



# Gender Affirmation/Transition Guide for Griffith University Employees

December 2020

People and Wellbeing | Corporate Services

# Introduction

Griffith University celebrates diversity and promotes equity and inclusion. We do not discriminate on the basis of **sexuality, gender identity or intersex status**, for example. We believe that providing a work environment based on respect, trust, and collaboration creates an exceptional employee experience where employees can bring their whole selves to work and thrive in their careers.

Griffith is committed to supporting staff **affirm their gender** (also known as transitioning) in the workplace, in a safe, positive and inclusive manner. These guidelines are intended for Griffith's **trans** employees, their co-workers, managers, human resources staff, and others who may be involved in a workplace gender affirmation/transition.

Not all people identify with the gender or sex that they were assigned at birth. **Trans (or transgender)** is an umbrella term for people whose **assigned sex** (i.e. what was put on their birth certificate) does not match their **affirmed gender** (i.e., the gender they are internally, also known as gender identity or gender).

**Gender affirmation** or gender transition is the process where a trans or gender diverse person takes steps to socially and/or physically feel more aligned with their gender. For people affirming their gender, having their gender recognised at work can be an integral part of this process. This often involves updating someone's "gender markers" (e.g. their name, pronouns and how they present themselves) to reflect their gender.

These concepts can be more complex as everyone who goes through gender affirmation experiences it differently. We have discussed these topics in further detail in our [Frequently Asked Questions](#).

This document includes:

- How to update "gender markers" and other considerations at Griffith;
- Guidance and support available for the staff member and their support team;
- A gender affirmation action plan to facilitate discussion;
- Frequently Asked Questions on trans issues;
- Trans terminology and definitions; and
- Key contacts and resources to learn more about LGBTIQ+ issues.

We acknowledge that every **gender affirmation** will be different. These guidelines are designed to facilitate discussion and to be adapted to suit the staff member's situation.

We also acknowledge that there are varying levels of knowledge on the topics discussed in this document. We have provided [Frequently Asked Questions](#), [Terminology](#) and [Key Contacts and Resources](#) to assist you. This is not comprehensive, and we advise you to contact the [Workplace Equity, Diversity and Inclusion team \(People and Wellbeing\)](#) if you need more support. All terminology in **bold** can be found in the [appendices](#).

## HARASSMENT, BULLYING AND DISCRIMINATION

All members of the University are entitled to be treated with fairness and respect and experience a work and study environment free from discrimination, harassment, bullying or vilification. The University is committed to ensuring the health, safety and well-being of its staff, students, contractors and visitors while undertaking work, study or research activities, and as such, actions that constitute assault, discrimination, harassment, bullying or vilification will not be tolerated. If you or the staff member you are supporting feel as though there has been discrimination, harassment or bullying you can find further information on relevant policies and procedures via the [University's Staff Equity and Diversity, and Inclusion Website](#). You may also consult with a [Harassment and Discrimination Contact Officer](#).

## CONTACT AND FEEDBACK

For more information or if you have any feedback on this document please contact the [Workplace Equity, Diversity and Inclusion in People and Wellbeing](#).

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## For the staff member

Griffith understands that every person's affirmation/transition will be unique to them. It is important to us that you feel that you are adequately supported at work. We understand that what you need will be led and informed by you. With this in mind we provide the following guidance on

- support available;
- conversations with your key support team;
- the gender affirmation process at work; and
- instances of discrimination, bullying or harassment.

It is not our intention to be overly prescriptive, but to provide useful internal and external resources for your consideration.

An important part of the process is ensuring you have strong support systems in place. We have provided a section in this guide to assist your colleagues, so they can effectively support you. They will have varying levels of knowledge and may have many questions you may not be able to answer immediately or don't wish to answer; don't hesitate to seek advice or revisit topics that you are unsure about. They may be unaware of the resources available to them. We encourage you to proactively provide this document to your supervisor or seek support from your business partner to do this on your behalf.

If you feel like you need more information or support, please look at our [key contacts and resources appendix](#).

### 1. SUPPORT AVAILABLE

#### SUPPORT THROUGH GRIFFITH

**Staff Counselling Service:** Griffith provides counselling and coaching services for staff through [Benestar](#). They also provide a range of health and wellbeing resources and a dedicated support line for domestic and family violence. All Benestar clinicians are required to complete LGBTIQ+ inclusion training and a clinician with experience working with LGBTIQ+ communities can be provided on request. More information is available on the [staff counselling webpage](#).

