external D&I communications. Monitoring and reporting on gender balance of internal/external communications in place. Minimum 40% female representation was met in each news channel in 2020 and 2021.

- Gender balance of speakers at university events.
  - An Inclusive events checklist was developed for the Events team and is utilised. Next development is to track and record data of such events.

- Gender balance on all committees of the University, including committees at the faculty and department levels.
  - MQ Council: 40% female, Executive Group: 27% female, Academic Senate: 57% female. Faculty Boards (FoA 40%; FMHHS 41%; FSE 17%; MQBS: 47%).

- Recognition with a SAGE Athena SWAN Institutional Bronze Award & Recognition with a WGEA Employer of Choice for Gender Equality
Objective 2 – 2019-20 application

Objective 2: Embedding leadership commitment and accountability for gender equity

From our Workplace Gender Equity Strategy: Everyone at Macquarie is responsible for improving gender equity and inclusion. Members of the Executive Group will take personal responsibility for action and expect other leaders and managers to do the same.

Progress of this objective is tracked and reported on annually. Progress is re-evaluated via a Gender Equity Progress Report, presented to the Macquarie University Council and Executive Group in 2020 and 2021. Success measures against this objective include:-

- A minimum of six active diversity and inclusion committees to represent each faculty and professional staff, with an action plan and annual report to the GESC,
- All faculties and portfolios to have gender equity targets in response to their data, with the aim of achieving gender balance,
- Progress against the Vice-Chancellor and the Executive Group KPIs for gender equity,
- Positive increase in responses to inclusive leadership measures in the all-staff survey.

b. Has this objective been achieved?
(Yes/No/Partially)

Partially (activity is ongoing)
c. Provide details related to the achievement of this objective; or why the objective was not achieved (e.g. what was the actual outcome, how it was achieved etc):

Macquarie University has made significant progress towards embedding leadership commitment and accountability for gender equity, specifically:

- A minimum of six active diversity and inclusion committees to represent each faculty and professional staff, with an action plan and annual report to the Gender Equity Strategy Committee.

- A network of 8 Faculty and Portfolio D&I committees is now in place across the University. These committees are responsible for developing and implementing local-level D&I action plans, providing the opportunity to engage a wide network of leaders and staff in tackling equity, diversity and inclusion issues at the local level. All committees are represented on MQ Inclusion, as part of a new D&I governance structure. The establishment of MQ Inclusion Committee and the Faculty and Portfolio Diversity & Inclusion Committees has significantly increased engagement and action towards workplace diversity and inclusion across the University. Committees are playing a key role in identifying and targeting local issues, which is expanding the depth and breadth of diversity and inclusion activity and accelerating progress towards gender equality. While gender is a consistent area of focus, the distributed model is also enabling other diversity and inclusion priorities to be addressed, while reflecting the local context.

- MQ Inclusion provides a forum for coordination and collaboration across university D&I Committees and Strategies, and reports to the Executive Group.

- All faculties and portfolios to have gender equity targets in response to their data, with the aim of achieving gender balance.

- Each member of the Executive Group and local D&I committees have received tailored diversity data reports. Some faculties and portfolios have action plans in place.

- Progress against the Vice-Chancellor and the Executive Group KPIs for gender equity.

- In place and reported on annually as part of the PDR process.

- Positive increase in responses to inclusive leadership measures in the all-staff survey.

- The next all-staff survey to be implemented in 2022.
### Objective 3: Building our talent pipeline by attracting and recruiting more academic women

From our Workplace Gender Equity Strategy:

Women are significantly under-represented in some academic disciplines at Macquarie, and we need to attract more women to work in these areas. We will work to better understand and align our career offerings to meet the interests and expectations of talented and capable academic women, and ensure our recruitment process is fair, inclusive and free of bias.

Progress of this objective is tracked and reported on annually. Progress is re-evaluated via a Gender Equity Progress Report and presented to the Macquarie University Council and Executive Group in 2020 and 2021. Success measures against this objective include:-

- Progress towards gender balance of applicants in areas where female representation is below 40%
- Gender balance in longlists for all senior positions.
- Gender balance throughout each stage of the recruitment process.
- Each recruitment panel to have at least one member who has completed inclusive recruitment training.

<table>
<thead>
<tr>
<th>Has this objective been achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Yes/No/Partially)</td>
</tr>
<tr>
<td>Partially (activity is ongoing)</td>
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</table>
Macquarie University has made limited progress towards building our talent pipeline by attracting and recruiting more academic women as outlined below. It should be noted that due to a hiring freeze and significant organisational change (including downsizing) at Macquarie University, little action has been taken over the past 21-24 months in building a talent pipeline through recruitment.

- Progress towards gender balance of applicants in areas where female representation is below 40%.
  - Women were underrepresented at application stage at every academic level. Female representation at application for academic roles was lower in 2020 than in 2019. Further analysis is required to understand the causes of this and determine any required action/s.
  - However – at every academic level, a higher proportion of women were appointed compared to the applicant pool, and at most academic levels women represented the majority of new staff.

- Gender balance in longlists for all senior positions.
  - In 2019/2020, ~50% of people interviewed for HEW 10 and ~25% of people interviewed for Level E were women.

- Gender balance throughout each stage of the recruitment process.
  - Women are underrepresented at application (29%) and interview (39%) stages in academic recruitment. Men are underrepresented at every stage of the recruitment process for professional staff, representing 35% of applicants and 25% of appointments.

- Each recruitment panel to have at least one member who has completed inclusive recruitment training.
  - Data is not consistently recorded. New recruitment training for hiring managers has been launched that integrates inclusive recruitment and bias mitigation techniques. Next step is to more comprehensively record data of panel composition and relevant information.

1.3.2 If there are additional objectives, add the three objective-related questions from above into the box below and provide the details:
Objective 4: Improving the representation of women in senior and leadership positions

Q: Describe this objective: Progress of this objective is tracked and reported on annually. Progress was evaluated and presented to the Macquarie University Council and Executive Group via an annual Workplace Gender Equity Strategy report in 2020 and 2021. Success measures against this objective include:-

- A minimum of 35% representation of women at Level E.
- Equitable application and success rates across all levels of the academic promotion process.
- Gender balance of participants in the Inspire leadership development program.
- Progress towards gender balance in professional positions at every level.
- Positive increase in the career development satisfaction measures in the all-staff survey.

Q: Has this objective been achieved? Partially (activity is ongoing)

Q: Provide details related to the achievement of this objective, or why the objective was not achieved (eg what was the actual outcome, how was it achieved etc):

Macquarie University has made some progress towards improving the representation of women in senior and leadership positions and actions include:-

- A minimum of 35% representation of women at Level E.
  - Female representation fell from 32% in 2020 to 28% in 2021 at Level E. This is largely due to the impacts of the Voluntary Redundancy (VR) scheme in 2020/21.

- Equitable application and success rates across all levels of the academic promotion process.
  - A new promotion process was implemented in 2017 – which has had significant gender equity impacts. 2017-2020 applications increased by 76% in comparison to 2013-2016, and increased almost 100% for female applicants. Application rates from women are in line with, or higher than the available pool at each academic level under the new promotion model. Women have higher success rate on average compared to men at Levels B and C, but lower success rates at Level D. This trend is improving with time.
  - The positive gender equity impacts of the promotion process continue to be visible throughout the academic pipeline – particularly at Levels B and C.
  - Macquarie offered tailored and specific training for staff preparing for promotion from Level B to Level C and from Level C to Level D, to address identified issues in our pipeline and increase promotion success rates.

- Gender balance of participants in the Inspire leadership development program.
  - Macquarie continued to offer the Inspire leadership development program for professional staff, ensuring a diversity of participants in the program.
  - 86% of participants were female in 2020 and 75% in 2021. This does not yet meet our requirement for gender balance (minimum 40% male and 40% female).

- Progress towards gender balance in professional positions at every level.
  - Men are underrepresented at HEW Levels 1 to 7. Representation has not changed significantly since 2016.

- Positive increase in the career development satisfaction measures in the all-staff survey.
  - We will track this in the next staff survey in 2022.

- It should be noted that this has been a period affected by significant organisational change and voluntary redundancies which has impacted the representation of women in academic and leadership positions.

Please note: additional objectives are added into the end of this submission document.
1.4 Your organisation's gender equality strategy/strategies must be supported into the broader business strategy and planning process and have been endorsed by the governing body in the past two years. Please tick (✔) the boxes below to confirm the following:

✔ Yes, our gender equality strategy is incorporated into the broader business strategy and planning process

✔ Yes, our gender equality strategy has been endorsed by the governing body/Partnership in the past two years

a. On what date did your governing body endorse your gender equality strategy?

Macquarie Council endorsed on 19 October 2020 and 21 October 2021

b. From the options below, select what evidence you will be providing of your governing body's endorsement (this will need to be uploaded into the online platform together with your application):

✔ Extract of governing body minutes

☐ Copy of an email from the CEO/CFO/ Company Secretary confirming this information was tabled

☐ Other evidence of governing body endorsement (provide details):

Strategy evaluation and reporting

1.5 Your organisation must evaluate its progress against its gender equality strategy by tracking the metrics below and reporting progress to your entire workforce, key management personnel (KMP) and governing body (not a sub-committee of the governing body) every 12 months. *

* ALERT: if your organisation has been able to do this in one year only since your 2019-20 application due to the impact of COVID-19, are you seeking an exemption from this annual requirement based on the details you provided at the beginning of this application? (Tick ✔) Yes below

☐ Yes

1.5.1 Place a tick (✔) in the relevant box to confirm the metrics below were reported to your workforce, KMPs and governing body (not a sub-committee) for each 12 months during the two years you held the citation.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No - only in 2019-20</th>
<th>No - only in 2020-21</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Gender composition of the workforce by manager and non-manager categories</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b. Promotions by gender and manager and non-manager categories</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c. Recruitment and exit (voluntary and involuntary) numbers by gender</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. Graduate programs and paid or unpaid internships (where applicable)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. Utilisation of formal flexible working arrangements for women and men by manager and non-manager categories, including part-time</td>
<td>✓</td>
<td></td>
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<tr>
<td>f. Utilisation of, and return from, parental leave (paid and unpaid), of women and men</td>
<td>✓</td>
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</table>

1.5.2 Place a tick (√) in the relevant box to confirm the metrics below were reported to your KMPs and governing body (not a sub-committee) for each 12 months during the two years you held the citation.

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No - only in 2019-20</th>
<th>No - only in 2020-21</th>
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</thead>
<tbody>
<tr>
<td>o The results of your gender remuneration gap analysis, including pay equity metrics and actions taken</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>o Progress on narrowing its organisation wide gender pay gap</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>o All results from your EOCGE survey (refer to section Q9.1 Lived experience Employee Survey)</td>
<td>✓</td>
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</tbody>
</table>

1.5.3 Place a tick (√) in the relevant boxes below to confirm the metrics on gender-based harassment and discrimination and sexual harassment complaints were reported to your KMPs and governing body (not a sub-committee) for each 12 months during the two years you held the citation (for options b. to f., only select N/A if there have been no complaints):

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No - only in 2019-20</th>
<th>No - only in 2020-21</th>
<th>NA (only use for options b. to f.)</th>
</tr>
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<tbody>
<tr>
<td>o Number and nature of complaints received (if there were no complaints, that fact needs to be reported)</td>
<td>✓</td>
<td></td>
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<tr>
<td>b. Process for responding to the complaint</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>c. Time taken to resolve complaint (e.g. complaint made in February, resolved in July)</td>
<td>✓</td>
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</tbody>
</table>
d. Outcomes for complainant and respondent (if a complaint was settled, this must be reported) ✓

e. Any organisational change following the complaint ✓

f. Complainant and respondent turnover ✓

1.5.4 On what date did all the metrics covered under Q1.5 and all its sub-questions get reported to your governing body?

Reported to Council on 19 October 2020 and 21 October 2021.

1.5.5 From the options below, select what evidence you will be providing that these metrics were reported to your governing body (this will need to be uploaded into the online platform together with your application) (✓):

✓ Extract of governing body minutes

☐ Copy of an email from the CEO/CFO/Company Secretary confirming this information was tabled

☐ Other evidence of governing body endorsement (provide details):

1.6 Where gender discrepancies exist for any areas listed in Q1.5 and sub-questions, your organisation must analyse systems and processes to identify gender bias in decision making and take actions to address issues identified.

Did your organisation identify any gender differences in the metrics listed in question 1.5 and all its sub-questions? Please answer Yes/No* in the box below.

Yes* 

* If No: by answering No, you are declaring there is gender balance in ALL the metrics in the sub-questions for Q 1.5. This is verifiable in your organisation’s most recent compliance report which can be generated for submission groups from this year’s online platform.

1.6.a For the gender differences identified, your organisation must have analysed its related systems and processes for gender bias.

• Confirm this occurred (Yes): Yes

1.6.b Your organisation must have taken action to eliminate the gender biases identified.

• Confirm this occurred (Yes): Yes

• Provide details of gender biases identified and actions taken:
Gender biases identified and actions taken:

- **Parental Leave:**
  Action has been taken to encourage parental leave at Macquarie University for both men and women. As a result there has been an increase in the proportion of men accessing primary carer’s leave over time. Men represented 12% of primary carers in 2016, and 20% in 2020. This is above the national average (WGEA).

- **Promotion:**
  An analysis of gendered impacts of the promotion process was presented to the promotion process review panel in 2020. Action was taken to ensure equitable application and success rates across all levels of the academic promotion process. In 2017-2020 applications increased by 76% in comparison to 2013-2016, and increased almost 100% for female applicants. Application rates from women are in line with, or higher than the available pool at each academic level under the new promotion model. Women have higher success rate on average compared to men at Levels B and C, but lower success rates at Level D. This trend is improving with time.

- **Recruitment:**
  Currently we monitor gender balance in recruitment at every stage of the process to track application and success rates and include this data in the annual gender equity report to the Executive Group. Department-level trials of anonymised recruitment took place with positive feedback. We continue to see the trend that when women apply for academic positions, they are more likely to be appointed than men. Women represented 29% of all academic applicants, and 48% of appointments throughout 2020.

- **Pay Gap:**
  Macquarie reviews gender pay equity annually and reports at University and faculty/portfolio levels, including actions to address any identified gaps. The gender pay gap is a consideration in annual pay review processes for Executive and Senior Staff. A Pay Gap project plan has been developed to address issues - including through policy and process changes, as well as capability building for HR staff and managers.

