Centre for Biodiversity and Conservation Science

The University Of Queensland
AUSTRALIA

CREATE CHANGE

CBCS diversity report

Background

The Centre for Biodiversity and Conservation Science (CBCS) is recognised as a world-leading research centre for biodiversity conservation.

Its success is built on the diversity of its people; the diverse views, ideas, approaches, and collaborations that people bring to the Centre inspire innovation in science and its application to conservation. However, we still don't know how diverse we are. By understanding our diversity in multiple aspects and the support people need, we will be able to showcase our strengths while identifying areas for further improvement.

Meanwhile, as one of the main activities of CBCS, we have been running a Small Grants Scheme with the aim of promoting research collaboration, inclusion, mentorship, leadership and teamwork. Since 2021, we have awarded a total of $93,938 to support 30 excellent proposals, 25 of which were led by HDR students and/or early career researchers (see **Appendix 1**).

The funded proposals have provided the CBCS community with a wide range of important opportunities, from workshops on developing infographics and programming skills, to collaborations with Traditional Owners and commercial fisheries. Although we believe that this form of the Small Grants Scheme has been extremely successful, after four years, it is time to reflect on the past and think about how we can do better in the future, to maximise our support for the CBCS community beyond the scheme.

Therefore, we have conducted the first ever CBCS-wide survey, to understand who we are, and help determine how we can do better in the future. The objectives of this survey are twofold: (i) understanding the diversity of CBCS members in terms of gender, ethnicity, nationality, culture, disciplines, collaboration, and so on, and (ii) investigating what types of support CBCS members need most through the Small Grants Scheme or any other mechanism.

Tatsuya Amano
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Alice Twomey
ECR representative for Research

We have conducted the first ever CBCS-wide survey, to understand who we are, and help determine how we can do better in the future.

Methods

Development of the survey

The survey (**Appendix 2**) was targeted at everyone affiliated with CBCS (i.e., those on the CBCS website). Participation in the survey was voluntary and participants were free to withdraw from the survey at any time. Responses to the survey were anonymous and we did our best to make all responses non-identifiable. For example, there were no mandatory questions (apart from one asking whether the participant was a CBCS member), meaning that participants could skip any question if they felt uncomfortable to answer. Further, potentially sensitive questions had a "Prefer not to answer" option. To reassure participants of our intention to keep their responses anonymous, we explained on the first page of the survey that (i) the survey was voluntary and anonymous, (ii) the data would only be presented as summaries of overall responses in the report so that it cannot be linked to individual participants, and (iii) only members of the CBCS Management Committee would have access to the data.

Tatsuya Amano first developed the initial draft of the survey. After feedback from Nicola Sockhill and Alice Twomey, Tatsuya revised the survey draft and shared it with all members of the CBCS Management Committee. After feedback from the members, Tatsuya developed the final version and implemented it on Qualtrics.

Unfortunately the distributed survey inadvertently excluded the participation of a professional staff member of the CBCS. Tatsuya suggested that the survey be revised to allow the professional staff to participate; however, they declined the invitation due to the difficulty of anonymising responses (as there was only one professional staff member in the Centre).

Distribution of the survey

The survey was distributed as an online link to the CBCS-internal listserv on 18 March 2024, with the initial deadline of 28 March. A reminder was sent on 25 March to the CBCS-internal, cbcs-affiliatedresearchers, cbcs-ecrs, and cbcs-hdrs listservs. Another reminder was sent to the cbcs-affiliatedresearchers, cbcs-ecrs, and cbcs-hdrs listservs on 1 April, with the extended deadline of 12 April. The survey was closed on 12 April 2024.

Results

Survey response rate

A total of 208 people participated in the survey, with an estimated response rate of 41% (**Table 1**). In the following analysis, to ensure anonymity and estimate reliable proportions, academic level groups were restructured so that each group had 10 or more participants. More specifically, "Undergraduate/ postgraduate (course work)" and "HDR student" were integrated into "Student", "Research Assistant/ Associate" and "Level A" into "RA–Level A", and the remaining four groups into "Level B–E".

Table 1. The number of participants in the survey and estimated response rates. The number of CBCS members of each academic level was estimated on 25 March 2024 from the CBCS website and neither this nor the response may therefore be accurate.

