

**LGBTIQA+ Inclusion Action Plan 2023 - 2026**

30 March 2023

**Contents**

Acknowledgement of Traditional Owners3

Introduction**4**

**LGBTIQA+ Inclusion Action Plan 2023-2026**

Focus Area 1: Inclusive culture 5

Focus Area 2: Participation and Wellbeing7

Focus Area 3: Student Experience 10

Focus Area 4: Staff Experience 12

**Acknowledgement of Traditional Owners**

*The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).*

*The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.*

*We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.*

*We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.*

**Introduction**

*The University of Melbourne aspires to be a place where all people are valued and respected, and encouraged to fulfil their talents and potential* (Vice-Chancellor Duncan Maskell,[*Diversity & Inclusion Strategy 2030*](https://about.unimelb.edu.au/diversity-inclusion/strategy-and-policy)).

The University of Melbourneis pleased to release its first LGBTIQA+ Inclusion Action Plan to support the safety, inclusion and success of LGBTIQA+[[1]](#footnote-2) students, staff, and visitors. This plan addresses the highest-priority issues, identified through consultation, survey responses, benchmarks for leading practice, and legislation[[2]](#footnote-3), that will advance and embed diversity and inclusion for people of diverse sexual orientation, gender identity and/or with variations of sex characteristics.

The LGBTIQA+ Inclusion Action Plan represents a coordinated ‘whole-of-University’ approach to structural, systemic, and cultural change that reflects and responds to LGBTIQA+ lived experiences and community expectations. The Plan consolidates existing work and outlines new initiatives to progress towards the identified goals.

LGBTIQA+ students and staff have a long history of service, scholarship, and advocacy at the University of Melbourne. The Action Plan recognises and builds on the advocacy and achievements of LGBTIQA+ representatives over many years, including the volunteer run [Pride in Action Network](https://about.unimelb.edu.au/news-resources/pride-in-action-ally-network). In taking responsibility for leading the development and implementation of the Action Plan, the University hopes to reduce some of the burden from LGBTIQA+ volunteers, but to do so in recognition and partnership with them. An LGBTIQA+ Advisory Group will oversee and provide advice to the Plan’s implementation.

The University has committed to resource and implement the actions outlined in this plan over the next three years. All staff and students are encouraged to play their part and contribute to its success by engaging with this plan and the programs, services, resources, and events it will deliver.

This plan has been endorsed by the University of Melbourne's Diversity & Inclusion Sub-Committee, which reports to the University Executive. It was formally approved by University Executive on 30 March 2023.

# **Focus Area 1: Inclusive Culture**

***Goal:*** *The University’s commitment to inclusion is recognised as authentic and responsive to the diverse needs of LGBTIQA+ people. The University celebrates and values the contributions of LGBTIQA+ students and staff.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ACCOUNTABILITY AND LEADERSHIP** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **1.1 – Accreditation and benchmarking** | Maintain membership and participation in the Australian Workplace Equality Index and establish a framework for regular reporting to the University community on progress. | Commenced | Deputy Vice Chancellor (People and Community) |
| **1.2 – Establish an LGBTIQA+ Advisory Group** | Establish an LGBTIQA+ Advisory Group of lived experience and subject matter experts to advise on the design and implementation of LGBTIQA+ Action Plan and inform related University decision making. | 2023 | Director, Diversity & Inclusion |
| **1.3 – Education program for senior leaders** | Establish and deliver an LGBTIQA+ education program for senior leaders that reflects contemporary LGBTIQA+ community issues. | 2023 | Deputy Vice Chancellor (People and Community) |
| **1.4 – Communicating commitments to LGBTIQA+ inclusion** | Design guidance materials for senior leaders to communicate their commitment to LGBTIQA+ inclusion that:   1. Outline UoM behavioral expectations for students and staff 2. Promote Pride celebrations and events 3. Report on progress of LGBTIQA+ inclusion work. | 2024 | Deputy Vice Chancellor (People and Community) |
|  | **EDUCATION AND RESOURCES** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **1.5 – Education Program for Staff** | Establish and deliver LGBTIQA+ training options for staff relevant to contemporary LGBTIQA+ community issues, by:   1. Developing training tailored to specific work areas to promote inclusion and support gender affirmation, for transgender and gender diverse students and staff 2. Establishing a review cycle to ensure LGBTIQA+ training options for staff are fit-for-purpose as maturity in LGBTIQA+ inclusion improves. | Commenced | Director, Diversity & Inclusion  Chief Human Resources Officer |
| **1.6 – Education Program for Students** | Scope, establish, and deliver LGBTIQA+ training for students relevant to contemporary LGBTIQA+ community issues, integrated with other training as required. | 2024 | Executive Director, Student & Scholarly Services & Academic Registrar  Director, Diversity & Inclusion |
| **1.7 – LGBTIQA+ Inclusion Resources** | Create and promote an online resource of LGBTIQA+ inclusion materials available to the entire University community. | 2024 | Director, Diversity & Inclusion |
|  | **VISIBLE COMMITMENT** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **1.8 – Celebrating Pride** | Resource and deliver an annual Pride campaign, informed by consultation with LGBTIQA+ community representatives, to ensure it is perceived as authentic, relevant and celebrates LGBTIQA+ contributions and achievements at UoM. | 2023 | Director, Diversity & Inclusion |
| **1.9 – Pride Collateral** | Create and distribute a range of UoM Pride collateral (e.g. rainbow lanyards, posters etc.) that increase opportunities for individuals and teams to visibly indicate their commitment to LGBTIQA+ inclusion. | 2024 | Director, Diversity & Inclusion |