**HR Business Partner:** Your HR Business Partner is your first point of contact for support and advice related to HR and internal processes. They can provide advice around logistics (such as how to update our internal systems) and provide your supervisor with support around managing change within your area.

**Workplace Equity, Diversity and Inclusion and Griffith Ally Network:** If you would like support from staff members who are familiar with equity and LGBTIQ+ issues, you can contact the [Workplace Equity, Diversity and Inclusion team](#) or a [Griffith Ally](#).

**Pride in Diversity Consultant:** As a corporate member of [Pride in Diversity](#), Griffith has access to training and consultants who specialise in LGBTIQ+ issues. A Pride in Diversity Consultant can support a staff members affirmation process by:

- running training and trans awareness sessions with colleagues and supervisors;
- co-ordinating and advising on considerations during support team discussions and
- addressing queries with staff members on your behalf.

If you would like this support please contact [Workplace Equity, Diversity and Inclusion](#).

#### EXTERNAL SUPPORT

Please see our [resource appendix](#) for further information on support networks, counselling and medical support.

## 2. CONVERSATION WITH YOUR KEY SUPPORT TEAM

An early step in engaging your colleagues is to nominate a support team. Decide who you want to have as your key support team during this process. It is important you feel supported and comfortable, so you need to share a level of trust with them.

People to consider involving as part of your support team:

- your direct supervisor / manager;
- your HR Business Partner;
- an equity, diversity and inclusion specialist / an Equity Champion for your area; and / or
- a colleague whom you trust and who is willing to support you.

You may wish to involve different people at different stages of the process depending on how comfortable you are with them. If you choose to confide in a colleague first, you may want to consider when/if to have another conversation with your supervisor. Their involvement will allow behaviours and expectations to be role modelled to your team.

### PREPARATION FOR THE INITIAL CONVERSATION

The following may be useful to consider before meeting with your support team:

- What role you would like your support team to play in your gender affirmation/transition process.
- How you would like to communicate your transition to your colleagues and external stakeholders.
- How you would like to deal with certain scenarios (e.g. referring to you in the wrong gender (**misgendering**), people making mistakes, calling you by your previous name (**deadnaming**)).
- What information your support team should keep confidential and what information they are able to disclose to others.

Reading through [Appendix 3: Gender Affirmation/Transition Plan](#) can be a useful exercise to identify what to consider; however it is not necessary to have the answers to every question. Your support team are there to help you during the development and implementation of your plan.

### DURING THE CONVERSATION

Our [Gender Affirmation/Transition Plan](#) has been created as a tool to guide you through areas you might need to consider during this process. The plan covers areas such as:

- Developing a list of staff within the University, and external parties, you may need to work with, or contact, during your gender affirmation.
- What to consider when communicating your transition to your colleagues and external staff.
- Important dates and actions to consider during affirmation including medical appointments, legal name change, changes to payroll information, licenses, qualifications.
- What internal and external details will need to be updated.
- What you might want to consider for your return to work.

### 3. DURING GENDER AFFIRMATION

While you are working through the [Gender Affirmation/Transition Plan](#) you might want to also consider some of the areas below.

#### UPDATING YOUR DETAILS IN HR SYSTEMS

Personal Details	Process details	Evidence Required
<b>Title</b>	Changes can be made at any time without evidence through the staff portal to an alternative title of either Mrs / Ms / Miss / Mr or the non-binary title Mx. <b>Staff Portal &gt; My Staff Page &gt; My Personal Details &gt; Name &gt; Primary Name &gt; Name Prefix</b>	No
<b>Preferred name</b>	A preferred first name is a name that you commonly use that is different from your legal given name. Your <b>preferred name</b> can be changed at any time without evidence. <b>Staff Portal &gt; My Staff Page &gt; My Personal Details &gt; Name &gt; Preferred Name</b>	No
<b>Legal name</b>	In most cases across the University you will be given the option to use a preferred name. However, there will be some records that will require a legal name change to be updated. More information on how to do this in Queensland can be found <a href="#">here</a> . Your 'legal given name' can be amended once you have changed your name via the appropriate legal channels. Please provide a certified copy of your legal documents to People and Wellbeing, Payroll, Room 1.22, Bray Centre (N54), Nathan Campus or email a scanned document to payroll@griffith.edu.au	Yes
<b>Gender</b>	Your gender can be amended, including if you identify as non-binary, on your personal record by providing any one of the following as evidence to P&W Payroll: <ul style="list-style-type: none"> <li>• a statutory declaration which states your affirmed gender;</li> <li>• a signed statement from a registered medical practitioner or a registered psychologist attesting to your request;</li> <li>• a certified copy of a valid travel document, such as a valid passport, which specifies your gender;</li> <li>• a certified copy of an amended State or Territory birth certificate, which specifies your gender;</li> <li>• A State or Territory Gender Recognition Certificate or recognised details certificate showing a state or territory Registrar of Births, Deaths and Marriages has accepted a change in sex; or</li> <li>• If you were born outside of Australia, a certified copy of an amended birth certificate from your country of origin and its translation into English (if required).</li> </ul>	Yes
<b>Email</b>	Provided your preferred name has been updated with P&W (through the self-service portal), your email name and format will be updated.	No
<b>Phone display and Staff Directory</b>	Provided your preferred name has been updated with P&W (through the self-service portal), your telephone display name and directory entry will be updated.	No

