



Trans, Gender Diverse and Non-Binary Support Guidelines



CONTENTS

03

INTRODUCTION

04

PART 1: TRANS, GENDER DIVERSE AND NON-BINARY EXPERIENCES

06

PART 2: HOW TO BE A TRANS ALLY

07

PART 3: RIGHTS AND RESPONSIBILITIES

08

PART 4: INFORMATION FOR ECU STUDENTS

10

PART 5: INFORMATION FOR ECU STAFF

14

PART 6: INFORMATION FOR ALUMNI

15

PART 7: RESOURCES AND SUPPORTS



Introduction

Edith Cowan University (ECU) embraces and celebrates the diversity of our community and values an environment where every person feels included and can thrive. We are committed to ensuring that all students, staff and alumni are well supported to be themselves and explore, express and affirm their gender at ECU and beyond.

Guideline Objectives

The Trans, Gender Diverse and Non-Binary (TGDNB) Support Guidelines are designed to provide information and support to anyone who has previously, is currently, or may in the future affirm their gender within ECU, regardless of the language they use to describe their identity or where they are in their personal journey. This includes information for students, staff and alumni affirming their gender, and information for peers, managers, and the broader ECU community. ECU acknowledges the diversity of TGDNB experiences and respects that there is no one single way to affirm one's gender. ECU respects everyone's gender and gender identity irrespective of any intervention or how people explore, express and/or affirm their gender. These guidelines also assist the university in meeting legislation, including the *Sex Discrimination Act 1984 (cth)* and The Western Australia *Equal Opportunity Act 1984*.

Consultation

These Support Guidelines have been developed in continuing consultation with TGDNB community members both within ECU and in the broader Western Australian community. The Guidelines aim to provide guidance for how our ECU community can better support our TGDNB students, staff and alumni who have or are affirming their gender.

A Note on Language

As our understanding of sex and gender continues to evolve over time, the language we use to capture and explore this also changes. Language can be extremely powerful for giving people the words to describe their experience, to find community and to advocate for change. Conversely, language can also be limiting as it tries to capture in a simplistic way, with only a single word or definition, what are often complex and diverse human experiences. Language that may have been widely used historically may now no longer be appropriate. At the same time, for some people, language that has historically been used as a slur or insult may be reclaimed and used as a positive or empowering term. If you are ever unsure about what language to use, you may find the following points helpful:

- You don't need to know every term or definition; you just need to be open to learning. The person you are supporting will welcome that.
- If you are unsure about the term a person uses to describe themselves, reflect the language the person uses back to them.
- Avoid making assumptions about a person based on their appearance, voice or mannerisms.
- Be educated and aware that TGDNB experiences exist and that they are valid and true.
- If there is a genuine reason as to why you need certain information, you can respectfully ask.

A Note on Intersectionality

Intersectionality acknowledges the mixed nature of social factors such as race, class, ability, age, gender, sex, sexuality or one of the many other defining aspects of identity as they apply to a given individual or group, often creating an overlap and susceptibility of discrimination or disadvantage. Individuals experience society differently due to the unique intersections of their identities. No two stories are the same, and it is important to be mindful and aware that TGDNB experiences are not homogenous, nor are they mutually exclusive to other experiences of marginalisation.

Part 1: Trans, Gender Diverse and Non-Binary experiences

For most people, their sex assigned at birth and gender will align and they may never give either much thought throughout their lifetime. For some people though, their sex assigned at birth does not exclusively fit who they are, how they feel about themselves or how they want to express themselves to the world. This may describe a TGDNB experience.

In the simplest of terms, TGDNB experiences can be best captured by an incongruence between a person's gender and their sex assigned at birth. In other words, a person's internal sense of self and how they feel about themselves does not align with their bodily features or the M or F they are assigned at birth. For some, this incongruence can cause distress and some people may choose to take steps to better align their gender and sex and affirm who they really are.



Common experiences

TGDNB experiences are difficult to accurately capture due to the sheer diversity of these experiences. There are many factors; personal, social, cultural, economic and familial, that may impact one's experience of their gender. While not all, many of the stories of people who are TGDNB do contain several common overarching themes; a journey of discovery, some form of

gender affirmation and, unfortunately, experiences of discrimination.



Exploring gender: Many TGDNB people will first explore their gender, before coming into their identity. This may involve help seeking or trying out different names, pronouns, or external presentation. This might be something they do alone, or in the company of trusted friends or family.

Gender affirmation: Gender affirmation or 'transition' refers to the process a TGDNB may undertake to present aspects of themselves to be more congruent with the gender they know themselves to be, as opposed to the sex they were assigned at birth. A person does not need to affirm their gender in order to be TGDNB or to be respected for their gender and there is no 'one-way' to affirm your gender. Some may choose to affirm their gender through:

- **Social gender affirmation** – using pronouns that best align with their sense of self (e.g., she, he, they), changing their name, presenting their affirmed gender outwardly through clothing, hair, make-up, voice and mannerisms, and coming out/inviting in (in the time; manner; and, to whom and when they are comfortable).
- **Medical gender affirmation** - accessing medical options, such as hormones and/or surgery, in order to affirm their identity. Medical methods of gender affirmation can be inaccessible to many TGDNB people due to the high costs, potential risks and

availability of such services. Not all people who are TGDNB choose to medically affirm their gender for these reasons or because they feel it is not necessary for them to affirm their gender – this does not make their gender any less valid.

- **Legal gender affirmation** – changing one's legal paperwork to reflect their gender identity, often including gender marker changes, legal name changes, and obtaining copies of their new legal identification. These processes can be complicated, time consuming and too expensive for many to pursue. Some countries do not allow individuals to change their gender markers, or don't have gender neutral markers or titles available, meaning people with non-binary genders are unable to correct their legal identity to reflect their real identity. Examples of legal documentation that a person may need to update include their birth certificate, passport or Medicare card.



