



MONASH
University

**Rainbow Communities
and LGBTIQ+ Action Plan
2025-2030**



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Acknowledgment of Country

Monash University acknowledges that our Australian campuses are located on the unceded lands of the peoples of the Kulin Nations, and pay our respects to their Elders, past and present. Monash University also recognises Rainbow Mob, including Brotherboys and Sistergirls, who have always existed on this continent, and will continue to live, survive and thrive across the many Nations of this land. The leadership, resilience and activism of Rainbow Mob cannot be understated.

Australia as a nation is built on a colonial legacy of dispossession and disregard for Indigenous Law and Lore, customs, and sovereignties, as well as the practice of Indigenous child removal, which involved systematic racial discrimination, amounting to genocide as defined by international law.

Monash University will be guided by the principles of Indigenous Self-Determination, and acknowledge the unique position Indigenous Australians hold in the decision making and future of their unceded lands, waters and skies. The rights of Indigenous Australians as the Traditional Owners of the land foregrounds and guides Monash's *Equity, Diversity and Inclusion Framework 2022-2030* and its subsequent action plans, including the *Rainbow Communities and LGBTIQA+ Action Plan 2025-2030*.

Commitment to Indigenous Peoples

We're committed to fostering a society that acknowledges, respects and includes Indigenous Peoples, cultures and knowledges. Monash University will contribute to the creation of this society by working with and celebrating the Indigenous Peoples, their cultures and their knowledges of all places where Monash has a campus or major presence, as reflected in the University's strategic plan, *Impact 2030*, and the University's *Equity, Diversity and Inclusion Framework 2022-2030*.

Monash University also wishes to recognise the ways gender identity and sexual orientation exist in First Nations cultures around the world.

Language statement¹

The primary purpose of this plan is to protect and uphold the human rights of everyone in the Monash community, regardless of individuals' sexual orientation, gender identity and expression, and innate variations of sex characteristics. This Action Plan outlines our commitments to support and celebrate Rainbow Communities at Monash University, and to help them thrive.

The terms Rainbow Communities and LGBTIQ+ are used throughout this Action Plan. Rainbow Communities is used to refer to communities whose sexual orientation, and/or gender identity and expression differ from the prevailing heterosexual and cisgender norms, as well as those with innate variations of sex characteristics that differ from medical and social norms of male and female bodies. These social norms often mean that Rainbow Communities experience discrimination and violence which prevents them from fully enjoying their human rights.

LGBTIQ+ is an acronym for people who are lesbian, gay, bisexual, transgender and gender diverse, intersex, queer and questioning, asexual and aromantic, plus other related identities. While this acronym calls out specific identities, it expansively refers to similar concepts as Rainbow Communities.

We recognise that terminology and language is ever-evolving and often contested, and one term can never speak to the diverse lived realities of all people within Rainbow Communities, especially given our global campus network.

Sexual Orientation, Gender Identity and Expression and Sex Characteristics (SOGIESC), LGBTIQASB+, DGSS, Queer, and other terms are used to refer to similar communities as the terms Rainbow Communities and LGBTIQ+. Monash University supports the right of people to choose language and terminology that best describes their experience of sexual orientation, gender identity and expression and innate variations of sex characteristics.

The terms Rainbow Communities and LGBTIQ+ are used flexibly throughout this Action Plan as an attempt to acknowledge this. The language used in this document does not intend to exclude individuals who do not use these terms to describe their identities and experiences.

There are instances in this document where language other than Rainbow Communities and LGBTIQ+ is used. This is where a more nuanced term is used to refer to a specific group and/or experience within Rainbow Communities.

Application of Rainbow Communities and LGBTIQ+ Action Plan 2025-2030

This Action Plan is designed to guide action to support and celebrate LGBTIQ+ staff and students across our campuses and locations in Australia. Given our global campus network, there remains a need to develop localised terminologies and strategies that speak to the contextual reality of our campuses and locations outside Australia. These terminologies and approaches will be informed by this overarching *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030* and developed in partnership with staff and students in the relevant contexts, to ensure they speak to the lived realities of local Rainbow Communities.

¹ See the Glossary for definitions of terms used in this Language Statement.

Our Commitment

Foreword from the Deputy Vice-Chancellor (Education) and Senior Vice-President and LGBTIQ+ Executive sponsor

As a University, we are unwavering in our commitment to supporting and celebrating Rainbow Communities. Creating a network of thriving communities where inequality, disadvantage and discrimination do not exist is something we deeply aspire to, as outlined in our *Equity, Diversity and Inclusion Framework 2022-2030*.

We have worked hard to cultivate a University that celebrates the diversity of all our communities, and not only actively welcomes Rainbow Communities, but creates environments that enable all LGBTIQ+ people to thrive.

Our key achievements in LGBTIQ+ inclusion include consistent senior leadership participation in major pride celebrations, developing a suite of in-house training opportunities on LGBTIQ+ inclusive practice, establishing a long-running LGBTIQ+ Ally Network and providing dedicated support and leave to trans and gender diverse staff and students affirming their gender.

We are proud of our achievements to date, and of the active allyship of our network of LGBTIQ+ Allies who help create inclusive cultures here at Monash. These achievements reflect a decade of meaningful progress, collaboration and leadership from staff and students from across the University. They tell us that we have a solid foundation for the work which remains ahead, and a clear commitment to ensuring our Rainbow Communities are seen, supported and celebrated well into the future, which is especially important in present times.

This Action Plan represents the next evolution of our work in uplifting LGBTIQ+ inclusive practice across our institution, and our ambitions for the years ahead.

Professor Allie Clemans

Deputy Vice-Chancellor (Education) and Senior Vice-President
LGBTIQ+ Executive Sponsor



Vision

As outlined in Impact 2030, advancing thriving communities that are cohesive and supportive is one of the key challenges of our age. In order to meet this challenge we must protect and uphold the human rights of all people. As a University, we seek to take that further by embracing and celebrating the diversity of our communities.

Our vision is of a Monash University that celebrates and supports Rainbow Communities, and enables them to thrive. We do this by working with our community to tackle systemic inequities including discrimination, intolerance, inequality, disadvantage and violence.

Strategic Directions

Monash University is deeply committed to building communities that are accessible, inclusive and equitable, across the University and within the broader communities where our global campus network is situated. As outlined in *Impact 2030*, advancing thriving communities that are cohesive and supportive is one of the key challenges of our age.

Thriving communities hold the promise of the ‘good life’ we seek. This is the challenge of how we live well, and how we live well together.

Impact 2030

Our *Equity, Diversity and Inclusion Framework 2022-2030* seeks to advance thriving communities within Monash University, and operationalise the ‘Inclusive’ goal of *Impact 2030*, by committing us to create a network of thriving communities:

- that appreciate, respect and include Indigenous Peoples and cultures;
- that are equitable, diverse and inclusive;
- where every individual feels safe, supported, respected and has a sense of belonging; and
- where systemic issues of inequality and disadvantage, intolerance, discrimination and violence do not exist.

The *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030* helps achieve the strategic directions set out in our *Equity, Diversity and Inclusion Framework 2022-2030* by committing Monash University to a broad range of actions that deepen our support for Rainbow Communities, expand our inclusive practice, and engage in systemic change to create more inclusive and supportive university experiences for all.

Principles

The principles established in the *Equity, Diversity and Inclusion Framework 2022-2030* underpin all actions and commitments taken under the *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030*

Intersectional

We acknowledge that individuals have many facets that shape their practices, experience, positioning and identities. If we focus on ending disadvantage through only one lens, we will miss opportunities to address compounding marginalisation, exclusion and discrimination. Accordingly, we seek to consistently apply an intersectional lens.²

People-Centred

Our focus is on supporting members of Rainbow Communities through understanding the diversity of individuals’ lived and living experience. It means not taking a one-size-fits-all approach, and instead ensuring we work meaningfully with many different people to capture the varied realities of Rainbow Communities.

Whole-of-Community

Every member of the Monash community values the importance of inclusive practice and advancing support for Rainbow Communities, regardless of whether they are staff or students, or other partners and collaborators.

