Murdoch University

Gender Equity Action Plan: 2027-2030



Our approach to gender equity

Murdoch University seeks to advance gender equity through an inclusive approach that recognises and values the diversity of gender identities and experiences. We recognise that gender bias, stereotypes and inequities can affect people of all genders and are committed to creating an environment where everyone can thrive.

This commitment aligns with the University's Equity, Diversity and Inclusion (EDI) Sub-Strategy, which recognises that equitable outcomes are achieved by acknowledging and addressing the diverse and intersecting experiences of our community. We acknowledge that barriers to gender equity may be greater for people who are First Nations, from culturally and linguistically diverse backgrounds, members of the SBLGBTIQA+ community, and people with disability, chronic illness and/or neurodiversity. These barriers may be further compounded by socioeconomic circumstances, age, and other intersecting aspects of identity and lived experience.



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Objective 1: Foster a safe, inclusive and respectful culture across the University

Build awareness, capability and engagement to promote safe behaviours, prevent harm, and support a culture of inclusion and respect.

Goal	Action	EDI Sub-strategy Aligned KPA	Workplace Gender Equality Indicator	Integration with Existing Commitments	Timeline	Person(s) Responsible Key Stakeholder(s)	Indicators	Measures of Progress or Success
1.1 Strengthen institutional capability to prevent and respond to harassment, discrimination and gender-based violence.	1.1.1 Develop and implement Murdoch's response to the National Higher Education Code on gender-based violence.	KPA 2	GEI 6	Gender-based Violence Prevention and Response Plan	Q1 2027	**PVC EDI**	• Response framework implementation plan and supporting resources developed. • Number of actions from the Code implemented. • Relevant policies, procedures and reporting mechanisms reviewed and updated. • Progress reports provided to governance committees and leadership.	• University response is fully aligned and compliant with Code requirements. • Improved institutional capability to prevent and respond to gender-based violence.
	1.1.2 Provide gender equity training to employees and students, addressing harassment and discrimination, and unconscious bias.	KPA 2	GEI 6	Education Strategic Plan People Sub-Strategy Gender-based Violence Prevention and Response Plan	Q4 2027	**CPO** **DVCE** PVC EDI CXO	• Number and frequency of training sessions delivered. • Number and percentage of employees and students completing training. • Completion rates by employee and student cohorts. • Participant satisfaction and feedback scores. • Availability and accessibility of training resources.	• Training is embedded and accessible across the University. • High participation and completion rates are achieved. • Participants report increased understanding of gender equity, harassment, discrimination and unconscious bias. • Increased confidence in identifying, preventing and responding to inappropriate behaviours.
1.2 Increase engagement in gender equity and diversity initiatives, including events and training.	1.2.1 Coordinate and deliver Equity, Diversity and Inclusion (EDI) engagement activities and events to promote gender equity across the University, including initiatives such as *International Women's Day* and *Wear It Purple.*	KPA 3	GEI 5	EDI Sub-Strategy Student Wellbeing Strategic Plan	Ongoing	**PVC EDI** CPO CXO	• Number of events and engagement activities delivered annually. • Attendance and participation rates across employee and student cohorts. • Number of communications and promotional activities undertaken. • Participant feedback and event evaluation results. • Growth in participation over time.	• Increased awareness of gender equity and inclusion among employees and students. • Positive feedback demonstrates events are relevant, inclusive and impactful.
	1.2.2 Integrate EDI training into leadership development programs to build awareness, capability and accountability in addressing gender inequality.	KPA 3 KPA 4	GEI 5	EDI Sub-Strategy	TBC	**CPO** PVC EDI	• Number and percentage of leaders completing training. • Number and percentage of leadership programs incorporating EDI content. • Number of support resources developed and distributed. • Evidence of leaders and decision makers engaging with gender equity resources and initiatives.	• Gender equity capability becomes an embedded component of leadership development. • Leaders demonstrate increased awareness of bias, discrimination and inclusive leadership practices.
1.3 Advance the inclusion, wellbeing and belonging of trans, gender-diverse and non-binary students and employees.	1.3.1 Develop and implement a Gender Affirmation Policy and associated support resources.	KPA 1	GEI 1	EDI Sub-Strategy	Q4 2028	**CPO** **OQS** CXO USO	• Gender Affirmation Policy developed, approved and implemented. • Number of supporting resources, guides and communication materials developed. • Utilisation of support resources by employees and students.	• A clear and accessible Gender Affirmation Policy is available to the University community. • Employees and students are aware of gender affirmation processes and available supports. • Individuals seeking affirmation support report positive experiences accessing information and services.

