



UNSW
SYDNEY

2022

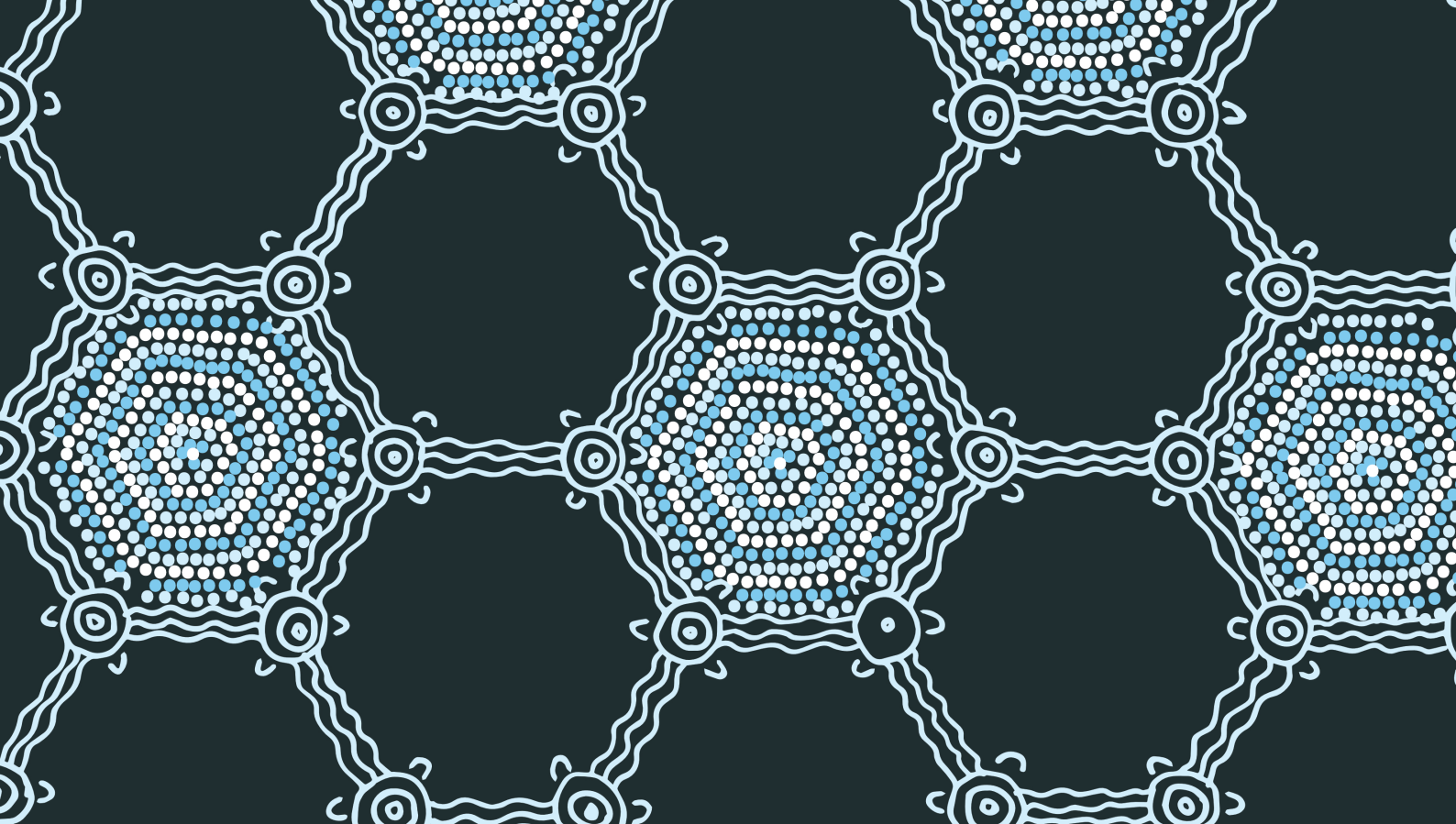


Associate Professor
Carlo Caponecchia,
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Ms. Mikaela Viray,
EDI Project Officer

UNSW Science EDI Annual Report



The UNSW Science EDI team recognizes that UNSW is located on the 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.



