SUBMISSION TO COUNCIL

Subject | GENDER EQUITY ANNUAL UPDATE
---|---
Submitted by | Nicole Gower, Vice-President, People & Services
Approved by | Nicole Gower, Vice-President, People & Services

Desired outcome
☐ Decision
☐ Endorsement
☐ Discussion and Information
☒ Noting

Executive Summary
1. An annual progress report against the University’s Workplace Gender Equity Strategy *Towards Gender Equity 2.0* shows significant progress and achievements against all key commitments of the strategy.
2. In 2020, the University was awarded the Employer of Choice for Gender Equality citation, a significant recognition of the University’s efforts to progress gender diversity and inclusion.

Purpose
For Council to note:
- progress against the University’s Workplace Gender Equity Strategy, and
- key gender equity workforce statistics.

Background
This report is part of the annual reporting cycle to the University Executive and Council on the Gender Equity Strategy, which aims to build awareness and support of the gender equality agenda at Macquarie, as well as meet our reporting obligations under the Employer of Choice citation.

The University’s second iteration of the Workplace Gender Equity Strategy (WGES) *Towards Gender Equity 2.0* launched in August 2019. It provides the framework for the University’s ongoing work to achieve real and sustainable change for equality. Our WGES reflects the complexity of factors that drive gender inequality and sets out a two-year action plan to achieve specific and measurable gender equity outcomes. It builds on the progress achieved under the previous WGES 2017-19, and is underpinned by the key principles of:
- creating systemic change,
- evidence-based approach, and
The University is now at the middle of the WGES 2.0 timeframe, and has seen significant progress in many areas, as outlined in the attached reports. Key examples and highlights include:

- **Recognition and awards:** Macquarie is being externally recognised for our commitment, action and progress. This includes the University achieving a WGEA Employer of Choice citation; another nationally recognised accreditation along with our existing SAGE Athena SWAN Bronze award and AWEI Silver Award. We have also been invited to speak at several national and international events and conferences to share our success stories and achievements.

- **Distributed leadership model:** A strong Diversity & Inclusion (D&I) governance framework has been established with a broad focus and remit and significant engagement across the institution. MQ Inclusion Committee is an active and representative group of leaders, with strong links to newly established Faculty and Portfolio D&I committees. These committees have been tasked with progressing gender equity, and diversity more broadly, at a local level, to accelerate change and D&I progress across Macquarie.

- **Systemic change:** The new academic promotion process has continued to show positive gender equity impacts, leading to a higher application and success rates for academic women (see Annexure B).

- **Support for parents and carers:** Macquarie has continued to support parents and carers, with a new childcare centre opening on campus, and the establishment of new parenting rooms.

- **Inclusive culture:** The University continued delivery of staff D&I training and engagement initiatives, such as Bullying and Discrimination prevention training, ‘Drawing the line’ workshops and Gender Equity Week with significant engagement across the University community.

For a more detailed progress report, please refer to the Annexure A.

**Priorities**

Priorities and areas of focus for the remainder of 2020 and for 2021 to further progress gender equity at Macquarie are as follows:

- **Gendered impacts of COVID-19:** National and international evidence has identified the significant gendered impacts of COVID-19. Macquarie University signed a joint
Australian Higher Education sector position statement, *Preserving Gender Equity as a Higher Education Priority During and After COVID-19*. In response to analysis of the COVID-19 staff survey, and our commitment under this joint-sector statement, a COVID-19 gender equity response plan has been developed.

- **Diversity and Inclusion considerations in organisational change processes:** Research indicates that redundancies and restructures create a climate of uncertainty and may impact staff experiences of workplace exclusion, decreased wellbeing, and increased influence of bias in decision making. In recognition of the current environment in the higher education sector and at Macquarie, Workplace D&I are working closely with key stakeholders in HR and across the University to monitor any unintended consequences of redundancies and change processes on gender diversity and equity groups more broadly. D&I continues to be one of the key considerations underpinning organisational decisions and key strategies, including work under the Operating Plan.

- **Gender pay gap:** Addressing gender pay gaps continues to be a priority for the University. There continues to be a gender pay gap of 18% across the University, largely due to uneven distribution of men and women across pay levels – a statistic that is difficult to shift quickly. 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.

