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SAGE Athena Swan
Cygnet Awards
Student Pathways
(STEMM)



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High Street, Kensington NSW 2052

 +61 2 9385 1000

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SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE CYGNET AWARD APPLICATION

NAME OF INSTITUTION	University of New South Wales
DATE OF APPLICATION	30 th June 2024
CONTACT FOR APPLICATION	Professor Fiona Stapleton
EMAIL	f.stapleton@unsw.edu.au
TELEPHONE NO.	0418 868 234

UNIVERSITY OF NEW SOUTH WALES: SAGE CYGNET 4

Word limit – 2500 words (excluding the institutional context and excluding the action plan)

	✓ Current Cygnet	Barrier
[Mandatory] Institution-wide barrier		<ul style="list-style-type: none"> List the Barrier addressed in this Cygnet List the Barrier for Cygnets already submitted
[Mandatory] Sub-group barrier		Flexible Work and Care
Institution-wide barrier		Promotions (Academic career progression)
[Mandatory] Sub-group barrier	✓	LGBTQIA+ Inclusion
[Mandatory] Sub-group barrier		Student Pathways (STEMM)
[Please select] Institution-wide/ Sub-group barrier		

Word limits and actual word count

Section	Word limit	Actual word count
Cygnet submission	2500	2175
Key Barrier		109
Evidence of Barrier		944
Activities and Outputs		105
Outcomes		844
Impact		173
Further action		0

CONTENTS

SAGE Cygnet Award Application	1
GLOSSARY OF TERMS	4
FIGURES	5
TABLES	6
Cygnet 4 – Student Pathways (STEMM)	7
1. KEY BARRIER	7
2. EVIDENCE OF BARRIER	8
3. ACTION AND OUTPUT	12
Student-focused initiatives.....	12
Case Study: STEMM Champions Program (2018–present).....	24
Case Study: New Wave Founders Program	26
Creating a supportive environment and culture	27
4. OUTCOMES	29
<i>Target Outcome 1: Increase the enrolment of diverse talent in STEMM undergraduate degrees at UNSW.</i>	29
<i>Target Outcome 2: Quality Indicators for Teaching and Learning (QILT) Student Experience Survey) indicators for diverse students match the UNSW average.</i>	31
<i>Target Outcome 3: Retention rates for diverse students in STEMM undergraduate degrees match the UNSW average.</i>	32
<i>Target Outcome 4: Graduate Outcome Survey (GOS) employment and employment satisfaction for diverse students having completed STEMM undergraduate degrees match the UNSW average.</i>	34
5. IMPACT	37
6. FURTHER ACTION	44

GLOSSARY OF TERMS

TERM	DEFINITION
AEI	Access, Equity, and Inclusion
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ASBAP	Athena Swan Bronze Action Plan
AWEI	Australian Workplace Equality Index
BAU	Business as usual
BFW	Breastfeeding Friendly Workplace
CALD	Culturally and Linguistically Diverse
CHUSS	COVID-19 Home Working University Staff Survey
COPQTI	Community of Practice of Queer, Trans, and Intersex research
DCA	Diversity Council Australia
DEE	Division of External Engagement
EBA	Enterprise Bargaining Agreement
EDI	Division of Equity Diversity & Inclusion
GAP	Gateway Admission Pathway
GAPP	Gateway Admission Pathway Program
GET	Gateway Equity Target
HoS	Head of School
HR	Human Resources
KAA	Key Action Areas
KPI	Key Performance Indicator
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer (Questioning), Intersex, Asexual, and plus
MATE	Motivating Action Through Empowerment
PiMS	People Information Management System
SAT	[Athena Swan] Self-Assessment Team
SAGE	Science in Australia Gender Equity [Athena Swan Program]
SDGs	Sustainable Development Goals
SES	Socio-Economic Status
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UA	University Ambassador
ULT	University Leadership Team
UNSW	University of New South Wales Sydney
WGEA	Workplace Gender Equality Agency

FIGURES

Figure 1.1 – Student Pipeline	p.7
Figure 2.1 – Undergraduate participation rates for students from low SES backgrounds at Group of Eight universities 2015 to 2021 (graph)	p.9
Figure 3.1 – UNSW STEMM Champions Workshop Structure 2023	p.24
Figure 3.2 – Excerpt of UNSW STEMM Champions Blog	p.25
Figure 3.3 – Excerpt of UNSW New Wave Success Stories Page	p.26
Figure 4.1 – Proportion of Women Enrolled in STEMM degrees 2019 – 2024	p.29
Figure 4.2 – Percentage of female commencing domestic undergraduates entering UNSW through the Gateway Admission Pathway compared to the broader domestic undergraduate commencing cohort	p.29
Figure 4.3 – Student Experience Survey – Overall Satisfaction Questions – 2019 – 2023 (Overall Satisfaction: Experience)	p.30
Figure 4.4 – Student Experience Survey – Overall Satisfaction Questions – 2019 – 2023 (Overall Satisfaction: Teaching)	p.31
Figure 4.5 – Domestic Undergraduate Faculty Average Retention Rates Split by Gender 2019 to 2023	p.32
Figure 4.6 – Domestic Undergraduate Faculty Average Retention Rates Split by Indigenous/Torres Strait Islander status & Gender 2019 to 2023	p.32
Figure 4.7 – Domestic Undergraduate Faculty Average Retention Rates Split by Low SES status & Gender 2019 to 2023	p.33
Figure 4.8 – Graduate Outcome Survey – Overall employment average by gender	p.34
Figure 4.9 – Graduate Outcome Survey – Overall Employment satisfaction average across all faculties, by gender	p.35
Figure 5.1 – Summary of Ongoing Challenges and recommendations	p.38

TABLES

Table 2.1 – Number and proportion of female students (undergraduate and postgraduate) by Faculty (as end of Semester 2, 2017, from Athena Swan Bronze Award Application) p.10

Table 2.2 – 2023 Quality Indicators for Learning and Teaching (QILT) Personal Wellbeing Index Score for undergraduate students by Faculty/Area and demographic group p.11

Table 3.1 – Transition to UNSW p.12

Table 3.2 – Experience at UNSW p.17

Table 3.3 – Transition to workforce p.20

Table 3.4 – Creating a supportive environment and culture p.26

Table 5.1 – Focus Group Study Participants p.36

Table 5.2 – Focus Group Participant Demographics p.37

Table 5.3 – Student Focus Group Participant demographics p.41

Table 5.4 – Ongoing challenges and recommendations arising from 2022 focus group research p.39

Table 5.5 – Key findings from focus group study 2022 (Williamson & Taylor) p.40

Table 5.6 – Assessing the impact of UNSW initiatives addressing student pathways (STEMM) as a key barrier (Working Group – Students – March 2024) p.41

CYGNET 4 – STUDENT PATHWAYS (STEMM)

1. KEY BARRIER

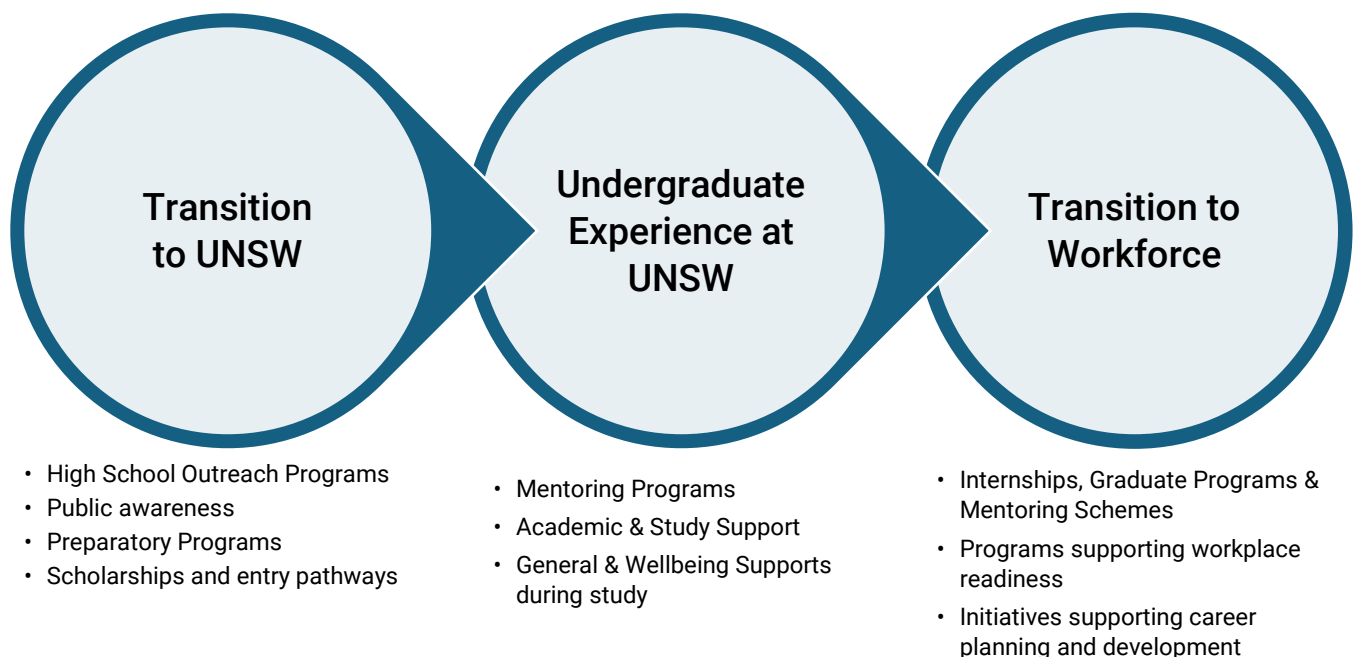
Systematic and structural barriers negatively impact attracting, retaining and progressing diverse undergraduates in the STEMM¹ pipeline, including women², trans and gender diverse students, students from low socio-economic (SES) backgrounds, Aboriginal and Torres Strait Islander students and students with disability.

Upon Athena Swan Bronze Action Plan (ASBAP) publication in 2018, UNSW's focus was to address gender equity, predominantly through implementing and monitoring student pipeline activities in the Faculty of Engineering. Since then, an organisation-wide and intersectional approach to gender equity has been adopted. The updated objective for this Cygnet is:

Ensure we retain a diversity of talent in student cohorts,
through gender equity programs in STEMM.

This Cygnet will explore how UNSW has delivered this objective through the student pipeline stages outlined in Figure 1.1.

Figure 1.1 – Student Pipeline



¹ Throughout this document we use STEMM in line with the glossary, however at times may also refer to 'STEM'. This is only when the relevant information is only applicable to programs that did not include medicine.

² This submission will use the word 'woman' as applicable. The instances in which 'female' is used instead is due to the language used by specific systems and data collection.

2. EVIDENCE OF BARRIER

The UNSW ABSAP published in 2018 highlighted the institutional barriers students face participating in pathways and pipelines to STEMM study and careers.³ This included a lack of diverse representation in STEMM roles and academic positions, limited access to information about STEMM studies and careers in school, and perpetuated stereotypes that STEMM studies and careers are more suitable for men.^{4,5,6,7}

The barriers to education and careers in STEMM are higher for women students with first-in-family,⁸ Aboriginal and Torres Strait Islander, low SES⁹ and/or culturally and linguistically diverse (CALD) backgrounds.¹⁰ Students and staff with lived experience belonging to multiple equity groups also may experience intensified challenges at university.¹¹ Once enrolled in STEMM fields, students from equity groups such as low SES backgrounds have lower completion rates than their peers, where one-third of such students do not complete their STEMM-related degree by the age of 25.¹²

Since 2016, an intersectional approach has been taken to gender equity initiatives at UNSW highlighting the compound disadvantage faced by those students who are Aboriginal and/or Torres Strait Islander, are from a low SES background, and/or live with disability. Strategies to address this are outlined in the Equity, Diversity & Inclusion Strategy¹³ and Widening Participation Theory of Change and Strategy.¹⁴

At UNSW, 8.8% of undergraduate students were from low SES backgrounds in 2015, and 10.3% by 2021, representing a similar pattern to other G08 universities, with the exception of the University of Adelaide (Figure 2.1). Students who enter STEMM areas at university from underrepresented backgrounds, particularly those at the intersection of multiple disadvantages may require more support to succeed at university.

³ UNSW (2018) UNSW Bronze Award Application

⁴ Miller, J. D., & Kimmel, L. G. (2012). Pathways to a STEMM Profession. *Peabody Journal of Education*, 87(1), 26–45. <https://doi.org/10.1080/0161956X.2012.642274>

⁵ Dee, T & Gershenson, S, Unconscious Bias in the Classroom: Evidence and Opportunities

⁶ Ceci, SJ et al. 2009, Women's underrepresentation in science: Sociocultural and biological considerations, *Psychological Bulletin*, 135, p. 218–261.