Experiences of discrimination: Despite strong anti-discrimination law and legal protection for TGDNB people in Australia, many people who are TGDNB or are affirming their gender are likely to experience some form of discrimination and/or victimisation throughout their lifetime. This can be from family members, friends, employers, cultural groups, colleagues, and/or peers. These avenues of rejection can lead to social isolation, financial instability, and mental health struggles.

Cultural considerations

It is important be aware that culture can impact how a person may view and experience gender. This can vary significantly across countries, cultures and religions and views can be influenced by “specific histories, cultural patterns, and social and political contextsⁱ.”

Often, there is a misconception that TGDNB experiences are a Western concept. However, non-Western cultures such as Latin American, Oceania, African and Asian share different ways of thinking about genderⁱⁱ. Many cultures have formed specific language and/or terminology over time to reflect gender diversity, gender non-conformity and third gender peopleⁱⁱⁱ e.g., ‘Hijra’ in India; ‘Two-spirit’ across some Native American populations; ‘Fa’afafine’ in Samoa; or ‘Sistergirl’ or ‘Brotherboy’ in some Aboriginal and Torres Strait Islander communities’











The expressed or implied values and concepts that underpin cultural differences add a layer of complexity for people who are TGDNB where their identities and experiences often interact and overlap. For example, some may experience the compounded layer of discrimination in the form of racism in addition to transphobia. Furthermore, they may also experience racism within the LGBTIQ community and also transphobia within the cultural community.

Aboriginal and Torres Strait Islander experiences

Gender diversity has existed in many forms and throughout many Aboriginal and Torres Strait Islander cultures since before colonisation. Some communities continue to use language such as Sistergirl or Brotherboy to capture what are now widely known as TGDNB experiences. Support for Sistergirls, Brotherboys and TGDNB Indigenous people differ from community to community. Aboriginal and Torres Strait Islander people still experience significant historical and current disadvantages which can intersect with the disadvantages faced by TGDNB populations. In a broader context, the terms ‘sistagirl’ and ‘brothaboy’ are used as terms of endearment in Aboriginal and Torres Strait Islander communities with no reference to gender diversity^{iv}.

Part 2: How to be Trans ALLY

Being an ALLY to a TGDNB person is an active and ongoing process that requires self-awareness, self-reflection and self-education. Below are some top tips for being a good ALLY:

-  **1. Respect:** Respect a person's name(s), pronouns, personal presentation and how they choose to affirm and express their gender.
-  **2. Avoid assumptions:** Don't make assumptions about a person's identity, sexuality or experience including those that are based on the gender of their partner.
-  **3. Be visible:** Make it clear that you are an ALLY and be deliberate in your approach to remove all doubt for someone who is looking for support.
-  **4. Listen to TGDNB people:** It is important to hear from and listen to TGDNB people and remember that they are always the experts on their own experiences. Even if something doesn't make sense to you, it is still important to respond appropriately and respectfully. Make sure you listen to a broad range of experiences and diversity within TGDNB communities including those who may experience the intersection of TGDNB experiences with other personal factors such as race, religion and ability.
-  **5. Maintain privacy:** Remember someone's identity or experiences are never to be used as a topic for idle chatter or gossip. A person's decision to share their experience with others is an important one that should only ever be made by the individual.
-  **6. Keep it appropriate:** Make sure you are not asking TGDNB people questions that you wouldn't ask anyone else, particularly about their body, any interventions they may have undergone or their sex life.
-  **7. Educate yourself and others:** Stay educated and up to date. As our understanding of sex and gender evolve over time, so does our language. It is important to keep up to date where you can.
-  **8. Amplify the voices of TGDNB people:** Raise up the voices and priorities of TGDNB people and communities.
-  **9. Be aware of your own limits:** Remember being an ALLY is an ongoing and sustained pattern of actions, not just a title or something to put on your CV. Admit when you don't know something and commit to correcting your own internal bias and assumptions. Know when to speak up and support TGDNB people and know when to sit back in support and empower TGDNB people to speak for themselves.
-  **10. Stand up:** One of the most important parts of being an ALLY is challenging discriminatory language, comments or behaviours when you witness it to maintain a culture of respect where such behaviours are not accepted.

Part 3: Rights and Responsibilities

ECU expects all of our community members to contribute to creating a safe and inclusive learning and working environment. We each have a role to play in maintaining a culture where TGDNB people feel welcome, included and respected. All staff, students and alumni are expected to embrace the University's values in the conduct of their study, work and service to the University and in their interactions with ECU's external partners: *Integrity, Respect, Rational, Inquiry and Personal Excellence*.

Legal Frameworks

People who are TGDNB are protected from discrimination by law. The [Sex Discrimination Act 1984 \(Cth\)](#) makes it unlawful to treat a person less favorably than another person in a similar situation because of gender-related identity, appearance, mannerisms or other gender-related characteristics of the person irrespective of whether they have gone through medical intervention or not. Gender identity discrimination can also happen when a policy applies to everyone but disadvantages a person because of their gender identity and the policy is not reasonable. The Act makes discrimination unlawful in many areas of public life, including education. The Western Australia [Equal Opportunity Act 1984](#) also makes it illegal to discriminate against anyone on the basis of their gender history in certain areas of public life including education and employment.

ECU Commitment

ECU's Equity, Diversity and Inclusion Blueprint 2020-2021, centrally positions our strong vision for equity, diversity and inclusion and being recognised as an Australian leader in equity, diversity and inclusive practice – a university where diversity is considered a major strength, and where everyone is empowered to fulfil their potential in an open, welcoming, accessible, inclusive and supportive culture and environment.

