



Checklist for students affirming their gender

Support for self

I have...

- booked in with a [Student Support Advisor](#) (or chosen another primary support person at UNSW) to discuss my gender affirmation
- considered being matched with an ALLY@UNSW to provide gender affirmation support - contact a member of the [ALLY@UNSW Network](#).
- met with or spoken to my HDR Supervisor/PG Coordinator to discuss my needs and any impact on studies
- considered contacting other professional and support services (internal and external to UNSW) and checking resources for guidance and support e.g. [University Diversity & Inclusion Team](#), [UNSW Psychology & Wellness](#), [ACON's TransHub](#)

Gender affirmation planning (formal and informal)

I have...

- discussed my situation with a [Student Support Advisor](#) or [University Diversity & Inclusion Team](#) (Division of EDI)
- decided to make / to not make a formal gender affirmation plan

Preparing for discussions with student advisor / academic advisor

I have... considered that my academic teachers and /or supervisor may not be familiar with gender affirmation

- spoken with a [Student Support Advisor](#) or [University Diversity & Inclusion Team](#) about what resources/support could be given to them before or at my first meeting

I have... considered the need to change my records

- identified which external records I would like changed
- identified which UNSW records I would like to change AND the evidence required
 - student record (SiMs)
 - student ID card
 - name/contact details on University webpages
 - research projects
 - e-learning platforms such as Moodle
- submitted the needed requests and supporting evidence for name, title, gender change

I have... considered my need for taking leaves of absence

- considered what leaves of absence I might need
- identified any educational adjustments required e.g. exam/assessment deadlines or extensions
- considered [special consideration](#)

I have... considered what I want to communicate about my gender affirmation with other students / classmates

- chosen name, title, pronouns
- gender affirmation date
- questions they can ask and not ask
- resources I can give them to learn more

I have... considered how I want to communicate my gender affirmation with other students / classmates

- decided on a communication approach
 - from myself (bottom-up) or from your academic supervisor (top-down)
 - slower through one-to-one conversations or as email or announcement
 - in what tone – casual, matter of fact or formal, professional business announcement
- decided what to include in the communications e.g. chosen name, title, pronoun (see [Email Communication Templates](#))

Discussions / planning communications

I have...

- discussed the following with my Student Advisor / Academic Supervisor / Support Person
 - gender affirmation awareness for my teachers / tutors / academic supervisor / others
 - gender affirmation awareness for my classmates (contact [University Diversity & Inclusion Team](#))
 - gender affirmation communications dates
 - communications plan to relevant teachers and classmates
 - timeframes for changing University records
 - leaves of absence and any educational adjustments
 - if I am taking time off, plans for returning to university
 - ongoing support people and services, self-care
- decided on a timeframe for the above