⁷ Phillips, M. STEMM unveiled: Female undergraduates' journey through gendered stereotypes – A qualitative exploration. *SN Soc Sci* 4, 62 (2024). <https://doi.org/10.1007/s43545-024-00863-3>

⁸ Miller, J. D., & Pearson, W. (2012). Pathways to STEMM Professions for Students From Noncollege Homes. *Peabody Journal of Education*, 87(1), 114–132. <https://doi.org/10.1080/0161956X.2012.642277>

⁹ Edwards, D., Buckley, S., Chiavaroli, N., Rothman, S., & McMillan, J. (2023). The STEM pipeline: pathways and influences on participation and achievement of equity groups. *Journal of Higher Education Policy and Management*, 45(2), 206–222. <https://doi.org/10.1080/1360080X.2023.2180169>

¹⁰ Nix, S & Perez-Felkner, L. (2019). Difficulty Orientations, Gender, and Race/Ethnicity: An Intersectional Analysis of Pathways to STEM Degrees. *Social Sciences*, 8 (2): 43. <https://doi.org/10.3390/socsci8020043>

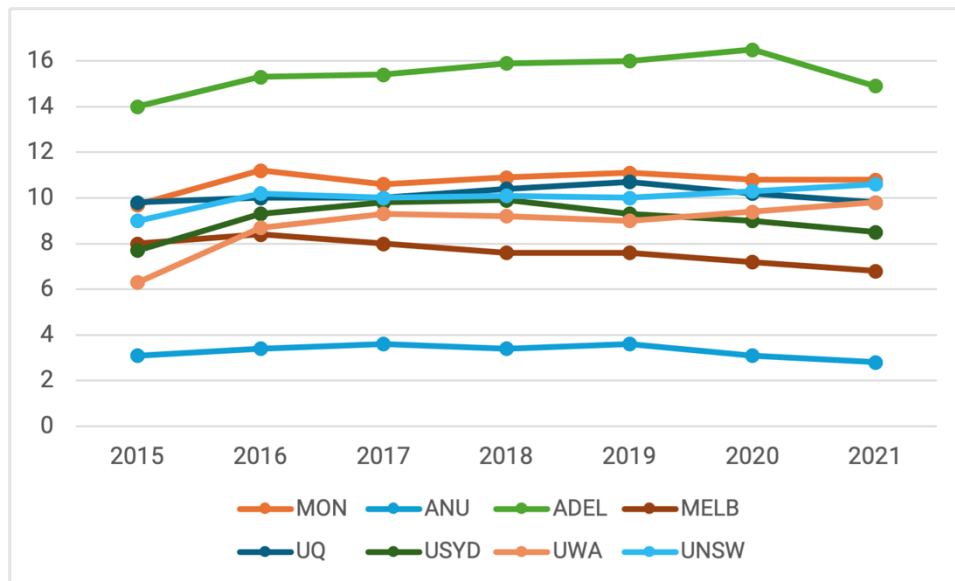
¹¹ Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra.

¹² Edwards, D., Buckley, S., Chiavaroli, N., Rothman, S., & McMillan, J. (2023). The STEM pipeline: pathways and influences on participation and achievement of equity groups. *Journal of Higher Education Policy and Management*, 45(2), 206–222. <https://doi.org/10.1080/1360080X.2023.2180169>

¹³ UNSW (2023) Division of Equity Diversity & Inclusion Strategy 2022-2025.

¹⁴ Widening Participation Strategy 2030, UNSW

Figure 2.1 – Undergraduate participation rates for students from low SES backgrounds at Group of Eight Universities 2015 to 2021



Bullying, harassment and a non-inclusive culture are further barriers to retaining diverse student cohorts at UNSW. Women, trans and gender-diverse students¹⁵ experience sexual harassment and sexual assault on university campuses at a disproportionate rate compared to their peers (National Student Safety Survey. 2021).¹⁶ 29% of the UNSW respondents (n=727) to this survey reported being sexually harassed in a university setting, with 4% (of the 29%) seeking further assistance and support from the university. In 2021, of the 1486 UNSW respondents, 13.5% reported experiencing sexual harassment, with 2.1% of students making a formal complaint via university systems.¹⁷

Barriers in attracting, retaining and progressing diverse undergraduates in the STEMM student pipeline since 2018 are described below.

1. TRANSITION TO UNSW

In 2018, approximately 56,000 students were enrolled at UNSW.¹⁸ Table 2.1 presents the number of students in 2018 by Faculty, split by undergraduate, postgraduate coursework and postgraduate research cohorts. Within STEMM, Engineering and Canberra¹⁹ have the lowest female representation, with 16% and 22% of undergraduates being women and 29% and 30% in the postgraduate research cohort, respectively. The low proportion of women in engineering mirrors the discipline globally and demonstrates that the undergraduate pipeline remains a challenge for increasing the representation of women. The persistence of the disparity at postgraduate level reinforces the difficulty in achieving gender balance in the STEMM workforce.

¹⁵ Data on trans and gender diverse students is currently captured in the National Student Safety Survey, but not the Student Experience Survey or Graduate Outcomes Survey. This is an identified area for further growth for UNSW.

¹⁶ Heywood, W., Myers, P., Powell, A., Meikle, G., & Nguyen, D. (2022). National Student Safety Survey: Report on the prevalence of sexual harassment and sexual assault among university students in 2021. Melbourne: The Social Research Centre

¹⁷ <https://www.unsw.edu.au/planning-assurance/safety/safer-communities/resources/national-student-safety-survey#:~:text=In%202016%2C%20the%20Australian%20Human,sexual%20harassment%20at%20Australian%20universities>

¹⁸ UNSW (2018) UNSW Bronze Award Application

¹⁹ UNSW Canberra is the UNSW branch at ADFA (Australian Defense Force Academy). UNSW Canberra offers STEM related courses such as 7 different engineering courses, as well as computing and cyber-security.

Table 2.1 – Number and proportion of female students (undergraduate and postgraduate) by Faculty (as end of Semester 2, 2017, from Athena Swan Bronze Award Application)

STEMM	Undergraduate			Postgraduate coursework			Postgraduate research		
	Female (%)	Male	Total	Female (%)	Male	Total	Female (%)	Male	Total
Built Environment	1067 (48%)	1153	2220	270 (50%)	272	542	32 (44%)	41	73
Canberra	94 (16%)	505	599	112 (13%)	726	838	66 (29%)	164	230
Engineering	1703 (22%)	6164	7867	774 (22%)	2703	3477	280 (30%)	642	922
Medicine	1066 (53%)	954	2020	730 (73%)	265	995	397 (57%)	299	696
Science	2335 (51%)	2225	4560	270 (44%)	338	608	363 (44%)	454	817
AHSSBL									
Art & Design	1255 (77%)	382	1637	450 (75%)	153	603	87 (70%)	38	125
Arts & Social Science	3075 (71%)	1229	4304	884 (74%)	314	1198	197 (62%)	120	317
Business School	3399 (48%)	3660	7059	2188 (51%)	2104	4292	82 (48%)	90	172
Canberra	148 (33%)	302	450	171 (25%)	504	675	54 (41%)	78	132
Law	934 (56%)	738	1672	593 (63%)	355	948	53 (58%)	38	91
Total	15075 (46%)	17313	32388	6443 (45%)	7737	14180	1609 (45%)	1962	3571

2. EXPERIENCE AT UNSW

The Quality Indicators for Learning and Teaching (QILT) Students Experience Survey is a comprehensive survey of current higher education students nationally, with 175,000 undergraduate and 65,000 postgraduate students participating. UNSW has had a participation rate of 46.6% in 2019, 42.0% in 2020, 41.6% in 2021 and 37.5% in 2022.

On average, over the past five years, female students have consistently self-reported high levels of overall satisfaction in experience and teaching. Although female students with a disability and from low SES backgrounds do have lower than average satisfaction ratings, they have also been improving consistently over the past five years (Figure 4.3, Section 4: Outcomes). This pattern is repeated across all STEMM fields reported on in the QILT SES (Science & Maths, Engineering, Computing and Medicine).

One QILT survey indicator introduced in 2023 to better measure student wellbeing is the student Personal Wellbeing Index score (out of 100). This is based on a set of questions that capture student satisfaction with standard of living, health, safety, future security, stress levels and ability to cope with stress in higher education experiences. In 2023, female UNSW students generally reported marginally lower Personal Wellbeing Index scores compared to male students (1-2 points) across most STEMM faculties, except for Medicine and Health (Table 2.2). In some areas, this discrepancy intensifies when viewed intersectionally. Students identifying as female Indigenous studying in Engineering and Mathematics and Science reported lower scores and female students living with disability report lower scores in all disciplines (Table 2.2). This might suggest some intersectional aspects are better supported at universities than others.

Table 2.2– 2023 Quality Indicators for Learning and Teaching (QILT) Personal Wellbeing Index Score (PWI/PWS) for undergraduate students by Faculty/Area and demographic group

Faculty/ Area	PWS (All, n=9085)	Female (n=4880)	Male (n=4205)	Disability All, (n=652)	Disability /Female (n=460)	Indigenous All, (n=73)	Indigenous /Female (n=41)
All	69	68	70	60	59	69	68
Computing	68	66	69	61	51	66	68
Engineering	70	69	70	62	62	65	44
Medicine	72	72	71	55	52	73	78
Science & Maths	69	68	70	58	57	67	60
Health Sciences	68	68	68	64	63	81	81
Psychology	65	65	67	61	58	59	–

Student experience during study at UNSW can impact retention rates, with student support initiatives providing an opportunity to potentially boost retention. Retention rates for women in STEM undergraduate degrees were similar to those for men and higher than those for men in some faculties, such as the Faculty of Science (81.3%, female, compared to 78.6%, male, in 2023) (Figure 4.5; Section 4 Outcomes). Retention rates for women in STEM postgraduate degrees were lower than those for men in the Faculty of Medicine & Health but similar in Engineering and above those for men in the Faculty of Science and UNSW Canberra.

3. TRANSITION TO WORKFORCE

The Graduate Outcome Survey (GOS) is completed by graduates of Australian higher education institutions, including UNSW students, approximately four to six months after finishing their studies. It measures short-term employment outcomes, including skills utilisation, further study activities, and graduate satisfaction. At UNSW, female STEM graduates, on average, report greater employment satisfaction than their male counterparts in the short term. However, fewer women are recruited into STEM academic positions²⁰ than men and this gap widens when progressing to senior academic levels.²¹ This pattern is not confined to academia, with research replicating this pattern across a variety of STEM fields and industries.²²

²⁰ STEM academic positions refer to various roles including tutors, lecturers, researchers, convenors, and academics, etc.

²¹ UNSW Athena Swan Cygnet 1: Academic Promotions

²² Phillips, M. (2024) STEM unveiled: Female undergraduates' journey through gendered stereotypes – A qualitative exploration. SN Soc Sci 4, 62.

3. ACTION AND OUTPUT

In the following tables, actions and outputs facilitated as part of the UNSW Athena Swan Bronze Action Plan are marked with an asterisk (*). Cygnet 2 described actions and outputs related to academic recruitment, retention and promotion and Cygnet 4 examines the impact of actions and outputs on building diversity in student cohorts throughout the student lifecycle that benefit the STEMM workforce more broadly.

STUDENT-FOCUSED INITIATIVES

To attract, retain and progress a diversity of talent in STEMM student cohorts, UNSW implemented the following actions to intervene at three key stages of the student lifecycle: transitioning to UNSW; student experience at UNSW; and their transition into the workforce.

Transition to UNSW

Table 3.1 – Transition to UNSW

ACTION	OUTPUTS
Women in Engineering Program	<ul style="list-style-type: none"> • Young Women in Engineering Club: The club has 1,700+ members across Australia in 2024, and membership has grown recently. Sends a monthly e-newsletter to prospective and current students, featuring different streams of engineering, with profiles of current Women in Engineering students and recent graduates. Demonstrates the diversity of engineering and breaks down preconceived ideas about what engineering is and who it is for • Young Women in Engineering Canberra Program (YoWIE Canberra): YoWIE is a free and immersive engineering experience for 100 young women in years 9–12. Over three days, participants experience several hands-on engineering projects. A careers expo with keynote speakers, SuperYoWIEs, was introduced in 2019. In 2024, YoWIE also introduced a Careers Fair which had 17 companies hold exhibition stalls across three days. • Young Women in Engineering Pathway Program*: The UNSW Young Women in Engineering Pathway Program is an alternate pathway into engineering for 120 high school students in Years 11 and 12 expecting an ATAR within 7– 10 points of the required selection rank. This seeks to provide accessible pathways to engineering for a variety of women students. The 2024 program had a 95% retention rate. • Women in Engineering Scholarships Interview Day*: The Women in Engineering Scholarships Interview Day is the most successful recruitment initiative for high-achieving young women to study engineering at UNSW. In 2023 and 2022, the program had an 83%

	<p>and 81% conversion rate to UNSW Engineering programs, respectively. Prior to COVID, there was a ~60% conversion rate to UNSW Engineering programs.</p> <ul style="list-style-type: none"> • Engineering Big Day Out: Introduced in 2022, the Engineering Big Day Out invites senior members of the UNSW Young Women in Engineering Club for a full day of activities, including, an excursion to an industry partner workplace, and a networking function with UNSW academics, industry and student society representatives. • 'Your Story, Your School' Program: The 'Your Story, Your School' program involves UNSW Women in Engineering Student Ambassadors attending high schools and sharing their own journey of studying engineering at UNSW. Ten new Women in Engineering (WIE) Student Ambassadors have been trained in the program for 2024, with 13 school visits scheduled to date. • School Holiday Workshops*: In partnership with UNSW Engineering student societies, three school holiday workshops are run through the UNSW Young Women in Engineering Club. The club also runs online workshops for regional, interstate, and international students.
Do the Maths	<ul style="list-style-type: none"> • Running since 2018, Do the Maths is an annual series of free, one-day workshops for young women in Years 10 – 12). The aim is to encourage young women to consider mathematics as a career option. Since 2018, 2,813 students have participated. The 2024 event set a new attendance record, welcoming over 430 students from 35 NSW high schools.
School of Mathematics and Statistics Visiting Teaching Fellow Program	<ul style="list-style-type: none"> • The School of Mathematics and Statistics Visiting Teaching Fellow (VTF) position provides a two-way opportunity for experienced secondary teachers to spend a year with the School of Mathematics undertaking tutoring in First Year Mathematics. • Students and their high school benefit from having a teacher who is knowledgeable about modern mathematical teaching practices at a major tertiary institution, which can better prepare students for the transition into maths at a university setting.
ChooseMaths program	<ul style="list-style-type: none"> • In partnership with the Australian Mathematical Sciences Institute (AMSI), UTS and the University of Sydney, the ChooseMaths program ran from 2006 to 2020 to encourage participation in mathematics, especially among girls and young women. • In 2019, a similar event, co-organised by AMSI, UTS, UNSW and the University of Sydney, was attended by 120 female students from Years 9 and 10.
Bachelor of Data Science and Decisions Ambassadors*	<ul style="list-style-type: none"> • Since 2018, 28 women have been elected as Bachelor of Data Science and Decisions Student Ambassadors. • The Data Science and Decisions Ambassadors work at both campus and online UNSW events providing information on Data Science and participate in Q&A panels. They facilitate up to 10 of these a year, with a total attendance of more than 600 students.

