Equity, Diversity and Inclusion Plan
2015 - 2019
“As the custodians of Macquarie University, we value scholarship, integrity and empowerment. We believe learning, enquiry and discovery improves lives. We conduct ourselves ethically, equitably and for mutual benefit. We work to make our community a source of strength and creativity. Through our actions, as staff and students, we live these values, and it is against them that we hold ourselves accountable.”

Our University: A Framing of Futures 2014

A Snapshot of Macquarie

Macquarie University is a diverse, vibrant and innovative university. We are a university which continues to be different and seeks to be different. In 2014 we celebrated our Jubilee 50th Year and launched our renewed Lighthouse brand.

We acknowledge and pay respects to the Darug people who are the traditional owners of the land on which the university is situated. We are proud to have a rich diversity of staff and students - of experience, culture, language, gender, sexuality, age and ability.

In 2014 Macquarie had nearly 39,000 students. Of 29,000 domestic students more than 7,500 were born outside Australia, coming from 153 different countries. Our 10,000 international students hailed from 121 different countries.

The Macquarie Women Brains Trust oversees the Gender Equity Strategy at Macquarie, with particular interest in Women in Research, and in Science, Technology and Engineering. Gender and sexual diversity are recognized and celebrated at Macquarie, supported through an active Ally Network.

Macquarie is renowned for the levels of support given to students with a wide range of accessibility needs, with increasing numbers registering with the Disability Support Services.

The Intercultural Engagement Advisory Group oversees the Multicultural Plan and works closely with the ‘Racism It Stops with Me’ Student Ambassadors. A third of Macquarie staff are from culturally and linguistically diverse backgrounds and come from more than 91 countries, with at least 66 languages spoken.
Our Vision for Macquarie

Our vision for Macquarie is to be a fair, diverse and truly inclusive university community which flourishes on the exchange of ideas from inside and out – a community which is diverse in representation and distribution across disciplines and levels, underpinned by fair and equitable policies, systems and procedures.

We aim for a community where all perspectives are welcomed and can be robustly debated, and where students and staff can make a meaningful contribution in a safe and nurturing environment.

Our vision for Macquarie is one of ‘inclusive excellence’ where equity, diversity and inclusion become part of the DNA of the organization – who we are, what we believe, how we think, feel and act. We strive to graduate students who are not only experts in their chosen disciplines, but also globally aware, culturally competent and good citizens. To do this, requires an inclusive community environment which attracts and retains quality academic and professional staff.

Strengthening organisational culture, weaving values into day to day practice, reducing fear born from ignorance, and increasing the curiosity of staff and students to explore and be inspired by difference is critical to the success of this Equity, Diversity & Inclusion Plan.

Embedding mindfulness of equity, diversity and inclusion at all levels is often a challenging task and one which requires courage, bold moves and considered patience. When successful, it is transformative.

Simply put, equity, diversity and inclusion are integral to the success of our University.

Equity + Diversity + Inclusion

Central to Macquarie University’s vision as an educational institution, three descriptions1 are offered below:

EQUITY ‘Fairness and fair treatment’: for all members of the university in education and employment. This includes fair treatment, acknowledgement and provision of opportunities for those who are currently and/or historically underrepresented or disadvantaged, in order that they can access, participate fully and flourish in education and employment.

DIVERSITY ‘The differences individuals bring’: to the university environment. These may be individual - such as personality, traits, identity, learning styles and life experiences; group/social - such as cultural and linguistic background, ethnicity, class, age, gender and sexual identity, disability, family responsibilities; and affiliations – such as cultural, political, religious. We acknowledge that identities can be fluid and multidimensional.

INCLUSION ‘Intentional and sustained engagement with diversity’: through and throughout the university’s leadership, governance, educational, employment and community activities. Diversity underlies innovation and true inclusion increases content knowledge, understanding and an array of perspectives. Creative problem solving is enhanced. There is often increased cognitive sophistication, and the building of empathy with the complex ways people interact. Decision making at all levels is enhanced when diverse perspectives are heard and valued. The immense value in diversity is optimized when it is coupled with inclusive practice.

