

SAGE Athena Swan

Support for Parents and Carers

Ngala kwop biddi.
Building a brighter future, together.



Acknowledgement of Country

Murdoch University acknowledges the Whadjuk and Binjareb people of the Noongar nation as the traditional custodians of this land and its waters and that Murdoch University stands on Noongar Country.

Murdoch University pays its respects to Noongar Elders, past and present, and acknowledges their wisdom and advice in teaching and cultural knowledge activities.



SAGE Cygnet Award Application

Name of Institution	Murdoch University
Date of Application	30/06/2025
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Murdoch University: SAGE Cygnet #2



Key Barrier: Support for Parents and Carers

Barrier type:

- ☐ Institution-wide Barrier
- ☒ Sub-group specific Barrier

Barrier description: Flexible working arrangements, Parental Leave entitlements and broader support for parents and carers are poorly communicated and promoted, impacting the experience of employees with parental and caring responsibilities.

Word Count

Section	Word Count
Key Barrier	46
Evidence of Barrier	546
Progress (Actions and Outputs)	79
Outcomes	1798
Impact	294
(Further Actions)*	193
TOTAL	2763

**Excluded from word count*

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Glossary of Terms

Term	Definition
2018 survey	Refers to the Diversity and Inclusion survey administered in 2018
2021 survey	Refers to the Equity, Diversity and Inclusion survey administered in 2021
2024 survey	Refers to the Employee Engagement survey administered in 2024
ASBAP	Athena Swan Bronze Action Plan
Culture Amp	External employee experience platform facilitating Employee Engagement survey (2024) collection and analysis
EDI	Equity, Diversity and Inclusion
FAQ	Frequently Asked Questions
FWA (formal)	Formally approved and recorded flexible working arrangements including, but not limited to, reduced hours, flexible patterns of work (e.g. compressed working weeks), job-share arrangements and/or working from home/remotely
FWA (informal)	Ad-hoc flexible working arrangements negotiated as the need arises including, but not limited to, adjustments to start/finishing times, split shifts, or working from home/remotely
HDR	Higher Degree by Research
KIT	Keeping in Touch days
MUEA 2023	Murdoch University Enterprise Agreement 2023
Murdoch / The University	Murdoch University
Parental Leave	Refers to the entitlement of 26 weeks paid leave for continuous or fixed-term employees who have completed at least 12 months of service to be the primary caregiver of a new child.
Partner Leave	Refers to the entitlement of 20 days' paid leave for continuous or fixed term employees who have completed at least 12 months of service to be the non-primary caregiver.
pp	percentage points
Service Now	Murdoch's service management system to search information and request services across the university
WA	Western Australia

A note on Carer terminology

Carer refers to an individual who provides unpaid care to a family member with additional care needs, including disability, impairment, mental illness, chronic health, frail aged and/or drug or alcohol dependency¹.

The University acknowledges that parents and carers have different experiences, needs and challenges and recognises that the two have been, and continue to be, conflated into a single community. In this report, unless specified, *carer* refers to any form of care provided by an individual to another, inclusive of parenting. As such, *caring responsibilities* describes responsibilities of both parents and carers. This approach has overlooked the nuanced experiences of carers and the challenges they experience, as noted in the Impact section.

¹ Department of Communities (2025, May). *Carers and Grandcarers*. Government of Western Australia. <https://www.wa.gov.au/organisation/departments/departments-of-communities/carers-and-grandcarers>

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1 Key Barrier

Murdoch University (Murdoch/The University) recognises the attraction, retention and progression of employees with parenting and caring responsibilities is strongly impacted by inclusive and supportive workplace practices, culture and infrastructure. This Cygnet Award application (Figure 1) describes actions taken to support employees with parental and caring responsibilities.

2 Evidence of Barrier

The absence of supportive and efficient workplace policies and procedures, the tools to communicate and promote these effectively to employees and managers, and a lack of physical, dedicated parenting spaces at the university create sub-barriers to fostering a supportive and inclusive workplace for employees with parenting and caring responsibilities, as presented in Table 1.

Table 1: Sub-barriers to fostering a supportive and inclusive workplace for parents and carers

Sub-Barrier
1. Absence of formal Flexible Working Arrangements (FWA) policies and procedures
2. Limited employee awareness and understanding of FWA and parental leave entitlements
3. Inefficient application processes for FWA and Parental Leave, with limited reporting capabilities
4. Absence of breastfeeding and parent rooms on campus
5. Absence of a Carers Network to build connection and support

The Athena Swan Bronze Action Plan (ASBAP), developed in 2019, identified support for employees with parenting and caring responsibilities as a priority (Table 2). Further commentary on the status of each action is presented in Section 3.

Table 2: Targeted actions in support employees with parenting and caring responsibilities presented in Athena Swan Bronze Action Plan (2019)

ASBAP #	Action	Status
3.4.1	Develop a suite of tools to holistically address parental leave and communicate these effectively to managers and staff (at induction, on webpage, in equity, diversity and inclusion (EDI) training etc...), specifically a Parental Leave Basics Information Booklet for Employees and a Parental Leave Toolkit for Supervisors.	Achieved
3.5.1	Develop a Variation to Employee Working Hours and Flexible Working Arrangement Procedure to work in tandem with the Parental Leave toolkits.	Achieved
3.5.2	Showcase examples of current employees working flexibly — men in particular — at events and in promotion and recruitment material as relevant.	Ongoing
3.5.3	Develop a method to capture flexible work applications and approvals.	Achieved
3.6.1	Improve flexibility of parking options: a. Establish and communicate staff (and student) parking bays for parents with school drop-off duties. b. Explore feasibility of discounted annual parking permits for part-time staff.	Delayed
3.6.2	Review availability and standard of parenting rooms across all campuses and embed parenting rooms in all new buildings and refurbishments. Develop parenting support facilities and initiatives for parents with pre-school aged children, including breastfeeding and parent rooms. To be prioritised in the order of: 1. Breastfeeding rooms 2. Parenting rooms 3. Subsidised care options (i.e., bub-hub) 4. Crèche/Occasional care service or expand childcare centre on campus.	Achieved

ASBAP #	Action	Status
3.6.3	Hold “working-parent forums” twice per year to facilitate discussions and provide information regarding issues impacting pregnant or breastfeeding women, childcare, and returning to work and flexible work options.	Discontinued
6.2.1	Explore options for centrally funded schemes that support female academics whose research performance has been affected by a career break and/or working flexibly, including: a. Parental Leave Research Assistance Scheme: funding for a research/laboratory assistant to progress research whilst the primary researcher is on Parental Leave, or to assist them upon returning to work. b. Research Support Scheme: temporary funding that supports research upon returning to work through reduced teaching load. c. Carer/Dependant Conference Travel Scheme: Funding to support staff with caring responsibilities to attend / present at conferences by subsidising / minimising associated costs of traveling with a dependant.	Delayed

2.1 Flexible Working Arrangements

Formal FWA were first recognised in Murdoch’s Enterprise Agreements in 2014 however no policy or procedure was in effect to support employees or leaders and ensure equity in approvals. The paper-based application process was inefficient and primarily a manual process, with little reporting insights available. Communication and promotion of FWA at Murdoch was also inadequate, with the employee intranet lacking a dedicated information and support page.

In 2018, Murdoch conducted an online survey exploring diversity, inclusion and employee experiences (“2018 survey”), promoting this to all employees and Higher Degree by Research (HDR) students² at West Australian campuses via a series of internal communications. In total, there were 824 respondents representing a response rate of 25%. Overall survey demographics are presented in Table 3, noting that intersectional data was not available for analysis and commentary. Approximately one third of total respondents (34%) indicated they were primary carers and a quarter (25%) as secondary carers.

² Murdoch’s Human Capital and Finance Management systems treat HDR students in receipt of a stipend as employees however protections and entitlements outlined in Enterprise Agreements are not applicable to students.

Cygnnet Award Summary – Support for Parents and Carers

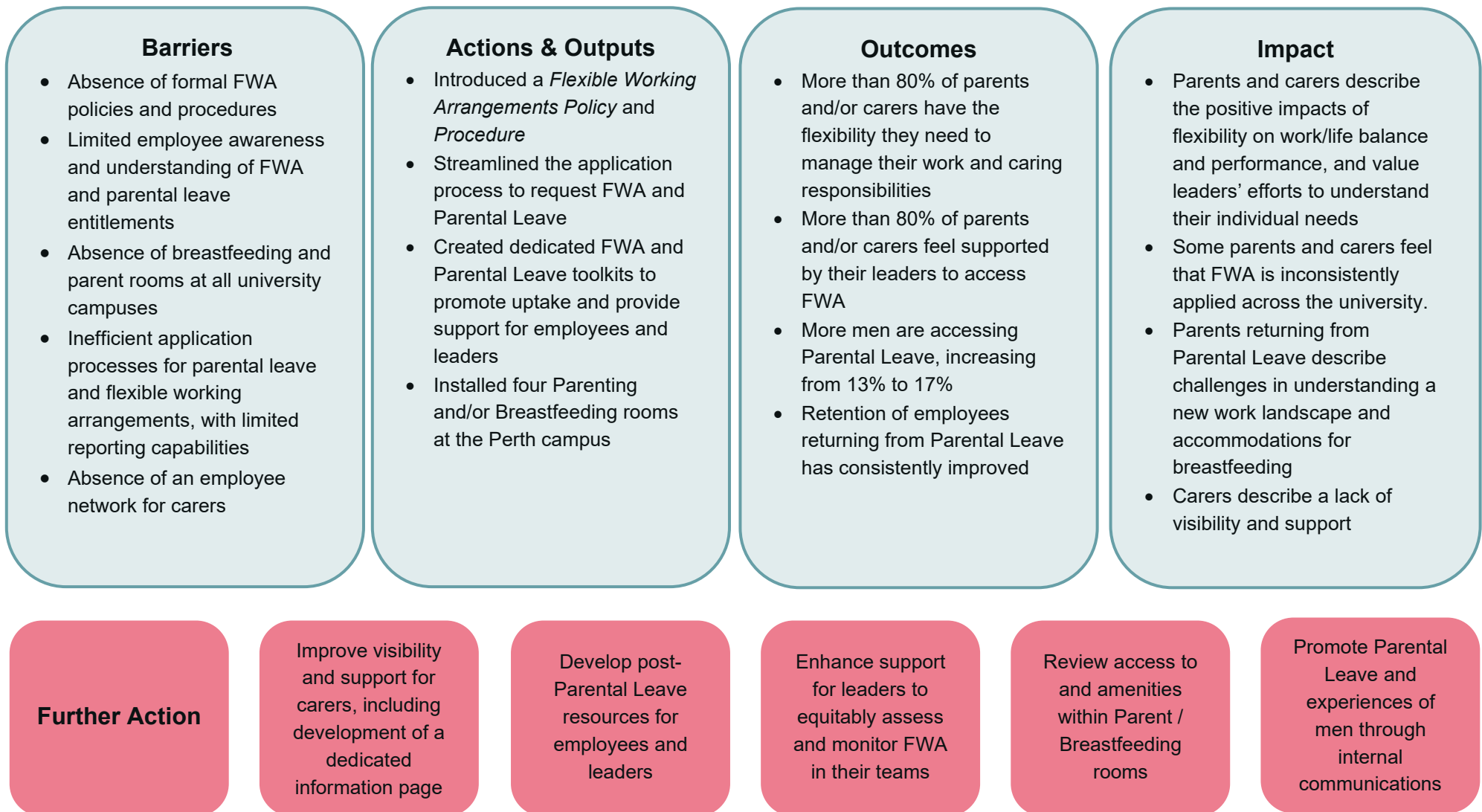


Figure 1: Summary of Support for Parents and Carers Cygnnet Award Application

Table 3: Demographics of 2018 survey respondents

Demographic Type	Total respondents	% respondents
Survey respondents	824	100%
Woman	533	65%
Man	265	32%
Gender X	3	<1%
Other Gender	7	1%
Country of Birth – Africa	33	4%
Country of Birth – Americas	33	4%
Country of Birth – Asia	74	9%
Country of Birth – Europe	140	17%
Country of Birth – Oceania	476	58%
Primary language other than English spoken at home	100	12%
Disability or long-term health condition	42	5%
LGBTIQA+	56	7%
First Nations	18	2%
Religious Affiliation – Christian	59	7%
Religious Affiliation – Eastern (including Buddhism, Hinduism and Sikhism)	13	2%
Academic	246	30%
Professional	452	55%
HDR Student	99	12%
Employed on a full-time basis	657	80%
Employed on a part-time basis	164	20%
Primary carer	280	34%
Secondary carer	209	25%

While most carers reported having the flexibility needed to manage their work and caring responsibilities and were satisfied with their employment, qualitative feedback indicated supervisors did not always engage effectively with their employees in discussing and negotiating flexible working, and support for flexible working varied greatly between supervisors.