Code of Conduct

The ECU Code of Conduct for staff and for students outlines the University's standards for behaviour that are expected from all University

staff and students. A safe and inclusive space free from discrimination of TGDNB students, staff and community is created when everyone follows the Code of Conduct.

Harassment, bullying and/or discrimination

ECU is committed to maintaining a work and learning environment free from harassment, discrimination and/or bullying. ECU does not tolerate harassment, discrimination and/or bullying of any kind, including when it is based on a person's gender identity, expression, mannerisms or perceived identity. For further information please view the [Prevention of Harassment, Bullying, Discrimination and Violence Policy](#). ECU encourages those who have experienced or witnessed inappropriate behaviour of any kind to [report this to ECU](#) in the first instance so that it can be addressed.

At ECU, everyone is expected to have respectful and consensual relationships, free from sexual assault or sexual harassment, on or off campus. ECU encourages the reporting of sexual assault or sexual harassment experienced or witnessed on ECU campuses by completing the [Report Sexual Assault and Sexual Harassment form](#). In an emergency, contact [ECU Campus Security](#) or 000.

For further support and information please contact our [University Contact Officers](#) (staff and students), [The ALLY Network](#) (staff and students), [ECU Counselling](#) (students) or [Human Resources](#) (staff).

Privacy

At ECU, TGDNB individuals have the right to be who they are without the unnecessary disclosure of medical or personal information. The [ECU Privacy Policy](#) supports the privacy of data through appropriate management of personal and health information of students, staff and third parties. ECU may require proof of identity for verification purposes; however, evidence of gender affirmation surgery or treatment is never a requirement. Individuals will be informed by ECU if personal information needs to be shared with others on a business needs-to-know basis.

Part 4: Information for ECU Students

4.1 Seeking support

You can contact [Student Success](#) or the [Equity Projects Team](#) for support and assistance with anything relating to gender affirmation. Both teams have been trained in supporting TGDNB students and can consult both internally and externally to ensure your needs are met. You may also wish to speak directly with a staff member that you have a prior relationship with such as your lecturer or tutor. Please feel free to contact the person you feel most comfortable with in the first instance. If you would like some support in how to broach this subject with a staff member, please see an example email that can be tailored to your needs in Part 7: Resources and Supports.



Academic support

ECU acknowledges that a person undergoing gender affirmation may require some leave or flexibility for potential surgery and recovery, medical appointments, counselling, self-care and other related purposes. If you feel that your gender affirmation, TGDNB experience or related challenges are impacting your ability to meet course or study requirements, you may be entitled to specific accommodations in accordance with the [Equal Opportunity Act 1984 \(WA\)](#) and ECU's policies which require the provision of services and accommodations, where necessary, to

ensure fair and equitable access to the ECU's teaching and learning environment. These accommodations may include:

- **Learning and Assessment Plans (LAPs)** – Where reasonable and practical, accommodations can be made to support students with diverse study needs. For more information and to discuss further, contact the [Equity, Diversity and Disability Service](#).
- **Extensions** – See ECU's [Assessment, Examination and Moderation Procedure](#) details for how you may apply to your unit coordinator to extend the date of an Assessment Task based on personal circumstances. If you already have a LAP in place, negotiating assessment deadlines with the School can be easier and more efficient.
- **Withdrawal without penalty** - There are [important withdrawal dates](#) in effect each study period that you need to be aware of if you are considering making changes to your enrolment. Under certain circumstances you may be able to withdraw after these dates without financial and academic penalty respectively. You can [apply online](#) to lodge your application via your SIMO account. Please contact the [ECU Student Guild](#) for further assistance.
- **Leave and Time Off** - The [Student Success](#) team can assist individuals in understanding their options through referral to the appropriate resources for leave and time off benefits.
- **Work Integrated Learning (WIL)** - It is important that you feel safe and respected while engaging in WIL on behalf of ECU (internships, clinical placements, practicums and fieldwork). Should you have specific concerns or wish to discuss your options, please reach out to your unit coordinator or the [Equity, Diversity and Disability Service](#).

Updating your University records

There are a number of ways that ECU can support students to affirm their gender through our university records including:

- **Name(s)** – If you have legally changed your name, you can notify ECU by completing the [Change of Address/Name Notification form](#) and sending it to enquiries@ecu.edu.au

from an official ECU student email address. Supporting documents will be required for a legal name change. Students on a HELP loan, must also update their details with MyGov and include proof of this update with their submission.

Change of preferred or affirmed name can be facilitated through the [Equity Projects Team](#) who work to ensure the name change process is as inclusive as possible on an ongoing basis. No documentation nor explanation is required to change your preferred or affirmed name. Where possible, ECU will use your preferred or affirmed name, however there may be some instances within certain systems and processes where a legal name(s) is required and can not be changed.

- **Gender Marker** – ECU acknowledges that the gender marker on a student’s legal documentation may not always reflect their true gender and the need for this to be updated within University records to be more accurate. Students can request to update their gender marker in person at the [Student Hub](#) or via email to enquiries@ecu.edu.au.
- **Title** – ECU acknowledges a broad range of titles including allowing students to select no title or a gender-neutral title such as Mx. These can be updated anytime through the [Student Hub](#) and there is no documentation nor explanation required.
- **Email, Username and ID card** – Students who have legally changed their name can change their ECU Login ID and email address by directly contacting the [IT Service Desk](#), and their new Student ID Card by visiting the [eLab](#) on campus to have a new card issued.