Leadership commitment

1.7 **Your CEO must be a visible champion by taking the following actions annually. Please confirm that this has occurred against each of the areas below by placing a tick (✓) in the relevant box:**

* **ALERT:** for Question 1.7.3, if your CEO was only able to meet this requirement once since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption for it to have occurred in each year, based on the details you provided at the beginning of this application? (Tick ✓)

Yes below)

☐ Yes
<table>
<thead>
<tr>
<th>Question</th>
<th>CEO communicated this to all employees (and Partners in partnership structures)</th>
<th>Yes, this occurred in both years</th>
<th>No-only in 2019-20</th>
<th>No-only in 2020-21</th>
<th>Dates this occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7.1</td>
<td>Reasons why improving gender equality is beneficial for your organisation (i.e. your business case for gender equality)</td>
<td>✔</td>
<td></td>
<td></td>
<td>17.02.2020, 27.09.2021</td>
</tr>
<tr>
<td>1.7.2</td>
<td>The CEO’s commitment to zero tolerance of gender-based harassment and discrimination, sexual harassment, and bullying</td>
<td>✔</td>
<td></td>
<td></td>
<td>Ongoing - within mandatory all-staff training.</td>
</tr>
<tr>
<td>1.7.3</td>
<td>The organisation’s overall gender equality strategy, priorities, and progress *</td>
<td>✔</td>
<td></td>
<td></td>
<td>17.02.2020, 05.06.2020, 27.09.2021</td>
</tr>
<tr>
<td>1.7.4</td>
<td>The organisation’s commitment to equal pay (like-for-like gaps)</td>
<td>✔</td>
<td></td>
<td></td>
<td>09.03.2020, 27.09.2021</td>
</tr>
<tr>
<td>1.7.5</td>
<td>The organisation’s commitment to eliminating the gender pay gap (overall, organisation-wide pay gap)</td>
<td>✔</td>
<td></td>
<td></td>
<td>09.03.2020, 27.09.2021</td>
</tr>
</tbody>
</table>

Did the same CEO make all the statements in both years? (Yes/No) Yes

If yes:

1.7.a Provide the name of the CEO who made these statements:

Professor S. Bruce Dowton

1.7.b How were the statements communicated?

Via all-staff newsletters and all-staff emails.

1.7.c Provide your CEO’s statement from 2019-20:
1.7.1 “We all have a responsibility to create a culture that is inclusive and instil a sense of belonging and community where all staff and students feel they are valued and supported. We need to work together to address stereotypes and biases that contribute to, for example, the underrepresentation of women in leadership, but that also lead to men being less likely to access parental leave. Addressing the causes of underrepresentation and inequality, not the symptoms, benefits everyone at Macquarie, as well as the wider community.”

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

1.7.3 “This year Macquarie will host our third annual Gender Equity Week, which also marks International Women’s Day on 8 March. It provides us an opportunity to come together and celebrate our successes and progress towards gender equity, reflect on what we still need to do, and to renew our commitment to create real change for equity, diversity and inclusion for our whole community. I encourage you to participate in the events that have been organised all this week. Details are available on the event website.

Feedback from previous years has taught us that gender equity is still perceived by some as a woman’s issue. This is not how I see diversity and inclusion at Macquarie. We all have a responsibility to create a culture that is inclusive and instil a sense of belonging and community where all staff and students feel they are valued and supported. We need to work together to address stereotypes and biases that contribute to, for example, the underrepresentation of women in leadership, but that also lead to men being less likely to access parental leave. Addressing the causes of underrepresentation and inequality, not the symptoms, benefits everyone at Macquarie, as well as the wider community. The events being hosted this week are for all staff and students. I would ask that line managers enable and support their team members to attend at least one event this week.

We can be proud of our progress to date including being a SAGE Athena SWAN Bronze Award recipient. These awards recognise the strong organisational commitment we have to equality, diversity and inclusion, our innovative approach to “fixing the system” and clear evidence of its impact. For a reminder of our progress and our commitments, I encourage you to view our Towards Gender Equity video and review our Workplace Gender Equity Strategy 2.0.

Thank you to those involved in organising and hosting gender equity week events, and to everyone who has contributed to our broader diversity and inclusion activities. We all play an important part in developing an open, diverse and supportive workplace and by working collaboratively as a community we will achieve our aspirations. Our progress to date is evidence of this, and I thank you for your commitment to equality and inclusion.

With all good wishes

Professor S Bruce Dowton MD, Vice-Chancellor and President”

1.7.3 “I would like to recognise and acknowledge the challenges that have arisen for parents and carers during recent months. The challenges of working with children at home and home schooling, as well as the impact on staff with carers’ responsibilities, came through very clearly in the survey data. There were also broader gender equity impacts identified. I have asked the University’s Gender Equity Self-Assessment Team, which leads implementation of our Gender Equity Strategy, to conduct additional detailed analysis and action planning on this topic. The Higher Education Sector has also created a Joint Sector Position Statement, re-affirming commitments to gender equity initiatives in a COVID-19 context, which I have signed on behalf of our University.”

1.7. & 1.7.5: “With many of us celebrating International Women’s Day on Sunday and attending this week’s Gender Equity Week events, we can take the opportunity to reflect on the progress we’ve made as an institution towards equality and inclusion..... We have established targets for reducing the gender pay gap.”
1.7.d Provide your CEO's statement from 2020-21:

1.7.1 “Many of you would be familiar with our Workplace Gender Equity Strategy [Towards Gender Equity 2.0] which cemented diversity and inclusion as a key institutional focus for Macquarie. It remains an important personal focus for me as Vice-Chancellor. Since the launch of the strategy, the higher education sector has faced significant challenges due to COVID-19 and other external factors. In keeping with our [joint universities and sector partners' commitment of June 2020], we have taken deliberate action to mitigate the impacts of the pandemic on our goal of gender equity at Macquarie. We continue to make significant progress across many of the action points in our strategy and have embedded diversity and inclusion principles within a number of our organisational processes in the last 12 months.”

1.7.2 “Addressing bullying or harassment within our community is a priority for me and the leadership team. We have zero tolerance at Macquarie for any form of discrimination, bullying or sexual harassment and building a culture of inclusion is everyone's responsibility. I implore everyone in our staff community to challenge bullying or inappropriate behaviours wherever they see them and work together to ensure our community is one of mutual support. The University has a Sexual Harassment Prevention and Response policy and an online training module for all staff, and we are currently reviewing our Discrimination, Bullying and Harassment Prevention and Response Policy.”

1.7.3 “The success of our strategy is deeply dependent on engaging staff at all levels to progress diversity and inclusion. We have seen increased engagement from staff across all areas of the University in the last year, driven by the establishment of our MQ Inclusion Committee and eight local faculty and portfolio Diversity and Inclusion Committees. These committees have been given a broad remit to actively drive progress across all areas of diversity and inclusion and I am confident they will successfully accelerate our progress and success against our targets. We have also seen a significant increase in membership of our Ally Network and it is encouraging to see so many staff taking this active step to create a more inclusive campus. I have noticed a significant shift in the conversations around diversity and inclusion at Macquarie. Our ‘fixing the system’ approach has resonated with staff and, in many cases, extended beyond gender equity. A broad range of initiatives are being established to progress inclusion across the University, including a project in Academic Senate to understand and improve the diversity of membership, and the organisation of a conference focusing on inclusive teaching practice.”

1.7.4 & 1.7.5 We still have an organisational pay gap, and I am determined to see it reduce. We will be developing a remuneration policy and will take targeted action to address any identified gaps.

If no:

1.7.a Provide the name of the CEO who made the statements in 2019-20:

1.7.b Provide the name of the CEO who made the statements in 2020-21:

1.7.c How were the statements communicated?
1.7.d Provide your CEO's statement from 2019-20:

1.7.e Provide your CEO's statement from 2020-21:

1.8 Your organisation must have a group, committee, or council with representation from senior management level or above, that is responsible for the implementation and oversight of your organisation's gender equality strategy. Confirm these are in place by ticking (✓) the box below:

Provide the job title of the Chair of this group/committee/council:

✓

MQ Inclusion is the University-level committee responsible for the implementation and oversight of MQ D&I strategies, including the WGES. The committee has representation from senior leaders, and reports to MQ's D&I Exec Sponsors. The committee has representatives from all 8 D&I Committees that have been established at faculty and portfolio levels.

MQ Inclusion has 2 co-chairs:

- Distinguished Professor and PVC for Research Development
- CEO of Campus Life / U@MQ

1.9 Your CEO must have direct involvement with the organisation's gender equality initiatives. Please confirm this occurs by ticking (✓) the box below:

✓

List what involvement your CEO has had with your gender equality initiatives in the past two years:
The Vice Chancellor (VC) has been directly involved in our progress towards gender equity in the following ways:

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

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

3. In 2020, following the outbreak of the COVID-19 pandemic, the VC requested MQ Inclusion (senior university-wide D&I committee) to develop a gender equity COVID-19 response plan. This plan was approved by the Executive, communicated to staff and progress reported to the governing bodies alongside the Workplace Gender Equity Strategy.

4. In 2020, the VC signed an Australian Higher Education sector position statement, Preserving Gender Equity as a Higher Education Priority During and After COVID-19.

5. The VC provided an all-staff progress update against our Workplace Gender Equity Strategy in 2021.

6. The VC and the wider Executive Group agreed an approach to integrating diversity, inclusion and gender equity within the University’s Operating Plan.

7. The VC met with MQ Inclusion in April 2021 to discuss gender equity progress, priorities and next steps.

1.10 Your organisation must ensure that women and men can access opportunities that are considered career-enhancing, equitably. Please confirm this occurs by ticking (✓) the box below:

✓

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

- Macquarie’s Academic Promotions process, implemented in 2017, was designed to expand the diversity of criteria by which people can be promoted, and better reflect activities and behaviours that are specifically valued and rewarded by the University. We are continuing to see the positive impacts of this process. Data from 2020 revealed that the positive gender equity impacts of the new promotion process continue to be visible throughout the academic pipeline – particularly at Levels B and C. Applications increased by 76% in 2017-2020 in comparison to the previous 4 years (2013-2016) and increased by almost 100% for female applicants. Application rates from women have been in line with, or higher than the available pool at each academic level under the new promotion model. Positive feedback from male and female academics, along with the marked increase in the applications, and equitable success rates, provide strong evidence that academics feel their achievements are better recognised under the new scheme. The University has been recognised externally for this success, and progress has been presented and shared with other institutions at international conferences (2020).

- The Early Career Researcher (ECR) Network supports researcher development towards Level C and above; helping to address key gender equity issues in our pipeline. The Network provides career development workshops, forums and networking opportunities. The Network has over 800 members, 53% are female. The Network ensures gender balance in invited speakers and on their organising committee; therefore providing equitable leadership positions for network members.

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

- The University’s Marketing Department monitors and reports on gender balance of staff featured in internal and external media. This has addressed a previous bias towards men. Since reporting was introduced there has now been equitable representation of men and women within internal and external media; supporting career development, networking and profiling opportunities for all staff equitably.
### 1.11 Your organisation must hold managers accountable for contributing to the implementation of its gender equality strategy. Please confirm this has occurred in the past two years by ticking (√) Yes below, and by ticking (√) the corresponding boxes on the right:

**How has your organisation held managers accountable in the past two years?**

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Gender equality performance improvement targets are included in annual manager performance reviews</td>
<td>√</td>
</tr>
<tr>
<td>ii. Business unit managers are required to develop business plans that are aligned to the gender equality strategy</td>
<td>√</td>
</tr>
<tr>
<td>iii. Business unit managers are required to report to the organisation’s gender equality oversight body on a regular basis on the progress of their business unit’s gender equality plan</td>
<td>√</td>
</tr>
<tr>
<td>iv. Other key performance indicators (provide details):</td>
<td></td>
</tr>
</tbody>
</table>

### 1.12 Your organisation’s governing body must be provided with a copy of the completed EOCGE application, and all supplementary information, once submitted. Confirm your applications below were provided to your governing body by ticking (√) Yes and providing the dates when this occurred:

**- Provide the date of the governing body meeting where the 2019-20 application was tabled:**

<table>
<thead>
<tr>
<th>Yes</th>
<th>24 October 2019</th>
</tr>
</thead>
</table>

**- Provide the date of the governing body meeting where this 2021-23 application has been/will be tabled:**

<table>
<thead>
<tr>
<th>16 December 2021</th>
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</thead>
</table>

### 1.13 If you have additional information in relation to any of the areas in Focus Area 1, please provide in the text box below:
Future certification changes

Please tick (✓) the box below to acknowledge that this will become a new requirement in Focus Area 1 for subsequent applications:

✓ From 2022-24 applications (those due in 2022), superannuation must be paid on your employer funded paid parental at the employee’s full salary AND on the government funded paid parental leave at the minimum wage.
Focus Area 2: Developing a gender balanced workforce

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

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

Learning and development

2.1 Your organisation must have a formal policy or formal strategy that includes learning and development (including leadership and/or career development training) for women and men. Confirm this is in place by ticking (✓) Yes and the relevant boxes below:

- ✔ Yes
- ✔ Formal policy
- ✔ Formal strategy

2.2 Your organisation must discuss career learning and development options with your permanent workforce and long-term casuals, and where appropriate, provide the opportunity for learning and development plans to be put in place. Confirm this occurs by ticking (✓) Yes below:

- ✔ Yes

2.3 Your organisation must provide FORMAL leadership development programs to women and men, both full-time and part-time, and track how many have participated in these programs, every 12 months. Complete the table below to confirm this occurred for each of the past two years that you have held the citation.*

* ALERT: if you were only able to provide this in one of the two years since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)

- ✔ Yes

<table>
<thead>
<tr>
<th>Leadership Development Program</th>
<th>How many employees participated in 2019-20*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td>Formal sponsorship programs</td>
<td>NA</td>
</tr>
<tr>
<td>Formal mentoring programs</td>
<td>25</td>
</tr>
</tbody>
</table>
Formal leadership network programs | 21 | 3 | 16 | 0
Other – provide name: Skill Development Workshops | 32 | 8 | 20 | NA

2.3.1 Were there fewer women than men or no part-time employees listed in any of the formal leadership development programs above? If yes, provide an explanation why:

Participants are selected for the Leadership Development programs based on role and on an assessment of performance and potential. Equal consideration is given to both full time and part-time employees.