Academic level	Number of participants	Estimated number of CBCS members	Response rate (%)
Undergraduate/ postgraduate (course work)	8	45	18%
HDR student	40	100	40%
Research Assistant / Associate	5	11	45%
Level A	11	24	46%
Level B	7	7	100%
Level C	4	3	133%
Level D	4	7	57%
Level E	6	11	55%
Total	**85**	**208**	**41%**

PART 1

Diversity of CBCS members

Gender identity

All three academic level groups had more participants who identified themselves as "Woman or Female" than any other category (**Figure 1**). The proportion of women slightly decreased with the career stage from Student to Level B–E. The proportion of women, however, may have been slightly overestimated, as, for example, the proportion of Level E female respondents was 50% (3 out of 6), while the estimated proportion of Level E female affiliated researchers on the website is 45% (5 out of 11).

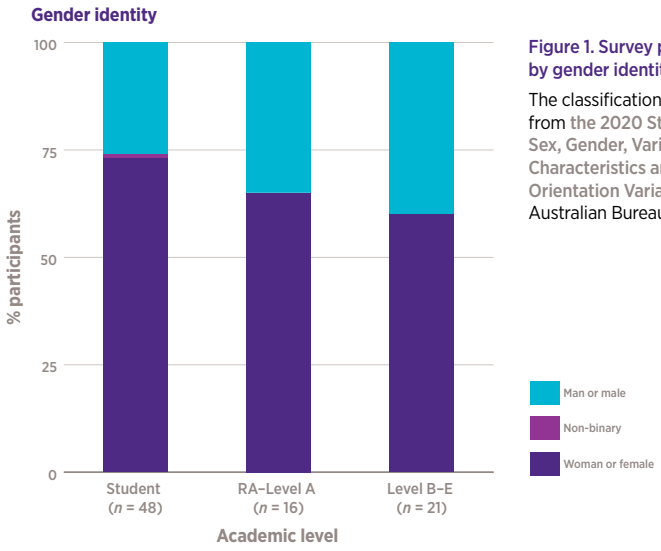


Figure 1. Survey participants by gender identity.

The classifications were taken from the 2020 Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables by the Australian Bureau of Statistics.

Sexual orientation

The proportion of participants reporting "Straight" as their sexual orientation was over 75% in both RA–Level A and Level B–E groups. (**Figure 2**). The diversity of sexual orientation was much higher in the Student group, with "Bisexual", "Gay/lesbian", and "Prefer to self-describe" together accounting for 42% (**Figure 2**).

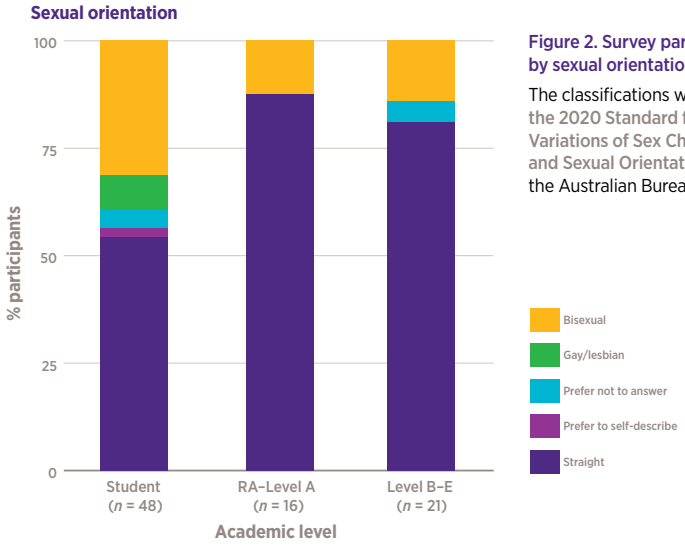


Figure 2. Survey participants by sexual orientation.

The classifications were taken from the 2020 Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables by the Australian Bureau of Statistics.

Ethnicity

The survey participants showed diverse ethnic backgrounds at every academic level (**Figure 3**). While "Oceanian" and "North-West European" together constituted over 50% of the participants, other participants had a wide range of ethnic backgrounds, from "North-East Asian" and "Southern and Central Asian" to "North African and Middle Eastern" and "Southern and Eastern European". The proportion of students with Asian ethnic backgrounds reached almost 25%, perhaps indicating the importance of the region as a source of students.

