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
  o student record (SiMs)
  o student ID card
  o name/contact details on University webpages
  o research projects
  o 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