2020-21

<table>
<thead>
<tr>
<th>Leadership Development Program</th>
<th>How many employees participated in 2020-21 *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
</tr>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td>Formal sponsorship programs</td>
<td>2</td>
</tr>
<tr>
<td>Formal mentoring programs</td>
<td>NA</td>
</tr>
<tr>
<td>Formal leadership network programs</td>
<td>18</td>
</tr>
<tr>
<td>Other – provide name: Human Synergistics Executive Group Leadership and Culture Program</td>
<td>3</td>
</tr>
<tr>
<td>Other – provide name: Skill Development Workshops</td>
<td>101</td>
</tr>
</tbody>
</table>

2.3.2 Were there fewer women than men or no part-time employees listed in any of the formal leadership development programs above? If yes, provide an explanation why:

Participants are selected for the Leadership Development programs based on role and on an assessment of performance and potential. Equal consideration is given to both full time and part-time employees.

Workforce targets – managers

2.4 Your organisation must set numerical targets with timeframes to improve the representation of women in any manager category where their representation is less than 40%.
a. Provide details below of all manager categories and targets set where the current representation of women is less than 40%.

b. Also, add information from your 2019-20 application to track progress of targets set for women in manager categories, where applicable.

2.4.1 Does your organisation have manager categories where the representation of women is less than 40%, and/or did you include manager categories and targets in your 2019-20 application? Tick (✓) relevant box below:

- [ ] Yes, provide details of those manager categories and the targets set in the table below
- [ ] No, proceed to Q2.4.2

<table>
<thead>
<tr>
<th>Manager category where target set</th>
<th>% women in 2019-20 (%) / NA</th>
<th>% women target in 2019-20 (%) / NA</th>
<th>% women currently</th>
<th>If % of women remains less than 40%, what is the current % target?</th>
<th>What year is the target to be reached?</th>
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<tbody>
<tr>
<td>E.g. KMP</td>
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<td>2023</td>
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<tr>
<td>1 Academic staff at Level E</td>
<td>32%</td>
<td>36%</td>
<td>34%</td>
<td>35%</td>
<td>2023</td>
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</table>

2.4.1.a If progress has not been made between 2019-20 and now for any of the above manager categories, please explain why:

- [a.] In our last submission we indicated that: women are not underrepresented in management levels in professional roles, however in academic roles, the proportion of women is 31% in senior levels (Level E and above).
- [b.] The Workplace Gender Equity Strategy sets out the following targets to address the underrepresentation of academic women: A minimum of 35% representation of women at Academic Level E. Target = 35%, Date = 2021.
- [c.] We were seeing the positive impact of academic promotions on the representation of women in Level E. However female representation at Level E reduced from 31% in 2020 to 28% in 2021. This is primarily due to higher applications from senior academic women for voluntary redundancy due to workplace restructures, triggered by the impact of COVID-19.
- [d.] This has impacted our gender balance at Level E in 2021. Our ongoing target is a minimum of 35% representation of women at Academic Level E by 2023.
2.4.2 Does your organisation have manager categories where the representation of women is above 40%? Tick (✓) relevant box below:

- Yes, provide details below of all manager categories where the representation of women is above 40%
- No, our organisation has no manager categories where the representation of women is above 40% - proceed to Q2.5

<table>
<thead>
<tr>
<th>Manager category where % of women is greater than 40%</th>
<th>Current % of women</th>
<th>If the % of women drops below 40%, tick below to confirm a target will be set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals (as defined by WGEA)</td>
<td>57%</td>
<td>✓</td>
</tr>
<tr>
<td>Managers (as defined by WGEA)</td>
<td>57%</td>
<td>✓</td>
</tr>
</tbody>
</table>

Workforce targets – non-managers

2.5 Your organisation must set targets with timeframes to improve the representation of women in non-manager categories where their representation is less than 40%.

- Provide details below of all non-manager categories and targets set where the current representation of women is less than 40%.
- Also, add information from your 2019-20 application to track progress of targets set for women in non-manager categories, where applicable.

2.5.1 Does your organisation have non-manager categories where the representation of women is less than 40%, and/or did you include non-manager categories and targets in your 2019-20 application? Tick (✓) relevant box below:

- Yes, provide details of those non-manager categories and the targets set in the table below
- No, proceed to Q2.5.2

<p>| Non-manager category where target set | % women in 2019-20 (% / NA) | % women target in 2019-20 (% / NA) | % women currently | If % of women remains less than 40%, what is the current % target? | What year is the target to be reached? |</p>
<table>
<thead>
<tr>
<th>E.g. Labourer</th>
<th>32%</th>
<th>36%</th>
<th>34%</th>
<th>35%</th>
<th>2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

2.5.1.a If progress has not been made since your 2019-20 application and now for any of the above non-manager categories, please explain why:

2.5.2 Does your organisation have non-manager categories where the representation of women is above 40%? Tick (√) relevant box below:

- [ ] Yes, provide details below of all non-manager categories where the representation of women is above 40%
- [ ] No, our organisation has no categories where the representation of women is above 40% - proceed to Q2.6

<table>
<thead>
<tr>
<th>Non-manager category where % of women is greater than 40%</th>
<th>Current % of women</th>
<th>If the % of women drops below 40%, tick below to confirm a target will be set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical and Administrative</td>
<td>70</td>
<td>√</td>
</tr>
<tr>
<td>Labourers</td>
<td>59</td>
<td>√</td>
</tr>
<tr>
<td>Community and Personal Service Workers</td>
<td>56</td>
<td>√</td>
</tr>
<tr>
<td>Technicians and Trade</td>
<td>44</td>
<td>√</td>
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</table>
2.6 Your organisation must set numerical targets with timeframes to improve the representation of men in non-manager categories where their representation is less than 40%.

- Provide details below of all non-manager categories and targets set where the current representation of men is less than 40%.
- Also, add information from your 2019-20 application to track progress of targets set for men in non-manager categories, where applicable.

2.6.1 Does your organisation have non-manager categories where the representation of men is less than 40%, and/or did you include non-manager categories and targets in your 2019-20 application? Tick (✓) relevant box below:

| ✓ | Yes, provide details of those non-manager categories and the targets set in the table below | No, proceed to 2.6.2 |

<table>
<thead>
<tr>
<th>Non-manager category where target set</th>
<th>% men in 2019-20 (%) / NA</th>
<th>% men target in 2019-20 (%) / NA</th>
<th>% men currently</th>
<th>If % of men remains less than 40%, what is the current % target?</th>
<th>What year is the target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Nurse</td>
<td>32%</td>
<td>36%</td>
<td>34%</td>
<td>35%</td>
<td>2023</td>
</tr>
<tr>
<td>1 Clerical and Administrative Workers</td>
<td>NA</td>
<td>40</td>
<td>30</td>
<td>40</td>
<td>2023</td>
</tr>
<tr>
<td>2</td>
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</table>

2.6.1.a If progress has not been made since your 2019-20 application and now for any of the above non-manager categories, please explain why:
In our last submission we stated:
- Our target is for roles Macquarie University defines as ‘professional roles’ - the majority of these staff are within the Professional and Clerical and Administrative occupational categories as defined by WGEA. Target = 40% Date = 2021
- Partly due to the hiring freeze and significant organisational change at Macquarie University, little action has been taken over the past 12 months within recruitment.

In this current submission:
- The only WGEA category where the representation of men is less than 40% is the Clerical and Administrative Workers category (currently 30%). Our target is 40% by 2023.

2.7 Your organisation must set targets for internal and external recruitment shortlists where the representation of women at ANY level of management is less than 40%. Please confirm this occurs by ticking (✓) the relevant box below:

- ✓ Yes
- □ N/A – targets are not required as the representation of women across all levels of management is at least 40%

Targets – governing body

2.8 Where your organisation has control over its governing body appointments, and control over other governing bodies (for example subsidiaries), a selection policy or strategy, and numerical targets with timeframes must be set to improve the representation of women, where it is less than 40%.

After submission of your first application under this citation, your renewal application (two years later) must show progress against targets (over the prior two-year period). If targets are not met, you will have an opportunity to explain why.
Confirm name of organisation submitting this application:

Macquarie University Council

a) Does this organisation have control over governing body appointments of ALL the organisations covered in this application? Please tick (✓) the applicable box below:

[✓] Yes

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

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

b) For all organisations included in this application where your organisation has control over their governing body, complete the table below.

c) Also, add information from your 2019-20 application where the representation of women was less than 40% and a target set (where progress has not been made, you will have an opportunity to explain why below):

<table>
<thead>
<tr>
<th>Organisation name</th>
<th>Data from 2019-20 application (NA if not applicable)</th>
<th>Current % of women *</th>
<th>Current % target if less than 40% (% / NA)</th>
<th>What year is target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% women on governing body in 2019-20</td>
<td>% target set in 2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Macquarie University</td>
<td>46%</td>
<td>NA</td>
<td>40%</td>
<td>NA</td>
</tr>
<tr>
<td>b.</td>
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<td>j.</td>
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</tbody>
</table>
* If the current % of women is 40% or more, please confirm that a target will be set if this drops below 40%. Tick (✓) Yes below:

✓ Yes

*d) If progress has not been made since your 2019-20 application and now, please explain why:

NA

e) Confirm there is a formal selection policy or a formal selection strategy designed to promote gender equality in place for ALL these governing bodies by placing a tick (✓) against the applicable box:

✓ Formal policy

☐ Formal strategy

2.8.1 The following questions relate to governing bodies outside of your submission group.

Do you have control of appointments to the governing body of organisations outside of this submission group? Tick (✓) the relevant box below:

☐ Yes

✓ No

• If Yes, complete the table below by adding all organisations outside of this submission group over which your organisation has control over their governing body.

• Also, from your 2019-20 application, provide information to track progress on governing bodies where the representation of women was less than 40% and a target set (where progress has not been made, you will have an opportunity to explain why below):

<table>
<thead>
<tr>
<th>Organisation name</th>
<th>Data from 2019-20 application (NA if not applicable)</th>
<th>Current % of women *</th>
<th>Current % target if less than 40% (% / NA)</th>
<th>What year is target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% women on governing body in 2019-20</td>
<td>% target set in 2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<td></td>
</tr>
</tbody>
</table>

Page 48 of 97
7. 
8. 
9. 

* If the current % of women is 40% or more, please confirm that a target will be set if this drops below 40%. Tick (√) Yes below:

☐ Yes

- If progress has not been made since your 2019-20 application and now, explain why:

  NA

- Confirm there is a formal selection policy or a formal selection strategy designed to promote gender equality in place for ALL these governing bodies by placing a tick (√) against the applicable box below:

  ✓ Formal policy
  ☐ Formal strategy

2.8.2 Does your organisation have control over the governing body of any organisations outside of this submission group, but have no control over appointments for this governing body/bodies? Tick (√) the relevant box below:

☐ Yes  ✓ No

i. If Yes, explain why your organisation has no control over appointments for this governing body/bodies:

  NA

ii. If Yes, has your organisation taken other actions to improve gender balance on these governing bodies? Tick (√) the relevant box below:

☐ Yes  ☐ No

If Yes, provide details:

  NA
2.9 Your organisation must address gender segregation challenges in your organisation and/or industry. In the past two years, what gender segregation challenges within your organisation and/or industry have been identified and addressed?

1. How does gender segregation impact your organisation and/or industry?

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

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

2. What measures have you implemented to improve gender balance in your organisation?
The University’s Workplace Gender Equity Strategy outlines actions to address the underrepresentation of women in senior leadership roles, particularly in academic roles and the underrepresentation of women in STEMM. Examples of actions taken and progress to date include:

- **SAGE Athena SWAN pilot**: Macquarie joined a national scheme to address the underrepresentation of women in STEMM. The SAGE Athena SWAN process requires universities to reflect on key drivers of underrepresentation in STEMM, and develop an action plan to address these challenges. Macquarie successfully received a Bronze award in September 2019, recognising our commitment and action to date. Macquarie is an active member of the NSW regional SAGE network, collaborating with universities in the sector to drive gender equity within STEMM.

- Macquarie’s promotion process is more inclusive, and analysis suggests the new process is addressing previous gender disparities in progression and promotion. The new process has resulted in increased application rates from women, and equitable success rates. It is hoped the new process, along with action around recruitment will start to address the underrepresentation of women in senior academic roles. The University has been recognised externally for this success, and progress has been presented and shared with other institutions at international conferences (2020).

- In 2020 Macquarie University became a ‘Women in STEM Decadal Plan Champion’. As a Champion organisation, Macquarie outlined how our progress and actions towards gender equity align with and support the National Decadal Plan.

- Following the outbreak of COVID-19, Macquarie was part of the development of, and signup up to, a national commitment to progressing gender equity, and responding to the gendered impacts of COVID-19 within the Higher Education sector. This included taking action to mitigate identified impacts for female researchers, particularly early career academics.

- Macquarie developed a university-specific gender equity COVID-19 Gender Equity Response Plan to build on this commitment and develop specific and targeted actions.

- **Superstars of STEMM**: This national program, run by Science and Technology Australia, equips women in STEMM with “advanced communication skills and provides opportunities to use them, in the media, on the stage, and in speaking with decision-makers”. To date, 9 Macquarie University academic women have been part of this program.

3. Where have you made progress and what were/are the biggest challenges?
Progress:

- The positive gender equity impacts of the promotion process continue to be visible throughout the academic pipeline – particularly at Levels B and C. Applications increased by 76% in 2017-2020 in comparison to the previous 4 years (2013-2016) and increased by almost 100% for female applicants. Application rates from women have been in line with, or higher than the available pool at each academic level under the new promotion model.
- There has been an increase in the proportion of men accessing primary carers leave over the past 5 years. This may have been impacted by increased communication of support and provisions available, with a particular focus on sharing case studies of male parents and carers at MQ.
- Macquarie has been recognised across the sector as a leader on gender equity. We have influenced the development and direction of the SAGE Athena SWAN process to take a more systemic approach, and we have received several external awards including the WGEA employer of choice citation.
- The establishment of MQ Inclusion Committee and the Faculty and Portfolio Diversity & Inclusion Committees has significantly increased engagement and action towards workplace diversity and inclusion across the University. Committees are playing a key role in identifying and targeting local issues, which is expanding the depth and breadth of diversity and inclusion in activity and accelerating progress towards gender equality. While gender is a consistent area of focus, the distributed model is also enabling other diversity and inclusion priorities to be addressed, while reflecting the local context.
- We have seen a significant shift in engagement and conversation around diversity and inclusion. Our ‘fixing the system’ approach has resonated with staff and has been extended beyond gender equity; we are seeing increased staff engagement with diversity and inclusion, a large increase in membership of the Ally Network, and a broad range of initiatives being established to progress inclusion across the University. For example, Academic Senate are progressing a project to understand and improve the diversity of membership, and a conference is being organised to focus on inclusive teaching practice.
- MQ Inclusion provided a set of recommendations for embedding inclusive principles into the academic workplace change process. Actions to mitigate disproportionate diversity and gender equity impacts included an analysis of diversity data at each stage of the process, and a progressive approach to assessment of achievement relative to opportunity. Training was provided to decision panels and staff identified as ‘in scope’. Lessons learnt from this process are now being considered for the PST process.