## LEAVE ENTITLEMENTS

You may require leave or some flexibility during your affirmation or transition for surgery, medical appointments, counselling or other related purposes.

You, or your supervisor, are encouraged to contact your HR Business Partner for advice on leave entitlements, flexible working arrangements and types of documentation that may be necessary to support these requests. For more information on your leave entitlements please view the [leave and benefits webpage](#) and discuss options with your supervisor.

## FACILITIES

Staff are free to use the facilities that best corresponds to their gender. They may choose to do this at any stage of their gender affirmation. This includes campus bathrooms, the recreation centre changing rooms and end of trip facilities. Staff are supported to use non-gendered accessible bathrooms if neither male nor female aligns with their gender or if they feel more comfortable in doing so. Gender-neutral bathrooms are also available in the Engineering, Technology and Aviation building (N79) at Nathan Campus.

## GENDER EXPRESSION

Griffith supports you to present yourself in a manner that best reflects your gender expression. The University has no formal dress code policy. However, you are expected to comply with the occupational health and safety requirements and standards of dress applicable in your work unit. Uniforms or local dress codes may be required in certain work units or circumstances (for example, branded t-shirts for event staff). These uniforms or dress codes are gender neutral.

## 4. INSTANCES OF DISCRIMINATION, BULLYING OR HARASSMENT

You are entitled to a workplace free from unacceptable or unlawful behaviour, including harassment, bullying and discrimination regarding your sexual orientation, gender identity or intersex status. The University is committed to ensuring the health, safety and wellbeing of its staff, students, contractors and visitors while undertaking work, study or research activities, and as such, actions that constitute assault, discrimination, harassment, bullying or vilification will not be tolerated.

Examples of unacceptable and/or unlawful behaviour by a third party, in relation to your sexuality and or gender identity may include (but are not limited to):

- deliberately disclosing your sexual orientation, gender identity or intersex status (with intent to 'out') without your permission;
- deliberately using incorrect names or pronouns (such as 'he' instead of 'she', or using someone's "deadname" (former name) without consent);
- denying you training and promotion opportunities because of your gender identity or changing the nature of your job, such as taking you away from customer service duties because of your gender identity; and
- ridiculing or ignoring you because of your gender identity.

If you feel as though you have been the subject of bullying, harassment or discrimination there are trained [Harassment and Discrimination Contact Officers](#) (HDCO) located on each campus who you can talk to. The role of the HDCO is to be a confidential point of contact to listen to concerns, explain [University policies](#) and procedures and provide information on resolution options.

## For the key support team

As the staff member's key support person, it is important that you are well informed and respectful during their transition/gender affirmation. Your role is to support the staff member and their team/colleagues/students through the process and be a contact point for any concerns raised. This process could be (but not necessarily) overwhelming or daunting for the staff member, so empathy is essential.

There may be occasions where mistakes are made by you or your colleagues. It is important that you are led by staff member on how to deal with these and other situations that may arise. Frequent communication with the staff member will allow you to lead by example based on their guidance.

If you feel like you need more information or support, please look at our [key contacts and resources](#) and [FAQ's](#).