STEMM Champions Program	<ul style="list-style-type: none"> The STEMM Champions Program is a unique career development program supporting research students (PhD Champions) and early career researchers (ECR Champions) who are women, non-binary and gender diverse. Refer to case study 'STEMM Champions Program'.
Gateway Equity Target	<ul style="list-style-type: none"> The UNSW Gateway Equity Target is a commitment to increase access to UNSW for students from low socio-economic and educationally disadvantaged backgrounds to 25% by 2027. The Gateway Admission Pathway and Program (GAPP) is an innovative educational outreach program that provides high school students with free HSC support. The pathway acknowledges barriers to entry for students from low SES backgrounds by offering significant ATAR adjustments. In 2022, UNSW visited 7,044 students in 104 schools. The success of this outreach expansion was evident in a 26% increase in the number of students opting into the Year 11 and 12 Gateway Program. The Gateway Admission Pathway applications grew from 1,899 applicants in 2022 to 4,487 in 2023. This included a more than doubling of applicants from educationally disadvantaged schools, from regional or remote areas, from low SES backgrounds and Aboriginal and Torres Strait Islander students. Women students who participated in the Gateway Equity Target programs stated: <ul style="list-style-type: none"> <i>'The program allowed me to see how diverse the Science and Engineering faculties are and how much opportunity there is. It's hard to decide what I want to do but after hearing all the other course and opportunities I was blown away by the possibilities and a possible future at UNSW. The student panel was very, very helpful!' (Year 11 program, Bachelor of Engineering (honours)/Master of Biomedical Engineering prospective student).</i> <i>'Observing the University environment including the student community and facilities has made me favour UNSW. I can see myself studying at this University as I just felt comfortable being there'. (Year 12 program, Bachelor of Medicine prospective student).</i> Medicine & Health Gateway Rural & Regional Outreach Program: In addition to participating in Gateway Program Faculty experiences both on-campus and online, the Faculty of Medicine & Health conducts additional outreach to students in rural and regional areas hosted at UNSW's regional campuses. The first location trialled in 2023 was the Wagga Wagga campus, and in 2024, included Port Macquarie.
FEAS, Exploring STEMM Careers Program	<ul style="list-style-type: none"> Between 2018 and 2020, UNSW Science and UNSW Engineering partnered to run a two-day school holiday program for Year 10 girls interested in STEMM careers. In 2020, 100 students took part. Participants met professional scientists and engineers, visited organisations such as Cochlear and Google, and participated in STEMM workshops and talks hosted by UNSW.

Indigenous Admission Scheme & Pre-Programs	<ul style="list-style-type: none"> Indigenous Pre-Programs: Are both an alternative entry pathway and degree-specific preparatory programs for recent and non-recent Aboriginal and Torres Strait Islander school leavers. They are available in Business, Education, Law, Medicine, Science or Engineering. Medicine & Health is reviewing their Pre-Program. Indigenous Admission Scheme: Is an alternative pathway for Aboriginal and Torres Strait Islander students to enter a UNSW undergraduate degree program for degrees outside those in the Indigenous Pre-Program.
Nura Gili Youth Leaders Program	<ul style="list-style-type: none"> The Nura Gili Youth Leaders Program is a cross-faculty experience that gives Aboriginal and Torres Strait Islander high school students a chance to see what UNSW has to offer and instills a sense of cultural leadership and camaraderie. Between 2021 and 2023, 35 students participated in the program. As a result of the workshops, 54% of students agreed that they were more interested in studying science.
Nura Gili Student Ambassador Program	<ul style="list-style-type: none"> The Nura Gili Student Ambassador Program provides current Aboriginal and Torres Strait Islander students with the opportunity to engage with prospective students, key stakeholders and industry partners. In this role, the Ambassadors act as role models, mentors and authentic storytellers.
SciX program*	<ul style="list-style-type: none"> SciX is a female-led project driven by a desire to increase the participation of girls in STEM and develop the leadership skills of young STEM women. SciX welcomes students of all genders, with the target audience being HSC Extension Science students, where 59% of students completing are female. 61% of SciX participants so far have been female, with another 1.7% identifying as non-binary/other or choosing not to specify. Of the 309 female students enrolled in SciX 2022–2024, 51 were from schools with a below average ICSEA; 62 were from rural areas; 5 identified as Aboriginal or Torres Strait Islander Of the 159 female students who completed the initial survey: <ul style="list-style-type: none"> 10 indicated they were neurodivergent 6 identified as LGBTQIA+. In March 2024, SciX Ignite was piloted with Year 10 and 11 students in a small town in the Lithgow Valley in NSW. This three-day immersive saw strong engagement from girls from disadvantaged schools and illustrated the flexible and impactful nature of the model.
Aviation Careers Forum	<ul style="list-style-type: none"> As a part of the Empowering and Enabling the Women of Western Sydney Program, the UNSW School of Aviation participated in the Aviation Careers Forum, held in Parramatta in 2023. The careers forum was held to bring awareness about the careers on offer in the aviation industry for women and to support women to explore the careers soon to be available at Western Sydney Airport.

<p>Future Students</p>	<ul style="list-style-type: none"> • Recruitment Activities and Outreach: Future Students conduct around 350+ high school recruitment activities each year, including in-school presentations and careers markets, campus tours and immersions and live stream presentations to schools further afield. They also conduct four regional road trips each year to connect with Gateway eligible students in regional hubs across NSW. • Year 10 & 11 Experience Days*: The UNSW Year 10 & 11 Experience Days provide students with key UNSW information such as study opportunities, Faculty insights and student life. Students explore UNSW faculties by participating in in-depth workshops aligned to the Faculty study areas along with a lunchtime session featuring a mini-Open Day style activated quadrangle. In 2024 1,839 students attended. • Engineering Experience Days: An offshoot of the annual UNSW Year 10 & 11 Experience Days, these focus on the same audience. The event looks to provide further information about engineering disciplines, addressing misconceptions. In 2023, 350 students registered and 200 attended. • STEMM High School Teachers event: The event connects with stakeholders in education to improve students' aspirations, engagement, and performance in specific areas of the high school curriculum, through UNSW resources and outreach opportunities. In 2023 the inaugural STEMM Teacher's Day was held and 35 attended.
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Experience at UNSW

Table 3.2 – Experience at UNSW

ACTION	OUTPUTS
<p>Women in Engineering Program</p>	<ul style="list-style-type: none"> • LinkedIn Group & Communications Activities: While at university, all commencing Women in Engineering students are invited to join a LinkedIn group that posts content bi-weekly about alumni, industry information and career opportunities. The WIE LinkedIn group has 1,055 members including current students and alumni. Commencing students receive another email from WIE with advice on UNSW student support services in the lead-up to exams. • Coffee Check-in Chat: Initiated in 2021, Coffee Check-in Chat is a series of informal coffee catch-ups providing the Women in Engineering community the opportunity to connect and network. • WIE Connect: Established in 2021, the Faculty and student societies run weekly online Zoom sessions for international students and those studying remotely to connect with the greater WIE community at UNSW. • Industry Mentoring Program: Provides a unique opportunity for women in Engineering students to directly connect with industry representatives in a mentor-mentee program. Faculty of Engineering helps fund this program that is run by WIESoc. <ul style="list-style-type: none"> – <i>"The WIESOC Industry Mentoring Program has been an invaluable journey in my career. As a mentee in 2021, I gained invaluable insights, expanded my network, and honed my skills. Being a mentor last year was a privilege, allowing me to give back and inspire others as I was once inspired. This experience has profoundly shaped my career, equipping me with knowledge and connections that have propelled me forward. I'm humbled by the impact it has had on me and thrilled to pay it forward by inspiring engineering students, fostering growth, and contributing to the vibrant engineering industry community. I highly recommend being a part of this program; it has given me lots of reflection time and perspective throughout my career journey."</i> Mahdieh Rassafiani (mentee 2021, mentor 2023). • The Faculty of Engineering hired a dedicated full time Program Manager (Student Equity) and Program Officer (Indigenous Engagement), in addition to the Women in Engineering Lead role, to better provide outreach support for underrepresented cohorts.

Asian Deans Forum Rising Stars (Women in Engineering) Workshop	<ul style="list-style-type: none"> • The Deans Forum Rising Stars Women in Engineering Workshop was hosted by UNSW in 2022. The University supports four internal participants to attend as well as contributing to the cost of running the event. This workshop is open to final year PhD students and ECA students.
Student Experience (SX) Program	<ul style="list-style-type: none"> • Belonging and Onboarding Project: The Student Belonging and Onboarding project aims to improve the student experience by developing student personas and choice modelling to better understand needs and preferences. • Assessment and Feedback Project: A working group has been convened to review assessment practices at UNSW to improve course level assessment practices by reducing over-assessment, improving feedback quality, and exploring inclusive assessment approaches.
Gateway Student Support	<ul style="list-style-type: none"> • Gateway Student Support Funding: Each Faculty has been funded to support students from socio-educationally disadvantaged backgrounds. Beginning in 2023, each Faculty was funded based on commencing student numbers from educationally disadvantaged schools or low SES backgrounds. Examples of initiatives funded include, the Social Study Hub, and the Faculties of Science, Engineering and Medicine & Health Educational Access Resource Funds to support students from disadvantaged backgrounds to purchase required course materials. • Embedding Numeracy Project: The Embedding Numeracy Project ensures that courses within the Faculties of Science, Engineering and Medicine & Health have numeracy development embedded in first-year coursework such that students from disadvantaged educational backgrounds are not disadvantaged when entering STEM degrees. • Faculty of Medicine and Health: Gateway students for the Faculty of Medicine & Health have a meet and greet experience with academic and professional staff to familiarise themselves with the Faculty and ease their transition into university life.
Nura Gili Tuition Program	<ul style="list-style-type: none"> • This program provides tailored one-on-one or small-group academic assistance to Aboriginal and Torres Strait Islander students in their field of study, including STEM.
Science Elevate Fund	<ul style="list-style-type: none"> • The Science Elevate Fund allows students from equity cohorts to apply for up to \$350 per year to support purchase of essential course materials, study software and equipment in the Faculty of Science. In total, \$1750 has been awarded to five students.
Indigenous Student Awards	<ul style="list-style-type: none"> • Nura Gili centrally coordinates Indigenous Student Awards that promote the recognition and visibility of outstanding Aboriginal and Torres Strait Islander students across multiple faculties. For Science, Engineering, and Medicine & Health, there are the following awards: <ul style="list-style-type: none"> – Nura Gili Centre for Indigenous Programs Excellence Prize (undergraduate) – Nura Gili Centre for Indigenous Programs Excellence Prize (postgraduate)

	<ul style="list-style-type: none"> – Nura Gili Centre for Indigenous Programs Spirit Prize
Student Life & Experience	<ul style="list-style-type: none"> • The Student Support team offers 3,500 student appointments per year. There is a one-on-one personalised approach to student care from this team across a variety of needs, including navigating study and routines, financial hardship, health and wellbeing, safety, bullying, harassment, stress and mental health support. Over the past three years, students from the Faculties of Engineering and Science are those most likely to engage with student support.
Indigenous Scientia Fellowships & PhD Opportunities	<ul style="list-style-type: none"> • As described in the Athena Swan Bronze Action Plan, UNSW successfully applied for an exemption from the NSW Anti-Discrimination Board in May 2017 to provide five Scientia Fellowships and five PhD Scholarships for Aboriginal and Torres Strait Islander scholars annually. These roles sought to help attract, retain and build a pipeline of Aboriginal and Torres Strait Islander academics studying and working at UNSW. • The Faculties of Science and Engineering offer an additional annual financial ‘top up’ to the PhD Scholarships for Aboriginal and Torres Strait Islander students. In 2024 the Faculty of Science established an Indigenous Honour Scholarship.
Student Societies	<ul style="list-style-type: none"> • Women in Engineering student society partnerships: The Faculty of Engineering’s Women in Engineering program has partnerships with four Women in Engineering student societies. Funding is provided to support their events and activities that increase membership and support the experience of women currently studying engineering at UNSW. • Mentor a Woman in Engineering student*: The Women in Engineering Student Society (WIESoc) runs a highly sought-after Industry Mentoring Program, providing students with the opportunity to directly connect with industry representatives through one-on-one mentorship. In the program industry mentors will interact with mentees to provide the students with deeper insights into their respective companies and professional environments. It is funded by the Faculty of Engineering. • WIESoc: In 2023, WIESoc conducted an industry field trip with Dolby for UNSW students to engage with a current professional workplace. In 2022, WIESoc held an event in collaboration with Arista Networks Co. with a panel of engineers and a discussion on imposter syndrome. They also conducted an industry training night, and a field trip to ARUP and AECOM’s offices, labs, and facilities. • Women in Science Society (WISSOC): In 2022 WISSOC held an International Women’s Day brunch, and Q&A panel featuring Greens Senator, Mehreen Faruqi; Chief Scientific Officer and Co-Founder of SpeedX, Alison Todd; and PhD Candidate in UNSW Psychiatry, Raisa Islam. The three discussed their experiences as women in STEM. • Medicine & Health Student Societies: Student societies in the Medicine & Health Programs provide support to UG students in these programs to support the mental health and well-being of students. The Candidate Higher Degree Research Committee (CHDRC) supports HDR candidates within the Faculty. There are also Medicine & Health HDR Health & Wellbeing Ambassadors to support this cohort.