Challenges

- While we have seen progress and achievements in some areas, there are other issues that have emerged since the launch of the WGES, or where further progress is needed. These issues include:
- The disproportionate gendered impacts of Covid-19 were highlighted in the 2020 Gender Equity Progress Report. Macquarie signed a joint Australian Higher Education sector position statement, Preserving Gender Equity as a Higher Education Priority During and After COVID-19, as well as launching a COVID-19 gender equity response plan that was endorsed by the Executive Group. However, following a second major lockdown in Sydney, there are renewed concerns about the significant gendered impacts of the pandemic.
- Female representation at Level E reduced from 31% in 2020 to 28% in 2021. This is primarily due to higher applications from senior academic women for voluntary redundancy.
- Survey data and staff feedback has highlighted a need to focus on workplace behaviours. This includes steps to ensure we provide transparent and accessible routes for reporting for staff experiencing bullying and harassment and appropriate support. However, our data, along with external research, shows us that we need to pay attention to behaviours that may not fall under the legal definition of bullying, but are behaviours that enable exclusion and a lack of belonging.
- Due to the hiring freeze and workplace change, little action or progress has been taken with a focus on inclusive recruitment.
- There continues to be a significant gender pay gap of 18% across the university. The pay gap is higher for academic roles, particularly at senior levels (there is a 16% pay gap in total remuneration for staff on senior contracts). While this is largely due to uneven distribution of men and women across levels (rather than pay disparity at like-for-like roles) and this is a statistic that is difficult to shift quickly, more focus is required in this area.
2.10 If you have additional information in relation to any of the areas in Focus Area 2, please provide in the text box below:

Future certification changes

By ticking (√) the box below, you acknowledge that this requirement in Focus Area 2 is in place for subsequent applications:

☑ Subsequent applications will need to show progress against the targets covered in this section for the two-year period between applications. If targets have not been met, you will have an opportunity to explain.
Focus Area 3: Gender Pay Equity

This focus area recognises an organisation's commitment to i) equal pay (like-for-like pay gaps), and ii) the gender pay gap (overall, organisation-wide pay gap).

Understanding the gender pay gap is confusing. Typically, when an employer declares that there is no gender pay gap in their organisation, they are referring to the fact that they pay women and men equally for the same or similar roles. However, when the gender pay gap is published nationally, or WGEA refers to the gender pay gap, we are referring to the overall, organisation-wide pay gap.

Equal pay (like-for-like pay gaps)

Equal pay is the concept of women and men being paid the same for performing the same role or different work of equal or comparable value. In Australia, this has been a legal requirement since 1969. If an organisation has like-for-like pay gaps, it means they are not paying their employees lawfully.

In determining if two employees are performing the same or comparable work, some things to consider are whether employees are at the same performance standard, and whether they are being paid a premium for scarce skills.

Gender pay gap (the overall, organisation-wide pay gap)

The gender pay gap is different to equal pay and is not the difference between two people being paid differently for the same or similar job, which is unlawful. The gender pay gap at an overall, organisation-wide level, measures the difference between the average earnings of women and the average earnings of men across the whole organisation and expresses the difference as a percentage.

The gender pay gap is caused by a range of social and economic factors that combine to reduce women's earning capacity over their lifetime. These include:

- discrimination and bias in hiring, pay decisions and promotions
- women and men working in different industries and different jobs, with female-dominated industries and jobs attracting lower wages
- women's disproportionate share of unpaid caring and domestic work
- high rates of part-time work for women
- lack of workplace flexibility to accommodate caring and other responsibilities, especially in senior roles, which affects women's career progression opportunities
- women's greater time out of the workforce for caring responsibilities which impacts their career progression and opportunities

The gender pay gap also reflects gender segregation in the workplace. If more men are in higher paid positions and more women in lower paid positions, there is a gender pay gap in favour of men.

An analysis that assesses the value of roles (in terms of skills, knowledge, responsibility, effort and working conditions), reveals that female-dominated roles are undervalued when compared with roles that are male-dominated.

Closing the gender pay gap requires organisations to take a multi-faceted approach, the components of which are captured under this criterion.
Pay equity strategy and policy

Before commencing Focus Area 3, please tick (✓) both boxes below to confirm you have read the explanations of equal pay and the gender pay gap:

- Equal pay is where women and men are paid the same for performing the same role or different work of equal or comparable value. In Australia, this has been a legal requirement since 1969. If an organisation has like-for-like pay gaps, it means they are not paying their employees lawfully.

- The gender pay gap at an overall, organisation-wide level, measures the difference between the average earnings of women and the average earnings of men across the whole organisation and expresses the difference as a percentage.

### 3.1 Your organisation must have a formal remuneration policy AND formal remuneration strategy that contain specific gender pay equity objectives. Confirm these are in place by ticking (✓) the relevant box below:

- Yes, these are contained in our policy and strategy

OR,

- Yes, our gender pay equity objectives are contained within an award/industrial or workplace agreement

#### 3.1.1 What gender pay objectives are included? (If none of the following are included, you must select OTHER and provide details of the objectives in place). Tick (✓) the applicable boxes below:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To achieve gender pay equity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b. To be transparent about pay scales and/or salary bands</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c. To ensure managers are held accountable for pay equity outcomes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. To implement and/or maintain a transparent and rigorous performance assessment process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. To ensure no gender bias occurs at any point in the remuneration review process (e.g. at commencement, at annual salary reviews, out-of-cycle pay reviews, and/or performance pay reviews)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>f. Other objective not listed – provide details:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Our Workplace Gender Equity Strategy commits the university to the following:
  - Develop a remuneration policy that details the University’s principles and processes relating to negotiations, pay scales, and benchmarks, as well as details on how pay is set, structured, reviewed and communicated.
  - Communicate clearly all points of the remuneration process to the Macquarie community, including incoming staff and recruitment firms to ensure negotiation conversations are fair and transparent.
  - Require Executive Group members to report on processes for equitable allocation of discretionary payments within their portfolio.
  - Review gender pay equity annually and report at University and faculty/portfolio levels, including actions to address any identified gaps
  - Support managers, through training and resources, to actively remove bias from pay and performance decisions.

• The University’s commitments to addressing the gender pay gap were confirmed and endorsed within the Academic and Professional Staff Enterprise Agreements, which includes the following objectives and requirements around gender pay equity:
  - 25.5 The University and the Unions endorse the commitments outlined in Towards Gender Equity, the University’s Workplace Gender Equity Strategy. The Strategy aims to improve pay equity within academic levels.
  - 25.6 The University will undertake annual reporting of salary data of academic staff. The reporting will include aggregated salary data by gender across each academic level on a department, faculty and University basis.
  - 25.7 The salary data will be made available to the Gender Equity Strategy Committee and its subcommittees and the Executive Group. The salary data will also be made available to the Unions or any Staff Member on request.
  - 25.8 The Gender Equity Strategy Committee is responsible for the leadership and implementation of the Strategy, in partnership with the Gender Equity Self-Assessment Team. The University will invite the CPSU and the NTEU to nominate an Academic Staff Member with relevant expertise to participate as a member of the Committee.

Pay gap analysis

3.2 Your organisation must complete a gender pay gap analysis of all its workforce annually to ensure that women and men receive equal pay, and to determine if you have a gender pay gap; this must be carried out in a number of areas. *

* ALERT: if you were unable to complete this for both years since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick ✓) Yee below

☐ Yes

3.2.1 Please confirm your organisation completed the analysis described below in at least one of the years since your 2019-20 application. Please tick ✓ one of the three boxes in point a), and confirm all options in point b):

a. Analysis of ALL the workforce to determine if there was a gender pay gap (overall, organisation-wide) ✓ Yes, this analysis occurred in 2019-20 and 2020-21
   ☐ No, this analysis occurred only in 2019-20

Page 56 of 97
b. Your analysis must have included the areas on the right, confirm this occurred by ticking (✔) Yes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| i. | Our pay gap analysis was conducted by gender for full-time and part-time employees  
☑ Yes |
| ii. | Our pay gap analysis included the following:  
- Base salary   ✔ Yes  
- Total remuneration, including allowances, bonuses, performance payments, discretionary pay, overtime and superannuation   ✔ Yes  
- Performance pay   ✔ Yes  
- Starting salaries   ✔ Yes  
- Annual salary increases   ✔ Yes  
- Salaries on promotion   ✔ Yes |

Pay gap actions and targets

3.3 Your organisation must meet its legal requirement to eliminate all salary differences between women and men who are performing the same work, or work of a comparable value (equal pay, previously known as like-for-like roles), for base salary AND total remuneration. Confirm this has occurred by ticking (✔) Yes below:

☑ Yes

3.4 The following information relates to your organisation’s gender pay gap (overall, organisation-wide gap):

- Complete the table below, providing gender pay gap information for each organisation included in this application.
- Also, add information from your 2019-20 application for all the organisations you included that had a gender pay gap and target, to determine if progress has been made.
<table>
<thead>
<tr>
<th>Organisation name</th>
<th>2019-20 application: % target for org-wide pay gap</th>
<th>Year 2019-20 target was to be reached</th>
<th>Current org-wide gender pay gap % (as reported to WGEA) *</th>
<th>Current % target for org-wide pay gap</th>
<th>What year is target to be reached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Macquarie University's pay gap targets are:</em></td>
<td>&lt;2%</td>
<td>NA</td>
<td>14.35%</td>
<td>13.5%</td>
<td>2023</td>
</tr>
</tbody>
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3.4.1 Has your organisation-wide gender pay gap reduced since your 2019 EOCGE application? Tick (✓) the relevant box below:

- Yes
- No

- If no, explain below why progress against the target has not occurred since your last application:

There continues to be a significant gender pay gap of 18% across the university. The pay gap is higher for academic roles, particularly at senior levels (there is a 16% pay gap in total remuneration for staff on senior contracts). While this is largely due to uneven distribution of men and women across levels (rather than pay disparity at like-for-like roles) and this is a statistic that is difficult to shift quickly, more focus is required in this area. The effects of COVID-19 and workplace change within the Higher Education Sector has also been significant. Targeted and specific action is needed to address the gender pay gap. A Pay Gap project plan has been developed with endorsement from VP People Services. Actions within this project plan include:

- Develop a remuneration policy: to outline principles and processes for remuneration review and negotiation.
- Develop an academic loadings policy.
- Correct identifiable pay inequalities.
- Training and support for HR and senior leaders to ensure equitable remuneration decisions.
* If the pay gap figure reported to WGEA is different to your current, internally calculated organisation-wide gender pay gap for total remuneration, please provide your internally calculated pay gap figure below, and explain why they are different:

The Macquarie University internally calculated pay gap is 18%. The data from the 2019-20 WGEA figure is 14.35%.

The difference in the figures is due to the exclusion of casuals in the MQ internal pay gap calculation. Macquarie has significant fluctuations in casual numbers throughout the year and when data for casuals is included in reporting to WGEA (including annualised full-time equivalent salary for all casuals), this results in the different calculation figure.

3.4.2 Your organisation must take other actions, in addition to targets, to reduce your gender pay gap (overall, organisation-wide). Confirm this has happened in the past two years by ticking (√) the second ‘Yes’ below *

* ALERT: If you were unable to meet this criterion since your 2019-20 application due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (√) Yes below)

☐ Yes we are seeking an exemption, OR

√ Yes other actions have been taken, as detailed below:

- A comprehensive gender pay gap analysis was completed for the University at all levels and data is reported annually to the Executive group. This review highlighted the need for a review of allowances and the process for negotiation of starting salaries. An analysis of the pay gap at Faculty/Portfolio level is also provided annually to local D&I committees.
- Workplace D&I works with the key HR stakeholders to ensure that pay gaps are analysed and any potential gender biases in remuneration decisions are eliminated.
- As part of an annual remuneration review for executive and senior staff, salaries are reviewed to ensure that pay for like-for-like roles is equitable.

Remuneration reviews

3.5 Women and men on primary carer’s leave must be included in your organisation’s annual reviews of salaries and annual bonus payments. Confirm this occurs by ticking (√) Yes below:

√ Yes
3.6 Your organisation must analyse and compare the results of performance reviews by gender. Confirm this occurs by ticking (√) the relevant boxes:

☐ Yes
☐ Our organisation does not conduct performance reviews, but the analysis of employees’ work to determine outcomes is analysed by gender (e.g. bonuses, movement to a higher increment, etc)
√ Our organisation does not conduct performance reviews or equivalent, as any bonus or employee movement is automatic

3.7 If you have additional information in relation to any of the areas in Focus Area 3, please provide in the text box below:

Future certification changes

By ticking (√) the box below, the applicant acknowledges that this requirement in Focus Area 3 is in place for subsequent applications:

☐ √ Subsequent applications will need to show progress against the targets provided in this section covering the two-year period between applications. If objectives have not been met, you will have an opportunity to explain.
Focus Area 4: Support for Caring

This focus area covers an organisation’s initiatives and programs to support your workforce (including Partners in Partnership structures) with caring responsibilities, including but not restricted to parenting. It covers access to parental leave for women and men, return to work from parental leave and measures to support those with elder or disability care responsibilities.