Objective 2: Embed gender equity in decision-making, governance, and everyday practice

Ensure gender equity is consistently reflected in how decisions are made, whose voices are heard, and how institutional practices are applied.

Goal	Action	EDI Sub-strategy Aligned KPA	Workplace Gender Equality Indicator	Integration with Existing Commitments	Timeline	Person(s) Responsible Key Stakeholder(s)	Indicators	Measures of Progress or Success
2.1 Ensure diverse voices and people with lived experience contribute to and shape outcomes across the University.	2.1.1 Maintain structured opportunities for EDI advisory groups and the Gender Equity Working Group to inform decision making by raising issues, share insights and provide feedback to the EDI Committee (EDIC).	KPA 3	GEI 5	EDI Sub-Strategy	Ongoing	**PVC EDI** PVC Colleges SLT Advisory Group Chairs	• Number of advisory group and working group meetings held annually. • Number of recommendations or feedback items submitted to EDIC. • Number of attendees at advisory and working groups.	• Feedback is considered by EDIC and informs discussions. • Members report that their input is valued and impactful.
	2.1.2 Integrate consultation with EDI Advisory Groups and the Gender Equity Working Group as standard practice in the development, implementation, and review of university initiatives.	KPA 3	GEI 5	EDI Sub-Strategy	Q1 2027	**PVC EDI** PVC Colleges SLT	• Evidence of consultation outcomes being documented. • Number of consultation activities undertaken.	• Consultation is embedded as a standard practice across relevant initiatives. • EDI perspectives inform planning, implementation and review processes. • Stakeholders have meaningful opportunities to inform and contribute to initiatives.
2.2 Achieve balanced gender representation across decision-making structures.	2.2.1 Monitor gender balance across decision-making committees to support alignment with the University's governance principles.	KPA 3	GEI 2	People Sub-Strategy	Ongoing	**SLT** PVC EDI USO CPO PVC Colleges	• Gender representation data collected and reported annually. • Percentage of committees meeting gender balance targets or principles. • Number of actions implemented to address identified imbalances.	• Reliable data informs monitoring of committee composition. • Committee membership demonstrates improved gender balance over time. • Governance practices align with gender equity principles.
2.3 Improve the visibility and application of EDI practices across the University.	2.3.1 Embed EDI principles in research training and supervision by providing practical guidance, resources, and best practices to support diverse graduate researchers.	KPA 6	GEI 1	EDI Sub-Strategy Research Strategic Plan	Q4 2027	**DVC R&I** PVC EDI PVC FN	• Number of EDI research resources developed or updated. • Graduate researcher engagement with EDI resources and activities.	• Graduate researchers have access to practical EDI guidance and support. • Increased awareness and application of EDI principles in research. • Research environments are perceived as more inclusive and supportive.
	2.3.2 Develop and implement a Gender Impact Assessment Toolkit to support the review and design of policies, programs, services and initiatives, ensuring equitable outcomes for women, men and gender-diverse people.	KPA 3	GEI 3	EDI Sub-Strategy	Q4 2027	**PVC EDI**	• Toolkit developed and implemented. • Number of employees trained in its use. • Number of policies, programs or initiatives assessed using the toolkit.	• Gender impacts are routinely considered in decision-making processes. • Policies and initiatives demonstrate stronger gender equity considerations.
	2.3.3 Integrate gender equity and diversity considerations into the University's *Event Planning Guide* and event planning practices, for example through the implementation of the *Panel Pledge.*	KPA 3 KPA 5	GEI 2	Research Strategic Plan	Q1 2027	**PVC EDI** **MCO** CXO PVC Colleges DVC R&I CPO	• Event Planning Guide updated to include gender equity and diversity considerations. • Number/percentage of events applying inclusive planning practices. • Employee signatories to the Panel Pledge	• Gender equity and diversity considerations are embedded in event planning. • University events demonstrate more balanced and diverse representation.
2.4 Strengthen accountability and transparency for gender equity outcomes through regular monitoring, reporting and evaluation.	2.4.1 Report annually on gender equity outcomes and progress against action plan commitments to leadership, relevant committees and the university community.	KPA 3		EDI Sub-Strategy	Q4 2027 Ongoing	**PVC EDI**	• Percentage of action plan commitments that are completed • Number of leadership groups and committees receiving the report. • Number of recommendations or actions arising from annual reporting.	• Annual report provided to leadership and committees. • Annual progress update provided to Murdoch community.