Dynamic and Iterative

We recognise that best practice to support and celebrate Rainbow Communities is constantly evolving. It is essential that we use extensive and dynamic methods for listening, monitoring, evaluating and improving our practices to advance inclusion of and support for Rainbow Communities.

² See the Glossary for a definition of intersectionality.



Policy and Legislative Frameworks

In Australia, there are a range of laws that protect LGBTIQ+ people from discrimination and harmful practices, and create minimum obligations and standards for organisations.

It must be acknowledged that the law has historically been used to regulate and criminalise the private lives of people who are part of Rainbow Communities, while also adapting with advancements in response to the decades of activism.

The equal rights of Rainbow Communities are still not uniformly protected under law across Australia, nor have all harmful practices been removed. For example, in Victoria, deferrable medical interventions modifying a person's sex characteristics without personal consent have not yet been prohibited.

As a University, we seek to go beyond legislation in supporting and celebrating Rainbow Communities. A range of declarations, treaties, laws and Monash University policies and procedures are in place that uphold and protect the human rights of all people. The policy and legislative frameworks outlined below uphold the human rights of students, staff and affiliates in Monash University's Australian campuses, from international human rights instruments to internal policies and procedures.

<p>International</p>	<ul style="list-style-type: none"> • Universal Declaration of Human Rights • International Covenant on Civil and Political Rights
<p>Federal</p>	<ul style="list-style-type: none"> • Sex Discrimination Act 1984 (Cth) • Human Rights (Sexual Conduct) Act 1994 (Cth)
<p>State</p>	<ul style="list-style-type: none"> • Equal Opportunity Act 2010 (Vic) • Charter of Human Rights and Responsibilities Act 2006 (Vic) • Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic) • Sentencing Amendment (Historical Homosexual Convictions Expungement) Act 2014 (Vic)
<p>Monash Policies and Procedures</p>	<ul style="list-style-type: none"> • Equity, Diversity and Anti-Discrimination Policy • Student Code of Conduct • Staff Code of Conduct • Gender Affirmation Procedure

LGBTIQA+ Activism at Monash University³

The timeline below provides an overview of LGBTIQA+ activism at Monash University, based on items retrieved from Monash Archives, Monash Student Association Archives and the Australian Queer Archives. A more detailed history can be found in Appendix 1.

1964

An anonymous article written by a self-described 'homosexual' was published in *Lot's Wife*. Throughout the decade, many *Lot's Wife* editions featured articles on gay liberation.

1972

The first meeting to set up a branch of Gay Liberation at Monash University was held.

1973

The Community Research Action Centre was created to facilitate and initiate research into matters of community interest.

1974

David Widdup, alongside the Centre for Continuing Education, Society 5 and the student union Public Affairs Committee, organised 'The Homosexual in Society' course.

1976

The Community Research and Action Centre hosted its first Sexuality Week.

1978

The Monash University Gay Society and the Caulfield Gay Collective hosted a benefit dance to raise funds for the 78ers who were arrested during the first Sydney Gay and Lesbian Mardi Gras.

1979

The Australian University of Students Homosexual Caucus formally established the Victorian Campus Homosexual Collective, bringing together gay liberation groups across Victorian Universities.

Late 1970s

A formal Monash University Gay Society was established for lesbians and gay men.

1983

An annual Gay Week was held for the first time.

1997

The Monash University Gay Society, now called the Not Quite Straight Society, began proposing that the Society become a department of the Monash Student Association.

1999

The Not Quite Straight Society was called the Queer Collective, and became a department of Monash Student Association.

It is recognised that this history of activism has helped shape understanding and acceptance of Rainbow Communities, and contributed to our evolution of inclusive practice at Monash University. This activism continues through to the present day. LGBTIQA+ student leaders across the Monash Student Association Queer Department, MONSU Caulfield Queer Office, MONSU Peninsula Queer Office and Monash Graduate Association Queer Office continue to shape LGBTIQA+ inclusion at Monash, including through this Action Plan.

³ While every care has been taken to ensure the accuracy of this timeline, it does not represent a comprehensive history of LGBTIQA+ activism at Monash University.

Our History of Inclusive Practice⁴

In 1985, Monash University’s Equal Opportunity Research Fellow, Dr Gabrielle Baldwin, wrote a report titled ‘Women at Monash’ which recommended the establishment of an Equal Opportunity Committee that would develop an Equal Opportunity Policy. This policy, released in 1987, prohibited discrimination on the basis of gender and sexual preference, as well as sex. This policy was well ahead of its time, as gender and sexual preference were not yet explicitly included as protected characteristics in the then [Equal Opportunity Act 1984 \(Vic\)](#) or the [Sex Discrimination Act 1984 \(Cth\)](#).

In 1997, the first formal *Guidelines on gender transition or sexual reassignment for students and staff* were published. This was supported by an amendment to the Discrimination & Harassment Grievance Procedures, which added an explicit mention of the right of staff to seek recourse for discrimination or harassment on the basis of affirming their gender.

A Global Equal Opportunity Policy was implemented in 2006, underpinned by the principles of equity, fairness and social justice. It committed Monash to eliminating discrimination in employment, education and all other global University operations, including on the grounds of gender, sex and sexual activity.

Monash’s work to support and celebrate Rainbow Communities was centralised around the ‘Ally Network’ banner in 2014.⁵ From here, an acceleration of centrally-led initiatives have occurred, reflected in the timeline below.

Year	Practice
2013	A pilot LGBTIQ+ Ally Network program was delivered to develop the skills of staff to support Rainbow Communities. Members of the Network were required to complete LGBTIQ+ Allyship training, and engage in ongoing development to maintain their knowledge and skills. This also included the creation of a guidance document supporting transgender staff and students, as well as their supervisors and teaching staff, to affirm their gender.
2014	<p>After successful delivery of the pilot program, the LGBTIQ+ Ally Network was officially launched.</p> <p>The rainbow flag was first flown at the entrance to all Australian campuses in celebration of IDAHOBIT Week (formerly known as IDAHOT Week).</p> <p>The Pride Community Scholarship (formerly known as Queer Leaders Scholarship) was introduced to provide students from Rainbow Communities with leadership opportunities and financial support.</p>

2015	<p>Monash University became a member of Pride in Diversity, Australia’s first national not-for-profit employer support program for all aspects of LGBTIQ+ inclusion. Pride in Diversity provides support, training and assistance with policy and program development around LGBTIQ+ inclusion.</p> <p>Monash’s inaugural whole-of-institution LGBTIQ+ Action Plan, titled Social Justice Plan: Diverse Genders and Sexualities (2015-2017) was launched. The Plan had three key objectives: visibility and awareness raising, training and education, and staff and student support.</p> <p>To support implementation of the inaugural Plan, the Diverse Genders, Sexes and Sexualities Advisory Committee (formerly known as the Diverse Genders and Sexualities Advisory Group) was established, chaired by Professor Paula Gerber, with a membership of academic and professional staff along with Rainbow Communities representatives from student associations.</p> <p>In recognition that LGBTIQ+ students experience discrimination during the course of their education, the <i>Inclusive Education Guidelines - Diverse Genders and Sexualities</i> were developed to promote respectful teaching methods that are inclusive of all students.</p> <p>Monash was one of the first of the Group of Eight (Go8) coalition of Australian universities and part of the over 690 organisations and numerous Australian individuals to show support for Australian Marriage Equality.</p>
2016	A Monash University delegation, led by Vice-Chancellor and President Her Excellency Professor the Honourable Margaret Gardner, first marched in the Midsumma Pride March.
2017	<p>Following previous commitment to supporting Australian Marriage Equality, Monash University supported the ‘Yes’ campaign during the Australian Marriage Equality Postal Survey, which led to Australia eventually adopt marriage equality.</p> <p>Monash first introduced all-gender toilets across Clayton and Caulfield campuses.</p> <p>For the first time, Monash University participated in the Australian Workplace Equality Index, earning Bronze level employer status.</p>

