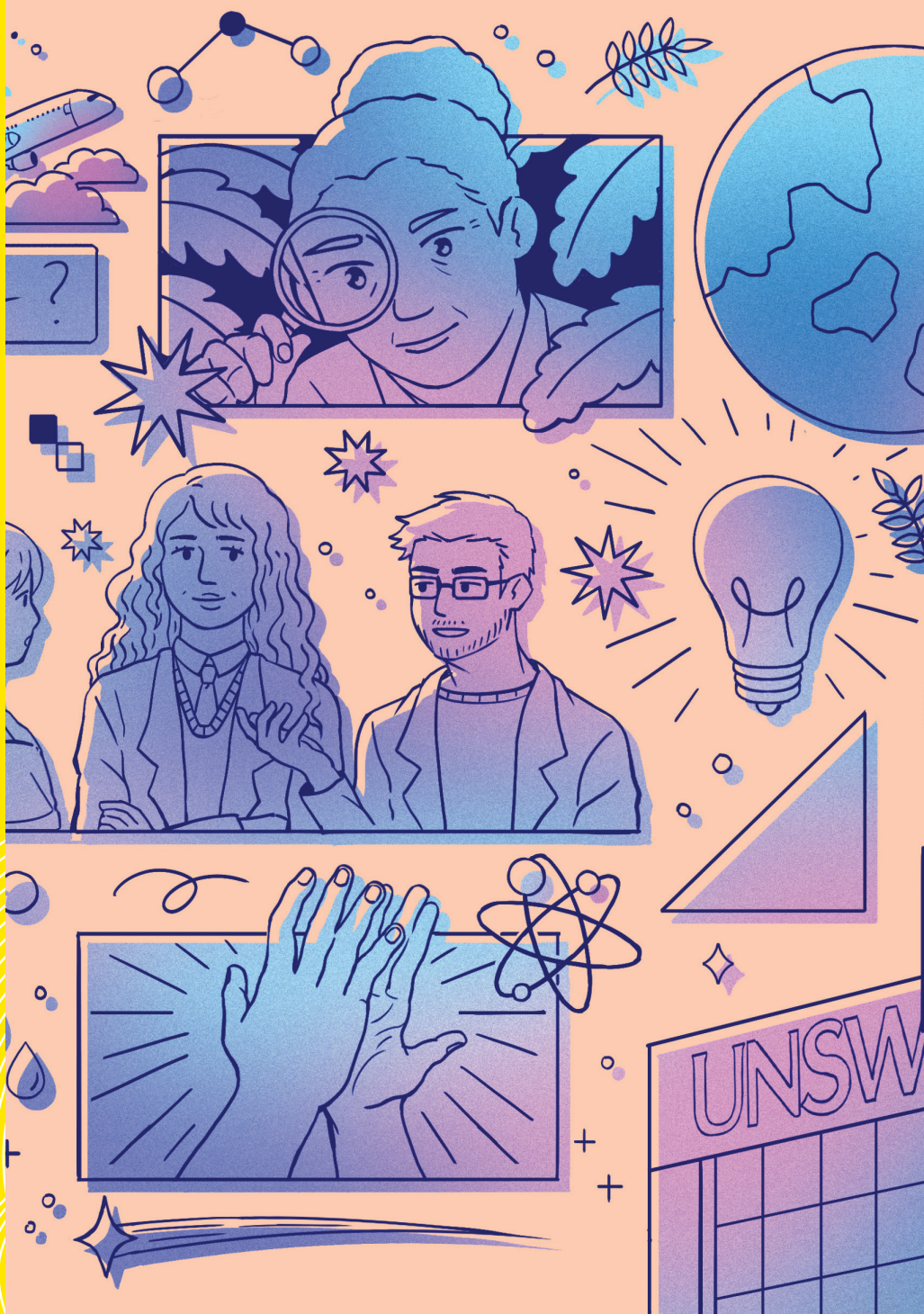




UNSW
SYDNEY

2023



Associate Professor
Carlo Caponecchia,
Co-Associate Dean EDI

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Ms. Mikaela Viray,
Senior EDI Project Officer