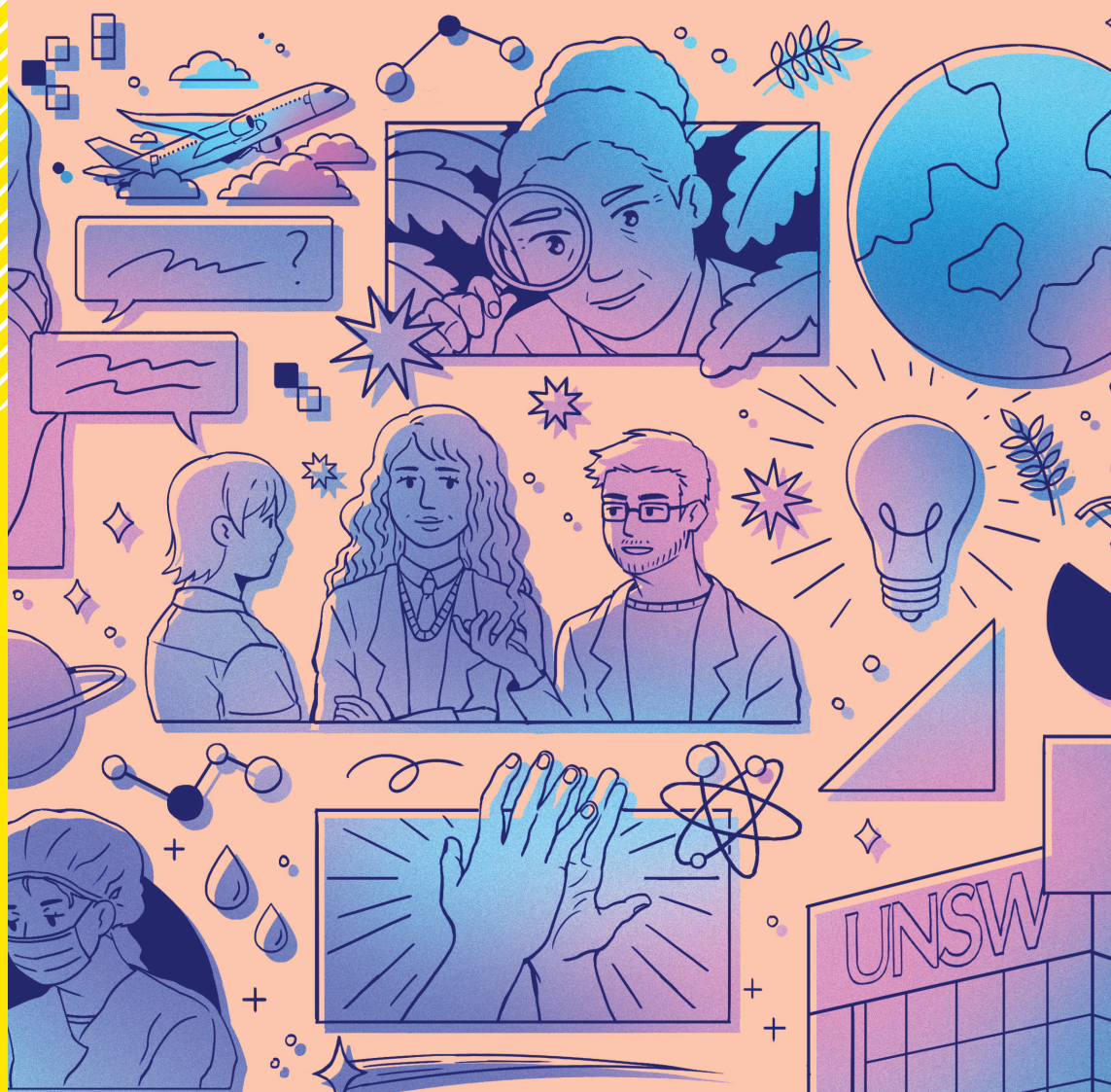
Illustrations in this report are taken from the 2023 Inclusive Science Calendar. Read more about this project on page 8 of this report.



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.

2022 Introduction



The UNSW Science EDI team is excited to welcome you to our second annual report following the success of inaugural report which was downloaded over 200 times in 2022.

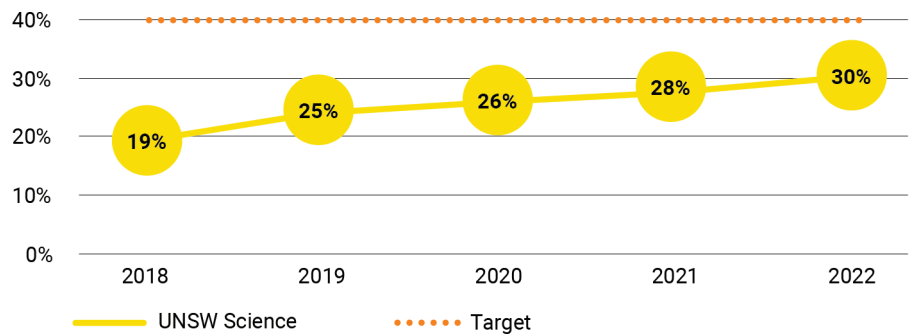
In this report, we report on our efforts to build an equitable, diverse, and inclusive scientific community by embedding EDI principles and awareness in all aspects of Faculty activities. We worked toward attracting, retaining and supporting students, HDRS, teaching staff and researchers from a diverse 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) of increasing the rate of domestic undergraduate students from low-socioeconomic status (LSES) backgrounds to UNSW Science (goal: 12%) and increasing the representation of academic women at Levels D and above (goal: 40%).