### 1. CONVERSATION WITH THE STAFF MEMBER AND THEIR KEY SUPPORT TEAM

#### PREPARATION FOR THE INITIAL CONVERSATION

Being well informed on gender diversity issues is crucial to being able to role model behaviours to other colleagues and allowing the staff member to feel as though they have the support they need. You can do this by:

- Educate yourself on gender transition/affirmation and become familiar with appropriate terminology. We have provided a range of resources and FAQ's at the end of this document.
- If there are areas you are unsure about talk to your HR Business Partner, an equity, diversity and inclusion specialist and/or the Equity Champion for your area (see for more information and support).

#### PRONOUNS AND NAMES

The staff member may choose to change their title, name and/or pronouns. There will be occasions where mistakes are made. It is important that you acknowledge these mistakes, apologise and correct yourself without dwelling on it and embarrassing the person.

#### NAME

Referring to the staff member's given rather than affirmed name is referred to as "**deadnaming**" and is usually distressing and seen as disrespectful.

*The table below is adapted from [How to be Human: Talking to People Who are Transgender or Nonbinary](#)*

Don't say	Say
Dr John Brown, formerly known as Jessica Brown, made a pivotal discovery in the journey towards curing cancer.	Dr John Brown made a pivotal discovery in the journey towards curing cancer.



## GENDER-NEUTRAL NOUNS AND PRONOUNS

Using gender-neutral nouns (e.g. person) and pronouns (e.g. they, them) means **misgendering** doesn't occur. It is also inclusive of non-binary and other gender diverse peoples, however again, you will be guided by what the staff member wants.

The table below is adapted from the [Student Diversity and Inclusion Words Matter](#) publication

	Subject	Object	Possessive	Salutation
Binary (e.g. Woman or Man)	She He	Her Him	Hers His	Miss/Ms/Mrs Mr
Non-binary	They	Them	Theirs	Mx

It is good etiquette to use gender-neutral language as the standard in everyday conversation. For example, you could address the room as "everyone" rather than "ladies and gentlemen". For more information on inclusive language and pronoun use see our [How to be a Trans Ally at Griffith Guide](#).

## DURING THE CONVERSATION

It is important that you assure the staff member of your support during this process. You can do this by:

- Ensuring the staff member informs the plan - seek advice from the staff member on how they wish to be supported.
- Talking about any changes to how they wish to be referred to (don't assume someone's pronoun or gender based on their appearance or name – respectfully ask the person, and then use their preferred pronouns appropriately).
- Discussing how they wish to communicate their transition to colleagues (e.g. personally, or would they prefer this be done for them); with whom, what and when they want information communicated.
- Clarifying with the staff member what information is confidential and what they are happy for others to know.
- Discussing possible scenarios with staff member, and how to deal with them (e.g. misgendering, people making mistakes).
- Noting any important milestones that you need to be aware of.
- Setting up regular support meetings with staff member.

To assist with this conversation, we have provided a [Gender Transition/Affirmation Plan](#) to guide you and the staff member through this conversation.

## 2. THE GENDER AFFIRMATION/TRANSITION PROCESS

### PREPARATION FOR RETURN TO WORK

The first day that the staff member comes back to work in their affirmed gender can be stressful and daunting. The following strategies will ease their transition back to work.

- Be a role model of expected behaviour to colleagues (see [relations with other colleagues](#)).
- Ensure that relevant work websites and other information/resources are updated with their correct name (and gender/pronouns (where relevant) prior to their return. This is crucial as it prevents opportunities for the staff member to be **misgendered**.
- Coordinate any training to staff members while the staff member is on leave (or as guided by the staff members) to ensure everyone is well informed.
- Allow options, where possible, to stagger their week, for example, working part-time for the first few weeks back.
- Support the staff member in accessing the facilities they chose to use and their choice of dress.
- Offer to organise an informal gathering (afternoon/morning tea or lunch) to welcome the staff member back to work. This is an opportunity to break the ice and help the staff member feel comfortable amongst colleagues as their affirmed gender. It is preferable if this is away from the office and prior to their official return to work.

## RELATIONS WITH OTHER COLLEAGUES

As a key support person, it is your responsibility to lead by example to the rest of your colleagues. You can do this by:

- Being aware of the staff member's new pronouns and name. If you or one of your colleagues makes a mistake, acknowledge it and sincerely apologise without making a big deal about it.
- Encouraging other team members / colleagues to access relevant information (see resources at the end of this document).
- If you are their manager/supervisor, addressing any inappropriate commentary/behaviour immediately and reiterate to the team that they need to do the same.
- If you are a peer, raising any concerns you have with your supervisor/manager, show your support and correct any gossip or inappropriate behaviour that you may hear (as advised by the staff member).