Objective 3: Improve systems, resources and processes that support participation and retention

Create equitable and accessible systems and conditions that enable sustained participation and support diverse needs across the University community.

Goal	Action	EDI Sub-strategy Aligned KPA	Workplace Gender Equality Indicator	Integration with Existing Commitments	Timeline	Person(s) Responsible Key Stakeholder(s)	Indicators	Measures of Progress or Success
3.1 Increase transparency and accountability in relation to gender pay equity.	3.1.1 Update and publish Murdoch's gender pay gap statement annually to support transparency and ongoing accountability.	KPA 3	GEI 3	People Sub-Strategy	Ongoing	**CPO**	• Gender pay gap data analysed and reported. • Gender pay gap statement published annually. • Statement communicated to employees and stakeholders	• Annual reporting is completed on time. • Reporting supports accountability and informs action.
	3.1.2 Undertake gender pay gap reporting to the Workplace Gender Equality Agency (WGEA) in line with reporting requirements.	KPA 3	GEI 3	People Sub-Strategy	Ongoing	**CPO**	• WGEA reporting submitted by required deadlines and compliance is met.	• Full compliance with WGEA reporting obligations. • Reliable data supports monitoring of gender pay equity. • Reduction in the Gender Pay Gap over time
	3.1.3 Develop and implement an action plan to meet selected WGEA Gender Equality Targets.	KPA 3	GEI 3	People Sub-Strategy	Q4 2027	**CPO** PVC EDI	• Action plan developed and endorsed. • Number of target-related actions implemented. • Progress against selected WGEA targets monitored and reported.	• Progress is demonstrated against selected WGEA targets.
3.2 Improve access to gender equity resources that are user-friendly and strengths-based.	3.2.1 Develop and apply an Inclusive Language Guide to support accessible, inclusive and strengths-based internal and external communications, websites, publications and other content.	KPA 3	GEI 4	EDI Sub-Strategy	Q4 2027	**PVC EDI** **PVC First Nations** MCO	• Inclusive Language Guide developed and published. • Number of communications staff and content owners accessing or receiving guidance.	• Inclusive language is consistently applied across university communications. • Communications are more accessible and inclusive for diverse audiences.
3.3 Expand gender-responsive health and wellbeing supports.	3.3.1 Identify and assess opportunities to deliver gender-responsive fitness and wellbeing programs, including through Murdoch Active, informed by community needs and participation data.	KPA 2	GEI 5	Student Wellbeing Strategic Plan People Sub-Strategy	Q2 2027	**CXO**	• Community consultation and participation data reviewed. • If appropriate, new or revised programs developed in response to findings. • Participation rates tracked, where programs are implemented.	• Fitness and wellbeing offerings reflect diverse community needs.
	3.3.2 Undertake consultation to inform a strategic approach to menopause-inclusive supports, including evidence-based resources and peer support initiatives.	KPA 2	GEI 5	People Sub-Strategy Student Wellbeing Strategic Plan	Q4 2028	**CPO** PVC EDI CXO	• Consultation activities undertaken with relevant stakeholders. • Evidence and good practice approaches reviewed. • If appropriate, resources and support initiatives developed or implemented.	• A coordinated approach to menopause-inclusive support is established.
3.4 Strengthen workplace conditions to better support gendered health experiences.	3.4.1 Explore and evaluate opportunities to strengthen organisational support for reproductive health, including leave provisions related to IVF, menstrual health, menopause and related conditions.	KPA 2	GEI 1	EDI Sub-Strategy	Q2 2027	**CPO** PVC EDI	• Review of existing policies and supports completed. • Consultation undertaken with employees and relevant stakeholders. • Recommendations for enhanced support developed and considered.	• Opportunities to strengthen reproductive health support are identified and evaluated. • Employees report improved awareness of and access to available supports.
3.5 Reduce financial barriers to participation for students experiencing hardship.	3.5.1 Continue the delivery of the Bev Thiele Memorial Fund Women's Research Bursary and Rising Women Education Grant.	KPA 3		Research Strategic Plan	Ongoing	**CXO** PVC EDI	• Number of bursaries and grants awarded annually and financial impact. • Number of applications and recipients tracked.	• Ongoing support is provided to eligible recipients. • Recipients report positive impacts on their education, research or career development.