# **Focus Area 2: Participation and Wellbeing**

***Goal:*** *design of policies, systems, and processes support LGBTIQA+ students and staff to safely and fully participate and thrive at the University.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **POLICIES, PROCESSES AND SYSTEMS** | ***Indicative timeline to commence*** | | ***Accountable for implementation*** |
| **2.1 – Inclusive IT Systems** | Update student and staff systems to align with recommended practice for collection of gender, title, preferred name/name changes, and pronouns. Ensure integration of data fields across systems to reduce instances of misgendering and deadnaming. | Commenced | | Executive Director, Business Services & Chief Information Officer |
| **2.2 – Consistent Data Collection** | Standardise collection of LGBTIQA+ demographic information in line with leading practice to enable consistency of analysis of survey data across the student and staff experience. | Commenced | | Deputy Vice Chancellor (People and Community) |
| **2.3 – LGBTIQA+ Policy Guidance** | Develop guidance materials to specifically articulate the application of UoM policies to LGBTIQA+ students and staff. | 2024 | | Deputy Vice Chancellor (People and Community) |
|  | **APPROPRIATE BEHAVIOUR** | | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **2.4 – Sexual Misconduct Prevention and Response** | Review the Sexual Misconduct Prevention and Response Policy and related Respect program of work to identify areas where LGBTIQA+ specific actions and supports are required to address National Student Survey and other data. | | 2023 | Deputy Vice Chancellor (People and Community) |
| **2.5 – Behavioural Expectation Guidelines** | Develop and communicate guidelines for staff and students that specify the University’s behavioural expectations related to LGBTIQA+ safety and inclusion. | | 2023 | Deputy Vice Chancellor (People and Community) |
| **2.6 – Inclusive Processes and their Review** | Implement improvements to accessibility of grievance, complaints, help seeking avenues and support processes for LGBTIQA+ students and staff who experience inappropriate or discriminatory behaviour, that:   1. Promote more welcoming and inclusive service provision 2. Reduce/eliminate misgendering/deadnaming 3. Improve knowledge and capacity for all staff to promote appropriate referral pathways 4. Collect feedback to inform ongoing review and improvement. | | 2024 | Deputy Vice Chancellor (People and Community)  Executive Director, Student & Scholarly Services & Academic Registrar |
|  | **LGBTIQA+ COMMUNITY** | | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **2.7 – Pride in Action Network Support** | Support the ongoing operations of the Pride in Action Network through continued investment and in-kind contributions to further explore their role in community building (e.g. running events for LGBTIQA+ students and staff). | | Commenced | Deputy Vice Chancellor (People and Community) |
| **2.8 – External LGBTIQA+ Event Participation** | Provide opportunities for the University community to participate in external LGBTIQA+ events, festivals, and conferences to facilitate reciprocal learning and engagement with the broader LGBTIQA+ community. | | 2024 | Deputy Vice Chancellor (People and Community) |
|  | **INCLUSIVE SPACES** | | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **2.9 – All-Gender Facilities Wayfinding** | Acquire and promote an effective way-finding tool to improve awareness and access to all-gender facilities on University campuses. | | Commenced | Executive Director, Business Services & Chief Information Officer |
| **2.10 – All-Gender Facility Design Standards** | Establish, implement, and embed into the University Design Standards a set of criteria for all-gender bathrooms that references leading practice advice. | | 2024 | Executive Director, Business Services & Chief Information Officer |
| **2.11 – Removing Vandalism** | Expand Facility Services (Snap Send Solve) scope to include reporting and prioritised removal of discriminatory / offensive graffiti that impacts the safety and inclusion of students and staff. | | 2023 | Executive Director, Business Services & Chief Information Officer |
| **2.12 – LGBTIQA+ Community Hub** | Commission a business case to scope options for a dedicated LGBTIQA+ community hub for staff and students. | | 2025 | Deputy Vice Chancellor (People and Community) |