<p>Student Mental Health Support</p>	<ul style="list-style-type: none"> • Faculty of Science: Science offers a Student Mental Health Guide and Resource document. This resource is readily available for all Faculty of Science students and consolidates information for on and off campus supports such as student-specific resources, screening and symptom checkers, free services, urgent services, discounted services, and services at cost. • Faculty of Medicine & Health: Medicine & Health has a Student Wellbeing Action Group (SWAG) in every UG program of the Faculty to support the mental health and wellbeing of students so they have a voice and say in how the Faculty supports them. There is also a Faculty Wellbeing Officer, a full-time Faculty role since 2020, supporting UG, PG and HDR candidates with mental health and wellbeing. In 2023 Medicine & Health partnered with the Black Dog Institute to roll out mental health and wellbeing training.
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Transition to workforce

Table 3.3 – Transition to workforce

ACTION	OUTPUTS
<p>New Wave Founders Program</p>	<ul style="list-style-type: none"> • Launched in 2017, UNSW’s New Wave program supports women to connect with the right professional network, industry experts, and resources, and helps them up-skill to launch their own businesses. <ul style="list-style-type: none"> – In 2021 Women in STEM dominated the program rising from below 40% of participants to 80% in 2020. By 2022 the program supported more than 400 women to create 136 startups. The program is run twice per year as a two-week early stage lean startup program. – See case study ‘New Wave Founders Program’ on page 43.
<p>STEMM Champions Program*</p>	<ul style="list-style-type: none"> • The STEMM Champions Program (previously known as the UNSW Women in Maths and Science Champions Program) is a unique career development program supporting research students (PhD Champions) and early career researchers (ECR Champions) who are women, non-binary and gender diverse. <ul style="list-style-type: none"> – From 2018 to 2024, 195 participants, completed the program and undertook over 3,500 hours to outreach initiatives and inspired nearly 10,000 school-aged students. – See case study ‘STEMM Champions Program’ on page 41.
<p>Liverpool Innovation Precinct Health</p>	<ul style="list-style-type: none"> • Designed and delivered by UNSW Founders, the Liverpool Innovation Precinct (LIP) Entrepreneurship Program 2024 attracts diverse students in STEMM by encouraging more women and other underrepresented founders from CALD backgrounds into

<p>Entrepreneurship Program</p>	<p>entrepreneurship, with a specific focus on supporting social enterprises that solve unmet needs in communities across the South-Western Sydney area.</p> <ul style="list-style-type: none"> • The LIP Entrepreneurship Program consists of a breakfast workshop series and a pitch competition to a full audience including peers and a judging panel.
<p>Student Society Activities</p>	<ul style="list-style-type: none"> • Student societies in STEMM run programs and initiatives to support students in the transition from tertiary studies to the workforce. This includes the Women in Science Society and Women in Engineering Society, who run: <ul style="list-style-type: none"> – peer and industry mentoring programs – industry field trips and training nights – networking and social events to create a sense of community – career panels
<p>Employability & Graduate Futures</p>	<p>UNSW's Employability team works with other Business Units to assist women students and graduates to successfully transition to the workplace, by providing access to support and accelerated development opportunities, including those listed below. All opportunities are available to students during their program, and up to two years after graduation. Initiatives include:</p> <ul style="list-style-type: none"> • High degree research employability program: Free one-day symposium for all UNSW HDR candidates. Participants receive guidance on planning and managing their career, building skills to support the transition to the workplace after graduation. This includes creating job application documents, practising interview techniques, and networking with UNSW Career coaches, UNSW alumni and industry experts. The program runs three times a year. • Career coaching: All students and recent graduates can meet individually with UNSW Career Coaches for a 20-minute session on career planning, building a resume, interview preparation and job search advice. UNSW Career Coaching also offers 30-minute equity, diversity and inclusion (EDI) coaching sessions for students. Students are supported in their career journeys and questions about EDI in recruitment or the workplace are addressed. There is the option of referral to the GradWISE graduate disability employment service for penultimate and final year students. • Career Explorer program: The Career Explorer program consists of three coaching sessions for first- and second-year students, focused on: understanding individual motivations and professional interests, planning how to engage with employability programs during time of study, exploring career pathways that are energising and individuals are passionate about, and 'design your experience' at UNSW. • Creating your career course: This course covers early career development content via in person sessions and online modules. Online content includes online lessons and activities, videos, discussion forums, quizzes, wikis and the development of a professional

	<p>portfolio. The interactive seminars are designed to be practical and to provide opportunities to apply the knowledge and strategies developed online. Women course participants stated:</p> <ul style="list-style-type: none"> – <i>'(the course) wasn't just about recognising my personal strengths; it's also about application. Part of the journey involved proactively connecting with industry professionals and discovering what they value in potential employees.'</i> – <i>'What I liked about Introduction to the Workplace is being able to gain valuable and practical experience that I have been able to put in place to secure myself a job.'</i> <ul style="list-style-type: none"> • Career Discovery mentoring program: The UNSW Career Discovery Mentoring Program is a five-week program that provides students with the opportunity to discover potential careers through a mentoring relationship that facilitates greater self-awareness of skills, knowledge, experiences and attributes. The program runs three times per year, with 981 participants in 2023. Participants state: <ul style="list-style-type: none"> – <i>'It was fundamental in giving me a lot of clarity and confidence...I started from being a clueless job-searcher to someone who landed a graduate role, all within the five weeks of the program.'</i> (mentee) – <i>'Mentoring played a big role in my career, and I wanted to give something back. It was because of good mentors I was able to launch my career.'</i> (mentor) • Finding Industrial Training Engineering event series: This event series provides tips and advice for all Engineering students seeking a rewarding placement experience. The series features a line-up of leading industry partners who provide current tips and recruitment advice to current students. The event series is facilitated by UNSW Employability in collaboration with UNSW Engineering.
<p>Graduate Research School & Higher Degree Research (HDR) Support</p>	<ul style="list-style-type: none"> • HDR Candidate workshops: Development workshops are offered for HDR research candidates, including career planning and reflection,, monthly presentation practice, and weekly 'shut up and write' workshops. • Personalized English Language Enhancement (PELE): PELE is a course designed to help enhance student communication skills in English. The course is free for HDR candidates. Students learn in a personalised, autonomous way of enhancing communication skills, as they are guided to design and implement a personal approach to address their needs. Students are supported in non-judgmental and nurturing learning community of teachers and mentors, including former PELE participants. Participants stated: <ul style="list-style-type: none"> – <i>"Due to COVID-19, I took a fully online course last semester. Though I was worried about whether online courses would not be good for my study at first. In fact, not at all! PELE taught me more about autonomous learning, emotional management and smart working. Now I have been able to write easily and think critically, and I also got a high score in the assignments this semester. And I am very honoured to participate in PELE's mentor program this semester."</i> Qi Diao (Exchange Program in 2020) • HDR Peer Support Program: Online and in person peer support programs run to assist students transitioning into new study and work environments. This allows candidates who have not yet commenced and may still be based outside of Sydney/Canberra/Australia to connect with UNSW HDR Candidates for advice and guidance on relocating to their campus location, and transitioning into life as a HDR candidate

- **Annual HDR Competitions:** UNSW holds two annual competitions to assist student in developing research communication skills, including the UNSW 3-minute thesis (challenging students to explain their research in 3 minutes for a cash prize), and the UNSW Visualize your Thesis (which challenges students to present their research in a 60 second eye catching digital narrative, also for a cash prize). These competitions are replicated at Faculty level.
- **Development and research training grant:** A centrally funded Grant-in-Aid program provides 2nd and 3rd year candidates with an opportunity to enhance their candidature experience through international conference attendance, as well as profile building and skill development activities.

- **HDR extend your career resource/digital hub:**
The hub assists UNSW HDR candidates in navigating candidature requirements and skill development opportunities, at each stage of candidature and beyond. The resource follows the HDR extend career framework (pictured below), showing the 6 Focus Areas for HDR knowledge, skills and attributes.



CASE STUDY: STEMM CHAMPIONS PROGRAM (2018–PRESENT)

UNSW Canberra and ADFA celebrated Wear It Purple Day with a campus-wide event in 2023. ADFA training officers and staff committed to a uniform free day as a statement of support for LGBTQIA+ inclusion. Nearly 100 staff participated in a community photograph and took part in fundraising.



The STEMM Champions Program (previously known as the UNSW Women in Maths and Science Champions Program) is a unique career development program supporting research students (PhD Champions) and early career researchers (ECR Champions) who are women, non-binary and gender diverse. The 12-month program equips Champions with the skills and confidence to build their public profile and become visible advocates for girls and women in STEMM. Champions participate in online and face-to-face outreach activities to encourage and inspire young women to pursue a career in STEMM. The program has had a total of 195 participants since 2018, who have engaged in over 3,500 hours of outreach and spoken to almost 10,000 school aged students. Year on year change in participants and workshop structure is outlined below.

Table 3.5 –UNSW STEMM Champions Enrolments 2021 – 2023

YEAR	ENROLMENTS/PARTICIPATION
2023	20 PhD Champions 20 ECS Champions
2022	25 PhD Champions
2021	24 PhD Champions 12 ECS Champions

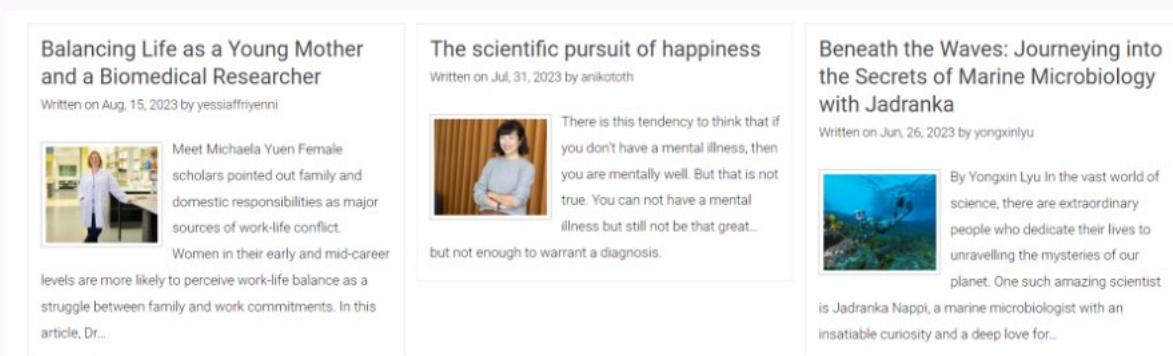
In 2023, noteworthy improvements were observed among PhD Champions, with robust gains in advocacy skills to positively contribute to the changing culture of women in STEMM (pre-mid change of +73%), peer motivation (pre-mid change of +60%) and fostering public dialogue about maths and science (pre-mid change of +43%).

Figure 3.1 – UNSW STEMM Champions Workshop Structure Overview 2023

WORKSHOP 1	WORKSHOP 2	WORKSHOP 3	WORKSHOP 4	WORKSHOP 5	WORKSHOP 6	OTHER PROGRAM ELEMENTS
<p>INTRODUCTORY WORKSHOP</p> <p>22 FEB (PhD & ECS)</p> <ul style="list-style-type: none"> Getting to know other program participants Purpose & structure of the Program Your role as a Maths & Science Champion Goal setting Introducing the Program Blog. 	<p>BUILDING ENGAGING PRESENTATIONS</p> <p>15 MAR (PhD) 23 MAR (ECS)</p> <ul style="list-style-type: none"> Prepare & deliver powerful presentations Articulate purpose & values to motivate through story telling Adapt your content & style to the audience & context. 	<p>GETTING THE MOST OUT OF SOCIAL MEDIA</p> <p>17 MAY (PhD) 18 MAY (ECS)</p> <ul style="list-style-type: none"> The basics Promoting you & your work Create content that resonates & improves visibility Video shooting & editing. 	<p>STRENGTHENING COMMUNICATION SKILLS</p> <p>19 JUL (PhD) 20 JUL (ECS)</p> <ul style="list-style-type: none"> Plain English writing for Science Research Science in the community Fostering public dialogue about science Interview techniques. 	<p>LEADING SELF & OTHERS</p> <p>20 SEP (PhD) 21 SEP (ECS)</p> <ul style="list-style-type: none"> Leadership traits and styles Gain an awareness of your strengths & values Learn how to use your strength to create a shared vision. 	<p>SETTING YOU UP FOR SUCCESS</p> <p>15 NOV (PhD) 16 NOV (ECS)</p> <ul style="list-style-type: none"> Your career path: professional & academic Ongoing role as a Champion Where to next? Utilising program learnings for maximum impact and personal reflection. 	<ul style="list-style-type: none"> 20 hours of outreach Strengths profile assessment Career coaching Postgraduate Research Showcase (PhD only) Cohort Lunch & Learn sessions Champion & alumni networking events.

In tandem with the program, the UNSW STEMM Champions Program Blog is run by the program team, seeking to challenge stereotypes, feature role models in the UNSW community, and showcase stories about program participants.

Figure 3.2 – Excerpt of UNSW STEMM Champions Blog



CASE STUDY: NEW WAVE FOUNDERS PROGRAM

UNSW's New Wave program empowers women entrepreneurs by connecting them with professional networks and industry experts and supporting them to up-skill to launch their own startups.

Launched in 2017, New Wave offers UNSW students, staff and alumni who identify as women, at the earlier stages of their career journey, access to workshops, expert masterclasses, and industry-leading mentors. Participants get to:

- meet like-minded women, form a team and collaborate on an idea
- learn essential entrepreneurial skills like pitching, leadership and design thinking
- learn how to build a startup
- work 1:1 with Startup Coaches
- pitch at a showcase event to industry leaders

In 2020, a virtual version was launched due to COVID-19 and was retained to enable people outside of Sydney or who have time restraints (such as full-time work) to participate. This also led to an online learning platform being launched in 2021. The online cohort have evening workshops, as well as optional in-person events to foster a sense of community.

The project has supported over 600 participants since its inception, with 12 cohorts having completed the program. Since 2017, New Wave has invested over \$50,000 in seed funding and \$35,000 USD in grants for women-led startups.

On average 22% of Australian startups are founded by women, compared to the 44–46% in the UNSW Founders community. New Wave communicates the stories of previous participants in 'Success Stories' on their website and social media, showcasing diverse female and gender diverse role models (pictured below).

Table 3.3 – Excerpt of UNSW New Wave Success Stories Page

New Wave Success Stories



From Student to Startup Founder



From Alumni to Award-winning Entrepreneur



From Research to Impact

In 2024, New Wave has launched a new collaboration with Westpac, aiming to break down financial barriers that disproportionately affect underrepresented founders. Westpac has committed to funding three equity scholarships valued at \$20,000 each to offer financial support to women and non-binary founders who are successful in joining the UNSW Founders 10x Accelerator programs with their high potential start up.