Objective 4: Advance career development and progression for women and gender diverse people

Strengthen pathways, opportunities and support to enable equitable career progression and reduce barriers to advancement.

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4.1 Ensure recruitment, hiring and promotion practices are equitable and inclusive.	4.1.1 Strengthen training on Achievement Relative to Opportunity for applicants and promotion panels.	KPA 1	GEI 1	People Sub-Strategy	Q4 2029	**PVC EDI** **CPO** DVCE	• Achievement Relative to Opportunity (ARO) content reviewed and enhanced. • Number of applicants and panel members completing ARO training. • Training participation and feedback monitored.	• Increased understanding of ARO principles among applicants and promotion panel members. • ARO is consistently considered in promotion processes. • Participants report greater confidence in applying ARO principles.
	4.1.2 Review job advertisements and position descriptions to identify and address gendered language trends.	KPA 1	GEI 1	EDI Sub-Strategy	Q4 2027	**PVC EDI** **CPO** DVC R&I PVC Colleges	• Review of job advertisements and position descriptions completed. • Gendered language trends identified and documented.	• Gendered language is reduced in recruitment materials. • Recruitment documentation reflects inclusive language principles. • Recruitment practices support attracting a more diverse applicant pool.
	4.1.3 Consider an approach to address gender-coded language in job advertisements, position descriptions and/or research documents, and implement where possible.	KPA 1	GEI 1	EDI Sub-Strategy	Q4 2027	**PVC EDI** **CPO**	• Approach to identifying and addressing gender-coded language developed. • Relevant documents reviewed using the agreed approach. • Number of documents updated to address gender-coded language.	• Gender-coded language is systematically addressed in key documents. • Recruitment and research materials are more inclusive and accessible.
4.2 Strengthen career development and progression through targeted support and skill-building opportunities.	4.2.1 Introduce a structured employee sponsorship program pairing emerging talent with senior leaders.	KPA 1	GEI 1	Research Strategic Plan People Sub-Strategy	Q4 2030	**PVC EDI** **CPO** PVC Colleges and Heads	• Sponsorship program framework developed and launched. • Number of sponsorship pairings established. • Participant engagement and feedback collected. • Professional and academic promotion rates of participants	• Participants report increased visibility, networks and career support. • Sponsorship contributes to career progression and leadership pathways.
	4.2.2 Deliver targeted career development initiatives for women and gender-diverse students, including career conversations, small-group sponsorship opportunities, and guided public speaking practice with feedback, to build confidence, professional visibility, leadership capability and career progression pathways.	KPA 1	GEI 1	Education Strategic Plan Student Wellbeing Strategic Plan	Q3 2027	**CXO** DVCE PVC Colleges	• Number of career development initiatives delivered. • Participation rates of women and gender-diverse students. • Participant feedback and satisfaction levels.	• Number of career development initiatives delivered. • Participation rates of female and gender-diverse students.
	4.2.3 Establish writing groups to support promotion applications, grant applications and nominations for academy awards and prizes.	KPA 1	GEI 1	Research Strategic Plan Education Strategic Plan	Q4 2030	**DVC R&I** DVCE CPO	• Number of writing groups established and facilitated. • Participation rates across employee cohorts. • Number of applications or nominations supported through the program. • Feedback from participants.	• Participants report increased confidence in preparing applications and nominations. • Increased submission of promotion, grant and award applications. • Writing groups provide effective peer support and professional development.
	4.2.4 Support the delivery of the annual Murdoch Women in STEMM event to showcase research and support networking and career development.	KPA 6 KPA 3	GEI 1	Research Strategic Plan Education Strategic Plan EDI Sub-Strategy	Ongoing	**PVC EDI**	• Annual event delivered • Number of attendees • Participants feedback from the event.	• Participants report valuable networking and career development opportunities. • The event strengthens connections and support across the STEMM community.