Caring strategy and policy

4.1 Your organisation must have a formal policy AND formal strategy that supports those who have family or caring responsibilities. Confirm this, and the related requirements below, are in place by ticking (✔) the relevant boxes below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>A formal policy and strategy supporting employees with family or caring responsibilities are in place and available to all the workforce (including Partners in Partnership structures)</td>
</tr>
<tr>
<td>b.</td>
<td>It covers support for employees who return to work from parental leave</td>
</tr>
<tr>
<td>c.</td>
<td>It covers support for parents at all stages of their children’s lives</td>
</tr>
<tr>
<td>d.</td>
<td>It covers support for employees with eldercare responsibilities</td>
</tr>
<tr>
<td>e.</td>
<td>It covers support for employees with caring responsibilities for those with a disability</td>
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</table>

Parental leave

4.2 Your organisation must have the following employer-funded parental leave provisions in place for PRIMARY carers. For each requirement below, confirm it is in place by ticking (✔) each box below:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>i.</td>
<td>At least eight weeks of employer-funded paid parental leave at full pay is provided for primary carers who are permanent employees (and Partners in Partnership structures) How many weeks of employer-funded paid parental leave do you offer?</td>
</tr>
<tr>
<td>a.</td>
<td>Full-time staff members are entitled to 14 weeks of paid parental leave upon commencement of employment.</td>
</tr>
<tr>
<td>b.</td>
<td>Full-time staff members who have completed more than one year of continuous service are entitled to an additional 12 weeks of paid parental leave.</td>
</tr>
<tr>
<td>ii.</td>
<td>The scheme is paid in addition to the government scheme (not just topping up the government-funded scheme)</td>
</tr>
<tr>
<td>iii.</td>
<td>The employer-funded paid parental leave includes superannuation</td>
</tr>
</tbody>
</table>
iv. The scheme is available under any circumstances where there is a new baby e.g. adoption, same-sex couple, surrogacy. This must also be available for parents of a stillborn baby

v. There is no requirement for anyone to repay any portion if they do not return to work

vi. The amount of leave available to women is equally available to men

vii. There is flexibility in how this can be taken (e.g. part-time for part of the paid duration)

<table>
<thead>
<tr>
<th>4.3 Your organisation must have the following parental leave provisions in place for SECONDARY carers. For each requirement below, confirm these are in place by ticking (√) each box below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. At least three weeks of employer-funded paid parental leave at full pay is provided for secondary carers who are permanent employees (and Partners in Partnership structures) √</td>
</tr>
<tr>
<td>b. The scheme is paid in addition to the government-funded scheme (not just topping up the government-funded scheme) √</td>
</tr>
<tr>
<td>c. The scheme is available under any circumstances where there is a new baby e.g. adoption, same-sex couple, surrogacy. This must also be available for parents of a stillborn baby √</td>
</tr>
<tr>
<td>d. There is no requirement for anyone to repay any portion if they do not return to work √</td>
</tr>
<tr>
<td>e. The amount of leave available to women is equally available to men √</td>
</tr>
<tr>
<td>f. There is flexibility in how this can be taken (e.g. part-time for part of the paid duration) √</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4 There must be no eligibility period to access eight weeks of primary carer’s leave (the minimum EOCGE requirement), and three weeks of secondary carer’s leave, AND if you offer more than eight weeks of primary carer’s leave, the remainder must be made available once the employee’s probationary period ends. Confirm this occurs by ticking (√) Yes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.5 Your organisation must actively encourage men to take parental leave. Confirm this occurs by ticking (√) Yes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

| 4.5.1 How did your organisation actively encourage men to take parental leave in the past 24 months? Please tick (√) the applicable boxes below (at least one must be selected): |
- Managers encouraged men in their teams to take parental leave
- Published case studies about men who took parental leave in internal or external publications (e.g. on the intranet or the organisation's website)
- Provided education, resources or coaching for line managers to ensure they understood the business case for encouraging men to take parental leave
- Other - provide details:
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.
- There are paid leave provisions for still birth, miscarriage or death of a child. A staff member whose child is stillborn or dies within 4 weeks of birth will be entitled to 14 weeks paid parental leave. A staff member may also access available personal leave or unpaid special maternity leave.

Our policies and provisions are deliberately gender neutral and are open to all staff. Men can access primary and secondary carers leave at Macquarie and there has been an increase in men taking primary carers leave over time:-

- In 2016, 12% of staff taking primary carers leave were male.
- In 2018, 15% of staff taking primary carers leave were male.
- In 2020, 20% of staff taking primary carers leave were male. This is above the national average (WGEA)

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

The Carers Hub includes:

- information on all the policies and resources available to support parents and carers before, during and after leave
- conversation guides – for employees and managers – which make clear that provisions are available to staff of all genders.
- ‘carers stories’ - case studies sharing how Macquarie staff balance family, work and other commitments. 3 of the 7 case studies profile male members of staff – both academic and professional.

In 2020, Macquarie was listed in the top 20 workplaces for dads nationally, and the top university in Australia. This is a recognition of our leading and inclusive policies, encouraging men to take an active role in caring for new families, which contributes to re-thinking gendered roles and stereotypes around caring and workplace responsibilities. https://www.mq.edu.au/newsroom/2019/12/06/macquarie-university-named-best-university-workplace-for-new-dads/#:~:text=Macquarie%20University%20has%20been%20named,website%20and%20research%20firm%20CoreData.

A number of articles recently published in the all-staff newsletter have highlighted the flexible work options available to staff with caring commitments – many of these articles have profiled/highlighted male case studies, stories and images, examples include:

- National Carers Week – workshops for MQ staff and managers Date: 22.10.2019
- Awards and recognition. Date 09.12.19
- “Top Tips for Working from Home” - 05.04.2020
- “We’re all human” – How MQ Managers are supporting their teams in lockdown – 23.08.2021
- Parenting in lockdown webinar. Date 01.09.2021
- We’re trying to juggle it all - advice for parenting in lockdown. Date 13.09.2021
4.6 Your organisation must track the following metrics relating to paid parental leave annually. Confirm this has occurred by ticking (✔) the relevant boxes below:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Utilisation of parental leave by women and men (manager and non-manager):</td>
<td>✔ Yes, this occurred in 2019-20 and 2020-21</td>
</tr>
<tr>
<td>b. Return to work of women and men following parental leave:</td>
<td>✔ Yes, this occurred in 2019-20 and 2020-21</td>
</tr>
<tr>
<td>c. Promotions during parental leave:</td>
<td>✔ Yes, this occurred in 2019-20 and 2020-21</td>
</tr>
<tr>
<td>d. Voluntary and involuntary departures (including dismissals and redundancies) within 12 months of return from parental leave:</td>
<td>✔ Yes, this occurred in 2019-20 and 2020-21</td>
</tr>
</tbody>
</table>

4.7 Your organisation must have an action plan to maximise the rate of return to work from parental leave (paid or unpaid) that includes the following. Confirm these are included by ticking (✔) the relevant boxes below:

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Keep-in-touch program while on parental leave</td>
<td>✔</td>
</tr>
<tr>
<td>b. On-boarding support</td>
<td>✔</td>
</tr>
<tr>
<td>c. Tracking the reasons why, where applicable, women and men who return from parental leave do not return to their original role and to which role they return</td>
<td>✔</td>
</tr>
</tbody>
</table>

Other support mechanisms

4.8 Your organisation must have support mechanisms in place, other than leave, for those with family or caring responsibilities, including elder care and disability care. From the list below tick (✔) the boxes of those support mechanisms that are in place; and/or provide details under “Other”:

<table>
<thead>
<tr>
<th>Mechanism</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Communicating widely on the importance of supporting parents and carers</td>
<td></td>
</tr>
<tr>
<td>✔ Information packs to support new parents and/or those with elder care responsibilities</td>
<td></td>
</tr>
<tr>
<td>✔ Training for managers on how to support employees with these responsibilities</td>
<td></td>
</tr>
<tr>
<td>✔ Conducting education seminars on the various stages of parenting and caring specifically targeted to both men and women</td>
<td></td>
</tr>
<tr>
<td>✔ Providing access to online webinars/podcasts with expert advice on parenting and caring</td>
<td></td>
</tr>
<tr>
<td>✔ Providing access to concierge services/referral services to support families in finding available childcare, aged care or disability care</td>
<td></td>
</tr>
<tr>
<td>→ Providing financial assistance for the cost of care</td>
<td>✓</td>
</tr>
<tr>
<td>→ Providing subsidised carer assessments to support families looking for care options for their loved ones</td>
<td></td>
</tr>
<tr>
<td>→ Support for securing school holiday care</td>
<td>✓</td>
</tr>
<tr>
<td>→ Coaching for employees on returning to work from parental leave</td>
<td></td>
</tr>
<tr>
<td>→ Other - provide details:</td>
<td></td>
</tr>
</tbody>
</table>
Macquarie provides the following resources, provisions and support for carers:

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

- On-site childcare: There are three childcare centres on campus with licence for 250
spaces. Priority is given to Macquarie staff and students, who receive a discounted rate.

- Macquarie opened a new childcare centre on campus in September 2020 – the Waratah
Cottage provides casual and flexible childcare options for staff, students and wider
community. [https://www.mq.edu.au/thisweek/2020/09/17/stunning-new-childcare-centre-
opens-on-campus/#.X5FyHN8KiIj](https://www.mq.edu.au/thisweek/2020/09/17/stunning-new-childcare-centre-
opens-on-campus/#.X5FyHN8KiIj)

- Macquarie University Vacation Care provides a fun and safe recreational program for up to
55 primary school aged children per day during the school holidays. Our School Holiday
Programs offer a wide range of activities for 5-14 year olds; however this was effected by
COVID-19 lockdown periods.

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

- Carer Conference Support Scheme: Launched in 2017, applicants can apply for up to $500
for Sydney-based, $1,000 for national, or $2,000 for international conferences to cover the
cost of additional childcare. Over $61,000 has been awarded to date however 2020/2021
applications have been affected by COVID-19. Parents and Carers are eligible to apply.

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

- Returning Part-time: Staff returning from parental leave now have the right to return part-
time for up to 2 years and then to their full-time position.

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

- Carers’ Hub: the carers hub outlines the support available for carers for elder-care and
disability-care, including access to personal leave. The Carers hub includes conversation
guides for individuals and their manager to plan before, during and after parental leave in a
way that best supports the individual, support for staying in touch and returning to work, case
studies of Macquarie parents and carers, and comprehensive information on
Macquarie policies and provisions.

- Webinars and information were also provided to support carers during COVID-19 lockdown
and balancing caring responsibilities with work. A range of webinars were delivered by
experts academics/researchers across the University and available to all staff including:
Schooling Put to the Test; Caring and Sharing; Body and Soul; Positive Pregnancy;
Managing Kids Anxiety in Lockdown; Getting Support; Banishing Pandemic Pain; Keeping
Teens Positive Online; Elderly in Isolation; and MindSpot Can Help.

- Dedicated Wellbeing Days - The University offered two Wellbeing days on Monday 20
September 2021 and Friday 22 October 2021. The University effectively closed down on
these days to allow staff to stop work and take time to rest and recharge. Macquarie
recognised that some staff may have needed to work on these specific dates and staff were
permitted to take their Wellbeing days on an alternative date before the end of 2021.

- Refresh Time - All staff were encouraged to introduce dedicated meeting and phone call
free time, each day, between midday and 1.30pm. This was designed to provide a break
from meetings and to ensure staff have some time to step away from their desk, have a
proper lunch break, spend some time with their family or take a walk.
Family and domestic violence support

4.9 Your organisation must have a formal policy or formal strategy to support those who are experiencing family or domestic violence. Confirm this is in place by ticking (✓) the relevant boxes:

4.9.1 What does your organisation have in place?

- ✓ Formal policy
- ✓ Formal strategy

4.9.2 Select what support your organisation provides:

- ✓ Providing paid or unpaid leave
- ✓ Providing an employee assistance program
- ✓ Training key staff
- ✓ Including a domestic violence clause in enterprise agreement or equivalent
- ✓ Referring to domestic violence support services for expert advice
- ✓ Other - provide details:

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

4.10 If you have additional information in relation to any of the areas in Focus Area 4, please provide in the text box below:


Future certification changes

By ticking (✓) the boxes below, the applicant acknowledges that these requirements in Focus Area 4 are in place for subsequent applications from 2022-23 (applications submitted in 2022):

- ✓ Superannuation must be paid on your employer funded paid parental leave at the employee’s full salary AND on the government-funded paid parental leave at the minimum wage (it is a current requirement for superannuation to be paid on an employee’s full salary).
☐ If your employer-funded paid parental leave is less than 18 weeks (the amount provided by the government-funded scheme), superannuation must also be paid on the difference at the minimum wage.

☐ Four weeks of paid parental leave will be required to be offered to secondary carers.
Focus area 5: Mainstreaming flexible working

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

Flexible working strategy and policy

### 5.1 Your organisation must have a flexible working policy AND strategy in place and include the following. Confirm these are in place by ticking (✓) Yes below:

1. A business case for flexible working endorsed at the leadership level that is communicated to all your workforce (including Partners in Partnership structures)
   - Yes

2. Manager accountability for flexible working is in place (e.g. embedded into performance reviews, tracking of approvals and rejections with reasons)
   - Yes

3. Your organisation's approach to flexibility is integrated into client/customer interactions. Tick (✓) the relevant box:
   - Yes
   - No, because the organisation does not interact directly with clients or customers so this is not relevant

   k. If yes, describe how the organisation has worked with clients/customers to challenge assumptions that the work cannot be done flexibly:

   NA

   l. If yes, describe the outcome of these efforts:

   NA

4. Flexible working must be promoted throughout your organisation, to women and men, regardless of caring responsibilities, and to prospective employees. Explain how flexible working is promoted:
Detailed information, guidance and resources for making flexible work a success are available to all staff via a dedicated Flexible Work web page - https://staff.mq.edu.au/work/employment-and-benefits/flexible-work

Flexible work options are promoted to all staff and prospective staff via the 'staff benefits' page (https://staff.mq.edu.au/work/employment-and-benefits/staff-benefits)

Flexible work options are available to all staff – inclusive of all genders or caring commitments.

In 2020, the VC sent an all-staff communication discussing flexible work. This email discussed what had been learnt as a result of the COVID-19 lockdown and working from home arrangements, what return to campus could look like, and how we could rethink our approach to flexible work post-COVID-19. The VC made it clear he was supportive of flexible work arrangements and committed to considering how we learn and grow in our approach to flexible work, for example: "The arrangements we have all lived with in response to the pandemic has created a mass-scale experiment in remote and virtual working. We have seen the enormous potential of these modes to expand ways of working. There are lessons to be learned from our experiences and we must embrace the opportunity to continually adapt and evolve. [...] Our challenge is to find the right balance between embracing new ways of working and maintaining the vibrant campus and community experiences that have been the foundation of what it means to work and study at Macquarie. First, we must return to working on campus and reactivate campus life for our community. Then, we have an opportunity to explore the right set point for new ways of working in future. I am planning to use the period between now and the end of this year to conduct our own study and to collectively explore what a new normal might mean for us. I will not be prescriptive about what this new normal looks like."

Internal staff news articles also highlighted flexible working:
- "Top Tips for Working from Home" -05.04.2020
- "Be a part of the 'Future of Work @ Macquarie University' research survey" - 01.02.2021
- "We're all human" – How MQ Managers are supporting their teams in lockdown ‘Flexibility is key’ - 23.08.2021

Flexible work has also been added to the Macquarie University Operating Plan (2020-2024) under the ‘Our People’ work stream, highlighting its significance.