2.2 Parental and Partner Leave

The Bronze submission identified Parental Leave entitlements were fair and competitive however inefficiencies existed in the process of applying for Parental Leave. Furthermore, no comprehensive information page existed for employees seeking to understand their entitlements, supports available and the process to apply, resulting in more than 180 queries submitted to People and Culture across 2021 and 2022. Note, analysis of queries prior to this is not available due to changes within Service Now (Murdoch's service management system to search information and request services across the university). In 2022, Murdoch benchmarked its Paid Partner Leave entitlements against those offered by other Western Australian (WA) universities, revealing its five-day entitlement was below the WA sector standard of 10-15 days.

Between 2019-2022 and prior to improvements in visibility and entitlements of Parental Leave, women accounted for 87% of employees taking Parental Leave (Table 4). Only 0.8% of all men employed at Murdoch accessed Parental Leave compared to 3.5% of all women employed (Tables 5 and 6). Gender-diverse and non-binary employees are not represented in Parental Leave data due to the small population size of employees identifying beyond the gender binary, and, at the time, narrow gender options available within Murdoch's systems.

Table 4: Employees accessing Parental Leave (headcount) by gender and role type (2019-2022)

Role Type	2019			2020			2021			2022		
	W	M	Total	W	M	Total	W	M	Total	W	M	Total
Academic	5	1	6	6	1	7	11	2	13	6	2	8
Professional	17	3	20	25	4	29	25	2	27	35	4	39
Total	22	4	26	31	5	36	36	4	40	41	6	47
% by Gender	85%	15%	100%	86%	14%	100%	90%	10%	100%	87%	13%	100%

2019-2022 Totals Academic	Woman 28 (19%)	Man 6 (4%)
2019-2022 Totals Professional	Woman 102 (68%)	Man 13 (9%)
2019-2022 Totals All role types	Woman 130 (87%)	Man 19 (13%)

M Man
W Woman

Table 5: Workforce distribution by gender and role type (2019-2022)

Role Type	2019		2020		2021		2022	
	W	M	W	M	W	M	W	M
Academic	285	300	301	320	272	286	287	283
Professional	636	321	688	338	632	302	631	305
Total	921	621	989	658	904	588	918	588
Annual total	1542		1647		1492		1506	

M Man
W Woman

Table 6: Uptake of Parental Leave (percentage of cohort) by gender and role type (2019-2022)

Role Type	2019		2020		2021		2022	
	W	M	W	M	W	M	W	M
Academic	1.8%	0.3%	2.0%	0.3%	4.0%	0.7%	2.1%	0.7%
Professional	2.7%	0.9%	3.6%	1.2%	4.0%	0.7%	5.5%	1.3%
Total	2.4%	0.6%	3.1%	0.8%	4.0%	0.7%	4.5%	1.0%
Annual total	1.7%		2.2%		2.7%		3.1%	

2019-2022 Totals Academic	Woman 2.4%	Man 0.50%
2019-2022 Totals Professional	Woman 3.9%	Man 1.0%
2019-2022 Totals All role types	Woman 3.5%	Man 0.8%

M Man
W Woman

Partner Leave was accessed solely by men between 2019 and 2022, with overall uptake of 1.2% (Tables 7 and 8).

Table 7: Employees accessing Partner Leave (headcount) by gender and role type (2019-2022)

Role Type	2019			2020			2021			2022		
	W	M	Total	W	M	Total	W	M	Total	W	M	Total
Academic	0	3	3	0	3	3	0	4	4	0	1	1
Professional	0	5	5	0	6	6	0	4	4	0	3	3
Total	0	8	8	0	9	9	0	8	8	0	4	4
% by Gender	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%

2019-2022 Totals Academic	Woman 0 (0%)	Man 11 (38%)
2019-2022 Totals Professional	Woman 0 (0%)	Man 18 (62%)
2019-2022 Totals All role types	Woman 0 (0%)	Man 29 (100%)

M Man
W Woman

Table 8: Uptake of Partner Leave (percentage of cohort) by gender and role type (2019-2022)

Role Type	2019		2020		2021		2022	
	W	M	W	M	W	M	W	M
Academic	0.0%	1.1%	0.0%	1.1%	0.0%	1.4%	0.0%	0.4%
Professional	0.0%	1.8%	0.0%	2.1%	0.0%	1.4%	0.0%	1.1%
Total	0.0%	2.8%	0.0%	3.2%	0.0%	2.8%	0.0%	1.4%
Annual total	0.5%		0.5%		0.5%		0.3%	

2019-2022 Totals Academic	Woman 0%	Man 0.9%
2019-2022 Totals Professional	Woman 0%	Man 1.4%
2019-2022 Totals All role types	Woman 0%	Man 1.2%

M Man
W Woman

2.3 Additional supports for parents and carers

At the time of the Bronze Award submission in 2019, Murdoch had no purpose-built parent or feeding rooms for employees or students, including to support expressing.

Easy Access Parking was available to pregnant employees and students however visibility and promotion was poor. Applications required oversight from two teams, with requests manually recorded and no insights into uptake available before 2022.

Finally, carers (employees providing unpaid care and support to family members with additional care needs) were identified in 2024 through informal, ongoing employee conversations as a community requiring consideration and support separate to that of parents. Carers had no formal network to connect with their peers, instead relying on informal and grassroots methods of finding other carers and accessing peer support.

3 Progress (Actions and Outputs)

3.1 Flexible Working Arrangements

Prior to COVID-19, existing processes were in effect to support part-time working arrangements, flexible hours and working remotely. The COVID-19 pandemic accelerated Murdoch's approach and response to FWA, building on these processes to improve understanding, application and promotion of FWA, as described in Table 9.

Table 9: Actions and outputs to improve communication of, and access to, FWA

Action	Output
Developed a FWA Policy and Procedure (ASBAP 3.5.1)	In 2020, a <i>Flexible Working Arrangements Policy and Procedure</i> was introduced to improve understanding of FWA arrangements available, support employees to negotiate and request formal FWA, and support leaders to assess and manage requests equitably. Since their creation, the <i>Policy</i> and <i>Procedure</i> documents have attracted 1454 and 1130 total views respectively, from 660 and 496 unique users.
Streamlined the application process for requesting FWA and improve reporting capabilities (ASBAP 3.5.3)	In 2020, application forms were modified to allow employees to request multiple arrangements on a single form, describe their circumstances for seeking FWA, and detail the impact of such an arrangement. Employees were no longer required to obtain approval at multiple levels beyond their immediate supervisor, with the onus shifting to the supervisor instead, streamlining the overall process. In 2025, the process of requesting and processing FWA was migrated into Workday, (Murdoch's Human Capital and Finance Management System), retaining previous information captured on paper-based and online forms and centralising requests and other FWA administrative processes to a single submission and processing point. Additionally, the process change to Workday has: - Automated workflows and approvals, increasing efficiency and resulting in a faster implementation time - Ensured People and Culture Office (PCO) has oversight of all stages of the process - Improved capability to report on requests by FWA type and/or specific Colleges, portfolios or business areas, and monitor requests to ensure legislative compliance - Embedded responsibility for completion of the <i>Working from Home Checklist</i> in both the Leader and Employee declarations
Promoted FWA through a comprehensive FWA employee intranet page and communications (ASBAP 3.5.2)	In 2020, the <i>Flexible Working</i> and <i>Working Remotely Toolkits</i> (Figure 2) were published on the employee intranet, providing comprehensive information and resources to employees and leaders, including: - The benefits of flexible and remote working - Descriptions of the different formal FWA available and process to apply - Copies of the FWA <i>Policy</i> and <i>Procedure</i> - Detailed <i>Employee</i> and <i>Leader Guides</i> to request and approve FWA - Health, safety and wellbeing considerations in working remotely - Technology considerations to effectively work remotely Across their lifetimes, the <i>Flexible Working Toolkit</i> has been viewed 8,350 times by at least 1500 users, and the <i>Remote Working Toolkit</i> viewed 14,553 times by at least 1900 users. A series of news announcements promoting the new <i>Policy</i>, <i>Procedure</i> and <i>Toolkit</i>, and shared personal experiences of FWA, including men, attracted more than 3,200 views from at least 900 unique users. However, as the last of these were published in 2021, continued promotion is recommended (<i>Further Action 11.1</i>). From 2020, flexible work arrangements have been promoted as a key benefit of working at Murdoch University in all external recruitment advertisements.

Flexible Working Arrangement

A variety of Flexible Working Arrangements are available to support you to balance your professional and personal needs and goals.

Benefits of Flexible Working

Enabling workplace flexibility has many benefits to our University, including:

- Improvements in productivity and job satisfaction
- Supporting the attraction and retention of talented employees
- Greater workforce inclusion and diversity
- Increased organisational commitment and effort
- Increased wellbeing
- A sense of belonging for employees

Types of Arrangements

There are many types of flexible working arrangements that change where, when and how you work, enabling you to balance the priorities in your work and life.

A flexible work arrangement may be a permanent arrangement (other than working from home) or temporary, which will normally be in place for a period of 12 months at a time, or such period as agreed.

Some examples include:



Change in Work shift - Total Hours Worked Remain the same

In practice this involves varying your work shift (pattern of hours) whilst your overall hours remain the same.

For example, a compressed work week, involves working the same number of weekly, fortnightly or monthly working hours, compressed into a shorter period.



Change of Hours - Decrease

This arrangement decreases your hours to a Part-Time regular work pattern and achieves flexibility for employees who have lifestyle choices or commitments that are not compatible with full-time work.

Under the arrangement once hours are decreased, salary and other entitlements are pro-rated accordingly.