<p>2018</p>	<p>The second whole-of-institution LGBTIQ+ Action Plan, <i>Staff and Students of Diverse Genders, Sexes and Sexualities Action Plan 2018-2021</i>, was launched, building off the successes of the previous plan.</p> <p>As the then Deputy Vice-Chancellor (Education) and Senior Vice-President, Professor Sue Elliot AM was appointed as the inaugural executive sponsor of LGBTIQ+ inclusion. The title continues to be held by the incumbent Deputy Vice-Chancellor (Education) and Senior Vice-President.</p> <p>Queer 101, an internally-developed introductory workshop on LGBTIQ+ inclusion, was introduced.</p> <p>To extend LGBTIQ+ inclusion and share learnings, the Victorian Universities Ally Network was launched, with representatives from all Victorian Universities.</p> <p>Monash University achieved Silver level employer status in the Australian Workplace Equality Index for the first time. The AWEI Workplace Survey was also rolled out to help understand the perspectives and experiences of staff on LGBTIQ+ inclusion.</p>
<p>2019</p>	<p>Monash University maintained Silver status employer recognition for LGBTIQ+ workplace equality at the Australian Workplace Equality Index Awards.</p>
<p>2021</p>	<p>The LGBTIQ+ Ally Network was expanded to officially include students in Network activities.</p> <p>LGBTIQ+ Ally Training was developed for in-house delivery, focusing on more advanced concepts relating to LGBTIQ+ inclusion.</p>
<p>2022</p>	<p>The LGBTIQ+ Ally Network was expanded to include staff from Monash University Malaysia.</p>
<p>2023</p>	<p>Following advocacy by the National Tertiary Education Union, including Monash University staff, a standalone gender affirmation leave entitlement of up to 30 days was introduced to support staff affirming their gender, accompanied by comprehensive <i>Guidelines for a Workplace Gender Affirmation Plan</i>. The leave provision aligns with evolving standards of inclusion in contemporary Australian workplaces.</p> <p>Targeted support was introduced for trans and gender diverse people applying for jobs at Monash University to help remove barriers faced in recruitment processes.</p>

<p>2024</p>	<p>The Pride Community Scholarship was transitioned to an equity based scholarship to provide financial support to LGBTIQ+ students in need and assist them with completing their studies.</p> <p>To sustain engagement with the LGBTIQ+ Ally Network, a LGBTIQ+ Ally Network Newsletter was relaunched. This coincided with the 10-year anniversary of the inception of the Network.</p> <p>The Diverse Genders, Sexes and Sexualities Advisory Committee endorsed the Darlington Statement, a joint consensus statement by Australian and Aotearoa/New Zealand intersex organisations and independent advocates of the priorities for the intersex human rights movement.</p> <p>Monash University achieved Gold status employer recognition for LGBTIQ+ workplace equality at the Australian Workplace Equality Index Awards. In addition, Monash University was announced as a finalist for the 2024 Trans and Gender Diverse Inclusion Award.</p>
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We recognise that our practices must not only be sustained into the future, but expanded. Our LGBTIQ+ inclusive practice requires ongoing observation, evaluation, reflection, critique and revision if we are to ensure that Rainbow Communities can continue to thrive at Monash University.

⁴ This timeline of LGBTIQ+ inclusive practice at Monash University is based on items retrieved from Monash Archives and internal documents from the DVC(E) EDI Team. While every care has been taken to ensure the accuracy of this timeline, it does not represent a comprehensive history of all LGBTIQ+ inclusive practice across Monash University.

⁵ The Network was originally named 'LGBTIQ Ally Network'. From 2021, Monash University began using LGBTIQ+ when referring to Rainbow Communities following community consultation. The Network was subsequently renamed 'LGBTIQ+ Ally Network'.

Consultation Process and Findings

Throughout the development of the *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030*, numerous staff and students generously contributed their lived and living experience and expertise to ensure this Action plan reflects the needs and aspirations of our diverse community. Their contributions, and the longstanding contributions of the members of the Diverse Genders, Sexes and Sexualities ('DGSS') Advisory Committee, have been invaluable in shaping our commitments towards creating a more inclusive community.

A variety of consultation mechanisms, including co-design workshops, surveys, focus groups and interviews were used to capture and convey our community's perspectives, experiences and expertise.

May 2024	Monash University's XYX Lab facilitated a co-design lab, 'Collective Solidarity', in collaboration with members of the DGSS Advisory Committee to identify key considerations for drafting the Action Plan.
November 2024	Staff and students from Rainbow Communities and Allies were surveyed to inform actions for the Action Plan.
April 2025	<p>Additional targeted consultations were undertaken with Rainbow Mob, people with innate variations of sex characteristics and academic experts.</p> <p>Focus groups with LGBTIQ+ student leaders and staff were facilitated to test and challenge preliminary consultation findings.</p>
May 2025	<p>A survey of Aboriginal and Torres Strait Islander students was conducted in partnership with the William Cooper Institute to understand opportunities to expand Rainbow Mob inclusion at Monash University.</p> <p>As part of IDAHOBIT Week, engagements were run across Clayton, Caulfield, Peninsula and Parkville campuses to further capture student perspectives and priorities on LGBTIQ+ inclusion.</p> <p>The DGSS Advisory Committee provided feedback and direction on the first draft of the Action Plan.</p>

Consultation findings

- Opportunities to strengthen and expand celebration of Rainbow Communities:** While there was praise for the visibility of signs of inclusion of Rainbow Communities across the University, including opportunities to participate in Pride events, many staff and students reflected on opportunities to expand spaces of celebration of Rainbow Communities. This included more dedicated networking opportunities for Rainbow Communities and more consistent presence of physical symbols of inclusion of Rainbow Communities across all Australian campus locations.
- A need to expand support for trans and gender diverse staff and students:** Monash University has long supported the active inclusion and celebration of trans and gender diverse staff and students. This is reflected in our policies, which were widely recognised as inclusive in consultations. However, this has not always translated across all our systems and environments, and examples of exclusionary practices were shared in consultation. Clear opportunities have been identified in this regard, in particular: to improve our community's understanding of inclusive language and the impacts of misgendering and deadnaming; to strengthen gender affirmation processes, particularly in our digital environments; to expand the number of all-gender facilities; and to review the provision of support services to ensure they are inclusive of trans and gender diverse people.
- A desire for improved and updated resources to support inclusion of Rainbow Communities:** There is a large and ever-growing network of LGBTIQ+ Allies at Monash, but they are not always well supported to enact change within their spaces and communities. There is an opportunity to create further resources to support Allies and Rainbow Communities alike to foster inclusive work and research environments and teaching and learning spaces. This includes exploring ways to further embed LGBTIQ+ inclusion within teaching and learning, and expanded opportunities and encouragement for members of the Monash community to learn about and embody LGBTIQ+ inclusive practice. There is also a need to improve the safety and availability of internal support services for LGBTIQ+ students, and communication of what external support services are available for Rainbow Communities.

Rainbow Communities and LGBTIQ+ Action Plan 2025-2030

Understanding the Action Plan

Six areas have been identified for Monash University to prioritise action to support and celebrate Rainbow Communities across the whole-of-institution, ensuring that LGBTIQ+ inclusion is embedded within all levels of the University, and seen as the responsibility of all members of the Monash community:

1. Leadership, advocacy and accountability;
2. Inclusive culture, systems and environments;
3. Student experience;
4. Teaching and learning;
5. Employment and workforce capability;
6. Research, evaluation and impact.

In some instances, with consideration to the principles of the *Equity, Diversity and Inclusion Framework 2022-2030*, actions will be completed as part of larger bodies of work as outlined within aligned action plans.

Each project in the Action Plan is aligned with one of the 'Outcomes' of our 2025 Implementation Plan for *Impact 2030*, to connect this work with Monash's broader strategic imperatives.

How we will measure impact

To ensure we make meaningful progress in projects against indicators, a range of sources will be used to measure the impact of our work, including:

- Evaluation data from LGBTIQ+ inclusion trainings;
- Data from the LGBTIQ+ Ally Network;
- Evaluation data from LGBTIQ+ Ally Network events;
- Staff experience survey data;
- University services feedback;
- Australian Workplace Equality Index survey data;
- Targeted community consultation with Rainbow Communities as needed;
- Supporting implementation and monitoring plan.



Area 1

Leadership, Advocacy and Accountability

Senior leadership plays a critical role in ensuring that progress towards advancing LGBTIQ+ inclusion is not only operationalised through systems, but owned and championed at the highest level of the organisation. Monash University is committed to advocating with Rainbow Communities to further LGBTIQ+ inclusive practice and leadership.

