



**ELEVATE**

**ATSE**

Consultation  
briefing



## Acknowledgement of Country

The Australian Academy of Technology and Engineering acknowledges the Traditional Custodians on whose land we work and meet. This consultation briefing was prepared on Ngunnawal, Ngambri and Wurundjeri country, and we pay our respects to Elders past and present, and acknowledge their ongoing strength in practising the world's oldest living culture.

We acknowledge the Traditional Custodians of the many lands on which the consultation took place and pay our respects to Elders past and present, this includes Aboriginal and Torres Strait Islander peoples – Australia's First Scientists – and in particular, the women and leaders who were pioneers in Australia's scientific history spanning more than 65,000 years. We extend that respect to Aboriginal and Torres Strait Islander peoples reading this report.

As we share and discuss our own knowledge and practices, we acknowledge the deep knowledge forever embedded in the connection to the lands and waters and custodianship of Country.

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## Boosting women in STEM

### Consultation Briefing

#### Introduction

The 'Elevate: Boosting women in STEM' program will be unique in the STEM landscape. In addition to providing support for women to obtain a world class education in science, technology, engineering, and mathematics (STEM) and undertake world-leading STEM research, Elevate will ensure every graduate emerges with an eye on industry. Every Elevate scholar will be given the opportunity to foster industry-research collaborations and become the next leaders in industry, research, and business. It is the first program of its kind to realise that it is not enough to support women in research but to support women in STEM to become the leaders across all sectors.

The Elevate: Boosting Women in STEM program will:

- Encourage women to pursue education and careers in STEM
- Foster industry-academia collaborations in applied research and business
- Extend qualifications and professional skills in STEM and business
- Propel women into senior leadership

Elevate is funded by the "Boosting the Next Generation of Women in STEM" fund from the Department of Industry, Science, Energy and Resources (DISER).

The Australian Academy of Technological Sciences and Engineering (ATSE) is the sole implementing partner of the 7-year \$41.2 million Elevate: Boosting Women in STEM program of the Australian Government.

Elevate will award up to 500 undergraduate and postgraduate scholarships to women in STEM.

Elevate has been co-designed around three pillars in consultation with the broader sector:

**PILLAR 1**

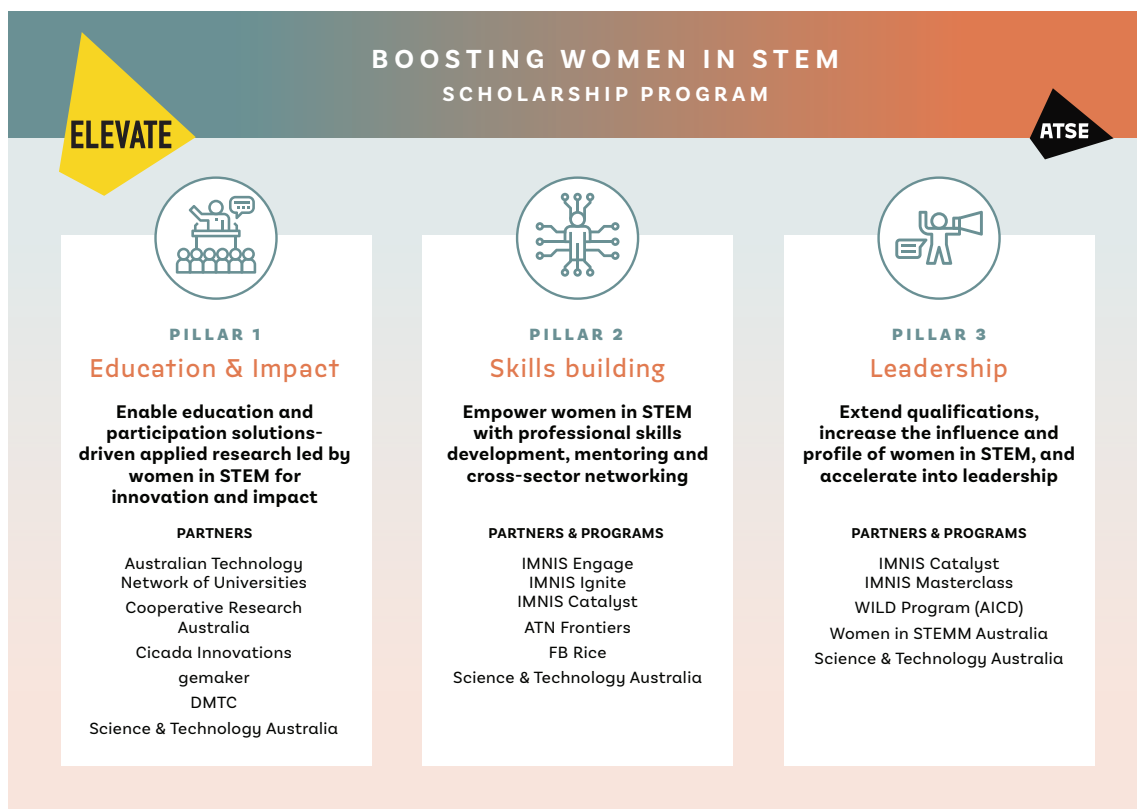
**Education & Impact** focuses on impactful cross-sector undergraduate study and postgraduate research and education, with real-world exposure and experience in industry.

**PILLAR 2**

**Skills building** will provide mentoring, professional development and networking to all Elevate scholars

**PILLAR 3**

**Leadership** will enable 50 Elevate scholars to pursue a qualification in business administration e.g., Master of Business Administration (MBA), or a STEM field of high job growth potential and that addresses an industry skills gap, along with developing board and executive leadership skills including governance and strategy.



