



S A G E

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Awards

for the SAGE Athena Swan
Accreditation Pathway

Monash University
Application Form

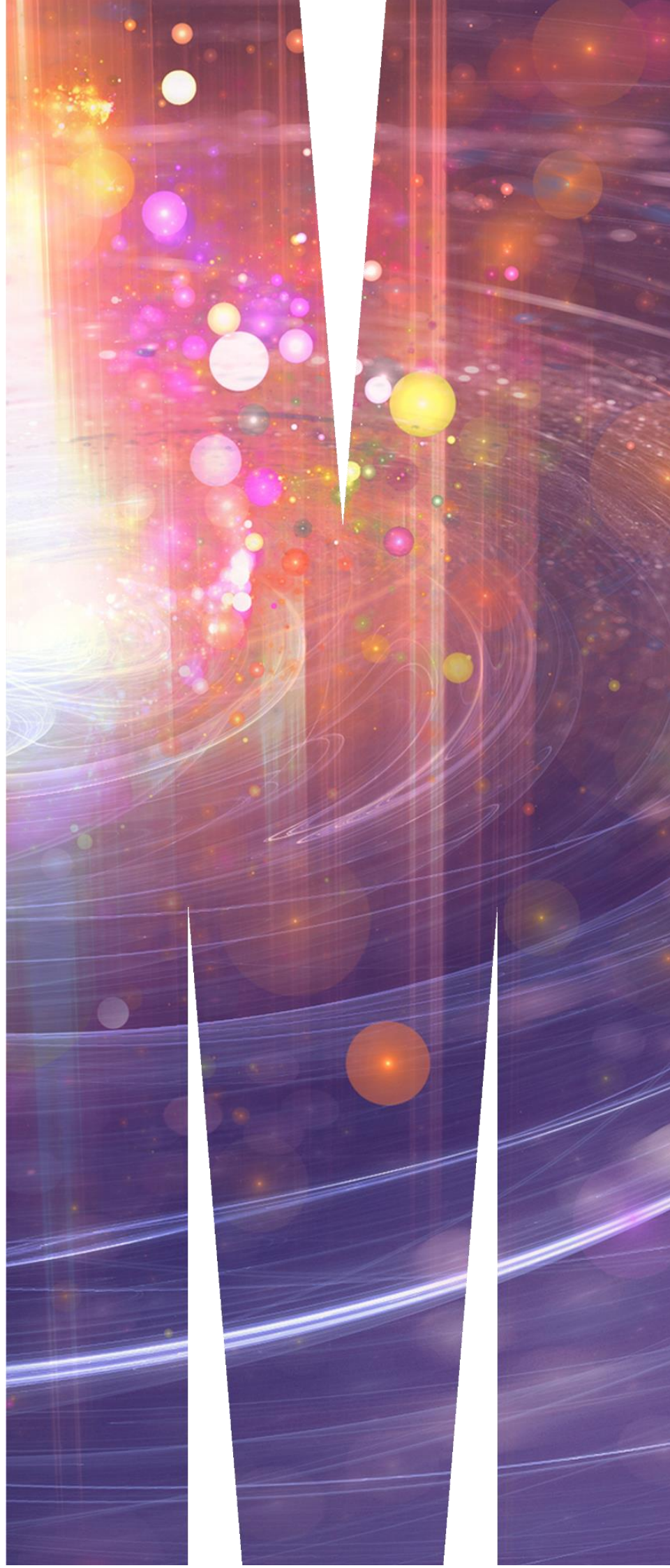
SAGE Cygnet Award Application

Name of Institution	Monash University
Date of Application	30/06/2024
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SAGE ATHENA SWAN CYGNET AWARD APPLICATION

Inclusion of
Transgender and
Gender Diverse Staff

July 2024



Acknowledgement of Country

Monash University recognises that its Australian campuses are located on the unceded lands of the people of the Kulin nations, and pays its respects to their elders, past and present.

Monash is committed to fostering a society that recognises, respects and includes Indigenous peoples, cultures and knowledge. The University will contribute to the creation of this society by working with and celebrating Aboriginal and Torres Strait Islander peoples, cultures and knowledge, as well as Indigenous peoples of other places where Monash has a campus or major presence.

Monash University is committed to supporting and contributing to:

- The Uluru Statement from the Heart process for a First Nations Voice to the Commonwealth Parliament of Australia; and
- Treaty discussions in the state of Victoria and the Yoo-rrook Justice Commission.



Monash University: SAGE CYGNET #5

	Current Cygnet	Barrier
Institution-wide barrier	✓	Inclusion of Transgender and Gender Diverse Staff
Institution-wide barrier		Relative to Opportunity in Academic Promotion (Cygnet 1)
Institution-wide barrier		Indigenous Recruitment (Cygnet 2)
Sub-group barrier		Faculty of Information Technology: Supporting parents and carers (Cygnet 3)
Institution-wide		Women's Representation in senior roles in STEMM (Cygnet 4)

Section	Word limit	Actual Word Count
Cygnet Submission	2500	2494
Key Barriers		61
Evidence of Barriers		955
Activities and Outputs		129
Outcomes		1015
Impact		334
Future Action Plan		Table



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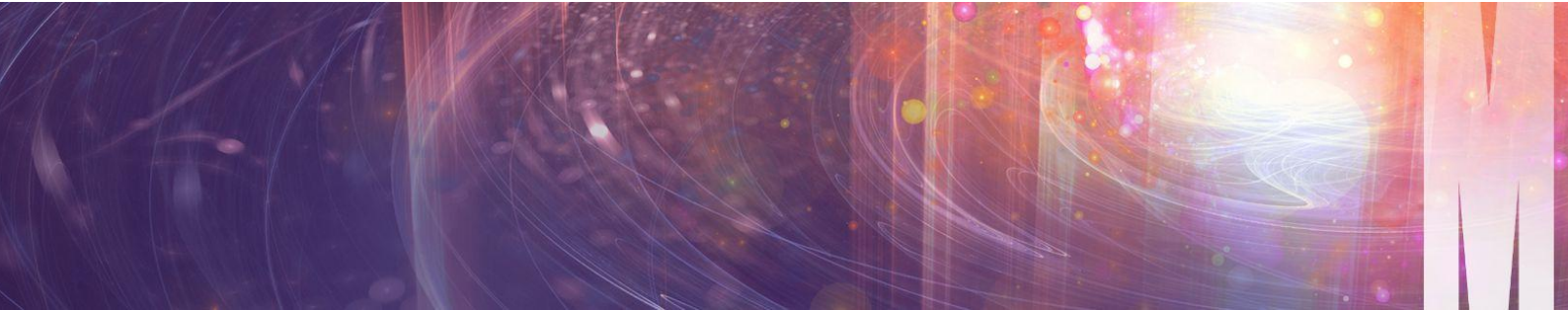


KEY BARRIER

Monash University has made significant strides in LGBTIQ+ inclusion over the past two decades. However, we have identified key barriers to the inclusion and recognition of transgender and gender diverse staff, which are addressed in this application. These barriers highlight significant opportunities to improve policies, workplace practise, inclusive language, organisational training, as well as enhance resources and visibility of allyship from senior leaders.

Key considerations

- Monash University uses the LGBTIQ+ acronym to be as inclusive as possible. We acknowledge that other variations of this acronym exist, which are also valid. LGBTIQ+ stands for lesbian, gay, bisexual, transgender and gender-diverse, intersex, queer and questioning, asexual and aromantic plus other identities.
- In describing people of diverse genders, sexes, and sexualities, the acronym used at Monash has evolved over the past decade, starting with the inclusion of 'Q' in 2015 and expanding to include 'A' and the plus sign (+) in 2021. Throughout this document, we consistently use 'LGBTIQ+' to refer to barriers, activities, or outputs, regardless of the specific year being discussed; except when referring to the Australian Workplace Equality Index, which uses 'LGBTQ'
- In this document, the term 'transgender and gender diverse' collectively refers to individuals whose gender identity is different from their assigned sex at birth. Transgender people may identify as women, men, non-binary or any other gender diverse term. Non-binary gender identity extends beyond normative binary assignments of 'woman' and 'man.'
- Despite efforts, there remains a limitation in collecting and understanding data about the lived experiences of transgender and gender diverse people. This challenge is not unique to Monash University; it is a global issue. Internationally, it is estimated that 1% of the population identify as transgender. Within the University, an all-staff survey administered in 2023 reported a figure of 0.76%.
- We acknowledge that some transgender and gender diverse staff may opt not to disclose their identities at work due to concerns about encountering bias and discrimination. Consequently, we were unable to gain valuable insights into their experiences and how these intersect with other facets of their identity. It also stands as a poignant reminder of why we must persist in our efforts to foster an environment of acceptance and opportunity for all. By removing these barriers, we can truly understand and honour every individual's journey toward equity and inclusion.
- Finally, despite challenges in quantifying the outcomes of initiatives outlined in this application, we strive to pave the way for a deeper understanding and validation of every person's journey toward equity and inclusion, honouring the diverse experiences and contributions of transgender and gender diverse individuals at Monash University.