Nationality

Survey participants were also highly diverse in terms of nationality. A total of 83 respondents reported 28 nationalities based on their passports, with the top three being Australia (*n* = 47), the United States (*n* = 11), and the United Kingdom (*n* = 6). This means that international (i.e., non-Australian) members account for 43% of survey participants.

Student participants had a total of 21 nationalities (*n* = 47), RA–Level A participants nine nationalities (*n* = 16), and Level B–E participants seven nationalities (*n* = 20). The proportion of international members declined with the academic level: 53% for Student, 44% for RA–Level A, and 20% for Level B–E.

First language

Eighty-four respondents spoke a total of 17 first languages, with the top three being English (*n* = 57), Spanish (*n* = 8), and Mandarin Chinese (*n* = 5). Student participants spoke 13 first languages (*n* = 47), RA–Level A participants six first languages (*n* = 16), and Level B–E participants four first languages (*n* = 21).

Students whose first language is not English accounted for 38%, while this proportion decreased to 19% in Level B–E participants (**Figure 4**).

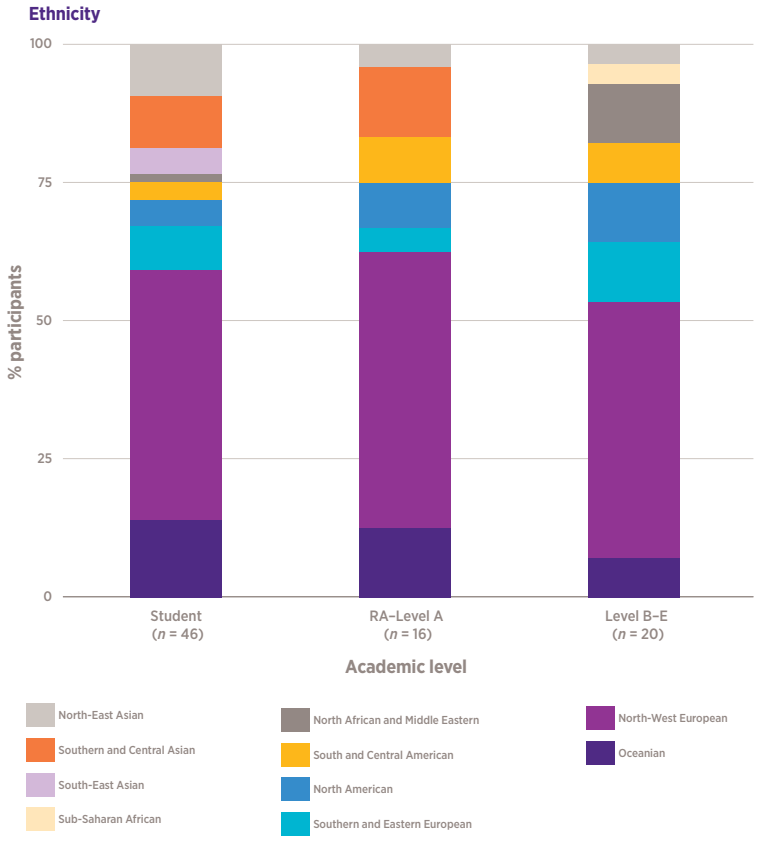


Figure 3. Survey participants by ethnicity.

This question related to participants' heritage, i.e., where their ancestors are from. Participants were asked to select any relevant options from 28 options ("Narrow groups" based on the Australian Standard Classification of Cultural and Ethnic Groups (2019) by the Australian Bureau of Statistics), plus Other. The responses were then aggregated into nine "Broad groups" based on the same source. North American was, however, separated from South and Central American, resulting in 10 Broad groups.

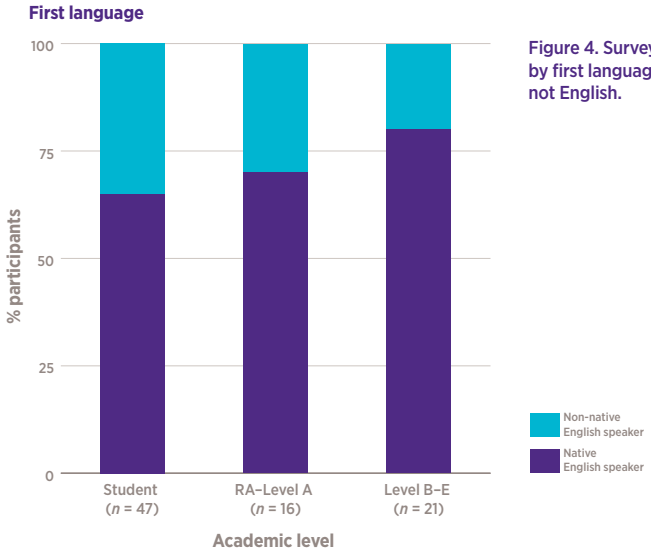


Figure 4. Survey participants by first language, English and not English.