The processes around change of email, username and ID based on preferred or affirmed name are constantly evolving to be more inclusive. Students with a preferred or affirmed name can directly contact the [Equity Projects Team](#) to be updated on current processes and options.

Facilities

Students are encouraged to use the facilities that match their gender identity, regardless of their

gender expression and/or extent of gender affirmation. This includes being able to use all gender facilities available on each campus.

Presentation and Uniforms

ECU encourages self-expression and students are free to dress in a manner that is comfortable for them. All ECU community members must adhere to workplace safety requirements related to dress, irrespective of their gender. Where students are required to wear uniforms, students are encouraged to wear that uniform that best matches their gender identity.



Notifying staff or other students

On request, the [Student Success Team](#) or the [Equity Projects Team](#) can contact relevant staff and/or students to inform them of any changes on your behalf, should you prefer not to do this yourself. Development of these communications must be done in collaboration and you will have the final say on when, to whom and the manner of which this information is communicated.

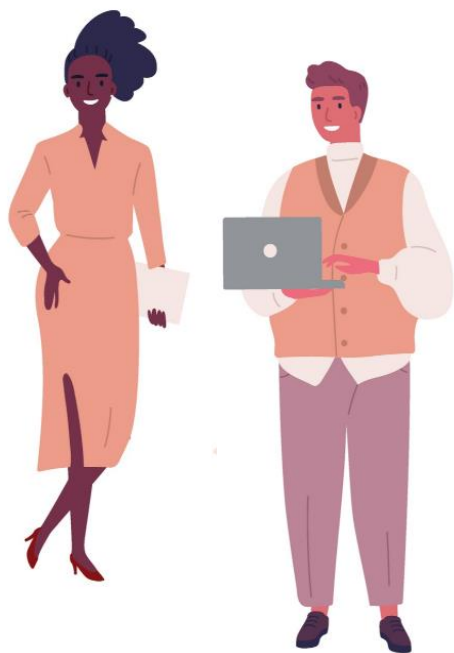
University related travel

If you have any concerns related to travelling either domestically or internationally, we encourage staff and students to review [Smartraveller information](#) which provides specific advice for LGBTI travellers. Additionally, you can contact [Student Success](#) or the [Equity Projects Team](#) for information and assistance.

Part 5: Information for ECU Staff

5.1 Seeking Support

ECU is committed to supporting our TGDNB staff and those who wish to affirm their gender in the workplace. You do not need to tell us about your TGDNB experience, but you can if you want to. TGDNB staff or staff affirming their gender can access advice, assistance and any support required through [Human Resources](#) or the [Equity Projects Team](#). Both the Human Resources Business Partners and Equity Projects Team have been trained in supporting TGDNB staff and can consult both internally and externally to ensure your needs are met. You may also wish to access ECU's [Employee Assistance Program \(EAP\)](#), or external services at the end of this document for support. If you wish to inform your line manager of your intention to affirm your gender or to request additional support, you may wish to adapt one of the templates at the end of this document to meet your needs.



Leave entitlements/flexible working arrangements

ECU acknowledges that a person undergoing gender affirmation may require some leave or flexibility for potential surgery and recovery, medical appointments, counselling, self-care and other related purposes. TGDNB staff are able to access annual, personal and short leave for

needs related to gender affirmation. TGDNB staff may also be entitled to flexible work arrangements. Staff are encouraged to speak with their line manager or [Human Resources](#) for advice on leave entitlements and flexible working arrangement options.

Updating your University records

- **Name(s)** – You can request a change of preferred or affirmed name for use in unofficial communication, by emailing [Payroll](#). You do not need to provide any supporting documentation for this change or to use a name different to your legal name across informal settings. Where possible, ECU will use your preferred or affirmed name, however there may be some instances within certain systems and processes where a legal name(s) is required and can not be changed.

To change your legal name and have this name reflected on formal documentation, there will be some identifying documentation you will need to provide – either a marriage certificate, copy of Passport or Change of Name Certificate. For more information and to submit one of these documents for the purpose of legal name change, please contact [Payroll](#).

- **Gender Marker** – ECU acknowledges that there are circumstances where a staff member's legally recorded gender marker may not reflect their gender and must be updated. Staff can request a change to their gender marker by emailing [Payroll](#). No documentation is required for staff to change their gender marker.
- **Title** – Staff members can change their gendered title (such as Mr, Miss, Mrs, Mx) through their staff profile on the [Staff Portal](#). Mx is recognised by ECU as a gender-neutral title.
- **Email, username and ID card** – Once your legal name and/or gender has been updated via payroll, staff can request an updated email, username and other related online elements through the [IT Service Desk](#). For a new Staff ID card, please visit the [eLab](#) on campus to have a new card issued.

The processes around change of email, username and ID based on preferred or affirmed name are constantly evolving to be more inclusive. Staff with a preferred or affirmed name can contact the [Equity Projects Team](#) directly to be updated on current processes and options.

- **Door Plates** – Staff members can request new door plates with their preferred or affirmed name(s) and title online via the [Office Door Name Form](#).

Notifying staff or students on your behalf

You may request that ECU inform other staff and/or students on your behalf. This will only be done at your explicit direction. You have the right to inform people when, if and how you wish to.

Facilities and presentation/uniforms

All staff are free to use the facilities, wear uniforms and present themselves in a way that matches their identity and that they feel most comfortable with. All ECU staff must adhere to workplace safety requirements related to dress, irrespective of their gender.

Accessing training and other resources

ECU offers a range of staff professional development opportunities relating to TGDNB inclusion including LGBTIQ awareness, ALLY training and specialised TGDNB training for your work area. Should you feel that your team would benefit from specific tailored training you should discuss this with your line manager or contact [Human Resources](#) or the [Equity Projects Team](#) for more information.