Working from Home/Remotely

This arrangement facilitates working at an agreed upon location other than the Murdoch Campus that is your base location.

[Flexible Working - Employee Guide](#)

[QRG - Change in Hours Decrease Employee Guide](#)

[QRG - Change in Work Shift \(Total hours remain t...](#)

[QRG - Work from Home Employee Guide](#)

How to request a Flexible Working Arrangement (FWA)

If you would like to have a Flexible Working Arrangement, you need to consider what impact this may have on you, your team and the University.

You will need to:

- Consider your circumstances and the type of flexible working arrangement that is most appropriate for you
- Read and understand the Policy and Procedure
- Refer to the [employee guide](#) to help prepare your request
- Consider the questions you may need to answer regarding how it will impact on you, your team and the University
- Discuss your flexible working proposal with your Leader
- Once ready, submit your request online via **Workday**. Please refer to the relevant Quick Reference Guides links on the right for instructions to do this.

On this page

- [Benefits of flexible working](#)
- [Types of flexible working arrangements](#)
- [How to request an arrangement](#)
- [Considerations for approving a request](#)
- [Working remotely](#)

Resources

[Flexible Working Arrangements Policy](#)

[Flexible Working Arrangements Procedure](#)

TOOLKIT: WORKING REMOTELY

Working remotely - setting up for success

This guide has been developed to set you up for success when working from home or working remotely. It includes the basics you need to be aware of as well as how to remain connected to campus life, your team and the Murdoch community.

Working from home arrangements

Working from home is the performance of usual work at an employee's home, with individuals performing the same roles and responsibilities as they would while at their work location.

People who work from home generally split their time reasonably between their home and campus or their usual Murdoch workplace.

This provides the benefit of maximising 'work' time through improvements in productivity and efficiency. These improvements are due to improved space, time and productivity on days where work is performed at home, whilst still providing face-to-face time and collaboration when working on campus.

Working from home provides great benefits to improved work-life balance and wellbeing, less travel time means more time before and after you start your day.

A working from home arrangement will not alter an employee's contract of employment, and all entitlements will be accrued the same way.

Refer to [Flexible working](#) to find out more about setting up an arrangement.

Working remotely toolkit

Before starting any formal or informal arrangement you need to make sure you have everything you need. The working remotely toolkit helps you be prepared and get the most out of your arrangement.

Technology and access

Understand the technology and tools available to you and the things you need to consider before working from home.

[View working remotely - technology](#)

Health, safety and wellbeing

Assess your work from home set up and the things to consider to look after your own wellbeing when working from home.

[View working remotely - health and safety](#)

Working together

Tips for employees and leaders to support productivity, motivation and connection w working from home.

[View working remotely - together](#)

Working from home checklist

Work through the toolkit then complete the checklist to confirm you are aware of the guidelines and have assessed your workspace.

[View working from home checklist](#)

Pre-start checklist for leaders

For leaders to complete before any employee starts their formal work from home arrangement.

[View working remotely - leader checklist](#)

In this working remotely toolkit:

- [Setting up for success](#)
- [Technology](#)
- [Working together](#)
- [Health and safety](#)
- [Leader checklist](#)

Remote working: setting yourself and your teams up for success | LinkedIn Learning

Figure 2: Flexible Working and Remote Working Toolkit employee intranet page exemplars

3.2 Parental Leave

Table 10 describes the actions and outputs to improve the communication, promotion and entitlements of Parental Leave.

Table 10: Actions and outputs addressing Parental Leave

Action	Output
Improved entitlements to Paid Partner Leave and maintained entitlements to Parental Leave	Paid Partner Leave entitlements were improved in the 2023 Murdoch University Enterprise Agreement (MUEA 2023), increasing to 20 days and leading the WA university sector. Parental Leave, Child Rearing Leave and Personal Leave entitlements were maintained as follows: • Paid Parental Leave at 26 weeks for continuous and fixed term employees after 12 months of service. • Paid Parental Leave of 14 weeks for late pregnancy miscarriage, stillbirth or perinatal death. • Unpaid Child Rearing Leave of 52 weeks for the purpose of primary care of pre-school aged children, up to the age of six years • Paid Personal Leave at 12 days per annum to use when an employee is unfit for work due to personal illness, or an employee's immediate family member requires care or support due to illness or injury.
Developed a suite of tools to holistically address parental leave, specifically a Parental Leave Basics Information Booklet for Employees and a Parental Leave Toolkit for Supervisors (ASBAP 3.4.1)	In 2023, the <i>Parental Leave Toolkit</i> was published on the employee intranet, providing comprehensive information and resources including: • Identification and description of all paid and unpaid leave entitlements for primary and secondary caregivers, including pregnancy complications • Defined eligibility requirements • Promotion of government entitlements • A step-by-step guide to apply for Parental Leave • Supports available during and after Parental Leave (including FWA) • On-campus facilities and services for parents • Frequently Asked Questions (FAQs) Across its lifetime, the <i>Parental Leave Toolkit</i> has been viewed 1401 times by 405 unique users.
Streamlined the Parental Leave application process	In 2023, the Parental Leave form was updated to require only endorsement from an employee's direct supervisor, removing approval from senior managers and streamlining the process.

3.3 Additional supports for parents and carers

Table 11 describes the actions and outputs of additional physical and social supports for parents and carers.

Table 11: Actions and outputs of further initiatives to support parents and carers

Action	Output										
Reviewed availability and developed parenting support facilities and initiatives for parents with pre-school aged children, including breastfeeding and parent rooms. (ASBAP 3.6.2)	Since 2019, Murdoch has installed four parenting and/or feeding room facilities at the Perth campus for employees and students (Table 12 and Figure 3). <i>Table 12: Location and amenities of parent and feeding rooms at the Perth campus</i> <table> <tr> <th>Location</th><th>Feeding, kitchen and working amenities</th></tr> <tr> <td>353.2.012A (Library)</td><td>Private room with chair and power for milk expression; fridge, microwave, sink, boiling and chilled water; feeding chair; nappy change and disposal</td></tr> <tr> <td>360.4.012 (Boola Katijin Academic Building)</td><td>Private room with chair and power for milk expression, microwave, sink, boiling and chilled water, nappy change and disposal.</td></tr> <tr> <td>430.1.007 (Student wellbeing space)</td><td>Private room with chair and power for milk expression and feeding; fridge, microwave, sink, boiling and chilled water; 2x workstations (bring your own device or networked computers available); selection of toys and books available.</td></tr> <tr> <td>490.2.035 (Student Guild offices)</td><td>Private room with chair and power for milk expression and feeding.</td></tr> </table> A significant effort has been made to promote the available facilities at Murdoch, with particular attention paid to inclusion of diverse imagery of parents and carers, including: • Creation of an external, dedicated <i>Parenting Facilities</i> webpage in 2021, attracting 1428 views from 1021 unique viewers to date • Inclusion of parenting facilities on internal webpages • Publication of internal news announcements attracting a total of 510 views from at least 150 unique users • Creation and dissemination of digital posters • Inclusion of facilities in university tours and in the <i>New Employee Induction Checklist</i> Informal student parent feedback indicates oversight of Parents Rooms is needed to address ongoing health and safety concerns, including broken and/or ineffective child locks, emptying of the nappy bin and lack of First Aid supplies (<i>Further Action 4.2</i>). An assessment of baby changing facilities (change table and nappy disposal) at the Perth campus was completed in 2023, revealing that men have access to only half of the 16 available facilities. A thorough evaluation of all parenting facilities is recommended to ensure amenities provided are suitable, accessible and secure (<i>Further Action 4.1</i>). Expansion of the existing childcare centre and introduction of a creche/occasional care service were also identified as valuable parent supports in <i>Action 3.6.2</i> of the ASBAP. However, stakeholder consultation post Bronze, together with the operational and financial implications of COVID-19, indicated poor feasibility, leading to deprioritisation of these initiatives.	Location	Feeding, kitchen and working amenities	353.2.012A (Library)	Private room with chair and power for milk expression; fridge, microwave, sink, boiling and chilled water; feeding chair; nappy change and disposal	360.4.012 (Boola Katijin Academic Building)	Private room with chair and power for milk expression, microwave, sink, boiling and chilled water, nappy change and disposal.	430.1.007 (Student wellbeing space)	Private room with chair and power for milk expression and feeding; fridge, microwave, sink, boiling and chilled water; 2x workstations (bring your own device or networked computers available); selection of toys and books available.	490.2.035 (Student Guild offices)	Private room with chair and power for milk expression and feeding.
Location	Feeding, kitchen and working amenities										
353.2.012A (Library)	Private room with chair and power for milk expression; fridge, microwave, sink, boiling and chilled water; feeding chair; nappy change and disposal										
360.4.012 (Boola Katijin Academic Building)	Private room with chair and power for milk expression, microwave, sink, boiling and chilled water, nappy change and disposal.										
430.1.007 (Student wellbeing space)	Private room with chair and power for milk expression and feeding; fridge, microwave, sink, boiling and chilled water; 2x workstations (bring your own device or networked computers available); selection of toys and books available.										
490.2.035 (Student Guild offices)	Private room with chair and power for milk expression and feeding.										

Improved awareness of, and process to apply for, Easy Access Parking for pregnant employees	Easy Access Parking is promoted to employees through the: • Internal <i>Parental Leave Toolkit</i> and <i>Parking</i> employee intranet pages • <i>Preparing for Parental Leave Checklist</i> for employees • Creation of an external <i>ACROD and Easy Access Parking</i> webpage in 2022 outlining eligibility to apply and the application process, attracting 1539 views from 1059 unique viewers to date. In 2022 the Student Central team became responsible for both processing and approving Easy Access Parking permits, streamlining the overall process. Between 2022 and 2024, the number of applications for Easy Access Parking permits increased from 26 to 39 (inclusive of both employees and students). To protect the privacy of applicants', the specific reason for approval is not recorded but anecdotally, Student Central employees noted uptake by pregnant people was low, suggesting more can be done to improve awareness and support employees to locate Easy Access bays (<i>Further Actions 13.1, 13.2 and 14.1</i>). Post-Bronze discussions with university stakeholders to progress dedicated parking bays for parents and explore the feasibility of discounted parking permits for part-time employees (<i>ASBAP 3.6.1</i>) revealed practical challenges to implementation within current parking systems and processes. Reinvigorated stakeholder engagement is planned to inform the feasibility of <i>ASBAP 3.6.1</i> and explore co-designed parking solutions that enhance support for parents, carers, and/or part-time employees (<i>Further Action 8.1</i>).
Created a Carer's Network for employees to connect with and support one another	A Carer Network was established in mid-2024 to provide carers with an opportunity to connect, share experiences and access peer support in an informal setting. The network has met ten times since its inception, growing in membership from three to 18 employees from both academic and professional roles across the university. A private Microsoft Teams channel was created the same year for carers to participate in ongoing conversation. Meetings of the network are promoted via the intranet events page however improved visibility of carers and the supports available should be explored (<i>Further Actions 1.1, 1.3</i>).
Explore options for centrally funded schemes that support female academics whose research performance has been affected by a career break and/or working flexibly (<i>ASBAP 6.2.1</i>)	Financial constraints post COVID-19, together with reduced workload allocation for Athena Swan, delayed the identification and establishment of impactful schemes as defined in <i>ASBAP 6.2.1</i>. The action has been reprioritised as a future initiative (<i>Further Action 7.1</i>), expanding to include parents and carers of all genders and professions, and employees with caring needs.
Hold "working-parent forums" twice per year to facilitate discussions and provide information regarding issues impacting pregnant or breastfeeding women, childcare, and returning to work and flexible work options (<i>ASBAP 3.6.3</i>)	Detailed information is already available on the employee intranet regarding FWA, childcare options, and expansion of existing pages is planned to include support and resources for women during/following pregnancy and returning to work (<i>Further Action 2.2</i>). Consequently, alternative initiatives were prioritised as more impactful, including providing ongoing sponsorship to the Women in STEM Symposium, leading to discontinuation of plans for working parent forums.