EVIDENCE OF BARRIER

Monash University's journey towards LGBTIQ+ inclusion has brought attention to significant areas needing improvement, particularly regarding transgender and gender diverse staff. Evidence gathered during our Athena SWAN Self-Assessment process (2016-2018) highlighted policy gaps, notably the necessity for targeted guidelines around gender affirmation. Initiatives to address these gaps were documented in the Athena SWAN Bronze Action Plan 2018-2021.

Additionally, feedback from staff also emphasised the need for a dedicated leave provision, expanded training and access to resources, improved inclusive data collection methods that would provide insights into transgender and gender diverse staff experiences.

The identified sub-barriers addressed in this application were categorised into three broad themes (Figure 1).

Sources of data

- Participation in the Australian Workplace Equality Index, national benchmark on LGBTIQ+ workplace inclusion.
- 2017 Staff Equity and Diversity survey, developed by the Athena SWAN Steering Group (679 participants; 6 Gender Diverse/Non-binary).
- 2018 Australian Workplace Equality Index Employee Survey (1336 participants; 18 Transgender or Gender Diverse).

Figure 1 – Identified sub-barriers to the inclusion of transgender and gender diverse staff



1. Sub-barrier: Strategies, Policies and Procedures

The University's 2017-2019 LGBTIQ Staff Inclusion Action Plan outlined the commitment to creating a safe inclusive and respectful environment for all staff, including those of diverse sexes, genders and sexualities. However, the plan primarily targeted the broader LGBTIQ+ community, with comparatively fewer specific strategies aimed at enhancing the experience and inclusion of transgender and gender diverse staff.

Additionally, through our participation in the 2017 Australian Workplace Equality Index (AWEI), the national benchmark for LGBTQ workplace inclusion, we learned that a growing number of Australian employers had formalised the role of Executive Sponsor for LGBTIQ+ workplace inclusion. We recognised the importance of this appointment as an opportunity to lift the profile of LGBTIQ+ inclusion and provide advocacy for policies, practices and resources, including support for transgender and gender diverse employees.

1.1 Binary language in policies

During the Athena SWAN Bronze self-assessment process, we identified the presence of binary gendered language (he/she) in many documentations, including HR policies and procedures. Binary language in policies can act as a barrier by reinforcing a rigid, two-gender system that may not align with all people's identities. This was echoed by anonymous feedback from the AWEI Employee Survey 2018:

“Use gender inclusive or gender-neutral language, such as ‘they’ in place of ‘she/he’.”

“Give more diverse options for gender on forms or discard these options entirely. Use inclusive language, gender neutral language in particular.”

1.2 Lack of support guidelines for gender affirmation

The absence of a standalone gender affirmation procedure was noted during the Athena SWAN Bronze self-assessment process in 2017 and captured as a priority action in the Athena SWAN Bronze Action Plan. Not having a gender affirmation procedure in place meant a lack of clarity for staff on how to initiate changes to gender markers, resulting in inconsistent practices and administrative staff not being familiar with how to provide appropriate assistance.

Most importantly, transgender and gender diverse staff requested additional support, simplified forms and a dedicated contact who would be able to guide them through the process.

“Make it easier for staff to change their gender identity.”

“Provide guidance around the process of ‘coming out’ as non-binary/gender diverse. It’s a very daunting conversation to start, or email to draft, without any examples or advice.”

“Provide greater support for staff through gender affirmation”.

Moreover, there was consensus that these strategies, policies, and procedures needed to be well communicated to the whole university.

1.3 Absence of a Gender Affirmation Leave

Despite achieving Silver Status in the 2018 Australian Workplace Equality Index (AWEI), Monash University still faced barriers related to the absence of a standalone gender affirmation leave. The results from the AWEI benchmarking exercise provided us with evidence of a critical gap in our policies - specifically, the absence of a standalone gender affirmation leave, which has become a benchmark for best practices in the contemporary landscape of Australian workplaces.

2. Sub-barrier: Training and Resources

2.1 Professional development

The Athena SWAN Bronze Award application outlined further progress was needed to develop training opportunities for transgender and gender diversity awareness.

A review of training completion rates revealed that in 2015 and 2016 combined, only a total of 60 staff had undertaken LGBTIQ+ Ally training. While feedback on the training itself was positive, the number of Ally training sessions available was insufficient. Furthermore, Transgender Awareness Training was delivered in 2016 to a total of 68 participants with no further sessions scheduled in 2017, confirming the need to expand existing offering. No other training was available.

This opportunity was strongly reinforced in responses to the AWEI Employee Survey where staff discussed the need for “training specifically on gender diversity” and more focus on “workplace settings and asking about pronouns”.

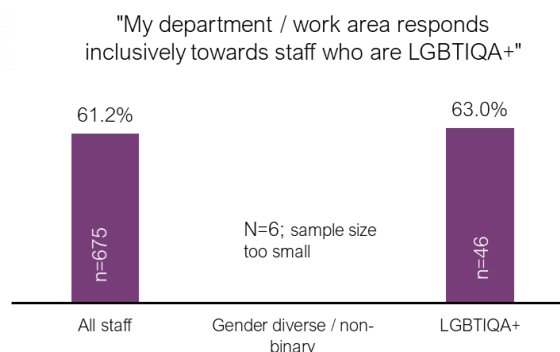
2.2 Resources and information

Lower visibility of relevant resources meant that staff could not easily locate information for transgender and gender diverse staff. These challenges were highlighted in qualitative survey comments as key to communicating the organisational commitment to inclusion and educating the broader university community: “More visibility and communication about gender diversity.”

The 2017 Staff Equity Survey, developed by the Athena SWAN Steering Committee, provided evidence of ample opportunities to improve understanding of LGBTIQ+ inclusion (Figure 2).

Findings from the survey also revealed that 24% of 46 LGBTIQ+ respondents feel uncomfortable identifying as LGBTIQ+ at work.

Figure 2 - 2017 Agreement rate for inclusivity towards LGBTIQ+ staff



3. Sub-barrier: Limited understanding of lived experiences

The limitations in quantitative and qualitative data regarding transgender and gender diverse staff were brought to attention during the Athena SWAN Bronze Self-Assessment process. Before 2017, surveys of Monash staff did not collect data on diverse genders or sexualities. We also had no access to data on lived experiences through other data collection methods, such as focus groups.

This lack of data and understanding of the experiences of transgender and gender diverse staff constitutes a barrier in and of itself.



ACTIVITIES AND OUTPUTS

During our Athena SWAN Bronze self-assessment (2016-2018), we recognised the opportunities to improve the inclusion of transgender and gender diverse staff and developed actions to strengthen our institutional commitment. This included ensuring we had contemporary workplace policies that recognised the unique challenges faced by transgender and gender diverse staff, expanding professional development and offering targeted support and guidance to staff and supervisors.

While all actions in the University' four-year Athena SWAN Action Plan aimed at supporting transgender people were implemented, the University continued to drive positive change through its LGBTIQ+ Staff Inclusion Strategy and subsequently the Diverse Genders, Sexes, and Sexualities Action Plan (2018-2021).

1. Strategies, Policies and Procedures

Table 1 - Actions designed to enhance Institutional commitment to LGBTIQ+ inclusion

Action Item	Implementation notes
<p>Appoint an Executive Sponsor of Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) inclusion initiatives at Monash</p> <p>(DGSS Action Plan)</p>	<p>In 2018, the University leadership endorsed the proposal to appoint an Executive Sponsor of LGBTIQ+ inclusion. The appointed Executive Sponsor was, and continues to be, a direct report to the Vice-Chancellor.</p> <p>Key responsibilities included advocating for LGBTIQ+ inclusion at an executive level, championing internal LGBTIQ+/Ally initiatives, policies and practices, and being an externally visible representative of Monash's commitment to LGBTIQ+ inclusion.</p> <p>Since then, Monash has appointed two other Executive Sponsors, each a senior member of the Vice-Chancellor's Group.</p>
<p>Senior leaders are actively engaged in initiatives to support staff of diverse genders, sexes and sexualities</p> <p>(DGSS Action Plan)</p>	<p>Senior leaders participated in the annual Midsumma Pride March each year from 2017-2024 with the exception of 2022 and 2023. This included active participation by the Monash University President and Vice-Chancellor in 2017, 2018 and 2024.</p> <p>In 2023 and 2024, Monash hosted its own "Show Your Pride March", which became a landmark event, emerging as a sector leading example of mobilising the University community in support of LGBTIQ+ inclusion. In both years, the event was led by the Vice-Chancellor and senior leaders, attended by over 700 staff and students.</p>
<p>Include Diverse Genders, Sexes and Sexualities reports in Monash University annual report</p>	<p>To promote university-wide commitment to strategies, programs and practices to support staff of diverse genders, sexes and sexualities, Monash University annual report now includes a section titled "Diverse Sexes, Genders and Sexualities."</p>