Work related travel

If you have any concerns related to travelling either domestically or internationally, please

contact [Human Resources](#) or the [Equity Projects Team](#). Additionally, you can review [Smartraveller](#) information which provides specific advice for LGBTI travellers.

5.2 Supporting students and staff

Gender affirmation is a unique experience and process for each individual. A person undergoing gender affirmation may require some leave or flexibility for potential surgery and recovery, medical appointments, counselling, self-care and other related purposes. The support and advocacy of others, such as peers/colleagues, managers, or unit coordinators, is critical in creating a safe and inclusive environment in which students and staff can succeed. The following section is designed to assist you supporting your students and/or staff.

Notifying staff and students on behalf of an individual

If, as a staff member, a student or colleague feels comfortable to share their identity or experience with you, they may also seek your support in communicating this to others. For some they will feel confident and ready to share this information in their own way, for others this may be overwhelming and for some it may just be tedious. See an example email template for notifying others at the end of these guidelines.

Maintaining privacy and confidentiality

It is essential that staff take TGDNB student and staff members' confidentiality and privacy seriously. For staff members, this is maintained as per [ECU policy](#), even after they are no longer studying or working at ECU.

Travel and placement considerations

ECU staff need to be mindful of the risks a person who is TGDNB may face when travelling overseas



- this includes students travelling on exchange, students travelling for other study related programs, international students returning home and staff members attending conferences and other work-related events. It is important to also be mindful of risks associated with students attending placement and Work Integrated Learning (WIL) opportunities as well, to ensure TGDNB students are kept safe.

TGDNB students and staff may be at greater risk when travelling overseas depending on the laws and customs of the country they are travelling to. We encourage staff to carefully consider this and to take active steps to ensure no students is disadvantaged if it unsafe for them to travel or they do not feel safe to do so. All ECU travel briefings should include safety information relevant to LGBTIQ travellers. Staff can contact [Human Resources](#) or the [Equity Projects Team](#) to discuss any specific travel related concerns.

5.2.1 Supporting students as a staff member

Along with being an ALLY, there are ways that staff can support students if they are TGDNB or affirming their gender.

Providing academic support to students

Some students may require flexibility or other supports and relevant ECU policies apply. Please refer to 'Part 4: Information for Students' for further guidance on support that students have access to for gender affirmation at ECU.

Personal support

You are encouraged to promote ECU's supports and networks that are in place for students, including [Student Success](#), [Student Counselling Service](#), [University Contact Officers \(UCOs\)](#), [ALLY Network](#), [Queer Collective](#) (social activities and connection to peers), as well as many external support services available at the end of this document. For further information, or if you would like to discuss this further, please contact the [Equity Projects Team](#).

5.2.2 Supporting a staff member as a line manager

Below are some things that, as a line manager, you may need to be aware of, consider and/or discuss with a staff member if they are TGDNB or

affirming their gender. Not all areas will be relevant to all people. Any final decision should be made by the staff member, in discussion with and supported by their manager.



- **Gender Affirmation Support Plan** – In circumstances where both the staff member and the line manager agree, a formalised gender affirmation support plan may be initiated. [Human Resources](#) and the [Equity Projects Team](#) can provide support to develop this plan. However, such a plan may not always be required and this should be done on a case-by-case basis.
- **Name(s), pronouns and title** – Not everyone will need, wish to or be able to change their legal name(s), pronouns and/or title for many different reasons including that for some, this may simply not be relevant. However, this can change over time and a staff member should be supported to make these changes at their own time of choosing. It is important that line managers make it clear to staff that when and if a staff member wishes to enact any changes, they will be fully supported by managers and the University to do so.
- **Changes to University records** – Line managers should be aware of the process required for a staff member who is affirming their gender to update their university records (see 'Part 5.1 Information for ECU Staff Members') and be prepared to support this process, if needed. Some staff members may choose to do this themselves while for others it may be appropriate for a line manager to request these changes on their behalf. It is important that the staff member is made

aware of their rights to make these changes and the type of support available for them to do so. It is a good idea to check in with the staff member about their intent to update their university records during initial conversations and to offer support during this process.

- **Informing colleagues and other staff –** Some staff members may wish to inform their colleagues of their intention to affirm their gender and/or their trans experience/history. TGDNB staff members are not required to share any information with their colleagues or leadership that they do not feel comfortable with. Informing others may be particularly important if they wish for their colleagues to begin using different names, pronouns or titles for them. It is up to the individual staff member as to how they choose to share this information, with whom and when.

Some staff members may choose to share this information themselves and it should be made clear that they will be supported by their line managers to do this. Some staff may prefer for a line manager or colleague to facilitate this on their behalf. The timing and manner of this communication is at the sole discretion of the staff member and no information should be shared without their explicit consent.



[Human Resources](#) and the [Equity Projects Team](#) at ECU are available to support both line managers and individual staff to develop specific and tailored communications. Please see the email examples at the end of this document that could be sent from a line

manager to staff. This should be tailored to the staff members individual experience and all communications should be approved and finalised by the individual staff member.

Accessing training and other resources

If you or the staff member feel their area would benefit from further resources, support or training, contact [Human Resources](#) or the [Equity Projects Team](#) to discuss what is currently available.

Facilities and presentation/uniforms

It is important that staff are informed of their right to use the facilities, uniform and present in a way that matches their gender and that they feel most comfortable in. All staff have access to gender neutral facilities on campus, however, TGDNB staff are not required to use these facilities and are welcome to use either the male or female facilities. It is important that line managers are prepared to assert this to other staff if any concerns are raised.