Faculty Snapshot

Here we present a snapshot of the current and historical position of the Faculty as it relates to two parameters: representation of women among academic staff Levels D and above and LSES student access rate. These two parameters correspond to KPIs set out in the UNSW 2025 Strategy.

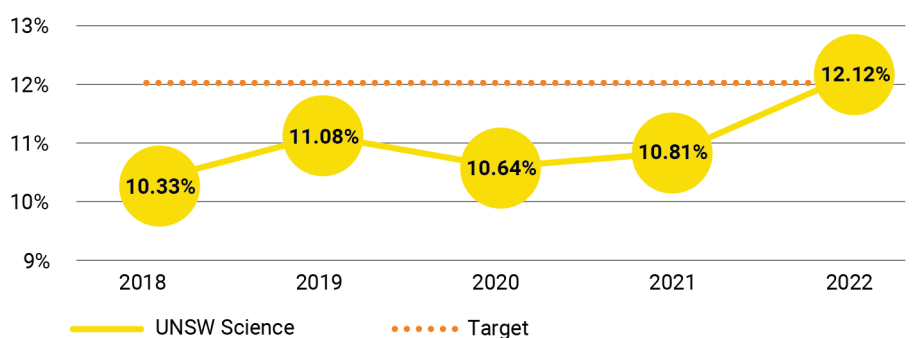
Representation of Women Among Academic Staff Levels D and Above



Notes:

- Faculty KPI: The Faculty of Science commits to increasing the representation of academic women at Levels D and above to 40%.
- Parameter definition: This parameter is defined as the proportion of academic staff at Level D and above, including TRP, that are female as of 1 January of the year immediately following the reportable year.
- Data source: HR Quarterly Gender Reporting dashboard as of December 2022.

LSES Student Access Rate



Notes:

- Faculty KPI: The Faculty of Science commits to increasing the rate of access of domestic undergraduate students from low-SES backgrounds to UNSW Science to 12%.
- Parameter definition: This access rate is defined as the number of domestic undergraduate students from low SES areas commencing during the calendar year divided by all domestic students having a valid SES and who are commencing during the calendar year.
- Data Source: University Planning and Performance (UPP) dashboard, using SES as recorded in UPP.

EDI Awareness and Events

Inclusive Science Series

The Inclusive Science Series is designed to increase awareness of the importance of inclusive science, research, education, and policies in our community. These events are curated to showcase best practice approaches to partnership, visibility, and representation in science, reflecting our belief that diversity and inclusion are essential to our success in helping to produce the next generation of robust, credible, and pioneering science.

In 2022, we held two events.

1. Operation Posidonia April 29, 2022

This event was designed to highlight Operation Posidonia, a collaborative research project between First Nations Gamay Rangers and UNSW ecologists to restore endangered Posidonia seagrass beds in Gamay Botany Bay. Operation Posidonia was designed to foster collaboration and combine Indigenous Knowledges and Science to better understand our marine environment and develop meaningful and sustainable environmental solutions.

This event was attended by 14 people and the event recording has been viewed 130 times. The event also received overall positive feedback with 100% of respondents reporting that the event topic was excellent and 100% indicating they would likely register for another Inclusive Science Series event in the future.

A recording of the event can be accessed [here](#).

2. Accessible Science Communication November 8, 2022

Hosted by UNSW Science co-Associate Dean EDI Carlo Caponecchia, this workshop outlined strategies to develop inclusive science communication methods. Joining Carlo was the Director of the Disability Inclusion Innovation Unit (DIIU), Professor Jackie Leach Scully, and Academic Lead Research, DIIU, Professor Iva Strnadová who shared best practice approaches and demonstrated how to communicate research inclusively. Following the demonstration, audience members had the opportunity to translate their work into more accessible formats.

This event was attended by 11 people and received overall positive feedback with 100% of respondents reporting that the event topic was at least very good and 100% indicating they would likely register for another Inclusive Science Series event in the future.



UNSW Science EDI Event Grant Scheme

In 2022 we funded three events run by student societies that focussed on developing the culture of equity, diversity and inclusion at UNSW Science. In 2022, the Science EDI Team funded three student society events.