<p>Participate in the Australian Workplace Equality Index to assess our performance against a national benchmark for LGBTIQ+ inclusion.</p> <p>(Athena SWAN Action Plan 8.5)</p>	<p>In 2017, the University leadership approved Monash’s initial participation in the national LGBTIQ benchmarking, which formally identified areas for improvement and opportunities to enhance our organisational performance in various key areas. The insights gathered from this benchmarking exercise were pivotal in shaping the University’s LGBTIQ+ Staff Inclusion Strategy (2017) which also extended support to transgender and gender diverse staff.</p> <p>In 2018, Monash University participated again, achieving a 45% improvement over 2017 results, underscoring the effectiveness of this benchmarking tool in driving institutional progress.</p> <p>Building on the 2018 results, Monash developed the “Staff and Students of Diverse Genders, Sexes and Sexualities Action Plan 2018-2021”, which was again endorsed by senior leaders.</p>
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Table 2 - Actions designed to promote inclusive terminology in policy and practice

Action Item	Implementation notes
<p>Ensure that HR policies use non-binary language</p> <p>(LGBTIQ+ Staff Inclusion Action Plan; 2.3)</p>	<p>Between 2017 and 2018, an internal audit of HR policies and procedures was undertaken and binary language (she/he) was replaced by inclusive terminology.</p> <p>Building on the comprehensive policy review to remove gendered language, all Monash policies were subsequently reviewed for inclusion of LGBTIQ+ people and their families.</p> <p>In 2021, a proposal to use gender inclusive language in Monash Statute and Regulations was tabled at the Equity, Diversity and Inclusion Committee, endorsed by senior leaders and implemented.</p> <p>We continued monitoring staff policies for inclusive language and further identified opportunities on our intranet pages and the Guide for Expectant and New Parents. Examples of same gender couples were included.</p>
<p>Apply inclusive language in employee forms</p>	<p>In 2018, Monash HR updated the digital HR Employee Details form to include the third changer marker, which was initially “X”, next to ‘male’ and ‘female’. Although modelled on government guidelines at that time, it was later amended again to replace “X” with Non-binary or Gender-diverse. ‘Female’ and ‘Male’ were replaced by ‘Woman’ and ‘Man’ to emphasise our focus on gender identity.</p> <p>In 2022, the Recruitment System Applicant Profile forms were updated to use more inclusive terminology. This involved expanding the list of pronouns (for example: they/them/theirs, ze/hir/hirs, ze/zir/zirs) and titles (Mx).</p> <p>In 2022, the academic promotion application form was updated to include optional pronouns and ‘Name in Use’.</p> <p>Where ‘Preferred name’ was used in HR forms, this was updated to ‘Name in Use’ in 2023, aligning with best practices.</p> <p>Implementation of this action has been an ongoing process as our institutional understanding of inclusive language continues to evolve, employee forms undergo improvements and systems are capable of adapting.</p>

Table 3 - Actions designed to provide guidance around gender affirmation

Action Item	Implementation notes
<p>Develop Gender Affirmation Procedure for staff wishing to formally affirm their gender</p> <p>(Athena SWAN Action Plan 8.1)</p>	<p>In 2018 Monash University developed its first Gender Affirmation/ Transition in the Workplace Procedure. The procedure outlined support for transgender and gender diverse staff, as well as a process for amending employee personal details and information on gender expression.</p> <p>In 2023 this procedure underwent a significant review in line with best practice and in consultation with the broader community, further refining inclusive terminology.</p>
<p>Develop guidelines for staff and supervisors that will accompany the Gender Affirmation Procedure</p> <p>(Athena SWAN Action Plan 8.2)</p>	<p>Guidelines were initially developed in 2018 and published on the external facing Monash website. The document included information on supporting staff affirming their gender at Monash, including support for supervisors/managers and colleagues.</p> <p>In 2023, a new set of supporting guidelines was developed for staff undertaking gender affirmation in the workplace based on contemporary practice. The guidelines guide transgender and gender diverse staff through the gender affirmation process, which includes embedding a network of support in the workplace through a range of strategies.</p> <p>The document also includes instructions on how to update gender markers, names, and has templates for communicating with supervisors/managers and teams.</p>
<p>Ensure that staff wishing to affirm their gender are not required to submit medical evidence</p> <p>(Athena SWAN Action Plan 8.3)</p>	<p>The Gender Affirmation / Transition in the Workplace Procedure (2017) deviated from the government guidelines which at that time stipulated the requirement to provide medical evidence as part of gender affirmation. Instead, the procedure provided an alternative avenue for staff to amend employee personal details by using statutory declaration affirming their gender.</p> <p>In 2023, as part of a significant review of the Gender Affirmation Procedure, all evidentiary requirements were removed and staff are no longer required to provide any evidence in order to update their gender marker in Monash systems.</p>
<p>Develop Gender Affirmation Leave</p>	<p>To remove barriers for staff seeking to affirm their gender, Monash University developed and implemented a new Gender Affirmation Leave in 2023, providing staff up to 30 paid days to affirm their gender.</p> <p>A wide number of stakeholders, including members of the Diverse Genders, Sexes and Sexualities Advisory Group, which includes transgender and gender diverse staff, were consulted in the process.</p>
<p>Establish a dedicated avenue of support for trans and gender diverse staff</p>	<p>To support transgender and gender-diverse individuals, and informed by leading practice, we have established a dedicated point of contact within Monash HR's Staff Equity, Diversity, and Inclusion team.</p> <p>This contact is trained in various facets of diversity, including LGBTIQ+ inclusion and transgender awareness. Their details are prominently advertised on relevant web pages, articles, and networks to ensure accessibility and visibility.</p>

2. Training and Resources

Table 4 - Actions designed to improve knowledge of inclusion of trans and gender diverse staff

Action Item	Implementation notes
<p>Ensure relevant training is offered and promoted to staff</p> <p>(Athena SWAN Action Plan 8.4)</p>	<p>To increase staff understanding of transgender and gender diverse people and their experiences, Monash University has implemented and promoted a number of training modules. This included expanding existing offerings.</p> <p>Advertising occurs through various communication channels, including the internal social media platform Workplace, staff newsletter “The Insider”, and the University’s internal searchable learning and development system (training database).</p> <p>Intensified promotion of LGBTIQ+ training occurred prior, and during days of significance, such as the University’s annual Pride Week and Equity, Diversity and Inclusion Week, with targeted communications on the event websites.</p> <p>LGBTIQ+ Ally training</p> <p>From 2020, Covid-related restrictions meant the training had to move online and the University transitioned from utilising an external provider to an in-house delivery.</p> <p>The current iteration of this facilitated 2-hour training provides a nuanced understanding of the impact of historical injustice, and how current modalities of power and privilege impact the LGBTIQ+ community. It also provides participants with the tools and frameworks to become effective Allies to the LGBTIQ+ community.</p> <p>Queer 101 training</p> <p>Monash University developed and launched this online self-paced learning module in 2022. Queer 101 provides staff with a base level of knowledge and understanding of the LGBTIQ+ community, the differences between sex, gender and sexuality, and an exploration of some of the key challenges faced by the queer community, including heteronormativity and the gender binary.</p> <p>Pronoun Pro training</p> <p>First offered in 2022, Pronoun Pro training assists participants in extending their knowledge of respectful pronoun usage through a better understanding of the experiences of transgender and gender diverse people. The 1.5-hour training is peer-led by facilitators with lived experiences, which amplifies the impact of the training.</p> <p>Transgender and Gender Diverse training</p> <p>This 2-hour facilitated training provides participants with information on the barriers to inclusion and effects of transphobia on transgender and gender diverse people. It equips staff with practical strategies and language skills to extend allyship approaches to create an inclusive culture for the transgender and gender diverse community.</p> <p>Pride in Diversity training</p> <p>In 2023, we began actively promoting online training sessions delivered by Pride in Diversity, such as LGBTIQ+ Awareness and LGBTIQ+ HR & Recruitment.</p>