Disability

Nine of the 83 respondents reported some form of disability (**Figure 5**). Participants proposed some supports that they would find useful, and this included better access to psychologists who could help diagnose and understand mental illness, and providing subtitles to videos to support people with attention-deficit/hyperactivity disorder (ADHD).

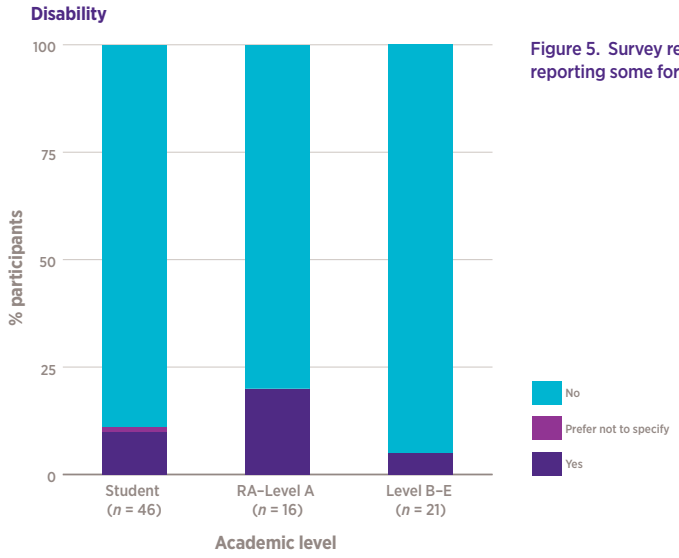


Figure 5. Survey respondents reporting some form of disability.

Maternity/paternity/ carers' leave

Seven (one male and six female) of the 83 respondents answered that they had taken maternity/paternity/ carers' leave in the previous two years. Examples include 6-month maternity leave and 8-month parental leave; however, it is also worth noting that many people do a lot of caring and parenting without taking leave, as pointed out by one respondent. The proportion of participants who took maternity/paternity/carers leave increased with academic levels and was highest in Level B–E (**Figure 6**).

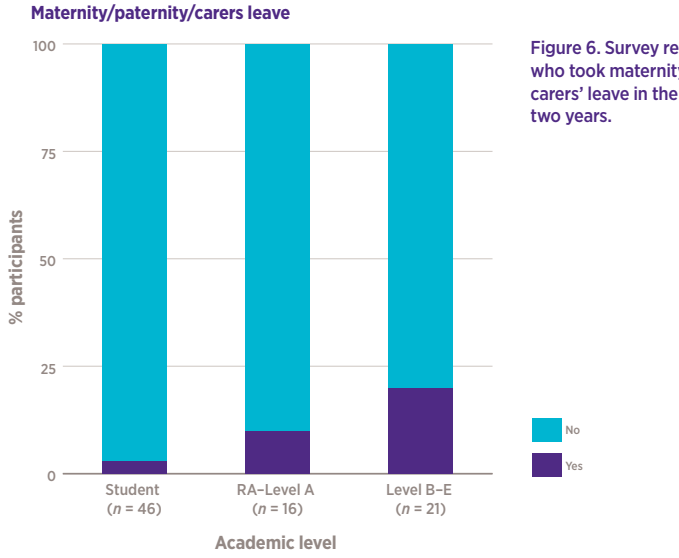


Figure 6. Survey respondents who took maternity/paternity/ carers' leave in the previous two years.

Discipline

The top three disciplines (conservation biology, ecology/population biology, and natural resource management) accounted for almost 75% of the expertise reported by both Student and Level B–E groups (**Figure 7**). Climate science and science communication were both reported by five respondents in total, while all other disciplines were only covered by one to three respondents in total.

Other disciplines specified by respondents included: maths, journalism, zoology, ecological engineering, advertising, environmental science, taxonomy, geomorphology, biotechnology, environmental management, and subdisciplines of ecology (marine ecology and behavioural ecology).