Leadership accountability and training

5.2 Your organisation must require the following to be in place, confirm this occurs by ticking (✓) Yes:

1. People managers must complete training on how to manage flexible working ✓ Yes

2. This training includes addressing gender stereotypes and/or barriers that prevent men from requesting flexible working arrangements, a summary of the training topics covered is below:
Throughout 2020 and 2021 training and communication around flexible work has been a key priority for Macquarie, especially during COVID-19 lockdown periods.

The New Managers training program covers managing flexible work for people leaders. These training sessions provided an overview of the different flexible work options available to staff, and how managers can best support their teams to work flexibly, and to manage these arrangements within their team. A key focus has been supporting managers to have constructive and supportive conversations with their teams around flexible work.

During the New Managers training program, there are discussions relating to barriers to flexible work requests from staff including issues of perceived bias.

People leaders and staff are also referred to a dedicated ‘Managing Flexible Work’ web portal with information on flexible work options and ongoing support for managing flexibility. Information, support, checklists and conversation guides on managing flexible work have been provided to managers and are available online: https://staff.mq.edu.au/support/people-management/managing-flexible-work

3. Describe how the training is provided e.g. face-to-face, online training modules:

- This training is provided face to face and includes scenario exploration and group discussion. Due to COVID lockdowns this moved to being provided online and was not a barrier to people participating.

5.3 Your organisation’s managers (including the CEO) must be visible role models of flexible working AND overt about working flexibly to manage personal commitments. Confirm this occurs:

Over the past two years, many businesses have had to lock-down due to COVID-19. This has meant that managers, including CEOs, in those workplaces have had to work from home so have been visible role models for this form of flexibility.

Are there other ways managers/CEOs have role modelled flexible working during this time? If your organisation operates in a sector where working from home has not been possible, describe how your managers (including the CEO) have role modelled flexible working:
2020

- **VC all-staff email** – 16 July 2020, “The arrangements we have all lived with in response to the pandemic has created a mass-scale experiment in remote and virtual working. We have seen the enormous potential of these modes to expand ways of working. There are lessons to be learned from our experiences and we must embrace the opportunity to continually adapt and evolve. [...] Our challenge is to find the right balance between embracing new ways of working and maintaining the vibrant campus and community experiences that have been the foundation of what it means to work and study at Macquarie. First, we must return to working on campus and reactivate campus life for our community. Then, we have an opportunity to explore the right set point for new ways of working in future. I am planning to use the period between now and the end of this year to conduct our own study and to collectively explore what a new normal might mean for us. I will not be prescriptive about what this new normal looks like.”

- **VC all-staff email** – 1 May 2020, “My personal reflection is that COVID-19’s legacy for our students, our partners and the ways that we work, learn and teach means that, in many ways, there will be no return to our previous ‘normal’. Different modes of working, learning, teaching and research and the digital transformation experienced by us all through this pandemic will contribute to shaping our future. It provides opportunities for us to continue to transform our University both at the individual level and at a macro level through the University’s Operating Plan.”

- In May/June 2020, Portfolio Town Halls with Faculty and Portfolio Executives were held across the University discussing COVID and flexible working, sharing of results from the COVID-19 survey and Working from Home preferences.

- **Internal staff newsletter** – 17 September 2020, quote from VP People and Service about flexible childcare options and work/life balance. VPPS Nicole Gower is encouraging staff who may not require permanent care to consider using the casual care that Waralh Cottage will offer from October. “Being a working parent can be challenging, so anything that makes it easier is fantastic! Casual care is flexible and designed to support staff with ad hoc care requirements; staff can enrol their children for as little as two hours with the reassurance that they will be receiving high quality care and education.”

2021

- **Internal staff newsletter** – 1 February 2021 – ‘Be part of the ‘Future of Work @ Macquarie University’ research study’ – The COVID-19 pandemic has had a huge impact on the way work is organised right across our sector. Shifting teaching, research and administrative services from campus to home-based working, as well as adapting to an increased reliance on digital technologies has been challenging for everyone working in universities, including at Macquarie. “There are a wealth of ideas, understandings and expertise across our Macquarie community and we need to hear them all as we do this important future-focussed work,” says Professor David Wilkinson, Deputy Vice Chancellor (Engagement) and Executive Sponsor of the Future of Work study. “This study will help to build a framework of work arrangements that are sustainable and also enhance performance and productivity. Our future flexible working options need to support staff wellbeing and the delivery of high-quality work. It’s vital that all staff have the opportunity to contribute to that conversation.”

- **Internal staff newsletter** – 23 August 2021: “We’re all human” - How MQ managers are supporting their teams in lockdown”. Flexibility is key. CEO of U@MQ, Pete Boyle, says it’s important to recognise that each staff member’s circumstances are different and to resist a ‘one size fits all’ approach. “By listening to each individual’s circumstances, we can be flexible and understanding of their needs,” he says. “There is flexibility around work hours, and I encourage staff to ‘turn off’ at the end of the day, as well as remind them to get up and move around during the day. In many ways working from home is more intensive than being in the office with fewer natural breaks.”

- **Internal staff newsletter** – 13 September 2021: “We’re trying to juggle it all” - advice for parenting in lockdown”. Quote from VP People Services: Webinar host Nicole Gower — herself a working mum with two primary school-aged children — says the University recognises that most parents and carers are “outside their comfort zone” at the moment. “We’re trying to juggle it all – some days, things work out; other days it’s a disaster,” she says. “It’s really important that Macquarie staff feel confident to ask for flexibility if they need it, and that managers are regularly checking in to make sure their staff are supported. “I’d like to take this opportunity to thank our panellists for sharing their insights in the webinar – I know I personally found them very useful.”

- **Internal staff newsletter** – 27 September 2021: ‘Progressing gender equity – a message from the VC. “While COVID-19 has presented many challenges and negative impacts across the world, one of the positives has been monumental advance of flexible work practices for all staff. We must take this opportunity to embed flexibility in our ways of working, which has been taken up by the Future of Work project under the Our People stream of the Operating Plan.”
5.4 Your organisation must offer at least four different types of flexible working arrangements equally to both women and men, and managers and non-managers. Tick (✓) which types of flexible working options below are offered:

- Flexible hours of work
- Compressed working weeks
- Time-in-lieu
- Telecommuting
- Part-time work
- Job sharing
- Purchased leave
- Unpaid leave
- Self-rostering
- Carer's leave
- Other - provide details:

5.5 Your organisation must support part-time/reduced hours in manager roles. Tick (✓) Yes to confirm this occurs:

- Yes

5.5. a) Outline your organisation’s approach, including how you address real or perceived barriers to requesting reduced hours in senior roles:
• Macquarie has inclusive policies and provisions which enable any member of staff to work flexibly or part time.
• The proportion of staff working part time has increased from 15% to 18% between 2015 and 2020 and there has been an increase in staff working part time across the university.
• Currently 12% of staff in senior roles work part time. This is indicative of a positive culture around flexible working, and in particular an openness to part-time work at senior levels.
• Advice and guidance on flexible work options, and managing flexible work is available to all staff online (https://staff.mq.edu.au/support/people-management/managing-flexible-work). This includes encouraging managers to take up flexible work options themselves and to role model flexibility to their team. For example;
  o **Role modelling:** ‘What leaders say, how they act, what they prioritise and how they measure results all have an impact on effective leadership. Flexibility, by its nature, is more likely to thrive in a collaborative, goal-oriented environment. Managers who can create such an environment are more likely to model successful flexibility in their teams. As the leader of your team, it is important to make strong, consistently positive statements about the benefits and importance of flexibility to achieving the organisation’s goals. A powerful way for manager to support flexible work is by modelling flexibility. Consider adopting a flexible working arrangement yourself. This can be a great way of demonstrating successful flexible work, while enhancing your team’s supportive and trust based culture’.
• The Future of Work @ Macquarie University research study in February 2021 also invited staff across Macquarie to contribute ideas and unique perspectives on current and future ways of working at the University, including work arrangements. Data was gathered via survey and all staff were encouraged to participate.

5.6 **The following questions relate to whether your organisation needs to set a target for men working flexibly. It is based on the survey results of the second question in the “Lived experience check / Employee Survey” section of the EOCGE criteria (“I have the flexibility I need to manage work and other commitments”).

**Requirement:** If the agree/strongly agree scores for female managers and/or non-managers in the question above is more than 5% greater than the equivalent scores for men, you need to set a target to increase the agreement scores of men in that category. If the difference is 5% or less, no target needs to be set.

For example, if 85% of female managers agree and strongly agree they have the flexibility they need to manage their work and other commitments, the agree and strongly agree score for men would need to be no less than 81% (i.e. 85% minus 5%). If the score for men is less than 81%, then a target would need to be set to increase their score to 81% or greater.

Proceed to questions 5.6.1 and 5.6.2 to answer questions related to this requirement.

* * ALERT: if a target has not been able to be set due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick ✓ Yes below)

✓ Yes

5.6.1 For non-managers:

Using the survey results from question 9.0 in this year’s application, (“I have the flexibility I need to manage work and other commitments”), indicate if the score for males are lower than the equivalent score for females, and whether a target has been set:

a. What is the combined agree + strongly agree % score for women?
b. What is the combined agree + strongly agree % score for men?

NA

C. Is the difference between these two scores greater than 5%? Tick your response (✓) below:

☐ Yes  ☐ No (NB: if the difference is less than 5% a target does not need to be set)

d. If Yes, confirm whether a target has been set to increase male agreement scores on this question:

☐ Yes  ☐ No *

• What is the % target?  NA

• What year is the target to be reached?  NA

5.6.2 For managers:

Using the survey results from question 9.0 in this year’s application, (“I have the flexibility I need to manage work and other commitments”), indicate if the score for males are lower than the equivalent score for females, and whether a target has been set:

1. What is the combined agree + strongly agree % score for women?

NA

2. What is the combined agree + strongly agree % score for men?

NA

3. Is the difference between these two scores greater than 5%? Tick (✓) below:

☐ Yes  ☐ No (NB: if the difference is less than 5% a target does not need to be set)

4. If yes, confirm if a target has been set to increase male agreement scores on this question?

☐ Yes  ☐ No *

1. What is the % target?  NA

2. What year is the target to be reached?  NA
5.7 If you have additional information in relation to any of the areas in Focus Area 5, please provide in the text box below:

Macquarie University is seeking exemption from Q.5.6 (5.6.1 and 5.6.2) as Manager/Non-Manager breakdowns were not included in the DCA Inclusion@Work Index. Results from the DCA Inclusion@Work survey showed that 74% of staff reported as Flexible Workers.
Focus Area 6: Preventing sexual harassment, gender-based harassment and discrimination, and bullying

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

Harassment and discrimination strategy and policy

6.1 Your organisation must have a policy on, or an award/industrial or workplace agreement which covers the prevention of gender-based harassment and discrimination and sexual harassment and bullying. Confirm this is in place by ticking (√) Yes:

☐ Yes

6.2 Your organisation must have both of the following in place. Tick (√) both boxes to confirm they are in place:

☐ A formal grievance process relating to gender-based harassment and discrimination
☐ A formal grievance process relating to sexual harassment and bullying

Training

6.3 All your workforce must have completed training on the prevention of gender-based harassment and discrimination, sexual harassment and bullying in the following ways. Tick (√) all boxes below to confirm this has occurred:

☐ Yes, this has occurred with all the workforce including all managers, non-managers, contract and casual staff, and Partners in Partnership structures as per the timeframes in the options below:

☐ At induction
☐ At least every two years

6.4 The training in 6.3 must include all the following. Tick (√) all options to confirm they are included:

☐ A legislative definition of gender-based harassment and discrimination, sexual harassment, and bullying
☐ Definition of a workplace, rights, and responsibilities of all the workforce
6.5 Relating to the training in 6.3, what are the training delivery methods? Tick (✓) all options to confirm they are included:

- [ ] Face to face
- [✓] Online
- [ ] Management meetings
- [ ] Video presentations
- [ ] Other - provide details:

6.6 Has your organisation had a judgment or adverse final order made against it by a court or other tribunal relating to gender-based harassment or discrimination and sexual harassment in the last three years? Tick (✓) relevant box below:

- [ ] Yes
- [✓] No

6.7 If you have additional information in relation to any of the areas in Focus Area 6, please provide in the text box below:

---
Focus Area 7: Driving change beyond your workplace

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

Leadership commitment

<table>
<thead>
<tr>
<th>7.1</th>
<th>Your CEO or a member of your governing body, must have made at least one external/public statement regarding their commitment to gender equality overall for each of the two years since you last applied. Confirm this has occurred by ticking (✓) Yes below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Yes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1.a</th>
<th>Did the same person make the statement in both years? Tick (✓) relevant box below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

If yes:  

<table>
<thead>
<tr>
<th>7.1.b</th>
<th>Provide the name and job title of the person who made these statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor S. Bruce Dowton, Vice-Chancellor, Macquarie University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1.c</th>
<th>What date was the communication made?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020: 25 February 2020 &amp; 11 June 2020</td>
</tr>
<tr>
<td></td>
<td>2021: March 2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1.d</th>
<th>How were the statements communicated?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2020 - Via media release</td>
</tr>
<tr>
<td></td>
<td>2021 – Release of annual report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1.e</th>
<th>Provide the statement made in 2019-20:</th>
</tr>
</thead>
</table>
• In February 2020, Macquarie made a public announcement when we received our Employer of Choice citation. In this external communication the VC said: "I am very proud of this achievement. [...] It places Macquarie as a leader in gender equity initiatives and has a positive impact on our whole community. Our aim is to fix the causes of inequality, not the symptoms. So rather than operationalising one-off initiatives, we have focused efforts on actions for long-term systemic change. [...] Our approach to gender equity has been highly collaborative, involving colleagues across the University, which has been key to our progress." Full statement available here: https://www.mq.edu.au/newsroom/2020/02/25/macquarie-university-an-employer-of-choice-for-gender-equality/

• In June 2020, Macquarie signed a sector commitment to prioritising gender equity throughout the response to COVID-19. The University made a public announcement on signing this commitment. In this statement the VC said: "It is absolutely vital that we continue to work together and build on the recent inroads we have made towards gender equity. As we have witnessed across the globe, there is a very real need for the sector to continue its collective work to help mitigate the gendered economic and social impacts of COVID-19 for staff and students." Full statement available here: https://www.mq.edu.au/newsroom/2020/06/11/macquarie-university-signs-commitment-to-continue-prioritising-gender-equity/

7.1.f Provide the statement made in 2020-21:

• Macquarie University Annual Report 2020 (released in March 2021) has a statement in the Message from the Vice-Chancellor regarding commitment to gender equality (p.5) "I was very pleased that the University was recognised as an Employer of Choice for Gender Equality by the Workplace Gender Equality Agency for our progress towards gender equity and recognition of Macquarie’s focus on actions to bring about long-term systemic change." http://www.mq.edu.au/data/assets/pdf_file/0010/1173547/Macquarie-University-Annual-Report_2020-Volume-1.pdf
If no to 7.1.a "...did the same person make the statement in both years?":

7.1.a Provide the name and job title of the person who made the statements in 2019-20:

7.1.b Provide the name and job title of the person who made the statements in 2020-21:

7.1.c What dates were the communications made?

