



Gender Affirmation at Griffith University

Guidelines for Staff and Students

Human Resources | Corporate Services

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Introduction

Griffith University recognises, values, and celebrates diversity, including diversity in gender identity and expression, 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 and study environment based on respect, trust, and collaboration creates an exceptional staff and student experience where people can bring their whole selves to the University and thrive in their careers or studies.

Griffith is committed to supporting staff and students to affirm their gender (also known as transitioning) in the workplace and study environment, in a safe, positive and inclusive manner. These guidelines are intended for Griffith's transgender or gender diverse students and staff who are looking to affirm their gender at the University and those supporting them.

Not all people identify with the gender or sex that they were assigned at birth. Transgender (or trans) is sometimes used as 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). Other gender diverse identities include – but are not limited to – non-binary, gender fluid, gender queer, bigender and agender.

A trans or gender diverse (TGD) person has always been trans or gender diverse, regardless of whether they've undergone any process to affirm their gender socially or physically. Gender affirmation is where a TGD person takes steps to socially, legally and/or physically feel more aligned with their gender. Gender affirmation can also be known as 'gender transition' or 'transitioning'; however, we use the term 'gender affirmation' intentionally to separate from the assumption that TGD people change from one gender to another or need to go through a 'transition' to live as their authentic self.

For people affirming their gender, having their gender recognised at work or place of study can be an integral part of their gender affirmation journey. 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 [How to be a Trans Ally](#) and [How to be an LGBTQIA+ Ally](#) guides.

Who is this for?

This Gender Affirmation at Griffith University resource is for:

- Staff and students at Griffith who are seeking to affirm their gender at the University;
- Line managers and/or HR staff who are supporting a staff member in affirming their gender at Griffith; and
- Peers or colleagues who are supporting a staff or student in affirming their gender at Griffith.

What does this resource contain?

This Gender Affirmation Guidelines document includes:

- Things you may wish to consider when affirming your gender at Griffith;
- Guidance for the person affirming their gender as well as their chosen key support staff;
- A gender affirmation plan to facilitate discussion; and
- Key contacts and resources to learn more about issues relating to people of diverse genders, bodies and sexualities (DGBS / LGBTQIA+ communities).

This document is written to complement the Gender Affirmation Inclusion and Support Procedure, which includes information on:

- Available support channels and resources;
- How to update your chosen name and 'gender markers' in the University system;
- Facilities use;
- Gender expression at Griffith;
- Staff leave entitlements;
- Student special consideration;
- Discrimination; and
- Counselling services.

Further information (such as Frequently Asked Questions and common terminology and definitions) can be found in the How to be an Ally guides.

We acknowledge that every gender affirmation journey is unique and personal. These guidelines are designed to facilitate discussion and to be adapted to suit the person's situation, and the University will be led by the advice of the person on their individual needs to affirm their gender.

We also acknowledge that there are varying levels of knowledge on the topics discussed in this document. The information provided in both the [Gender Affirmation Inclusion and Support Procedure](#) and these Guidelines is not comprehensive, and we advise you to contact the [Ally Network](#) or [Human Resources](#) (HR) and ask for a diversity and inclusion staff member if you need more support.

Contact and Feedback

For more information or if you have any feedback on this document, please contact the HR Inclusion and Development team.

For the person affirming their gender

There is no requirement for any person to inform the University of their intention to affirm their gender. However, if you choose to seek assistance from the University, appropriate, sensitive, and informed advice and assistance will be available.

Griffith understands that every person's affirmation will be unique to them. It is important to us that you feel that you are adequately supported at Griffith. 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 bullying, discrimination 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, peers and/or University support staff, 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 for those affirming their gender and the steps needed to do so at the University is available at Griffith. Please refer to the [Gender Affirmation Inclusion and Support Procedure](#) for people or team/s best placed to assist with this, including those you may wish to speak to about affirming your gender, internal and external resources, and available counselling services for both staff and students.

2. CONVERSATION WITH YOUR KEY SUPPORT TEAM

FOR STAFF

If you feel confident in doing so, an early step in engaging your colleagues is to identify or nominate people that you'd like or need to support you in this process. 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.