UNSW Science EDI Annual Report

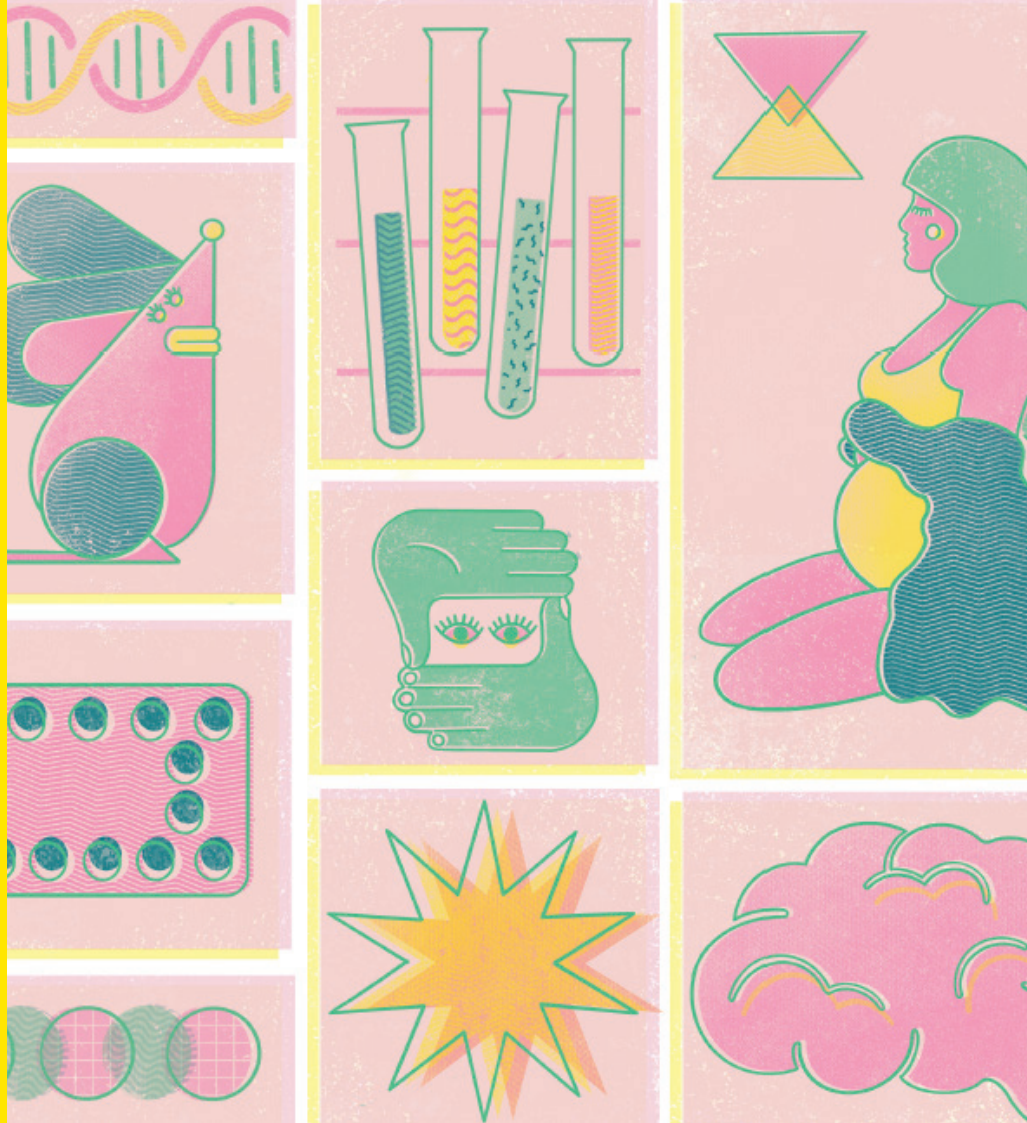


The UNSW Science EDI Team recognizes that UNSW is located on unceded territory of the Bedegal (Kensington campus), Gadigal (City and Paddington campuses), and Ngunnawal peoples (Canberra) who are the Traditional Owners of the land where each Campus of UNSW is situated.

We also acknowledge the role of the traditional owners and Indigenous peoples of Australia as the first knowledge creators. Their deep understanding of the land, the sea, and the sky are integral to scientific understanding of the world.



Illustrations in this report are taken from the 2023 Inclusive Science Calendar.



UNSW Science: Our EDI Vision

UNSW Science aims to provide an equitable place of work and study that will stimulate innovation, productivity, and progress. We believe diversity and inclusion are essential to our success, helping to produce robust, credible, and pioneering science of global impact and train the next generation of scientists. We're committed to reducing barriers that impede equity, diversity and inclusion via initiatives that will benefit both staff and students.

2023 Summary



The UNSW Science EDI team is excited to welcome you to our third annual report. In this report, we highlight our efforts to build an equitable, diverse, and inclusive scientific community by embedding EDI principles and awareness in all aspects of Faculty activities.

In 2023, we focused our work on attracting, retaining, and supporting undergraduate students, higher degree research students, and academic and professional/technical staff from a range of backgrounds, while also sharing our diverse and inclusive stories with the broader community.

In addition, we used various levers to progress towards our key performance indicators (KPIs). These KPIs include:

- increasing the proportion of commencing domestic undergraduate students from low-socioeconomic background and/or socio-educationally disadvantaged schools (Gateway partner schools) to 25% by 2027 and
- achieving 40% women academic staff at Levels D and E (combined).

In 2023, the Faculty of Science also introduced several additional gender equity targets, including that a minimum 40% of new hires would be women, that the faculty would achieve a minimum of 40% of Academic staff being women, and that the Faculty would maintain 40% of Professional and Technical staff identifying as women and 40% identifying as men.

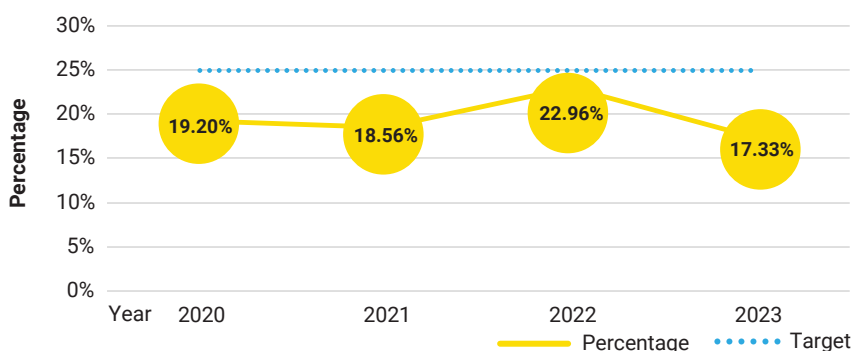
Faculty Snapshot

Here we present a snapshot of the current and historical position of the Faculty as it relates to three parameters: the Gateway Equity Target, representation of women in Science new hires, and representation of women among Science academic and professional/technical staff.