<p>Enhance visibility and representation of transgender and gender diverse staff at University events</p>	<p>We have actively pursued opportunities to enhance the visibility and representation of transgender and gender diverse staff at events and panel discussions. In recent years, this included:</p> <ul style="list-style-type: none"> • Non-binary staff member speaking at the University’s Ally Network end of year celebration (2022) • Non-binary staff member speaking at International Day of Persons with Disability panel event (2022) • Transgender staff member speaking at Pride in Science panel event (2023) • Transgender staff member speaking at Diverse Genders in Business panel event (2023) • Transgender staff member speaking at LGBTQIA+ Inclusion in the Workplace panel event (2024) <p>Pre- and post-event communications significantly enhanced their visibility across the University. Additionally, event recordings and webinars were widely distributed, ensuring access to content for those unable to attend. As a result, the comprehensive reach of these initiatives extends beyond individual registrations, making it challenging to measure solely through registration numbers.</p>
<p>Improved promotion of LGBTQIA+ resources to support for transgender and gender diverse people through Monash web pages</p>	<p>In 2018, the Staff Equity Toolkit was created as a centralised resource for information on transgender and gender diverse supports at Monash.</p> <p>During the same year, we developed a new public web presence to promote Staff Equity, Diversity and Inclusion externally. This project included building dedicated pages on LGBTQIA+ staff inclusion and how we support transgender and gender diverse staff. We continue updating this space and promote the link through regular communication.</p> <p>Most recently, in 2023, Monash launched Monash Pride pages, promoting our participation in Sydney WorldPride 2023. It includes a powerful message from the Vice-Chancellor as well as information about key campaigns, resources and how staff can get involved.</p>

3. Improved data collection to understand lived experiences of transgender and gender diverse staff

Table 5 - Actions designed to improve and widen data collection methods

Action Item	Implementation notes
<p>Participate in the Pride in Diversity AWEI Workplace Survey to gain a better understanding of LGBTQIA+ inclusion</p> <p>(Athena SWAN Action Plan 8.7)</p>	<p>Monash participated in the AWEI benchmarking survey in 2018, supported and promoted by senior leaders. A total of 1336 staff completed the survey (18 transgender/gender diverse staff).</p> <p>The initial plan was to subsequently participate in the AWEI survey every second year. However, their administration timeline did not align with the University’s calendar, as it coincides with the December closedown period and high prevalence of annual leave in January. Another limitation was the inability to separate responses for academic and professional staff or other employment details.</p> <p>Instead, Monash Athena SWAN Committee developed its own Staff Equity Survey. 2019 round: 1540 respondents; 38 gender-diverse/non-binary; 120 LGBTQIA+ ; 2021 round: 971 participants; 25 gender diverse/non-binary; 71 LGBTQIA+).</p>

<p>Widening collection and analysis of demographic data in survey instruments to better understand the experiences of our staff cohorts through an intersectional lens</p>	<p>The Staff Equity Survey developed by Monash University Athena SWAN Committee included a wide range of demographic questions to enable a more nuanced analysis of staff experiences and to apply an intersectional lens.</p> <p>For the first time, respondents were given the option to identify as 'gender diverse or non-binary' and 'LGBTIQA+'.</p> <p>To support these efforts, Monash also developed guidelines on "Capturing Gender Data Inclusively" in 2019, which were widely distributed and included in targeted communication, such as during relevant days of significance like the International Non-Binary People's Day.</p> <p>In 2021, interactive survey dashboards were developed in Power BI to facilitate interactional analyses of survey results for various respondent cohorts. Responses by members of the LGBTIQA+ community and gender-diverse staff can be overlaid with additional demographic indicators such as caregiving status, disability, Indigenous Australians and similar.</p>
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OUTCOMES

To evaluate the impact of our initiatives in dismantling the identified barriers, we examined a range of data sources. This included tracking changes in the number of gender diverse/non-binary employees over time and monitoring staff requests to update their gender markers in HR records. Additionally, we reviewed our staff training records and utilised existing surveys to measure shifts in critical benchmark questions, such as satisfaction with LGBTIQ+ services and perceptions of workplace inclusivity.

We acknowledge the challenges in quantifying outcomes for transgender and gender-diverse staff, given their relatively small demographic representation. Thus, the impact section more accurately summarises the progress achieved in enhancing lived experiences.

Summary of key outcomes

- Marked increase in the number of gender diverse/non-binary staff, indicating both the effectiveness of streamlined processes and a more inclusive environment where staff feel safe and supported in affirming their gender identity,
- Introduction of Gender Affirmation Leave in July 2023 with incoming leave requests approved, demonstrating the effectiveness of the newly implemented paid provision and proactive support for gender affirmation in the workplace.
- Expansion and diversification of training offerings, resulting in increased completion rates and enhanced knowledge on transgender and gender diverse inclusivity and LGBTIQ+ inclusion.
- Improved feedback from staff regarding inclusivity towards LGBTIQ+ staff, with uplift in survey responses over recent years.

1. Effectiveness of improved strategies, policies and procedures

By removing barriers to staff affirming their gender in the workplace through policy changes, we observed an uplift in the number of staff seeking to amend their gender marker in HR records (Figure 3).

Furthermore, the number of gender diverse/non-binary staff increased from 6 in 2021 to 26 by mid-2024.

Positive increases in the number of gender diverse/non-binary staff (Figure 4) indicates progress in fostering a safe and supportive environment where staff feel comfortable expressing their gender identity without fear of discrimination or harassment. It also suggests the effectiveness of removing barriers for staff seeking to update their gender marker, following the removal of any evidence requirements in mid-2023.

Figure 3 - Number of staff requests to amend gender marker in HR records

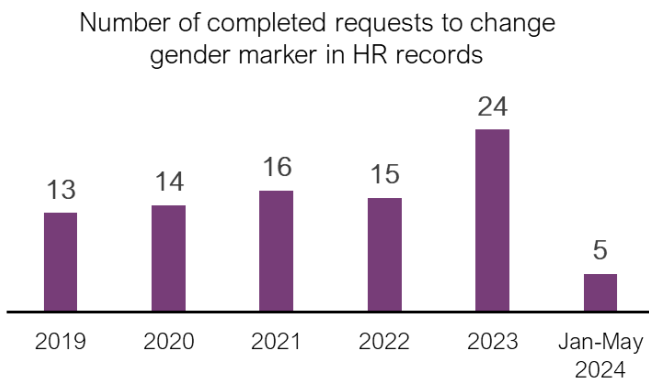
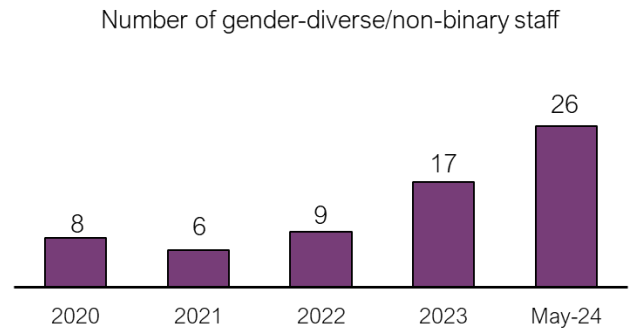


Figure 4 - Number of gender-diverse and non-binary employees



Since the introduction of the Gender Affirmation Leave in July 2023, we have responded to three requests from staff seeking to access the leave. All of their requests have been supported and their access to gender affirmation leave has been approved.

• Gender Affirmation Leave booked in 2024:	3
• Gender Affirmation Leave completed 2023-2024	2

2. Training and Resources

As part of our actions designed to enhance knowledge and understanding of transgender and gender diverse inclusivity, we reviewed the completion rates of relevant training sessions, aiming for positive increases in both completion numbers and sessions held.

Reflecting on our findings during the Bronze Self-Assessment, where only 60 staff undertook LGBTIQ+ Ally training between 2015 and 2016 combined, significant progress has been made in both the number of staff trained and, in our efforts to enhance professional development opportunities and diversify our offerings. This was crucial for maintaining momentum and encouraging staff who completed the Ally training to pursue further development in LGBTIQ+ inclusion.

Staff participation in LGBTIQ+ Ally training rose from 86 in 2017 to 261 in 2019 before experiencing a sharp decline in 2020 (Figure 5). The Covid-19 pandemic had a substantial impact on professional development at Monash University, temporarily halting in-person sessions and creating a gap in offerings until transitioning to online formats. Consequently, it was decided that Monash University would conduct LGBTIQ+ Ally training more efficiently in-house, utilising staff with relevant subject matter expertise (and lived experience) to deliver this training. This strategic shift contributed to the resurgence in participation by 2022.

We believe that the subsequent decrease in completions for the 2023 LGBTIQ+ Ally training can be attributed to the availability of two new training modules, as well as our wide and active promotion of relevant Pride in Diversity training, which is available to all Monash staff at no cost as part of the University's paid subscription.¹ The new Monash training modules comprised Queer 101 and Pronoun Pro.

