Silver Pleiades Award Application – December 2020

Prepared by the Macquarie University Physics and Astronomy Equity, Diversity and Inclusion Committee (Sarah Caddy, Lyra Cronin, Judith Dawes, Joanne Dawson, Tara Dunch, Emma Hastings, Richard McDermid, Mikolaj Schmidt, Lee Spitter, Michael Steel, Thomas Voltz, and Dan Zucker)

Introduction

Macquarie University’s Department of Physics and Astronomy hereby applies for the Silver Pleiades Award for 2020. Our Department hosts academics and researchers in the disciplines of astronomy, astrophysics, astrophotonics, photonics and laser physics, biophotonics, and quantum physics; and students in undergraduate and higher degree research (HDR) programs within these same disciplines. Teaching and research labs are supported by a professional technical team, and the Department is supported by an internal team of professional administrative staff. In all, we currently number 66 staff and 60 HDR students.

Since our successful application to the Bronze Award in 2016, the Department’s Equity and Diversity Committee and leadership team have continued to promote awareness and engagement with matters around diversity, equity and inclusion amongst our staff, students and community. We are proud of our progress on many fronts and our reputation for strong leadership in this area within the University. We hold a culture of continuous improvement and promotion of equity, diversity and inclusion as core to our target of addressing the potential for inequity and imperfect behaviour to develop.

Below we address each of the Silver Award criteria, illustrate our progress in the last two years in meeting the commitments made in our 2018 application, and identify key areas for future work.

Philosophy

P1. Examined conduct within the organisation and identified areas for improvement

As outlined in our previous applications, we have taken multiple approaches to capturing the relevant aspects of our working environment since our previous Silver award. Specifically:

Department-level survey: In late 2018 we ran our first “workplace culture” survey, with the aim to repeat the survey every 2 years. This survey was formulated and conducted with support from the MQ office of Workplace Equity and Diversity, who also provided anonymised results, accounting also for small-number responses to ensure anonymity. The second survey was due to run in September 2020; however COVID-19 impacted the central resourcing for this. Rather than compromising on the quality of the survey framework, we intend to run our next survey in 2021.

University-level survey: MQ runs a cross-institution staff survey every two years, tackling a broad range of issues around the work environment. While less granular than our internal survey, it provides important context for how our Department compares with others. The most recent survey was conducted in May 2019, with separate surveys for sessional staff (predominantly students in casual teaching roles) and all other staff. Results provide data at University, Faculty and Department level allowing us to identify particular areas of concern.

These surveys have formed the basis of our strategic plan and actions discussed in subsequent sections.

Areas for improvement of process: Our focus to date has mainly been on gender and LGTBQIA+ issues and inclusion with some work relating to indigenous issues. This needs to broaden to include greater consideration of indigenous issues, cultural minorities, disabilities, mental health, neurodiversity, and their intersectionality.

P2. Devised ways to measure the impact of initiatives within the organisation

The Department collects and tracks data on the gender of staff and students, of applicants to academic and professional positions, and of invited seminar speakers (more details in O3.d). Our university’s system is undergoing improvements to capture all gender identities, which we will capture when it is available. Our data
are annually updated on our public Equity and Diversity webpage\(^1\). Culture surveys (2018 departmental culture survey and 2019 University-wide staff survey) provide a detailed view of current issues. We also track staff training uptake on related workshops. Regular check-ins and discussions are conducted by the Head of Department to capture concerns and feedback.

**Strategy**

**S1. Established a committee within the organisation and planned relevant training**

MQAAstro, a Macquarie University Research Centre, was awarded a Bronze Pleiades Award in 2014. In 2016 the Department of Physics and Astronomy expanded the MQAAstro Diversity Committee to form a Department Equity and Diversity committee (EDC) and re-applied for a Bronze Award in 2018. The EDC has renewed its membership periodically as staff move on and students graduate, but it has throughout retained an approximate gender balance with representation from professional and academic staff and from students. Several Department staff are members of the Faculty Diversity and Inclusion Committee (previously the Women in STEM Committee); the MQ Inclusion (previously the University’s Gender Equity Self Assessment Team); the MQ Ally Network steering committee; the ASTRO 3D ARC Centre of Excellence EDI Committee; or the EQUS ARC Centre of Excellence EDI Committee. This connectedness facilitates communication of initiatives and policies both within the University and beyond.