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1 with acknowledgement to the AACU http://www.aacu.org/about/mission.cfm
Aspirations

- Students and staff will choose Macquarie University as their place to study and work as they see it as a safe, welcoming and inclusive community

- Macquarie will be regarded as a model of excellence for equity, diversity and inclusive practice in education and employment

- Inclusive pedagogies will be practiced across all disciplines

- The Macquarie community will be broadly representative of the diverse community in Australia

- Staff from diverse cultural and linguistic backgrounds, Indigenous Australians, people with disability and people of diverse genders will be represented at all levels and across all disciplines

- Work and study practices will be flexible and responsive to the diverse needs of people from equity groups

- All members of the Macquarie community will be responsible for embodying inclusive values such that the university environment is free from unlawful discrimination, bullying and harassment

- Our research, partnerships and practice will contribute to finding solutions for the most challenging social issues

- Our graduates will understand, appreciate and champion equity, diversity and inclusion in the wider world
Planning Context

The Equity, Diversity & Inclusion Plan is one of a number of key enabling and supporting Plans for the seven strategic objectives of Macquarie University’s ‘Our University: A Framing of Futures’:

- A culture of transformative learning in a research-enriched environment
- An accelerating and impactful performance in discovery
- Aligning the nature and size of the University for the future
- Creating an innovative nexus where Macquarie and our partners contribute solutions to the world and develop lasting relationships
- Emboldening Macquarie University’s recognition and international presence
- Developing a vibrant and sustainable campus, clearly at the centre of a rapidly changing neighbourhood in the international, cosmopolitan city of Sydney
- Improving those aspects of our support services to realize this aspiration and vision

The Equity, Diversity & Inclusion Plan is university wide. Its aim is to imbue equity, diversity and inclusion principles and practice throughout the university. The Plan is driven through the Equity and Diversity Unit which reports to the University Executive through the Director, Human Resources; with a secondary report to the DVC Students & Registrar.

Vice Chancellor
Our University: A Framing of Futures

**KEY RESPONSIBILITIES RELATED TO EQUITY, DIVERSITY AND INCLUSION**

<table>
<thead>
<tr>
<th>DVC Research</th>
<th>DVC Academic</th>
<th>Executive Deans</th>
<th>DVC Students &amp; Registrar</th>
<th>Director HR</th>
<th>DVC International</th>
<th>COO</th>
<th>DVC Corp Eng &amp; Advmt</th>
<th>CFO</th>
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<tbody>
<tr>
<td>Gender Equity in Research</td>
<td>Early Career Researchers</td>
<td>Social Impact</td>
<td>Universal Design / Digital Diversity</td>
<td>Access &amp; Participation</td>
<td>Professional &amp; Community Engagement (PACE)</td>
<td>Faculty Learning and Teaching; Research; Community Engagement</td>
<td>Campus Life; Campus Well Being; Student Engagement</td>
<td>Employment Equity; Enterprise Agreements</td>
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<td>Indigeneous Strategy</td>
<td>University Library</td>
<td>MU International College</td>
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In conjunction with “Our University: A Framing of Futures”, the Equity Diversity and Inclusion Plan should be read in conjunction with the Macquarie University:

- Research Framework
- Learning and Teaching Plan
- Campus Life Plan
- International Plan
- Indigenous Advancement Strategy
- Campus Safety Plan
- Corporate Engagement Strategy

And with reference to Macquarie University:

- Disability Action Plan
- Multicultural Plan
- Gender Equity Strategy
- LTC Universal Design (Exec Memo 2013)
- Ally Strategy (GLBTIQ)
- Staff 45+ Action Plan
- Access and Participation Plan
Federal and State reporting obligations which help drive the Equity, Diversity & Inclusion Plan at Macquarie include:

- The Workplace Gender Equality Agency (Federal)
- NSW Parliament via Macquarie University’s Annual Report including progress report on the Multicultural Plan under Multicultural NSW
- Fair Work Australia amendments to Bullying legislation January 2014
- Federal HEPPP funding (Higher Education Participation and Partnerships Program: “Widening Participation” initiatives to increase access and participation for disadvantaged students)

**Foundation Principles**

“Central to the advancement of human civilization is the spirit of open enquiry.
We must learn not only to tolerate our differences.
We must welcome them as the richness and diversity which can lead to true intelligence.”

Albert Einstein

**ETHICAL PRACTICE**

Macquarie will maintain the highest ethical standards, ensuring that respect for diversity, due process, natural justice, merit relative to opportunity, transparency, consultation and duty of care towards all members of the university community are held in highest esteem.