Leave entitlements and flexible work arrangements

TGDNB staff may require flexibility or leave in order to affirm their gender or for the associated processes. Staff may be entitled to different leave options. We encourage line managers to discuss the individual staff member's leave requirements with them and contact [Human Resources](#) to further explore their options

Responding to harassment, bullying or discrimination

It is essential for a line manager to feel confident to respond to incidents quickly and effectively. ECU's policy on the [Prevention of Harassment, Bullying, Discrimination and Violence](#) outlines the steps and processes for preventing and responding to these incidences. If you feel you would benefit from some further education around TGDNB experiences and responding to harassment, bullying or discrimination, you can discuss this with [Human Resources](#) or the [Equity Projects Team](#).

Ongoing support and checking in

For some people, gender affirmation is a life long journey and it is important that staff know that they continue to receive support and adapt their support plan as needed.

Part 6: Information for ECU Alumni

6.1 Seeking Support

Alumni, those who have completed an undergraduate degree, postgraduate qualification, university preparation course and/or are a former staff member, make up an integral part of our ECU community. ECU is committed to supporting our TGDNB alumni and those who wish to affirm their gender beyond their experience as a student or staff member at ECU.

As with all of our alumni, we encourage our TGDNB alumni to stay in touch with us, so we can provide you with support and benefits for life which may include providing you with career support, helping you reconnect with old friends, access to a wide network of fellow alumni and a range of exciting events. You do not need to tell us about your TGDNB experience, but you can if you want to.

TGDNB alumni or alumni affirming their gender can access advice, assistance and any support required through our [Alumni Relations Team](#) or the [Equity Projects Team](#).

Keeping in touch

If you would like to keep in touch with ECU using your preferred or affirmed name, title and/or gender marker you can either get in contact with

ECU's [Alumni Relations Team](#) or [update your details using our online form](#). Former staff members need to fill out a [different online form](#).

There is no documentation nor explanation required for ECU to use your preferred or affirmed name, title, gender and/or pronouns in our communications with you. The information that you provide is kept [safe and secure](#).

Updating your University records for testamur and transcript

If you have changed your legal name since graduating from ECU, please contact our [Alumni Relations team](#) with a copy of your updated birth certificate or change of name certificate, along with photo ID.

You will then need to complete and submit a [Replacement Testamur Request](#) form together with a [Western Australia Statutory Declaration](#) to get a copy of your academic transcripts and testamur (graduation certificate) from the University.

Free digital documents are available to you if you graduated from July 2018. For any course completed prior to this date, you'll need to request the document for a fee. Please see the [Replacement Testamur](#) and [Transcripts](#) webpages for more information.



Part 7: Resources and Supports

7.1 Internal supports

ECU's Equity Projects Team is responsible for the implementation of projects and initiatives to ensure ECU is a safe and inclusive place for all people, including those who are LGBTIQ.

The ALLY Network is a group of likeminded ECU staff who actively and visibly support the rights and inclusion of LGBTIQ populations through visibility, awareness raising and activities. ALLIES can provide support to anyone who feels they may have been treated poorly due to their TGDNB identity.

University Contact Officers (UCOs) are available to provide information to students and staff who are, or feel that they may have been, the subject of bullying, harassment or discrimination at ECU. UCOs can provide information on relevant policies and procedures in conjunction with services available to assist in resolving the issue or concern.

ECU's LGBTIQ Staff Network is for all LGBTIQ staff members to connect and support each other through social events and activities.

ECU's Queer Collective is a student run club which exists to support LGBTIQ students at ECU's campuses through social events and by running events which highlight the struggle in achieving equality for all LGBTIQ Australians.

ECU Counselling provides a free, confidential counselling service to all currently enrolled ECU students to address any personal issues that impact their studies.

Equity, Diversity and Disability Service provides support for students with diverse study needs, particularly students with a permanent or temporary disability or medical condition which may impact on their participation at ECU or who care for a family member with a disability or medical condition.

Student Success Officers can provide ongoing coordinated support to any student who will benefit from some support with their studies. This involves assisting students negotiate university life and offering one-on-one appointments for the development of action plans designed to assist students achieve success in their studies at ECU.

Guild Student Assist Officers (GSAs) are professionally trained staff who form a core component of the ECU Student Guild and provide advocacy, support and referral services that is free and confidential for ECU students.

Human Resources Services Centre is responsible for administration and advice on a wide range of employment-related policies and procedures. This includes employee health and wellbeing, managing change and employee support.

Employee Assistance Program (EAP) provides employees and their immediate family members with access to free and confidential short-term psychological assistance for either personal or work-related issues.

7.2 External supports

TransFolk of WA is a support service for all transgender and gender diverse people and their loved ones in Western Australia. The organisation provides online and face-to-face peer support.

QLife provides anonymous and free LGBTIQ peer support and referral for people in Australia wanting to talk about sexuality, identity, gender, bodies, feelings or relationships.

Freedom Centre (FC) hosts a range of drop-in sessions for young LGBTIQ people (under 26). FC is a safe space to hang out, have fun, meet other LGBTIQ young people, get peer-support and any information young LGBTIQ people may need.

Out South West aims to promote community awareness and inclusivity of LGBTIQ issues in the South West region of Western Australia.

7.3 Examples of Email Communication

You may wish to adapt the below template to meet your needs:

Email example 1

Dear (Colleagues/Students/Alumni)

I have some important news to share with you.

I am really pleased to inform you that one of our students/staff/alumni at ECU is taking steps to affirm their gender and has asked me to let you all know.

From Monday 2nd March, Kai Jones (previously known as Sam Jones) will be using the pronouns They/Them/Theirs.