Gateway Equity Target

In 2023, the proportion of commencing domestic undergraduate students from low SES backgrounds and/or Gateway Partner Schools dropped 5.63% from the prior year to 17.33%. A similar drop was seen in other Faculties across the university and has been attributed to several factors including a new scholarship scheme for low SES students offered by the University of Sydney.

Percentage of commencing domestic undergraduate students from LSES backgrounds and/or partner schools



Notes:

- Faculty KPI: The Faculty of Science commits to progressing towards 25% of commencing domestic undergraduate students will be from low-socioeconomic (LSES) backgrounds and/or Gateway Partner Schools by 2027.
- Parameter definition: This parameter is defined as the number of new to academic career (NAC) domestic undergraduate students from low socioeconomic areas and/or Gateway Partner Schools commencing during the calendar year divided by all NAC domestic students who are commencing during the calendar year.
- Data source: Gateway Equity Tracker as of December 2023.

Representation of Women in Science New Hires

In 2023, the Faculty achieved its gender equity target for new hires, with 49.6% of the 337 new hires in 2023 being women. Representation of women in new hires varied by staff type, with relatively higher representation among professional and technical staff hires and lower representation among early-career academic staff hires.

	Female	Male	Unknown	Total	Percent Female
Professional and Technical Staff					
Level 5 and below	36	22	1	59	61.0%
Level 6-7	37	25	2	64	57.8%
Level 8-9	19	6	1	26	73.1%
Academic Staff					
Level A	35	64	9	108	32.4%
Level B	27	20	4	51	52.9%
Level C	6	7	1	14	42.9%
Level D	1	1	0	2	50.0%
Level E	6	7	0	13	46.2%
Total	167	152	18	337	49.6%

Notes:

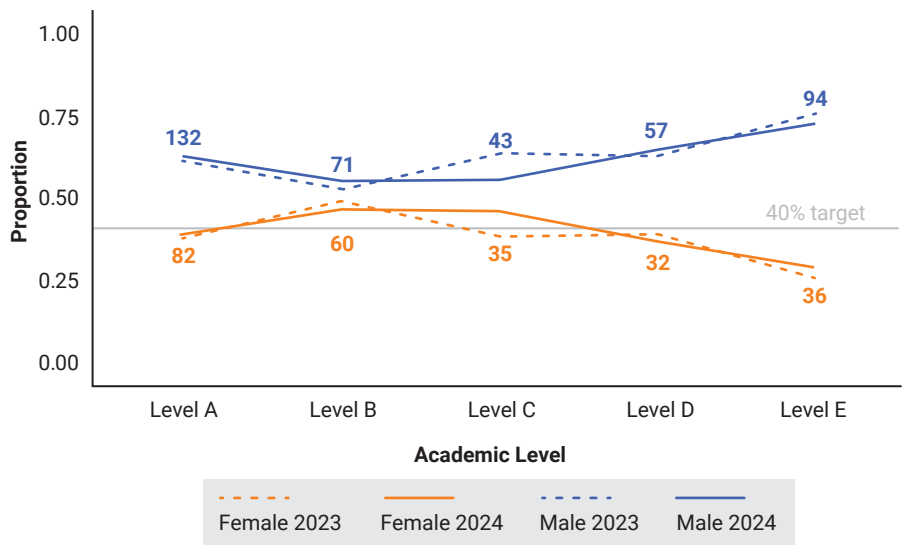
- Faculty Target: The Faculty of Science commits that a minimum 40% of all new hires will identify as women.
- Data source: HR Data System

Representation of Women Among Science Academic and Professional and Technical Staff

The Faculty is progressing towards its gender equity targets for representation of women among academic and professional and technical staff. For overall headcount, the Faculty has met the target for professional and technical staff (56% women) and is approaching the target for academic staff (38% women). The percentage of women at academic Levels D and E combined in the Faculty increased 0.77% from last year to 31.7%.

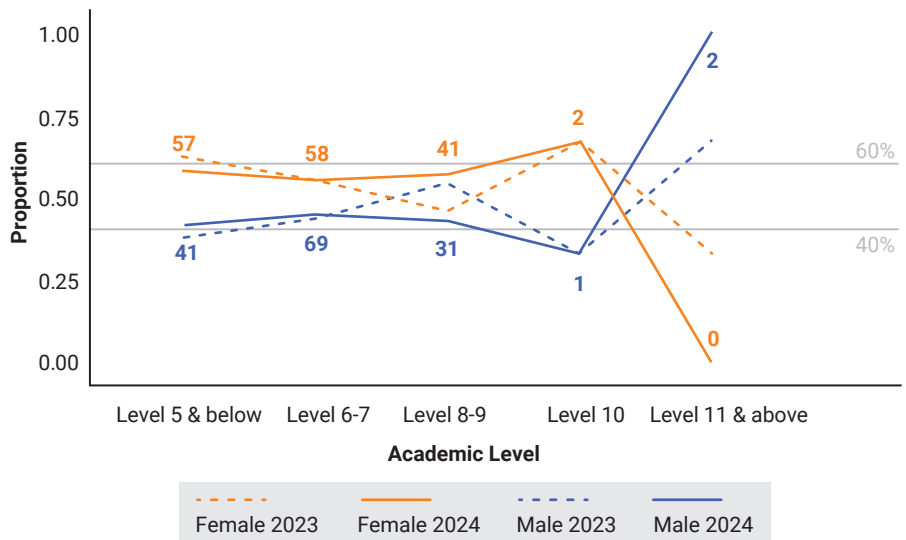
Proportion of Academic Staff by Gender per Level 2024 vs 2023