Figure 5 - Completions of LGBTIQ+ Ally training

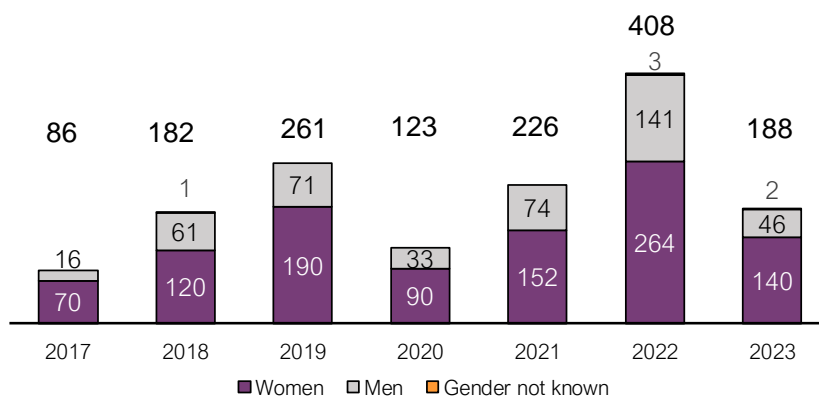
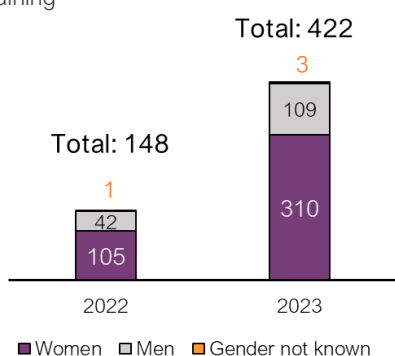
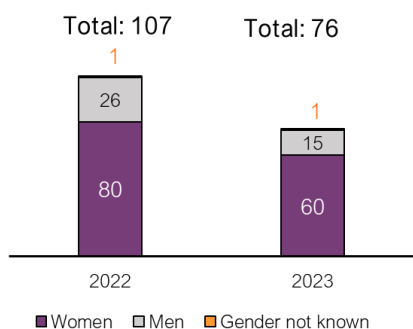


Figure 6 - Completion of Queer 101 training



Queer 101 is a self-paced online module developed in response to an increasing demand for LGBTIQ+ related staff development. As this training is self-paced and on-line, it provides uncapped participation opportunities and flexible access. The effectiveness of this format can be demonstrated by 570 completions combined in 2022 and 2023 (Figure 6).

Figure 7 - Completions of Pronoun Pro training



The **Pronoun Pro** training played a crucial role in expanding staff knowledge of respectful pronoun usage by fostering a deeper understanding of the experiences of transgender and gender diverse people. It is delivered by facilitators with lived experience, which magnifies the impact of the training. Staff completions are reported in Figure 7.

By consolidating all relevant training options, we have observed a significant increase in training completion rates in 2022 and 2023 (Table 6). The expansion of our development offerings further inspired some staff to revisit and refresh their knowledge through the newly added training modules.

Therefore, it is important to clarify that the reported numbers reflect 'participation instances' rather than a unique count of Monash staff.

Table 6 - Summary of staff participation in professional development

Professional development	2017	2018	2019	2020	2021	2022	2023
LGBTIQ+ Ally Training	86	182	261	123	226	408	188
Trans and Gender Diverse Awareness		78	68	72	20	140	46
Queer 101						148	422
Pronoun Pro						107	76
Grand total	86	260	329	195	246	803	732

¹ We are unable to report completion rates for any Pride in Diversity training because registrations are not managed by Monash.

To assess the effectiveness of the main training modules, we sought access to evaluation data and feedback forms. During this process, we encountered several limitations, mostly pertaining to changes in the evaluation forms over time and the use of non-subject matter-specific feedback questions, as shown in Figure 8.

Nevertheless, the available data consistently offered compelling evidence of the University’s professional development value in this area. This includes enhancing staff understanding of the transgender and gender diverse community, as well as building knowledge of LGBTIQ+ inclusion more broadly (Figures 8 and 9). Specific examples of the training’s tangible impact on staff are detailed in the Impact section.

Figure 9 – Evaluation of LGBTIQ+ training

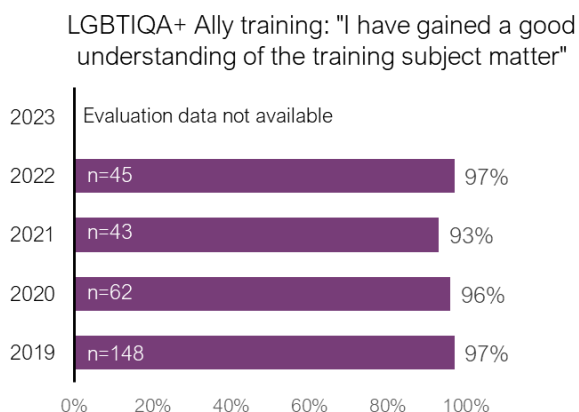
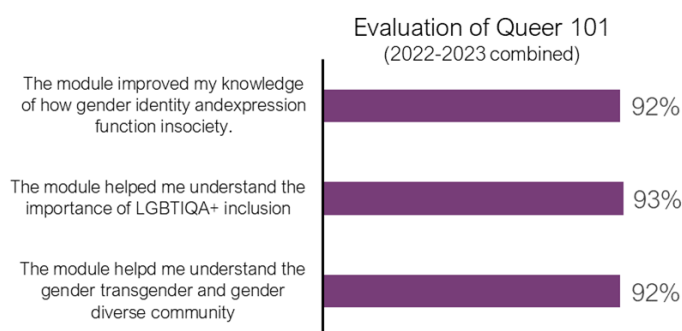


Figure 8 - Evaluation of Queer 101 training



3. Understanding of lived experiences of transgender and gender diverse staff

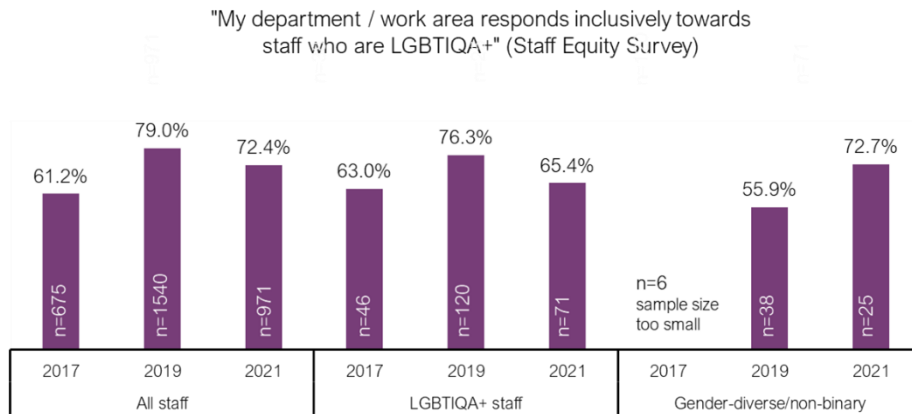
The Staff Equity Survey provided valuable insights into improved experiences among gender diverse and non-binary staff, along with those identifying as members of the LGBTIQ+ community. Unfortunately, we were unable to re-run the survey in 2023 due to the priority placed on the 2023 Employee Experience Survey, as required by the Victorian Gender Equality Act. While we reviewed data from the Employee Experience Survey, we could not perform a longitudinal analysis across certain key benchmark questions. Summary of survey responses is detailed in Table 7.

Table 7 – Summary of responses rates by survey years

Survey year	Survey instrument	Total number of respondents	LGBTIQ+	Gender diverse or non-binary
2017*	Staff Equity Survey	675	46 (6.8%)	6 - sample size too small*
2019	Staff Equity Survey	1540	120 (7.8%)	38 (2.4%)
2021	Staff Equity Survey	971	71 (7.3%)	25 (2.6%)
2023	Employee Experience Survey	1965	230 (11.7%)	25 (1.3%)

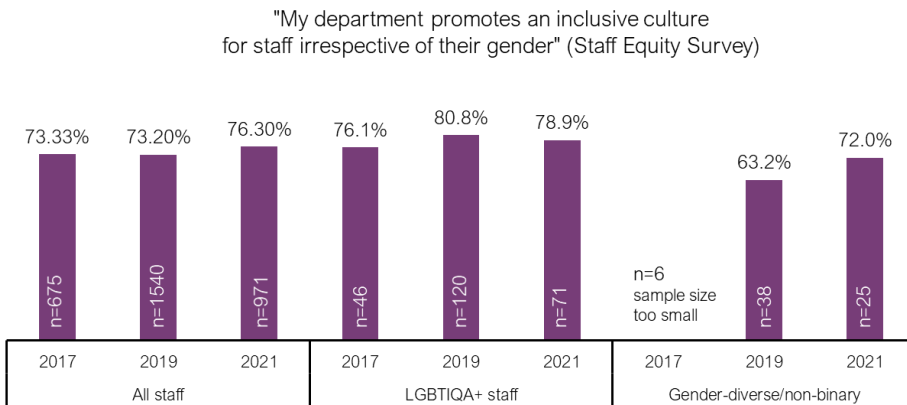
* The 2017 sample size of survey respondents who identified as gender diverse or non-binary (n=6) was too small to establish a statistically meaningful baseline.