The collective voice of the sector is represented in this report as it shares insight into the findings from the consultation and the subsequent planning for program implementation. We appreciate the time and effort of the individuals and organisations who participated in the consultation. Their perspectives and insights have helped shape the Elevate Program.

## Why this is important

Australia's [Women in STEM Decadal Plan](#) developed by the Australian Academy of Science and ATSE presents six key opportunities that will drive change over the next decade and equip Australia's STEM workforce for the future:

1. Leadership and Cohesion
2. Evaluation
3. Workplace Culture
4. Visibility
5. Education
6. Industry Action

ATSE's [Elevate: Boosting Women in STEM](#) program will support all six of these calls to action as outlined below.

The Australian education system aspires to inspire, enable and encourage girls and women at all levels to study STEM and equip them with the skills and knowledge to participate in STEM and related careers of the future. Elevate will provide women with the opportunity to study an undergraduate STEM degree or enter a postgraduate degree in applied research at Australian Universities (Opportunity #5 Education).

Elevate will boost women into leadership and increase the understanding and visibility of women in diverse STEM careers, and equal representation in boardrooms and events as speakers and chairs (Opportunities #1 Leadership and Cohesion and #4 Visibility).

Elevate also aims to cultivate inclusive workplace culture by providing [ATSE's STEM SME Diversity and Inclusion Toolkit](#) to organisations, endorsing the principles of [Science in Australia Gender Equity \(SAGE\)](#) program, and asking the scholars' learning spaces and workplaces to create welcoming and supportive policies and practices for women in STEM and environments that are inclusive and respectful, enable flexibility and actively support career interruptions, cultural sensitivities and maximise women's participation and leadership potential within Australia's future workforce (Opportunities #3 Workplace Culture and #6 Industry Action).

Importantly, the Elevate program will be evaluated in accordance with the recommendations and guidelines of the [National Evaluation Guide for STEM Gender Equity Programs](#) published by the Office of the Women in STEM Ambassador (Opportunity #2 Evaluation).

Elevate will boost women into leadership and increase the understanding and visibility of women in diverse STEM careers, and equal representation in boardrooms and events as speakers and chairs.

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## The consultation process

The purpose of the independent public consultation was to co-design a high-profile innovative program that boosts the next generation of women in STEM into leadership through STEM education and qualifications, including higher degrees by research, with the focus on applied research collaborations between industry and academia that have impact.

The co-design strategy was to ensure that the three pillars of the Elevate program (Education & Impact, Skills Building and Leadership) are collectively designed and supported by the sector. The consultation process was conducted by Rapid Context, which has provided ATSE with the deidentified data analysis. This briefing report aims to provide insight into the findings from the consultation process, and the subsequent plans for program implementation. We acknowledge Rapid Context's work in producing the public consultation briefing for the Elevate Program.

The consultation process was designed to be inclusive, bounded, intentional, strategic and transparent. Feedback was invited via several methods including an online survey tool, an online workshop, focus group videoconferences, individual conversations and structured telephone conversations. The qualitative online tool (survey) was developed to gather feedback against the selected topics and their sub-topics. This approach offered the community an opportunity to contribute to the depth they felt comfortable with, on topics of most interest, as no feedback questions were compulsory.

Consultation took place over March and April 2022. The narrative responses across all feedback mechanisms were coded and analysed thematically within each sub-topic, focusing on response content and desired mechanisms. Responses were also considered overall, for indications of stakeholder perceptions of relevance, and values and preferences that can be used to guide future decision-making. A total of 183 responses were received through the public online survey, with 30 (16%) submissions on behalf of organisations and 153 (84%) by individuals. An additional 24 contributors participated via a workshop, a further six participated in two videoconference focus groups and two more via individual videoconferences. The Elevate Advisory Group provided further input and expert advice via a roundtable on key Elevate implementation considerations.

The co-design process revealed strong stakeholder and community support for the program and optimism about the potential for the program to have real impact. Many contributors commented positively on the program design, including the three pillars and particularly the inclusion of professional development under Pillar 3. Contributors were keen to see Elevate succeed and grow, with many indicating a personal or organisational willingness to have ongoing involvement in the program – for example by promoting the program through their networks, through ongoing consultation, or by participating in Elevate implementation processes e.g. applicant intake, scholarship eligibility assessment, mentoring, or provision of internships. The feedback from all individuals and organisations who took place in the consultation was highly valued and revealed many passionate advocates for structural change in the sector across all stages.

The Elevate program is funded by the Department of Industry, Science, Energy and Resources 'Boosting the Next Generation of Women in STEM' grant fund. The objectives of this program are to increase participation of women in STEM tertiary education, support women to build cross-cutting and multi-disciplinary skillsets sought by industry to foster the next wave of mentors and role models, and to stimulate an increase in the number of women in senior leadership and decision-making positions in government, research organisations, industry and business.

ATSE is well positioned to deliver the Elevate program, driving a positive change across all professional sectors that educate and employ Australia's highly skilled STEM workforce, and operating on the interface of industry, academia and government. ATSE's strategic goal "Fostering diversity and excellence in the next generation" means Elevate's implementation will focus on fostering industry-academia collaborations in applied research and business, extending qualifications in STEM and business and propelling women into senior leadership.



ATSE has received overwhelming support from its established network of partners and supporters including [Engineers Australia](#) and [MTPConnect](#). Partners from industry and academia for the delivery of Elevate include:

[ATSE's Industry Mentoring Network in STEM \(IMNIS\)](#)

[Australian Technology Network of Universities \(ATN\)](#)

[Cooperative Research Australia](#)

[Cicada Innovations](#)

[FB Rice](#)

[DMTC Limited](#)

[gemaker](#)

[Women in Leadership Development Program \(WILD\)](#)

[Women in STEMM Australia \(WiSA\)](#)

[Science & Technology Australia](#)

Partners and supporters of this program have shown interest in the program growing beyond its original scope and continuing into the future.