- **Inclusive culture:** While Macquarie scored highly (82-88%) in the Your Say 2019 survey against Diversity & Inclusion indicators such as manager commitment to diversity and inclusion and prevention of discrimination, gender-based and sexual harassment, and racism; preventing bullying and inappropriate behaviour was identified as an area that requires further focus. Work is already underway to continuing delivery of ‘Drawing the Line’ workshops, bullying, discrimination and harassment prevention training and review of the Discrimination, Bullying and Harassment Policy.

<table>
<thead>
<tr>
<th>Recommended Resolution</th>
<th>That the Council note the annual progress report against the University’s Workplace Gender Equity Strategy.</th>
</tr>
</thead>
</table>
| Attachments            | Attachment A: WGES Progress Report 2020  
|                        | Attachment B: Annual Gender Equity Data Report 2020                                                      |
Workplace Gender Equity Strategy Progress Report 2020

This report outlines progress against the Workplace Gender Equity Strategy over the past 12 months. The updates below represent progress towards systemic and cultural change as outlined in the WGES. Priority actions for the coming 12 months are also highlighted.

Priority 1: Building an equitable and inclusive organisational culture

Progress:

- Macquarie has been successful in achieving several nationally and internally recognized gender equity awards and citations:
  - Recognition as a WGEA Employer of Choice for Gender Equality, receiving the citation in February 2020.
  - Ongoing participation in the SAGE program – Macquarie has held an institutional Bronze SAGE Athena SWAN award since September 2019 and is in a good position to progress to Silver level when new award rounds open.
  - Macquarie became a Champion of the national Women in STEMM Decadal Plan. This national plan is led by the Australian Academy of Science and the Australian Academy of Technology and Engineering.
  - For the third consecutive year, Macquarie was awarded Silver Employer status in the Australian Workplace Equality Index (AWEI) awards in recognition of progress in creating a safe and supportive environment for LGBTIQ+ members of our community.

- An online staff training module on ‘Preventing Bullying, Discrimination and Harassment’ (including sexual harassment) was launched in September 2019 and is mandatory for all staff at induction and every two years. To date, 79% of fixed-term and permanent staff have completed the module.

- ‘Drawing the Line’ training has been run in several 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.

- Gender Equity Week held in March 2020 presented a communications campaign and program of events to maintain staff awareness and engagement with the University’s Workplace Gender Equity Strategy.

- The 2020 COVID-19 staff survey included gender, parent and carer demographic questions which were built into the survey analysis. This informed the subsequent gender equity COVID-19 response plan.

Priorities:

- Review the staff bullying, harassment and discrimination prevention policy, including the reporting mechanisms available to staff. Ensure staff feel safe and comfortable to raise issues and encourage staff to raise concerns.

- Develop practical tools and communications building on the ‘Drawing the Line’ model, to broaden the scope and reach of these workshops, and foster inclusive team environments free of bullying or harassment.

- Continue to collaborate with the PVC Learning & Teaching Office to embed D&I principles within training and development for all staff involved in teaching and provide resources to support staff to embed diverse content within the curriculum.

- Continue to promote diversity and inclusion through Macquarie marketing and events.
Priority 2: Embedding leadership commitment and accountability for gender equity

Progress:

- A network of 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 Workplace Diversity and Inclusion team have provided resources, data analysis, coaching and training for the new D&I committees to enable them to apply Macquarie’s ‘fixing the system’ approach, and to significantly progress D&I in their Faculty/Portfolio.
- The GESAT committee has expanded its remit from Gender Equity to Diversity & Inclusion (D&I) across the University. The committee is now called ‘MQ Inclusion’ to reflect this broader focus and is co-chaired by Professor Lesley Hughes (PVC Research Integrity & Development) and Pete Boyle (CEO, U@MQ). MQ Inclusion provides a forum for coordination and collaboration across university D&I Committees and Strategies, and reports to the Executive Group.
- The VC signed a joint Australian Higher Education sector position statement, ‘Preserving Gender Equity as a Higher Education Priority During and After COVID-19’ in June 2020. This acknowledges the gendered effects of COVID-19 and outlines a shared commitment to mitigating these impacts.

Priorities:

- Faculty and Portfolio D&I Committees to have action plans in place responding to local-level issues and priorities.
- Improve current reporting options so that local D&I committees have access to useful and accurate staff data, presented in a way which helps to inform action.
- Continue to embed inclusive leadership principles as a core capability within new leadership framework and development programs.
- Introduce staff recognition awards for leadership in promoting a culture of diversity and inclusion.
- Cascade existing Executive-level gender equity KPIs and establish D&I KPIs for the next level of leadership.
- Ensure gender equity impacts are identified, considered, and responded to within all COVID-response planning (in line with joint sector statement) and all decision making associated with staff redundancies and restructures.