1. International Women's Day Brunch - UNSW Women in Science Society (WISSOC)

UNSW WISSOC celebrated International Women's Day 2022 with a social brunch at The Lounge, along with three panellists, Mehreen Faruqi, Alison Todd, and Raisa Islam who discussed their personal experiences as women in Science and Engineering. A short Q&A panel ran for 30 minutes, followed by a social brunch where guests were able to engage in discussion and converse with one another and the industry professional panellists. Members were also able to connect and network with their peers, as well as professionals in their field in a way that could not be possible previously online.

2. The Human Race - Data Science Society (DataSoc)

UNSW DataSoc, Women in Engineering Society (WIESoc), and Queer Students in STEM society (QSiS) teamed up to host the *Human Race*, an *Amazing Race* themed social event held in the heart of Sydney CBD. With fun activities and themes centred around diversity, 44 attendees explored and promoted gender diversity, LGBTQ+ space, multiculturalism, Indigenous culture and many more. Many teams commented that the overall event was well planned and exciting, with activities being set at a reasonably challenging level- this generated enough motivation for them to finish the race whilst also learning a great deal about Sydney as well as various aspects of diversity.

3. Pride in Science Industry Networking - Queer Students in STEM Society (QSiS)

During Pride Month, the UNSW Queer Students in Stem (QSiS) society hosted a Pride in Science networking event which was designed to celebrate and highlight the LGBTQIA+ community at UNSW. 77 participants attended the event and had the opportunity to hear from Queer members of industry and staff on their experiences in a workplace environment followed by a networking event with students, staff, and members of industry.

UNSW Science Panel Pledge

The Panel Pledge is an initiative of Women's Leadership Institute Australia, Champions of Change Coalition and Chief Executive Women that aims to increase the visibility and contribution of women leaders in public and professional forums.

Those taking the pledge commit to championing equitable and meaningful participation of women when public forums are being organised and held.

The Panel Pledge can be signed [here](#).



UNSW Science Project Teams

The Science EDI project teams are designed to work alongside the Science EDI Working Group (SEDIWG) to progress initiatives in two focus areas including cultivating an inclusive research culture and showcasing the lived experiences of diversity in science. The EDI team welcomed five members to the Inclusive Research project team which will work together to create resources that inform and empower staff and students to engage in research inclusively and six members to the Lived Experience project team which will work with a range of people to develop, research, and tell their stories in different formats to celebrate diversity, increase awareness, develop community, and encourage positive change.

Inclusive Science Calendar

In collaboration with UNSW staff and students the Lived Experience project team co-designed and developed the 2023 UNSW Inclusive Science Calendar. The calendar aims to increase awareness of diversity by showcasing how scientific research and activities can create equitable and inclusive communities.

Each month displays an illustration and overview of research or teaching activities led by one or more UNSW scientists, highlighting why the activity is important and how it contributes to more equitable and inclusive communities.

Cultural Capability Training Opportunity: AIATSIS

In 2021 we offered staff and students in the Faculty the opportunity to engage in an online cultural learning course called **Core**. Core is an online program developed by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and is intended to create a greater understanding of the history and cultural heritage of Aboriginal and Torres Strait Islander peoples. We subsidised registration for a total of 161 staff and students across the Faculty of which 55% have engaged with the training.



ExpEDlTe

ExpEDlTe: The Science Equity, Diversity, and Inclusion Roundup is a monthly newsletter 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, and has been running since August 2018. In 2022, 11 editions were mailed out to 150 subscribers representing a 13% increase in subscribers since 2021.

Guidelines and Resources

UNSW Science Flexible Work Guidelines

The UNSW Science Flexible Work Guidelines, released in 2022, are designed as a complement to the UNSW [Flexible Work Policy](#) and [Flexible Work Toolkit](#). These guides provide practical advice to managers and staff on how to implement effective Flexible Work Arrangements with a focus on the Faculty of Science context with an EDI lens. The guidelines are underpinned by three key principles:

- communicate support for Flexible Work Arrangements.
- customise elements of Flexible Work Arrangements to best suit the university, team, and individual staff members.
- cultivate a flexible work culture.

You can download the UNSW Science Flexible Work Guidelines [here](#).

UNSW Science Guideline Review

In 2022, we undertook a revision of UNSW Science EDI guidelines and resources to reflect current research, trends, and best practices in the EDI space. You can find information on the updated guidelines below.

Staff and Student Mental Health Resources

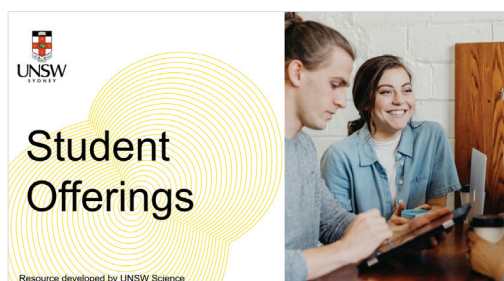
The staff and student mental health offerings outline the breadth of support available to staff and students both internally and externally and are distributed to School-based Directors of Teaching for further distribution at the start of each academic term.