Objective 5: Enhance support for carers and parents

Remove barriers and provide meaningful support for individuals with caring responsibilities to enable full participation and career progression.

Goal	Action	EDI Sub-strategy Aligned KPA	Workplace Gender Equality Indicator	Integration with Existing Commitments	Timeline	Person(s) Responsible Key Stakeholder(s)	Indicators	Measures of Progress or Success
5.1 Improve institutional responses to the needs of parents and carers through fair and practical supports.	5.1.1 Review existing parenting and feeding facilities across University campuses and identify opportunities for improvement.	KPA 5	GEI 5	EDI Sub-Strategy	Q1 2029	**CD** CXO PVC EDI	• Audit of feeding and parenting rooms completed. • Recommendations documented and incorporated into campus planning processes. • Number of identified improvements implemented.	• Feeding and parenting facilities meet identified accessibility and suitability requirements. • Campus planning reflects the needs of parents and carers. • Users report improved access to appropriate facilities.
	5.1.2 Strengthen return-to-work processes with updated guidance and resources for employees returning from parental or carer leave.	KPA 1 KPA 2	GEI 4	People Sub-Strategy	Q4 2028	**CPO** PVC EDI	• Return-to-work guidance and resources reviewed and updated. • Resources made available to employees and managers. • Uptake and feedback on resources monitored.	• Employees and managers have access to clear and consistent return-to-work support. • Employees report positive return-to-work experiences. • Increased confidence and capability among managers supporting returning employees.
	5.1.3 Investigate options for part-time parking rates and school-hours parking to assess viability and potential impact.	KPA 1 KPA 5	GEI 4	People Sub-Strategy	Q4 2029	**PVC EDI** CXO	• Review of parking options completed. • Community needs and potential impacts assessed. • Recommendations developed for consideration.	• Viable options to support employees and students with caring responsibilities are identified. • If implemented, parking arrangements better reflect diverse working and study patterns.
	5.1.4 Review internal and external occasional care options to assess feasibility, community need and potential partnership opportunities.	KPA 7	GEI 4	EDI Sub-Strategy	Q3 2028	**CXO** PVC EDI	• Review of occasional care options completed. • Consultation undertaken to assess community need. • Potential partnership opportunities identified and evaluated.	• Clear understanding of demand and feasibility for occasional care support. • Viable support or partnership opportunities are identified. • Findings inform future support for carers within the university community.
5.2 Build a visible, supportive community for carers and parents.	5.2.1 Develop, launch and maintain a dedicated webpage containing resources and support for students and employees with caring responsibilities.	KPA 2 KPA 5	GEI 4	EDI Sub-Strategy	Q4 2028	**CPO** **PVC EDI** CXO PVC FN	• Dedicated carers webpage developed and launched. • Resources are regularly reviewed and updated. • Website usage and engagement monitored.	• Dedicated carers webpage developed and launched. • Resources are regularly reviewed and updated.
	5.2.2 Maintain and strengthen the MU Carers Network through regular events, active engagement via Teams, and an annual event during National Carers Week.	KPA 2	GEI 5	People Sub-Strategy	Ongoing	**PVC EDI**	• Number of network events and activities delivered. • Participation and engagement levels monitored. • National Carers Week event delivered annually.	• The MU Carers Network remains active and engaged. • Members report increased connection, support and access to information.
	5.2.3 Design and implement a support fund to enable researchers with caring responsibilities to attend conferences, research events and professional development opportunities.	KPA 1	GEI 4	Research Strategic Plan EDI Sub-Strategy	Q2 2027	**PVC EDI** DVC R&I	• Travel fund established and promoted. • Number of applications and funding recipients tracked. • Funding outcomes and impact reported annually.	• Carers can access financial support to participate in research, professional development or engagement activities. • The fund supports greater participation and career development opportunities for carers.

Objective 6: Strengthen data collection, monitoring and reporting to inform gender equity action and accountability

Advance data collection, analysis and reporting practices to support evidence-based decision-making, measure progress and drive continuous improvement.