Training activities since our last application include: Drawing the Line - an externally facilitated workshop on fuzzy boundaries in workplace behaviour (all staff in mid 2019); Manawari Indigenous ‘cultural safety training’ (all staff in early 2020); Mental Health first aid training (optional, but has seen excellent uptake with seven Dept. staff); LGBTIQ+ Ally Network training (increase in # allies in this period. It is expected that all EDC members will undertake Ally training in a timely manner.)

**S1.a. Maintained a committed team to identify, monitor and implement change in the organisation**

A summary of the EDC meetings and attendance is provided in Table 1. To date, only one scheduled meeting has ever failed to reach a quorum (half the membership). In 2020, we did not meet as frequently in the first half of the year due to COVID-19. All EDC meetings are appropriately minuted with action items and follow-up. Members are well-informed, endeavour to remain up to date with local and global initiatives and are active in identifying areas for further development within the Department. In 2019, the committee focused on establishing a departmental Physics and Astronomy Equity Diversity and Inclusion Strategic Plan 2019-2022 (see Appendix A). This document provides guidance on our long-term priorities. It includes specific actions we provide yearly progress updates.

**S2. Demonstrated a commitment to implement initiatives that promote equity and inclusion**

In the committee’s period 2016-2018 leading up to our Silver application, we pursued a range of training, awareness-raising, monitoring and process-improvement initiatives. On the basis of our culture survey in late 2018 and commitments in that Pleiades application, in the first half of 2019 we developed a detailed strategic plan (discussed in full in section O3c), which identified high-level objectives and strategies in five areas and 60 specific actions to advance and measure performance against these goals. This plan was formally adopted in August 2019, and now guides the operation of the Committee in supporting the Department’s EDI work. Section O3.d reports on progress against this strategy over the last 15 months.

**S3. Ensure all staff are aware of codes of conduct and processes for reporting misconduct**

Macquarie has two comprehensive codes of conduct: one for staff\(^2\) that covers many areas, including a section on EDI; and one for undergraduate students\(^3\), which addresses a variety of student-specific issues, (though not EDI specifically). There is no university-wide code of conduct for HDR students. Both the staff and student

---


\(^2\) https://staff.mq.edu.au/work/strategy-planning-and-governance/code-of-conduct

\(^3\) https://students.mq.edu.au/study/getting-started/student-conduct
codes of conduct provide clear processes for reporting breaches of conduct. These resources are advertised at staff and Department meetings and prominently linked from our Department Equity webpage. In addition, prominent signs around the Department display our ‘Workplace Culture’ statement, we include a module on EDI for casual staff at the start of each teaching session and encourage them to take the online Respect.Now.Always. training module. Responding to COVID-19, we have this year introduced an electronic noticeboard EDI Matters and will maintain this in the future.

S4. Provided safe avenues for staff to report issues and make suggestions (outside formal channels)
In emails, meetings and town halls, Department leaders regularly promote a list of multiple senior staff of different genders to whom concerns can be taken providing options other than the Head or Department Manager. A Persons of Contact system providing around a dozen staff and students is in place to provide confidential advice or guidance in how to report problems and is visible around Department including in common areas, in the Department intranet and EDI web page, and student lectures, as well as in a new set of Department on-boarding documentation developed in 2020 which is now being taken up by the Faculty. We have recently introduced an anonymous online EDI Suggestion Box within our EDI web page.

Outcomes

O1. Announced commitment from the organisation head to achieving the goals set out here
The Head of Department Prof. Michael Steel, an active member of the EDI committee, communicates regularly on our EDI priorities and our Pleiades commitments through Department emails and staff meetings, annual town hall meetings, reports to Faculty and meetings with his supervisor, the Executive Dean. Following the development of the EDI Strategic Plan in 2019 by the EDI committee, Prof. Steel presented the plan to the whole Department for comment in August 2019 and then endorsed the revised document as the Department’s formal EDI plan for 2020-2022.