Note: Data labels represent Jan 2024 headcounts



Proportion of Professional and Technical Staff by Gender per Level 2024 vs 2023

Note: Data labels represent Jan 2024 headcounts



Notes:

- Faculty Targets: Achieve 40% of all academic staff identifying as women and maintain 40% professional and technical staff identifying as men and 40% identifying as women.
- Faculty KPI (UNSW Strategy 2025): Achieve 40% of academic staff at Levels D & E identifying as women.
- Data source: HR Data System

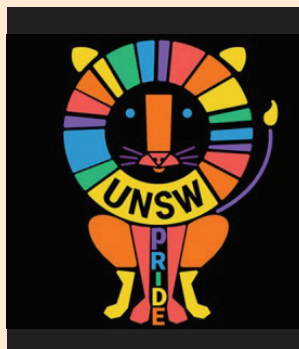
EDI Awareness and Events

UNSW Science EDI Event Grant Scheme

The UNSW Science EDI Event Grant is designed to support student societies in hosting events that focus on developing the culture of equity, diversity, and inclusion at UNSW Science. In 2023, the Science EDI Team funded one student society event.

Medical Science Society Peer Mentoring End of Program Event

UNSW Medical Science Society hosted a social event to conclude the official peer mentoring program. Throughout the event, 42 attendees participated in a variety of games that further facilitated the friendships made throughout the program while enabling new connections. Overall, the event garnered positive feedback with one attendee stating, "I found the end of peer mentoring event to be the pinnacle of true student engagement. Not only did it enable organic inter-bonding of peer mentoring groups, but it also displayed the potential of individual student growth from just weeks stepping into uni."



Sydney WorldPride/Mardi Gras

In celebration of Sydney WorldPride and Sydney Gay and Lesbian Mardi Gras the Science EDI team sent out a special Pride edition of ExpEDItE, our EDI Newsletter. We encouraged all staff members to get involved in the celebrations and use their voices to advocate for positive change through in-person events and digital activities. We also included resources that staff could draw on year-round to support LGBTQIA+ inclusion within the UNSW community and beyond. A copy of this newsletter can be found [here](#).



International Women's Day

For International Women's Day, the Science EDI team encouraged the UNSW Science community to take action and sign the [Panel Pledge](#) which aims to increase the visibility and contributions of women leaders in public and professional forums. We also encouraged staff to add an email signature for the month of March to highlight their support of the pledge. This campaign resulted in a 13% increase in Panel Pledge signatures.



Inclusive Science Showcase

In collaboration with UNSW staff and students, the Lived Experience project team co-designed and developed the 2023 UNSW Inclusive Science Showcase project. This project aims to increase awareness of diversity by showcasing how Science can create equitable and inclusive communities.

The project displays an overview of a UNSW scientist's research or teaching work, highlighting why the work is important and how it contributes to more equitable and inclusive communities along with commissioned illustrative interpretations of their work. These images were then featured in a 2023 calendar. The full showcase can be found on the Science EDI website [here](#).

ExpEDlTe

ExpEDlTe: The Science Equity, Diversity, and Inclusion Roundup is a monthly newsletter collated by the Science EDI Team which aims to educate our community on recent coverage of EDI topics in the realms of Science, STEM, and higher education. The newsletter also includes recent academic work relevant to EDI efforts in Science. In 2023, 11 editions were mailed out to 171 subscribers representing a 14% increase in subscribers since 2022. A copy of all 11 editions can be accessed [here](#).

Elderslie High School Science Fair

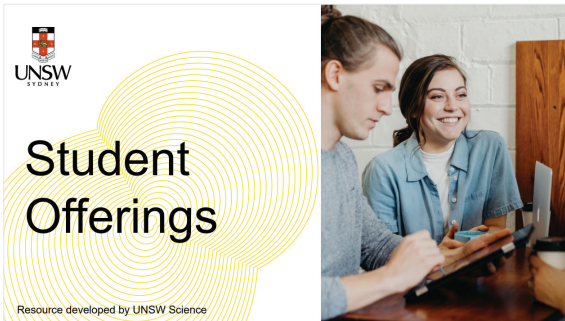
In 2023, the UNSW EDI Team was excited to support one of our [Gateway partner schools](#), Elderslie High School, with their Science Fair. The EDI Team donated 75 UNSW Science bags, pens, and notebooks which were distributed to all the Science Fair participants. The EDI Team also donated funds to purchase prizes for the 21 winners of the Science Fair.

Guidelines and Resources

UNSW Science Resources Update

In 2023, the Science EDI Team undertook a revision of several UNSW Science EDI resources.

Student Offerings Pack



The Student Offerings Pack is designed to outline student support resources both in the Faculty and at UNSW broadly. In this pack, students can find information quickly and easily on resources available to enhance their UNSW experience. We send the pack to Directors of Teaching for further distribution on course learning management systems, and to course coordinators, lecturers, and tutors, at the start of each term.

The Student Offerings Pack can be found [here](#).

Staff and Student Mental Health Resources

The staff and student mental health resources documents outline the breadth of support available to staff and students both internally and externally. We send the pack to Directors of Teaching for further distribution on course learning management systems, and to course coordinators, lecturers, and tutors, at the start of each term.

The Staff Mental Health Resources can be found [here](#) and Student Mental Health Resources can be found [here](#).

Urgent Care

There are several options to access urgent mental health care. If you are in an emergency situation, call 000. If someone has attempted or is at immediate risk of harming themselves or others, call triple zero (000) immediately.