What success will look like:

- Senior leaders have deepened their support for Rainbow Communities through their active participation and investment in LGBTIQ+ initiatives.
- Senior leaders have increased their focus on the inclusion of Rainbow Communities within implementation plans, which includes improving governance.
- Senior leaders have utilised their sphere of influence to advocate alongside Rainbow Communities, via internal and external channels.

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
<p>Monash champions Indigenous voices, knowledge and advancement.</p>	<p>Expand methods for supporting Rainbow Mob.</p>	<p>Lead(s): WCI DVC(I)</p> <p>Collaborator(s): DVC(E) EDI MSOs Staff EDI</p>	<ul style="list-style-type: none"> • Methods to support and celebrate students who are part of Rainbow Mob are strengthened. • The visibility of symbols that celebrate Rainbow Mob increase within campus spaces. 	<p>Q2, 2027</p>
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	<p>Deepen, extend and sustain senior leadership support for Rainbow Communities.</p>	<p>Lead(s): VC LGBTIQ+ Executive Sponsor</p> <p>Collaborator(s): UMAC DVC(E) EDI</p>	<ul style="list-style-type: none"> • The position of the LGBTIQ+ Executive Sponsor is retained. The role-holder has also demonstrated consistent and visible support of Rainbow Communities through their actions. • LGBTIQ+ days of significance are recognised through internal and external communications channels by senior leadership, including the Vice-Chancellor and President. • Monash senior leadership participates in annual Pride events, including the internal Show Your Pride March and external Midsumma Pride March. • Vice-Chancellor's Excellence Awards for Equity, Diversity and Inclusion include and highlight nominations of staff advancing LGBTIQ+ inclusion at Monash and beyond. 	<p>Ongoing</p>

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash global operations are the exemplar of sustainable, ethical and well-governed practices.	Adopt the <u>Darlington Statement on intersex human rights</u> .	Lead(s): LGBTIQA+ Executive Sponsor Collaborator(s): DGSS	<ul style="list-style-type: none"> Formal adoption of the Darlington Statement on intersex human rights has occurred. A formal statement detailing the University's support of the Darlington Statement is published. Work has commenced to implement actions to bring Monash in line with priorities identified in the Darlington Statement. 	Q4, 2027
	Explore historical exclusions related to Rainbow Communities at Monash University.	Lead(s): DVC(E) EDI DGSS Collaborator(s): Relevant academics	<ul style="list-style-type: none"> Documentation and acknowledgement of any historical inclusions is presented to relevant University committees. 	Q2, 2029
	Reconfigure the Diverse Genders, Sexes and Sexualities Advisory Committee to provide strategic oversight of <i>Rainbow Communities and LGBTIQA+ Action Plan 2025-2030</i> .	Lead(s): LGBTIQA+ Executive Sponsor Chair, DGSS DVC(E) EDI	<ul style="list-style-type: none"> Diverse Genders, Sexes and Sexualities Advisory Committee Terms of Reference and naming is reviewed Membership reformulated to ensure participation from individuals responsible for implementing <i>Rainbow Communities and LGBTIQA+ Action Plan 2025-2030</i>. 	Q1, 2026

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash global operations are the exemplar of sustainable, ethical and well-governed practices.	Strengthen displays of LGBTIQA+ inclusion in University communications.	Lead(s): UMAC DVC(SE) Collaborator(s): DVC(E) EDI	<ul style="list-style-type: none"> A review of marketing materials for diversity of gender expressions and signs of LGBTIQA+ inclusion is undertaken. Brand guidelines are reviewed and enhanced to include opportunities for adding pronouns to communications, including video and social media. University templates for email signatures are amended to include information on the meaning and importance of pronouns. Days of significance and celebration continue to be recognised and shared on the University's public facing external pages, such as social media. 	Ongoing
	Develop local terminologies and approaches to embed LGBTIQA+ inclusion across our global campus network.	Lead(s): DVC(E) EDI Local EDI Committees DVC(Int)	<ul style="list-style-type: none"> Consultation undertaken with staff and students across our global campus network to inform local approaches and terminologies related to LGBTIQA+ inclusion. LGBTIQA+ inclusion approaches are delivered across our global campus network. 	Q4, 2029

Area 2

Inclusive cultures, systems and environments

Monash University community members are skilled in building inclusive communities. Our digital and physical environments, including campus spaces, feature greater symbols of LGBTIQ+ inclusion and pride. Throughout our systems, Rainbow Communities, particularly trans and gender diverse staff and students, receive improved support and reduced experiences of exclusion.

What success will look like:

- Members of the Monash community have the tools, skills and resources to build inclusive cultures for Rainbow Communities at Monash.
- Rainbow Communities indicate that they feel they belong and can thrive at Monash (see the outlined impact metrics, p.22).
- Data captured through evaluation metrics has indicated an overall improvement in Monash's commitment to LGBTIQ+ inclusion, across strategic communications, student and staff environments and campus spaces.
- Trans and gender diverse staff and students, report an increase in satisfaction with gender affirmation processes, as well as rectification of non-inclusive systems and provision of safer support services.

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash is a global campus network – interconnected across the Indo-Pacific and beyond, and embedded in the communities we serve.	Review and strengthen the LGBTIQ+ Ally Network.	Lead(s): DVC(E) EDI	<ul style="list-style-type: none"> • A review of the LGBTIQ+ Ally Network is conducted which considers avenues for localised action across Monash, opportunities for Rainbow Communities to connect, and ways of evaluating the actions of Allies and ways to facilitate ongoing learning which deepen understandings of LGBTIQ+ inclusion. • Annual reporting on the LGBTIQ+ Ally Network continues in the University's annual report, including the number of allies, and actions undertaken. 	Ongoing
	Enhance visible displays of LGBTIQ+ inclusion across physical and digital campus environments.	Lead(s): DVC(E) EDI DGSS Collaborator(s): Relevant academics	<ul style="list-style-type: none"> • Visible signs of LGBTIQ+ inclusion are enhanced during key University events, including O-Week and Open Day. • The feasibility of installing permanent LGBTIQ+ displays of inclusion at each Australian campus is explored. • A student-led design competition to create new LGBTIQ+ inclusion materials, including Pride T-Shirts, is developed and piloted. • LGBTIQ+ inclusion signage on digital screens across all Australian campuses is reviewed and updated. 	Q2, 2029

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash is a global campus network – interconnected across the Indo-Pacific and beyond, and embedded in the communities we serve.	Review and refine University websites and information for LGBTQIA+ inclusion.	Lead(s): DVC(E) EDI Staff EDI UMAC Collaborator(s): BP	<ul style="list-style-type: none"> An audit of discriminatory language in Monash web pages is conducted, and webpages remediated as needed. All information for LGBTQIA+ inclusion at the University is consolidated under central Pride at Monash location. Signage on all toilets and change facilities detailing inclusivity of space is increased. 	Q4, 2027
	Review, refine and create new educational opportunities, tools and resources on LGBTQIA+ inclusion.	Lead(s): DVC(E) EDI Staff EDI Collaborator(s): Key academics	<ul style="list-style-type: none"> Regular review of LGBTQIA+ inclusion training is conducted with Rainbow Communities, including assessing opportunities for expanding information about Rainbow Mob and providing further education on intersectionality. A benchmarking exercise to determine considerations relating to capturing and reporting on gender data inclusively is undertaken, which also considers changes in approach over time. Educational opportunities are expanded to include tools and resources in different formats, including short videos, factsheets and other resources, and co-created with Rainbow Communities. 	Q3, 2027

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash global operations are the exemplar of sustainable, ethical and well-governed practices.	Expand provision of all-gender toilets and facilities across Monash University Australia's campuses.	Lead(s): BP Collaborator(s): DVC(E) EDI	<ul style="list-style-type: none"> An audit on the provision of all-gender toilets and facilities across Monash's Australian campuses is undertaken. Recommendations are tabled with the relevant governance committees, and an approach is determined to address gaps in provision of all-gender toilets and facilities, with consideration of intersectionality. The percentage of dedicated all-gender toilets and facilities across Monash University campuses, per recommendations outlined, has increased. 	Q4, 2030