The Westpac Accelerator Scholarships are designed to address barriers that women founders may experience when pursuing their startup full time, including those struggling to balance the dual demands of family and work responsibilities and accessing capital for business growth. It can also help cover their travel or lost salary costs when undertaking the 10-week program.

CREATING A SUPPORTIVE ENVIRONMENT AND CULTURE

Table 3.4 – Creating a supportive environment and culture

<p>Policies, Strategies and Governance</p>	<ul style="list-style-type: none"> • Students as Partners Consultative Group: University policies and documentation have been developed and reviewed in consultation with student groups to ensure they best support and apply to the diverse student community at UNSW. In consultation with student groups such as Arc and the Students as Partners Consultative Group (SCON), key university policies that have been updated since 2018 include: <ul style="list-style-type: none"> – Equity, Diversity & Inclusion Policy (in progress) – Supports for Students Policy (2024) – Student Wellbeing and Safety Policy (2024) – Anti-Racism and Religious Vilification Policy (2021, 2024) – Students Complaints Procedure (2023) – embedded commitments to record-keeping and transparency of complaints with the DVC-Inclusion – UNSW Enterprise Agreement (2018, 2023)– outlined expectations for all staff, including student-facing staff, to champion EDI – SCON members provide intersectional insights from their lived experiences as students to inform the development of university policies, events (such as organisation-wide 'Diversity Festival') and training (including the ally@UNSW training). • Women in STEMM Decadal Plan: As UNSW is a Women in STEM Decadal Plan Champion, university guidelines for public events were developed in 2020 to ensure gender balance is always considered. Many of the actions reported here align with the six opportunities identified in the Decadal Plan, available publicly via the Australian Academy of Science.
<p>Culture</p>	<ul style="list-style-type: none"> • EDI Inclusive Event Grant Scheme: The EDI Event Grant Scheme is based in the Faculty of Science, designed to support student societies host events to develop a culture of equity, diversity, and inclusion at UNSW. In 2023, the Grant Scheme co-funded the Medical Science Society Peer Mentoring End of Program event, with 42 attendees. In 2022, the Grant Scheme funded the WISSOC International Women's Day brunch. • UNSW Celebrating Women on Campus: In 2022, Phase 1 of the 'Celebrating UNSW Women on Campus' project, to rename 17 buildings and spaces across UNSW's Kensington Campus after UNSW women role models was approved. In 2023, Phase 1 of the "Celebrating UNSW Women on Campus" project was implemented. Phase 2 was the creation of a physical and virtual 'Women's Trail' across the Kensington and Paddington campuses. • UNSW Culturally Inclusive Calendar: In 2023, this resource was introduced for the UNSW community to assist with planning and scheduling events, assessments and meetings.

<p>Safety</p>	<p>Gendered Violence</p> <p>Since 2018, UNSW has made formal commitments and generated actions to create a campus free from gendered violence, where women and gender diverse students can better succeed at transitioning into and continuing engagement with university. Actions in this area include:</p> <ul style="list-style-type: none"> • Creation of Gendered Violence Policy in 2023, building from the prior Sexual Misconduct Prevention and Response Policy, which outlines the principles and responsibilities for preventing and responding to gendered violence at UNSW. • Co-designed the Stop. Empower. Support. UNSW Gendered Violence Strategy and Action Plan 2022–2025 with students and staff. • Developed the SpeakUp Ethical Culture Strategy (2023 – 2025) in consultation with students and staff. • Launched the Gendered Violence Portal for students and staff to lodge incidents and find information about sexual misconduct and gendered violence. In 2024, this was replaced by the Case IQ System, a single webform capable of capturing all complaint/report types and multi-dimensional complaints/reports, making it easier to report. • Ongoing events hosted by UNSW on the Elimination of Violence against women held annually since 2019. • Establishment of the Sexual Assault and Domestic and Family Violence working group • During 2021, expert guidance from Medicine Program leads in conjunction with student insight, produced a student review of existing materials covering SADFV topics within the curriculum. This process led to the establishment of eight Faculty expert sub-groups which developed a comprehensive phase-wide SADFV curriculum. This included a Trauma-Informed Train the Trainer package for teaching staff to address issues that might arise when teaching challenging material including responding to disclosures and students in distress. • Training is made available to staff and students, including the Motivating Action Through Empowerment (MATE) Bystander training (38 staff have been trained as facilitators. Eleven sessions have run for staff and students in 2024, with further sessions planned), Sexual Misconduct Awareness and Response online training modules (completed by 3000 – 4000 staff per year), and Respect@UNSW must be completed by all students in their first year of study.
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4. OUTCOMES

The outcomes listed in this section assess UNSW's success in retaining a diversity of talent in student cohorts²³ through the actions and outputs described above.

This has been assessed through the following targets:

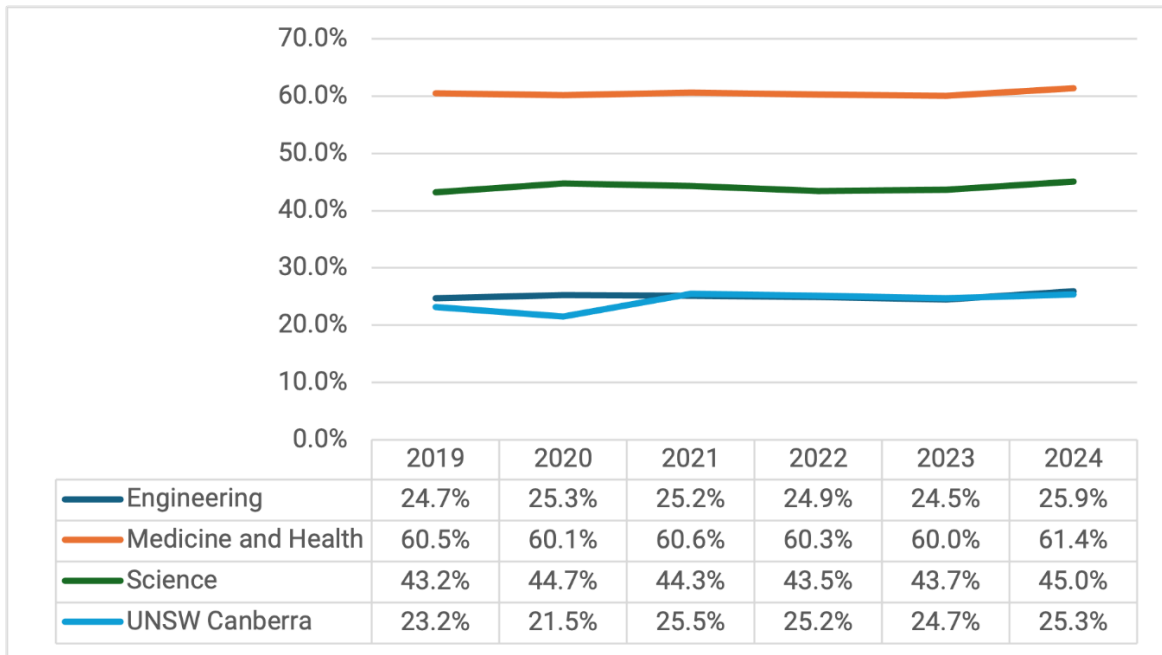
- **Transition to UNSW**
 - Target outcome 1: Increase of enrolment of diverse talent in STEMM undergraduate degrees at UNSW.
- **Experience at UNSW**
 - Target outcome 2: Quality Indicators for Teaching and Learning Student Experience indicators for diverse students match the UNSW average.
 - Target outcome 3: Retention rates for diverse students in STEMM undergraduate degrees match the UNSW average.
- **Transition to workforce**
 - Target outcome 4: Graduate Outcome Survey (GOS) employment and employment satisfaction for diverse students completing STEMM undergraduate degrees match the UNSW average.

TARGET OUTCOME 1: INCREASE THE ENROLMENT OF DIVERSE TALENT IN STEMM UNDERGRADUATE DEGREES AT UNSW.

UNSW's progress in female enrolment in STEMM stagnated between 2020 and 2023, likely as the result of COVID-19 and the development of competitive alternatives within other universities. These factors were acknowledged when reviewing the status of the initial Athena Swan Bronze Action Plan goal of achieving 30% female undergraduate enrolments in engineering by 2020. However, UNSW has seen small increases in female enrolment share in 2024 across all four STEMM faculties at UNSW, with Engineering, Medicine & Health, and Science Faculties 2024 female enrolment shares the highest on record (Figure 4.1). Targeted outreach programs, such as Young Women in Engineering Pathway Program, Women in Maths and Science Champions, STEMM Careers Program, SciX and Bachelor of Data Science Ambassadors may have supported the increases in female enrolment.

²³ In this section, 'diverse talent' and 'diverse students' refers to students who are women, are from a low SES or educationally disadvantaged background, are Aboriginal or Torres Strait Islander, and/or live with a disability.

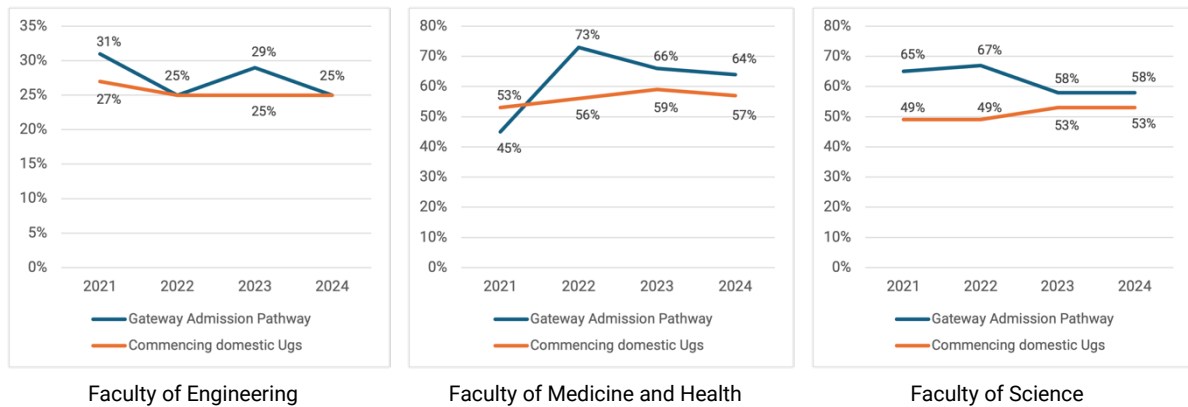
Figure 4.1 – Proportion of Women Enrolled in STEMM degrees 2019 – 2024



Since the introduction of the GET and UNSW's significant expansion of the GAP, the access rate for students from disadvantaged backgrounds has risen from 16.5% in 2023 to 21.6% in Term 1 2024. The rate has increased substantially in the Faculty of Science (from 19.6% in 2019 to 25.0% in 2024) and the Faculty of Medicine & Health (from 14.9% in 2019 to 21.4% in 2024). While the Gateway Equity access rate increased in the Faculty of Engineering from 16.6% in 2019 to 20.3% in 2022, it has since returned to 2019 levels.

Figure 4.2 shows that the GAP brings a higher percentage of female students into STEMM faculties compared with standard admissions pathways, suggesting that UNSW's progress on female enrolments in STEMM is intersectional, with more women commencing in in STEMM fields being from socio-educationally disadvantaged backgrounds. The benefits of the GAP beyond the entry pathway itself could be a factor in the strong female participation and engagement, including offering support in making social connections and gaining peer networks and academic support. UNSW Canberra is excluded from this analysis because the Gateway Admission Pathway does not currently admit students into their degree program.

Figure 4.2 – Percentage of female commencing domestic undergraduates entering UNSW through the Gateway Admission Pathway compared to the broader domestic undergraduate commencing cohort



TARGET OUTCOME 2: QUALITY INDICATORS FOR TEACHING AND LEARNING (QILT) STUDENT EXPERIENCE SURVEY) INDICATORS FOR DIVERSE STUDENTS MATCH THE UNSW AVERAGE.

On average, the Student Experience Survey found that over the past five years female students have consistently self-reported high levels of overall satisfaction in experience and teaching. Female students self-reported scores for experience and teaching satisfaction have also increased since 2019. Although female students with a disability and from low SES backgrounds do have lower than average satisfaction ratings, they have also been improving significantly over the past five years (Figure 4.3). This pattern is repeated across all STEM fields reported on in the QILT SES (Science & Maths, Engineering, Computing and Medicine).

As reported in the Evidence of Barrier section, female students at UNSW generally report lower Personal Wellbeing Index scores compared to the average, across most STEM fields. As the Personal Wellbeing Index is a new indicator, we cannot investigate historical trends for this specific measure but will target improvements in this measure going forward to bring it line with high female satisfaction with the UNSW experience and teaching.