O1.a. Demonstrated commitment from head of the organisation to achieving these goals
The Head of Department Prof. Steel has been a leading member of the Department EDI committee since its formation in 2016. He speaks frequently on the topic at Department and Faculty meetings and has advised several other departments on the establishment of EDI committees and strategies. He has developed a close relationship with senior staff in the Office of Workplace Equity and Diversity which has enabled the Department to be supported in trialling a number of initiatives. He has been a member of the Ally Network since 2016. Prof. Steel wrote the texts of both our Workplace Culture Statement (2017) and the University Observatory’s custom Statement of Acknowledgement of Country (2019). In the last 12 months, Prof. Steel’s activities have included co-chairing two EDI workshops at the ANZCOP 2019 optics conference in Melbourne attended by the presidents of both SPIE and The Optical Society and developing an extensive University-orientation document for new staff that highlights EDI policies, resources and support networks. We note that the Department’s most senior professional staff officer, Department Manager Emma Hastings, was chair of the EDI committee for 3 years, coordinates all our EDI statistics and was awarded Highly Commended in the 2019 Vice-Chancellor’s Professional Staff Excellence award for a nomination based in large part on her EDI work.

O2. Established the number of reported misconduct cases and resolution effectiveness data
We have confirmed with University HR at the time of writing (November 2020), that there have been zero formal complaints or misconduct cases since our last Pleiades application, or indeed since the formation of the Department Equity and Diversity Committee in 2016.

O2.a. Published the number of reported misconduct cases and resolution effectiveness data
The statistic of zero complaints since at least 2016 is reported on our EDI web page (link in Appendix A).
O2.b. Demonstrated support for complainants in reported cases, especially in case of retaliation
As indicated above, we have had no cases for which to demonstrate this. Our EDI web page, linked directly from the Department’s main web page, provides a wide range of resources on finding confidential help, inside and outside the University, and how to pursue formal complaints.

O3. Publicised commitment to work towards best practice by circulating plans within the organisation
As part of regular EDI committee communications to the Department, the Strategic Plan was circulated among staff and students by the HoD upon its completion in August 2019. The availability of the plan on our EDI website is advertised through the channels already described from time to time.

O3.a. Monitored the conduct of the organisation in respect to equity and inclusion
Section TBD

O3.b. Demonstrated regular communication of goals and progress within the organisation
Relevant updates on progress against the EDI milestones are provided by the HoD via monthly email reports, at annual Town Hall meetings and via the EDI Matters newsletter. We regularly communicate our activities and progress to the University’s Office of Workplace Diversity and Inclusion, members of the University’s SAGE GESAT and other EDI leaders on campus.

O3.c. Demonstrated implementation of initiatives and opportunities for improvement
Through analysis of the 2018 departmental culture survey and 2019 University-wide staff survey, our EDI committee undertook the construction of a comprehensive EDI Strategic Plan that guides the construction, implementation and monitoring of our EDI initiatives. This plan focuses on five key areas: Our working environment; specific diversity measures; our students’ experience; developing leadership in EDI; awareness in our department’s workforce of EDI issues. Each of these areas is broken down into several ‘strategic elements’ (19 in total) that reflect issues identified using the survey data. Each strategic element has several defined actions (60 total) with timeframes and identified owners. The strategic plan document is stored on a shared drive, and accessible by all EDI committee members. Progress updates against actions are provided at our regular EDI meetings. The Plan was initially distributed within the department mid 2019, with progress reports provided every 6 months. Below we provide an example of how a key objective highlighted by the survey data was unpacked into a few key areas, and ultimately resulted in defined actions.

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and address remaining inclusion barriers that impact our female staff and students</td>
<td>Run focus groups and assess University- and Dept-level culture survey data to identify current/remaining barriers.</td>
</tr>
<tr>
<td>Identify and address ongoing inclusion barriers that prevent equal opportunity for all under-represented groups, acknowledging the increased barriers that are associated with intersectionality.</td>
<td>Assess University- and Department-level culture survey data; provide anonymous online ‘EDI suggestions box’; Schedule Indigenous cultural training for all staff.</td>
</tr>
<tr>
<td>Increase visibility and reach of existing support systems and build additional capacity in this area.</td>
<td>Maintain department ECR mentoring scheme; highlight EDI web-page from main department landing page, and keep up to date with internal/external resources; enhance visibility of Ally Network members; engage with University to improve inclusiveness of facilities.</td>
</tr>
<tr>
<td>Promote and celebrate the diversity within our Department and community.</td>
<td>Establish calendar of cultural events that celebrate diverse backgrounds; encourage visibility of Ally Network members (email footers, lecture slides, officeways); culturally-sensitive meeting practices; Include Acknowledgment of Country in Department events and all teaching unit web-pages.</td>
</tr>
</tbody>
</table>