Figure 3: Representative images of Building 430 Parents Room

4 Outcomes

Two university-wide online surveys were administered across the university in 2021 and 2024, each for differing purposes. The 2021 Equity, Diversity and Inclusion (EDI) survey (“2021 survey”) emphasised understanding employees’ lived experience of work including flexible working, caring responsibilities and inclusion. The 2024 Employee Engagement Survey (“2024 survey”) centred more on understanding the broader employee experience including overall engagement and satisfaction. Similar themes and questions concerning parents and carers experience of workplace flexibility and satisfaction are compared between surveys where possible, noting that both 2018 and/or 2021 survey data may be used to provide a baseline comparison where comparable questions exist. Where possible, the intersectionality of parents and carers is presented and compared within and between years.

The 2021 survey was promoted to all continuous, fixed term and casual employees at all WA campuses via several internal news announcements and by a direct email invitation to participate. In total, there were 378 respondents representing a response rate of only 14%, reflective of both survey fatigue and poor workplace culture and experience. More than half of all respondents (56%) had caring responsibilities, with 46% and 20%

of total respondents identifying as primary and secondary carers respectively. Detailed demographics of survey respondents are presented in Table 13.

Table 13: Demographics of 2021 survey respondents

Demographic Type	Total respondents	% respondents
Survey respondents	378	100%
Woman	241	64%
Man	109	29%
Non-binary or different gendered term	7	2%
Culturally or Linguistically Diverse (CALD)	113	30%
Disability or long-term health condition	30	8%
LGBTIQA+	30	8%
First Nations	11	3%
Religious Affiliation – Christian	87	23%
Religious Affiliation – Eastern (including Buddhism, Hinduism, Sikhism, Islam and Judaism)	19	5%
Academic	139	37%
Professional	208	55%
HDR Student	3	1%
Employed on a full-time basis	257	68%
Employed on a part-time basis	91	24%
Parent and/or carer	210	56%
Primary carer	164	43%
Secondary carer	77	20%

The 2024 survey, administered by Culture Amp, was promoted to all continuous, fixed term and casual employees at all WA campuses via several internal news announcements and by a direct email invitation to participate. In total, there were 1574 respondents representing a response rate of 46% among continuous, fixed term and casual employees. More than half of all respondents (52%) had parental or caring responsibilities. Detailed demographics of survey respondents are presented in Table 14.

Table 14: Demographics of 2024 survey respondents

Demographic Type	Total respondents	% respondents
Survey respondents	1574	100%
Woman	946	60%
Man	521	33%
Non-binary	26	2%
Transgender or gender diverse	22	1%
Culturally or Linguistically Diverse (CALD)	419	27%
Disability	66	4%
Neurodiversity	202	13%
LGBTIQA+	132	8%
First Nations	23	1%
Academic	660	42%
Professional	914	58%
Employed on a full-time basis	987	63%
Employed on a part-time basis	281	18%
Employed on a casual basis	306	19%
Parent and/or carer	821	52%

4.1 Flexible Working Arrangements

Employees' perception of access to and support of flexible working was evaluated in 2018, 2021 and 2024, with comparable survey questions defined in Tables 15 and 16, and results presented in Tables 17 and 18 respectively.

Table 15: Comparable survey questions assessing access to FWA

Year	Survey Question
2018	"I have the flexibility I need to manage my work and caring responsibilities"
2021	"I have the flexibility I need to manage my work and caring responsibilities"
2024	"I am able to arrange time out from work when I need to."

Table 16: Comparable survey questions assessing employees' perception of supervisor support for FWA

Year	Survey Question
2018	"My supervisor is supportive of requests for flexible working arrangements (e.g. working from home, part-time work, job-share, flexible hours"
2021	"My supervisor is supportive of requests for flexible working arrangements (e.g. working from home, part-time work, job-share, flexible hours"
2024	"We are genuinely supported if we choose to make use of flexible working arrangements."

Respondents' experience in accessing adequate FWA by caring status, carer demographic, role type and hours is shown in Table 17. In 2024, more than 83% of carers reported having the flexibility needed to manage their work and caring responsibilities, recovering from low agreeability of approximately 67% in 2021. The difference in perception of flexibility between non-carers and carers has also improved, with the margin decreasing from approximately 9 percentage points (pp) in 2021, to 1pp in 2024, on-par with Higher Education Oceania benchmarking data³.

Further exploration of carers' experience by demographic, role type and hours revealed an increase in agreeability between 2021 and 2024 (Table 16), most notably for carers that were also:

- Employed in an academic role, increasing from 68% to 90% (+22pp)
- Employed on a part-time basis, increasing from 71% to 90% (+19pp)
- Living with a disability or long-term health condition, increasing from 57% to 74% (+17pp)

Comparison of 2024 data revealed differences in perceived flexibility available (Table 17) including:

- Carers in professional roles were less likely to agree (73%) that they had the flexibility needed to manage their work and caring responsibilities than carers in academic roles (90%)
- Carers employed on a casual basis were less likely to agree (72%) than carers employed part-time (90%) or full-time (83%)
- Carers identifying as First Nations were less likely to agree (59%) than non-first Nations employees (83%) and carers overall (83%)
- Carers identifying as having a disability or long-term health condition were less likely to agree (74%) than employees without a disability (84%)

Employees' perception of support for FWA by caring status, carer demographic, role type and hours are presented in Table 18. In 2024, both carers and non-carers report strong support from their supervisor in accessing FWA, with 83% and 84% agreeability respectively (comparison to 2018 and 2021 data is unavailable).

³ Culture Amp Pty Ltd. (2024). *Higher Education Oceania, July 2024 benchmark* [Unpublished raw data].

Table 17: Accessibility of flexible working arrangements to manage work and caring responsibilities by carer demographic, role type and hours

Survey year	% Favourable Response															
	Overall	Non-carer	Primary Carer	Second-ary Carer	Carer Woman	Carer Man	Carer CALD	Carer Dis-ability	Carer Neuro-diverse	Carer LGBTI QA+	Carer First Nations	Carer Aca-demic	Carer Profess-ional	Carer full-time	Carer part-time	Carer casual
2018	75% (n=502)	NR	77% (NR)	76% (NR)	NR	NR	NR	NR	NA	NR	NR	NR	NR	NR	NR	NR
2021	70% (n=352)	76% (n=161)	67% (n=125)	68% (n=75)	72% (n=136)	71% (n=56)	81% (n=52)	57% (n=14)	NA	IR	IR	68% (n=75)	74% (n=116)	70% (n=128)	71% (n=66)	60% (n=15)
2024	83% (n=1574)	84% (n=675)	83% (n=821)		84% (n=535)	81% (n=263)	83% (n=243)	74% (n=35)	83% (n=87)	90% (n=31)	59% (n=17)	90% (n=354)	73% (n=466)	83% (n=529)	90% (n=182)	72% (n=109)

IR insufficient responses

NA not assessed

NR not reported

Table 18: Employees' perception of supervisor support for flexible working arrangements by carer demographic, role type and hours

Survey year	% Favourable Response															
	Overall	Non-carer	Primary Carer	Second-ary Carer	Carer Woman	Carer Man	Carer CALD	Carer Dis-ability	Carer Neuro-diverse	Carer LGBTI QA+	Carer First Nations	Carer Aca-demic	Carer Profess-ional	Carer full-time	Carer part-time	Carer casual
2018	86% (NR)	NR	NR	NR	NR	NR	NR	NR	NA	NR	NR	NR	NR	NR	NR	NR
2021	81% (n=359)	82% (n=135)	78% (n=157)	84% (n=73)	82% (n=135)	82% (n=57)	77% (n=53)	96% (n=13)	NA	IR	IR	89% (n=70)	80% (n=119)	83% (n=126)	77% (n=65)	79% (n=14)
2024	84% (n=1574)	84% (n=675)	84% (n=821)		85% (n=532)	83% (n=262)	87% (n=242)	74% (n=35)	84% (n=86)	84% (n=31)	69% (n=16)	81% (n=351)	86% (n=465)	86% (n=527)	85% (n=181)	72% (n=108)

IR insufficient responses

NA not assessed

NR not reported

Comparison of 2024 data for perception of supervisor support for FWA by carers demographic, role type and hours (Table 18) revealed differences in perceived support for FWA including:

- Carers employed on a casual basis were less likely to feel supported (72%) than part-time (85%) or full-time employees (86%)
- Carers identifying as First Nations were less likely to feel supported (69%) than non-first Nations employees (85%) and carers overall (83%)
- Carers identifying as having a disability or long-term health condition were less likely to feel supported (74%) than employees without a disability (85%)

Employee satisfaction was evaluated in 2021 and 2024 for parents and carers and their intersecting identities, with comparable survey questions presented in Table 19.

Table 19: Comparable survey questions assessing employment satisfaction

Year	Survey Question
2018	"Taking everything into consideration, I am satisfied with my job as a whole."
2021	"Taking everything into consideration, I am satisfied with my job as a whole."
2024	"Overall, working at Murdoch University is a positive experience."

Satisfaction for all respondents overall remains high, increasing from 74% in 2018 to 78% in 2024, as noted in Table 20. In 2024, carers reported lower satisfaction (76%) than non-carers (83%). Carers in academic roles, with a disability or long-term health condition or identifying as LGBTIQ+ were less satisfied with their overall employment, mirroring broader findings from 2018. Particularly:

- Carers in academic positions remain less satisfied (69%) than carers in professional roles (82%)
- Carers with a disability or long-term health condition remain less satisfied (66%) compared to carers without a disability (77%) and carers overall (78%)
- Carers belonging to the LGBTIQ+ community remain less satisfied than non-LGBTIQ+ carers (77%) and carers overall (78%)
- Carers employed on a casual basis report greater satisfaction (85%) than those employed on a full-time (75%) and part-time basis (76%).

Development of a *FWA Policy and Procedure*, and improved visibility and promotion within the university, has been positive for parents and carers. However, overall workplace satisfaction remains lower for parents and carers compared to their counterparts' suggesting barriers remain to inclusion. The poorer experience of parents and carers with intersecting identities, particularly those identifying as LGBTIQ+, First Nations and/or as having a disability, indicates the presence of cohort specific barriers that must be addressed. Murdoch's EDI sub-strategy⁴ identifies these communities as priority stakeholders, with ongoing discussions to identify and address these barriers.