Figure 4.3– Student Experience Survey – Overall Satisfaction Questions – 2019 – 2023 (Overall Satisfaction: Experience)

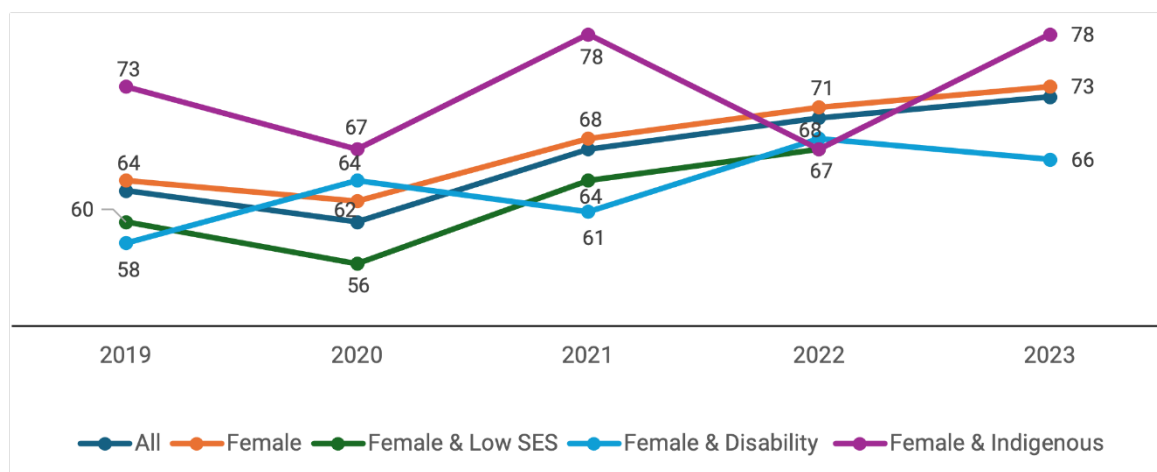
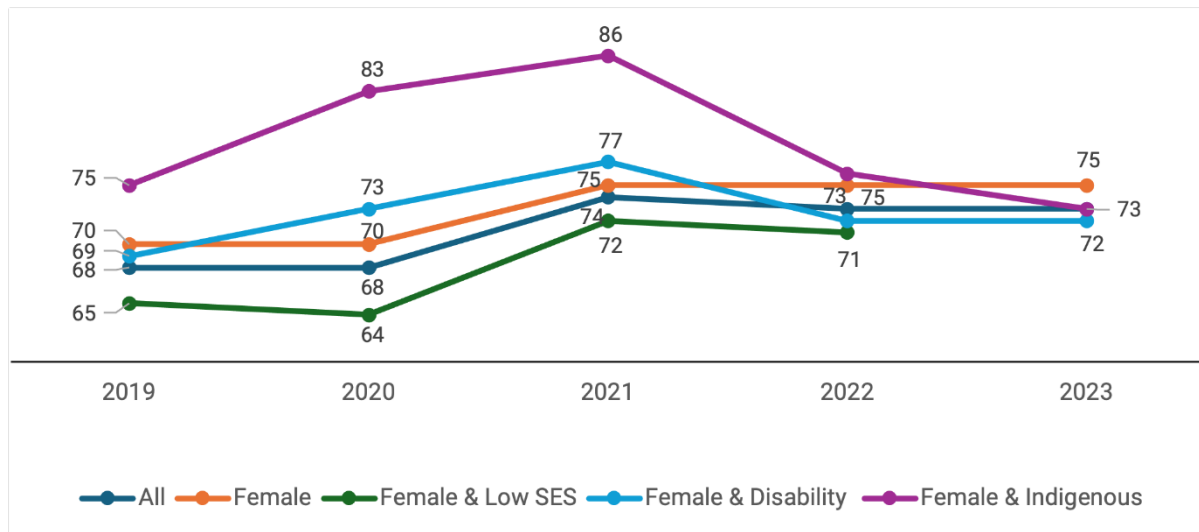


Figure 4.4 – Student Experience Survey – Overall Satisfaction Questions – 2019 – 2023 (Overall Satisfaction: Teaching)



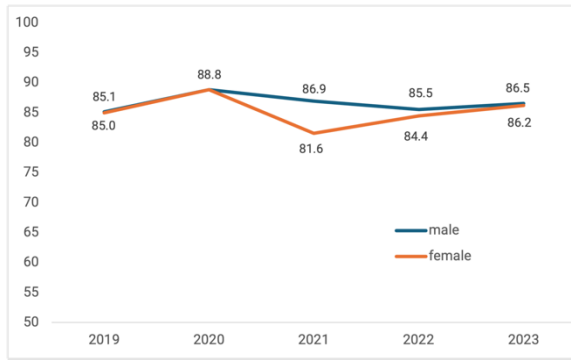
TARGET OUTCOME 3: RETENTION RATES FOR DIVERSE STUDENTS IN STEMM UNDERGRADUATE DEGREES MATCH THE UNSW AVERAGE.

Figure 4.5 shows retention rates for undergraduate and postgraduate students in STEMM Faculties.²⁴ COVID-19 affected retention rates across UNSW, and women’s retention rates more than men’s in some Faculties. In 2023, though, most retention rates recovered and in some cases are now higher than pre-COVID levels. In recent years, drops in the female retention rate in undergraduate engineering have recovered to again be comparable with the male retention rate. In the Faculty of Medicine & Health, the Faculty of Science and UNSW Canberra, female undergraduate retention rates have surpassed male retention rates in recent years. Postgraduate female retention rates for the Faculty of Medicine & Health dropped substantially below male retention rates over the COVID-19 period but have now recovered and are comparable to the male retention rate. In 2023, female and male postgraduate retention rates were also comparable for the Faculty of Science and UNSW Canberra. The Faculty of Science, however, currently has lower female postgraduate retention and this will be an area of focus going forward. Further assessment is required when analysing Indigenous retention rates, with no clear pattern being consistent across the STEMM Faculties (Figure 4.6). Average retention rates for low SES students of all genders are also trending upwards over time (Figure 4.7).

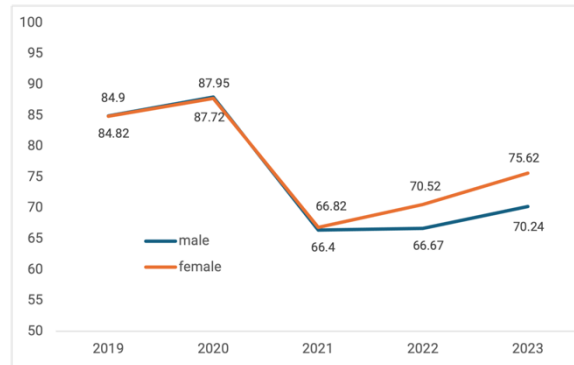
Despite the detrimental impacts of COVID-19, activities that may have assisted in increase in retention rates since 2022 include the academic, financial and wellbeing support programs that have grown. This includes the Gateway support funding and activities such as the Social study hub and Advantage award, and other initiatives such as the student experience belonging and onboarding program.

²⁴ UNSW Level Retention and Attrition rates measure the number of students who stay or depart from UNSW on a yearly basis. This considers both the commencing and continuing students.

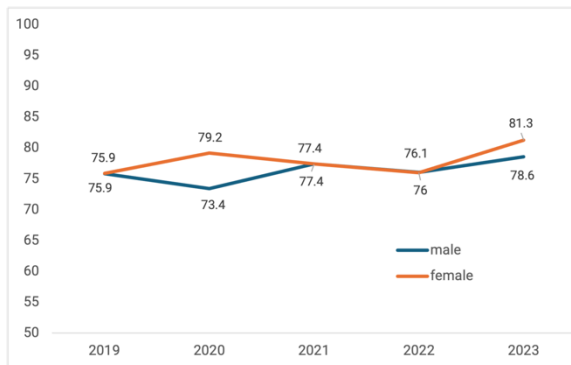
Figure 4.5– Domestic Undergraduate Faculty Average Retention Rates Split by Gender 2019 to 2023



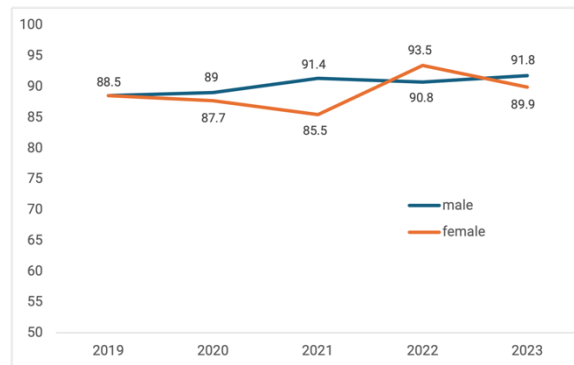
Faculty of Engineering



Faculty of Medicine and Health

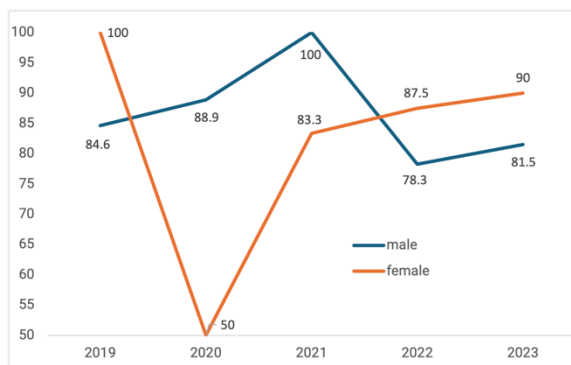


Faculty of Science

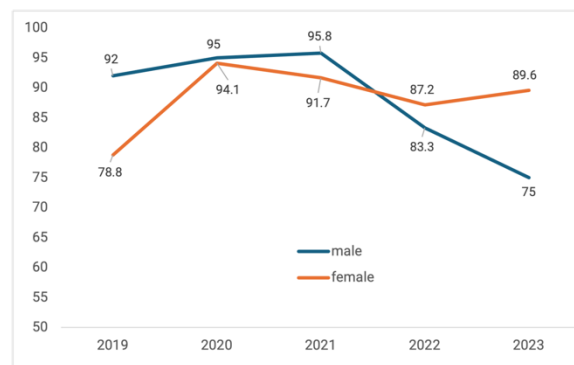


UNSW Canberra

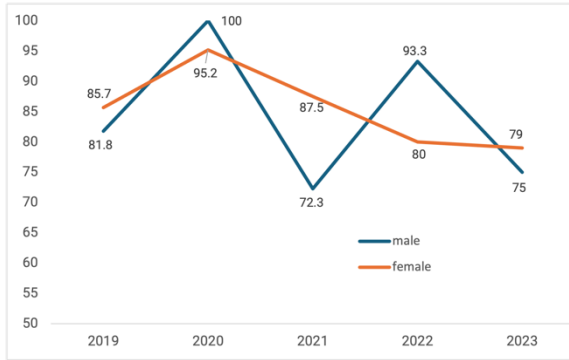
Figure 4.6 – Domestic Undergraduate Faculty Average Retention Rates Split by Indigenous/Torres Strait Islander status & Gender 2019 to 2023



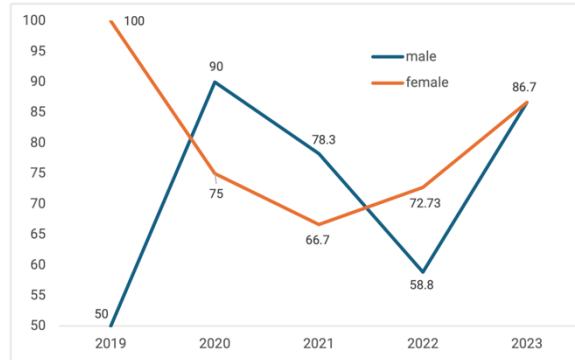
Faculty of Engineering – Indigenous & Torres Strait Islander (n=7)



Faculty of Medicine & Health – Indigenous & Torres Strait Islander (n=19)

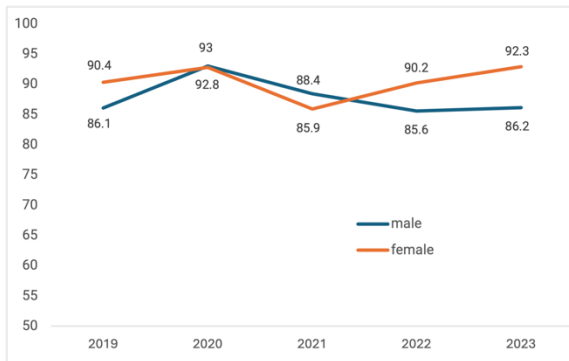


Faculty of Science – Indigenous & Torres Strait Islander (n = 14)

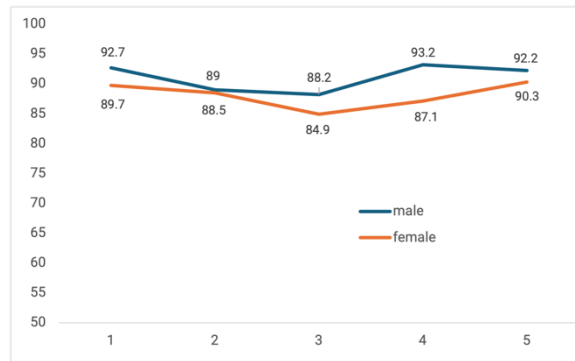


UNSW Canberra – Indigenous & Torres Strait Islander (n= 10)

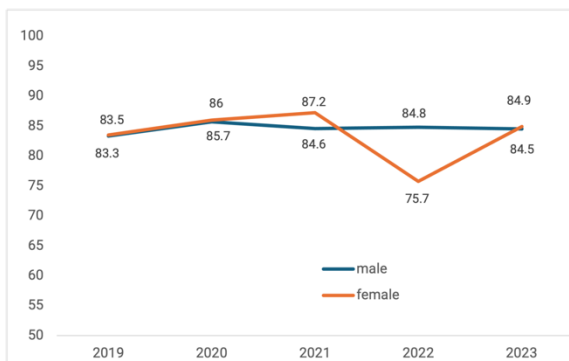
Figure 4.7– Domestic Undergraduate Faculty Average Retention Rates Split by Low SES status & Gender 2019 to 2023



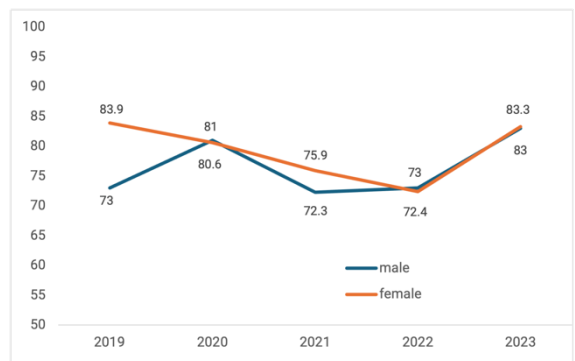
Faculty of Engineering – Low SES (n=163)



Faculty of Medicine & Health – Low SES (n=100)



Faculty of Science – Low SES (n=118)



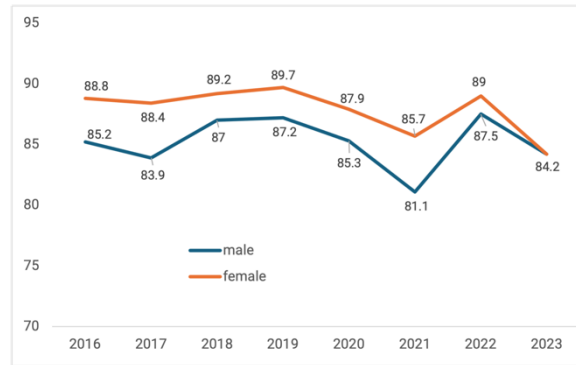
UNSW Canberra – Low SES (n=64)

TARGET OUTCOME 4: GRADUATE OUTCOME SURVEY (GOS) EMPLOYMENT AND EMPLOYMENT SATISFACTION FOR DIVERSE STUDENTS HAVING COMPLETED STEMM UNDERGRADUATE DEGREES MATCH THE UNSW AVERAGE.