Kai has asked that I inform key staff/students/alumni for which these changes are relevant. I ask that you please do not share this information with anyone else

I believe Kai's decision to share this journey with us is an important one and I know that we will all support them by using their new name and pronouns moving forward.

I understand that this could be unfamiliar for some, so if you would like further information, ECU has a range of information about gender affirmation at ecu.edu.au/pride

Here are some tips to show your support to Kai:

- *Name or pronoun slip ups do happen, particularly at the beginning, just politely apologise, correct yourself and move on*
- *Be mindful that any conversations you have are respectful, appropriate and considerate of Kai's privacy and confidentiality*
- *While there may be some changes, Kai's place in our ECU community is not one of them*
- *Familiarise yourself with the how to be an ALLY section of ECU's TGDNB Support Guidelines.*

ECU is fully supportive of an inclusive working and learning environment, where everyone can be their authentic self. We are pleased to support Kai on their journey.

If you have any further questions, please feel free to contact me.

Kind regards

Email Example 2

Dear (Line Manager),

I would like to talk with you regarding some important information I have to share with you. This will require your support and understanding.

I am trans and I want to be able to be my true self at work. An important part of this is being able to make changes in the way that I present my gender in the workplace. This includes being referred to as Mark and using he/him/his pronouns.

In the coming weeks, I would like your support to share this relevant information with select colleagues.

I have read ECU's Trans and Gender Diverse Support Guidelines and I would like to meet to discuss this and a plan for moving forward.

Could you please let me know a suitable time to meet? I would prefer this meeting to be held in a private setting and for this information to be kept confidential for now.

Kind regards,

Email Example 3

Dear Staff Member,

I would like to talk with you regarding some important information I have to share with you. This will require your support and understanding.

I am trans / gender diverse / non-binary and I want to be able to affirm my gender at ECU. I have referred to ECU's Trans and Gender Diverse Support Guidelines and I would like to meet to discuss this and a plan for moving forward.

Could you please let me know a suitable time to meet? I would prefer this meeting to be held in a private setting and for this information to be kept confidential for now.

Kind regards,

7.4 Glossary

Term

Definition

AFAB/AMAB

These abbreviations refer to the terms 'assigned female at birth' and 'assigned male at birth'. They refer to the sex a person was assigned at birth and acknowledge that a person's gender does not necessarily match this. These acronyms are used instead of saying 'born a boy' or 'born female' as for many TGDNB people the distinction between being assigned or expected to be male or female, rather than actually having been male or female, is important.

ALLY

A person who is informed about, sensitive toward and has an understanding of LGBTIQ people and the challenges they face. Being an ALLY is an active and ongoing process that requires self-awareness, self-reflection and self-education.

Brotherboy

A term used by some Aboriginal and Torres Strait Islander people who are assigned female at birth but have a male spirit, and take on male roles within the community.

Cisgender

A gender description for when someone's sex assigned at birth and gender match. If a person does not identify as transgender, gender diverse, non-binary or other such umbrella terms, they are likely cisgender. This word can also be used as cis, cis man or cis woman. This is an important term because it allows us to have respectful conversations about TGDNB experiences without cisgender experiences always being seen as the default.

Coming out/ Inviting in

This refers to the process taken by individuals to tell others about their gender. This process might be considered distressing for some but a positive and/or affirming experience for others; this process is different for everybody and often an ongoing process.

The term 'inviting in' is used by some people to better capture the process of choosing who they wish to share their gender with. It focuses on inviting people into their experiences, rather than 'coming out' to everyone.

Gender

A term that has historically been used interchangeably with sex, but here we define as our internal sense of self and a part of a person's social and personal identity.

Gender affirmation/ Transition/ transitioning	Gender affirmation or transition refers to the process some TGDNB undertake to changing aspects of them self (such as appearance, name(s), pronouns and physical changes) to be more congruent with the gender they know them self to be (as opposed to the sex they were assigned at birth).
Gender diverse	An umbrella term used to describe genders beyond the heteronormative binary framework of male and female. Examples may include bigender, genderfluid, genderqueer, agender or genderless. It's important to remember that people who use the same identity label may have very different definitions of what that term means to them.
Gender dysphoria/ Gender incongruence	Describes the distress caused by a conflict between a person's assigned gender and their true gender, often triggered by current presentation, social role and/or other aspects of their assumed identity. Dysphoria can affect people in different ways. It is important to note that not all TGDNB people will experience gender dysphoria and this does not make their identity any less valid. Up until 2018, this term was used as a diagnostic criterion and has been replaced with 'gender incongruence' by the World Health Organisation (WHO), though many TGDNB people still use the term gender dysphoria.
Gender euphoria	The happiness and joy of living openly and proudly as one's gender. It describes a person feeling congruent with their gender. For some TGDNB people this feeling is felt most strongly after physical and/or legal affirmation, while for others it is felt most strongly when they begin living as their gender and express themselves freely through social gender affirmation.
Gender expression	The outward display of a person's gender through a combination of clothing, grooming, demeanour, social behaviour and/or other factors. Gender expression is generally made sense of on scales of masculinity (or 'masc'), femininity (or 'fem') and androgyny. This can also be referred to as 'gender presentation'.
Gender identity	A term used to describe the internal perception of one's gender and how they label, or do not label, themselves. An individual's gender identity may not match their sex assigned at birth and may be binary or non-binary.
Heteronormative binary	Society's default assumption that everyone fits into one of the two binary genders (male or female) and is heterosexual/straight. It assumes that the 'norm' is binary, usually cisgender, who are attracted to the "opposite" sex and anything outside of this is 'abnormal'.
Intersex	An umbrella term used for a range of variations when a person's physical sex characteristics do not fit medical norms for female or male bodies. These natural variations can occur in chromosomes, hormones, internal reproductive system and genitals.
LGBTIQ	ECU uses the LGBTIQ acronym to mean lesbian, gay, bisexual, trans, intersex, and Queer/Questioning, and anyone else diverse in their sex, sexuality and/or gender. While there are many variations, this is the acronym used by ECU based on information provided by the university's LGBTIQ community members and aims to be inclusive of all people who are a part of these populations.
Misgendering	This term is used when someone uses language to address another that does not match their gender, which in some instances may cause dysphoria for the individual. This may include using the wrong name(s), pronoun or title for someone. In line with this, there are terms like 'misnaming' and 'deadnaming'

which are used when someone is addressed with a name they no longer use, regardless of whether someone has legally changed their name or not.