⁴ Murdoch University (2024). *Sub-strategy 2023-2030 – Equity, Diversity and Inclusion*. Murdoch University, p10. Available from: <https://www.murdoch.edu.au/strategy/edi/strategy>

Table 20: Employment satisfaction of 2024 survey respondents by carer demographic, role type and hours

Survey year	% Favourable Response														
	Overall	Non-carer	Carer	Carer Woman	Carer Man	Carer CALD	Carer Disability	Carer Neuro-diverse	Carer LGBTIQ A+	Carer First Nations	Carer Academic	Carer Professional	Carer full-time	Carer part-time	Carer casual
2018	74% (n=644)	NR	NR	NR	NR	NR	NR	NA	NR	NR	NR	NR	NR	NR	NR
2021	51% (n=378)	54% (n=143)	52% (n=210)	56% (n=136)	52% (n=61)	54% (n=54)	43% (n=14)	NA	IR	IR	38% (n=77)	65% (n=120)	53% (n=133)	53% (n=66)	60% (n=15)
2024	78% (n=1574)	83% (n=675)	76% (n=821)	78% (n=535)	75% (n=262)	78% (n=243)	66% (n=35)	68% (n=88)	68% (n=31)	71% (n=17)	69% (n=352)	82% (n=467)	75% (n=528)	76% (n=183)	85% (n=108)

IR insufficient responses

NA not assessed

NR not reported

4.2 Parental and Partner Leave

Table 21 presents headcount of women and men accessing Parental Leave between 2023-2024, with comparison between 2019-2022 and 2023-2024 presented in Table 22. Women continue to account for most employees taking Parental Leave (83%), the majority in professional roles (62%), however the proportion of men accessing Parental Leave has increased from 13% to 17% (Table 22, Figure 4).

Table 21: Employees accessing Parental Leave (headcount) by gender and role type (2023-2024)

Role Type	2023			2024		
	W	M	Total	W	M	Total
Academic	9	3	12	6	2	8
Professional	22	3	25	22	4	26
Total	31	6	37	28	3	34
% by Gender	84%	16%	100%	82%	18%	100%

2023-2024 Totals	Woman	Man
Academic	15 (21%)	5 (7%)
2023-2024 Totals	Woman	Man
Professional	44 (62%)	7 (10%)
2023-2024 Totals	Woman	Man
All role types	59 (83%)	12 (17%)

M Man

W Woman

Table 22: Proportion of employees accessing Parental Leave before (2019-2022) and after (2023-2024) interventions

Reporting Period	Academic		Professional		All Roles	
	W	M	W	M	W	M
2019-2022	19%	3%	68%	9%	87%	13%
2023-2024	21%	7%	62%	10%	83%	17%
pp difference	+2pp	+4pp	-6pp	+1pp	-4pp	+4pp

M Man

W Woman

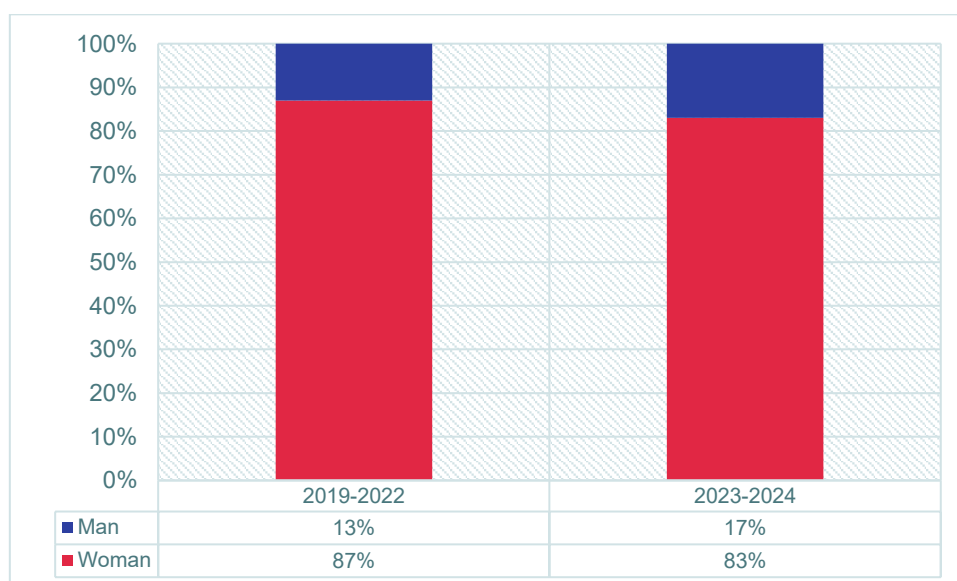


Figure 4: Proportion of employees by gender accessing Parental Leave between 2019-2022 and 2023-2024.

Annually, the proportion of men taking Parental Leave has improved from a low of 10% in 2021 to 18% in 2024 (Figure 5).

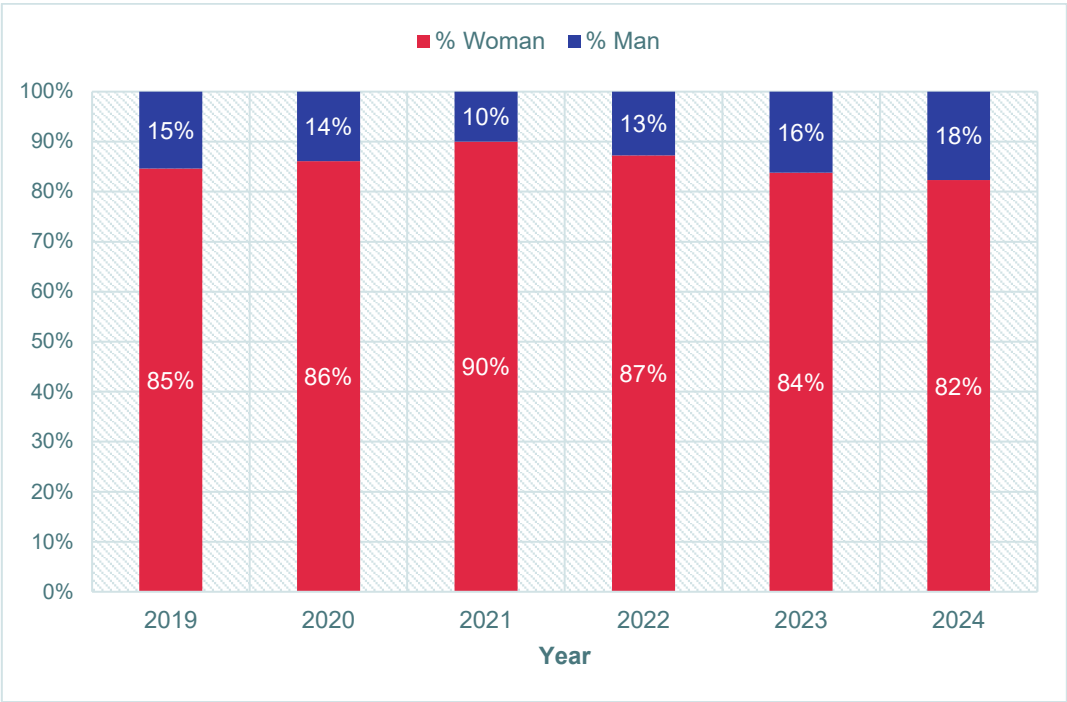


Figure 5: Proportion of employees by gender accessing Parental Leave annually (2019-2024)

Parental Leave uptake by gender and role type of all eligible university employees was determined from workforce statistics (Tables 21, 23 and 24), with comparison before and after interventions summarised in Table 25. Uptake of Parental Leave by women decreased from 3.5% (2019-2022) to 2.8% (2023-2024). During the same periods, uptake by men increased from 0.8% to 1.0%.

Table 23: Workforce distribution by gender and role type (2023-2024)

Role Type	2023		2024	
	W	M	W	M
Academic	315	297	362	341
Professional	680	292	743	297
Total	995	589	1105	638
Annual total	1584		1743	

M Man
W Woman

Table 24: Parental Leave uptake (percentage of cohort) by gender and role type (2023-2024)

Role Type	2023		2024	
	W	M	W	M
Academic	2.9%	1.0%	1.7%	0.6%
Professional	3.2%	1.0%	3.0%	1.3%
Total	3.1%	1.0%	2.5%	0.9%
Annual total	2.3%		2.0%	
2023-2024 Totals	Woman		Man	
Academic	2.2%		0.8%	
2023-2024 Totals	Woman		Man	
Professional	3.1%		1.2%	
2023-2024 Totals	Woman		Man	
All role types	2.8%		1.0%	

M Man
W Woman

Role Type	2023		2024	
	W	M	W	M
Academic	2.9% (9/315)	1.0% (3/297)	1.7% (6/362)	0.6% (2/341)
Professional	3.2% (22/680)	1.0% (3/292)	3.0% (22/743)	1.3% (4/297)
Total	3.1% (31/995)	1.0% (6/589)	2.5% (28/1105)	0.9% (6/638)
Annual Total	2.3% (37/1584)		2.0% (34/1743)	
2023-2024 Totals	Woman		Man	
Academic	2.2% (15/677)		0.8% (5/638)	
2023-2024 Totals	Woman		Man	
Professional	3.1% (44/1423)		1.2% (7/589)	
2023-2024 Totals	Woman		Man	
All role types	2.8% (59/2100)		1.0% (12/1227)	

M Man
W Woman

Table 25: Parental Leave uptake (percentage of cohort) before (2019-2022) and after (2023-2024) interventions

Reporting Period	Academic		Professional		All role types	
	W	M	W	M	W	M
2019-2022	2.4%	0.6%	3.9%	1.0%	3.5%	0.8%
2023-2024	2.2%	0.8%	3.1%	1.2%	2.8%	1.0%
pp difference	-0.2pp	+0.3pp	-0.8pp	+0.2pp	-0.7pp	+0.2pp

M Man
W Woman

Parental Leave uptake by academic employees was lower than professional employees for both men and women, suggesting role-specific barriers – such as teaching, supervision, and the need to maintain continuity in research, may present barriers to accessing Parental Leave. Furthermore, emerging evidence suggests that men are significantly less likely than women to utilise their full Parental Leave entitlement, with only 32% of men who accessed Parental Leave between 2019-2024 taking the full 26 weeks compared to 59% of women (Table 26). Academic men were least likely of the employee cohorts to take the full entitlement available (25%), and at approximately half the rate observed for men in professional roles (42%). Duration of Parental Leave may also be influenced by contract-type, where eligible fixed term employees can access Parental Leave only up to the date of contract expiry. To better understand the factors contributing to uptake and duration of Parental Leave, further discussion with parents is planned (*Further Action 6.1*).

Table 26: Duration of Parental Leave entitlement claimed by employees accessing Parental Leave (2019-2024)

Entitlement used	Professional		Academic		All Roles	
	W	M	W	M	W	M
≤ 6 weeks	1	0	1	4	2	4
7-12 weeks	18	2	0	4	18	6
13-19 weeks	23	0	7	0	30	0
20-25 weeks	22	9	5	2	27	11
26 weeks (full)	82	8	30	2	112	10
TOTALS	146	19	43	9	189	31
% Full entitlement used	56%	42%	70%	22%	59%	32%

Men remained the sole takers of Partner Leave between 2023-2024, as noted in Table 27, consistent with broader societal norms that position men in the supporting parent role. Proportionally, more academic men are accessing Partner Leave (59%) than professional men, increasing from 38% (2019-2022) (Table 28). However, the overall numbers remain small and minor changes in uptake by role type have a greater effect on the reported percentage.