As Elevate is implemented, the Elevate program and ATSE more broadly will continue to engage with the sector and work with organisations for systemic change within STEM. This will build on existing relationships with Science in Australia Gender Equity (SAGE), of which ATSE is a founding member, [Chief Executive Women](#), the [Office of the Chief Scientist of Australia](#) and the many other organisations that are empowering women and are passionate advocates for fostering change across all levels of the sector.

Through connections with other organisations that also have also Gender Equity and Diversity and Inclusion commitments and programs, Elevate will work to mutually leverage networks and opportunities for Elevate scholars and increase the overall impact of the program. This will also be extended to engagement with the proposed Indigenous Network in STEM, which has been supported by ATSE. The advice and guidance of this network will be highly valued, particularly for supporting Aboriginal and Torres Strait Islander Elevate applicants and scholars.



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The Elevate consultation aimed to understand equity challenges faced by workplaces to enhance the design and implementation of the program.

## Who was consulted?

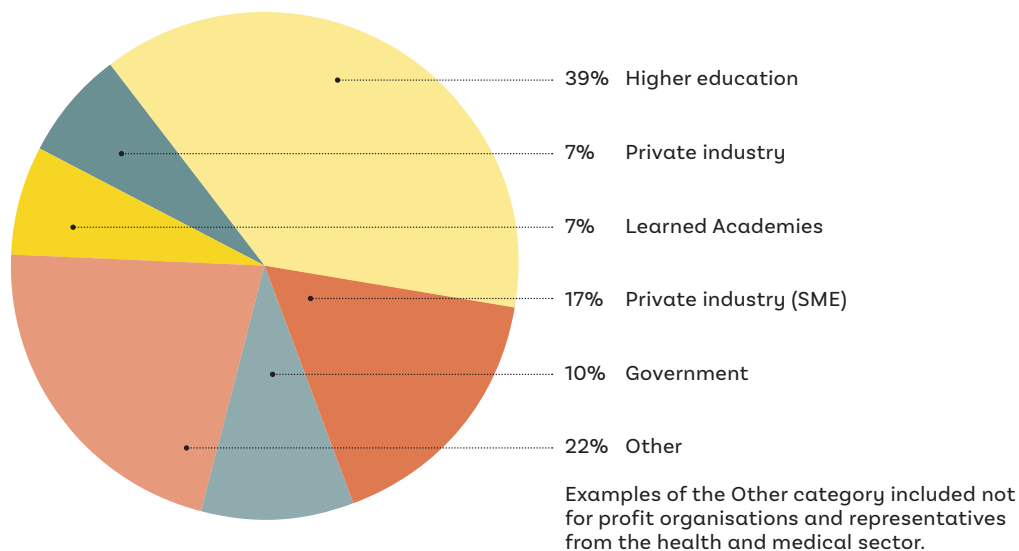
The consultation contributors included consortium partners, Learned Academies, education organisations and associations, government departments with a STEM focus, industry including large corporations and small to medium enterprises, scientific societies, professional networks & peak bodies, ATSE Board Members, committees and Fellows and the general public.

From the 183 responses received through public online consultation, 30 (16%) were submissions on behalf of organisations, and 153 (84%) by individuals. To be considered a contributor via the online portal, demographic information and feedback against one or more constatement questions was required. To maintain confidentiality, no additional details are reported for organisations that contributed.

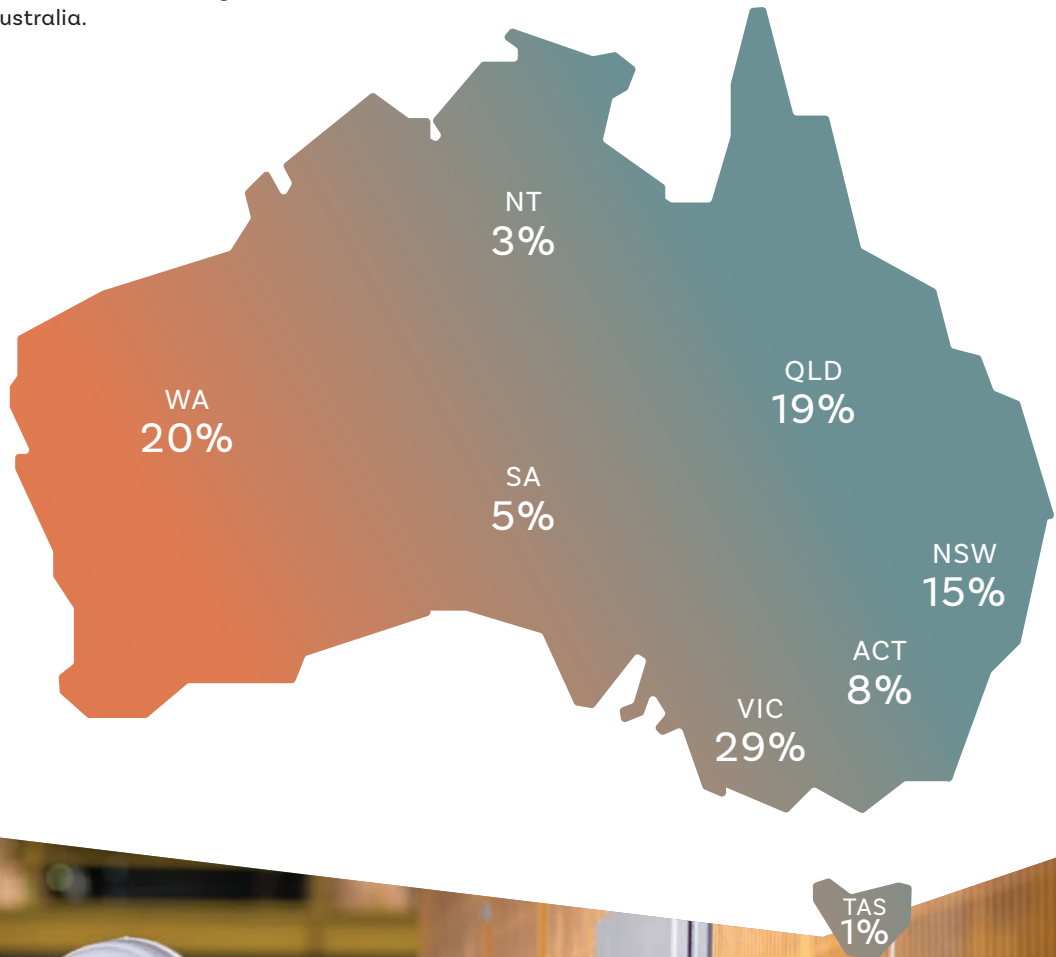
Contributors were most commonly from the higher education sector, followed by small and medium sized enterprises and government.