Objective: Create a welcoming and inclusive work environment
Examples of how actions have been implemented and/or become part of ‘business as usual’ include: recruitments where position adverts are checked for biased language, interview panels are gender balanced, issues around unconscious bias are discussed prior to assessment of anonymised applications, and the diversity of candidates is reflected on at each stage of selection. The MQ node of the EQuS Centre of Excellence has been involved in establishing a female-only recruitment, and the recently established MQ node of ASTRO 3D plans to ensure that two of three new positions will be female appointments. Acknowledgement of Country is now a common occurrence at the beginning of lecture courses and public events, and all staff have gone through MQ’s in-house Manawari cultural safety training. Student-facing lab demonstrators receive training on adhering to EDI principles in labs/tutorials/research teaching spaces, with support for supervisors on dealing with departures from these principles. An increasing number of staff promote inclusion visibility in teaching their teaching, such as by the inclusion of Ally Network logos and Acknowledgement of Country statements in their teaching notes and online resources. And the EDI committee itself now has a well-maintained web page and visibly-positioned noticeboard, with updates via Department newsletters/meetings provided regularly, and its members heavily embedded in Faculty, University and external EDI activities.

**Opportunities for improvement** on the strategic plan initiatives:
- Making a report from the EDI Committee a standing item at monthly Department meetings.
- Improved coordination and interaction with other EDI committees connected with the Department (e.g. through Centres of Excellence, Faculty- and University-level committees) for developing policies and programs.

### O3.d. Measured the impact of initiatives within the organisation

The gender data of staff, students, applicants to academic positions, and invited speakers from 2016 to Dec 2020 are captured in Figure 1 and Table 2 below. From these data we can identify the following:
- Female representation in academic and research staff is stable at around 20%, compared to 65% for professional staff. Initiatives to improve gender balance in academic staff are yet to show impact, but sustained engagement over coming years should see improvement.
- Research staff female representation has declined from ~15% to 9% in 2020, possibly reflecting a similar decrease in the number female ECR applicants.
- Female representation in undergraduate and HDR cohorts followed an upward trend until 2020, where a decrease has occurred.
- The gender balance of seminar speakers has stabilised 2017-2020; a positive impact of concerted efforts by the Department to correct gender balance in this area.

We also measured training uptake:
- **Drawing the Line** workshop tackled questions around workplace bullying and harassment and how to start conversations in the workplace to address what is appropriate. About two-thirds of the invited audience of Department staff attended in 2019.
- **Manawari: Respect, Reciprocity and Relationships Training** workshop, facilitated by MQ Walanga Muru’s Uncle Phil Duncan empowered Department staff to deliver a more culturally sensitive and respectful experience to Aboriginal and Torres Strait Islander people visiting, studying or working at Macquarie University. About one half of the invited audience attended across 2 sessions in Feb/Mar 2020, with less ECR engagement than was hoped for.

Since 2017 we have consistently hired female-identifying casual academics to staff our undergraduate lab classes at a rate at least 130% of their representation in our primary hiring pool, current HDR students (note though that not all HDRs apply to be considered for employment). We also make a conscious effort to staff each individual class to reflect gender diversity. In session 2 of 2020, seven of the nine classes with multiple demonstrators were staffed with at least one female- and one male-identifying demonstrator. Higher-level roles such as supervisor are allocated based on experience and merit. In session 1 we adapted to the conditions
created by the COVID19 pandemic by creating online video experiments holding zoom lab sessions. Every video and zoom session had both a male and female demonstrator present where possible.