Non-Urgent Care

Free or Discounted Services

- Employee Assistance Program (EAP):** A confidential counselling service available to all staff. It is free of charge and available 24/7. It can help with a range of issues, including stress, anxiety, depression, and personal or family problems.
- UNSW Wellbeing:** A free, confidential, and confidential service that provides support and resources for staff. It is available 24/7 and can help with a range of issues, including stress, anxiety, depression, and personal or family problems.

Services at Cost

- Full-Fee Mental Health Care:** A service that provides mental health care to staff. It is available to all staff and can help with a range of issues, including stress, anxiety, depression, and personal or family problems.
- Other Mental Health Services:** A range of other mental health services are available to staff, including counselling, support groups, and self-help resources.

Staff Programs and Initiatives

Boost Award

The UNSW Science Boost Award is designed to provide women academic staff currently at Level D with career support in advance of their application for promotion to Level E. This scheme supports Faculty and University goals of increasing staff gender equity, especially at senior levels.

This program is funded from Strategic EDI funds and Science Faculty Research funds. Allowable spend includes but is not limited to supporting activities to assist with the promotion case and funding support to offset the time required to prepare an application.

Boost awardees also have access to a dedicated Teams site where they can network and seek peer support from other awardees. Boost awardees can access a library of prior successful applications and have the opportunity to be connected with a senior academic staff member for strategic promotion advice in addition to that received from their Head of School and the Dean.

In 2023, we awarded \$28,429 to three awardees.

Level Up

In 2022, the Science EDI Team redesigned the Level Up program and expanded the scope to include all academic promotion applicants of any gender and academic promotion at all levels. In 2023, the Science EDI team ran the revised Level Up program which consisted of two main activities: [Level Up Videos](#) and Mock Interview Workshops.

The Level Up Videos provide information on how to decide to apply for promotion and how to prepare the promotion case. The Science EDI team also coordinated mock interviews for all levels with the aim of increasing equity and diversity in the Faculty. This effort fills a gap left when centrally-coordinated mock interviews ceased in 2020. In 2023, 39 staff members (80% of promotion applicants) participated in the mock interview workshops. We'd like to thank the 13 academic staff who volunteered their time to serve as mock interviewers.

Survey results indicate that 100% of respondents would recommend Level Up to future cohorts, 93% felt that the Faculty is supportive of promotion applicants, and 86% found the mock interview workshops very useful. Qualitative feedback also revealed that the workshops increased participants' confidence and created a supportive and collegial environment.

Momentum

The Momentum Award is designed to provide staff who are on or who are returning from sustained carers leave with support to help maintain career momentum. This scheme is open to all staff (academic, professional, and technical) who are employed full-time or part-time within the Faculty of Science whose careers have been or will be interrupted through sustained full-time carer status for at least four months in a continuous period. Carer status includes childcare, maternity leave/parental leave, disability care of another, and care of parent or spouse.

Uses of the funds include but are not limited to supporting research assistants to maintain research progress while on leave, career coaching, publication fees, and the purchasing of equipment. This scheme complements the UNSW Career Advancement Fund, which is only available to academic staff identifying as women.

In 2023, the Science EDI team awarded \$26,794 to five staff members as part of this scheme.

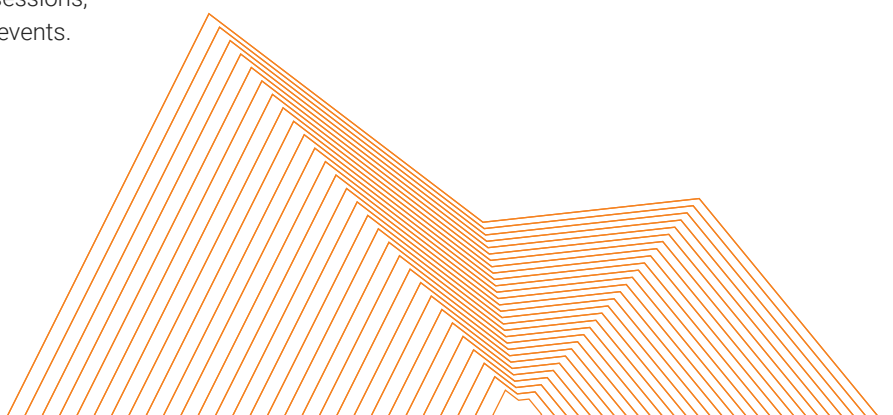


UNSW Women in Maths and Science Champions Program

The UNSW Women in Maths and Science Champions Program is a unique career development program supporting women and non-binary research students (PhD Champions) and early career scientists (ECS Champions). It is designed to equip them with the skills, confidence, and networks to build a thriving career, and become highly visible advocates for the participation of girls and women in science and maths.

The 2023 program welcomed the eighth and ninth cohorts of PhD and ECS Champions. Each cohort consisted of 20 Champions, which brings the total number of UNSW Women and Maths and Science Champions to 195 since 2018. The program includes development workshops, covering areas such as presentation skills, social media and communication skills, leadership, and career development. Additionally, the Champions completed a Strengths Profile Assessment, received one-on-one career coaching sessions, and participated in cohort networking events.

The program's success is measured through the evaluation of key outcomes via Pre- and Mid-Program Surveys. Preliminary analysis of these surveys indicates positive shifts in participants' self-reported experiences across various targeted areas. Noteworthy improvements were observed among PhD Champions, with robust gains in advocacy skills to positively contribute to the changing culture of women in maths and science (pre-mid change of +73%), peer motivation (pre-mid change of +60%), and fostering public dialogue about maths and science (pre-mid change of +43%). For ECS Champions, notable advancements were recorded in the awareness of personal strengths and values, as well as awareness of personal behaviour patterns (pre-mid change both of +33%), and adapting communication styles to affect positive outcomes in different situations, as well as peer motivation (pre-mid change both of +27%). The analysis of the 2023 Post-Program Survey is scheduled for early 2024.