**RESPECT, CONSULTATION AND COLLABORATION**

Respect and acknowledgement of individuals, their needs and diverse approaches, identities and knowledges underpin this Plan. Authentic inclusion will be attained through ensuring that the voices of disadvantaged stakeholders are both heard and inform practice. The Plan will encourage collaboration and the sharing of perspectives, knowledge and ideas in the interests of transformational learning for all.

**CAPACITY BUILDING**

Expert and accurate advice, information, recommendations and encouragement will be given to staff and students to allow them to flourish in education and employment. This Plan will support Macquarie University as a leader in inclusive education and employment.

**ENGAGEMENT**

Engagement will be fostered internally with the diverse Macquarie community and externally with aligned social justice agencies. Social responsibility among all stakeholders will enhance the university’s reputation as a socially inclusive and engaged university.

**CONTINUOUS REVIEW AND IMPROVEMENT**

The Plan will reflect on its processes and outcomes in the interest of maintaining and exceeding Best Practice.
Achievements to Date and in Progress

From an equity, diversity and inclusion perspective, the university has a sound base from which to proceed:

- PACE Professional and Community Engagement Program established and strengthening locally and globally;
- Staff conducting research and engaging with social justice agencies and diverse communities worldwide;
- Macquarie is a Supporter of the Racism It Stops with Me federal campaign (Australian Human Rights Commission);
- High levels of student engagement with > 50 culturally and social justice based groups (2014);
- Learning and Teaching Centre focusing on Universal Design, Digital Diversity and inclusive pedagogy;
- LEAP (Learning, Education, Aspiration, Participation) Program and Refugee Mentoring Schemes (*HEPPP funded);
- Targeted initiatives supporting first year students in a smooth transition to university, and programs assisting with literacy, numeracy and academic skills;
- Targeted financial assistance for financially disadvantaged students through a range of equity scholarships;
- Disability Action Plan implementation (2013-2017);
- AUSLAN Sign Language classes free for staff and students 2009 – 2014;
- Gender Equity Strategy with dedicated ‘streams’ for Women in Research, and in STEM Disciplines (Science, Technology, Engineering and Mathematics);
- White Ribbon Workplace Accreditation (gained 2013) Australia’s leading anti-violence towards women campaign including Executive members as W.R. Ambassadors;
- Australian Breastfeeding Association Accreditation 2013-2015;
- Staff 45+ Action Plan (federal Corporate Champions: Investing in Experience initiative 2013 – 2015);
- Macquarie ranked in Top 20 Employers in Australia for GLBTIQ Inclusion (AWEI Index) 2011-2014;
- GLBTIQ Ally Network 5th birthday celebrated in 2014 and ongoing work with Pride In Diversity Australia;
- ‘Unpacking Workplace Bullying for Managers’ workshops conducted for all managers in 2014;
- Inclusive Leadership, Inclusive Practice and Building Confident Managers suite of EDI workshops and materials for staff and students.
Equity, Diversity and Inclusion Themes

1. LEADERSHIP AND GOVERNANCE

Quality leadership and governance are key to the success of any university’s inclusion strategies, and allow inclusive practice to cascade through the organisation in line with strategic goals. Inclusive leaders model values which are genuine not tokenistic. Inclusive governance allows wider voice and a range of perspectives in decision making. Diverse, inclusive leadership and governance is better equipped to lead a diverse community such as Macquarie.

2. STAFF AND STUDENT DIVERSITY AND INCLUSION

Macquarie has a diverse student and staff population; however more work is needed for us to become broadly representative of the Australian community. Diversity is more than representation. It is representation at all levels and across all disciplines. We are particularly concerned to redress educational disadvantage in access and success for students. Aligned with this is harnessing the full value of our rich diversity, such that inclusive practice in both education and employment become usual practice at Macquarie.

3. BUILDING AN INCLUSIVE ORGANISATION

The culture of any organization includes the shared beliefs, attitudes and actions which make up the broader whole – the ‘lived experience’ of all those operating within it. Nurturing and building the capacity of staff and students around equity, diversity and inclusive practice will help create an educational and employment environment where everyone has opportunities for continuous learning and the ability to make a creative and meaningful contribution.
4. COMMUNITY ENGAGEMENT, PARTICIPATION AND SERVICE

With the Professional and Community Engagement Program (PACE) being a flagship for Macquarie, and with ambitious 10 year research goals (announced 2014), Macquarie seeks to distinguish itself through being different and building deep partnerships with the community. To be a leader in finding solutions to real world issues, it is essential that staff and students have the agility, openness, and appreciation of a range of perspectives and approaches in order to contribute optimally to these partnerships.

