On behalf of the Darug people, I welcome you to this Country of the Wattamattagal clan of the Darug Aboriginal nation. I pay my respects to the local Aboriginal Elders past and present and to the ancestors of the Land, the knowledge and culture. We welcome people of all nations and faiths.

We further honour and pay our respects to the ancestors and spirits of this land and ask that all members of the Macquarie community are granted the capacity to wingara – to think, to learn and to walk safely upon this pemul (this land).

We celebrate with you our ongoing attachment to and custodianship of this Country. Help us to respect the Aboriginal history and to protect the fragile environment.

Aunty Julie Janson of the Burruberongal clan Darug nation HAWKESBURY RIVER PEOPLE

“Quai bidja, jumna tpaialla janwai – Come here we speak together.”
As the Macquarie University community gains momentum in delivering on our institutional strategic framework Our University: A Framing of Futures, it is time to focus on our students. We know that a deep understanding of the aspirations, needs and challenges of our students is fundamental to achieving success – not only for our students in their higher education journey but also for the University in our goal to educate and grow the world’s future leaders. The Student Success Strategic Framework outlines the holistic and coordinated approach that is necessary to help students succeed in all aspects of their university experience. The framework goes far beyond academic success and reinforces that we are uniquely placed to support students in realising their individual potential – through professional networks, authentic experiences and our nurturing community. While taking a student-centred approach to develop this framework, it would be a mistake not to recognise the critical roles we play as academics, teachers, researchers and professional staff. As the African proverb says, it takes a village to raise a child. We already have a track record of achievement, but by reframing our approach and prioritising resources, we will empower students and staff to pursue their personal and professional goals in a caring and stimulating environment.

I thank colleagues for their contributions during the consultation phase and am delighted that this framework reflects their thoughtful and considered comments. The Student Success Strategic Framework is a reference point for all, as co-creators of student success. It will guide us in decision making, both strategically and tactically, and will be the yardstick by which we measure our impact – nationally and globally. Over time, this framework must become much more than words on a page. Students and staff will collaborate to inspire, engage, develop and support each other, and in doing so, the Macquarie experience will be recognised as distinctive and transformational.

I look forward to many more conversations and robust discussions about student success, I welcome responsibility for coordinating our efforts, and without underestimating the scale of the task ahead, I believe that with focus and direction, there will be much to celebrate in the coming months and years. I share the beliefs of the Vice-Chancellor and the Deputy Vice-Chancellor (Academic) that this framework provides a model that will deliver outstanding outcomes for all our students and extend the University’s reputation for excellence, collaboration and community.

GAIL WHITE
Executive Director, Student Engagement and Registrar

The Student Success Strategic Framework aims to:

- describe and align the key elements that positively impact student potential and success
- provide lenses to view the individuality and diversity of our students as well as the challenges they face
- reflect an organisational culture and way of working that builds community and supports people to flourish
- guide and shape investment in creating a distinctive student experience at Macquarie.
Our context

Curriculum transformation initiatives are already underway with the aim of enhancing the quality of the educational experience at Macquarie.

As the expectations and aspirations of students change, a holistic and consistent approach to student success is essential. This framework explicitly defines Macquarie as a higher education institution that exists because of, and for, the success of our students.

This framework outlines a student-centred philosophy that will connect all students and staff. It will be underpinned by detailed implementation plans that capture institutional, functional and organisational priorities. Together, the framework and plans will create a distinctive, cohesive and future-focused road map for Macquarie that harnesses our energy, talent and resources to become a first-choice destination in the highly competitive and ever-changing higher education sector.

This framework explicitly defines Macquarie as a higher education institution that exists because of, and for, the success of our students.

Our community

We embrace a commitment to learning and student success at Macquarie based on an appreciation and understanding of both the sense of place and the richness of our community. While there is a clear focus on students, a holistic view of our community - staff, alumni, industry partners and other members - facilitates belonging and inclusion across traditional groups and institutional boundaries. Refer to Figure 3 (page 27) for interesting facts about our Macquarie community.

Diversity, rather than difference, will be celebrated as people come together on the path to shared successes.

“Success is being supported and interconnected with my learning community.”
Hossai Gul
STUDENT
DOCTOR OF PHILOSOPHY IN HEALTH INNOVATION
Principles guiding student success

The Student Success Strategic Framework has been developed following extensive consultations with students and staff, as the primary members of our community. The following guiding principles emerged and reflect our shared purpose and commitment to student success at Macquarie.