Priority 3: Building our talent pipeline by attracting and recruiting more academic women

Progress:

- New recruitment training for hiring managers has been launched that integrates inclusive recruitment and bias mitigation techniques.
- Partly due to the hiring freeze at Macquarie, little action has been taken over the past 12 months in building a talent pipeline through recruitment.

Priorities:

- A review the University’s recruitment processes is planned to ensure these align with leading practice, are designed to mitigate bias, and successfully build our ability to attract and recruit diverse candidates. This review will result in a set of actions for future improvements.
- Develop an employee value proposition that aligns with the University’s diversity and inclusion goals.
- Monitor and evaluate the implementation of the anonymised recruitment pilot and consider the broader application of this approach.
Priority 4: Improving the representation of women in senior and leadership positions

Progress:

- The Academic Promotion Process has continued to show a significant positive impact for gender equity. The new process has led to increased application rates overall, but significantly higher for women, and on average women have been more successful compared to men at almost every academic level. Gender was considered as part of the Academic Promotion process review in 2019, and the gendered impacts of the process have been presented at international conferences.
- There have been some improvements in female representation in the academic pipeline. In 2015, the most significant fall in the representation of academic women was between Levels B (51%) and C (41%). The representation of women has since increased at Level C – indicating progress in promoting female academics into Level C. In 2020, the most significant fall in female representation occurs between Levels C (46%) and D (35%). This suggests activities currently in place to support women transition from Levels B to C should be maintained, and an additional focus is now needed to support the transition from C to D.

Priorities:

- Review the Performance Development and Review Process to better align with the Academic Promotions model and focus on known gender equity issues.
- Embed inclusive practice and behaviours within academic and professional development frameworks developed under the Operating Plan.
- Identify and address the barriers for academic women progressing from Level C to D. (Level D is the only level at which women are less successful than men in academic promotion).
- Ensure faculty workload models are transparent and fair, with a focus on mitigating gendered impacts and biases.
- Monitor the implementation of the new Academic Job Families model to identify and address any gender equity impacts.

Priority 5: Establishing a workplace culture of flexibility

Progress:

- 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.
- 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.
- 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.
- 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 has been developed to respond to these challenges, as well as the impact of COVID-19 on female researchers.
- Flexible work resources and support have been enhanced over recent years in response to the station closure and COVID-19 remote working.

Priorities:

- Establish a Macquarie University Carers Network.
Annexure A:
WGES Progress Report 2020

- Review, update and communicate the parental leave policy and procedure.
- Continue to promote parental leave and other support for parents and carers, with a focus on fostering a supportive culture for parents and carers of all genders.
- Through the Operating Plan, ensure access to flexible work is consistent across departments and teams; through improved communication of provisions, manager training, and holding leaders accountable for progressing a flexible work culture.

Priority 6: Closing the gender pay gap

Progress:
- A comprehensive gender pay gap analysis was completed for the University at all levels. 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&I committees.

Priorities:
- Develop and implement University Remuneration Policy.
- Introduce a structured process for salary negotiations at recruitment.
- Utilise the new HR System to improve the process of recording and reporting discretionary payments and allowances. This would inform future pay gap analyses and improve our ability to understand and address the gender pay gap.
Annexure B: Gender Equity Data Report

2020
Leadership Profile

REPRESENTATION OF WOMEN IN LEADERSHIP

Key Decision-Making Bodies 2015 and 2020

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Council</td>
<td>8 2015</td>
<td>9 2015</td>
</tr>
<tr>
<td>Executive</td>
<td>7 2020</td>
<td>8 2020</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>13 2015</td>
<td>27 2015</td>
</tr>
<tr>
<td></td>
<td>26 2020</td>
<td>18 2020</td>
</tr>
</tbody>
</table>

Leadership Roles 2015 and 2020

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Deans</td>
<td>10 2015</td>
<td>9 2015</td>
</tr>
<tr>
<td>Head of Department</td>
<td>7 2020</td>
<td>15 2015</td>
</tr>
<tr>
<td>HEW level 10 and above</td>
<td>13 2020</td>
<td>17 2015</td>
</tr>
<tr>
<td></td>
<td>77 2020</td>
<td>61 2015</td>
</tr>
</tbody>
</table>

Female representation:
- University Council: 3% down
- Executive: 19% down
- Academic Senate: 27% up
- Associate Deans: 19% down
- Head of Department: 7% down
- HEW level 10 and above: 4% up
45% of academic staff are female. However the proportion of women decreases from 55% at level A to 32% at Level E.