5. INCLUSIVE POLICIES, SYSTEMS AND PROCESSES

Policies, systems and processes underpin an organization by setting agreed standards and providing robust content management and data in an efficient and streamlined manner, whilst actively addressing inequities. Fair policies and processes also acknowledge the need for flexibility to suit the diverse needs of staff and students.

Reviewing this Plan

The Macquarie Equity and Diversity Plan has been developed through a consultative process with key stakeholders and endorsed by the University Executive. Progress against this Plan is monitored by the Equity and Diversity Unit and reported to the Executive annually. Communiques to the Executive are through the Director of Human Resources and tabled as required throughout the year.
Equity, Diversity and Inclusion (EDI) Themes and Success Indicators

**LEADERSHIP AND GOVERNANCE**
- Leadership at Macquarie is diverse and inclusive, informed by robust evidence and driven by EDI principles
- The University Executive demonstrably champion equity, diversity and inclusion both internally and externally
- Governance structures and processes are fair, robust and inclusive
- The voices of groups who have been historically and are currently underrepresented inform university decision making

**STAFF AND STUDENT DIVERSITY AND INCLUSION**
- Higher education at Macquarie is accessible to all on the basis of merit relative to opportunity
- Macquarie maintains a diverse domestic and international student profile at all levels of study
- Pedagogical practice is inclusive, leveraging the rich diversity of students and staff
- Research opportunities and practices are equitable and inclusive, leveraging the rich diversity of students and staff
- Macquarie is a Model of Excellence in employment equity at all stages of the employment cycle
- Students from equity groups are confident, prepared and skilled for employment on graduation

**BUILDING AN INCLUSIVE ORGANISATION**
- Staff and students, the precinct community, local and international visitors/contractors to the university are aware of the values of Macquarie and are aware of their rights and responsibilities around equity, diversity and inclusion
- Racism, homophobia, sexism, and any form of unlawful discrimination, bullying or harassment is unacceptable at Macquarie and is dealt with as swiftly as possible
- There is university wide recognition and appreciation of Indigenous Australians and Indigenous culture, knowledge and protocols
- All University broadcast communications are accessible and reflect EDI principles
- The university environment is world standard, accessible, welcoming and supportive for all

**COMMUNITY ENGAGEMENT, PARTICIPATION AND SERVICE**
- The university has quality and sustained partnerships with social justice based agencies (local, national and global) whose values and aspirations align with our own to generate positive social impact
- The PACE program (Professional and Community Engagement) is imbued with equity, diversity and inclusion principles and practice
- Macquarie University’s commitment to EDI principles and practice is known by the broader community

**INCLUSIVE POLICIES, SYSTEMS AND PROCESSES**
- Education and employment Standards (policies, procedures, guidelines, schedules and processes are based on equity, diversity and inclusion principles
- Information Technology Systems are inclusive and accessible
- Data related to equity, diversity and inclusion at Macquarie University is available and robust
- A strong equity, diversity and inclusion framework supports the University’s overarching EDI Plan (e.g. Disability Action Plan, Gender Equity Strategy, Multicultural Plan) with progress regularly monitored by the Macquarie University Executive
1. LEADERSHIP AND GOVERNANCE
[Our University: A Framing of Futures Strategic Objectives 1-7]

OBJECTIVE A: Leadership at Macquarie is diverse and inclusive, informed by robust evidence and driven by EDI principles

Success Indicators
- A diverse Executive whose decision making is informed by an array of perspectives and based on robust evidence (quantitative and qualitative).
- Inclusive leadership and management at all levels of the university (professional and academic) with decision makers aware of university wide EDI aspirations and using these to inform decision making
- An Executive who are critically aware of the EDI issues directly related to their portfolios.