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	<p>Improve staff and student systems to better enable use of affirmed names.</p>	<p>Lead(s): eSolutions Monash HR DVC(SE)</p> <p>Collaborator(s): Faculties</p>	<ul style="list-style-type: none"> Current project to review systems for “Name in Use” functionality is completed and updates implemented.⁶ Review of Faculty-based systems for “Name in Use” completed and updates implemented, where systems are managed by the University. Staff and student systems are remediated to eliminate unintentional deadnaming and allow for an individual’s affirmed name to be used, except where past name is legally required. Trauma-informed and transparent guidance to help individuals understand where past names may legally be required to be presented is produced. A guidance document is developed to inform procurement processes to prevent systems which do not have “Name in Use” functionality from being implemented. <hr/> <p>⁶ “Name in Use” refers to the process to allow students and staff to be known by their affirmed name within Monash University systems, where it is not necessary to record a staff member’s legal name. A project to review Name in Use is currently underway led by eSolutions.</p>	<p>Q2, 2028</p>

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	<p>Enhance safer LGBTIQ+ service provision across the University.</p>	<p>Lead(s): DVC(SE) Monash HR UHS CAPS COO</p> <p>Collaborator(s): MSOs DVC(E) EDI</p>	<ul style="list-style-type: none"> Directory of services and support available for Rainbow Communities, both at the University and externally, is created and published online. LGBTIQ+ inclusion and safety in internal University services, including use of pronouns and affirmed names is considered and improved across Monash HR, Safer Community Unit, Security Services, Disability Support Services, University Health Services, and Monash Counselling and Psychological Services. A communications campaign is created in collaboration with MSOs, to promote LGBTIQ+ services and support available at the University. 	<p>Q4, 2030</p>

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	<p>Review and amend University policies, procedures and schedules for opportunities to strengthen LGBTIQ+ inclusion.</p>	<p>Lead(s): OQGP DVC(SE) COO Staff EDI</p>	<ul style="list-style-type: none"> The Gender Affirmation Procedure, Guidelines for a Workplace Gender Affirmation Plan and Gender Affirmation Plan template are reviewed in consultation with trans and gender diverse staff and students. Consideration of respectful, non-discriminatory language that affirms diverse sexual orientations, gender identities and sex characteristics is embedded into the policy development and review process. Information provided to students and staff from Rainbow Communities undertaking overseas travel for study or work related travel is reviewed, to ensure it aligns with current best practice. Leave provisions, including gender affirmation leave, are reviewed in consultation with Rainbow Communities. 	<p>Q4, 2030</p>



Area 3

Student experience

We strive for an inclusive experience for students from Rainbow Communities through improved services and support, and increased awareness and visibility of signs of inclusion across all Faculties. Students from Rainbow Communities have a sense of belonging at Monash.

What success will look like:

- Opportunities for students from Rainbow Communities to participate in celebratory Pride events has been expanded.
- Academic and professional staff have increased understanding of LGBTIQ+ inclusive practice.
- Students from Rainbow Communities have increased access to financial assistance.
- Support and information about Rainbow Communities in Australia is expanded for international students.

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash is sought after for its immersive student experience.	Expand provision of information to incoming international students about gender identity and sexual orientation in Australia.	Lead(s): DVC(SE) Collaborator(s): DVC(E) EDI	<ul style="list-style-type: none"> • Pilot information given to international students in nuanced settings, about the rights of and support services for Rainbow Communities in Australia is reviewed in consultation with international students. Information is updated where relevant. • A communications initiative, which is connected to the larger strategy, to increase international students' awareness of the rights of Rainbow Communities in Australia, is developed. 	Q4, 2026
	Enhance Pride related celebrations and events.	Lead(s): DVC(SE) Collaborator(s): Staff EDI DVC(E) EDI	<ul style="list-style-type: none"> • LGBTIQ+ dates of significance are celebrated in the University calendar, including continued annual participation in Midsumma Pride March, Show Your Pride March and IDAHOBIT celebrations. • Feasibility of University participation in Midsumma Carnival, Melbourne Queer Film Festival and Sydney Gay and Lesbian Mardi Gras, including securing University funding to facilitate such participation is explored. • Recognition of student research, leadership and service related to Rainbow Communities is improved. 	Q4, 2026

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash is sought after for its immersive student experience.	Expand the Pride Community Scholarship.	Lead(s): DVC(E) EDI DVC(SE) Collaborator(s): MRS	<ul style="list-style-type: none"> The feasibility of expanding the Pride Community Scholarship to offer additional scholarships for coursework students is explored. The impact and suitability of the Pride Community Scholarship is reviewed every three years. 	Q3, 2028
	Extend training to student leaders on LGBTIQ+ inclusion.	Lead(s): DVC(SE) Collaborator(s): DVC(E) EDI	<ul style="list-style-type: none"> Student leaders are encouraged to complete appropriate LGBTIQ+ training as part of their onboarding. Explore a pilot initiative to expand LGBTIQ+ training with targeted student experience leadership programs. 	Ongoing



Area 4

Teaching and Learning

Teaching and learning spaces, including online and offsite educational experiences, embed and model LGBTQIA+ inclusion to create safer, respectful and more inclusive educational experiences for our students.

What success will look like:

- Formal and informal educational opportunities on LGBTQIA+ inclusion for the Monash community have been developed.
- Teaching and learning staff have been provided with the knowledge to create more inclusive classrooms for LGBTQIA+ students, and various evaluation metrics have indicated that they have applied this knowledge into practice.
- Faculties are supported to assist LGBTQIA+ students undertaking internships or placements.

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash is sought after for its excellent education	Develop resources and provide training for teaching staff to facilitate safer, respectful and more inclusive learning environments.	Lead(s): DVC(E) EDI Collaborator(s): DVC(E) HR Faculty education designers	<ul style="list-style-type: none"> • Existing guidelines and teaching resources on inclusive education are reviewed for LGBTQIA+ inclusive practice and consolidated. • The number of teaching staff, including ongoing and sessional staff, completing relevant training and engaging with learning opportunities increased. 	Q4, 2027
	Identify opportunities to embed LGBTQIA+ inclusion in curriculum.	Lead(s): Faculties Collaborator(s): DVC(E)	<ul style="list-style-type: none"> • A pilot project is completed to explore opportunities to embed LGBTQIA+ inclusion into University curriculum, including through lived experience perspectives. 	Q4, 2028
	Produce guidelines on LGBTQIA+ safety to support Faculties and students who undertake placement or internships.	Lead(s): DVC(E) EDI Collaborator(s): Appropriate Faculties, campuses and portfolios.	<ul style="list-style-type: none"> • Guidelines to support students from Rainbow Communities who undertake placements or internships are developed for Faculties to support LGBTQIA+ inclusion. 	Q1, 2028

Area 5

Employment and workforce capability

We are building a diverse and inclusive workforce where Rainbow Communities are actively welcomed, valued and supported at every stage, from recruitment and onboarding to professional development and leadership pathways. All members of the Monash community, including senior leaders, share responsibility for fostering safer, respectful and more inclusive cultures across all campuses and workplace locations.

What success will look like:

- LGBTIQ+ employee experience is positive and supported by inclusive policies, practices and allyship.
- Human resources, unit leaders and people managers have improved mechanisms to attract, recruit and retain LGBTIQ+ staff at all levels.
- The contributions of LGBTIQ+ staff across faculties, portfolios, campuses and communication channels are visibly celebrated.