In addition to the quantitative outcomes, individual examples such as personal stories by teaching staff to their classes expressing that “anyone can look like a scientist” describing the Alby network, and that the department welcomes diverse students and staff. Some subjects include a “Welcome to country” or “Acknowledgement of country” in the course website or in the first lecture. Indigenous astronomy is incorporated in ASTR3810, with plans to include an indigenous elder to accompany the field trip to the telescopes and include an indigenous learning experience in the Moree region (field trip was unfortunately cancelled due to COVID).

We are pleased to note that there was very limited public pushback on the EDI training workshops that we have undertaken, e.g. in terms of time required or cost of training. We aim to increase the active engagement of the staff and students in implementing the spirit of the training. Staff are now better prepared as by-standers to call out examples of bad remarks or behaviour, and we see fewer overt examples of inappropriate statements.

Within the Faculty and the University, the Department is seen as a leader in our approach to EDI, despite our historically skewed gender ratios. Representatives of the Department sit on University and Faculty-level EDI committees and prominently participate in the University’s Gender Equity Week events, for example.

**O3.e. Performed a culture survey to identify equity and inclusion issues within the organisation and developed an action plan to address those issues**

As already indicated, the COVID-19 pandemic prevented us from running a new survey in 2020. Instead we have closely examined the Department-specific results of the most University’ Your Say survey, which was conducted by an external provider in late May 2019, and contained a large number of questions related to workplace culture. Two cohorts were surveyed across the University: Academic and Professional staff (Cohort 1; 42 responses – 57% response rate within the P&A Department), and Sessional/Casual Academic staff (Cohort 2; 19 responses - 37% response rate). The Department’s results were presented by the HoD at a meeting open to all staff, including sessional academic staff, in September 2019. Overall, the responses were significantly more positive than University and Sector averages. Responses about culture, workplace experience and leadership were particularly positive at Department level but perceptions were generally less positive on questions relating to the executive level of the University. The data provided did not breakdowns of responses by gender or other identity.

Some specific observations that fed into our strategic plan follow:

- The non-sessional staff (Cohort 1) was overwhelmingly positive on questions related to EDI. On questions related to Equity, Diversity and Inclusion, all responses except two scored above 80% favourable. “If I had a grievance, I would feel comfortable raising it” scored 78% favourable, but this is still up 6%. However, “In my experience, staff within Macquarie University are given equal employment opportunities” scored 73%, down 18%. It is unclear if this result is driven by perceptions of the Department or the University as a whole, as this feedback has not come through on other Department channels. We recognise that overall strong enthusiasm for the immediate team, culture, and leadership at the Department level may be under pressure due to much lower on-campus interactions during the pandemic and the budget crisis that can be expected to impact jobs. For example, the Department members’ desire to be working at MQ in 5 years was 10% above the University average, but their expectation of that outcome was 13% less. This sense is likely to worsen as further tightening on resources occurs. Department and Faculty leadership will need to be focused on supporting morale and ensuring difficult decisions are necessary, fair and based on evidence, and perceived to be so.
The sessional staff’s (Cohort 2) responses were somewhat more negative compared to the rest of the Faculty and University and they expressed a significantly lower perception of how their work is valued by the University yet their responses on issues most related to their teaching work at Department level – teamwork, grievance handling, teamwork, support from supervisor (rated at 89%), etc – were generally fairly positive. A strong contributor to this must be that around 60% did not endorse the compensation they receive for performing additional work (eg. marking, pre-class meetings). This is an obvious area for improvement since the Department academic staff see sessional teaching as key to our front-line delivery and it is in-fact highly valued in the Department and the Faculty. In 2020, we have arranged additional sessions to connect with laboratory demonstrator staff to discuss such issues, and have reviewed our assumptions about appropriate marking times with sessional staff on several occasions. Our sessional staff training program includes a module on EDI issues, exploring the role of sessional staff in fostering and benefitting from inclusive and equitable teaching spaces and experiences, and the persons of contact - both peers and senior staff - with whom they can raise concerns. The teaching leadership of the Faculty is also engaged in ensuring fair outcomes in this area.