Key Performance Indicators
- Recruit people from diverse backgrounds into Executive and senior leadership roles with emphasis on achieving gender equity.
- Inform the Executive of EDI data analysis, and findings from equity consultations
- Include an EDI clause in PDR for all managers to cascade to strategic planning at all levels.
- Provide Inclusive Leadership professional development and advice to managers
- Table EDI related compliance reporting and implications to Executive and key stakeholders

Key stakeholders: Lead - VC, Exec; Assist - HR, EDU

OBJECTIVE B: The University Executive demonstrably champion equity, diversity and inclusion both internally and externally

Success Indicators
- Equity, diversity and inclusion is championed by the Executive as an internal strategic priority
- Equity, diversity and inclusion are championed externally by the Executive

Key Performance Indicators
- Agreement by Executive members to participate in EDI activities internally and externally such as endorsing statements of commitment, keynote addresses, launches, media opportunities

Key stakeholders: Lead - VC, Exec; Assist - HR, EDU

OBJECTIVE C: Governance structures and processes are fair, robust and inclusive

Success Indicators
- EDI is embedded in university decision making, structures and processes with committees / panels informed by a range of perspectives and supported by robust evidence

Key Performance Indicators
- Monitor decision making bodies for diversity (university-wide monitored centrally; local level monitored by Faculty/Offices).
- Provide inclusive practice resources to Chairs, committees and panels.

Key stakeholders: Lead – VC, Exec; Assist – EDU
OBJECTIVE D: *The voices of groups who have been historically and currently underrepresented inform university decision making at all levels*

**Success Indicators**
- Informal and formal consultation with staff and students from designated equity groups is usual practice at Macquarie, with findings informing discussion and decision making across the university

**Key Performance Indicators**
- Establish regular formal equity consultation mechanisms with staff and students.
- Schedule findings from equity consultations back to key stakeholders

**Key stakeholders:** Lead - DVC (Stud & Reg), Assist – EDU

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2. STAFF & STUDENT DIVERSITY & INCLUSION

[Our University: A Framing of Futures Strategic Objectives 1,2 & 3]

**OBJECTIVE A: Higher education at Macquarie is accessible to all on the basis of merit relative to opportunity**

**Success Indicators**
- Students from equity groups are encouraged and able to participate in higher education
- Increased enrolment, retention and completion rates for students from equity groups
  - low SES (Bradley Review 2020 target 20%)
  - rural and remote
  - Indigenous Australians (NSW benchmark 2.6%)
  - students with disability

**Key Performance Indicators**
- Conduct targeted outreach to designated equity groups (Access & Participation)
- Conduct targeted first year retention strategies
- Investigate and determine the resourcing, required to accommodate increased demand from students form equity groups to ensure that professional support areas can effectively cater for their needs
- Robust scholarship programs support students from equity groups

**Key stakeholders:** Lead - DVC (A), assist - DVC (Stud&Reg), PVC (LTD)

**OBJECTIVE B: Macquarie maintains a diverse domestic and international student population at all levels of study**

**Success Indicators**
Macquarie maintains a diverse domestic and international student profile:
- from a range of countries
- with a range of diverse needs
- scholarships and full fee paying places

**Key Performance Indicators**
- Identify emerging equity considerations from the 2014 Scholarships Review for students from equity groups including expansion of the Indigenous Accommodation scholarships
- Continue to monitor the domestic and AusAid scholarship outcomes for trends in diversity and address disparities
- Monitor the outcomes of International Scholarships for diversity (VC International Scholarships, and International Merit Scholarships which are ‘country specific’)
- Monitor the uptake of full fee paying international students for diversity and address disparities

**Key stakeholders:** Lead - DVC (Stud&Reg), DVC (I), assist - Dep DVC (Stud&Reg), PVC (LTD)

### OBJECTIVE C: Pedagogical practice is inclusive, leveraging the rich diversity of students and staff

**Success indicators**
- Macquarie adopts Universal Design in content, methodology and pedagogy
- Inclusive pedagogical practice becomes usual pedagogical practice at Macquarie
- Transformative learning and research opportunities prepare Macquarie graduates for working in diverse cultures (students appreciate both the challenges and value of diversity)

All relevant IT, Learning and Library Systems are equally accessible to students from equity groups