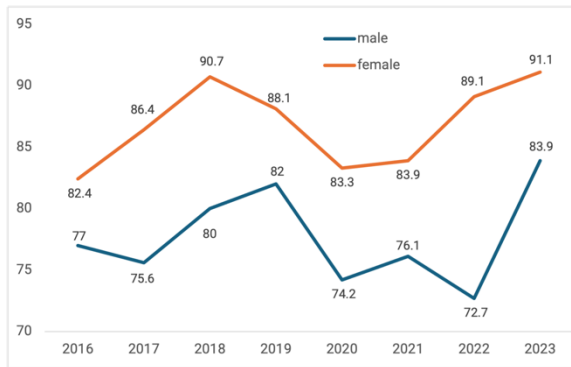
Overall employment (proportion of graduates who are employed upon graduation, as a percentage of graduates who were available for employment) average in the GOS has been higher for UNSW female graduate than UNSW male graduates, including across STEMM fields and UNSW Canberra, although

numbers are low in certain groups, which precludes full analysis. Satisfaction ratings for the Faculty of Medicine & Health and the Faculty of Engineering appear similar for men and women.

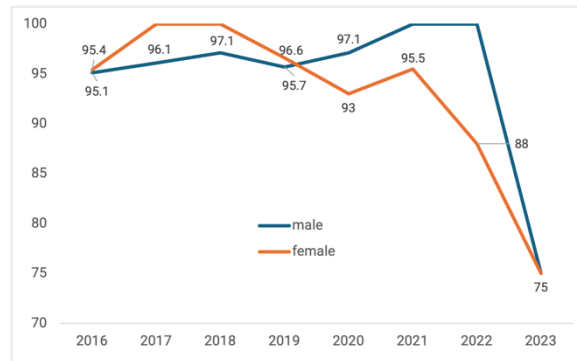
Figure 4.8 – Graduate Outcome Survey – Overall employment average by gender



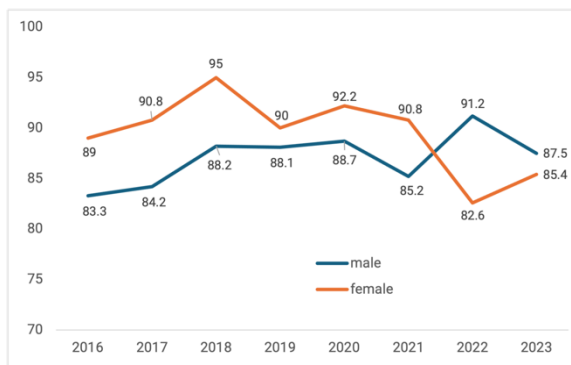
All faculties (n= 2691)



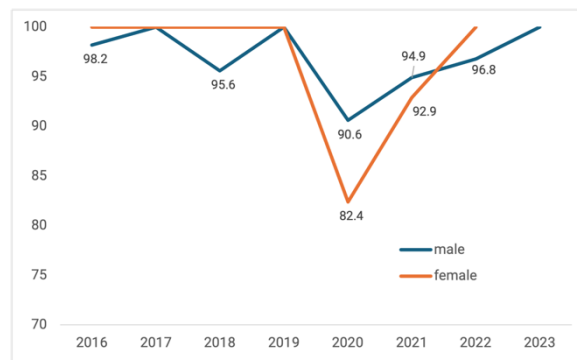
Faculty of Science (n=482)



Faculty of Medicine & Health (n=214)

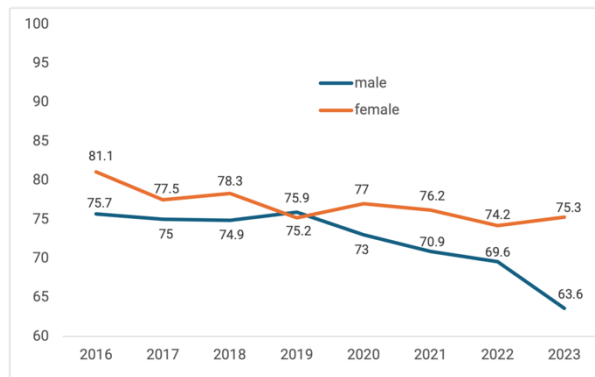


Faculty of Engineering (n=434)

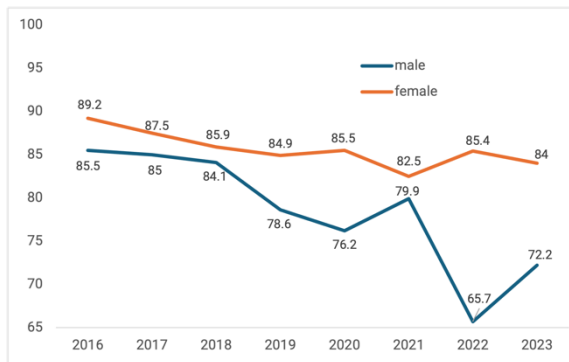


UNSW Canberra (N=42)

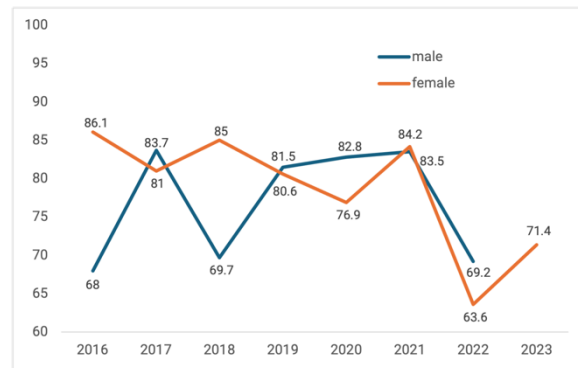
Figure 4.9 – Graduate Outcome Survey – Overall Employment satisfaction average across all faculties, by gender



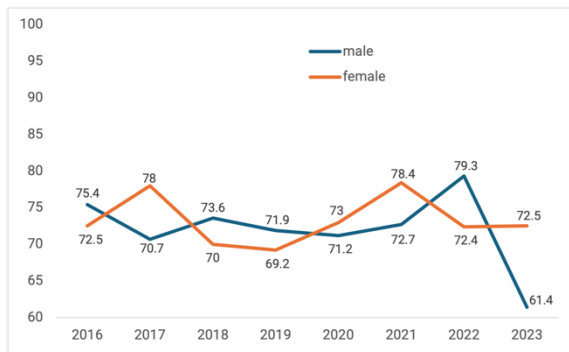
All faculties



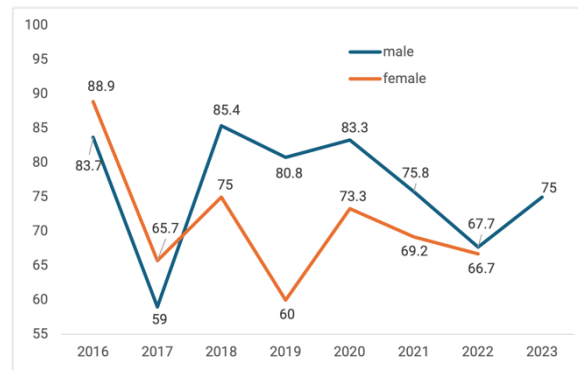
Faculty of Science



Faculty of Medicine & Health



Faculty of Engineering



UNSW Canberra

5. IMPACT

In qualitative analysis women STEM students have reported increasing feelings of belonging, safety and support during the student lifecycle at UNSW. Areas where the University can continue to improve have been identified.

UNSW's Athena Swan Leadership team and Self-Assessment Team undertook a qualitative research project in 2022/25, engaging UNSW staff and students to evaluate the initiatives and actions to remove and reduce barriers to gender equity presented in student pathways (STEMM) (Table 5.1, 5.2). Staff and student expressions of interest in focus group participation were sought via organisational channels such as Yammer, HR newsletters, WiRN newsletters, Student Life newsletters, Arc, MS Teams Channels, and the Self-Assessment Team networks. Human Research Ethics approval was obtained prior to participant enrolment.

Table 5.1 – Focus Group Study Participants

KEY BARRIER	FOCUS GROUPS	INCLUSIONS	EXCLUSIONS
Student pathways	<ol style="list-style-type: none"> 1. Undergraduate students in STEM areas 2. Students who are not members of any STEM clubs or societies 3. Postgraduate & HDR students in STEM areas 	Students and staff engaged in STEM student pathways.	Students and staff without experience or engagement with STEM pathways.
Mixed	2 Mixed groups – academic and professional staff across all Key Barriers	All applicants who self-identified in one of the ASBAP Key Barrier groups and met inclusions according to that Key Barrier.	N/A

²⁵ Williamson, S. & Taylor, H. (2022). "Examining the Impacts of UNSW's Athena SWAN Program: A qualitative study". UNSW Canberra.

Table 5.2 – Focus Group Participant Demographics

DEMOGRAPHIC TYPE	STUDENT PATHWAYS	MIXED GROUPS
Participants (total)	24	16
Women	23	11
Men	0	3
Non-binary/gender diverse	1	2
LGBTQIA+ identified	6	6
Have a disability and/or chronic illness	1	1
Born in Australia	14	4
Not born in Australia	10	12
Flexible working arrangements	0	10
Caring responsibilities (parental)	0	3
Caring responsibilities (other)	0	4
Undergraduate students in STEMM	8	–
Postgraduate & HDR students in STEMM	9	–
Students not in STEMM clubs or societies	7	–

Further focus groups were recruited during the development of this Cygnet, engaging UNSW staff and students (Table 5.3) to similarly evaluate the initiatives and actions to remove and reduce barriers. The focus group were similarly recruited and engaged as above.

Ongoing challenges and recommendations from the focus groups are described in figure 5.1 below.

Table 5.3– Student Focus Group Participant demographics

DEMOGRAPHIC TYPE	NO. OF STUDENT PARTICIPANTS
Participants (total)	5
Women	3
Men	2
Non-binary/gender diverse	0
LGBTQIA+ identified	1
Have a disability and/or chronic illness	1
Born in Australia	2
Not born in Australia	3

Figure 5.1 – Summary of Ongoing Challenges and recommendations

Transition to UNSW

Participants in both the 2022 qualitative study and 2024 focus groups stated that the transition into undergraduate study at UNSW was challenging, reporting potentially intensified barriers for students who are women, from low SES backgrounds, and are first in family. Key insights included:

Participants noted challenges meeting and connecting with other students, particularly during the COVID-19 pandemic. Studying online or in hybrid formats provided additional flexibility, however made it more difficult to form social connections with peers and best use offerings from student societies.

Applying for and transitioning to university posed additional challenges for students who were first in family or came from families that had not attended university in Australia, feeling alienated and unsure of the process and expectations.

Entry programs, including the Gateway Admission Pathway, were viewed favourably not only as a pathway into study at UNSW, but the additional social support it provided, particularly for students from low SES backgrounds and who are first in family.

Experience at UNSW

In the 2022 qualitative study, generally, students valued and enjoyed their education and life at UNSW (Tables 5.3 and 5.4). Residual gender bias still exists, however, this did not appear to be systemic or widespread, but confined to particular areas (Table 5.6). Undergraduates enjoyed participating in clubs, societies and programs and found them beneficial. However, high workloads, combined with various lockdowns, have negatively impacted students' mental health. Undergraduates spoke of exhaustion, and some postgraduates felt isolated, which could have subsequent negative impacts on the attraction, retention and progression of diverse undergraduates in the STEMM pipeline, including women, students from low socio-economic backgrounds, Aboriginal and Torres Strait Islander students, and students with disability.

Further key findings from the 2024 focus groups include:

Opportunities such as peer mentoring and being a university ambassador are positive and growing. Students noted these opportunities boosted social connection, belonging, and a sense of community.

Support services were well received, especially counselling, however overall services need to be more accessible and easier to access for students.

Student societies are popular and encourage development of personal and professional capabilities and skills, however, are not always consistent in engagement and struggled to offer accessible events particularly during the COVID 19 pandemic.

Teaching staff who were culturally competent and/or able to connect with students regarding their cultural or geographical background was viewed as having a strong positive impact on students learning experience.

Generally, when shifting from one degree to another within STEMM, students found knowledge disparity larger in comparison to non-STEMM areas.

The trimester structure was widely noted as challenging, with a large workload. Despite some viewing hybrid or online learning favourably, many students stated that online learning decreased motivation and social connection.

Transition to Workforce

Participants in both the 2022 qualitative study and 2024 focus group highlighted the supports in place to assist with student transition to the workforce, alongside areas in which UNSW can continue to grow and develop. This included:

Mentoring programs were viewed favourably, particularly programs that had strong connections to UNSW Alumni and industry partners. This style of programs allowed students to have an active part of a mentoring relationship developing practical skills and fostering professional and personal growth.

Postgraduate and HDR students found value in the resources, events and supports offered by the Women in Research Network, both during and immediately after their studies.