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

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. This pack is also distributed to School-based Directors of Teaching for further distribution at the start of each academic term.

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



Staff Programs and Initiatives

Level Up

In 2018, we launched Level Up as a promotion support program to instigate the planning and preparation process early and provide program participants with content that is catered to the Faculty of Science. Through this initiative academic staff who identify as women planning to apply for promotion received formal guidance on promotion procedures and best practices, utilized a cohort model that supported networking with peers, and gained access to mentorship about building a strong case for promotion.

In 2022, we facilitated the creation of a set of short video guides as an enduring resource in lieu of running a cohort program. These videos provide information on how to decide to apply for academic promotion and how to prepare the promotion case. These videos are available [here](#).

We also facilitated mock interviews for all applicants for academic promotion in the 2022 rounds. This initiative fills the gap left by the cancellation of centrally-organised mock interviews and aims to support the career progression of all academic staff, regardless of background and/or identity.

In total, the mock interview sessions were attended by a total of 20 staff members and facilitated a culture of support across the Faculty. The sessions also received overall positive feedback with 94% of respondents reporting that the session was very useful and 100% of respondents recommending that session should be held for all academic levels.

We would like to thank all the staff members who volunteered their time and expertise both in the Level Up promotion videos and mock interview sessions.

Boost

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. The Faculty of Science launched this scheme in 2022 as a pivotal activity in achieving the UNSW Science Strategy. In 2022, the scheme awarded just over \$227K in career support funds in total, with a roughly 70/30 split between Faculty research funds and Strategic EDI Funds, to 22 awardees.

Awardees were given access to a dedicated Teams site where they had the opportunity to network with one another and seek support from other awardees. Awardees also had the opportunity to seek strategic advice from a senior academic staff member.

In 2022, all Boost awardees who applied for academic promotion to Level E were successful. Feedback from awardees was universally positive regarding continuation of the scheme and its importance in supporting career progression.

Momentum

The Momentum Award is designed to provide staff who are on or who are returning from sustained carer 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. Applicants can apply for funds before or during their leave for use during and after their leave or apply upon return from leave.

In collaboration with the UNSW Research team, we awarded \$48,631 to seven staff members in 2022.

Workforce Gender Equity Modelling

We engaged Professor Lisa Kewley to develop a report on gender equity for academic staff in the Faculty. Using HR data from 2016 –2021, Professor Kewley carried out data-driven gender workforce models that predict the future trajectories of the proportion of women by academic level within the Faculty. On the basis of these models, Professor Kewley has provided the Faculty with recommendations on how to achieve gender equity at every academic level. The Science EDI team along with the Dean, HR, and other relevant parties continue to explore ways to implement these recommendations in 2023.



UNSW Women in Maths and Science Champions Program

The UNSW Women in Maths and Science Champions Program is a unique career development program supporting research students (PhD Champions) and early career scientists (ECS Champions) who identify as women and non-binary people. 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.

Running its seventh cohort comprising 25 PhD Champions, the 2022 program included six development workshops. These development workshops focused on presentation skills, social media and communication skills, leadership, and career development. The PhD Champions completed a Strengths Profile Assessment and participated in up to three one-on-one sessions, including a dedicated Strengths Profile Debrief and career coaching. Unlike previous years, 2022 did not include a cohort of ECS Champions; however, the Program will return in 2023 with new cohorts of both PhD Champions and ECS Champions.

Outreach and Engagement

PhD Champions in 2022 engaged in nearly 300 hours of outreach, including primary and high school visits, career panels, virtual work experience, mentoring, open days, creating content for blogs and podcasts, designing a coding workshop for secondary students, and science week activities, with more to come. For the outreach targeting school-aged students, audience estimates place the reach at more than 1,500 students. In 2022, the Program Blog has garnered more than 5,700 pageviews by readers in more than 80 countries.

Evaluation of Program Outcomes

The key Program outcomes have been evaluated in Pre- and Mid- Program Surveys. Analysis reveals robust positive change in participants' self-reported experience across all targeted outcomes. Gains were particularly notable for peer motivation (pre-mid change of +55%), fostering public dialogue about maths and science (pre-mid change of +51%), and advocacy skills to positively contribute to the changing culture of women in maths and science (pre-mid change of +43%). Analysis of the 2022 Post- Program Survey will be performed in early 2023.



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. To date, we have awarded a total of \$1,050 to three undergraduate students.