## CHECK IN/REGULAR ENGAGEMENT

Some staff members may require a significant period of time to adjust after their return to work. Therefore, it is important that they feel continually supported by their support team and colleagues. As part of your Gender Affirmation Plan you might want to schedule regular meetings with or check in with them informally during the first few months. This also gives them the opportunity to deal with any obstacles they may be facing.

# Appendix 1: Key Contacts and Resources

## CONTACTS FOR FURTHER SUPPORT

If you would like to chat to someone for more support and information on gender diversity and other areas discussed in this document, you could approach the following contacts:

Any enquiries related to [Equity, Diversity and Inclusion](#), [Payroll](#), [Equity Champions](#) or general HR enquiries: [peoplesupport@griffith.edu.au](mailto:peoplesupport@griffith.edu.au)

[Griffith Ally Network](#) and [Griffith Pride Committee](#): [ally@griffith.edu.au](mailto:ally@griffith.edu.au)

## RESOURCES AND WEBSITES

### GENDER IDENTITY, EXPRESSION AND SEX

[Pride in Diversity Let's Talk Gender Publication](#)

### TERMINOLOGY AND LANGUAGE

[Words Matter publication Terminology and Definitions](#)

[ABC Sexuality and Gender Glossary](#)

### HOW TO BE AN EFFECTIVE ALLY

[How to be a Trans Ally at Griffith](#)

[Tips for Allies of Transgender People](#)

[How to be Human: Talking to People Who are Transgender or Nonbinary](#)

### HEALTH AND TRANS ISSUES

[LGBTIQ Health](#)

[Ted talk – Ivan Coyote: Why we need Gender-neutral Bathrooms](#)

### TRANS AND LGBTIQ+ SUPPORT NETWORKS

[Griffith Ally Network](#)

[Australian Transgender Support Association Qld \(ATSAQ\)](#)

[Sisters & Brothers NT – Celebrating Diversity](#)

### MEDICAL AND SUPPORT SERVICES

[Diverse Voices](#) provides telephone and online counselling to LGBTIQ+ people [Brisbane Gender Clinic](#)

Counselling through the University's Employee Assistance Program provider ([Benestar](#)) [Griffith Health & Medical Services](#)

[Griffith Chaplaincy](#)

### OTHER GRIFFITH WEBPAGES AND RESOURCES

[Griffith LGBTIQ+ webpage](#)

[Griffith Staff Equity, Diversity and Inclusion website](#) [Griffith LGBTIQ+ resources and support](#) [Harassment and Discrimination Policy](#)

## Appendix 2: References

- Australia Government. (2015, November). *Guidelines on the Recognition of Sex and Gender*. Retrieved from <https://www.ag.gov.au/Publications/Documents/AustralianGovernmentGuidelinesontheRecognitionofSexandGender/AustralianGovernmentGuidelinesontheRecognitionofSexandGender.pdf>
- Griffith University. (n.d.). *Words Matter: A guide to inclusive language and presentation for staff and students*. Retrieved from [https://www.griffith.edu.au/data/assets/pdf\\_file/0025/546073/152\\_17\\_Words\\_Matter\\_A5\\_FA3\\_WEB.pdf](https://www.griffith.edu.au/data/assets/pdf_file/0025/546073/152_17_Words_Matter_A5_FA3_WEB.pdf)
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- National LGBTI Health Alliance. (2017, August). *Our approach to inclusive language*. Retrieved from <https://lgbtihealth.org.au/inclusivelanguage/>
- Pride in Diversity. (2014). *World First Publication - Employers' Guide To Intersex Inclusion*. Retrieved from <https://www.prideinclusionprograms.com.au/publication/intersex-inclusion/>
- Pride in Diversity. (2015). *Let's Talk Gender: A closer look at gender diversity within the workplace*. Retrieved from <http://www.prideinclusionprograms.com.au/content/uploads/2016/01/Lets-Tak-Gender-Publication-2015.pdf>
- Queensland Human Rights Commission. (2019). *Trans @ Work*. Retrieved from [https://www.qhrc.qld.gov.au/data/assets/pdf\\_file/0011/20603/QHRC\\_TransAtWork.pdf](https://www.qhrc.qld.gov.au/data/assets/pdf_file/0011/20603/QHRC_TransAtWork.pdf)