Education transforms lives by providing a solid foundation of knowledge, skills, experiences and opportunities to participate in meaningful and satisfying careers and lives.

Student-centred design thinking drives the development of our programs and plans for engagement, impact and investment. It is based on a deep understanding of student challenges and needs, as well as a responsiveness to their feedback. It guides the review of student experiences with the aim of achieving balance between personalisation, scalability, extensibility, sustainability and effectiveness.

A growth mindset fosters motivation, creative thinking, personal resilience and a willingness to take on challenges; it is essential to realising potential.

Co-creation is an active partnership and collaboration between students, staff and industry partners that enhances the experiential learning community; generates creative, dynamic and sustainable solutions; and promotes a positive institutional, future-oriented culture.

Strong and supportive communities are built on belonging and connectedness, inclusion and respect for diversity, positive relationships, collaboration, shared experiences and benefits, and sustainability.
The Student Success Strategic Framework does not include a prescriptive definition of student success. This is intentional to reflect the individuality of our students – their experiences, interests, aspirations and level of performance.

During the consultation phase, students highlighted the diverse and highly personal nature of their student success goals. It is also recognised that a student’s perspective will develop as they progress on their higher education journey at Macquarie. Opportunities and experiences – academic and personal – will influence their pathway to success, as will changes in the professional and global contexts they transition to after graduation.

While the definition of student success is varied, complex and dynamic, the guiding principles highlight significant indicators of student success – namely, in the transformational nature of education and the importance of a growth mindset. The following statements summarise our approach to student success at Macquarie.

### Personalisation and Individuality
The University understands that personalisation extends beyond recognising students’ individual learning goals and the diversity of pathways to success. In recognising student individuality, we:
- provide accessible, connected and effective touchpoints and services throughout the University, as well as clear processes for facilitated referral
- promote a holistic understanding of factors affecting success and their complex interactions for particular student cohorts
- analyse student feedback and behaviours to establish a proactive two-way cycle of communication and engagement
- facilitate meaningful opportunities for students, staff and other community members to interact – both in and out of the classroom.

### Connection
The University values a connected network in which the fundamental elements of curriculum, community, campus and industry are aligned to nurture, grow and accelerate the academic, professional and personal development of all students.

### Stewardship and Development
The University embraces stewardship responsibilities – we proactively coach all students to develop their confidence, resilience, responsibility, integrity, agency and adaptability so that they have the skills to move forward and lead productive and meaningful professional and civic lives.

### Purpose
The University provides courses, programs, experiences, services, information and facilities, as well as opportunities, that are purposefully designed and delivered to realise student potential and success.

### Support and Recognition
The University enables, develops, empowers and values staff and students, as they contribute to student success.

### Partnership and Innovation
The University shares the commitment to engage, collaborate, communicate and innovate. We challenge traditional paradigms of learning and customer service, and encourage students and staff to interact as partners. Students, staff and partners are mutually invested in promoting and celebrating student success through innovation, best practice and constructive feedback.
The Macquarie Lighthouse has a long association with the University. It symbolically represents the ambitions and bright future of the whole community, as well as the support, encouragement and guidance provided to students throughout their higher education journey.

The lighthouse is an ideal model in which to conceptualise our approach to student success across the life cycle (see Figure 1).

The essential elements of student experience are depicted in the lighthouse tower. The lighthouse foundation represents our campus environment, including facilities and services. This element is built on a solid foundation, with the bearing capacity to support the discrete but interdependent elements that form the layers of the lighthouse. Our learning, teaching and research activities are placed intentionally at the core of the lighthouse, as they guide and inform our focus and priorities, and provide the impetus to connect, grow and develop.

The lighthouse light beam radiates to show the main aspects of the student journey – from the point of access and participation through to graduation and continued learning. Students are recognised as being at the heart of the University’s purpose, so student success is shown at the centre of the light beam. However, as with the elements of the student experience, the path to student success will not always be direct – a student’s goals will be impacted by opportunities and experiences throughout their higher education journey.