Table 27: Employees accessing Partner Leave (headcount) by gender and role type (2023-2024)

Role Type	2023			2024		
	W	M	Total	W	M	Total
Academic	0	5	5	0	8	8
Professional	0	6	6	0	3	3
Total	0	11	11	0	11	11
% by Gender	0%	100%	100%	0%	100%	100%

2023-2024 Totals	Woman	Man
Academic	0 (0%)	13 (59%)
2023-2024 Totals	Woman	Man
Professional	0 (0%)	9 (41%)
2023-2024 Totals	Woman	Man
All role types	0 (0%)	22(100%)

M Man

W Woman

NC No change compared to equivalent cohort in 2019-2022 period

Table 28: Proportion of employees accessing Partner Leave before (2019-2022) and after (2023-2024) interventions

Reporting Period	Academic		Professional		All Roles	
	W	M	W	M	W	M
2019-2022	0%	38%	0%	62%	0%	100%
2023-2024	0%	59%	0%	41%	0%	100%
pp difference	NC	+21pp	NC	-21pp	NC	NC

M Man

W Woman

NC No change

Partner Leave uptake by gender and role type of all eligible university employees was determined from workforce statistics (Tables 23 and 29), with percentage point differences between 2019-2022 and 2023-2024 summarised in Table 30.

Table 29: Partner Leave uptake (percentage of cohort) by gender and role type (2023-2024)

Role Type	2023		2024	
	W	M	W	M
Academic	0.0% (0/315)	1.7% (5/297)	0.0% (0/362)	2.3% (8/341)
Professional	0.0% (0/680)	2.1% (6/292)	0.0% (0/743)	1.0% (3/297)
Total	0.0% (0/995)	1.9% (11/589)	0.0% (0/1105)	1.7% (11/638)
Annual Total	0.70% (11/1584)		0.6% (11/1743)	
2023-2024 Totals	Woman		Man	
Academic	0% (0/677)		2.0% (13/638)	
2023-2024 Totals	Woman		Man	
Professional	0% (0/1423)		1.5% (9/589)	
2023-2024 Totals	Woman		Man	
All role types	0% (0/2100)		1.8% (22/1227)	

M Man

W Woman

Table 30: Partner Leave uptake (percentage of cohort) before (2019-2022) and after (2023-2024) interventions

Reporting Period	Academic		Professional		All role types	
	W	M	W	M	W	M
2019-2022	0%	0.9%	0%	1.4%	0%	1.2%
2023-2024	0%	2.0%	0%	1.5%	0%	1.8%
pp difference	NC	+1.1pp	NC	+0.1pp	NC	+0.6pp

M Man

W Woman

NC No change

Uptake of Partner Leave by men increased from 1.2% (2019-2022) to 1.8% (2023-2024), more than doubling for academic men (from 0.9% to 2.0%) and remaining consistent for professional men (approximately 1.5%).

Higher uptake of Partner Leave among academic men, and greater uptake of Parental Leave among professional men, suggests specific role related responsibilities and institutional barriers within the university may be influencing these patterns. Further data collection is planned to gain deeper insights into this observation (*Further Action 6.1*).

Return and retention rates of employees accessing Parental Leave were at their lowest in 2020, with fewer employees returning during COVID-19 restrictions and/or being retained during the organisational restructures that followed across 2021-2022. Return and retention rates have slowly recovered in recent years to rates observed in 2017 (Table 31, Figure 6). More than 97% of employees accessing Parental Leave in 2023 returned to work, with 93% remaining at 12 months and 84% at 18 months, generally consistent with overall employee retention across 2023-2024 (86-91%).

Table 31: Return and retention rates of employees accessing Parental Leave (2017-2023)

Employee retention	2017	2018	2019	2020	2021	2022	2023
Return from Parental Leave							
Headcount	27	31	25	31	36	43	36
Eligible employees	28	37	26	36	40	47	37
% returned	96%	84%	96%	86%	90%	91%	97%
Retention at 6 months							
Headcount	26	29	25	29	36	41	35
Eligible employees	28	37	26	36	40	47	37
% returned	93%	78%	96%	81%	90%	87%	95%
Retention at 12 months							
Headcount	24	29	24	26	32	41	28
Eligible employees	28	37	26	36	40	47	30
% returned	86%	78%	92%	72%	80%	87%	93%
Retention at 18 months							
Headcount	24	27	20	22	31	40	16
Eligible employees	28	37	26	36	40	47	19
% returned	86%	73%	77%	61%	78%	85%	84%

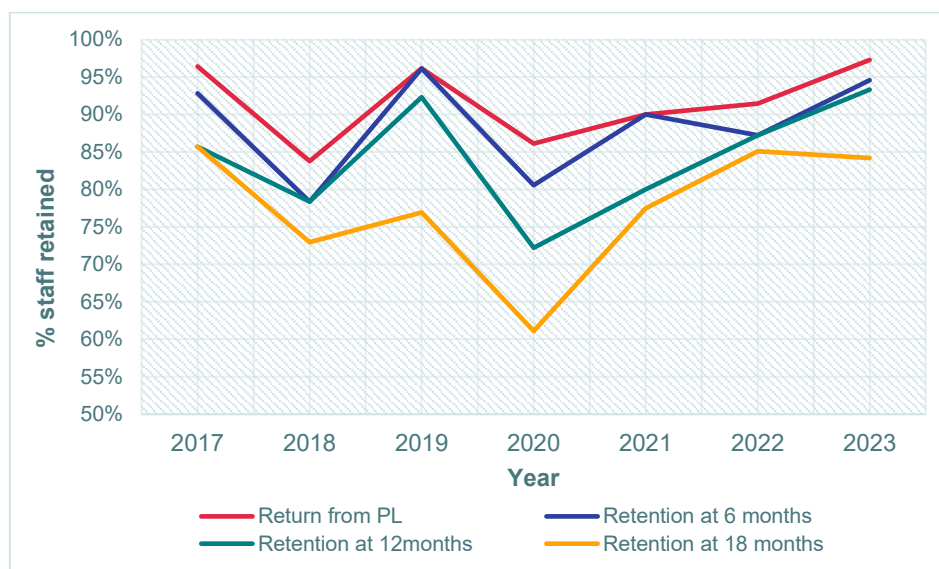


Figure 6: Retention rate of employees accessing Parental Leave (2017-2023)

Since the introduction of the *Parental Leave Toolkit* in mid-2023, the number of parental leave queries submitted via Service Now has decreased from 107 in 2022 to 89 in 2024 (Figure 7), indicating improved access to information.

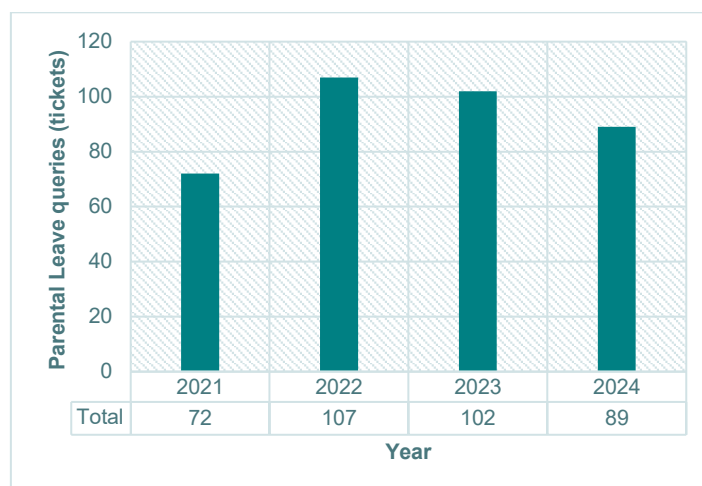


Figure 7: Parental Leave queries (tickets) received via Service Now (2021-2024)

Enhanced communication of all forms of parental leave, together with competitive entitlements, has led to encouraging progress in addressing the gender imbalances that exist in uptake of Parental Leave. Continued efforts are required across the university to actively promote available entitlements and support men to access these (*Further Action 6.2*).

4.3 Additional supports for parents and carers

Access records indicate that across 2023 and 2024, parenting facilities were frequently accessed by employees and students, as noted in Table 32.

Table 32: Unique users of the Library and Building 430 Parenting Rooms (2023-2024)

User type	Library Parenting Room		Building 430 Parenting Room	
	2023	2024	2023	2024
Employee	23	30	41	42
Student	39	34	43	71
TOTALS	62	64	84	113

Further investigation and discussion with relevant teams reveals employees local to the Building 430 Parents' Room have accessed the space to use the water and sink amenities rather than for genuine use, accounting for 50% of employee users in 2024. Installation of new amenities nearby has resolved the need for employees and students to access the space, however a review of access protocols across all parent facilities is suggested (*Further Action 12.1*).

Informal observations indicate the parents' rooms are genuinely occupied 3-4 times per week by students, with many of the same parents or carers consistently utilising the space.

5 Impact

Qualitative feedback was collected in 2021 and 2024 surveys, with respondent demographics provided in Tables 12 and 13 respectively, noting that distinction cannot be made between whether the respondent is a parent, carer or both. Poor visibility and understanding of carers and their responsibilities, and persistent conflation with parents, has contributed to low numbers of employees identifying as carers. Members of the Carers Network (totalling 18 employees) were invited to share their experience and insights to inform a preliminary Gender Equity Action Plan and for Athena Swan reporting purposes. Invitations were extended via the Network's private Microsoft Teams channel, with five employees choosing to participate, including women and men from a variety of roles, and representing a response rate of the Network of 26%. As the number of employees openly identifying as carers is small, demographics of individual participants are not provided to maintain anonymity.

5.1 Flexible Working Arrangements

Overall, employees with parental and caring responsibilities describe the positive impacts of FWA in managing their work and personal lives, with representative feedback presented in Table 33.

Table 33: Impact of the FWA Policy and Procedure on parents and carers

Initiative	Impact	Data
Develop a FWA Policy and Procedure. Create a comprehensive FWA intranet page to support employees and leaders and promote FWA.	Parents and carers highly value flexible work arrangements offered, specifically the positive impacts on work/life balance and performance.	<i>"The flexible working arrangements including Working on campus and from home (WFH) has been a game changer for me as a full-time working mum. The ability to adjust my hours and work remotely has made it so much easier to balance raising a young family while managing my work responsibilities. This flexibility has not only made the daily juggle more manageable but also allowed me to produce better outcomes in my work because I'm confident that both my work and home life are on track. This is something the university has done exceptionally well, and I truly appreciate it."</i> – Survey respondent (2024). <i>"It's that I have the choice to choose when I need to [work from home]. And also at short notice. I'm working from home today. Great. Fine. No guilt. The understanding is there."</i> – Interviewee 1, carer (2025). <i>"I can't tell you how many papers I've written sitting on the floor of the Children's Hospital or in the ward. I've done workshops from the café in hospitals....Just having the flexibility of being able to do that allows me to continue to be professional."</i> – Interviewee 2, carer (2025).
	Parents and carers feel supported by management and team leaders who make an effort to understand individual needs.	<i>"Our team leader makes the effort to understand our needs and/or reasons for flexible work arrangements. He is then able to appropriately approve or alter our requests to ensure a fair and ethical arrangement."</i> – Survey respondent (2024). <i>"When it came to a point where I had to have serious discussions about informal arrangements, I felt safe enough to talk about my situation and my supervisor was very understanding and wanted to know how I could be supported. I've had offers of support, especially in the teaching part of the role that has less flexibility, for example, timetabled classes....Every colleague who I've discussed my situation with has offered, if you ever need to go, we'll take care of the teaching responsibilities, or we'll make it work...In that area of our School I do feel very supported."</i> – Interviewee 3, carer (2025).