Supporting data and material

![Graph showing female representation in MQ Physics and Astronomy (2016-2020)](image)

**Figure 1:** Female representation in MQ Physics and Astronomy (2016-2020)

| Table 1: Data of attendance by members of at MQ Physics and Astronomy EDC meetings |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                | 2016        | 2017        | 2018        |
| Attended:                      | 17   | 19   | 19   | 19   | 19   | 11   | 11   | 11   | 11   | 11   | 11   | 11   | 12   | 12   | 12   | 12   | 13   | 13   | 13   |
| % attended                     | 94% | 74%  | 58%  | 74%  | 79%  | 91%  | 36%  | 55%  | 91%  | 64%  | 75%  | 50%  | 58%  | 75%  | 62%  | 77%  |
|                                | 2019        | 2020        |
| Membership:                    | 12   | 12   | 12   | 13   | 13   | 13   | 13   | 12   | 12   | 12   | 13   | 13   | 13   | 12   | 12   |
| Attended:                      | 9    | 11   | 8    | 10   | 9    | 10   | 9    | 7    | 9    | 7    | 8    | 9    | 8    | 75%  | 62%  |
| % attended                     | 75% | 92%  | 67%  | 77%  | 69%  | 77%  | 69%  | 54%  | 75%  | 62%  | 75%  | 62%  | 75%  | 62%  |
Table 2: Data of female representation in MQ Physics and Astronomy 2016-2020 (as at Nov 2020)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th></th>
<th>2017</th>
<th></th>
<th>2018</th>
<th></th>
<th>2019</th>
<th></th>
<th>2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total #</td>
<td>% Female</td>
<td>Total #</td>
<td>% Female</td>
<td>Total #</td>
<td>% Female</td>
<td>Total #</td>
<td>% Female</td>
<td>Total #</td>
<td>% Female</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>23</td>
<td>22%</td>
<td>23</td>
<td>28%</td>
<td>23</td>
<td>22%</td>
<td>24</td>
<td>19%</td>
<td>22</td>
<td>20%</td>
</tr>
<tr>
<td>Research Staff</td>
<td>42</td>
<td>19%</td>
<td>46</td>
<td>20%</td>
<td>38</td>
<td>16%</td>
<td>28</td>
<td>14%</td>
<td>28</td>
<td>9%</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>20</td>
<td>40%</td>
<td>21</td>
<td>37%</td>
<td>20</td>
<td>50%</td>
<td>23</td>
<td>52%</td>
<td>16</td>
<td>65%</td>
</tr>
<tr>
<td>All Staff</td>
<td>85</td>
<td>25%</td>
<td>89</td>
<td>26%</td>
<td>81</td>
<td>27%</td>
<td>75</td>
<td>27%</td>
<td>66</td>
<td>26%</td>
</tr>
<tr>
<td>UG Students</td>
<td>1425</td>
<td>30%</td>
<td>1358</td>
<td>32%</td>
<td>1257</td>
<td>33%</td>
<td>1033</td>
<td>33%</td>
<td>1097</td>
<td>35%</td>
</tr>
<tr>
<td>HDR Students</td>
<td>78</td>
<td>26%</td>
<td>78</td>
<td>28%</td>
<td>77</td>
<td>32%</td>
<td>73</td>
<td>36%</td>
<td>60</td>
<td>26%</td>
</tr>
<tr>
<td>Seminar/Colloquium</td>
<td>18</td>
<td>17%</td>
<td>90</td>
<td>28%</td>
<td>69</td>
<td>29%</td>
<td>92</td>
<td>33%</td>
<td>71</td>
<td>30%</td>
</tr>
<tr>
<td>Speakers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Applicants</td>
<td>-</td>
<td>-</td>
<td>29</td>
<td>8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ECR Applicants</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>204</td>
<td>18%</td>
<td>46</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casual academic staff</td>
<td>n/a</td>
<td></td>
<td>30</td>
<td>57%</td>
<td>84</td>
<td>43%</td>
<td>87</td>
<td>46%</td>
<td>59</td>
<td>32%</td>
</tr>
</tbody>
</table>

Appendix A: Relevant links
- Link to the EDI web page: Equity, Diversity & Inclusivity | Physics | Macquarie Uni
- Link to EDI Strategic Plan 2019-2020
- Link to Department update on EDI Strategic Plan

EDI noticeboard