Goal	Action	EDI Sub-strategy Aligned KPA	Workplace Gender Equality Indicator	Integration with Existing Commitments	Timeline	Person(s) Responsible Key Stakeholder(s)	Indicators	Measures of Progress or Success
6.1 Develop and apply a stronger evidence base on gender equity to inform policy, planning and practice across the University.	6.1.1 Support targeted research projects that explore emerging gender equity issues relevant the university including (but not limited to) career progression of employees, experiences of parents and carers, and uptake of parental leave.	KPA 3	GEI 5	EDI Sub-Strategy	Q2 2027	**PVC EDI** PVC Colleges DVCE	• Number of targeted gender equity research projects commenced annually. • Number of completed research projects addressing gender equity priorities. • Number of research reports/theses, discussion papers or publications produced.	• Increased understanding of barriers and enablers of gender equity priorities. • Evidence generated through research informs new or revised gender equity initiatives. • Evidence of research findings informing policy, planning, and decision-making.
	6.1.2 Administer an Employee Engagement Survey (biennial) to understand employee experience and inclusion, including intersectional experiences.	KPA 2	GEI 5	EDI Sub-Strategy People Sub-Strategy	Ongoing	**PVC EDI** CXO PVC Colleges CPO	• Biennial Employee Engagement Survey administered. • Employee response rate and representation of diverse employee groups. • Inclusion and belonging scores reported and monitored. • Intersectional analysis of employee experience completed.	• Employee experience and inclusion data is collected every two years. • Intersectional experiences are equity issues are identified and understood. • Inclusion, belonging and employee experience outcomes improve over time across employee groups.
6.2 Strengthen the collection, analysis and reporting of gender equity data to monitor progress.	6.2.1 Explore creation of *Power BI* dashboards to provide accessible, timely and consistent gender equity reporting on key progress indicators including academic promotion, recruitment, parental leave uptake and retention, and training.	KPA 5		EDI Sub-Strategy	Q4 2030	**CPO**	• Feasibility assessment completed for development of dashboard functionality. • Agreed gender equity metrics incorporated into reporting dashboards.	• Gender equity data is readily accessible, consistent and used to support decision-making. • Leaders and responsible areas have improved visibility of gender equity trends and outcomes. • Progress against GEAP commitments can be monitored more effectively.

Legend

Key Performance Indicators (KPA)

KPA 1 – Further diversify our student and staff body.

KPA 2 – Build a culturally safe and inclusive study and work environment.

KPA 3 – Engage proactively in EDI initiatives regularly tracking and reporting on University commitments.

KPA 4 – Develop/increase intercultural competency skills amongst students and staff.

KPA 5 – Improve accessibility across campuses.

KPA 6 – Develop and nurture an interdisciplinary community of practice for research and encourage projects to consider social impact.

KPA 7 – Collaborate with external stakeholders to develop reciprocal EDI initiatives with impacts beyond the University.

Gender Equity Indicators (GEI)

GEI 1 – Gender composition of the workforce.

GEI 2 – Gender composition of governing bodies or relevant employers.

GEI 3 – Equal remuneration between women and men.

GEI 4 – Availability and utility of employment terms, conditions and practices relating to flexible working.

GEI 5 – Consultation with employees on issues concerning gender equality in the workplace.

GEI 6 – Sexual harassment, harassment on the grounds of sex or discrimination.

Position abbreviations

A&I – Access and Inclusion (Office).

CD – (Director) Campus Development.

CPO – Chief People Officer.

CXO – Chief Experience Officer.

DVCE – Depity Vice Chancellor Education.

DVC R&I – Deputy Vice Chancellor Research and Innovation.

EMCR – Early and Mid-Career Researchers.

GRO – Graduate Research Office.

IT – Information Technology.

MCO – (Director) Marketing and Communications Office.

PCO – People and Culture Office

PVC Colleges – Pro Vice Chancellor (of each) College:

- Business
- Environmental and Life Sciences
- Health and Education
- Law, Arts and Social Sciences
- Science, Technology, Engineering and Mathematics

PVC EDI – Pro VIce Chancellor Equity, Diversity and Inclusion.

PVC FN – Pro Vice Chancellor First Nations.

OQS – Office of Quality Standards.

USO – University Secretary Office.



Murdoch University

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Building a brighter future, together.