Employees described inequity in the application and ongoing management of FWA within and between teams, particularly for informal arrangements, with representative feedback provided in Table 34.

Table 34: Challenges and further opportunities in supporting parents and carers to access FWA

Challenge	Data	Recommendation
Some parents and carers describe inequity in FWA approvals within and between teams, and how FWA is managed.	<i>"[Redacted]" – Interviewee 5, carer (2025).</i> <i>It is not easy at all now. It used to be easier before. For a single parent with full-time care, it is still difficult to convince them how much a flexible working arrangement means to me. Although I can still do most of my duties at home, they insist on maintaining contact hours, which in reality means me being in my office for a prolonged time."</i> – Survey respondent (2024). <i>"Management makes a point of noting whoever uses flexible working arrangements. Multiple staff in my department have received questioning when utilising this. You are asked to justify every time change or WFH day."</i> – Survey respondent (2024).	- Review the <i>Flexible Working Arrangement Leader Guide</i>, amending as required, to better support managers to apply FWA within their teams more equitably, and more widely promote to leaders (<i>Further Action 3.1</i>). - Build managers' awareness and understanding of carer needs through educational opportunities and resources (<i>Further Actions 1.2, 1.3</i>). - Identify dedicated contacts within the People and Culture team to provide guidance and support for employees negotiating FWA with their leaders (<i>Further Action 5.1</i>). - Embed within the <i>Flexible Working Arrangements Policy and Procedure</i> guidance on navigating changes in leadership and protections for existing FWA (<i>Further Action 3.2</i>).
Some carers expressed concern that changes to leadership could see current FWA in place reduced or removed.	<i>"I do worry if there's a new Head of School that is not so understanding, what sort of help would I get from Murdoch to navigate that relationship with my supervisor in that situation? Who do I turn to? Do I turn to the Equity Team or do I turn to HR [Human Resources – People and Culture]?... It would make me feel more secure if there's any...changes to the Head of School."</i> – Interviewee 3, carer (2025).	

5.2 Parental and Partner Leave

Employees praised the Parental Leave and information available, with representative feedback provided in Table 35.

Table 35: Impact of Parental Leave entitlements and information on parents

Initiative	Impact	Data
Improved entitlements to Paid Partner Leave and maintained entitlements to Parental Leave.	Employees report satisfaction with the Parental Leave Policy and information available.	<i>"Murdoch's policy around Parental Leave is one of the best. To know that I can take a significant break to spend time with my child and recover from pregnancy, and also knowing I have job security is great."</i> – Survey respondent (2021).
Develop a suite of tools to holistically address parental leave, specifically a Parental Leave Basics Information Booklet for Employees and a Parental Leave Toolkit for Supervisors (<i>ASBAP 3.4.1</i>).		<i>"Parental Leave, return to work flexibility and Intranet pages such as the Parental Leave Toolkit [are some of the things we are doing great here]"</i> – Survey respondent (2024).

Parents report feeling unsupported during and following Parental Leave, finding it difficult to communicate with their colleagues while on leave and returning to work, with representative feedback presented in Table 36.

Table 36: Challenges and further opportunities to support parents prior to, during and following Parental Leave

Challenge	Data	Recommendation
Parents report inadequate support during and following Parental Leave.	<i>"I think Murdoch could be more inclusive of Parental Leave and parents returning to work. I was not checked in with all during my maternity leave and the information I needed to complete critical paperwork was not available to me meaning I was forced to try and get in contact/follow up with people instead of bonding with my newborn (it also took a lengthy amount of time for people to respond to me)." – Survey respondent (2024).</i> <i>I was never asked if I needed any accommodations (e.g. time throughout a shift to pump) when returning to work & a workmate had to remind Management that I would need someone present during my first shift back to run through any changes and remind me of procedures." – Survey respondent (2024).</i>	• Develop a <i>Keeping in Touch (KIT) Toolkit</i> and/or framework to improve awareness and uptake of KIT days (<i>Further Actions 16.1, 16.2</i>). • Review existing breastfeeding and expressing supports available to employees, including the introduction of mobile breastfeeding support kits (<i>Further Action 2.1</i>). • Develop a <i>Returning from Parental Leave Resource Guide</i> for employees and leaders to support a smooth transition back to work, including breastfeeding and/or expressing accommodations (<i>Further Action 2.2</i>).
Parents are uncertain of flexible Parental Leave.	<i>"As a woman in science who is promised support and flexibility, I have asked to take a section of my Parental Leave next year as full-time off and then asked to come back prior to the end of six months but work part-time. However, I have been told that this is not possible. As my wage would not change and me coming back part-time early allows me to fulfil student supervision and teaching roles, I think this lack of understanding and flexibility is ridiculous and uncaring" – Survey respondent (2024)</i> <i>"[I don't understand why Murdoch] only allows a single lot of Parental Leave per couple if they both work at the university. This seems unfair." – Survey respondent (2024)</i>	• Expand the FAQ section on the <i>Parental Leave Toolkit</i> to more clearly explain how and why Murdoch's Parental Leave must be taken continuously (<i>Further Action 15.1</i>). • Expand the FAQ section on the <i>Parental Leave Toolkit</i> to more clearly explain entitlements for couples of the university sharing primary caregiver responsibilities (<i>Further Action 15.2</i>).

5.3 Additional supports for parents and carers

Carers describe the importance of the Carer's Network and value the ability to connect with other carers in an informal setting, with representative feedback presented in Table 37.

Table 37: Impact of the Carer's Network on carers' feeling of support and connection

Initiative	Impact	Data
Create a Carer's Network for employees to connect with and support one another.	Carers describe feeling understood and supported by each other to navigate their caring and work challenges.	<i>"It's been really good to know that there are other people...who are carers in my workplace. A lot of the stuff [caring [events]]...in the community has always been during the day while I work. So I've never been able to really get to anything...Having a space here at work where there are other working carers, it's just nice to feel like I kind of belong to an identity of carers who do work." – Interviewee 2, carer (2025).</i> <i>"It's very supportive and I think having people that really have that lived experience...they can empathise...they understand what you're going through. It's really validating, and you feel as though you're not alone or isolated." – Interviewee 5, carer (2025).</i>

Carers perceived a lack of general understanding of the role and responsibilities of a carer, and the impact of caring on career progression, uptake of leadership opportunities and in building connection and networks with other researchers. Representative feedback is provided in Table 38.

Table 38: Challenges and further opportunities to support carers

Challenge	Data	Recommendation
Supports available to carers are poorly communicated.	<i>"It'd be really helpful to know where to go...show them [carers] where to get information, what's available within the organisation, what's available external to the organisation, who they can call for advocacy." – Interviewee 4, carer (2025).</i> <i>"Just having access to Carer's Leave being more simple, and it being clear whether you do need to use your Annual Leave if you've exhausted your Personal Leave [before applying for additional Carer's Leave], that would help." – Interviewee 5, carer 5 (2025).</i>	• Develop a <i>Carers Toolkit</i> on the employee intranet and/or embed information for carers into existing employee <i>Toolkits</i> and resources (as relevant) to improve support of carers and university-wide awareness (<i>Further Action 1.1</i>). • Communicate Carer's Leave to leaders to improve understanding of the process to apply for additional Carer's Leave (<i>Further Action 1.2</i>).
Employee awareness of carers and their responsibilities are not well-understood.	<i>"Probably leaders [need to] work top-down to understand...The caring role can be quite unforgiving. It's an unpaid job and has so many struggles that...people don't quite see. If someone needs to take time of...it's not because they're doing it for fun. It's because there's a genuine reason." – Interviewee 1, carer (2025).</i> <i>"I feel like having [a] visible event would help other staff understand that a lot of us have other things going on...but this is sometimes an all-consuming part of our lives...I like that acknowledgment that we exist." – Interviewee 3, carer (2025).</i> <i>"My immediate colleagues are...pretty aware of...the complexity and crazy of my world and are...really good but in the wider community, they're not...I've probably felt work-wise I've had to be hypervigilant and do a better job to keep the job...so that people won't say she can't do the job because she's caring so I've put a lot of extra pressure on myself for that." – Interviewee 2, carer (2025).</i>	• As part of the <i>Carers Toolkit</i>, provide practical strategies for employees and leaders to support their colleagues with caring responsibilities (<i>Further Action 1.1</i>). • Improve the visibility of Carers and their experiences through delivery of university-wide events and communications (<i>Further Actions 1.2, 1.3</i>).
Carers report challenges in attending and participating in research and networking opportunities.	<i>"This year, I did travel for the first time to a conference. I had saved up quite a lot of money to then backfill the care at home to make sure that I could go. So it cost me quite a lot financially and a lot of emotional time in training people...and emotionally preparing my daughter for that separation....I'd been putting off that travel because it's never been crucial and now it kind of got a point where I really need to go....and so I made that conference work for me in the sense I presented three papers so it was insanely busy and I was shattered by the end of it." – Interviewee 2, carer (2025).</i>	• Explore options for centrally funded schemes to support carers whose research performance and/or professional development is affected by their caring responsibilities, including revisiting the proposed Carer/Dependent Conference Travel Fund in the Bronze application (<i>Further Action 7.1</i>).

cont'd	<i>"Early this year I got to my first research conference in five years...I went away for a week and it was hard. I had to make sure supports were in place – supports for my wife and for the kids. I did it and it was great. It was really stressful...As a researcher, we're kind of expected to travel and present our research and...I have limitations. that I feel will impact in the long-term my career, research metrics and networking." – Interviewee 3, carer (2025).</i> <i>"If I've got the chance to go to [place]...my thing is, how would [redacted] get looked after?...so if you had funds to be able to bring someone in...filling in between when I'm normally there...that would be amazing." – Interviewee 1, carer (2025).</i>	cont'd
Carers describe a lack of flexibility in leadership opportunities to accommodate their caring responsibilities.	<i>"Late last year I was offered a position on the executive...but it was stipulated that it needed to be done full-time which I couldn't do because of my caring role...I did ask if there were sections [of the role] that could be carved out or whether there could be an arrangement, but there's just no flexibility to do that...I was told everybody [on the executive] had to be full time...and that I couldn't have the position anymore." – Interviewee 2, carer (2025).</i>	• In partnership with stakeholders, develop and implement a workforce planning approach (including role design) to improve access to leadership opportunities for part-time employees (<i>Further Action 8.1</i>).
Carers employed in academic roles describe uncertainty in addressing their circumstances in their application for promotion.	<i>"I feel like applying for promotion that...I've got to work harder for it...If I was to put in a promotion application now and say...here's my output, people would look at it and go, it's not enough. But when you look at in the context of, well she's a carer and she's not working full-time, yet she's still able to achieve this, maybe the merit would be there. I don't know how that would get expressed at a Promotion Committee..." – Interviewee 2, carer (2025).</i>	• Provide guidance and support to academic employees to effectively write an Achievement Relative to Opportunity statement in their Promotions application (<i>Further Action 10.1</i>).