Figure 10 - Agreement rate for LGBTIQ+ inclusivity (Staff Equity Survey)



Gender diverse and non-binary staff reported improved experiences regarding inclusivity towards LGBTIQ+ staff at a local level - from 55.9% agreement in 2019 to 72.7% in 2021 (Figure 10), and in regards to inclusive workplace culture for staff of all genders (Figure 11).

Figure 11 - Agreement rate for inclusive culture question (Staff Equity Survey)



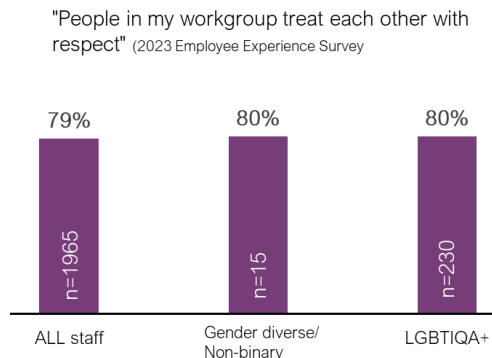
While there was an uplift observed among LGBTIQ+ respondents between 2017 and 2019, from 63% to 76.3% (Figure 10) and from 76.1% to 80.8% (Figure 11), their agreement rates showed a subsequent decline in 2021. This serves as a poignant reminder that fostering workplace culture and inclusion for LGBTIQ+ individuals must remain an ongoing focus area, recognising that all our findings indicate further opportunities for improvement.

Referring to the 2023 Employee Experience Survey as a basis for assessing more recent staff experiences, there is evidence indicating that gender diverse and non-binary staff, along with the broader LGBTIQ+ community, feel that they are treated respectfully by their supervisors/managers and colleagues (Figures 12 and 13). However, we also acknowledge that this does not mean that members of marginalised communities do not face ongoing challenges in the workplace and that instances of staff being misgendered continue to occur.

Figure 12 - Agreement rate for managers treating employees with respect



Figure 13 - Agreement rate for colleagues treating each other with respect



IMPACT

Methodology

To assess the impact of strategies, programs and initiatives, we have periodically sought feedback from transgender and gender diverse staff and the wider Monash community. In these endeavours we specifically sought to explore and understand progress, impact, and future opportunities, in relation to the three identified sub-barriers:

- Strategies, policies and procedures
- Training and resources
- Limited understanding of lived experiences

Qualitative feedback was gathered from a range of sources outlined in Table 8. Given that measures and actions addressed in this application were intended to enhance inclusion and support for a marginalised demographic group, this section refrains from quantifying individual points of feedback due to the small sample sizes.

Table 8 - Sources of qualitative data and feedback

Diverse Genders, Sexes and Sexualities (DGSS) Focus Groups 2022	Three focus groups were conducted by an external consultant with staff of diverse genders, sexes and sexualities. All 27 participants were LGBTIQ+ staff holding professional and academic positions. The questions focused on gaining understanding regarding what Monash University was doing well and what could be improved in terms of LGBTIQ+ workplace inclusion. Participant numbers were capped for each session to allow meaningful participation and promote openness.
Qualitative feedback from the Employee Experience Survey 2023	Conducted as part of Victorian Gender Equality Act compliance. Anonymous responses were received from 1136 of the 1965 respondents. These responses were analysed to gain insights into the University's efforts to promote LGBTIQ+ workplace inclusion and support transgender and gender diverse staff. This included analysis of anonymous comments from 25 transgender and gender diverse respondents.
Interviews with transgender and gender diverse staff (2023-2024)	To gain a deeper understanding of the lived experiences of transgender and gender diverse staff at Monash, interviews were held with 6 transgender and gender diverse staff members by a member of the Staff Equity, Diversity and Inclusion team.
Interviews and direct feedback (2022-2024)	This included 8 HR professionals in six different teams, supporting transgender and gender diverse staff through different roles, such as business partnering, recruitment, payroll, business support, workplace relations, workforce policies and procedures.
Feedback on relevant professional development	Analysis of qualitative feedback on relevant training modules, gathered periodically by the Talent Development Team through anonymous surveys. This includes comments from staff who completed the Transgender Awareness training, Queer 101 and LGBTIQ+ Ally Network training (>400 comments).

Summary of key findings

This section illustrates how Monash University's inclusive policies, supportive practices and educational initiatives positively impact the experiences and sense of belonging of transgender and gender diverse staff.

The key findings were:

- Strong consensus among staff on the importance of institutional support for LGBTQIA+ inclusion, particularly highlighted by senior leaders' visible allyship, such as participating in events like Pride March.
- Progress in removing barriers for transgender and gender-diverse staff through policy changes and system improvements, enhancing inclusivity and support.
- Positive feedback on training initiatives, making a tangible difference in fostering inclusive practices across the university.
- Overwhelmingly positive feedback from transgender and gender diverse staff on the introduction of Gender Affirmation Leave, highlighting its significant impact on reducing stress and promoting well-being.
- Inclusive policy development through engagement of transgender and gender diverse staff in revising the Gender Affirmation Procedure and development of the Gender Affirmation Leave proposal, and the recognition of the value of lived experiences in shaping policies.
- The value of consulting transgender and gender diverse staff in the development of Guidelines for a Workplace Gender Affirmation Plan.
- Incorporation of personal stories from transgender and gender diverse individuals to enrich training content and policy documents.

1. Impact of improved strategies, policies and procedures

1.1 Impact of visible institutional commitment

Senior leaders play a crucial role

Based on interviews with staff, there was strong consensus regarding the importance of institutional commitment and support of LGBTIQ+ inclusion. The value of having “clear visible allyship from senior leaders” was often expressed. For instance, in response to the Pride March 2024, staff commented:

“It was great to see VC marching; lots of excitement.”

“What a powerful demonstration of solidarity! When leaders join Pride marches, they send a clear message of support that amplifies the voices of marginalised communities. I also appreciate supervisors who enabled their staff to step away from busy schedules to be able to take part.”

“There was a lot of joy and a lot of pride in the air today as a massive contingent of Monash University staff and students led by Vice Chancellor [Professor] Sharon Pickering - joined together for the annual Midsumma Festival Pride March in St Kilda. The community vibe was electric and there were lots of cheers from the crowd, which is always such a lovely feeling and a reminder of the important role a place like Monash can play in people’s lives in so many different ways.”

“What a wonderful day it was and absolutely fantastic to see the allyship of some of Monash’s most senior leaders!”

An interview with a gender diverse staff member fittingly summarised the importance and impact of senior leadership support:

“I know how hugely important it is to have that reporting back to senior management and on the agenda, and they provide the funds and resources. Not necessarily highly visible, despite the importance. It is seen as a real genuine person that cares about it. It’s hugely important that this is talked about at the top; management needs a high-up person to listen to.”

HR teams enabling implementation of policies

There was a strong consensus that much progress has been made in removing barriers for transgender and gender diverse staff through policy, system improvements and tailored support.

“The Business Improvement & HR Projects team understand the importance of Monash’s commitment to equity, diversity, and inclusion, identifying features and solutions in our HR Enterprise Systems that may not currently cater to the needs of gender diverse or non-binary staff.” - HR professional

There was also a sense of clarity in relation to ongoing system limitations and what actions still need to be pursued.

“As we move forward, we are committed to ensuring that new HR systems or technology accommodate diversity requirements, such as the ability to record pronouns and provide staff with options to select name format variations for the staff profiles. We strive to create an environment where every individual feels seen and valued.” - HR Professional

This commitment to system improvements is also captured in [Further Actions 2.1, 2.2 and 2.3](#).

The Staff Equity, Diversity and Inclusion team has been widely recognised for its invaluable support to other HR teams in fostering inclusive practices for transgender and gender diverse staff. Recruitment managers in particular expressed the positive impact in relation to the guidance provided for transgender and gender diverse job applicants, and the importance of having assigned a member of the Staff Equity, Diversity and Inclusion team as a dedicated contact for transgender and gender diverse applicants.

“When joining Monash, we want to set all employees up for success. Starting a new role can be challenging. Having the opportunity to contact the EDI team directly, to be met with their understanding, specialist knowledge and access to all of Monash’s resources, helps alleviate some of these hurdles.” HR Recruitment professional

Positive feedback was also echoed by gender diverse staff who recently joined Monash:

“Everybody treats me normally and genders me correctly and that’s been really, really great. I wasn’t aware my previous workplace wasn’t inclusive until the mental load of being treated as different was lifted.”

When interviewing the HR Professional who serves as a dedicated contact for transgender and gender diverse staff, their dedication and genuine level of care were strikingly evident.