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### AFFILIATION OF CONTRIBUTORS



Engagements were received from all states and territories in Australia, primarily from metropolitan areas. The largest number of engagements came from Victoria, followed by Western Australia and Queensland. The states with the least engagement were Tasmania, followed by the Northern Territory and South Australia.

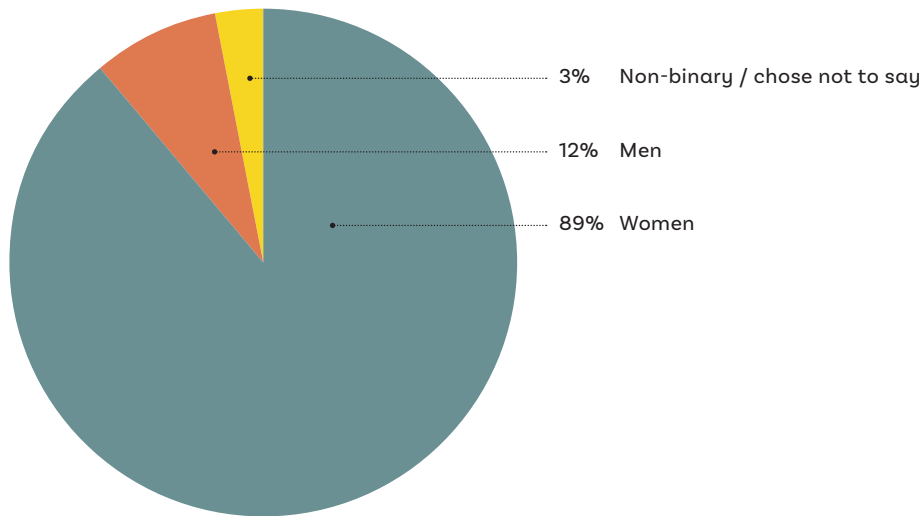


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## GENDER OF CONTRIBUTORS



Eighty-nine per cent (136) of the individual contributors were women, 8% (12) were men and 3% (5) were non-binary or chose not to say.

From the individual contributors, nearly half self-identified as not being a potential elevate scholar, with just over a third being unsure, and less than 20% indicating they could be a potential scholar.

The career stages of the individual contributors were primarily established professionals (54%), early-to-mid career professionals (33%) and a small number of graduate students (7%).

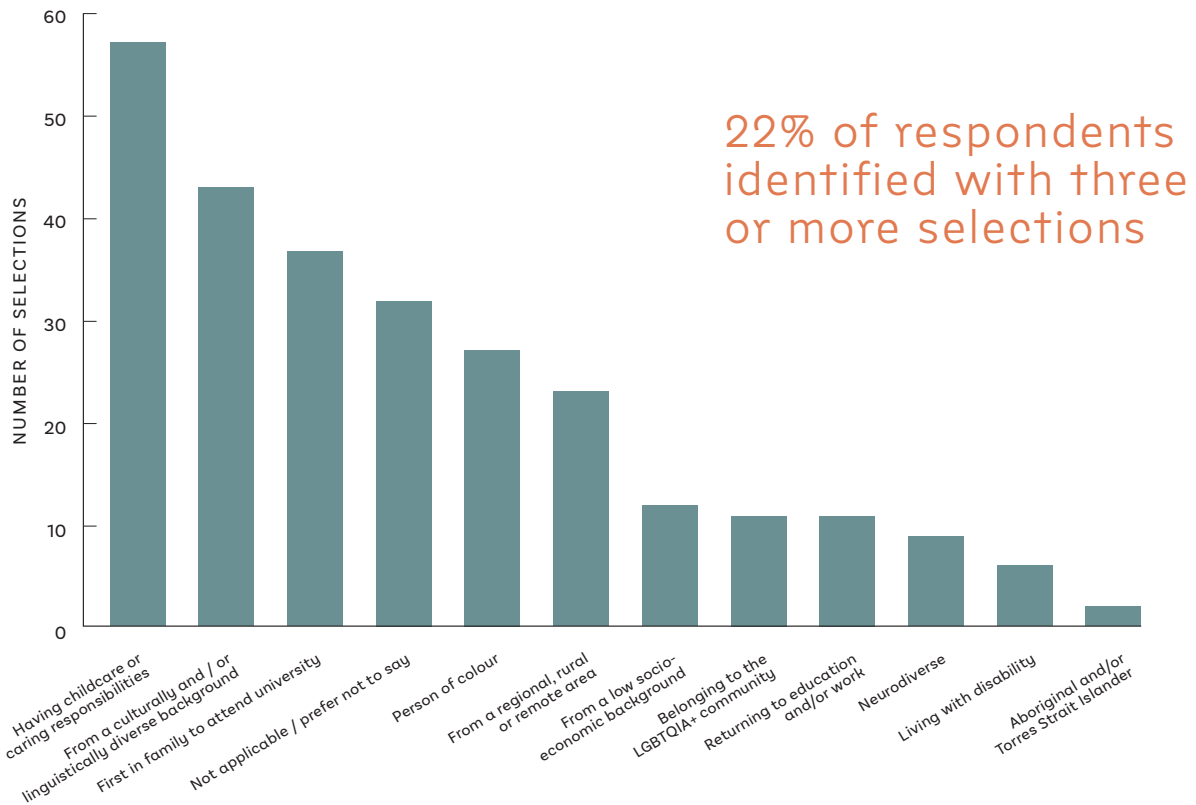
Contributors were asked if they identified with under-represented identity groups. These were:

- Having childcare or caring responsibilities
- From a culturally and/or linguistically diverse background
- First in family to attend university
- Person of colour
- From a regional, rural or remote area
- From a low socio-economic background
- Returning to education and/or work
- Belonging to the LGBTQIA+ community
- Neurodiverse
- Living with disability
- Aboriginal and/or Torres Strait Islander

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## UNDER-REPRESENTED IDENTITY GROUPS

Contributors were asked if they identified with under-represented identity groups. They were able to select multiple categories.



Of the 153 individual contributors, 79% (121) identified with at least one of the identified under-represented identity groups. 31% (48) of these contributors identified only with the one identity selection, while 22% (33) identified with three or more selections.

The most common identification was 37% having childcare or caring responsibilities (57 people), followed by 28% being from a culturally or linguistically diverse background (43 people), and 24% being the first in the family to attend university (37 people).

For respondents reporting multiple identity selections, some options were commonly co-selected:

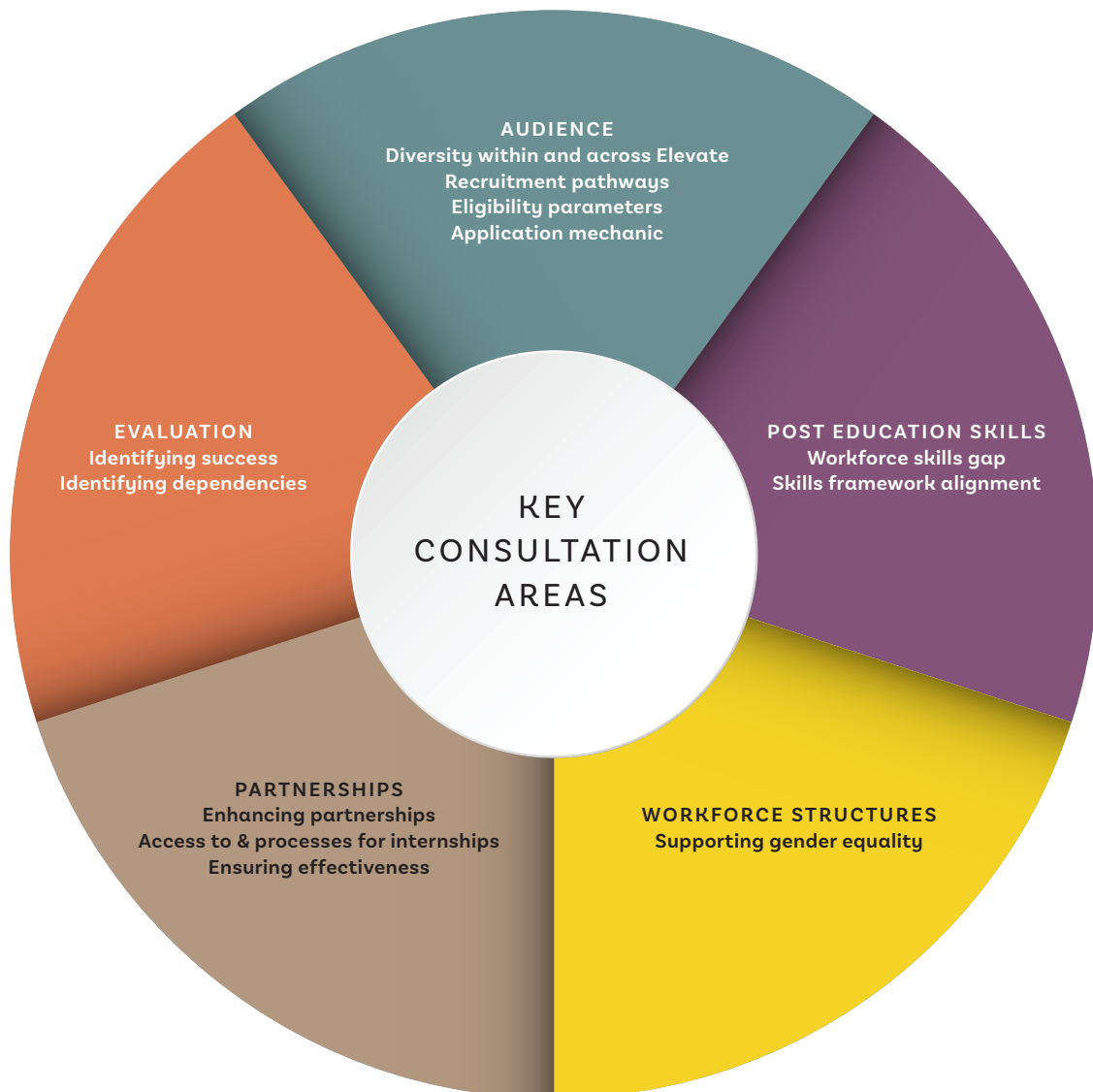
- 19 of 43 respondents identified as from culturally and/or linguistically diverse background and as a person of colour.
- 8 of 12 respondents who identified as being from a low socio-economic background also identified as the first in their family to attend university.