## Appendix 3: Gender Affirmation/Transitioning Plan

Name and pronouns:

Timeline of plan:

Key support team:

### COMMUNICATION AND SUPPORT

Task	Further Details	Timeframe and responsibility	Plan
<b>Establishment of a key support team.</b>	<p>Who will be involved in the support of your gender affirmation plan?</p> <p>What part of the process will different people be involved?</p>		
<b>Changes to how the staff member would like to be referred to.</b>	<p>Consider any new pronouns, preferred name and titles.</p>		
<b>Discuss possible scenarios with staff member, and how to deal with them.</b>	<p>Possible scenarios to consider:</p> <ul style="list-style-type: none"> <li>• Being <b>misgendered</b> by another staff member</li> <li>• People making mistakes with pronouns and/or names (<b>deadnaming</b>)</li> </ul> <p>In these cases, would the staff member like the team member who hears the occurrence to correct the other person? Or how else would they like the issue to be approached?</p> <p>What information is confidential and what is the staff member happy to be disclosed to others?</p>		

Task	Further Details	Timeframe and responsibility	Plan
<p><b>Develop a list of staff within the University, and external parties, you may need to work with, or contact, during the gender affirmation. (see below)</b></p>	<p>Staff to consider:</p> <ul style="list-style-type: none"> <li>• Campus Staff</li> <li>• People and Wellbeing office (including Business Partner and/or payroll)</li> </ul>		
<p><b>Communicating to immediate team members.</b></p>	<p>Who will be doing the communication? (i.e. personally, or would they prefer this be done for them)</p> <p>What information is being communicated to them? (consider what level of transparency and confidentiality the staff member would like)</p> <p>How is this message being communicated? Possible methods:</p> <ul style="list-style-type: none"> <li>• Formal training / awareness meetings</li> <li>• Formal written communications</li> <li>• Emails</li> <li>• Face-to-face meetings</li> <li>• Private conversations</li> <li>• Informal social event</li> </ul> <p>When is this message being communicated?</p>		

**Communicating to wider team and leadership. This could include:**

- **Leadership (to what level?)**
- **Floor occupants**
- **Wider team**
- **Other key internal stakeholders**

What other key internal staff would the staff member like to directly communicate to?

Who will be doing the communication? (i.e. personally, or would they prefer this be done for them)

What information is being communicated? (consider what level of transparency and confidentiality the staff member would like)  
How is this message being communicated?

Possible methods:

- Formal training / awareness
- meetings
- Formal written communications
- Emails
- Face-to-face meetings
- Private conversations
- Informal social event

When is this message being communicated?

**Communicating to external colleagues, partners, stakeholders with whom the employee currently works.**

What external staff would the staff member like to directly communicate to?

Who will be doing the communication? (i.e. personally, or would they prefer this be done for them)

What information is being communicated to them? (consider what level of transparency and confidentiality you would like)

How is this message being communicated?

Possible methods:

- Formal written communications
- Emails

- Face-to-face meetings
- Private conversations

When is this message being communicated?

## DATES TO CONSIDER

Task	Further Details	Timeframe	Plan
<p><b>Important dates and related actions to consider (see timeline below).</b></p>	<p>What date does the staff member plan to return to work in their affirmed gender?</p> <p>What leave will they need?</p> <p>When do they need their personal records updated by and in what sequence do these need to be completed?</p> <p>How often would they like to setup regular support meetings with the key support team (weekly, monthly etc)?</p>		



## UPDATING PERSONAL DETAILS

Task	Further Details	Timeframe	Plan
<b>Update their preferred name and title via their Griffith Staff Portal.</b>	No formal evidence is required. Staff Portal > My Staff Page > My Personal Details > Name		
<b>Update their email address, and email distribution lists and mailing lists.</b>	Their Griffith email address will be updated once they have changed their preferred name. Contact P&W if there are any issues.		
<b>Change their legal name and gender through P&amp;W.</b>	Contact P&W Payroll and Benefits. Certified documentation is required.		
<b>Update their qualifications.</b>	Contact relevant institutions; arrange for qualifications to be updated on P&W system.		
<b>Update superannuation details.</b>	Certified documentation is required.		
<b>Update computer login details; check whether there are any other University systems to be updated.</b>	This will be updated once they have changed their preferred name. Contact P&W if there are any issues.		
<b>Update Griffith Phonebook, Cisco name details and voicemail message.</b>	To update phone profile: <a href="https://intranet.secure.griffith.edu.au/work/collaboration/log-request/change-owner-of-extension-desk-phone-or-voicemail">https://intranet.secure.griffith.edu.au/work/collaboration/log-request/change-owner-of-extension-desk-phone-or-voicemail</a>		
<b>Ask colleagues to update their contact details</b>	The staff member may want their supervisor/manager to do this on their behalf)		