Nura Gili Indigenous Youth Leaders Program

The Nura Gili Indigenous Youth Leaders Program was designed to replace Nura Gili Winter School and took a multi-faculty approach that aimed to expose students to all study areas and assist in a deeper understanding on what a degree can do for students and their community. The program also included a cultural day where through a series of activities, students were able to show their pride in their culture and reflect on the importance of having their voice heard as the future leaders in their own communities.

On 6 July, we contributed two learning experiences to the Nura Gili Indigenous Youth Leaders Program which included a strawberry DNA extraction lab run by UNSW Women in Maths and Science Champion, Divya Shah, and an astronomy lecture and bottle rocket experiment ran by Kate Jackson, Thomas Dixon, Jonny Rebolledo Moya, and Shannon Melrose from the School of Physics.

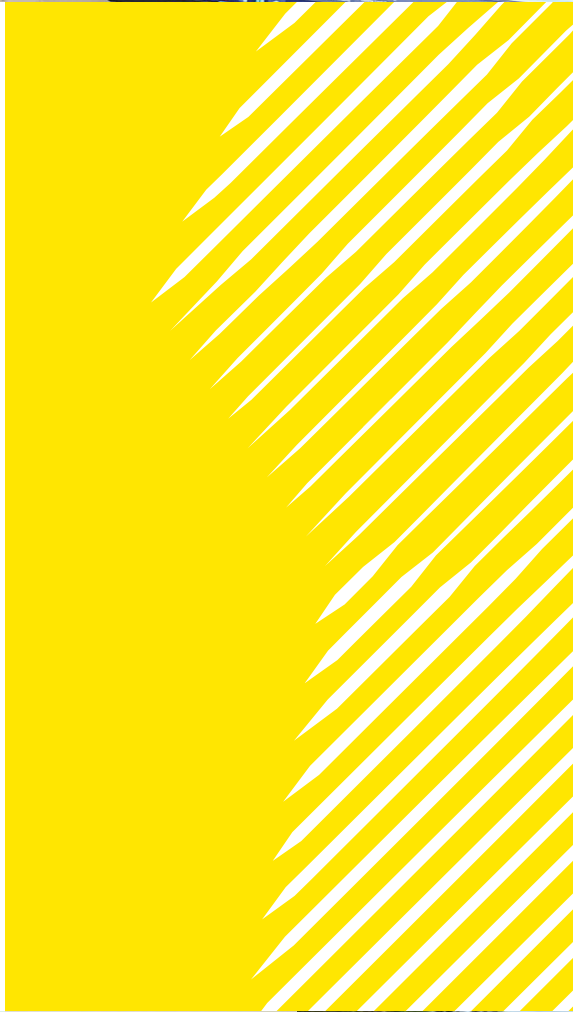


Science and Engineering Indigenous Pre-Program

The Science and Engineering Indigenous Pre-Program (IPP) is a holistic pre-entry experience for Aboriginal and Torres Strait Islander students and is designed to support Indigenous students transition into university and apply for alternative entry into an undergraduate Science or Engineering degree. Over three weeks, participants engage in tutoring, mentoring, social, and cultural activities to develop the skills, networks and confidence to make the most out of university. Participants who successfully complete the program have a high chance of being offered entry into a UNSW Science or UNSW Engineering undergraduate degree program.

In 2022 the Science components of the program were arranged to match student needs and interests, and included an On Country day at the Botanic Gardens, and were arranged by our Science Indigenous Strategy Projects Officer, Sarah Jane Moore.

Further, every student who participated in the program were offered entry into a UNSW Science or UNSW Engineering undergraduate degree program.



Science Student EDI Awards

The UNSW Science Student EDI Awards recognise and celebrate the contributions of our students to equity, diversity, and inclusion in our community. We sought nominations to acknowledge students who demonstrated excellent leadership, innovation, and contributions to the field of EDI.

In 2022, we awarded four awards valued at \$500 each to (clockwise):

- Aaron Saint-James Bugge
- Georgia Brouner
- Isabelle Greco
- Rabita Ahmed



Gateway Admissions Pathway and Program (GAPP)

The Gateway Admissions Pathway and Program (GAPP) is 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. Recognizing that an ATAR is not the only indicator of potential success and preparedness for 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 Winter Program

The UNSW Gateway Winter Program is a component of the UNSW Gateway Admission Pathway and Program (GAPP). Gateway Winter is an online flexible program designed to prepare Year 12 students for their eventual application to the Gateway Admission Pathway (GAP). Through the program, Year 12 students prepare for their HSC exams by participating in subject-specific workshops, completing online practice exams, and receiving individualised feedback from HSC teachers and markers. Participants also explore a wide range of UNSW degree options and are supported to apply for an early conditional offer through the Gateway Admission Pathway. Participants are also invited to participate in an on-campus experience day where they engage in hands on learning experiences.