Of the 153 individual contributors, 79% (121) identified with at least one of the identified under-represented identity groups.

## Findings from the consultation

Contributors to the consultation provided valuable insights and considerations relevant to the program's implementation across the domains of audience, post-education skills, workforce structures, partnerships and evaluation.





## TOPIC 1

# Audience

The Elevate consultation explored the target audience for participation in the Elevate program including priority demographics, scholarship eligibility, and recruitment pathways to ensure diversity across the program.

Consultation contributors provided detailed and considered responses to the prompts and overall, ATSE's commitment to ensuring a diverse pool of candidates and recipients was welcomed.

### **Identifying Recruitment Pathways**

When considering scholarship allocation, addressing economic and intersectional disadvantage was a core concern. Categories encompassing social and economic disadvantage (e.g., geographic disadvantage, low-socio economic status (SES) background) and identity-based diversity (e.g., cultural identity) were the most frequently selected aggregate group to be nominated.

Individual applicant eligibility was seen as a priority for allocation, followed by priority skills. Allocation by university was considered a much lower priority for scholarship allocation.

It was suggested diversity should be proportional to the national population (preferred) or based on the eligibility criteria approach with Elevate advertising targeted towards specific identify groups or diverse individuals. Identity groups will be prioritised to encourage diversity amongst the Elevate Scholars in consultation with the Elevate Advisory Group.

### **Eligibility Parameters**

Several contributors suggested targeting priority disciplines, where a greater deficit exists (such as maths, engineering, physical sciences, physics, computer science). Many responses noted that proportional allocation does not address existing barriers in the STEM field leading to underrepresentation, and the causes for existing unpopularity of a given discipline should also be addressed. However, there was also support for allocation of scholarships across all STEM related subjects, and this approach would solve broader equity issues in the sector.

### **Scholarship and Application Process**

Consultation demonstrated that stakeholders were in favour of (at minimum) biannual submissions, with a key theme of considering submission deadlines for universities, existing grant schemes and other peak community events (such as school holidays) that would bias against diverse applicants.

### **Implementation Actions:**

- Population-based diversity targets will serve as the minimum standard and targets will be annually reviewed and increased in agreement with the Elevate Advisory Group
- Priority discipline areas for study will be taken into consideration but scholarships will be open to all applicants across STEM
- Applications will be open on an ongoing basis, with set assessment periods each year

## TOPIC 2

# Post-education skills

The Elevate consultation sought to understand the needs of the program stakeholders in terms of current and future workforce skill development, and to determine skills framework alignment. This information will be used to inform scholarship allocations.

Across all career stages contributors emphasised the importance of enabling skills, communications skills (both interpersonal and complex), and the ability for critical thinking and complex problem solving. Contributors also identified the importance of professional skills, including situational awareness of the STEM eco-system, project and time management, teamwork, and collaboration. Having a ‘growth mindset’ was also seen as important - in terms of flexibility, agility, and adaptability to changes in the STEM environment, and in the uptake or transition to using innovative technologies or processes for scholarship recipients and graduates entering the workforce.

Contributors considered data analysis and digital literacy to be areas of importance for those re-entering the workforce and which were likely to become the most important skills for graduates in five years’ time.

The six [National Manufacturing Priorities](#) were not seen as representative of the work that is occurring in the sector, with contributors indicating that further consideration should be given to the inclusion the natural and environmental sciences. Specific academic areas identified by contributors as lacking in the current and future graduate cohorts were:

- **Natural Sciences**
  - Agriculture
  - Environmental sciences
  - Climate sustainability and adaptation
  - Geology
  - Entomology
  
- **Engineering**
  - Material engineering
  - Chemical engineering
  - Minerals
  - Energy
  - Transport
  - Circular economy

This was attributed in part to funding constraints limiting the type and scope of university offerings.

Contributors identified a broad range of areas for professional development for STEM graduate cohorts, with many suggestions parallel to earlier findings of workforce skills gaps. The predominant areas for development were enabling/people skills, and communication, both interpersonal and the ability to communicate complex information to varied audience groups (science communication).

### Implementation Actions

- Identification of key skills required for applicants
- Prioritise the discipline areas identified through the survey and in consultation (maths, engineering, physical sciences, physics, computer science, natural sciences, space science, spatial science, software development, advanced manufacturing, materials engineering, and robotics)
- Support the professional development of STEM graduates to address workforce skill gaps

### TOPIC 3

## Workforce structures

The Elevate consultation aimed to understand equity challenges faced by workplaces to enhance the design and implementation of the program.

Contributors were positive about the ways Elevate would improve gender equity in workplaces – especially improving employability prospects for women graduates through the creation of partnerships with industry. Contributors emphasised potential benefits for scholarship recipients including skill enhancement, building networks, mentoring opportunities, and improved access to leadership positions. Retention of women in STEM was raised by many contributors as a key challenge requiring further consideration, and this sentiment was also raised in the ATSE Elevate Advisory Group discussion, emphasising that retention and longevity remains a significant challenge across all career stages.