While the layers are represented vertically in the model, they cannot be linked in a simple linear way. Consideration of the complex influence between all layers is an integral part of promoting the quality of student experience at Macquarie. We recognise that the implementation of this model will require the diverse expertise, energy and talents of students, staff and partners alike. As co-creators of student success, Macquarie community members must be enabled, developed, empowered and valued, particularly as they discuss, question and challenge the status quo.

The lighthouse model succinctly demonstrates that student success – that is, the realisation of an individual student’s potential and aspirations – will be delivered by placing students at the centre of the University’s purpose and by offering a student experience that is both cohesive and rich in terms of interactions and opportunities.

Figure 1: Student Success Lighthouse

The Macquarie Lighthouse has a long association with the University. It symbolically represents the ambitions and bright future of the whole community, as well as the support, encouragement and guidance provided to students throughout their higher education journey.

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Elements of student success

This section describes in greater detail the six elements contributing to student success at Macquarie, as represented in the Student Success Lighthouse (see Figure 1). It also showcases good practice examples that build or focus on student success at Macquarie to acknowledge the strong position from which we start to implement the Student Success Strategic Framework.

Good practice examples:

- The natural campus beauty and rich biodiversity is maintained and enhanced through major sustainability projects, such as the rehabilitation of Mars Creek, the implementation of Target Better Futures and the promotion of M-power.
- Well-designed spaces complement the tranquil environment and connect students in and out of the classroom: The Library, MUSE (Macquarie University Spatial Experience), MAZE (Macquarie Active Zone Experience), Macquarie University Sport and Aquatic Centre, Macquarie University Incubator, the Finance Decision Lab, and Campus Commons.
- Significant investment in the digital environment through the Learning Management System (LMS) fosters online learning, teaching, communication and collaboration between students and staff.
- The University has further strengthened its online presence through Coursera MOOCs (massive open online courses), such as Big History and Excel Skills for Business, attracting more than 60,000 enrolments.
CONNECTED INFORMATION, SERVICES AND SUPPORT

A seamless student experience based on a network of information, services and support that is personalised, accurate, consistent and timely.

Organisational units operate at all tiers of the Integrated Service Delivery Model (see Figure 2), and referrals between areas are facilitated to ensure the effective resolution of student matters.

Student-centred design thinking guides the review of key functions and processes across the student life cycle with consideration of accessibility, scalability, sustainability and resource priorities. Efficiencies create capacity to invest time in facilitating more meaningful and productive opportunities to support students on their journey to success.

Good practice examples:

- The Converged Services Team works collaboratively to enhance the student experience by improving communication and alignment between student-facing services.

- The Vice-Chancellor’s Excellence Awards recognise the exceptional achievements of professional staff who have performed above and beyond the normal requirements of their position and demonstrated a commitment to service and engagement.

- Recently developed, the mobile app for orientation supports commencing students as they settle into university life. The app provides consolidated information about the program of activities and allows students to personalise their orientation experience by registering for events and activities. Gamification encourages students to complete key onboarding modules related to the University environment, academic integrity and consent matters.

SERVICE DELIVERY MODEL

Figure 2: Integrated Service Delivery Model

- TIER 0: Self Help - Self-help support 24/7 - Answers without staff assistance
- TIER 1: Common and local - Basic knowledge - all staff (and student mentors) in a given service can assist
- TIER 2: Specialised knowledge in a given service
- TIER 3: Complex enquiries requiring specialised staff

Informed - Support - Enabled
Consistent - Personalised - Timely

SERVICE PRINCIPLES

- Technology
- Policy
- Staff
- Communication

STUDENTS

Figure 2: Integrated Service Delivery Model

CONNECTED INFORMATION, SERVICES AND SUPPORT

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- Technology
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- Communication

STUDENTS

Figure 2: Integrated Service Delivery Model
LEARNING, TEACHING AND RESEARCH

Academic programs and research opportunities that equip students with the skills, knowledge, attitudes and practices to become future-ready and innovative in a changing, modern world. Engaging and inclusive pedagogies that transform student learning and lived experiences.