7.1.d How were the statements communicated?

7.1.e Provide the statement made in 2019-20:

7.1.f Provide the statement made in 2020-21:

Procurement

7.2 Your organisation must have procurement guidelines in place that encourage gender equality across its supply chain. Confirm these are in place by ticking (✓) Yes below:

✓ Yes

7.2.1 Provide details about the guidelines that are in place:
• The University has a procurement policy, and associated guidance and guidelines available here – https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/procurement

• The ProcureRight document outlines the requirement for all suppliers (regardless of $ of contract) to align with MQ policies on diversity, bullying and harassment prevention etc.

• For contracts of higher $ value, providers need to evidence how they align with sustainability goals – which includes social sustainability, with gender equity forming part of this requirement.

• Extracts from our Tender documentation include:-
  a) ensuring relevant organisations are compliant with the Workplace Gender Equality Act 2012. Under section 17. Relevant Laws, of the Macquarie University Request for Tender documentation, Tenderers are to comply with all law applying in New South Wales which would include The Workplace Gender Equality Act 2012. Extract below:

17. Relevant Laws
The law applying in New South Wales applies to this RFT and to all associated processes.

  b) asking suppliers whether they have a gender equality policy

Under section 35. Part A – CSR, of the Macquarie University Request for Tender documentation, Tenderers are to assessed on their policy alignment to the UN Sustainable Development Goals (SDGs). Goal 5 of the UN Sustainable Development Goal is Gender Equality, therefore falls within the assessment of their policy. Extract below:

35. Attachment 6: Corporate Social Responsibility

PART A – CSR

1. Overview
Understanding the impact of our actions, identifying mitigation strategies and implementing such strategies is very important to the University; so too is engaging organisations who as part of their own operation seek to do the same.

In contemplating the award of the tender, the University will consider the following:

• Corporate Social Responsibility ie the Respondent’s policy in relation to operations, inclusive of Sustainability Policies with respect to their facilities.

• Alignment of the Respondent’s policy to the UN Sustainable Development Goals (SDGs).

• Greenhouse Gas Emissions impact (where applicable) – Scope 1 or 2 emissions directly attributable to the scope of the goods/services to be provided by the Respondent.

2. How to respond.
A response to this section should demonstrate the commitment of the Respondent to sustainable business practices. The University requests that nothing is prepared specifically by the Respondent for this Part, but that links to web pages or existing documents are provided.

The response should include any or all of the following evidence, where it exists:

i. Web links to, or PDF versions of, the Respondent’s publicly available CSR Policy(s) – if applicable, please provide proof of the policy(s) being publicly available;

ii. Web links or PDF versions of the latest CSR Annual Report (if required under the CSR Policy);

iii. Evidence of third-party certification of systems in place (such as ISO14001) and a copy of current certification. If no certification exists, provide details of your equivalent environmental management system and approach to sustainable systems and processes;

iv. Provide details, where not already provided in a CSR Policy, of business alignment with the UN SDGs;
7.3 Your organisation's CEO is required to be ACTIVELY involved in at least one external event focused on gender equality in each of the two years since your last application. With the impact of COVID-19 on external gatherings, some CEOs have done this using online platforms.*

* ALERT: if this has not happened since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)

✓ Yes

Confirm by ticking (✓) below whether your CEO has been actively involved in an external event in the past two years.

✓ Yes, our CEO has been actively involved in an external event/s

☐ No, our organisation was unable to take action due to the impact of COVID-19

7.3.1 If yes, provide details of the external event/s in 2019-20:

Event/s:
- What was the date of this event?
  11 June 2020

- Describe the details of the event:
  Macquarie University signed a joint Australian Higher Education sector position, Preserving Gender Equity as a Higher Education Priority During and After COVID-19. This position statement, signed by nine universities and six sector partners, acknowledges the gendered effects of COVID-19 and outlines a shared commitment to mitigating these impacts. Given COVID-19 lockdown this was released as a Joint Sector Position Statement.

- What was the role of your CEO at the event?
The Vice-Chancellor was a signatory to the Joint Statement and was quoted in the Macquarie University public media release and internal staff communications.

The VC stated internally and publicly: "It is absolutely vital that we continue to work together and build on the recent inroads we have made towards gender equity. As we have witnessed across the globe, there is a very real need for the sector to continue its collective work to help mitigate the gendered economic and social impacts of COVID-19 for staff and students."

7.3.2 If yes, provide details of the external event/s in 2020-21:

Event/s:
- What was the date of this event?
  
  NA

- Describe the details of the event:
  
  NA

- What was the role of your CEO at the event?
  
  NA

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

* ALERT: If this has not been completed since your application in 2019-20 due to the impact of COVID-19, are you seeking an exemption from this requirement based on the details you provided at the beginning of this application? (Tick (✓) Yes below)

☐ Yes

7.4.1 Confirm by ticking (✓) below whether your organisation has been involved in a program or initiative to address gender equality issues in the past two years:

☐ Yes

☐ No, our organisation was unable to meet this criterion due to the impact of COVID-19

7.4.2 If Yes, how is the program addressing gender equality issues in your organisation’s industry or community? Describe the program or initiative, including timeframes:
• Macquarie is a member of SAGE – a higher education gender equity accreditation program. During the initial pilot phase SAGE is focused on gender diversity in STEMM subject areas (science, technology, engineering, maths and medicine).

• The SAGE process requires members to prepare an application – outlining data analysis, self-reflection and identification of key gender equity issues, and the development of a 4-year action plan to address these issues. Macquarie has received a Bronze award in late September 2019, recognising our commitment and progress towards gender equity to date. Macquarie is also an active member of the NSW SAGE Regional Network, which provides a space for collaboration and sharing of progress and ideas.

• In 2020 Macquarie University became a ‘Women in STEM Decadal Plan Champion’ As a Champion organisation, Macquarie outlined how our progress and actions towards gender equity align with and support the National Decadal Plan. [https://www.mq.edu.au/thisweek/2020/02/24/macquarie-is-a-women-in-stem-decadal-plan-champion/#XxCB5yhKIUK](https://www.mq.edu.au/thisweek/2020/02/24/macquarie-is-a-women-in-stem-decadal-plan-champion/#XxCB5yhKIUK)

• Following the outbreak of COVID-19, Macquarie was part of the development of, and signup to, a national commitment to progressing gender equity, and responding to the gendered impacts of COVID-19 within the Higher Education sector. This included taking action to mitigate identified impacts for female researchers, particularly early career academics. [https://www.mq.edu.au/newsroom/2020/06/11/macquarie-university-signs-commitment-to-continue-prioritising-gender-equity/](https://www.mq.edu.au/newsroom/2020/06/11/macquarie-university-signs-commitment-to-continue-prioritising-gender-equity/)

Macquarie developed a university-specific gender equity COVID-19 response action plan to build on this commitment and develop specific and targeted actions.

• The Department of Physics & Astronomy have also been recognised for their action and commitment to inclusion, diversity and equity and have been awarded a Silver Pleiades Award in 2021 (an awards scheme run by the Astronomical Society of Australia, in Astronomy), for continued efforts to address equity diversity and inclusion within the Department and community.

• In addition to the above, in 2021 Macquarie University was ranked 80th in the world, and 17th in Australia, in the Times Higher University Impact Rankings for Gender Equity. This ranking is based on student and staff data as well as metrics around policies, student progression and research output.

7.5 Your organisation’s CEO (regardless of gender) must have taken the following actions to achieve gender balance on internal / external speaking panels in the past two years. Tick (✓) the relevant box below:

- [ ] Yes
- [✓] No, our CEO has not participated on any speaking panels during the past two years but will take the actions below when on a panel in the future.

If Yes, please select each option below:

- [ ] Insisting that as a condition of acceptance, you expect women/men to participate in a meaningful way...
Future certification changes

By ticking (✓) the boxes below, the applicant acknowledges that this requirement in Focus Area 7 is in place for subsequent applications:

- ✓ External public statements need to be made at least every 12 months.
- ✓ Your CEO must be ACTIVELY involved in at least one external event focused on gender equality every 12 months.
- ✓ Your organisation must be involved in a program or initiative to address gender equality issues in your industry or community every 12 months, unless it is a larger initiative (e.g. research project that spans several years).
Lived experience check

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

Employee contribution to application

To promote transparency around the citation process, employees must have an opportunity to contribute to the application and be given access to the final submission.

8.1 Your organisation must provide employees with an opportunity to contribute to the application and access to the final submission in the following ways. Confirm this has occurred by ticking (✓) in all the boxes below:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The group or committee responsible for the implementation and oversight of our gender equality strategy has been consulted in the development of our EOCGE application</td>
<td>✓</td>
</tr>
<tr>
<td>b. All the workforce (including Partners in Partnership structures) has been informed that our organisation is applying for the citation</td>
<td>✓</td>
</tr>
<tr>
<td>c. The completed EOCGE application, plus any supplementary information (minus any confidential remuneration data), will be formally available to all workers (and Partners in Partnership structures) upon successful granting of the citation</td>
<td>✓</td>
</tr>
</tbody>
</table>

Employee Survey

Organisations must consult with all employees, including casuals, and Partners in Partnership structures, on gender equality via an anonymous survey at least every two years and report those results in their EOCGE application.

Prior to administering your survey, please read all the sections below to ensure all survey requirements are met.

9.1 Your organisation must have conducted an employee survey on issues concerning gender equality in the workplace in the past two years and met the following requirements. Provide details about your survey against each question below:

9.1.a When was the most recent survey conducted?

- Macquarie ran Diversity Council Australia's Inclusion@Work Survey from 3 February to 25 February 2022. All staff were invited to participate in the survey.
9.1.b Select which survey method your organisation used by ticking (√) below:

☐ A pulse survey

☐ The questions were incorporated into an existing survey (e.g. biennial employee engagement survey)

☐ The questions were asked as part of an existing process, for example via other confidential feedback mechanisms

√ Other – provide details:

Macquarie invited all staff to complete Diversity Council Australia's Inclusion@Work Survey from 3 February to 25 February 2022.

9.1.c Tick (√) all options below to confirm the methodology used in your survey:

√ All workers, including casuals and Partners in Partnership structures, were given an opportunity to complete the survey

√ It facilitated anonymous participation

√ Survey responses were analysed by gender

√ It used a five-point or six-point scale

√ The WGEA prescribed questions or WGEA approved alternative questions were included

√ The survey was administered to a statistically significant and representative sample of workers - provide details of how you ensured your survey sample was statistically significant and representative:

Going out to all staff (permanent, fixed term and casual) across the Macquarie provided a random and representative sample of workers.

9.1.d Which question was used for question 1? Tick (√) below:

√ WGEA prescribed Question 1: "My immediate supervisor/manager genuinely supports equality between genders."

☐ Approved alternative question - please provide below:

9.1.e Which question was used for question 2? Tick (√) below:

√ WGEA prescribed Question 2: "I have the flexibility I need to manage work and other commitments."

☐ Approved alternative question - please provide below:
9.1.f Which question was used for question 3? Tick (✓) below:

- ✓ WGEA prescribed Question 3: "In my organisation gender-based harassment and sexual harassment is not tolerated"

- □ Approved alternative question - please provide below:

9.2 What was the response rate to your organisation's employee survey? Tick (✓) below:

- ✓ 400 or more survey responses were received

- □ Less than 400 survey responses were received but a response rate of at least 60% of our workforce was obtained, and the sample is comparable (within 2.5 percentage points above or below) to the employee profile by gender and age of our organisation

- □ This organisation, despite following the required methodology as stated above, was unable to achieve the desired response rate. Please explain below why your organisation was unable to achieve the desired response rate:

9.3 Provide the total number of survey responses achieved by gender in the table below:

| Total number of female respondents: | 716 |
| Total number of male respondents:   | 392 |
| Total number of respondents (male plus female): | 1189, including those staff that identified as other gender |

9.4 Your organisation must analyse ALL responses to its employee survey, including 'not sure' or equivalent. Confirm this occurs by ticking (✓) Yes:

- ✓ Yes

9.5 Confirm by ticking (✓) below what agreement thresholds were achieved (you must select either the first two boxes, OR the third box only, OR the fourth box only):
An agreement threshold of at least 70% "agree" and/or "strongly agree" was achieved on the first and second questions in the employee survey.

An agreement threshold of at least 80% "agree" and/or "strongly agree" was achieved on the third question in the employee survey.

No, but we contacted WGEA to discuss why these thresholds were not achieved and were advised that we remain eligible to apply for the EOCGE citation.

No, but an agreement threshold above the industry norm for an externally validated survey tool used was achieved (this option is not to be selected where you have just used survey software)

a. What was the name of the externally validated survey tool used?

Diversity Council Australia's Inclusion@Work Survey

b. What were the survey tool’s industry norms for each of the three questions?

Q1 – 74.2%
Q2 – 74.9%
Q3 – 80.1%

9.6 Provide the following results from your survey:

<table>
<thead>
<tr>
<th>Survey question</th>
<th>Total NUMBER of 'agree' and 'strongly agree' responses</th>
<th>Total percentage of 'agree' and 'strongly agree' responses (agreement threshold)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey question 1</td>
<td>968</td>
<td>32.7% + 48.7% = 81.4%</td>
</tr>
<tr>
<td>Survey question 2</td>
<td>953</td>
<td>41.5% + 38.7% = 80.2%</td>
</tr>
<tr>
<td>Survey question 3</td>
<td>971</td>
<td>38.6% + 43.1% = 81.7%</td>
</tr>
</tbody>
</table>

Action on results

9.7 Your organisation must take action against gender equality issues identified. Did your organisation identify gender equality issues through the consultation process in the past two years? Tick (✓) the relevant box below:

✓ Yes    □ No

If Yes, what issues were identified, and what actions were taken?
In response to analysis of the COVID-19 staff survey in May 2020, and our commitment under a joint sector statement (Preserving Gender Equity as a Higher Education Priority During and After COVID-19), a COVID-19 gender equity response plan was developed. The COVID-19 gender equity response included 4 key gender equity priorities in response to COVID-19:—

1. Maintaining workplace gender equity and broader diversity and inclusion commitments
2. Mitigating any disproportionate impact on women’s research productivity
3. Acknowledging the impacts of caring responsibilities and progressing a flexible workplace culture
4. Maintaining a focus on supporting victims of family and domestic violence

A comprehensive set of actions and recommendations under these four key priority areas focused efforts, outcomes and awareness across the University, which are further detailed in our Objectives section of this submission.