Non-binary	Non-binary gender, sometimes written as enby, refers to genders and expressions that fall outside of the male or female binary. This term is sometimes used as an umbrella term for many different identities (including but not limited to agender, bigender, genderfluid and genderless).
Outing	Outing someone is the act of disclosing a person's gender (or sexuality, intersex status etc) without the person's consent.
Pronouns and Neo-pronouns	Pronouns are used as a way to refer to a person without using their name(s). Common pronouns include he/him, she/her and they/them, while some people may also use neo-pronouns such as ze/zir.
QTIPOC	This is an acronym which stands for: Queer, Trans and/or Intersex Person of Colour. There are other forms of this acronym that you may see in use, such as QPOC and NBPOC, all of which are valid. This acronym is generally used to help represent the diversity of different cultures and countries.
Queer	Queer can be used as an umbrella term to describe individuals who are not straight and/or cisgender. Due to its historical use as a derogatory term, it is not used by all LGBTIQ people, though many have reclaimed this word and use it proudly to label themselves. As with many terms, it is always best to check with the individual to know which terms they use and/or are comfortable with.
Questioning	An individual who may be exploring their gender and/or sexuality and are unsure of what label they may/may not use for them self.
Sex	A person's biology, specifically characteristics like chromosomes, gonads, hormones, and primary and secondary sex characteristics. A person's biological sex is described as male, female, intersex or unspecified, using the markers M, F and X, though in many places, there is only a legal M or F option at birth.
Sex assigned at birth	This is a phrase used to recognise a person's assigned or designated sex given to them at birth based on external characteristics, such as genitalia. This assigned sex may or may not align with an individual's gender.
Sistergirl	Sistergirl is a term used by some Aboriginal and Torres Strait islander gender diverse people who are assigned male at birth but have female spirits and take on female roles within the community.
Third gender	A term that can be used for a person who does not identify with being either a man or woman, but with another gender. This gender category is used by societies that recognise three or more genders and is also a conceptual term that means different things to different people who use it, as a way to move beyond the gender binary.
Trans/Transgender	Transgender is an adjective that can be used as an umbrella term for anyone whose assigned sex at birth does not correspond with their gender. Trans is a shortened version of that term that covers a range of genders, used to indicate specifically both binary and non-binary genders.
Trans man	Someone who is assigned female at birth, but whose personal identity and gender is male.
Transphobia	Transphobia is the discrimination against, hatred of, or intolerance towards people who are trans, gender diverse, genderqueer and/or non-binary.
Trans woman	Someone who is assigned male at birth, but whose personal identity and gender is female.

Further resources

- [Victoria Language Guide](#)
- [Minus18 – Pronouns](#)
- [Minus18 - QTIPOC](#)
- [Intersex Human Rights Australia](#)
- [Name change process for WA](#)
- [Gender recognition in WA](#)
- ECU Inclusive Data Collection Guide – in development
- ECU Inclusive Language Guide – in development

Note

Information is correct as at time of release, **March 31, 2021**. This is a living document that will be updated as knowledge and processes change. Please contact the [Equity Projects team](#) with any feedback or for further discussion.

Acknowledgments

ECU's TGDNB Resource Working Group

ECU TGDNB Resource Working Group consisted of staff representatives from the Office of Pro-Vice-Chancellor (Equity and Indigenous), Human Resources, Student Life, Centre for Learning and Teaching and Strategic and Governance Services Centre. Importantly, the working group also included ECU student representative Lili Socks Bishop, ECU alumni Mx Remy Mercieca and community consultant, Emery Wishart from TransFolk of WA.

Pride @ ECU Committee

ECU's Pride @ ECU Committee is a sub-committee of the Equity and Diversity Committee (a senior management committee of the Vice-Chancellor), responsible for providing high level advice on matters which impact on ECU's service provision, outcomes and reputation in relation to LGBTIQ communities / populations. Pride @ ECU oversaw the development of these guidelines and the establishment of the TGDNB Resource Working Group. These guidelines would not be possible without their leadership.

TransFolk of WA

TransFolk of WA is a support service for all transgender individuals and their loved ones in Western Australia. TransFolk of WA provided invaluable guidance and support throughout the development of these guidelines.

^[i] NANDA (2014) Serena *Gender Diversity: Cross-cultural Variations, Second Edition* Waveland Press Inc.

^[ii] Sam Winter (2009) Cultural Considerations for the World Professional Association for Transgender Health's *Standards of Care: The Asian Perspective*, *International Journal of Transgenderism*, 11:1, 19-41, DOI: [10.1080/15532730902799938](https://doi.org/10.1080/15532730902799938)

^[iii] OMG I'M QTIPOC (2019) Information Booklet created by Drummond Street services, the Drum Youth Services and Minus18, 17.

^[iv] Trans Mob (2020) Web Page created by Trans Hub. <https://www.transhub.org.au/trans-mob>.