Good practice examples:
- Pedagogical practices adopted by our dedicated teaching staff seek to improve student experience and maximise academic success, particularly as students are encouraged to develop flexible, applied learning approaches, as well as independence, resilience and integrity in their academic pursuits. Examples are shared through Teche – the blog for Macquarie’s teaching and learning community, coordinated by the Learning Innovation Hub.
- Research students from arts and science collaborated with academics on the Macquarie Lighthouse digitisation project. In conjunction with the Sydney Harbour Federation Trust, students gained invaluable fieldwork experience and contributed to the launch of the innovative digital resource that allows everyone around the world to experience this important heritage site.
- The Vice-Chancellor’s Learning and Teaching Awards recognise, reward and celebrate teachers, teams and professional staff who increase student engagement and student learning outcomes.
- The School of Education Summer Research Scholarship Scheme has inspired undergraduates to engage in authentic educational research projects. In its 10th year, the scheme appointed 44 scholars; since its introduction, more than 2000 students have participated in the scheme.
- The Walanga Muru First-Year Experience Model, piloted in 2018, offers targeted events, academic engagement and mentoring in a culturally affirming, community-centred environment to commencing Aboriginal and Torres Strait Islander students at Macquarie. The model’s holistic, inclusive and community approach to academic success has contributed to a 20 per cent increase in the retention rate for first-year students in its pilot year.
- The University is home to more than 150 active student groups, including cultural, sporting, social and faith-based groups. Coordinated by students and alumni, our student groups promote connections between like-minded people with the purpose of fundraising, discussion and debate and celebrating peer achievements.
- The Global Leadership Program (GLP) nurtures budding global citizens by providing a comprehensive academic and professional workshop series, as well as a wide variety of student experiential activities. In 2017, the GLP offered more than 200 activities for students, with 3750 domestic and international students participating.
- Macquarie’s Respect. Now. Always. project aims to change community culture, prevent sexual assault and harassment, and improve responses to sexual violence. Led by the Vice-Chancellor and executive sponsors, the priorities and initiatives of the project are outlined in the Respect. Now. Always. Action Plan 2018–2020, with oversight by an implementation committee and support from student and staff advisory groups.
COMMUNITY AND INDUSTRY PARTNERSHIPS

Initiatives and programs, along with internship and employment opportunities, that enrich the learning environment by promoting innovation and collaboration for students during their studies and after graduation.

Opportunities for students and staff to enhance their skills by engaging in meaningful partnerships with industry and the broader community, where relationships are based on reciprocity and sustainability, and on socially responsible and ethical behaviour.

**Good practice examples:**
- The Macquarie University Incubator harnesses innovation and helps students realise their entrepreneurial ideas with guidance from industry professionals and access to networks. In 2018, the Incubator enjoyed a successful year with more than 2500 members, 18 resident start-ups, more than 40 events and workshops, 18 resident start-ups, more than 2500 members, 18 resident start-ups, more than 40 events and workshops.
- The Optus Engineering Cadet Program, established in 2014, provides the opportunity for up to 10 first-year engineering students from Macquarie to gain real-life experience. Cadets become employees from day one of the program, and Optus supports students’ fees throughout their studies.
- The M power sustainability program seeks to drive lasting behavioural change by engaging the community in fun and meaningful ways to improve lifestyle in areas such as waste, transport and volunteering.
- The Widening Participation Strategic Framework 2018–2023 reflects our deep commitment to making university education accessible to everyone. The pillars of LEAP (Learning, Education, Aspiration, Participation) form a framework for action that spans the student life cycle and build on existing strengths in this area. Our LEAP initiatives include facilitating access to, and success in, higher education for students from refugee and asylum-seeking backgrounds, Pasifika backgrounds and regional and remote areas of Australia - and for women in non-traditional areas of study.
- The University’s award-winning PACE (Professional and Community Engagement) is the University’s award-winning program that engages students in real-world learning activities with organisations across Australia and around the globe. PACE students make an active contribution to their host organisation’s goals while enhancing their own personal and professional development. More than 30,000 undergraduate students have made an active contribution while engaging in experiential learning activities. The significant impact of PACE is shown through key partnerships such as that with Konica Minolta, where more than 270 students have been hosted from across Macquarie’s five faculties. In addition, our collaboration with the Australian History Museum has seen students complete 3D scanning of the museum’s collection and curate resources for high schools.

**PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT**

Programs, services and strategies that foster students’ personal and professional development throughout the student life cycle.

A commitment to motivate and coach students towards independence, resilience and agency as they seek to fulfil their personal goals and potential.

An integrated model where curricular and extracurricular learning activities purposefully combine to develop professional identity, transferable skills and leadership qualities.