CEO interview

For first time applicants, or for existing citation holders where the CEO is new to your organisation, your CEO must participate in a 15-20-minute telephone interview with a WGEA representative regarding their leadership and commitment to gender equality. CEOs that have previously been interviewed may be randomly selected for a follow up interview thereafter.

10.1 Has your organisation’s CEO been interviewed previously for the EOCGE citation? Tick (✓) the relevant box below:

☑ Yes  □ No

10.1.a When was the last time your CEO was interviewed?

Our organisation’s current CEO/head of business (VC) participated in an interview previously for the EOOGC citation on 9 December 2020.

Space for additional responses where needed

Should additional space for responses be required, please add that information below, making sure that the question number to which the information relates is included:

Additional information: Question: 1.3.2
<table>
<thead>
<tr>
<th>Objective 5: 2019-2020 application</th>
<th>Establishing a workplace culture of flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe this objective:</td>
<td>From our Workplace Gender Equity Strategy: We will create a workplace culture where flexibility is the norm and where all staff are supported to successfully manage their work and personal commitments.</td>
</tr>
<tr>
<td></td>
<td>Progress of this objective is tracked and reported on annually. Progress is re-evaluated via a Gender Equity Progress Report and presented to the Macquarie University Council and Executive Group in 2020 and 2021. Success measures against this objective include:</td>
</tr>
<tr>
<td></td>
<td>- Progress towards the goal of &gt;90% positive feedback on the University’s flexible work options and work-life balance measures in the all-staff survey in 2023.</td>
</tr>
<tr>
<td></td>
<td>- Increase in the percentage of men taking parental leave as a primary carer.</td>
</tr>
<tr>
<td></td>
<td>- Increase in the uptake of flexible work options by both women and men across all levels.</td>
</tr>
<tr>
<td>Has this objective been achieved?</td>
<td>Partially (activity is ongoing)</td>
</tr>
<tr>
<td>Provide details related to the achievement of this objective, or why the objective was not achieved (eg what was the actual outcome, how was it achieved etc):</td>
<td>Macquarie University has made significant progress towards establishing a workplace culture of flexibility, including:</td>
</tr>
<tr>
<td></td>
<td>- Progress towards the goal of &gt;90% positive feedback on the University’s flexible work options and work-life balance measures in the all-staff survey in 2023.</td>
</tr>
<tr>
<td></td>
<td>- Most recent data available from 2019 - 64% of staff agreed. We will track this in the next staff survey in 2022.</td>
</tr>
<tr>
<td></td>
<td>- Increase in the percentage of men taking parental leave as a primary carer.</td>
</tr>
<tr>
<td></td>
<td>- There has been an increase in the proportion of men accessing primary carer’s leave over time. Men represented 12% of primary carers in 2016, and 20% in 2020. This is above the national average (WGEA). This may have been impacted by increased communication of support and provisions available, with a particular focus on sharing case studies of male parents and carers at MQ.</td>
</tr>
<tr>
<td></td>
<td>- Increase in the uptake of flexible work options by both women and men across all levels.</td>
</tr>
<tr>
<td></td>
<td>- There is currently no mechanism for tracking and reporting utilisation of flexible work except for part-time work arrangements. The proportion of staff working part-time has increased from 15% to 18% between 2015 and 2020.</td>
</tr>
<tr>
<td></td>
<td>- A new childcare centre has now opened on campus. Waratah Cottage provides long day care, casual care and vacation care options, offering at least 60 new childcare places. As with Banksia and Gumnut, Macquarie University Staff (including Macquarie University Hospital staff) receive priority for places at Waratah.</td>
</tr>
<tr>
<td></td>
<td>- There has been an increase in requests for breastfeeding facilities on campus. In response, three additional rooms have been identified, with a new room available in the Arts Precinct. There are now 9 parenting rooms on campus and Macquarie is certified as a Breastfeeding-Friendly Workplace with the Australian Breastfeeding Association.</td>
</tr>
<tr>
<td></td>
<td>- A Flexible Work strategy was developed and launched in 2019. It outlines the priorities and actions to be taken throughout 2019-2021 to create change towards a fully embedded flexible work culture at Macquarie. The commitments and actions outlined in the strategy will be enhanced with the focus on flexible work within the Operating Plan.</td>
</tr>
<tr>
<td></td>
<td>- The COVID-19 staff survey highlighted that while staff on average felt they had flexible work options available to them, they did not feel able to balance their work and caring responsibilities. Academic parents and carers in particular reported they struggled to balance workload, wellbeing, and caring commitments. A gender equity COVID-19 response plan was developed to respond to these challenges, as well as the impact of COVID-19 on female researchers.</td>
</tr>
<tr>
<td></td>
<td>- Flexible work resources and support have been enhanced over recent years in response to the Macquarie University station closure and COVID-19 remote working.</td>
</tr>
<tr>
<td><strong>Objective 6: 2019-2020 application</strong></td>
<td><strong>Closing the gender pay gap</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Describe this objective:</td>
<td>From our Workplace Gender Equity Strategy: We value the work of women and men equally and will pay accordingly. We will create transparent and accountable remuneration schemes with no opportunities for bias.</td>
</tr>
<tr>
<td></td>
<td>Progress of this objective is tracked and reported on annually. Progress is re-evaluated via a Gender Equity Progress Report and presented to the Macquarie University Council and Executive Group in 2020 and 2021. Success measures against this objective include:-</td>
</tr>
<tr>
<td></td>
<td>• Each faculty/portfolio has a published structured model for discretionary loadings and reports annually to the Executive Group.</td>
</tr>
<tr>
<td></td>
<td>• Progress towards &lt;2% pay gap at all levels and at the point of recruitment by March 2023.</td>
</tr>
<tr>
<td>Has this objective been achieved?</td>
<td>Partially (activity is ongoing)</td>
</tr>
<tr>
<td>Provide details related to the achievement of this objective, or why the objective was not achieved (eg what was the actual outcome, how was it achieved etc):</td>
<td>Macquarie University is continuing to work towards closing the gender pay gap and actions include:</td>
</tr>
<tr>
<td></td>
<td>• A comprehensive gender pay gap analysis was completed for the University at all levels in 2020. This review highlighted the need for a review of allowances and the process for negotiation of starting salaries. An analysis of the pay gap at Faculty/Portfolio level has also been provided to local D&amp;I committees.</td>
</tr>
<tr>
<td></td>
<td>• By-level pay gap is above 2% within academic Levels E and above Level E, and within HEW level 9. Pay gaps have been established within senior levels at appointment.</td>
</tr>
<tr>
<td></td>
<td>• There continues to be a significant gender pay gap of 18% across the university. The pay gap is higher for academic roles, particularly at senior levels (there is a 16% pay gap in total remuneration for staff on senior contracts). While this is largely due to uneven distribution of men and women across levels (rather than pay disparity at like-for-like roles) this is a statistic that is difficult to shift quickly; it has been recognised that more focus is required. In response a Pay Gap Project Plan has been developed and endorsed by VP People Services to address specific issues within Macquarie.</td>
</tr>
</tbody>
</table>
Outstanding initiatives

We encourage you to provide information below on any outstanding or innovative initiatives or outcomes in advancing gender equality that have been implemented in your workplace in the past two years.

By ticking (✓) this box, I acknowledge that the Workplace Gender Equality Agency may use this initiative in a de-identified way in their own external communications about gender equality best practice.

a. What was your gender equality challenge?

As a result of COVID-19 pandemic and in line with Macquarie’s Workplace Gender Equity Strategy, Macquarie University developed a COVID-19 Gender Equity Response Plan.

As research is a key focus at Macquarie University mitigating any disproportionate impact on women’s research productivity was a key component of this response plan and a clear gender equity challenge during COVID-19.

Several reports provided evidence that women’s research output, including publications and applications for research grants and fellowships had been disproportionately affected compared to men. In one case, it was found that paper submissions had increased since the start of lockdown – but that this increase was almost entirely a result of submissions from male academics.

At Macquarie, an issue raised by many academic staff in the COVID-19 staff survey was the increased time and workload associated with transitioning to online teaching and the flow through effect of this on research output. An investigation carried out by the DVCR (Research) Office found that while most academics reported that their research had been impacted by COVID-19, there were significant concerns for Early Career Researchers (ECRs). A large proportion of ECRs at Macquarie are women. If women ECRs were disproportionately impacted by COVID-19, this would affect the gender balance of the University’s academic pipeline for years to come. An analysis of the gender balance of grant applications and publications from Macquarie since the start of the COVID-19 crisis could better inform understanding of this issue and underpin actions to mitigate long-term career impacts.

The disproportionate impact on women’s research output appeared to be at least partly due to additional caring commitments at home and balancing work and childcare. But this also reflects an exacerbation of existing inequalities – for example, research has previously found that workload is inequitably distributed with more women performing teaching and occupying student facing roles compared to men. Based on academic research in this area, it was reasonable to assume that this had a disproportionate effect on women’s research at Macquarie.

Due to the long-term nature of academia, particularly with the time between initial research grant applications and subsequent publications, it was important that the University monitored the gendered impacts of COVID-19 on research productivity on an ongoing basis, and mitigated these impacts through appropriate long-term planning, funding and training to support academic staff.

For example, within MQ’s COVID-19 survey, colleagues asked whether COVID-19 would be factored into PDR assessment and applications for promotion. If designed and implemented well, such initiatives would help to account for and acknowledge the disproportionate impact of COVID-19 on women. There was also a role for MQ to influence external funding agencies to ensure they were taking the gendered impacts of COVID-19 into account during grant assessments.
b. What was the initiative and who was involved?

The initiative involved the Macquarie University senior executive team, DVCR (Research Office) WD&I, HR, as well as senior people leaders and decision makers across MQ.

Recommended actions within the gender equity response plan to ensure that the careers of women researchers were not disproportionately impacted by COVID-19, included:

1. Ensure gender equity impacts are taken into account when designing measures within Academic Promotion and PDR to assess ‘output relative to opportunity’
2. Regularly monitor and report Macquarie data to assess internal gendered impacts of COVID-19 on publications and funding applications and success rates. Actions to be developed in response to analysis.
3. Maintain the previously agreed commitment to a minimum 40% female recipients of MQRF funding and explore the possibility of committing to all MQ funding being allocated using this 40/40/20 model from 2020 onwards.
4. Review and reconsider the eligibility criteria for all internal MQ funding and grants to ensure criteria do not inadvertently disadvantage particular cohorts who have been significantly affected by COVID-19 – e.g. women and/or ECRs.
5. Provide additional support for HDR students and ECRs.
6. Write to external funders (e.g., ARC, NHMRC) to raise concerns, and to encourage them to take action to address the Diversity impacts of COVID-19.

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c. What were the outcomes of the initiative?

Macquarie University implemented a range of actions towards mitigating any disproportionate impacts on women’s research productivity during COVID-19, specifically:

- PDR (Performance Development and Review) templates were reviewed and updated to include the option to outline how COVID-19 has impacted work output and goals.
- The 2021 Academic Promotions round considered COVID-19 impacts and asked candidates to discuss their achievements ‘relative to opportunity’. There have also been briefings for Academic Promotion Assessment Committee members on this topic.
- DVC-R extended until December 2022 all MQ Research Fellows (MQRFs) whose fellowship was due to finish in 2021 or early/mid 2022. MQRFs are high quality early career researchers and awarded following a very competitive process. Extending their contracts gave these researchers more time to complete their research if it had been impacted by COVID-19, more time to apply for externally funded fellowships, and additional stability in an uncertain environment. For some this was a couple of months and for others this was to be a year or more. Macquarie supported 15 outstanding ECRs in this way – 9 (60%) male and 6 (40%) female.
- DVC-R provided new employment contracts until December 2022 to researchers who had been awarded externally funded fellowships (from ARC, NHMRC, CSIRO, CINSW) but whose fellowship was due to cease. New employment contracts gave these researchers more time to complete their research if it has been impacted by COVID-19 and additional time to apply for externally funded fellowships or research grants. Macquarie supported 12 outstanding researchers in this way (Academic levels B-E) – 2 (16.7%) male and 10 (83.3%) female.
- Macquarie also funded 12-month Covid-19 Recovery Fellowships for outstanding, recently completed PhD candidates. This important initiative provided academic employment to completing HDR candidates in a time where the job market for completing PhD candidates was incredibly difficult. This support enabled PhD candidates to optimise their outputs (grant applications, publications) from their PhD thesis and provided time for new career opportunities to arise. Round 1 awarded Fellowships included 8 (53.3%) male and 7 (46.7%) female. Round 2 is still to be decided.
- Macquarie ran an ECR Enabling Scheme in 2021 which provided small grants to early career researchers – 30 of the 49 recipients were women.
- There were no negative impacts by gender on promotion application and success rates in 2020 (promotion includes an evaluation of research outputs and productivity). We will continue to monitor promotion rates over time to identify any gendered impacts on progression.

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d. Provide other information, if relevant:
Next steps

Please use the following as a checklist:

1. Login to the online platform and enrol in the 2021-23 EOCGE program (you can also take this step when you are ready to upload your completed application after Step 4).
2. Download and print your completed application for review and CEO approval and sign-off.
3. Once the CEO has signed the application, convert it to PDF.
4. Complete the payment form.
5. Select the active “2021-23 EOCGE program” hyperlink. This will take you to the landing page where you can upload your application documents.
6. Upload your PDF application, payment form and supporting documentation as below:
   a. evidence that your governing body/board has endorsed your gender equality strategy and that it is incorporated into your broader business strategy and planning process (Q1.3), and,
   b. evidence that progress on key metrics listed in question 1.5 and its sub-questions have been reported to your governing body/board.

CEO approval

I confirm the content of this 2021-23 WGEA Employer of Choice for Gender Equality application is accurate and approve its submission to WGEA.

Name of CEO: [Signature]

CEO signature: [Signature]