Table 5.4 – Ongoing challenges and recommendations

CHALLENGE	FOCUS GROUP REPORT EXCERPT/QUALITATIVE DATA EXCERPT
<p>Workload (undergraduate)</p>	<p>One student believed that UNSW deliberately made courses difficult, and courses were more difficult than at other universities</p> <p>Another studying Maths thought the exams were unfair as only the final answer was marked, not the accompanying working out.</p>
<p>Trimester system</p>	<p><i>...the terms are very short as well. So you don't have time to procrastinate. So you have to like be like, quick and like, everything just keeps on piling up and especially the last two, two weeks. I'm just like 'Oh my God, let me like just...do all this stuff' and it kind of like really stresses me out, yeah.</i></p> <p>Another considered that this lack of rest was the biggest challenge, which prevented students from considering what they wanted to do in their career, and 'what jobs you're going to apply for.'</p>
<p>Mental health & wellbeing</p>	<p>Another stated that she 'prepared myself for the worst and then I got the worst' and just accepted that she never had spare time</p> <p>This was echoed by another who stated that she 'just had to get used to the workload', which also resulted in less time with her family</p> <p><i>So then when I hear things like this, where people go, 'they're not compassionate enough'. And I went, I think, well, no, they're not. But isn't that normal? Isn't that how it's supposed to be?</i></p> <p>She also stated that a 'lot of her friends' think that 'your uni doesn't really care about you.'</p> <p>Students considered that mental health support had improved as a result of COVID, but they still found it difficult to access, including having to wait to see a counsellor. One student stated that she didn't feel comfortable accessing university mental health support, and neither did her friends</p> <p>Almost all participants in a focus group containing both undergraduate and postgraduate students agreed that they experienced imposter syndrome. These students compared themselves against peers, and were concerned about not making sufficient progress with their studies.</p> <p><i>As one stated: It used to be a thought in my head where I would feel like a fail. I still feel like a failure every day. And you know I can't keep up with it. That's kind of like my own fault where I'm just not the most organised person. It's a work in progress.</i></p>
<p>Gender bias</p>	<p>An undergraduate student commented on the low representation of women in her field (physics), and told of experiencing exclusion from study groups.</p> <p>Another had experienced some bullying and harassment in her laboratory in the early stages of her degree.</p> <p>Several undergraduate students commented on sexist behaviour, with one stating that the attitude of engineering students was that '<i>engineering equals male.</i>'</p>

Table 5.5 – Key findings from focus group study 2022 (Williamson & Taylor)

'WHAT'S WORKING'	'MORE WORK NEEDED'
<p>Clubs and societies: Women and gender diverse undergraduate and postgraduate students generally considered that UNSW's clubs and societies provided valuable opportunities to network, make friends, and learn about their chosen discipline.</p> <p>Events: International Women's Day events featuring women in STEMM were highly regarded.</p> <p>Women in Research Network (WiRN): Postgraduates and HDR students found WiRN to be a valuable resource.</p> <p>Support: Postgraduate students knew where and how to access support, and spoke positively of mental health first aid training.</p> <p>Culture: Overall, students considered that UNSW has a respectful culture.</p>	<p>Outreach activities: More activities are needed to reach secondary schools in the outer suburbs of Sydney. While UNSW has a high profile in inner Sydney, female and gender diverse students from outer suburbs who are interested in STEMM fields had less exposure to UNSW.</p> <p>Content of clubs and societies: While UNSW's clubs and societies were valued, a minority of participants considered that these could focus on more in-depth issues, such as examining structural issues in their disciplines. Participants also considered that more Faculty support could be given to societies, particularly in Medicine.</p> <p>Isolation – Students not on a main UNSW campus were more likely to feel isolated than students on main campuses.</p> <p>Mentoring: These programs were of variable quality, and students suggested the focus extend beyond matching mentors and mentees, to ensure student needs are met.</p> <p>Scholarships – Financial support was valued, however, students struggled with the cost of living in Sydney.</p> <p>High workloads: Undergraduate students generally found workloads high, did not like the trimester structure, and reported being exhausted.</p> <p>Mental health: Poor mental health was common amongst undergraduate students, and some also believed that UNSW did not care about them enough.</p>

Table 5.6 – Assessing the impact of UNSW initiatives addressing student pathways (STEMM) as a key barrier (Working Group – Students – March 2024)

INITIATIVE	IMPACT	QUALITATIVE REPOSSES
Gateway program	The program was highly praised, with participants reiterating the impetus and opportunity Gateway gave to considering university as a feasible and attainable pathway.	<p><i>The program was a game changer for getting into uni.</i></p> <p><i>'It was daunting, none of my parents completed their education in this system so the university system was totally foreign to our family'</i></p> <p><i>'I was the first in my family to come to uni, and my parents didn't grow up here – we spent a lot of time stressing about figuring out uni. It impacted my ability to make connections at uni too.'</i></p> <p><i>'Not many people from our schools come to uni so it can be hard to fit in, but Gateway made a difference.'</i></p> <p><i>'That's why I signed up to be a University Ambassador, and I've made a lot of friends being a University Ambassador – we share the same background, so there's a level of relatability'</i></p> <p><i>'I'm so grateful to be a University Ambassador, some of my closest friends are University Ambassadors. We relate and we have a similar background, even more than my Medicine peers. There is less diversity in Medicine - it's been nice to have UA community.'</i></p>
Mentoring Programs & Opportunities	Mentoring programs are highly praised across University-wide and Faculty-specific programs. Being able to connect with older students, alumni and industry representatives was seen as most valuable.	<p><i>'I was really lucky to have her as my (group) mentor, they were an older student in my course'</i></p> <p><i>(Peer mentoring in Medicine) 'They give you tips on how to do certain things, how to navigate the classes and assignments well.'</i></p> <p><i>(clinical formal mentoring scheme) 'You can pick if you want someone from your similar background, and the specialty you want...I could be paired up with a woman in Medicine which was amazing.'</i></p> <p><i>(being paired with more experienced students) 'Having someone who has been through that process has been super insightful'</i></p> <p><i>(Engineering group mentoring) 'They have been amazing in general, they are available not only for course work, but they make it clear if you want help with anything else to do with uni or thinking about life after uni they are always available for us'</i></p> <p><i>'I've heard from so many people who have benefited from these peer mentoring programs (Young Women in Engineering peer mentoring).</i></p> <p><i>'The UA connections program is great, you get popped onto a mailing list for opportunities like internships' (University Ambassador program participant)</i></p>
Support Services	Participants noted that it was clear support services are available in some format, however actually	<p><i>'(support services) helps me navigate and go through uni life'</i></p>

	accessing and using support services was not seen as easy.	<p><i>'(key challenges included) having to deal with COVID...keep up with studies...having to self-sustain myself...and uni support services helped me get through it.'</i></p> <p><i>'The workload was more than I was used to .. (I found) someone that would help me with my priorities, and just destressing and making sure I had a healthy balance between uni and normal life.'</i></p> <p><i>We (the student support services and the student) make up a plan, we bring in counselling, and I've become a person that's able to tackle problems and become stronger than ever'</i></p> <p><i>'They helped me by providing a timetable and providing services that the University can offer. They help me plan ahead'</i></p> <p><i>'That access should be there for you, rather than seeking it out'</i></p> <p><i>'It can be hard to find the right channel for you'</i></p>
Student Societies	Societies on the whole were reviewed favourably, however students faced challenges meaningfully engaging with societies during and immediately after the COVID-19 pandemic.	<p><i>'When you look at what is available at UNSW, there is quite literally something for everyone'</i></p> <p><i>'I applied for a consulting society challenge with mentoring...I learnt so much about speaking and presentation skills, and connected with other people at uni'.</i></p> <p><i>'You sign up for everything and then that's it. There were no accessible events'</i></p>
Academic Support	Academic support including tutoring, study sessions and workshops were widely regarded as positive. Diversity of delivery format, and diversity in presenters was regarded as important.	<p><i>'Tutors really put in the extra effort and help show the way for me' (Engineering)</i></p> <p><i>'I see and relate to tutors who are from my cultural background, geographical background'</i></p> <p><i>the knowledge disparity can be so large (between students)... it feels like some people have coded all their lives'</i></p>
Trimester & Hybrid Structure	<p>The T3 structure was noted as challenging, with students often feeling pushed or rushed through trimester content.</p> <p>Feelings towards hybrid format of study was variable, providing flexibility and accessibility, but also having negative impacts upon motivation and student connection.</p>	<p><i>'Being alone and studying hybrid where a lot of the classes were online meant I couldn't connect with students who had the same struggles'</i></p> <p><i>'I like the flexibility so I can study from home (be)cause I live far away'</i></p> <p><i>'I didn't have access to people who had similar experiences to me'</i></p> <p><i>'As soon as we went online, my motivation dropped'</i></p>

6. FURTHER ACTION

STUDENT LIFECYCLE STAGE	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIME-FRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/TARGETS/ SUCCESS INDICATORS
Transition to UNSW	1. Facilitation of outreach programs to prospective students	Clear prioritisation and support of ongoing outreach programs that seek to connect with groups under-represented at UNSW.	<p>Continued and expanded rollout of Gateway Equity Target outreach programs.</p> <p>Continued rollout of Your School, Your Voice events within the Young Women in Engineering Pathway</p> <p>Continued rollout of STEM Champions program for Higher Degree Research and Early Career Staff, including mandatory high school and public outreach activities.</p>	Ongoing	<p>AEI FSR</p> <p>Faculties</p> <p>Faculty of Science EDI team SAT</p>	DVC AEI	<ul style="list-style-type: none"> - Continued running of UNSW Engineering school holiday workshops by the YOWIE Club to meet the in person and virtual workshop demands - Continued rollout of UNSW Experience days, involving Faculty-based workshops that prioritize enrolment from Gateway and Nura Gili cohorts - Continued expansion of the Medicine & Health Rural and Regional Outreach program - Ongoing facilitation of Young Women in Engineering pathway program including the continuation of the 'Your Story, Your School' Program - Ongoing rollout of STEM Champions program - Increased public outreach and high school student engagements

STUDENT LIFECYCLE STAGE	REFERENCE/ RECOMMENDATION	RATIONALE/ EVIDENCE	PROPOSED ACTIONS & OUTPUTS	TIME-FRAME (START & END)	PERSON/GROUP RESPONSIBLE FOR IMPLEMENTING ACTION	SENIOR LEADER ACCOUNTABLE FOR ACTION DELIVERY	DESIRED OUTCOMES/TARGETS/ SUCCESS INDICATORS
Experience at UNSW	2. Provision of ongoing academic supports	Clear and simple processes for accessing academic support services for all students, including for STEMM areas.	Continue academic support programs embedded within the Gateway Equity Target and Gateway Admission Pathway Continue library-based academic support forums and events.	Ongoing	Student Learning GET Student Support Working Group Team Leader, Library Student Experience & Information Services Department	DVC ESE	<ul style="list-style-type: none"> - Expansion of Gateway Study Support Hub session at UNSW Kensington and Paramatta campus hubs, including provision of study support to all STEMM areas - Increased numbers of students participating - Facilitate ongoing monitoring of Gateway students through program of study e.g. Start @ UNSW and tracking and reporting of Gateway students via Widening Participation Steerco. - Dedicated Equitable Learning Services role to support outreach to GET students in transition to UNSW. - Faculty based academic support implementation plans <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> - Continued provision of The Library Peer Mentor service via UNSW Library to undergraduate, postgraduate and UNSW college students.
Experience at UNSW	3. Monitor and evaluate student workload	Maintaining sustainable workloads for students	Consideration of student workload in future reviews of academic calendar	Ongoing	PVC Inclusion	Provost	<ul style="list-style-type: none"> - Greater acknowledgement and understanding of student needs when planning student workload

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		throughout the academic year. Structure of term influence workload expectations and pace of learning.					- Maintenance of sustainable workload expectations for students
Experience at UNSW and Transition to workforce	4. Provision of appropriate mentoring and training programs	Clear prioritisation of mentoring and training programs across the University.	<p>Continue support of peer-based mentoring programs via student societies, including the Women in Engineering, Medsoc, Women in Science Society.</p> <p>Continue support of student innovation training and start up initiatives, including Founders programs</p> <p>Continue support of Faculty-based Industry mentoring programs, including the Young Women in Engineering Program</p> <p>Continued rollout of the Medicine and Health industry mentoring program for third, fourth- and fifth-year students.</p>	Ongoing	<p>Faculty student societies</p> <p>Founders team</p> <p>Faculties</p> <p>Faculties</p>	<p>Faculty Deans</p> <p>Director of Entrepreneurship</p> <p>Faculty Deans</p> <p>Faculty Deans</p>	<p>- Increase student connection, belonging and community through mentoring programs in student societies</p> <p>- Ensure continuation of mentoring and support programs, including Women in Engineering Industry mentoring, New Wave Founder program</p> <p>- Measures of success, satisfaction and student participation</p> <p>- Measures of success, satisfaction and participation</p>

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			Improve student understanding of and accessibility to reporting and support channels related to gendered violence discrimination and harassment.		Gendered Violence Response Team (Wellbeing) Safer Communities team		<ul style="list-style-type: none"> - Annual publication and promotion of Gendered Violence Prevention & Response report, available to all students - Ongoing maintenance of the Gendered violence portal and response
Experience at UNSW Transition to Workforce	6. Monitoring of diversity of talent	<p>Capture accurate, evolving and intersectional data on Student cohorts.</p> <p>Continue supporting role modelling in STEMM areas, particularly for women, Indigenous & Torres Strait Islander students, low SES students, and students living with Disability.</p>	<p>Continued regular review of composition of UNSW student cohort including by gender, Faculty/area of study, Indigenous/Torres Strait Islander status, Low SES status, and Disability.</p> <p>Continued quarterly reporting of Gateway Equity Target & Admissions Pathway, including review of composition of student cohorts by area of study, Indigenous status, SES status, and regional and remote status.</p> <p>Continue public support and promotion of panel pledge.</p> <p>Continued rollout of revised Higher Degree Research scholarship</p>	Ongoing	Athena Swan SAT AEI Faculties and Graduate Research School	PVC Inclusion DVC ESE/FSR (UPP) PVC RT, Dean of Graduate Research	<ul style="list-style-type: none"> - Ongoing tracking of student cohort composition and demographics, with regular reporting to Athena Swan SAT and EDI board - Ongoing tracking of Gateway cohort composition, with regular reporting to Athena Swan SAT and EDI board. - Maintenance of UNSW's panel pledge digital hub in Athena Swan program - Maintenance of UNSW's panel pledge digital hub in Athena Swan program. - Increased diversity in STEMM higher degree research candidates

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			scoring scheme based on Faculty diversity strategy				and greater female representation in supervisory teams