**Good practice examples:**
- PACE Professional and Community Engagement is the University’s award-winning program that engages students in real-world learning activities with organisations across Australia and around the globe. PACE students make an active contribution to their host organisation’s goals while enhancing their own personal and professional development.
- Future STEMM Leaders is a professional development program that provides a tailored critical skill development platform for research candidates from the Faculty of Science and Engineering. The program is to promote gender balance, as well as cultural and linguistic diversity, in STEM professions and leadership roles.
- Student leadership and governance experience is promoted through our Student Representative Committee (SRC) – the University’s peak consultative body for undergraduate and postgraduate students. The SRC strives to ensure that the student voice is heard in University decision making and has positively impacted the prioritisation of funds for student experience events and activities.
- Peer-to-peer support programs exist at university and faculty levels to support students to successfully transition into university life. These programs value friendships and experiences to strengthen the sense of student connection and belonging.

**Grace McIntosh Kessling**

**STUDENT BACHELOR OF LAWS AND BACHELOR OF ARTS**

“I feel successful when I look back to where I started compared to where I am now.”
Driving transformation

Although there is more detailed discussion and work to be done in planning and implementing the Student Success Strategic Framework, it is important to recognise that a number of fundamental and transformational projects or initiatives are already underway or approved to commence soon. The table describes how these projects align with the framework.

<table>
<thead>
<tr>
<th>Projects and initiatives</th>
<th>Campus environment</th>
<th>Connected information, services and support</th>
<th>Learning, teaching and research</th>
<th>Social and cultural engagement</th>
<th>Community and industry partnerships</th>
<th>Personal growth and professional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum transformation project to drive renewal and quality learning outcomes</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Program Illuminate – Macquarie Micro-Credentials Framework</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Program Beacon to deliver enterprise systems for curriculum and student management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mudang-Dali Indigenous Connected Curriculum Framework to embed Indigenous understandings into our curriculum</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Central Courtyard and Arts Precinct projects to revitalise key learning, social and living spaces</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Introduction of initiatives to enhance access, learner experience and graduate outcomes, such as the online global MBA program and other online programs that support our relationship with Open Universities Australia</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Promoting student engagement and student voice through involvement in governance and decision making</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Development of an institution-wide jobs on-campus program to build student employability and assist with the financial pressures of study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Next steps

At institutional level, the following steps will be taken to lead the implementation of the Student Success Strategic Framework. Student-centred design thinking and co-creation will be the hallmarks of all future steps and actions.

**STEP 1**
Establish a student success leadership committee that will be responsible for providing advice and recommendations on the development, implementation and review of strategies, policies and initiatives to address the needs of students and enhance the overall student experience at Macquarie.

**STEP 2**
Develop a student success implementation plan that enables application of student-centred design thinking and collaboration to connect curriculum, pedagogical practices, campus and digital spaces, services, policies, social engagement and any other student-related activities.

**STEP 3**
Establish, through a student success leadership committee, key performance indicators to measure the success of implemented initiatives that aim to improve overall student experience and success.

Implementation of the framework also requires a bottom-up approach to ensure there is ownership, commitment and a strong voice for all Macquarie community members. As we know, taking action is one of the most important steps to making change – on a small or large scale. Action towards achieving our student success goals can begin today. Here are three actions to get you started.

**ACTION 1**
Start conversations about student success. Talk to a broad range of people across the Macquarie community to discover their perspective on student success. Remember, there is no right or wrong answer – a variety of opinions will add to the richness of future activities.

**ACTION 2**
Self-assess your current contribution to student success – both as an individual and team player. Think about ways in which you already support student success, gather relevant evidence or data, and identify ways you could extend your impact. Be honest and ask yourself if particular things you are involved with work against student success and, if so, what could be changed to increase their effectiveness.

**ACTION 3**
Generate ideas for new tasks, initiatives and projects to support student success in your sphere of influence. Look for quick wins that will generate momentum but don’t be afraid to think big. Consider how your idea might connect the layers of the Student Success Lighthouse and/or bring together a wide range of people across the Macquarie community, particularly students and opportunities for them to be involved.
“I am proud to be a Macquarie graduate and have fond memories that go back to the University’s earliest days.”