**Key Performance Indicators**
- Develop (over a defined timeframe) an ‘Inherent Requirements Statement’ for all Units of teaching
- Provide a descriptive framework and standards for universal design for use when designing, developing and reviewing teaching and teaching materials
- Develop (within a defined timeframe) staged targets for teaching to become universally accessible
- Provide professional development and support for academic staff in universally accessible teaching
- Review academic professional development materials to ensure that ‘inclusive pedagogy’ encompasses a balance of student diversity and needs (disability, multicultural, gender, Indigenous, multidimensional)
- Determine strategy and incentives for Macquarie long term academic staff to up-skill re universal design and inclusive practice

**Key stakeholders:** lead: DVC (A), assist - LTC . Exec Deans, PVC (LTD)

### OBJECTIVE D: Research opportunities and practices are equitable and inclusive, leveraging the rich diversity of students and staff

**Success Indicators**
- The Macquarie Gender Equity Strategy incorporates a detailed Research stream to achieve the Research Framework’s objective of a ‘Step Change in Gender Equity’ over the next 10 years
- Students from equity groups articulate from undergraduate to postgraduate study, are retained and graduate at a rate commensurate with all students
- Staff from equity groups are able to participate, advance and lead in research
- The uniqueness of Indigenous research (culture, knowledges and protocols) is formally recognized and valued at Macquarie
- The outcomes of EDI related research undertaken by Macquarie staff will inform the university’s organizational practice
- Macquarie will reflect on its own practice through undertaking and/or agreeing to be case studied for EDI related research

**Key Performance Indicators**
- Develop and implement a Research gender equity strategy to achieve the Research Framework objective (including
focus on very early career researchers, ECR’s, Women in Science and Engineering, promotion and opportunities for participation and success

- Provide equitable postgraduate conditions and opportunities to encourage students from equity groups to enrol, stay and graduate from Macquarie

- Develop and implement strategies to redress disadvantage and support staff from all equity groups in research participation and advancement

- Review research strategies, criteria and processes to ensure that they do not disproportionately disadvantage staff from equity groups

**Key stakeholders:** lead - DVC (R), DVC (A); assist – EDU, HR, Exec Deans

**OBJECTIVE E: Macquarie is a Model of Excellence in employment equity at all stages of the employment cycle**

**Success Indicators**

- Equity group representation in the Macquarie workforce reflects the Australian working community by: gender / Indigeneity/ disability / cultural and linguistic background/ sexual diversity / generational diversity (age range)

- Employment equity strategies are in place for each equity group (allowing for intersectionality and the multidimensional nature of disadvantage) which address areas such as:
  - Representation (including affirmative action measures and Identified positions to redress historic disadvantage)
  - Distribution
  - Performance development and review
  - Succession planning
  - Professional development opportunities
  - Advancement / promotion (merit relative to opportunity

- Opportunities to participate and advance are equitable for academic staff in teaching, research and community engagement

**Key Performance Indicators**

- Develop and maximise opportunities to innovate in employment equity

- Ensure robust discussion and debate on EDI items prior to and during Enterprise Bargaining

- Inclusive leadership resources and skills workshops for staff in supervisory roles to assist them to create sustainable inclusive workplaces

- Develop specific employment equity strategies prioritizing:
  - Increasing the representation of staff:
    a. Indigenous Australians: 2014 0.7%; target 2.6%
    b. Staff with disability: 2014 3.7%; target 12%
    c. Women in senior academic roles: 2014 Lev D 38%, Lev E 30%; target 50%
    d. Gender balance on the Executive: target 40%

  - Improving the distribution in professional and academic roles of:
    a. Staff from culturally and linguistically diverse backgrounds
    b. women in senior roles and WISE areas

- Monitor employment conditions for EDI to ensure fairness for all staff and no disproportionate impact on opportunities for staff from equity groups.

- Ensure HR processes are accessible and communicated to staff

**Key stakeholders:** lead - Exec (HR), assist – EDU, Exec Deans & Directors
OBJECTIVE F: Students from equity groups are confident, prepared and skilled for employment on graduation

Success Indicators
- Tailored assistance is provided to students from equity groups to increase their employability on graduation

Key Performance Indicators
- Strengthen links with external agencies (employment service providers/inter-institutional contacts/careers expo providers) promote, collaborate and/or refer students as appropriate
- Embed EDI employment items into in house workshops/professional development to build capacity to understand and challenge employment inequities.
- Maximise initiatives which increase the employability such as empowering students to assess specific roles, develop career skills, determine organizational/sector suitability.
- Investigate the feasibility of in-house employment programs for Macquarie students and graduates from equity groups