This could include your line manager, a colleague, or relevant HR staff. A list of potential supports is written in the [Gender Affirmation Inclusion and Support Procedure](#); however, these are only suggestions. 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 line manager. Their involvement will allow behaviours and expectations to be role modelled to your team.

FOR STUDENTS

It is not necessary, but you may wish to establish a support team as you take the steps to affirm your gender at the University. People or team/s you may wish to consider as being your support team are listed in the [Gender Affirmation Inclusion and Support Procedure](#), but these are only suggestions. You may wish to involve different people at different stages of the process, depending on how comfortable you are with them, or you may not wish to involve any University staff in this journey at all.

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 process.
- How you would like to communicate relevant updates to your colleagues and external stakeholders / lecturers and peers (e.g., name, pronoun/s, and/or gender, etc.).
- How you would like to deal with certain scenarios (e.g., someone referring to you with the wrong gender or pronouns ([misgendering](#)), people making mistakes, calling you by your previous name ([deadnaming](#)), etc.
- What information your support team should keep confidential and what information they are able to disclose to others.

Reading through [Appendix 3: Gender Affirmation Plan template](#) 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 Plan template 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 (where relevant), you may need to work with or contact during your gender affirmation.
- What to consider when communicating your gender affirmation to your colleagues, peers and external staff.
- Important dates and actions to consider during affirmation including but not limited to medical appointments, legal name change, changes to payroll information, licenses, qualifications, etc.
- What internal and external details will need to be updated.
- What you might want to consider for your return to work or study.

3. DURING GENDER AFFIRMATION

While you are planning for your gender affirmation at the University, you might want to also consider some of the areas below:

- Updating your details in University systems. This includes updating your: title (or electing to be without a title), 'chosen' name, legal name, gender markers, email address, ID card, phone display and Staff Directory, and graduate qualifications.
- Facilities use.
- Gender expression.
- Staff leave entitlements (for staff).
- Academic Special Consideration (for students).

Information on how to do this can be found in the [Gender Affirmation Inclusion and Support Procedure](#).

Other considerations may include:

SOCIAL SPORTS

Griffith Sport allows students to compete in social sport teams that align with their affirmed gender (or gender identity). Griffith Sport is a member of Pride in Sport, and follows the guidelines issued by [UniSport Australia](#) in relation to trans and gender diverse competitors and ensures that our policies are in line with anti-discrimination laws. Griffith Sport *may* also consider the International Olympics Committee guidelines when it comes to eligibility to compete in male and female competitions. However, for clarity, a transgender woman may compete in women's competitions, and a transgender man may compete in men's competitions.

Please see the [Social Sport T&C's](#) for further information, and contact [Griffith Sport](#) directly if you require any further clarification.

RESIDENTIAL ACCOMMODATION

On-Campus accommodation at Griffith (run by the University) is not segregated based on sex or gender. If you are living in private student accommodation, we recommend that you speak with the management of that accommodation.

4. INSTANCES OF DISCRIMINATION, BULLYING OR HARASSMENT

You are entitled to a workplace/study environment 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 reporting options. Please refer to the Harassment and Discrimination Contact Officer Network list for information on Contact Officers who are trained LGBTQIA+ Allies.

For the key support team

Whether you are a line manager or someone who has been identified as a key support person for someone affirming their gender, it is important that you are well informed and respectful during their gender affirmation journey. Your role is to support the staff member/student and their team/colleagues/students/peers through the process and be a contact point for any concerns raised. This process could be (but not necessarily) overwhelming or daunting for them, so empathy is essential.

There may be occasions where mistakes are made by you, your colleagues or the student's peers. It is important that you are led by the person who is affirming their gender on how to deal with these and other situations that may arise. Frequent communication with them 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](#).

1. CONVERSATION WITH PERSON AFFIRMING THEIR GENDER 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 person who is affirming their gender to feel as though they have the support they need. You can do this by:

- Educating yourself on gender affirmation and becoming familiar with appropriate terminology. We have provided a range of resources and FAQs at the end of this document.
- Talking to your HR Business Partner or one of the HR diversity and inclusion staff if there are areas you are unsure about.