6 Further Action

Murdoch aimed to build an inclusive and flexible workplace environment for employees with parental and caring responsibilities by:

- Supporting FWA through development of a clear policy and procedure, streamlining the application process and promoting it to employees through creation of a Flexible Working Toolkit
- Supporting Parental and Partner Leave through competitive employee entitlements and creation of a Parental Leave Toolkit,
- Installing four parent and breastfeeding rooms at its primary campus
- Establishing a Carer's Network

Parents and carers reported improvements in job satisfaction, workplace flexibility and supervisor support however continue to experience inequity in FWA approvals and management within and between teams. While awareness of Parental Leave entitlements has improved, and more men are accessing Parental Leave than they have done so previously, uptake remains largely dominated by women who describe feeling unsupported upon returning to work. The introduction of a Carer's Network has been a positive first step to improve connection between carers, but poor understanding and awareness from the wider university community presents barriers to inclusion and career progression. Ongoing opportunities exist for Murdoch to improve support for parents and carers, presented in order of importance (Table 39).

Table 39: Further suggested actions to improve the experiences of parents and carers at Murdoch

Action	Rationale and/or Evidence	Actions & Outputs	Timeframe (start & end)	Persons and/or Group responsible for Action Delivery	Senior Leader Accountable for Action Delivery	Desired Outcomes, Targets and/or Success Indicators
1	University-wide understanding and visibility of the role of carers and their needs is poor.	1.1 Develop a <i>Carers Toolkit</i> on the employee intranet and/or embed information for carers into existing employee <i>Toolkits</i> and resources (as relevant) to improve support of carers and university-wide awareness.	2026-2027	People and Culture Office Gender Equity Advisory Group	Chief People Officer Chair Gender Equity Advisory Group	Carers are informed of internal and external resources to support them to navigate their caring journey. Employees have improved understanding of the role of a carer and strategies to support them.
		1.2 Develop and promote educational opportunities and resources for leaders and employees to improve their understanding of carers and strategies to support them, including the process to apply for additional Carer's Leave.	2026-onwards (ongoing)	People and Culture Office Gender Equity Advisory Group	Chief People Officer Chair Gender Equity Advisory Group	Educational opportunities and resources are created and promoted to leaders.
		1.3 Celebrate carers and raise awareness through delivery of National Carers Week event(s)	2025 onwards (ongoing)	Equity, Diversity and Inclusion team	Pro Vice Chancellor Equity, Diversity and Inclusion	Attendance/participation of employees, managers and senior leaders at events.
2	Parents describe a lack of support to breastfeed or express at work, and managers' awareness of employer obligations.	2.1 Review existing breastfeeding and expressing supports available to employees, including the introduction of mobile breastfeeding support kits.	2026-2027	Equity, Diversity and Inclusion team Gender Equity Advisory Group	Pro Vice Chancellor Equity, Diversity and Inclusion Chair Gender Equity Advisory Group	Parents returning to work report feeling supported in their return to work and to breastfeed and/or express.
		2.2 Develop a <i>Returning from Parental Leave Resource Guide</i> for employees and leaders to support a smooth transition back to work, including breastfeeding and/or expressing accommodations.				Improved awareness of leaders in supporting employees returning from Parental Leave.

3	Parents and carers describe inequity in FWA approvals within and between teams, and how FWA is managed.	3.1 Review the <i>Flexible Working Arrangement Leader Guide</i> , amending as required, to better support managers to apply FWA within their teams more equitably, and more widely promote to leaders.	2026-2027	People and Culture Office Equity, Diversity and Inclusion team	Chief People Officer Pro Vice Chancellor Equity, Diversity and Inclusion	Clear guidelines are provided for leaders to equitably assess FWA applications. Parents and carers report equitable access to FWA within and between teams.
		3.2 Embed within the <i>Flexible Working Arrangements Policy</i> and <i>Procedure</i> guidance for employees on navigating discussions with their leader and protections for existing FWA.	2026-2027	People and Culture Office Equity, Diversity and Inclusion team	Chief People Officer Pro Vice Chancellor Equity, Diversity and Inclusion	The <i>Flexible Working Policy</i> and <i>Procedure</i> are updated to provide guidelines for employees negotiating FWA. Parents and carers have confidence that existing FWA arrangements will be honoured by new leaders (where no change has occurred in the requirements of the role).
4	Parents' rooms are not well utilised or maintained.	4.1 Review the location, accessibility and amenities of Parents rooms at the Perth campus, including baby change facilities, identifying opportunities for improvement and engagement.	2026	Gender Equity Advisory Group	Chair Gender Equity Advisory Group	Increased use of parent-friendly facilities by parent employees.
		4.2 Embed responsibility for oversight of Parents Rooms into existing team operations.	2025	Access, Wellbeing and Equity	Director Access, Wellbeing and Equity	Parents Rooms are regularly monitored and reviewed to ensure health and safety compliance and meet user needs.

5	Carers are unsure where to seek advice and support from People and Culture regarding policies and procedures.	5.1 Identify and promote dedicated contacts within the People and Culture team to provide guidance and support for parents and carers	2026	People and Culture Office	Chief People Officer	Parents and carers have a clear point of contact to confidentially discuss concerns. Parents and carers report feeling supported by People and Culture to addressing workplace challenges.
6	Low uptake of Parental Leave by men and academic employees.	6.1 Understand the experiences of parents, particularly men and academic employees, in accessing Parental/Partner leave and using the full entitlement, through qualitative and/or quantitative analysis as appropriate.	2026	Athena Swan Academic Working Group	Athena Swan Academic Working Group Chair	Gender and role-specific barriers influencing uptake and duration of Parental/Partner Leave, are identified. Actions are identified and prioritised within relevant Action Plans
		6.2 Promote Parental Leave and experiences of men through internal communication channels.	2026-onwards (ongoing)	People and Culture Office Marketing and Communications Office	Chief People Officer Director Marketing and Communications	Improved uptake of men and academic employees accessing Parental Leave (by percentage and cohort).
7	Carers report challenges in attending and participating in research and networking opportunities.	7.1 Explore options for centrally funded schemes to support parents and carers, and/or employees requiring a carer, whose research performance and/or professional development has been affected by their caring responsibilities/needs.	2027-onwards (ongoing)	Research and Innovation Office People and Culture Office Academic Leaders	Deputy Vice Chancellor Research and Innovation Chief People Officer Academic Heads of College	Creation of funding scheme(s) to support academic and professional employees with caring responsibilities. Carers feel supported to travel and participate in research, networking and career development opportunities.

8	Parking initiatives from Murdoch's ASBAP are yet to be progressed.	8.1 Assess feasibility of dedicated parking bays for parents and discounted annual parking permits for part-time employees (<i>ASBAP 3.6.1</i>). 8.2. Identify and develop co-designed parking solutions (as needed)	2026-2027	Gender Equity Advisory Group	Chair Gender Equity Advisory Group	Feasible parking initiatives are identified and implemented to enhance support for parents, carers and/or part-time staff.
9	Carers describe a lack of flexibility in leadership opportunities to accommodate their caring responsibilities.	9.1 In partnership with stakeholders, develop and implement a workforce planning approach (including role design) to address access to leadership opportunities for part-time employees (<i>Further Action 8.1</i>).	2026-2027	People and Culture Office	Chief People Officer	Implementation of a workforce planning approach to support part-time employees access leadership opportunities.
10	Carers employed in academic roles describe uncertainty in addressing their circumstances in their application for promotion.	10.1 Provide guidance and support to academic employees to effectively acknowledge their circumstances in an Achievement Relative to Opportunity statement.	2026-onwards (ongoing)	Athena Swan Academic Working Group Equity, Diversity and Inclusion Team	Athena Swan Academic Working Group Chair Pro Vice Chancellor Equity, Diversity and Inclusion	Creation of resources on ' <i>Writing Achievement Relative to Opportunity Statements</i> ' to support academic carers in their application for promotion.
11	Flexible work opportunities are not actively promoted to parents and carers, and the wider university.	11.1 Collaborate with Marketing and Communications, People and Culture, Carers Network Murdoch, parents and other university stakeholders to effectively promote and showcase FWA available.	2026-onwards (ongoing)	Marketing and Communications Equity, Diversity and Inclusion Team	Director Marketing and Communications Pro Vice Chancellor Equity, Diversity and Inclusion	Regular promotion and visibility of flexible work opportunities available to parents and carers is showcased through internal news articles.
12	Employees and students are accessing parents' rooms for non-genuine reasons.	12.1 Review methods to approve automatic access to parenting rooms and/or university awareness of primary purpose of parents' rooms.	2026	Gender Equity Advisory Group	Chair Gender Equity Advisory Group	Reduction in employees and students accessing parents' rooms for reasons of convenience.

13	Pregnant employees are unsure where Easy Access parking bays are located.	13.1 Develop an accurate and detailed information resource identifying the location of Easy Access parking bays for dissemination by Student Central.	2026	Equity, Diversity and Inclusion	Pro Vice Chancellor Equity, Diversity and Inclusion	Easy Access parking bays are appropriately signposted and accurately recorded in Murdoch Maps, allowing pregnant employees to successfully locate and use their permit.
		13.2 Promote the location of Easy Access parking bays on the Parental Leave Toolkit intranet page, alongside the application form.	2026-2027	People and Culture Office	Chief People Officer	
14	Easy Access parking bays are not appropriately signposted for use by pregnant employees.	14.1 Review physical signposting of Easy Access parking bays identified on Murdoch Maps and recommend updates/upgrade signage where required.	2026	EDI Team	Pro Vice Chancellor Equity, Diversity and Inclusion	Easy Access parking bays are not appropriately signposted for use by pregnant employees.
15	Parents report a lack of understanding of how and why Murdoch's Parental Leave entitlements must be taken continuously.	15.1 Expand the <i>FAQ</i> section on the <i>Parental Leave Toolkit</i> to explain how and why Murdoch's Parental Leave must be taken continuously, referencing MUEA 2023.	2026-2027	People and Culture Office	Chief People Officer	The Frequently Asked Questions section on the Parental Leave Toolkit is amended to include the conditions with which Parental Leave can be taken, with reference to MUEA 2023.
		15.2 Expand the <i>Frequently Asked Questions</i> section on the <i>Parental Leave Toolkit</i> to clearly explain why Paid Parental entitlements cannot be accessed in full (26 weeks each) for an employee couple wishing to both share primary caregiver responsibilities.	2026-2027			

16	Keeping in Touch Days are not well utilised, and online template for planning is no longer accessible.	16.1 Develop a <i>Keeping in Touch Toolkit</i> and/or framework to improve awareness and uptake of KIT days	2026-2027	People and Culture Office	Chief People Officer	Improved awareness and uptake of Keeping in Touch (KIT) Days
		16.2 Ensure KIT template is accessible online for pregnant employees.	2026-2027			