Consultation contributors consistently recognised that broader cultural and structural issues were systemic barriers to attaining gender equity goals in STEM. There were varying opinions as to how effective Elevate may be in addressing these. The impacts of caring responsibilities on women’s workforce participation were identified as a key challenge. There was overwhelming agreement around promoting the benefits of alternate work patterns for all those in STEM, and this was seen as a critical enabler for broader change in the ecosystem. While systems and structures are not within the program’s remit, Elevate may have some impact in this space if, through its program design and implementation, it is able to put in place mechanisms to ensure that women have access to both flexible work and study options. Elevate may also be able to access evaluation data to inform policy settings aimed at more inclusive structures and systems going forward.

Contributors were asked if the placement of Elevate scholars should be restricted to workplaces that have a public commitment to gender equity – this elicited polarised responses. Some contributors felt this would create an additional barrier limiting access to the program, and others felt a public commitment did not necessarily translate into a genuine commitment. However, a greater number of contributors were supportive of Elevate including such a requirement. A requirement for workplaces to have other inclusion-oriented commitments was also raised (e.g., Reconciliation Action Plan).

#### **Implementation Actions**

- Facilitate discussions with all stakeholders about current best practice for retention
- Encourage partner organisations to commit to inclusion, and provide examples of best-practice approaches
- Although not a core objective of the Elevate Program, ATSE will continue to amplify and align with the work of other organisations (e.g., SAGE) to nurture systemic change within the sector.



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The feedback from all individuals and organisations was highly valued and revealed many passionate advocates for structural change in the sector across all stages.

## TOPIC 4

# Partnerships

ATSE sought insights into the relationship and opportunities for women in STEM that exist between industry and academia. This information will be used to identify the challenges, constraints, and opportunities in the ecosystem to inform the process design and recruitment.

Industry engagement was recognised by contributors as a critical enabler to Elevate's success. Contributors proposed a range of ideas about how program design could be optimised where Elevate interfaces with industry. Perceived benefits of internships to industry, which could be leveraged in establishing and maintaining Elevate partnerships, included:

- Access to upcoming talent;
- Preparing future workers for real-world contexts; and
- Staffing support for specific projects.

Effectiveness of internships could be enhanced by ensuring they are targeted appropriately for the level of the scholar. Ensuring interns are appropriately remunerated was a key theme across responses (in many consultation sections).

For Elevate program implementation, a key challenge will be providing appropriate support, while attaining mutually beneficial outcomes for Elevate participants and industry. It is especially important to remain cognisant of the needs of different sized industry entities. Small and medium enterprises (SMEs) find it harder to engage in partnerships due to time and financial constraints. Ensuring that internships are funded by scholarships, and communicating this with potential partners, is critical to engaging with these enterprises, as is providing practical support, and minimising the administrative burden to reduce bureaucracy and time-related obstacles for internships.

### **Implementation Actions**

- Facilitate, through its IMNIS Ignite program, efficient matching of interns to organisations, ensuring that internships are remunerated and are flexible (working hours, in-person and digital work)
- Reducing bureaucracy and time-related obstacles where possible will facilitate engagement between industry and academia
- Comprehensively accounting for student and industry needs will ensure mutually beneficial outcomes are realised

## TOPIC 5

# Evaluation

ATSE sought to identify what success of Elevate would look like from the perspective of the STEM ecosystem. This information will be used to inform the evaluative framework used to assess program outcomes and impacts.

Consultation contributors identified the potential of Elevate to contribute positively and in many ways to individual and ecosystem STEM development. Specific areas where outcomes were expected were:

- Increasing representation of women, and greater numbers of women in STEM across the pipeline;
- Increasing diversity of and equity for women in STEM;
- Progressing individual women's careers;
- Enhancing the profile of women in STEM;
- Providing support for individuals;
- Ecosystem and culture change;
- Creating more opportunities for women who may be under-served;
- Collaboration across academia and industry;
- Improving employment outcomes for women;
- Approach as a program design exemplar for other initiatives to improve gender equity in STEM;
- Building expertise in the national interest; and
- Generating and supporting new knowledge.

The proportion of representation of women and progressing diversity /equity were the two outcome areas most frequently referenced, and in more detail, than others, indicating their relative importance amongst contributors.

In developing the Implementation Plan, ATSE needs to identify, prioritise and communicate Elevate's key outcome areas and clearly demonstrate how program components are expected to address dependencies and deliver in these spaces.

As a STEM gender equity program seeking to address the underrepresentation of girls and women in STEM, the Elevate program must be evaluated to understand if our actions are working to create positive change. The Elevate Implementation Plan will outline an evaluation plan in accordance with the [National Evaluation Guide for STEM Gender Equity Programs](#), developed by the Women in STEM Ambassador.

This includes five (5) steps for evaluation:

1. Define your program's target problem, audiences and goals.
2. Plan the program activities and evaluation to align with the audiences and goals that have been defined.
3. Design program evaluation to determine how you will measure success based on your plan.
4. Execute your plan, analyse the collected data and evaluate the success of your program.
5. Share your findings publicly so that people can know if the program was effective and can work to improve future programs.

### Implementation Actions

- Identify, prioritise and communicate Elevate's key outcome areas and clearly demonstrate how program components are expected to address dependencies and deliver in these spaces
- Develop an evaluation plan in accordance with the National Evaluation Guide for STEM Gender Equity Programs

## Consultation to Implementation

The insights from the consultation contributors have informed the Elevate Implementation Plan. The Elevate: Boosting Women in STEM program will award 500 undergraduate and postgraduate scholarships to any domestic student who identifies as a woman can apply to study a STEM degree at any Australian University over six (6) years (2022-2027). This includes women transitioning from secondary school to tertiary education, women in STEM changing STEM discipline areas/careers and women keen to re-enter the workforce through STEM education. In addition, women who apply within the Leadership pillar with existing STEM qualifications can apply to gain a business qualification.