PRONOUNS AND NAMES

The person affirming their gender may choose to change their name, pronoun/s and/or their title (prefix). They may even change to remove their title (prefix) entirely. 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 person's former rather than chosen 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

If you are unaware of someone's pronouns or gender, you can use gender-neutral nouns (e.g., person) and pronouns (e.g., they, them) to ensure misgendering doesn't occur. These nouns and pronouns are also often used by non-binary and other gender diverse peoples; however, once you are aware of how the person would like to be referred to, please ensure you use the correct nouns and pronouns.

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

	Subject	Object	Possessive	Title/Prefix
Binary (e.g., woman or man)	She, He	Her, Him	Hers, His	Miss/Ms/Mrs, Mr*
Non-binary	They	Them	Theirs	Mx (pronounced Mix)*

*These are just some examples of pronouns and titles that are commonly used. Some people may use different pronouns or prefer not to use titles or pronouns at all.

It is good etiquette to use gender-neutral language as the standard in everyday conversation. For example, you could address a group of people as 'everyone' rather than 'ladies and gentlemen'. For more information on inclusive language and pronoun use, see our [How to be a Trans Ally](#) and [How to be an LGBTQIA+ Ally](#) guides.

DURING THE CONVERSATION

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

- Ensuring the person informs the plan - seek advice from them on how they wish to be supported.
- Talking about any changes to how they wish to be referred to (don't assume someone's pronouns or gender based on their appearance or name – respectfully ask the person, and then use their pronouns appropriately).
- Discussing how they wish to communicate their changes to relevant colleagues, staff members or peers (e.g., personally, or would they prefer this be done for them); with whom, what and when they want information communicated.
- Clarifying with them what information is confidential and what they are happy for others to know.
- Discussing possible scenarios with them, 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 them.

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

2. THE GENDER AFFIRMATION PROCESS

PREPARATION FOR RETURN TO WORK/STUDY

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

- Be a role model of expected behaviour to colleagues and/or students (see [relations with other colleagues and/or students](#)).
- Ensure that relevant systems, websites (where relevant) and other information/resources are updated with their correct name (and gender and/or pronouns (where relevant) prior to their return. This is crucial as it prevents opportunities for the person to be misgendered.

- Support the person in accessing the facilities they choose to use and their choice of dress.

For line managers:

- 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.
- 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 AND/OR STUDENTS

As a key support person, it is your responsibility to lead by example to your colleagues, students, or peers. You can do this by:

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

CHECK IN/REGULAR ENGAGEMENT

Some people may require a significant period of time to adjust after their return to work or study. Therefore, it is important that they feel continually supported by their support team, colleagues and/or peers. 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

1. 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 or general HR enquiries:
handsafety@griffith.edu.au

Griffith Ally Network and Griffith Pride Committee: ally@griffith.edu.au

2. RESOURCES AND WEBSITES

For a list of available resources, please see our [How to be a Trans Ally](#) guide. This list, while comprehensive, is not exhaustive and we encourage you to do your own research.

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

Healthline. (n.d.). *How to Be Human: Talking to People Who Are Transgender or Nonbinary*. Retrieved from <https://www.healthline.com/health/how-to-be-human-language-around-transgender#its-ok-to-stumble>

National LGBTI Health Alliance. (2017, August). *Our approach to inclusive language*. Retrieved from https://www.lgbtiqhealth.org.au/inclusive_language_guide

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 <https://www.prideinclusionprograms.com.au/content/uploads/2016/01/Lets-Talk-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

Appendix 3: Gender Affirmation/Transitioning Plan template

Name and pronouns of person affirming their gender:

Timeline of plan:

Key support team:

COMMUNICATIONS AND SUPPORT

Task	Further details	Timeframe and responsibility	Plan
Establishment of a key support team.	<p>Who will be involved in the support of this person's gender affirmation plan?</p> <p>What part of the process will different people be involved?</p>		
Changes to how the person affirming their gender would like to be referred to.	Consider any changes in personal pronouns, chosen name and titles.		
Discuss possible scenarios and how to deal with them.	<p>Possible scenarios to consider:</p> <ul style="list-style-type: none"> • Being misgendered by another staff member or student • People making mistakes with pronouns and/or names (deadnaming) <p>In these cases, if they are overheard by someone on the key support team, would the person affirming their gender like</p>		

for them to correct the other person? Or how else would they like for the issue to be approached?

What information is confidential and what are they happy with being disclosed to others?

Develop a list of staff within the University, and external parties (where relevant), that the person affirming their gender may need to work with or contact during the gender affirmation (see below).