Key stakeholders: lead - DVC (Stud & Reg), assist - EDU, Exec Deans

3. BUILDING AN INCLUSIVE ORGANISATION (STUDENT AND STAFF CAPACITY)

[Our University: A Framing of Futures Strategic Objectives 1, 2 & 7]

OBJECTIVE A: Staff and students, the precinct community, local and international visitors/contractors to the university are aware of the values of Macquarie and are aware of their rights and responsibilities around equity, diversity and inclusion

Success Indicators
- An inclusive culture where Macquarie staff and students are aware of their legislative obligations and make ethical decisions with regard to EDI matters
- International students are aware of the cultural norms and behavioral expectations as a student studying in Australia at Macquarie
- All students are aware of Macquarie values and appreciate the richness and value of diversity in terms of study, perspective and future employment

Key Performance Indicators
- Undertake university wide campaigns focusing on creating an inclusive work and study environment, including behavioral expectations
- Provide key stakeholders (staff and student) with professional development in EDI with the aim of cascading the knowledge across the organisation.
- Develop EDI resources which are current and publically available
- Embed EDI in internal communications processes and marketing

Key stakeholders: lead – EDU, assist – HR, DVC (Stud & Reg)

OBJECTIVE B: Racism, homophobia, sexism, and any form of unlawful discrimination, bullying or harassment is unacceptable at Macquarie and is dealt with as swiftly as possible

Success Indicators
- Macquarie is a safe and inclusive culture for all members of the University community with incidences of unlawful discrimination, bullying or harassment managed effectively and in a timely manner.
Key Performance Indicators
- Provide targeted prevention strategies for staff and students
- Establish and maintain robust, fair grievance processes for staff and students

Key stakeholders: lead – DVC, (Stud & Reg), HR; assist - EDU

OBJECTIVE C: There is university wide recognition and appreciation of Indigenous Australians and Indigenous culture, knowledge and protocols

Success Indicators
- Indigenous culture is recognized, celebrated and valued across the university

Key Performance Indicators
(see Indigenous Strategy)

Key stakeholders: lead – VC, assist - DVC (A)

OBJECTIVE D: ALL UNIVERSITY BROADCAST COMMUNICATIONS ARE ACCESSIBLE AND REFLECT EDI PRINCIPLES

Success Indicators
- Macquarie internal (broadcast) and public communications are accessible, and follow the principles of equity, diversity and inclusion in content, images etc.

Key Performance Indicators
- Develop guidelines on internal and external communication in relation to EDI principles

Key stakeholders: lead - VCO – Marketing, assist - EDU

OBJECTIVE E: The university environment is world standard, accessible, welcoming and supportive for all

Success Indicators
- An inclusive community where all members of the university community are valued, able to be their authentic self, participate fully and flourish in education and employment

Key Performance Indicators
- Monitor/respond to results of staff consultations (eg Your Say survey e.g. engagement (satisfaction, intention to stay, discretionary effort)
- Provide accessible facilities, services and campus activities which allow for full participation of students and staff from equity groups
- Facilitate social and support networks for students from equity groups
- Retain and graduate students from equity groups at a rate commensurate with all students

Key stakeholders: lead – Exec, assist - DVC (Stud & Reg), COO (Property)
OBJECTIVE A: The university has quality and sustained partnerships with social justice based agencies (local, national and global) whose values and aspirations align with our own to generate positive social impact

Success Indicators
- Macquarie contributes to finding solutions to the world’s problems through undertaking and disseminating EDI related research in partnership with identified social justice related agencies
- Transformative educational opportunities are provided for students
- Transformative professional development experiences are provided for staff
- EDI related research (Macquarie and external) informs institutional practice

Key Performance Indicators
- Embed and/or develop tangible EDI outcomes into existing Partnership Charters
- Undertake formal evaluations of EDI based partnerships
- Provide opportunities for the dissemination of Macquarie EDI research; and facilitate internal opportunities to strengthen the institution through the sharing of research
- Broker opportunities for PACE (see below) students and staff in Partnership arrangements with social justice related agencies
- Broker research opportunities with external social justice agencies

Key stakeholders: lead - DVC (R), assist - Exec & Assoc Deans, HODS, EDU, PACE

OBJECTIVE B: The PACE program (Professional and Community Engagement) is imbued with equity, diversity and inclusion principles and practice

Success Indicators
- PACE opportunities, processes and policies allow students from equity groups to participate and flourish in PACE Units without being disproportionately disadvantaged.