Student Programs and Initiatives



Elevate

The UNSW Science Elevate Fund is designed to support current undergraduate Indigenous Science students in purchasing essential materials to maintain their academic endeavours throughout university. This fund is available to current full-time and part-time undergraduate Science students who identify as Aboriginal and/or Torres Strait Islander peoples. Eligible students can apply for up to \$350 per year. Use of funds includes but is not limited to purchasing course materials, study software, and contributions towards equipment. In 2023, the Science EDI team awarded a total of \$700 to two undergraduate students.

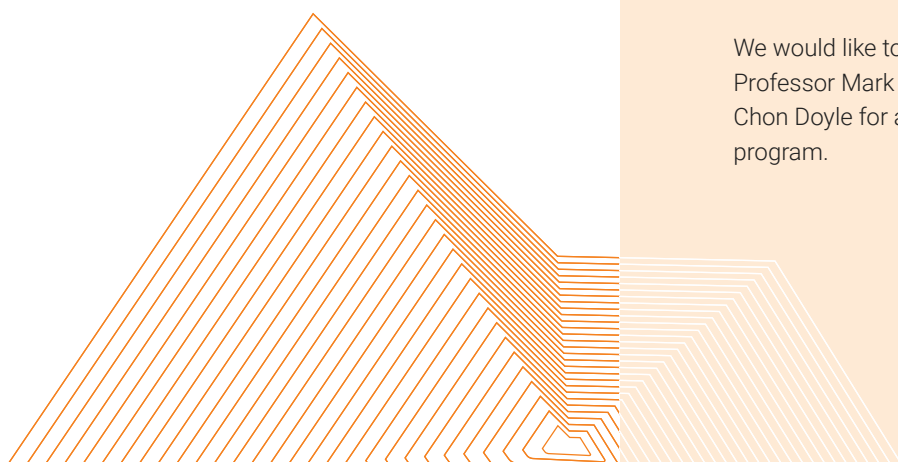
Nura Gili Indigenous Youth Leaders Program

The Indigenous Youth Leaders Program is a multi-disciplinary outreach program run through Nura Gili in collaboration with Faculties. Throughout the program, Year 10 & 11 Indigenous students experience University and develop leadership skills through cultural workshops.

In 2023, the Faculty of Science welcomed 35 students on campus to tour the [BEES Glasshouse](#), meet some of our current students, and participate in a soap making activity using native plants which was facilitated by Renee Cawthorne from the Royal Botanic Gardens.

Survey results indicate that prior to the session, only 36% of respondents reported that they were at least somewhat interested in potentially studying science. However, after participating in the session, 54% at least somewhat agreed that they were more interested in studying Science because of the workshop. Finally, 63% of respondents at least somewhat agreed that they had a better understanding of how Indigenous Knowledges and Western Science connect because of the session.

We would like to extend a huge thank you to Associate Professor Mark Ooi, Viv Ushiana, Shin Ushiana, and Chon Doyle for all their assistance coordinating the program.





Science and Engineering Indigenous Pre-Program

The Science and Engineering Indigenous Pre-Program is an alternative entry pathway for Aboriginal and Torres Strait Islander students. The three-week residential program is jointly managed by Nura Gili and the Faculties of Science and Engineering and is designed to provide support and training to better prepare students for study in the fields of Science and Engineering. Students jumpstart their STEM journey through unique experiences that are tailored towards their interests and future goals. The program includes cultural awareness and community building activities to help students feel comfortable as new members of the UNSW community. Students also have the opportunity to gain hands-on experiences in the STEM areas they're most interested in, build lasting relationships with staff and students, and participate in cultural activities.

In 2023, ten students applied to the program, all of whom received an offer to participate. Of the ten students, eight elected to participate in the program. Seven of the eight students who participated were offered entry into a UNSW Science or Engineering program.



Gateway Admissions Pathway and Program (GAPP)

In August 2022, UNSW announced the [Gateway Equity Target](#) which sets out that 25% of commencing domestic undergraduate students will be from low-socioeconomic (LSES) backgrounds and/or [Gateway partner schools](#) by 2027. The [Gateway Admissions Pathway and Program](#) (GAPP) is UNSW's primary entry pathway for students who are traditionally underrepresented at UNSW and in higher education more broadly, and will be the main initiative for achieving the Gateway Equity Target.

The GAPP is a flagship program run by Access, Equity, and Inclusion in collaboration with Faculties and aims to make university entry more equitable. It offers students who attend a Gateway School or live in a low-socioeconomic area an alternative entry pathway into university.

GAPP supports students in Years 10–12 by enhancing their academic attainment through the Gateway programs and increasing their access to university through the Gateway Admissions Pathway (GAP). Below, we outline how the Faculty contributed to the different GAPP components.

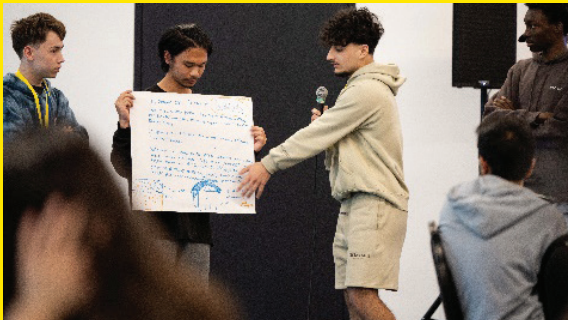
1

Gateway Spring Program

The UNSW Gateway Spring Program supports Year 11 students on an ATAR pathway to map a course through Year 12 to University. Students are provided with an in-depth understanding of the opportunities available for study at UNSW and encouraged to develop their identity as a future university student. Students are also supported to develop, prepare, and submit a quality application through the UNSW Gateway Admissions Pathway.