Staff to consider:

- Campus staff
- Human Resources (including their HR Business Partner and/or payroll)

Communicating to immediate team members.

Who will be doing the communication? I.e., the person personally, or would they prefer this to be done for them?

What information is being communicated to them? Consider what level of transparency and confidentiality they would like.

How is this message being communicated? Possible methods:

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

When is this message being communicated?

DATES TO CONSIDER

Task	Further details	Timeframe and responsibility	Plan
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Important dates and related actions to consider (see timeline below).

What date does the person plan to return to work / study in their affirmed gender?

What leave will they need?

When do they need their personal records updated by and in what sequence do these need to be completed?

How often would they like to set up regular support meetings with the key support team (weekly, monthly, etc.)?

UPDATING PERSONAL DETAILS

Task	Further details	Timeframe and responsibility	Plan
Update their chosen name and title via MyGriffith (for students) or Griffith Staff Portal (for staff).	See Gender Affirmation Inclusion and Support Procedure.		
Update their email address and relevant email distribution lists and mailing lists.	See Gender Affirmation Inclusion and Support Procedure.		
Change their legal name and gender.	See Gender Affirmation Inclusion and Support Procedure.		
Update their qualifications.	See Gender Affirmation Inclusion and Support Procedure.		
For staff - update superannuation details with both Griffith and their own superannuation.	Contact HR. Certified documentation may be required.		
Update computer login details; check whether there are any other University systems to be updated.	This will be updated once they have changed their chosen name. Contact HR if there are any issues.		
For staff – update Griffith Staff Directory, Cisco name details and voicemail message.	See Gender Affirmation Inclusion and Support Procedure.		
Ask colleagues and/or peers to update their contact details.	The person may want one of their key support team to do this on their behalf.		

For staff – name change on office door (where relevant). Log a request through **Facilities Assist**.

For staff – new business cards (where relevant). Talk to line manager.

Update any personal details and images on websites, including internal and external websites. E.g., Griffith Experts, Research Centre websites, Committee pages, external projects or award websites.

For staff – update name on organisational charts.

Update publications.

LEAVE

Task	Further details	Timeframe and responsibility	Plan
Discuss any leave that needs to be taken and what options are available for the person.	<p>Gender Affirmation Leave is available for staff, and students can apply for Academic Special Consideration, both of which are detailed in the Gender Affirmation Inclusion and Support Procedure. Other leave options for staff can also be discussed with their line manager.</p> <p>What leave will they need to take off for the following?</p> <ul style="list-style-type: none">• Any medical or surgical procedures and related follow up appointments• Illness from hormone therapy• Medical appointments• Non-medical reasons		

DURING LEAVE/PREPARATION TO RETURN TO WORK/STUDY

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

TIMELINE

Detail	Date
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First meeting

Plan start date

Personal records to be updated by

Return to work/study date

Timeline of any staggered return to work

Informal social events

Follow up meetings

Completing of Plan

Other important dates

Appendix 4: Example emails

SAMPLE 1 (Person affirming their gender to a key support person)

Dear [insert name here],

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, including any changes in name and pronouns].

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]. The University's [Gender Affirmation Guidelines](#) 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. Additional resources you may find useful are the University's [How to be a Trans Ally](#) and [How to be an LGBTQIA+ Ally](#) guides.

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/study. 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 (Line manager to Team Members)

Dear [insert name here],

There is some important news that I need to tell you. Your [area] colleague [previous name] is in the process of gender affirmation and is now known as [chosen name] with the pronouns [new pronouns]. [Chosen 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 [chosen 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](#), which has a dedicated specialist phone line for support across LGBTQIA+ matters.

Here are some tips from my experience in supporting [chosen name] on this journey to date:

- Allow yourself time and space to get used to this,
- Don't worry about slipping up with [pronoun] name or pronouns; it's going to happen at first and they understand,
- [chosen name] is open to respectful questions about their gender affirmation (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 to resources 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.

- [How to be a Trans Ally](#)
- [How to be an LGBTQIA+ Ally](#)
- [Equity, Diversity and Inclusion Policy](#)
- [Gender Affirmation Inclusion and Support Procedure](#)
- [Gender Affirmation at Griffith guidelines](#)

Kind regards,