“One of the most valuable parts of my role is supporting staff through a pivotal time in their lives when they are affirming their gender in the workplace. Success of this role is not about managing a high volume of enquiries but the bespoke support I can provide. It’s a unique journey for everyone and often overlaid by other aspects of a person’s identity that need to be carefully considered.”

This was echoed by staff whom the individual supported, including a supervisor/manager of a person who affirmed their gender:

“Since receiving [HR staff member]’s guidance, our team has wholeheartedly embraced the insights she has shared and is committed to embracing the teachings imparted. The [HR staff member] possesses an undeniable passion for fostering inclusivity, which has spurred meaningful changes in the way we approach such matters.”

A HR Business Partner interviewed described the following:

“It’s super helpful that we have those resources. I’ve used the Guidelines now to support trans and gender diverse staff in their gender affirmations. It is super super super important that we have a specialist we can call on with knowledge; the expert we can go to who is abreast of current external policies and everything like that and can help us keep up to date including the language we use.”

The importance of specialist advice and tailored resources informed **Further Actions 3.1 and 3.2**.

1.2 Impact of inclusive language

Inclusive language in policies is critically important to respecting and recognising the diverse spectrum of gender identities. Although binary terminology was removed from policies several years ago, the importance of inclusive language continued to emerge across the different points of feedback (focus groups, survey comments and interviews).

“Inclusive language is very important” came through repeatedly.

“Always ask for pronouns before making assumptions” was another.

Staff discussed the effectiveness of respectful language in actively promoting inclusion in the workplace and pointed out the role of education:

“Training is great in developing strategies for ensuring you are using language as inclusively as possible and discussing methods to handle exclusionary comments.”

“Keep working towards gender inclusive language. For example, when starting an email, meetings or lectures with “Hi Guys”, replace “guys” with All, Everybody, Everyone, Team, Friends etc.”

An interview with a gender diverse staff member emphasised the importance of using inclusive language in policies:

“It’s hugely important, I remember before - the ‘he/she’ is exclusionary. It says there are two genders, not thinking beyond the binary. Anyone else is excluded. People do it all the time, his or hers. It jars. If you read it in a policy or at an institution where they say they are inclusive it makes the words quite hollow. Not well thought out. I know it’s no longer the case at Monash.”

Furthermore, the set of Guidelines for Capturing Gender Data Inclusively have been adopted by Monash University Human Research Ethics Committee to help guide researchers on ethically asking questions about gender. This is to ensure that participant demographic data are collected in an inclusive way, respecting diverse identities. The resource is included on the Human Ethics Application Form, requiring researchers who are seeking to collect gender data align their practice with these guidelines.

“As a researcher I have seen the impact of Monash’s pronoun training even on how researchers across Monash conduct research. For example, in the last few years Monash’s Human Research Ethics Committee is very clear on how researchers can collect gender information from participants - this didn’t use to be the case. It is much better now and you can’t get ethical approval for a project unless inclusive language is used...and if you don’t know how to do this there is guidance and training. This is a great change as it has important impacts for the broader trans and gender diverse community”.

Similarly, the Occupational Health and Safety Team at Monash University utilised the guidelines to update gender options in medical questionnaires to become more inclusive. This demonstrates the broader impact of these resources in improving the university’s practices.

1.3 Support for gender affirmation in the workplace

Feedback on the introduction of gender affirmation leave from transgender and gender diverse staff was overwhelmingly positive:

“The introduction of gender affirmation leave was a milestone for gender diverse staff at Monash University - it makes access to transition [sic] related medical procedures much more stress free. It’s a massive step towards the right direction.”

“Having the gender affirmation leave in place is very welcomed and we were consulted in this process.”

“It [the leave] is fantastic recognition and support for our trans and gender diverse staff.”

“Being able to have access to this leave is an immense peace of mind. Due to the recovery process, an extended period of time is usually required to be taken off, in which nothing else can really be done. Therefore, being able to make use of this without having to make use of other forms of leave ensures that I am not stressed about using leave when I would rather save it for when I am able to go on vacation or the like.”

In discussions with three staff members who had accessed the gender affirmation leave so far, feedback was positive:

“The process for applying for leave is really straightforward, filling out a stat dec and fairly simple form...”

“These changes are crucial in creating a supportive and safe working environment for Monash's diverse staff community”.

To support the implementation of the Gender Affirmation Procedure and provide guidance to staff and their managers/supervisors during the gender affirmation process, the University developed and published ‘Guidelines for a Workplace Gender Affirmation Plan.’ This document addressed a significant need and received positive feedback by transgender staff:

“The gender affirmation plan provides clear guidelines, and will be very useful for staff members who want to transition [sic]. The best part about it is it provides certainty, and empowers the staff member in question, as much as their supervisors to support the process.”

“The plan covers a large range of topics and information for both people who are gender diverse and others who are looking to learn more”

Further supporting non-binary and gender diverse staff, there have been updates to available gender markers and updating descriptions. Gender diverse staff members highlighted the positive impact of seeing HR forms not being restricted to collecting binary gender data. Additionally, the removal of evidence for amending one’s gender marker in HR records was a welcome change.

“...the forms have been improved and now no evidence is required for staff to change gender in HR records”

“it takes a lot of stress out.”

When inviting feedback on opportunities to improve, staff noted there is still progress to be made:

“some systems are running on legacy technology that have not caught up with evolving societal norms.”

“The ease of accessing gender affirmation leave forms could be improved.”

2. Enhanced training options and access to resources

2.1 Feedback on professional development

Staff who completed relevant training, along with participants of the Diverse Genders, Sexes and Sexualities Focus Groups, expressed appreciation about how training not only enhanced staff knowledge and awareness, but subsequently influenced their practices.

Analysis of feedback provided at the conclusion of training provided compelling evidence of the impact of education on fostering LGBTIQ+ inclusion in the workplace, and the power of inclusive language.

"I realised the importance of using appropriate language when discussing LGBTIQ+ matters with students and colleagues."

"Helped me know how to use appropriate language and understanding terms like gender identity, gender expression, sexual orientation are key steps."

"The training provided valuable insights into different identities, challenges, and the importance of using correct terminology to foster understanding."

"The training significantly increased awareness about LGBTIQ+ issues, particularly focusing on transgender experiences and the importance of using inclusive language."

"The training has informed me about the importance of always using inclusive language and simply asking if you are not sure regarding identity or appropriate language to use".

"[The training] helped me understand the use of different pronouns and how it helps transgender people feel included."

Staff also commented that the training had broader impacts in terms of being an ally:

"I am pleased to say I now have a clear understanding of gender diversity and surrounding issues, not just in how to use appropriate language, but also how to be more proactive in being an ally".

The effectiveness of "Beyond Binary for Gender Inclusive Workplaces" training, which provides tips on how organisations can be more inclusive of non-binary and gender diverse individuals, was fittingly described by one of the attendees (member of the LGBTIQ+ community) as:

"...incredibly impactful. 'You can't tick a box that does not exist' is my take away, such a concise way of describing the problem...and making that box as safe as possible."

When analysing staff feedback following the training sessions, some suggestions were provided regarding how to further develop the training sessions focused on inclusive language,

"I'd love to see this training extended and made more interactive. I know many staff members who'd benefit from a chance to practice using trans-inclusive language, in particular"

"providing a longer session with opportunities for discussion might have given us a chance to practice using the language, and given rise to further questions."

"The pronoun training should be available to all Monash staff".

Participants in the Diverse Genders, Sexes and Sexualities Focus Groups also noted the importance of continuing to develop some short but regular training programs in LGBTIQ+ inclusion and the need for creating consistency of gender and pronoun questions across Monash databases.

This feedback informed Further Actions 4.1 and 4.2.

2.2 Feedback on events and panels

Featuring transgender staff on speaking panels has garnered excellent feedback. Attendees from the "Supporting LGBTIQ+ Inclusion in the Workplace' Panel Event" commented:

"This was one of the best pride and diversity webinars that I have attended. So practical and useful."

"I am in awe of the inclusivity of our Monash community, everyone on this LGBTIQ+ panel had a lived experience and a poignant story to share, I felt privileged to learn from them."

“Great event indeed! I really appreciated discussions and guidance on what allies can do to contribute to this collective effort towards a more respectful and inclusive workplace.”

The impact was also felt by those who spoke at events. One of the panelists shared how their openness and authenticity is not only improving visibility of LGBTIQ+ people in the workplace but also for the next generation:

“[I thought my legacy would be in research]...Over the years, when you grow, most academics actually learn this over time, you realise your legacy is really in people. It’s in education and teaching of students and researchers and that’s where I think I can really make a difference. Bringing not just visibility to LGBTIQ+ people into the workplace, into the University, but also help making it a better place for the future and for the next generation.”