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	<p>LGBTIQ+ diversity in leadership is promoted.</p>	<p>Lead(s): Staff EDI</p>	<ul style="list-style-type: none"> • LGBTIQ+ staff are supported and funded to undertake relevant external mentorship and/or sponsorship programs, as part of their professional development opportunities. • Internal opportunities for leadership development, such as shadowing of senior executives and sitting on senior committees, among others, are facilitated. • DGSS Advisory Committee Terms of Reference are examined for opportunities to create further leadership opportunities for LGBTIQ+ staff. 	<p>Q4, 2027</p>

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash global operations are the exemplar of sustainable, ethical and well-governed practices.	LGBTIQ+ inclusion is treated as fundamental professional development and prioritised.	<p>Lead(s): LGBTIQ+ Executive Sponsor Staff EDI</p> <p>Collaborator(s): DVC(E) EDI Appropriate faculties, campuses and portfolios.</p>	<ul style="list-style-type: none"> All managers are strongly encouraged to complete relevant LGBTIQ+ inclusion training as part of their professional development, including a self-paced module. Introductory LGBTIQ+ inclusion training is required for new people managers, as part of their induction checklist. All staff are encouraged to complete introductory LGBTIQ+ inclusion training as part of new staff onboarding. Participation in LGBTIQ+ inclusion or Pride events organised by the University, such as Pride March, Ally Network activities and others, during staff work time, when this does not interfere with work responsibilities, is supported by managers as part of community engagement activities. 	Q4, 2028

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash global operations are the exemplar of sustainable, ethical and well-governed practices.	Expand membership and participation in relevant and best practice external accreditations.	<p>Lead(s): Staff EDI</p> <p>Collaborator(s): DGSS LGBTIQ+ Executive Sponsor</p>	<ul style="list-style-type: none"> Gold-tier employer status in the Australian Workplace Equality Index (AWEI) is maintained, qualifying Monash for Platinum recognition. Recommendations or insights derived from external benchmarking reviews and Monash's AWEI scoreboard are implemented. Ongoing review of current leading practice in external accreditations is undertaken by DGSS and the LGBTIQ+ Executive Sponsor to ensure Monash University continues to advance LGBTIQ+ inclusion, and be recognised through evidence-based and leading practice accreditations. 	Ongoing

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash global operations are the exemplar of sustainable, ethical and well-governed practices.	Collect, review and report data related to experiences of inclusion of LGBTIQ+ staff.	Lead(s): Staff EDI	<ul style="list-style-type: none"> Data on staff experience related to LGBTIQ+ inclusion is collected through appropriate channels and feedback mechanisms. Monash University participates in the Australian Workplace Equality Index employment survey. Collected data is analysed to enhance existing initiatives, and guide the development of new inclusion strategies. Findings are reported to relevant stakeholders and used to support evidence-based decision-making. 	Q4, 2028
	Enhance support for trans and gender diverse staff.	Lead(s): Monash HR	<ul style="list-style-type: none"> Gender affirmation process is reviewed and streamlined where required. Support for trans and gender diverse job applicants at Monash is deepened and promoted, with an intersectional understanding of barriers faced in line with Australian Workplace Equality Index criteria. A formal network for trans and gender diverse staff is created. 	

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
Monash is a global campus network – interconnected across the Indo-Pacific and beyond, and embedded in the communities we serve.	Expand opportunities for networking and mentoring between LGBTIQ+ staff across campuses.	Lead(s): Staff EDI DVC(E) EDI TED Monash HR Collaborator(s): Appropriate faculties, campuses and portfolios.	<ul style="list-style-type: none"> Feasibility of introducing a LGBTIQ+ mentoring program is examined. The LGBTIQ+ Ally Network is leveraged as a forum to create networking opportunities for staff. 	Q4, 2027
	Enhance LGBTIQ+ inclusion in recruitment.	Lead(s): Monash HR	<ul style="list-style-type: none"> Gender affirmation process is reviewed and streamlined where required. Support for trans and gender diverse job applicants at Monash is deepened and promoted, with an intersectional understanding of barriers faced in line with Australian Workplace Equality Index criteria. A formal network for trans and gender diverse staff is created. 	Q1, 2027

Area 6

Research, evaluation and impact

We strive for increased use of existing data, evaluative processes and research evidence to inform policies and processes related to LGBTIQ+ inclusion at Monash. We seek to extend our impact beyond our University, contributing to advancing LGBTIQ+ inclusion.

What success will look like:

- Funding for LGBTIQ+ researchers and/or research to support Rainbow Communities is increased.
- Collection and use of internal data on harassment and discrimination is improved.

2025 Implementation Plan Outcome	Projects What we will undertake	People Who is responsible	Indicators What evidence we will collect to evaluate progress, and what deliverables would indicate success of the project	Timeframe When we will deliver
<p>Monash is home to excellent discovery, innovation and translational research to meet the challenges of the age for the betterment of people and the planet.</p>	<p>Increase support for LGBTIQ+ research and LGBTIQ+ researchers.</p>	<p>Lead(s): Faculties</p>	<ul style="list-style-type: none"> • External and internal visibility of Monash University's research in LGBTIQ+ inclusion is promoted. • Internal and external funding pools to support LGBTIQ+ researchers are identified and promoted. 	<p>Q4, 2027</p>
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	<p>Improve data collection on Monash Rainbow Communities' experiences of harassment and exclusion.</p>	<p>Lead(s): Respectful and Ethical Conduct SCU</p> <p>Collaborator(s): DVC(E) EDI Staff EDI HSW DGSS</p>	<ul style="list-style-type: none"> • Incidents of harassment and discrimination as reported by staff and students to the Safer Community Unit and Respectful and Ethical Conduct are collected and reviewed to inform prevention initiatives, and internal reporting mechanisms for this data are created. • The capacity for Safety and Risk Analysis Hub (SARAH) and other risk reporting mechanisms to include harassment and discrimination data is explored. • Existing reporting mechanisms are evaluated for LGBTIQ+ safety and inclusion. 	<p>Ongoing</p>



Governance and Evaluation

The *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030* is supported by the [Equity, Diversity and Anti-Discrimination Policy](#) suite.

Efforts to achieve the actions set out in the *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030* and the success of interventions will be annually reported. In line with Monash's commitment to being dynamic and iterative, amendments may be made to the *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030* from time to time to reflect changes in best-practice and the evidence base regarding LGBTIQ+ inclusion.

The Diverse Genders, Sexes and Sexualities Advisory Committee will be reformulated to oversee the implementation of the *Rainbow Communities and LGBTIQ+ Action Plan 2025-2030*, with input from the Equity, Diversity and Inclusion Committee.

Acronyms

- BP** - Buildings and Property
- CAPS** - Counseling and Psychological Services
- COO** - Chief Operating Officer and Senior Vice-President
- DGSS** - Diverse Genders, Sexes and Sexualities Advisory Committee
- DVC(E)** - Deputy Vice-Chancellor (Education) and Senior Vice-President
- DVC(E) EDI** - Equity, Diversity and Inclusion, Portfolio of the Deputy Vice-Chancellor (Education) and Senior Vice-President
- DCV(I)** - Deputy Vice-Chancellor (Indigenous) and Senior Vice-President
- DCV(INT)** - Deputy Vice-Chancellor (International) and Senior Vice-President
- DVC(R&E)** - Deputy Vice-Chancellor (Research and Enterprise) and Senior Vice-President
- DVC(SE)** - Deputy Vice-Chancellor (Student Experience) and Senior Vice-President
- HSW** - Health, Safety and Wellbeing
- Monash HR** - Monash University Human Resources
- MRS** - Monash Residential Services
- MSOs** - Monash Student Organisations
- OQGP** - Office of Quality & Group Policy, Portfolio of the Vice-Chancellor
- SCU** - Safer Community Unit
- Staff EDI** - Staff Equity, Diversity and Inclusion, Monash HR
- TED** - Talent, Engagement and Development
- UHS** - University Health Services
- UMAC** - University Marketing, Admissions and Communications
- VC** - Vice-Chancellor and President
- WCI** - William Cooper Institute

Glossary

The terms and definitions provided in this glossary are current as of the publication of this Action Plan. Terminology regarding sexual orientation, gender identity and expression and innate variations in sex characteristics is constantly changing, meaning that the language below may not remain contemporary. Where appropriate, terms and definitions will be updated as understandings shift.

The glossary is also not designed to be an exhaustive list of all possible definitions for these terms, nor all terms which may relate to Rainbow Communities. It is always best to reflect the terminology that specific people and communities use or wish to be identified with.