Applications will open at the end of July 2022 and will be accepted throughout the year. The Elevate program will officially launch with the announcement of the first round of successful scholars with a celebratory event at the end of the year.

An expert Selection Committee consisting of diverse and inclusive leaders representing different parts of the STEM ecosystem will evaluate eligible applications. An intersectional lens will be applied at every stage and within every process and policy of the scholarships, as well as the broader program. Underrepresented groups, diversity and identity within the context of gender (women) will be considered and included in the call for applications and selection of successful scholars, however key areas to further prioritise were identified through the public consultation. Diverse applicants, including those experiencing economic and intersectional disadvantage, Aboriginal and Torres Strait Islanders, applicants who are the first in their family to go to university, applicants from regional rural areas, applicants from low SES areas, applicants with disability and applicants who identify as LGBTQ+, are particularly encouraged to apply. In consultation with the Elevate Advisory Group, ATSE will set and regularly review minimum targets to ensure that there is diversity in the scholarship holders and that this is representative of Australia's diverse population.

The integration of diversity and inclusion into the Elevate program is in accordance with ATSE's Code of Conduct, Reconciliation Action Plan and Diversity and Inclusion Policy, as well as the SAGE Principles and the [Diversity and Inclusion Toolkit](#) for science and technology focused enterprises that ATSE has developed. The commitment to a culture of diversity and inclusion helps boost performance and has legal and moral imperatives. **Recruitment** processes, including for Elevate scholarships should include inclusive hiring, bias mitigation, and accessibility for the applicants. The **Retention** processes would ensure that the institution of the applicant demonstrates workplace safety and respect, and policies and strategies that support workplace culture. **Reach** best practices include mentoring, equitable promotion and pay parity. All Australian universities are eligible to host an Elevate scholar in Australia, provided they can commit to providing support to the scholar on gender equity, diversity and inclusion and work toward systemic structural change for the sector.

There will be 80 undergraduate, 370 postgraduate and 50 leadership scholarships across the program for study at a university located in Australia to gain or extend STEM education and qualifications. Scholars will be supported to study at any Australian university that offers a relevant course and commits to the principles of the program. Scholarships will be awarded to the individual applicant rather than to an organisation or area of study (with institutions agreeing to absorb their operational costs and meet their own administrative requirements). Part time, work/study arrangements will be considered on a case-by-case basis and will require the written commitment and support of the scholar's employer(s).

To assist in providing targeted support to scholars, ATSE is seeking a premium Gender Equity, Diversity and Inclusion partner to enable the development of a cultural support resource for Elevate scholars. ATSE will seek best-practice advice on providing access to established initiatives and information on career disruptions (e.g., carer duties, health needs and/or family needs), travel, ongoing carer duties, and cultural support, as well as information and access to organisations that can provide additional training/support services, emergency funds and ongoing development of targeted support offerings. The goal is to enable Elevate scholars to overcome barriers to engagement on a case-by-case basis.

The scholarships will be open for study in all STEM disciplines, however, mathematics, engineering, physical sciences, physics, computer science, natural sciences, space science, spatial science, software development, advanced manufacturing, materials engineering, and robotics were identified through consultation as priority discipline targets for both undergraduate and postgraduate scholarships. Once a prospective student has an offer from a university, or a graduate has identified a research project and supervisor, they will be eligible to apply.

There is an emphasis on personal attributes – willingness to learn, independent self-starter, transfer skills and upskill quickly, and business or entrepreneurial skills, across all three pillars, as well as enabling skills, communication skills (interpersonal and science communication), critical thinking and complex problem skills. Postgraduate scholars may also have project management and financial management skills, and Leadership scholars may have strategic planning, team management and leadership skills. There will also be respect for, and consideration of, Indigenous Knowledges in STEM when considering an applicant’s STEM background across all three pillars.

The Development Opportunities for the different pillars are:





As well as supporting a strong, thriving cohort of future leaders and role models to enter and excel in a targeted range of Australian STEM roles, Elevate will create a foundation for nurturing a collaborative culture and innovative ecosystem between Australian universities and Australian industry.

Elevate will also cultivate an environment that immerses these scholars within an expansive network of influential and inclusive STEM research and industry leaders who will support their future careers.

## Next steps

> Establish project nomination and scholarship application process
> Appoint members of the 2022 Elevate Selection Committee
> Call for 2023 Scholarship applications
> Selection of Year 1 applicants for 2023
> Official launch of Elevate
> Appoint Elevate Advisory Group members for 2023
> ATSE and consortium partners hold 2023 events
> Appoint members of the 2023 Selection Committee
> Call for 2024 scholarship applications
> Selection of year 2 applicants for 2024
> Appoint members of the 2024 Advisory Group

Elevate will be reviewed after the first round of scholarships are awarded and optimised in response to feedback.

ATSE is well positioned to deliver the Elevate program, driving a positive change across all professional sectors that educate and employ Australia's highly skilled STEM workforce, and operating at the interface of industry, academia and government.

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# Acknowledgements

ATSE gratefully acknowledges the work of Rapid Context in leading the co-design consultation and analysis of feedback that has informed the design of the Elevate scholarship program.

## Partners



## Further Information

[atse.org.au/elevate](https://atse.org.au/elevate)

For more information about how to apply for an Elevate scholarship and the selection process, ATSE encourages individuals and organisations across all sectors to visit the website regularly in the coming months. Information will also be made available on ATSE's social media accounts.

Elevate scholarship applications will open at the end of July 2022.

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