On 6 July, UNSW Science contributed two learning experiences to the Gateway Winter Program which included a strawberry DNA extraction lab ran by UNSW Women in Maths and Science Champion, Divya Shah, and a materials stress and strain experiment led by Marcus Wong from the School of Materials Science and Engineering.

2. Gateway Spring Program

The Gateway Spring Program is a component of UNSW GAPP. The Gateway Spring Program is designed for Year 11 students to discover the faculties and degrees available at UNSW through faculty-led interactive sessions. The Gateway Spring Program also supports students' academic preparation for the HSC and supports students to prepare for their Gateway Admission Pathway application in Year 12.

On 21 September, UNSW Science contributed an online Faculty experience where students had the opportunity to participate in a choose-your-own-adventure lecture where they worked with academics from the Schools of Biotechnology and Biomolecular Sciences (BABS) and Chemistry to solve a Wicked problem.

On 28 September, UNSW Science contributed to on-campus experiences where students planned a party and built their own bottle rockets. These activities were designed and hosted by the School of Physics and the School of Mathematics and Statistics respectively.

3. Gateway Admissions Pathway

The Science EDI and Education teams worked together to assess applications for the Gateway Admissions Pathway, which aims to make university entry more equitable for under-represented students via an alternative entry pathway.

The Faculty extended early conditional offers to 619 applicants. Which represents a 28% increase in early conditional offers from 2021.



Here are some examples of the activities held by Schools in our Faculty to celebrate diversity and raise awareness of equity and inclusion issues.

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



Through the Looking Glass

The School of Biological, Earth and Environmental Sciences (BEES) artist in residence, Dr Sarah Jane Moore's art and graffiti wall located in D26 L5 Lab, launched during National Science Week. Through the intersection of science, art and different ways of knowledge production, Sarah Jane's installation encouraged BEES and the School of Biological and Biomolecular Sciences (BABS) staff and students to consider their own socio-cultural and research lens and convey this through marks and tags on the wall. Sarah Jane's work represents an ongoing commitment to Aboriginal and Torres Strait Islander perspectives, histories, researchers, futures & pasts in science.

Student lead of the *Diversified* Project

Undergraduate student, Aaron Saint-James Bugge is a passionate, active member of the BABS & BEES EDI Committee, a Health and Wellbeing Ambassador, member of the Student Lived Experience Advisory Group, and is the Student Lead/RA for the Diversified Project and StoryBox project. These projects were inter-faculty collaborations to support student-instructor co-production of knowledge and resources and seeks to replace the typical hierarchical teacher-student relationship, with a peer-to-peer relationship creating a culture of cooperation and inclusivity. His lived-experience and engagement on the BABS & BEES EDI committee has informed conversation and approaches to streamlining teaching resources/lectures in ways that better support neurodiverse students.



Aviation

Mooncake Festival

As part of the School's EDI initiatives, in September staff members at Kensington celebrated the Moon Festival (or mid-Autum Festival) with a wonderful session of 'Making Mooncakes' led by HDR student and culinary extraordinaire, Wulin Tian!

In China and many other Asian countries, this mid-Autumn festival is a celebration of the harvest and a time for families to gather.

The session was a hands-on cultural exchange, where staff and students came together to learn how to make mooncakes with a range of delicious traditional and modern fillings.

It also gave the School of Aviation the opportunity to welcome new HDR students and learn a little about how the School's staff and students celebrate the moon festival with their families and friends.

Chemistry

EDI Engagement

2022 has seen the Chemistry EDI Committee provide opportunities for our staff and students to reconnect on campus with in-person Harmony Day and R U OK social events, both of which were enthusiastically attended. The School, through Dr Martina Lessio continued its commitment to the Indigenous Research Collaboration and the Science and Engineering Indigenous Pre-Program. The School has an extensive seminar program, and the Seminar Coordinator Dr Martin Peeks engaged with the EDI Committee in order to improve the gender balance and overall diversity of future seminar presenters. The major initiative in 2022 has been the creation of an inviting and light-filled Chemistry Parent's Room, through the repurposing of a spare office in the Dalton Building; it is also envisioned that it will be used as a "quiet space" for staff and students.

Mathematics and Statistics

AustMS2022 EDI Event

The School of Mathematics and Statistics hosted the annual conference of the Australian Mathematical Society in December. Members of the School EDI Committee assisted the Organising Committee with the planning and hosting of various EDI events within the program: a Women in Mathematics dinner; a LGBTQI+ and Allies lunch; an EDI session; and the Dr Yunupingu Lecture, which is designed to increase the visible representation of under-represented groups in mathematics.