The themes of visibility, role-modelling and storytelling emerged strongly throughout all our data-gathering exercises. Monash staff who openly shared their affirmation journeys were praised for inspiring others to embrace their authentic selves. “Living authentically, free from societal constraints” was described as one of the most rewarding aspects of one’s affirmation journey.

Participants in the Diverse Genders, Sexes and Sexualities Focus Groups noted that Ally networks and attempts to improve visibility at Monash had helped develop a “strong sense of belonging and inclusion at work”.

“I think it’s great that we have the ally program and it’s quite visible on a pretty high level, so it’s not just something that runs for a few people, but it’s something that Monash actively promotes that makes me [feel] really much more welcome”

“I would say that I really appreciate how they are actually making queer culture very visible and very integrated into the university culture as a whole. And we’re recognising a lot of the important days in our calendar.”

When seeking feedback about large-scale events that mobilise the broader university community, such as Pride Marches, participants shared:

“Pride March was the first thing that came to mind. Visibility is so important and that’s just a really great way for leadership to show that they support us.”

“What I really like is the [events] during O-Week...I absolutely love it because ... you have this whole community coming together... all the students....and they see you, they have no choice in that and I absolutely love that, it’s a great thing for us as a community to show ourselves, to present ourselves, to be visible. It’s an awesome thing.”

The importance of visible allyship and solidarity from senior leaders is noted in **Further Actions 1.1 and 1.2**.

3. Impact of hearing personal stories and understanding lived experiences

3.1 Understanding of lived experience through personal stories

Training delivered by facilitators who are members of the LGBTIQ+ community has amplified authenticity, relatability and credibility for attendees. This authenticity has been shown to have a positive impact on enhancing the training's effectiveness by bridging the gap between theoretical knowledge and real-life experiences.

Feedback from professional development sessions such as LGBTIQ+ Ally training and Transgender Awareness emphasised the value of hearing personal stories, which deepened understanding of "lived experience". Staff described the impact of these personal stories as particularly inspiring, and being able to better understand the perspectives of LGBTIQ+ people.

"The presenter shared personal stories, fostering audience participation and included discussion about their own experiences, which enhanced understanding of the experiences of LGBTIQ+ staff". - LGBTIQ+ Ally training attendee

"Hearing personal narratives from both trainers and participants added a powerful dimension to the training, making the theoretical aspects more tangible and meaningful." - LGBTIQ+ Ally training attendee

"Personal stories from facilitators were powerful and impactful, helping to foster understanding of the challenges faced by the transgender community" - Transgender Awareness training attendee

"The facilitators shared their lived experiences, providing insider knowledge that connected personal stories to broader themes of inclusivity, which enhanced understanding." - Transgender Awareness training attendee

"Although I don't think we should require facilitators to share their stories, it has to be about personal comfort and safety, I really valued the life experiences shared with us during the workshop. This foundation is real and personal, keeping in mind that each individual has a different perspective/context, was helpful for me to link the concepts we learned to what this looks like in the workplace, in our communities." - Transgender Awareness trainee attendee

"The facilitator's lived experience offered unique insights into the daily challenges faced by the transgender community." - Transgender Awareness training attendee.

The importance of understanding of lived experience in shaping workplace policies and practices

We engaged with transgender and gender diverse staff, as well as members of the Diverse Genders, Sexes and Sexualities Advisory Group, in revising the Gender Affirmation Procedure and developing a proposal for the standalone Gender Affirmation Leave. This was met with a very positive response.

Furthermore, an extensive consultation process involved inviting feedback from transgender and gender diverse staff on the development of comprehensive Guidelines for a Workplace Gender Affirmation Plan.

“By involving trans and gender diverse staff who experienced their gender affirmation at Monash, we keenly recognise the value of inviting their input to ensure our policies and guidelines are fit for purpose. We knew we couldn’t develop this content for a specific group of people without including them in the process. “ – HR Professional

“It was incredibly impactful to see HR colleagues co-develop the new Gender Affirmation Guidelines in consultation with trans and gender diverse staff. Validating the importance of their lived experience showed so much respect, and considerably improved the content of this document.” – HR Professional

Input from transgender and gender diverse staff on inclusive policies and gender affirmation procedures has been described earlier in this section. Overall, inviting feedback from transgender and gender diverse staff was more than a matter of inclusivity and respect. It led to the development of more effective and supportive workplace policies and practices, that were fit for purpose.

As summarised by a staff member who has recently joined Monash:

“I looked at the transgender procedure, very well done, very understanding. Often HR policies are very ‘lawsey’...the trans one stood out to me as hugely supportive. I really liked it. Felt supportive through the text, not just in the text.”

The objective of exploring the lived experiences of transgender and gender diverse staff, and actively incorporating their perspectives and insights into the review and development of pertinent policies, procedures, and resources, remains a priority in Further Actions 3.3, 5.1, 5.2.

FURTHER ACTIONS

Ref. No.	Rationale/Evidence	Actions & Outputs	Timeframe (start & end)	Responsibility/Accountability	Success Measures
1.	<p>Leadership engagement Staff consensus highlights the importance of institutional support for LGBTIQ+ inclusion.</p> <p>Visible allyship demonstrates solidarity and amplifies the university's commitment to inclusivity.</p>	<p>1.1 Encourage senior leaders to continue participating in events such as Pride Marches and other LGBTIQ+ events.</p> <p>1.2 Senior leaders demonstrate allyship and solidarity through posts on social media</p>	Ongoing	<p>Chair, Equity Diversity and Inclusion Committee</p> <p>LGBTIQ+ Executive Sponsor</p>	Senior leaders actively participate in LGBTIQ+ events, and their engagement, solidarity and allyship are promoted through various communication channels internally and externally.
2.	<p>System improvements To further accommodate diverse gender identities, feedback from staff emphasised the need for 1) easier updates of personal information, 2) opportunities to further simplify relevant online employment forms, and 3) ensuring system flexibility</p>	<p>2.1 Conduct an audit of Monash systems to accommodate the use of 'Name in Use', gender markers and diverse pronouns</p> <p>2.2 Provide actionable recommendations based on audit findings.</p> <p>2.3 Simplify online forms and accommodate diverse titles, pronouns and gender identities</p>	<p>Commenced</p> <p>Ongoing</p>	Monash HR in partnership with eSolutions	<p>Completion of audit and identification of gaps.</p> <p>Progress achieved in system upgrades, displaying 'Name in use' and pronouns, where relevant.</p> <p>User-friendly forms evidenced by positive feedback from users and increased numbers of non-binary staff.</p>
3.	<p>Support resources Access to a specialist advice is highly valued by staff members affirming their gender. Inclusion of transgender and gender-diverse staff in policy review and development has a significant impact and was described as respectful and inclusive.</p>	<p>3.1 Provide dedicated support resources for transgender and gender-diverse staff, including specialised HR professionals who can assist with gender affirmation processes.</p> <p>3.2 Promote resource access through internal communication channels, including newsletter articles and Workplace.</p> <p>3.3 Invite input and/or feedback from transgender and gender-diverse staff on relevant policies and resources</p>	Ongoing	Monash HR	<p>Positive feedback on specialist guidance and resources to assist with gender affirmation.</p> <p>Relevant procedures, guidelines and resources are communicated through a range of internal channels.</p> <p>Relevant policies, procedures and guidelines are informed by lived experiences and represent leading practice.</p>
4.	<p>Training and awareness Feedback indicates that shorter, more frequent training sessions with adaptable delivery and interactive components foster LGBTIQ+ inclusion.</p>	<p>4.1 Offer regular, concise training sessions on LGBTIQ+ inclusion and transgender awareness, including access to relevant webinars and events.</p> <p>4.2 Apply targeted approach to offer transgender awareness training to work areas where staff are affirming their gender.</p>	Ongoing	Monash HR	<p>Increased uptake of LGBTIQ+ and transgender awareness training among staff.</p> <p>Positive feedback on the value of LGBTIQ+ and transgender awareness training.</p>

Ref. No.	Rationale/ Evidence	Actions & Outputs	Timeframe (start & end)	Responsibility/ Accountability	Success Measures
5.	<p>Understanding Lived Experiences Seeking to understand lived experiences of transgender and gender diverse staff fosters an inclusive, informed and respectful workplace.</p>	<p>5.1 Establish feedback mechanisms to ask staff about their experiences with gender affirmation processes and support in the workplace.</p> <p>5.2 Gather insights from Transgender and Gender Diverse staff through anonymous surveys and focus groups to delve deeper into their experiences, understand any challenges faced and to inform actionable steps.</p>	<p>Q4 2024</p> <p>Ongoing</p>	<p>Monash HR</p>	<p>Feedback from transgender and gender diverse staff indicate improvements in the organisational support for gender affirmation and inclusive practices in the workplace.</p>