There have been some improvements in female representation in the academic pipeline. In 2015, the most significant fall in the representation of academic women was between Levels B (51%) and C (41%). The representation of women has since increased at Level C by 5%. In 2020, the most significant fall in female representation now occurs between Levels C (46%) and D (35%).

A success measure under the WGES is to reach 35% female representation at Level E – this has not yet been met (currently 32%).
Workforce Profile

LEVEL E ACADEMIC STAFF BY FACULTY

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty of Arts</th>
<th>Faculty of Medicine, Health and Human Sciences</th>
<th>Faculty of Science and Engineering</th>
<th>Macquarie Business School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>17</td>
<td>33</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>2020</td>
<td>30</td>
<td>52</td>
<td>61</td>
<td>40</td>
</tr>
</tbody>
</table>

Female:
- Faculty of Arts: ↓ 6%
- Faculty of Medicine, Health and Human Sciences: ↓ 7%
- Faculty of Science and Engineering: ↓ 7%
- Macquarie Business School: ↑ 12%
Women represent 69% of professional staff, and are in the majority at every HEW Level. However the gender gap narrows at more senior levels.

The proportion of women has increased by 4% at almost every HEW level between 2015 and 2020.

A success measure within the WGES is to reach gender balance (minimum 40% representation of women and men) throughout the professional staff pipeline – this has not yet been met as men are underrepresented at HEW Levels 1 to 7.
Workforce Profile

HEW 10 AND ABOVE PROFESSIONAL STAFF BY PORTFOLIO

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>2015</th>
<th>2020</th>
<th>Female</th>
<th>Male</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC (Academic)</td>
<td>17</td>
<td>14</td>
<td>↓ 1%</td>
<td>↑ 9%</td>
<td></td>
</tr>
<tr>
<td>DVC (Engagement)</td>
<td>12</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVC (Research)</td>
<td>8</td>
<td>2</td>
<td>↑ 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VP (Finance &amp; Resources)</td>
<td>7</td>
<td>8</td>
<td>↓ 1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VP (People &amp; Services)</td>
<td>8</td>
<td>14</td>
<td>↑ 24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculties</td>
<td>9</td>
<td>8</td>
<td>↓ 1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A higher proportion of women are appointed to academic positions compared to the applicant pool. Women represented 38% of all academic applicants, and 52% of appointments in 2019.

There have been no significant changes in recruitment trends between 2015 and 2019.

Female application and appointment rates decrease with seniority. For example, throughout 2015-19 21% of applicants and 24% of appointments to level E+ were women. This is significantly lower than the 40% target under the WGES.
The proportion of men being appointed to professional roles has increased since 2015 – bringing applications and appointments closer to gender balance.

Application rates for men increase with seniority. For example, throughout 2015-18, men represented 28% of applicants at HEW level 5, and 43% of applicants at HEW 9.

However, this higher rate of applications from men does not translate into appointments, for example men represented 23% of appointments at HEW 9.
The number of applications in the first three years of the new scheme (since 2017) was nearly 70% higher than the average of the previous five years.

The proportion of women applicants increased proportionately more (87%) than men (49%).

Women have also applied at slightly higher rates than the pool at each level, compared to men.
Overall success rates are lower with under new scheme, but in line with sector averages.

Success rates by gender have fluctuated each year, but on average women have been more successful under the new scheme than men.

When examined by academic level, women were more successful under the new scheme for every level except Level D. For example 63% of women and 75% of men were successfully promoted to level D in 2018.

The WGES set a success measure of ‘equitable application and success rates’ in promotion – which the new process has achieved, and this is now contributing to improved gender balance at more senior levels.
There was a higher turnover rate for academic women in both 2015 and 2019. In academic roles, a higher proportion of women leave as a result of end of appointments compared to men. In professional roles the turnover rate for men has increased between 2015 and 2019, this is due to an increased resignation rate from men in professional roles.