On 26 October, we welcomed 200 students on campus to participate in our cross-Faculty Experience. In collaboration with the Faculties of Business and Engineering, we delivered a workshop that encouraged students to think critically and creatively about the challenges associated with United Nations Sustainable Development Goal 12: Responsible Consumption and Production.

Overall feedback on the event was positive, with 86% of respondents at least agreeing that the workshop helped them develop a sense of belonging at UNSW and 79% at least agreeing that as a result of the workshop they have developed a strong interest in Science.



2

Gateway Winter Program

The Gateway Winter Program is the final engagement in the Gateway Admissions Pathway and Program (GAPP) before students apply for the alternative entry pathway. On 4 and 5 July the Faculty welcomed students from across Australia on campus to participate in our on-campus experience days. We provided four unique sessions over the two days including a wildlife forensics lab, a spectroscopy lab focused on finding life on other planets, marine biology mini-lectures, and climate change mini-lectures.

Survey results indicate that because of the workshops, 84% of respondents developed a strong interest in science, 79% developed a sense of belonging at UNSW, and 73% were at least moderately likely to apply for a Science degree through the Gateway Admissions Pathway.

We would like to give a huge thank you to Stephen Lo, Socrates Mantalaba, Jason Sercombe, Max Reinold, Dr Siobhan Willis, Dr Ruth Thomas, and Dr Jeffrey Black for all their assistance coordinating the program. We would also like to thank the 27 PhD students who assisted with the design and delivery of program activities.

3

Gateway Admissions Pathway

The Gateway Admissions Pathway (GAP) is an alternative entry pathway for students from LSES backgrounds and/or Gateway Partner schools. Through GAP students can receive either early offers to UNSW or entry via adjusted ATAR requirements for a range of degrees.

While the GAP has been in place since 2020, for the first time in 2023 UNSW provided early offers which were not conditional on final ATARs to a cohort of high performing students. Such offers are sometimes referred to as "early unconditional offers". Previously, only conditional offers had been made (i.e., early admission offers were conditional on GAP applicants achieving an adjusted ATAR).

In 2023, the Faculty of Science extended 165 early offers and 858 early conditional offers totalling 1,023 offers. This represents an 66% increase from offers made in 2022.





UNSW Science Student EDI & Sustainability Awards

As part of UNSW's 2023 Diversity Festival, the Faculty hosted the UNSW Science EDI and Sustainability Awards Showcase where we highlighted and celebrated the contributions of our student body to the cultivation of an equitable, diverse, inclusive, and environmentally sustainable culture both within our UNSW community and broadly. During the ceremony, award recipients gave a brief presentation on their work in EDI or Sustainability, highlighting how they contributed to social impact. The 2023 awardees are also highlighted on the UNSW Science EDI website [here](#).

The 2023 Awardees were:

- Hannah Beaton (Sustainability)
- Thuy-Mu Camille (EDI)
- Katia Fenton (EDI)
- Leon Jin (Sustainability)
- Krittika Kumar (EDI)
- Bryce Liddell (Sustainability)
- Maryam Taheri (EDI)
- Charlotte Wesley (Sustainability)

Indigenous Student Awards

In 2023, Nura Gili collaborated with Faculties to resurrect the UNSW Indigenous Student Awards, which had been on hiatus for several years. On 27 July, the Faculty honoured the winners for the 2022 academic year including Sally O'Bryan who was awarded the Academic Excellence Undergraduate Award, Bradley Jay who received the Academic Excellence Postgraduate Award, and Bryce Liddell who won the Spirit Award.

Aurora Foundation Engagement Day

On 5 October, the Faculty welcomed Year 10, 11, and 12 Indigenous students on campus as part of the Aurora Foundation Engagement Day. In partnership with the Future Students Team and the Faculty of Engineering, we delivered an hour-long session focused on the different STEM degrees available at UNSW and potential career paths after study.



Aviation

Gender Equity Initiatives in Aviation

In 2023, the School of Aviation supported various gender equity initiatives to encourage and aspire girls and women into the field of Aviation. The School was excited to contribute to the Women in STEM event at the Maritime Museum in March, which saw 361 students and 39 teachers from around Sydney in attendance. The School's offering was extremely popular with feedback indicating that students learnt about a new career that they had never considered before.

The School also supported the Aviation Careers Forum at Parramatta run by Flightdeck Consulting's Sasha Robinson. This was part of the Empowering and Enabling the Women of Western Sydney Program, which aims to bring awareness and inspiration about the wonderful and amazing careers on offer within the Aviation Industry for the women of Western Sydney, and to take advantage of the careers on offer at Western Sydney Airport in the near future.

SYD100 Trevor Gerber Scholarship

The School of Aviation was proud to celebrate the awarding of the SYD100 Trevor Gerber Scholarship to Timothy Walker, a proud Indigenous man from the Darug people of the Hawkesbury region. 2023 was the first time the Scholarship has been awarded to a First Nations student. The Scholarship provides tuition costs for up to four years, a \$25,000 annual accommodation fee, and provides work experience opportunities at Sydney Airport while studying.