<b>Name change on office door.</b>	Follow up with University maintenance through Campus Life.
<b>New business cards.</b>	Talk to supervisor/manager.
<b>Update any personal details and images on websites, including internal and external websites.</b>	E.g. Griffith Experts, Research Centre websites, Committee pages, external projects or award websites.
<b>Update name on organisational charts.</b>	
<b>Update qualifications and publications.</b>	

<b>LEAVE</b>			
<b>Task</b>	<b>Further Details</b>	<b>Timeframe</b>	<b>Plan</b>
<b>Discuss any leave that needs to be taken and what options are available for the staff member.</b>	<p>What leave will they need to take off work for the following?</p> <ul style="list-style-type: none"> <li>• Any medical or surgical procedures</li> <li>• Illness from hormone therapy</li> <li>• Medical appointments</li> <li>• Non-medical reasons</li> </ul>		

## DURING LEAVE/PREPARATION TO RETURN TO WORK

Task	Further Details	Timeframe	Plan
<b>Coordination of training / awareness meetings have been decided on.</b>	<p>Who will be responsible for the coordination of these?</p> <p>Where will these be held?</p> <p>Who do we need to provide content or advice on what is included?</p> <p>Will the staff member be present?</p>		
<b>Coordination of informal social or other return to work events.</b>	<p>Who will be responsible for the coordination of these?</p> <p>Where will these be held?</p>		
<b>Details of any follow up support meetings</b>			
<b>Any further details relating to work</b>	<p>These could be around:</p> <ul style="list-style-type: none"><li>• Staggered return to work</li><li>• Use of facilities</li></ul>		

## TIMELINE

Detail	Date
First meeting	
Plan start date	
Personal records to be updated by	
Return to work date	
Timeline of any staggered return to work	
Informal social events	
Follow up meetings	
Completion of Plan	
Other important dates	

CONTACT LIST

Name	Email	Phone

## Appendix 4: Example Emails

### SAMPLE 1 (Employee to Manager)

Dear (Manager),

I would like to come and talk with you regarding a decision I have recently made that will require your support and understanding as well as some changes (at work/to my study environment). You may not be aware that I am trans and intending over the coming period to (outline aspects of decision).

I would like to initiate this discussion so we can arrive at a plan of action to have my gender recognised (at work/whilst studying at the university). **Gender Affirmation/Transition Guidelines for Griffith Employees** has been a useful guide for me and I am hoping we can meet to discuss some of the issues raised in the guide that will need to be addressed.

I understand this could be an unfamiliar concept for you and I am open to sharing with you what this journey means to me. I want to assure you that this decision will not affect my ability to do my job. I will send through a meeting request shortly / Could you please let me know a suitable time to meet. I would prefer this meeting to be held (outline preference).

Kind regards,

### SAMPLE 2 (Manager to Team Members)

Dear .....

There is some important news that I need to tell you. Your (AREA) colleague (NAME) is in the process of gender affirmation and is now known as (PREFERRED NAME) with the pronouns (preferred pronouns). (NAME) may have already shared this with some of you, and they have now asked that I inform everyone of this important decision.

I believe (NAME's) decision to share this journey with us is an important one and I know the supportive collegial environment fostered in (AREA) will continue into the future for all team members. I understand that this could be an unfamiliar concept for many of you, so please contact me or our Workplace Equity, Diversity and Inclusion team if you have any questions or would like further information. You can also contact our Employee Assistance Provider – **Benestar**.

Here are some tips from my experience in supporting (NAME) on this journey to date:

- Allow yourself time and space to get used to this,
- Don't worry about slipping up with their name or pronouns; it's going to happen at first and they understand,
- (NAME) is open to respectful questions about their transition (but do be mindful of time and place and questions that are not appropriate),
- Be respectful of their courage and continue to support them as a colleague.

I'm also including some links that may further your understanding of gender affirmation, and of the highly supportive stance that Griffith University holds towards diversity and respect in the workplace.

Kind regards,