Brotherboy and sistergirl	Refers to trans people within some Aboriginal and Torres Strait Islander communities. Sistergirls are people assigned male at birth but identify as a woman, or have a female spirit, and can live their lives as women (including taking on traditional cultural female practices). Brotherboys are people assigned female at birth but identify as a man or have a male spirit. Sistergirls and Brotherboys have distinct cultural identities and roles. These terms can differ between locations, Countries and Nations. In broader Aboriginal and Torres Strait Islander communities, the terms ‘Sistagirl’ and ‘Brothaboy’ are used as terms of endearment, for women and men respectively, with no reference to gender diversity. It’s also important to note that not all First Nations trans and gender diverse people identify with these terms, but many do. ⁷
Cisgender	A person whose gender identity aligns with the sex assigned to them at birth. ⁸
Diverse Genders, Sexes and Sexualities	Often acronymed as ‘DGSS’, this term refers to gender identities and sexual orientations that differ from the prevailing heterosexual and cisgender norms, as well as those with innate variations of sex characteristics that differ from medical and social norms of male and female bodies.
Endosex	People whose sex characteristics meet medical and social norms for male or female bodies. ⁹
Gender	A social construct that determines the roles, behaviours, activities and attributes that a given society at a particular time associates and considers appropriate for men, women and other gender identities. In many societies gender is understood as a binary, and there are significant differences and inequalities between the opposites of this binary (women and men) in responsibilities assigned, activities undertaken, access to and control over resources, decision-making opportunities and expected presentation. This binary also overlooks the existence of other gender identities. ¹⁰

Gender Identity	The feeling that someone has of their own gender (or lack of). Someone’s gender identity is not visible to others and may or may not align with what they were assigned to at birth. ¹¹ Gender identities include, but are not limited to, man, woman, non-binary, agender, genderfluid, or combinations of these. ¹²
Gender Expression	How someone expresses their gender. This can include clothing, mannerisms, make-up, and communication styles among other things. ¹³
Gender Affirmation	The act of providing support, validation, and respect for someone’s gender identity or expression. ¹⁴
Gender diverse	An umbrella term used to encompass any gender identities or experiences that differ from what people were assigned at birth. ¹⁵ There are many terms gender diverse people may use to describe themselves. Some examples include genderfluid, genderqueer, gender non-conforming, agender, bi-gender and non-binary. ¹⁶
Heterosexuality and Heteronormativity	<p>Heterosexuality refers to people who are sexually and/or romantically attracted to the opposite gender. This is usually understood in a binary of man/woman.</p> <p>The view that heterosexual relationships are the natural and normal expression of sexual orientation and relationships is referred to as heteronormativity. This overlooks the experiences of Rainbow Communities.</p>
Inclusive teaching practices	Specialised programs of teaching, learning and assessment to support a diversity of students to attend, and succeed at, university, and to create a more connected and supportive learning environment that caters for all learners. ¹⁷ Embedding inclusive teaching practices reflects contemporary pedagogical standards.
Intersectionality	<p>Different aspects of a person’s identity and life experience can compound and transform experiences of discrimination. Intersectionality is a critical lens that examines this overlap and how this creates disadvantage and marginalisation. The concept was developed by Professor Kimberlé Crenshaw, a lawyer, civil rights advocate, and critical race theory scholar, to examine how race and gender transform and amplify the discrimination experienced by women of colour.¹⁸</p> <p>An intersectional approach can be helpful to understand and address how systems of inequality, such as sexism, racism and ableism, interact with each other to produce complex patterns of disadvantage.¹⁹</p>

Innate variations of sex characteristics	An umbrella term for people with innate variations of sex characteristics that differ from medical and social norms of male and female bodies, irrespective of gender identities, genders, legal sex classifications and sexual orientations. Individual people with innate variations of sex characteristics use a variety of different terms, including being intersex, having an intersex variation or condition, having an innate variation of sex characteristics, or naming specific traits. ²⁰ People with innate variations of sex characteristics may be heterosexual or not, and cisgender or not.
LGBTIQ+	An acronym for people who are lesbian, gay, bisexual, transgender and gender diverse, intersex, queer and questioning, asexual and aromantic, plus other related identities. These letters may appear in a different order.
Lived and living experience and expertise	<p>Lived experience, broadly defined, encompasses personal experience of a condition or circumstance, such as discrimination, marginalisation, harassment, violence and harm. The term is used to highlight the resilience and strength of people who navigate or have navigated discriminatory or painful experiences and find ways to thrive and contribute to the community from these experiences. It is normally used to refer to experience in one or many, which include, but are not limited to: mental ill health, alcohol or other drug use, disability, asylum seeking and/or being a refugee, racism, queerphobia, incarceration, gender-based and/or sexual violence, homelessness, dementia, parenting, neurodiversity, among other conditions or circumstances which significantly impact a person's life and/or identity.</p> <p>Lived expertise describes a type of expertise held by a person with lived experience, who is able to share a depth of insights and knowledge related to the subject matter. This expertise may have been acquired through both their own lived experience and through advocacy and formal work with others with shared lived experience, as relevant to different contexts. In particular, this expertise is utilised to inform the practice and knowledge gaps of subject matter experts, including (but not limited to) enablers and barriers to service provision and support. Most importantly, this expertise is utilised to ensure that service provision and design are directed to where it is most needed, in ways that are inclusive, affirming and considered. Such expertise is comparable to the level of expertise acquired through formal training or professional experience and in an analogous way, it involves reflection on what has been learned through particular experiences and how this can be applied to influence positive outcomes for others.</p>
Queer	An umbrella term used by some people to describe their nonheteronormative sexual orientation or gender identity. ²¹ Often, this term is reclaimed and used inclusively and affirmingly. However, it can still cause offence to some members of Rainbow Communities, given the term was once used as slur.

Rainbow Mob	<p>Mob is a colloquial term identifying a group of Aboriginal or Torres Strait Islander people associated with a particular place or Country. It is used to connect and identify who an Aboriginal or Torres Strait Islander person is and where they are from. Mob can represent your family group, clan group or wider group.²²</p> <p>Rainbow Mob are gender and sexually diverse Aboriginal and Torres Strait Islander people. Rainbow Mob is seen as more appropriate than an acronym such as LGBTIQASB+.²³</p>
Sex	A person's sex is based upon their sex characteristics, such as their chromosomes, hormones, and reproductive organs. While typically based upon the sex characteristics observed and recorded at birth or infancy based on medical and social norms around male and female bodies, a person's sex can change over the course of their lifetime and may differ from their sex recorded at birth. The terms sex and gender are interrelated and often used interchangeably, however they are two distinct concepts. ²⁴
Sexual orientation	Sexuality or sexual orientation describe a person's intimate, romantic and/or sexual attractions to others. It can include sexual identity (how a person thinks of their sexuality and the terms they identify with). It can also include attraction (romantic or sexual interest in another person) and behaviour or relationships. These attractions may be towards someone of the same gender or sex, another gender, all genders, no gender or a combination. ²⁵
SOGIESC	An abbreviation used to describe sexual orientation, gender identity and expression, and innate variations of sex characteristics collectively for the purposes of law and policy, most often in human rights and anti-discrimination law. ²⁶

Trans / Transgender

Someone whose gender does not only align with the one assigned at birth. Not all trans people will use this term to describe themselves.

Trans people may choose to live their lives with or without undertaking steps towards gender affirmation, including medical affirmation, legal affirmation (like legal name change and changing legal gender markers) and social affirmation (like expression and ways of dressing).

Trans people may use a range of terms to describes themselves which may include:

- Man
- Woman
- Trans woman
- Trans man
- Non-binary
- Agender
- Genderqueer
- Genderfluid
- Trans masculine/masc
- Trans feminine/femme²⁷

This includes the culturally and/or language specific experiences and expressions of people, communities and cultures globally, which may not be reflected within the western conceptualisation and language used in reference to gender identities, expressions and experiences.

⁷ Rainbow Mob Glossary - Victorian Aboriginal Community Controlled Health Organisation

⁸ Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria

⁹ LGBTIQ+ Inclusive Language Guide - Victorian Government.

¹⁰ Adapted from UN Women, Gender Equality Glossary.

¹¹ Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria.

¹² Rainbow Mob Health Training - Victorian Aboriginal Community Controlled Health Organisation.

¹³ Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria.

¹⁴ Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria.

¹⁵ Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria.

¹⁶ LGBTIQ+ Inclusive Language Guide - Victorian Government.