Dr Ian Pollard AM
ACTUARY, DIRECTOR, EXECUTIVE COACH, AUTHOR
BACHELOR OF ARTS, 1973
DOCTOR OF BUSINESS (HONORIS CAUSA), 2016

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**Figure 3:** Macquarie University community, 2018

<table>
<thead>
<tr>
<th>Category</th>
<th>2013</th>
<th>2018</th>
<th>Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>38,761</td>
<td>44,588</td>
<td>15%</td>
</tr>
<tr>
<td>Domestic vs International</td>
<td>Domestic 75%</td>
<td>International 25%</td>
<td></td>
</tr>
<tr>
<td>Countries Represented</td>
<td>223</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>Undergraduate 60%</td>
<td>Part-time 40%</td>
<td></td>
</tr>
<tr>
<td>Full Time vs Part Time</td>
<td>Full Time 72%</td>
<td>Part Time 28%</td>
<td></td>
</tr>
<tr>
<td>Students on Exchange in 2018</td>
<td>848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students on Committees</td>
<td>620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander</td>
<td>381</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age Profile</td>
<td>18-24: 25%</td>
<td>25-40: 39%</td>
<td>40+: 26%</td>
</tr>
<tr>
<td>Domestic vs International</td>
<td>Domestic 74%</td>
<td>International 26%</td>
<td></td>
</tr>
<tr>
<td>Gender*</td>
<td>Male 48%</td>
<td>Female 52%</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>3319</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic vs Professional Staff</td>
<td>Academic 43%</td>
<td>Professional Staff 57%</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>957</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Staff</td>
<td>2362</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Employment Rate**</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates in 2018</td>
<td>3446</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Ceremonies</td>
<td>3446</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**This data is based on agreed definitions, as reported to government.**

*Exercise does not report on students and staff, whose first language is not English.*

**GENDER**

- Male: 48%
- Female: 52%

**DEGREE**

- Undergraduate: 60%
- Postgraduate: 40%

**STAFF WHOSE FIRST LANGUAGE IS NOT ENGLISH**

- Male: 45%
- Female: 55%

**ACADEMIC VS PROFESSIONAL STAFF**

- Academic: 43%
- Professional Staff: 57%

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**STUDENTS ON COMMITTEES**

- 60+

**STUDENTS ON EXCHANGE IN 2018**

- 848

**STUDENTS ON COMMITTEES**

- 620

**ABORIGINAL AND TORRES STRAIT ISLANDER**

- 381

**EQUITY-RELATED SCHOLARSHIPS**

- 597

**ABORIGINAL AND TORRES STRAIT ISLANDER**

- 360

**STUDENT CLUBS AND GROUPS**

- 130+

**DOMESTIC vs INTERNATIONAL COUNTRIES REPRESENTED**

- Domestic 74%
- International 26%

**MALE**

- 48%

**FEMALE**

- 52%

**FULL TIME vs PART TIME**

- Full Time 72%
- Part Time 28%

**FULL TIME vs PART TIME**

- Full Time 72%
- Part Time 28%

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**MALE**

- 48%

**FEMALE**

- 52%

**ABORIGINAL AND TORRES STRAIT ISLANDER**

- 34

**STAFF WHOSE FIRST LANGUAGE IS NOT ENGLISH**

- 34%

**DOMESTIC vs INTERNATIONAL**

- Domestic 75%
- International 25%

**DOMESTIC**

- 75%

**INTERNATIONAL**

- 25%

**DONORS**

- 9456

**BASED IN AUSTRALIA**

- 60%

**PACE PARTNERSHIPS**

- 3699

**INTERNATIONAL AGENTS**

- 250

**EXCHANGE PARTNERS**

- 156

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**International Agents**

- 250

**Exchange Partners**

- 156

**Countries**

- 80

**Graduation Ceremonies**

- 3446

**Graduates in 2018**

- 3446

**Graduates Undertaking a MOOC in 2018**

- 34,600

**People Undertaking a MOOC in 2018**

- 13,000

**Macquarie Incubator**

- 34

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**Graduate Employment Rate**

- 90%

**Graduates in 2018**

- 3446

**Graduation Ceremonies**

- 3446

**People Undertaking a MOOC in 2018**

- 13,000

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**Academic**

- 43%

**Professional Staff**

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**Academic**

- 43%

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**Gender**

- Male 48%
- Female 52%

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**Gender**

- Male 48%
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