### Turnover Rate: Academic Staff

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Men</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Turnover Rate: Professional Staff

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Men</td>
<td>17%</td>
<td>21%</td>
</tr>
</tbody>
</table>

### Leaving Reasons 2019

- **Resignation**: Women in academic roles (17%), Men in academic roles (14%), Women in professional roles (17%), Men in professional roles (21%)
- **End of Appointment**: Women in academic roles (38%), Men in academic roles (37%), Women in professional roles (54%), Men in professional roles (23%)
- **Other**: Women in academic roles (21%), Men in academic roles (26%), Women in professional roles (38%), Men in professional roles (26%)

* ‘Other’ includes retirement, retrenchment, termination, voluntary redundancy and death in service.*
Flexible Work

The proportion of staff working part time has increased from 15% to 18% between 2015 and 2020. There has been an increase in staff working part time across the university - with the exception of men in professional positions. A higher proportion of women work part time, and the majority of part time staff are women in professional roles.

Staff were more positive in their response towards flexibility but less positive about work/life balance. Current positive responses from Your Say 2019 are below the targets set in the WGEA.

### Part-time and Full-Time Work – 2015 and 2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Female</td>
<td>437</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>623</td>
<td>239</td>
</tr>
<tr>
<td>2020</td>
<td>Female</td>
<td>522</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>710</td>
<td>36</td>
</tr>
</tbody>
</table>

### Flexible Work - Your Say 2016 and 2019

- **I have the flexibility I need to manage work and other commitments:**
  - 2016: 76%
  - 2019: 76%

- **I maintain a good balance between work and other aspects of my life:**
  - 2016: 60%
  - 2019: 64%
The vast majority of staff taking Parental Leave (primary carer) have been women in professional roles.

Men represented 12% of staff taking Parental Leave (primary carer) in 2016 and 15% in 2019. This is above the national average (WGEA), and meets a target within the WGES to increase the proportion of men accessing parental leave.

The 2019 return rate from Parental Leave (primary carer) was 94% for women and 91% for men.
The gender pay gap is the difference between women’s and men’s average earnings, expressed as a percentage of men’s earnings. The 2019 university-wide pay gap (total remuneration) was at 18%, and is larger for academic staff compared to professional staff. The pay gap has not changed since 2015 (also at 18%). The university-wide pay gap is affected by the uneven distribution of men and women by seniority and between academic and professional roles.

There are small gaps within each academic and professional staff level, in line with the target set out in the WGES of a maximum 2% gap within each level. However this is not the case for staff above level E. Analysis suggests the pay gap within grades is influenced by allowances and step level discrepancies.
## Workplace Culture

### Indicators of Inclusion

<table>
<thead>
<tr>
<th>Inclusive Leadership: Your Say Survey Results 2016 &amp; 2019</th>
<th>Equal treatment: Your Say Survey Results 2016 &amp; 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>My immediate supervisor/manager is genuinely committed to diversity and inclusion</td>
<td>In my experience, staff within Macquarie University are given equal employment opportunities</td>
</tr>
<tr>
<td>N/A – new question in</td>
<td>73%</td>
</tr>
<tr>
<td>85%</td>
<td>MQ Average 2019</td>
</tr>
<tr>
<td>My immediate supervisor/manager genuinely supports equality between genders</td>
<td>In my experience, discrimination on equity grounds (e.g., gender, age, disability, religion, sexuality or culture) is not tolerated within Macquarie University</td>
</tr>
<tr>
<td>90%</td>
<td>MQ Average 2016</td>
</tr>
<tr>
<td>88%</td>
<td>MQ Average 2019</td>
</tr>
</tbody>
</table>

MQ Average 2016 and MQ Average 2019 refer to the percentage scores from the surveys conducted in the respective years.
Workplace Culture

BULLYING & HARASSMENT

Bullying & Harassment: Your Say Survey Results 2016 & 2019

- In my experience, bullying is not tolerated within Macquarie University: MQ Average 2016 68% vs MQ Average 2019 69%
- In Macquarie University, gender-based harassment and sexual harassment are not tolerated: MQ Average 2016 91% vs MQ Average 2019 88%

There were 0 formal reports of gender-based harassment or discrimination and sexual harassment at Macquarie between August 2019 and July 2020.

However, staff perceptions of sexual harassment and bullying at MQ are significantly below the targets set out within the WGES of ‘progress towards 90% of staff responding positively’ in response to bullying, and ‘progress towards 95% positive responses’ in relation to harassment.
The Marketing and Communications team now routinely track gender representation in stories told via Macquarie channels.

Representation is monitored on a monthly and yearly basis, and Group Marketing have a target of at least 40% female representation across all comms channels.

This meets the target set out in the WGES that a minimum of 40% of articles in The Lighthouse, This Week and Newsroom that profile women.