¹⁷ Monash University Teach HQ, Inclusive teaching practices.

¹⁸ Monash University, *Equity, Diversity and Inclusion Framework 2022-2030*.

¹⁹ Nixon, S.A. The coin model of privilege and critical allyship: implications for health. *BMC Public Health* 19, 1637 (2019).

²⁰ Amalgamated from 'What is intersex' resource by InterAction for Health and Human Rights, and the Darlington Statement: Joint consensus statement from the intersex community retreat in Darlington, March 2017.

²¹ Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria.

²² What is the difference between mob, clan, tribe, language group? - Deadly Story

²³ Rainbow Mob Health Training - Victorian Aboriginal Community Controlled Health Organisation

²⁴ National Action Plan for the Health and Wellbeing of LGBTIQ+ People 2025-2035 - Australian Government, Department of Health and Aged Care

²⁵ LGBTIQ+ Action Plan 2025-2028 - Victorian Government, Department of Justice and Community Safety

²⁶ Terminology - Australian Human Rights Commission

²⁷ Amalgamated from *Transgender, Gender Diverse and Non-Binary Terminology Glossary - Transgender Victoria* and *Rainbow Mob Glossary - Victorian Aboriginal Community Controlled Health Organisation*.



Appendix 1: History of LGBTIQA+ Activism at Monash University²⁸

As early as 1964, Monash University's student magazine, *Lot's Wife*, posted what could be the first article in an Australian student newspaper by a self-described 'homosexual',²⁹ albeit written anonymously.³⁰ This person detailed their experiences navigating tertiary education as a 'homosexual', and the fears they had of exclusion, retaliation and violence because of their sexual orientation.

Many editions of *Lot's Wife* throughout the 1960s and 1970s featured articles from activists on the importance of gay liberation, and advertisements from external support groups and networks for lesbians and gay men. One such example from 1970 is an advertisement from the Australian Lesbian Movement, which, amongst promoting its support opportunities, estimated that '[t]here are very probably at least 200 Lesbians at Monash University'.³¹

In April 1972, the first meeting was held to set up a branch of Gay Liberation at Monash University.³² Throughout the 1970s, the gay liberation movement established a more active presence at Monash University. In 1974, a volunteer, student-run counselling service was set up by Monash University Gay Liberation to support lesbians and gay men,³³ and in 1975, Monash University Gay Liberation was first mentioned in the Orientation Handbook.³⁴

With a grant from the Monash Union Board, the Community Research Action Centre was created in 1973 to facilitate and initiate research into matters of community interest.³⁵ Amongst other work, it produced resources and information for lesbians and gay men, including *The Company We Keep*, published in 1986.³⁶

In 1974, David Widdup, an early activist within the 'Campaign Against Moral Persecution' ('CAMP') movement, alongside the Centre for Continuing Education, Society 5 and the student union Public Affairs Committee, organised a gay

studies course at Monash University titled 'The Homosexual in Society'. The weekly lectures and classes were addressed by academics and prominent activists, including Peter Bonsall-Boone, who was a founding member of CAMP.³⁷

By the late 1970s, a formal Monash University Gay Society was established for lesbians and gay men. It was a social group and politically active, but did not originally have a formal membership base to protect the anonymity of people associated with the group.³⁸ The name of the group switched between Gay Society and Gay Collective throughout the late 1970s, and across the 1980s. There was also a Monash Gay Staff Group that existed in the late 1970s, but is unclear when it started and when it wound up.³⁹

In 1976, the Community Research and Action Centre hosted its first Sexuality Week, aimed to increase awareness of the problems and pleasures of sexuality, and acceptance of homosexuality.⁴⁰ An annually occurring Gay Week was also run starting in 1983,⁴¹ and at least through to the end of the 1980s.⁴²

The Monash University Gay Society was one of the founding groups of the Victorian Campus Homosexual Collective, bringing together various gay liberation groups across Monash University, University of Melbourne, as well as existing inter-university campus networks. Meetings to establish the Collective were first held in 1977,⁴³ and by January 1979, the Australian University of Students Homosexual Caucus formally established the Collective.⁴⁴

In 1978, Monash University Gay Society and the Caulfield Gay Collective hosted a benefit dance to raise funds for the 78ers who were arrested during the first Mardi Gras in Sydney.⁴⁵ Supporters and members of the Monash Gay Society also attended a protest in the Melbourne CBD in support of the arrested 78ers.

By 1979, the Monash University Gay Society had established a range of additional programs. A 'Gay Host Scheme' was set up to provide personal contact and support for incoming students who, because of society's attitudes at the time, felt isolated because of their sexual orientation.⁴⁶ A radio show called the GaySoc Radio Show was also running on 3MU Radio Monash on Wednesday afternoons.⁴⁷

By 1997, the Monash University Gay Society, now called the Not Quite Straight Society, began proposing that the Society become a department of the Monash Student Association. This was out of fears that the Not Quite Straight Society could lose funding and space if not enshrined in the Monash Student Association Constitution.⁴⁸ By 1999, the Gay Society/Collective was called the Queer Collective, and had been absorbed as a department of the Monash Student

Association. The Queer Collective was equipped with a space for queer and questioning students called the Queer Lounge.⁴⁹

In 2025, this group is known as the Queer Affairs Committee, and supported by two Queer Officers.

²⁸ This timeline of LGBTIQA+ activism at Monash University is based on items retrieved from Monash Archives, Monash Student Association Archives and the Australian Queer Archives. While every care has been taken to ensure the accuracy of this timeline, it does not represent a comprehensive history of LGBTIQA+ activism at Monash University.

²⁹ The term 'homosexual' was a common way to describe same-sex attraction in 1964, however, it is no longer considered an appropriate term. We have used the term 'homosexual' to respect that this was the term used in the article by the author to describe their identity at the time.

³⁰ *Lot's Wife*, August 7 1964, vol. 4, no. 10, pg. 4.

³¹ *Lot's Wife*, July 27 1970, vol. 10, no. 13, pg. 3

³² Graham Willet, *Living Out Loud: A history of gay and lesbian activism in Australia* (Allen & Unwin, 2001).

³³ *Lot's Wife*, August 5 1974, no. 12, pg. 3.

³⁴ 1975 Orientation Handbook. Monash Student Association. Retrieved from Monash Student Association Archives.

³⁵ Community Research and Action Centre background paper, 1 March 1976. Retrieved from Monash Archives.

³⁶ *The Community We Keep: Resource Information Booklet for Lesbians and Gay Men* - Community Research Action Centre. Retrieved from Monash Archives.

³⁷ *Lot's Wife*, August 5 1974, no. 12, pg. 6.

³⁸ 1978 Orientation Handbook. Monash Student Association. Retrieved from Monash Student Association Archives.

³⁹ 1979 Newsletter. Monash University Gay Society. Retrieved from Australian Queer Archives.

⁴⁰ The 1978 Sexuality Festival: Report to Monash Union Board. Community Research and Action Centre. Retrieved from Monash Archives.

⁴¹ Minutes, Community Research and Action Centre Committee Meeting 4 August 1983. Retrieved from Australian Queer Archives.

⁴² Monash University Clubs and Societies History Handbook. Monash Student Association. Retrieved from Monash Student Association Archives.

⁴³ Draft letter on behalf of Monash University Gay Society to unknown recipient, 1 July 1977. Retrieved from Australian Queer Archives.

⁴⁴ Letter or Notice by Monash University Gay Society to unknown recipient, 20 February 1979. Retrieved from Australian Queer Archives.

⁴⁵ Flyer - Monash University Gay Society and Caulfield Gay Collective. Retrieved from Australian Queer Archives

⁴⁶ Memorandum to 1979 Hosts, Monash GaySoc Host Scheme 1979 - Monash University Gay Society. Retrieved from Australian Queer Archives.

⁴⁷ Newsletter, 26 June 1979. Monash University Gay Society. Retrieved from Australian Queer Archives.

⁴⁸ Minutes, Not Quite Straight Society Meeting 22 July 1997. Retrieved from Australian Queer Archives.

⁴⁹ Dissent, 1999, Monash Student Association Women's Department. Retrieved from Monash Student Association Archives.



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