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 speaking 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 (if applicable)

☐ considered contacting other professional and support services (internal and external to UNSW) and checking resources for guidance and support e.g. Access, Equity and Inclusion Team, UNSW Mental Health Connect, TransHub.

Gender affirmation planning (formal and informal)

I have...

☐ discussed my situation with a Student Support Advisor, Support Person or Access, Equity and Inclusion (Division of EDI)

☐ decided to make / to not make a formal gender affirmation plan

Preparing for discussions with a Support Person

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

☐ spoken with a Student Support Advisor, Support Person or Access, Equity and Inclusion 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
- 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 taking leaves of absence**
- ☐ considered what leaves of absence I might need (Program Leave)
- ☐ 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
  - o from myself (bottom-up) or from your academic supervisor (top-down)
  - o one-on-one conversations or email
  - o tone – casual, matter of fact or formal
- ☐ decided what to include in the communications e.g. name, title, pronouns (see Email Communication Templates)

**Discussions / planning communications**

**I have...**
- ☐ discussed the following with my Student Support Advisor / Supervisor / Support Person
  - o gender affirmation awareness for teachers / tutors / supervisor / classmates / others
  - o gender affirmation awareness for my classmates (contact Access, Equity and Inclusion).
  - o gender affirmation communications dates
  - o communications plan to relevant teachers and classmates
  - o timeframes for changing University records
  - o leaves of absence and any educational adjustments
  - o plans for returning to university
  - o ongoing support people, services, self-care
- ☐ decided on a timeframe for the above