Materials Science and Engineering

Cultural Awareness Events

In 2022, the School of Materials Science and Engineering (MSE) organised several events aimed at bringing staff and students together from diverse backgrounds fostering an inclusive and equitable community. Cultural events including Lunar New Year, Persian New Year, Diwali and Eid al-Fitr were celebrated to embrace the diversity of our community. A one-day Blue Mountain trip was also organised for post-graduate students as an informative/recreative event with a tour guide educating international students about Indigenous Australians and their cultures.



Movember Mighty Moustaches

MSE activities also extended to gender equity, reinforcing that the School provides a safe environment away from hostile judgement. The MSE community recognises that men tend to be silent about problems they face. That's why this Movember, mighty moustaches were grown at the School to support men's health. The Materials Science and Engineering Society (MATSOC) team raised a total of \$2,000, a combination of individually raised money and direct donations to the page.

Physics

Everyone Belongs in the Physics Laboratory

Research has shown that a student's sense of belonging in an academic environment has a major impact on whether they continue in their studies, and the School of Physics is invested in creating a learning environment where everyone belongs. Physics laboratory experiments and independent research projects have been redesigned with a focus on inclusivity, equity, and hybrid accessibility. In the first-year labs, there are new guidelines for designing and facilitating the activities. In the annual "Taste of Research" program, 24 undergraduates from all levels joined research groups and worked on real research projects in areas from quantum computing to cosmology, building their sense of self-efficacy and belonging.

Best Practices Across the Physics Community

Academics in the School of Physics are actively involved in EDI activities for professional societies and ARC Centres of Excellence. In 2022 we have worked with colleagues across Australia to create and improve mentoring programmes, hiring guidelines, climate surveys, codes of conduct, accessible meeting guidelines, and EDI action plans. Sharing the successes and challenges across these diverse groups allows us to learn from a broader range of experiences and viewpoints.

Psychology

Student Support Program

Honours students were provided with crucial support from multiple student-led initiatives. The postgraduate representatives organised a panel on "how to write a great thesis". In addition to regular group mentoring sessions, the Peer Mentoring Program organised an in-person careers and networking event to provide career advice to 64 Honours students. 96% of students found the programme helpful in transitioning to Honours.

Psychology's Writing and Lunch Sessions

After a long hiatus, the monthly postdoc "writing & lunch" sessions were revived by Poppy Watson and Jessica Lee. These regular meetups serve as an opportunity for new hires to meet their colleagues and help to build a supportive and inclusive environment for postdocs in the school.

2022 Science EDI Contributors

The Science EDI Team would like to thank all these Faculty of Science people who have contributed to EDI initiatives in 2022.

Science EDI Team

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

Science EDI Working Group

- Dr Frances Byrne, Women in Research Network (WiRN) Representative
- Vanessa Gotting, School of Chemistry
- Elizabeth Haris, Postgraduate Student Representative
- Dr Shane Ingrey, School of Biological, Earth, and Environmental Sciences
- Dr Jessica Lee, School of Psychology
- Dr Samane Maroufi, School of Materials Science and Engineering
- Associate Professor Sarah Martell, School of Physics
- Dr Damia Mawad, SAGE Athena Swan Self-Assessment Team Representative
- Caitlyn McLoughlin, Access, Equity, and Inclusion Representative
- Professor Shinichi Nakagawa, School of Biological, Earth, and Environmental Sciences
- Professor John Roberts, School of Mathematics and Statistics
- Peta Smit-Colbran, Undergraduate Student Representative

Science EDI Project Teams

Lived Experiences Project

- Dr Tushar Kumeria, Lived Experiences Project
- Dr Helena Pacitti, Lived Experiences Project

- Aaron Saint-James Bugge, Lived Experiences Project
- Dr Cong Vu, Lived Experiences Project
- Alexandra Young, Lived Experiences Project
- Juan Camilo Zapata Trujillo, Lived Experiences Project

Inclusive Research Project

- Associate Professor Tracy Ainsworth, Inclusive Research Project
- Associate Professor Farshid Pahlevani, Inclusive Research Project
- Dr Craig Sinclair, Inclusive Research Project
- Wulin Tian, Inclusive Research Project

Athena Swan Self-Assessment Team – Faculty of Science Representatives

- Dr Natasha Ginnivan
- Elizabeth Haris
- Dr Damia Mawad
- Associate Professor Neeraj Sharma
- Scientia Professor Martina Stenzel
- Dr Ruth Thomas

Women in Research Network – Faculty of Science Representatives

- Dr Frances Byrne
- Dr Ruth Thomas
- Dr Marthe-Susanna Wegner

Diversity Champions from the Faculty of Science

- Dr Rohitash Chandra – Cultural Diversity Champion
- Sophia German – LGBTQIA+ Champion