Biotechnology and Biomolecular Sciences and Biological, Earth, & Environmental Sciences

Harmony Day Morning Tea

In honour of Harmony Day, also coinciding with Nowruz (Persian New Year), the schools of BABS & BEES held a morning tea. The BABS & BEES community is diverse, and food is an accessible and enjoyable conduit to culture, so we encouraged staff and students to bring a dish to share. This included a traditional Nowruz spread kindly crafted by Mojdeh Dinarvand, a former BABS employee. Mojdeh took this opportunity to generously share her Nowruz traditions and taught attendees about the significance of the day and symbolism of the items in the spread. This event opened conversations about culture, fostering greater understanding of the culturally diverse folks of BABS & BEES and supporting relationship building both within and between the schools.

Diversity Fest: BABS Student Ambassador Program and Diversified

The BABS & BEES EDI Committee supported two student-led Diversity Fest Stalls. Diversified is a student led project aiming to elevate the student voice in course design. This ground-breaking project aims to co-design and develop a toolkit of inclusive teaching modules and supplementary resources informed by insights from neurodiverse students for UNSW's teaching staff. The Diversified stall highlighted these initiatives and sought to recruit students to the project.

The BABS Student Ambassador Program (BABSAP, Instagram @babssap) is a students-as-partners initiative whereby undergraduate student ambassadors collaborate with course convenors to give voice to students and implement real-time change to support a more equitable learning environment. Initiatives include text to speech enabled for exams, extended deadlines on lab reports, and a Reading Game for final exam revision. The purpose of the stall was to seek insights from UNSW students on their knowledge of, interest in, and ideas about student ambassador programs as well as promoting the initiative and thereby empowering students to become active change makers in their courses.

Chemistry

The main initiative for the Chemistry EDI Committee in 2023 was the development of guidelines for students and staff (and their supervisors) working in Chemistry labs whilst pregnant, seeking to become pregnant, and/or breastfeeding. This has previously been handled on an individual ad-hoc basis. Members of the Chemistry Safety Committee and the EDI Committee formed a working group to develop guidelines for undergraduate students, research trainees (e.g. Honours, HDRs and post-docs) and staff as each of these cohorts have different needs, timelines, and flexibility. The guidelines will be available on the school intranet early in 2024. This process has also resulted in the creation of a "Parents' Advocate" from the School of Chemistry staff who will be available to give confidential advice and support on all matters relating to pregnancy and breastfeeding safely in the School of Chemistry.

Mathematics and Statistics

In 2023, the Schools of Mathematics and Statistics sought to raise awareness of EDI and Wellness resources in various ways. In September, the school organised an R U OK Day School lunch – the first possibility to do this in person in 4 years! The School distributed a slideshow of UNSW wellness and mental health resources to School members and announced a School EDI webform to recognise and hear the needs and suggestions of School members regarding EDI matters. The School hopes feedback via the form will contribute to School discussion and more initiatives around EDI.

Materials Science and Engineering

In 2023, the Materials Science and Engineering Postgraduate Society (MSE PGSOC) demonstrated a robust commitment to fostering an inclusive academic environment. Through culturally enriching events such as Lunar New Year, Persian New Year, Diwali, and Eid-UI-Fitr celebrations, PGSOC successfully united staff and students from diverse backgrounds. These initiatives not only promoted cross-cultural understanding but also created a sense of appreciation for the rich diversity within the Materials Science and Engineering community.

PGSOC also organized a variety of outdoor events, including a day trip to Minnamurra Rainforest, with an introduction to the Indigenous Australian lands by a knowledgeable tour guide. The experience provided international students insight into Indigenous Australian cultures and fostered a deeper connection to the broader Australian community.



Physics

Physics Pride Event

In March of 2023 the School of Physics organised a pride event with several activities. The School entered a team into the Pride Cup, held a rocketry competition “rock-it for pride”, chalked the entrance steps with messages of pride, and had a liquid nitrogen ice-cream stall! Special shout out to Jonny Rebolledo Moya for coordinating the whole day!

Wear it Purple Day

In August, the School ran a double-event for Wear it Purple day! This included a BBQ (free food if attendees wore purple), a charity bake sale run by members of the school where the school raised \$200 for LGBTIQ+ Health Australia, and a scavenger hunt with questions about the state of LGBTIQ+ issues in Australia.

Psychology

The Psychology EDI committee promoted a range of opportunities across 2023. Highlights included the first cohort of mentor-mentee pairs participating in the Franklin Women’s program, achieving close to gender parity (excluding non-binary genders) in Level D/E academics, and a school-wide social event (Psychology’s Got Talent) for which the EDI committee was awarded a Faculty of Science Impact Award. 2023 also saw the addition to a comments/queries/concerns box on the School’s website where staff can raise EDI questions and remain anonymous if they wish. Other activities included morning teas, potluck lunches to celebrate days of significance in the EDI calendar, and promoting academics who identify as women on the School’s website for International Women’s Day.



2022 Science EDI Contributors

The Science EDI Team would like to thank the following members of the Faculty of Science who contributed to EDI initiatives in 2023.

Science EDI Team

- Associate Professor Lisa A. Williams, Co-Associate Dean EDI
- Associate Professor Carlo Caponecchia, Co-Associate Dean EDI
- Mikaela Viray, EDI Senior Project Officer
- Jess Stanley, Program Manager Women in Maths and Science Champions

Science EDI Working Group

- Dr Damia Mawad, SAGE Athena Swan Self-Assessment Team Representative
- Caitlyn McLoughlin, Access, Equity, and Inclusion Representative
- Alicia Evans, Postgraduate Student Representative
- Peta Smit-Colbran, Undergraduate Student Representative
- Dr Frances Byrne, Women in Research Network (WiRN) Representative
- Dr Susanne Schweizer, School of Psychology
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