Key Performance Indicators
- Ensure PACE opportunities are diverse and reflect EDI principles
- Monitor outcomes for students from equity groups to ensure continuous improvement of opportunities, processes and policies
- Work with partnership organisations to ensure partners are aware of Macquarie’s commitment to EDI principles; and to assist with building their capacity in relation to supporting our students from equity groups (provision of research and resources on inclusive leadership and inclusive workplace practices)
- Embed EDI reflections in student assessment (on the inclusive elements of the placement organization / practice)

Key stakeholders: lead - DVC (A), assist – PACE, EDU
OBJECTIVE C: Macquarie University’s commitment to EDI principles and practice is known by the broader community

Success Indicators
- Macquarie has a narrative within and beyond the university which highlights, leverages and celebrates our diversity and its place in our institutional excellence and overall value.
- Visitors to the university (local, national and international) are aware of Macquarie as committed to inclusive values and practice

Key Performance Indicators
- Symbols on campus reflect EDI commitment
- Practices reflect EDI commitment (AUSLAN interpreters, Welcomes and Acknowledgement of Country, accessible venues)
- EDI information in invitations and marketing materials showing appreciation of diversity and expectations of behavior (inclusive language)

Key stakeholders: lead – Exec, assist - EDU

5. INCLUSIVE POLICIES, SYSTEMS AND PROCESSES
[Our University: A Framing of Futures Strategic Objectives 1-7]

OBJECTIVE A: Education and employment Standards (policies, procedures, guidelines, schedules and processes) are based on equity, diversity and inclusion principles

Success Indicators
- Macquarie Standards are equitable and inclusive
- Macquarie is pro-actively compliant with all relevant federal and state anti-discrimination legislation
- Responsible Officers developing university Standards (policies, procedures, guidelines and schedules) consider the value and implications for equity, diversity and inclusion in their deliberations
- The university is committed to consultation with people from equity groups and will implement changes in the interest of continuous improvement of policy, systems and processes, where there is disproportionate impact on people from equity groups.

Key Performance Indicators
- Maintain E&DU representation on the University Policy Reference Group
- Develop and maintain discrete EDI policy, procedures and guidelines
- Integrate EDI considerations into existing policies, procedures and guidelines
- Integrate EDI targets and inclusive practice within Human Resources policies and processes including (recruitment and selection, workforce planning, onboarding, promotion and advancement, flexibility, talent, workforce and succession planning)
- Ensure the required policies, systems and processes required by students are accessible, user friendly and sensitive to the needs of students from equity groups.

Key stakeholders: Lead - Policy Central, Exec, HR, DVC (Stud & Reg), assist – EDU
OBJECTIVE B: Information Management and Technology Systems (Student IT, Library, I-Learn) are inclusive and accessible

Success Indicators
- Staff and students from equity groups have equitable access to relevant IT systems and process requirements

Key Performance Indicators
- User test all IT systems at MQ prior to purchase
- Compliance with worldwide accessibility standards
- Create inventory of staff / student accessibility needs (to complement universal design)

Key stakeholders: lead- CIO, assist - EDU

OBJECTIVE C: Data related to equity, diversity and inclusion at Macquarie University is available and robust

Success Indicators
- Business systems support equity data requirements
- EDI Data is able to be gathered in a timely manner

Key Performance Indicators
- Complete EDI reporting obligations within timeframes
- Provide EDI related data directly or on request in a timely manner

Key stakeholders: lead – CIO, assist – EDU

OBJECTIVE D: A strong equity, diversity and inclusion framework supports the University’s EDI Plan (e.g. Disability Action Plan, Multicultural Plan ) with progress regularly monitored by the Macquarie University Executive

Success Indicators
Specialist plans will support gender equity, people with disability, Indigenous Australians, people from culturally and linguistically diverse backgrounds, students from low socio-economic backgrounds/ regional and remote areas

Key Performance Indicators
Develop, implement and review an EDI framework to support the Macquarie University Plan

Key stakeholders: lead – EDU, assist - Exec