# **Focus Area 3: Student Experience**

***Goal:*** *LGBTIQA+ students are empowered to succeed through inclusive teaching, learning and support services.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **INCLUSIVE LEARNING ENVIRONMENTS** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **3.1 – Name and Pronoun Systems** | Review and improve systems for recording student names and pronouns and ensure these are implemented consistently across all student facing processes and settings. | 2023 | Executive Director, Business Services & Chief Information Officer |
| **3.2 – Inclusive Teaching Guidelines** | Develop guidelines to create safer learning environments for LGBTIQA+ students, through a focus on understanding and following protocols for use of personal pronouns and preferred names. | 2023 | Deputy Vice Chancellor (Academic)  Director, Diversity & Inclusion |
| **3.3 – Student Guidance Materials** | Develop guidance materials to support students in raising safety and wellbeing issues (e.g. deadnaming) with teaching staff to promote timely resolution. | 2024 | Executive Director, Student & Scholarly Services & Academic Registrar |
| **3.4 – Impact Assessments for Subject / Courses** | 1. Establish a process for receiving and monitoring feedback related to curriculum and assessment that may impact the wellbeing of student cohorts from diverse backgrounds. 2. Implement policy changes and/or guidance materials to provide advice on inclusive curriculum and assessment. | **a.** 2023  **b.** 2024 | Deputy Vice Chancellor (Academic)  Executive Director, Student & Scholarly Services & Academic Registrar |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **STUDENT SERVICES** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **3.5 – Gender Affirmation Supports** | Invest in and embed provision for specialist gender affirmation services for students in the Safer Community Program. | Commenced | Executive Director, Student & Scholarly Services & Academic Registrar |
| **3.6 – Inclusive Service Provision (students)** | Promote welcoming and inclusive service provision to LGBTIQA+ students by reviewing support services, grievance, and complaints processes to:   1. Adapt feedback mechanisms to provide data to inform continuous review and improvement in service channels 2. Reduce/eliminate misgendering/deadnaming across systems 3. Improve staff capacity for appropriate referrals 4. Review student support services (i.e. CAPS, Stop 1, Health Service) and implement improvements aligned with leading practices in LGBTIQA+ inclusion. | 2024 | Executive Director, Student & Scholarly Services & Academic Registrar  Deputy Vice Chancellor (People and Community) |
| **3.7 – Visibility, Orientation** | Strengthen visibility of LGBTIQA+ inclusion during student orientation:   1. Promote University commitments and expectations relating to LGBTIQA+ inclusion 2. Provide a ‘welcome guide’ for LGBTIQA+ students to help navigate support services, systems, and increase opportunities for connection amongst LGBTIQA+ students and staff. | 2025 | Executive Director, Student & Scholarly Services & Academic Registrar |

# **Focus Area 4: Staff Experience**

***Goal:*** *LGBTIQA+ staff are valued at the University and have equitable opportunities to contribute and progress.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **RECRUITMENT AND CAREER PROGRESSION** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **4.1 – Recruitment Policies and Practices** | Review recruitment policies, procedures, supporting materials and practices through an LGBTIQA+ inclusion lens and implement necessary changes to reflect leading practice in inclusive recruitment. | 2023 | Chief Human Resources Officer  Executive Director, Business Services & Chief Information Officer |
| **4.2 – Career Pathways** | Conduct a review of career pathways and promotion processes to identify barriers experienced by LGBTIQA+ staff, and opportunities to remove or reduce identified barriers. This will cover specific considerations related to:   1. Academic staff: Confirmation, performance reviews, career development and promotion processes 2. Professional staff: Career development, career enrichment, performance reviews. | 2023 | Deputy Vice Chancellor (People & Community)  Deputy Vice Chancellor (Academic)  Chief Human Resources Officer |
| **4.3 – Career Continuity** | Investigate the impact of gender affirmation on career continuity to identify services, processes, or programs to mitigate this impact. | 2023 | Director, Diversity & Inclusion |
|  | **STAFF SERVICES** | ***Indicative timeline to commence*** | ***Accountable for implementation*** |
| **4.4 – Gender Affirmation Supports** | Invest in and embed provision for specialist gender affirmation services for staff in the Safer Community Program. | Commenced | Executive Director, Student & Scholarly Services & Academic Registrar |
| **4.5 – Staff Support Services** | Develop guidelines for staff support services that establish expectations and protocols for LGBTIQA+ inclusive service delivery. | 2025 | Deputy Vice Chancellor (People & Community) |
| **4.6 – Visibility, Onboarding** | Explore and strengthen visibility of LGBTIQA+ inclusion during staff onboarding:   1. Promote University commitments and expectations relating to LGBTIQA+ inclusion 2. Provide a ‘welcome guide’ for LGBTIQA+ staff to help navigate support services, systems, and increase opportunities for connection with LGBTIQA+ staff. | 2025 | Deputy Vice Chancellor (People & Community)  Executive Director, Business Services & Chief Information Officer |



1. For this Action Plan, LGBTIQA+ stands for: lesbian, gay, bisexual, transgender, intersex, queer, asexual, and other sexually or gender diverse identities. [↑](#footnote-ref-2)
2. These include: [Sex Discrimination Act 1984 (Cth)](https://www.legislation.gov.au/Details/C2014C00002), [Fair Work Act 2009 (Cth)](https://www.legislation.gov.au/Details/C2017C00323), [Equal Opportunity Act 2010 (Vic)](https://content.legislation.vic.gov.au/sites/default/files/2022-07/10-16aa.029%20authorised.pdf), [Gender Equality Act 2020 (Vic)](https://content.legislation.vic.gov.au/sites/default/files/2020-02/20-005aa%20authorised.pdf). [↑](#footnote-ref-3)