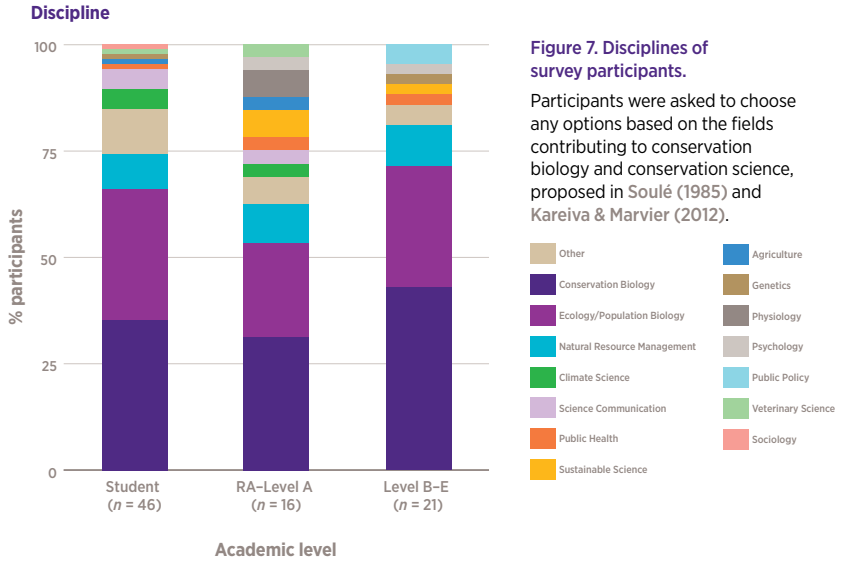


Figure 7. Disciplines of survey participants.

Participants were asked to choose any options based on the fields contributing to conservation biology and conservation science, proposed in Soulé (1985) and Kareiva & Marvier (2012).

Collaboration

Participants have reported a global network of collaboration. Respondents have collaborated with people in a total of 47 countries/territories, with the top three countries being the United States, the United Kingdom, and Singapore/Germany/Brazil (**Figure 8 and Table 2**).

Student participants have collaborated with a total of 21 countries/territories, with the top three being the United States (six participants), the United Kingdom (four), and Germany/India/Malaysia/New Zealand/Singapore/Thailand (two).

RA–Level A participants have collaborated with a total of 16 countries/territories, with the top three being the United States (five), the United Kingdom (four), and Germany/Italy/Singapore (two).

Level B–E participants have collaborated with a total of 34 countries/territories, with the top three being the United States (13), the United Kingdom (12), and Brazil (four).

Number of participants with collaboration

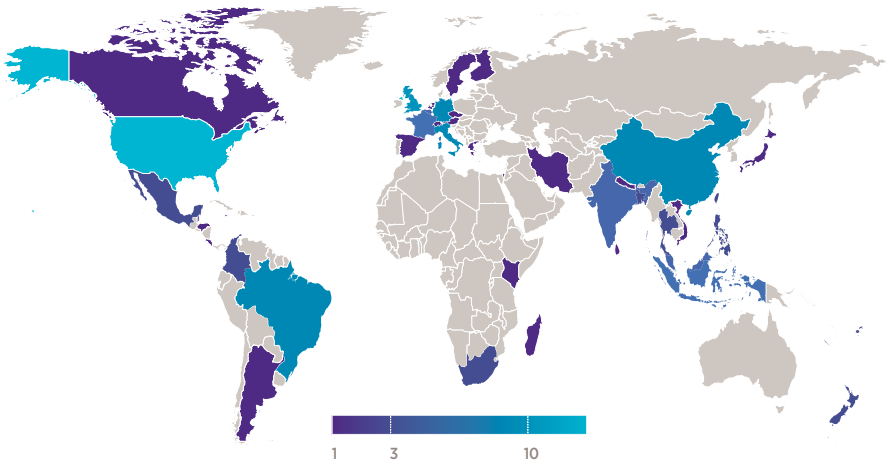


Figure 8. Number of survey participants who have collaborators affiliated with each country.

Participants were asked to list up to five countries of affiliation of their collaborators. Collaborators were defined as coauthors of the peer-reviewed papers that they published as the first author, corresponding author, or last author in 2023. Collaboration within Australia is not shown here.

Number of participants who have collaborators in each country

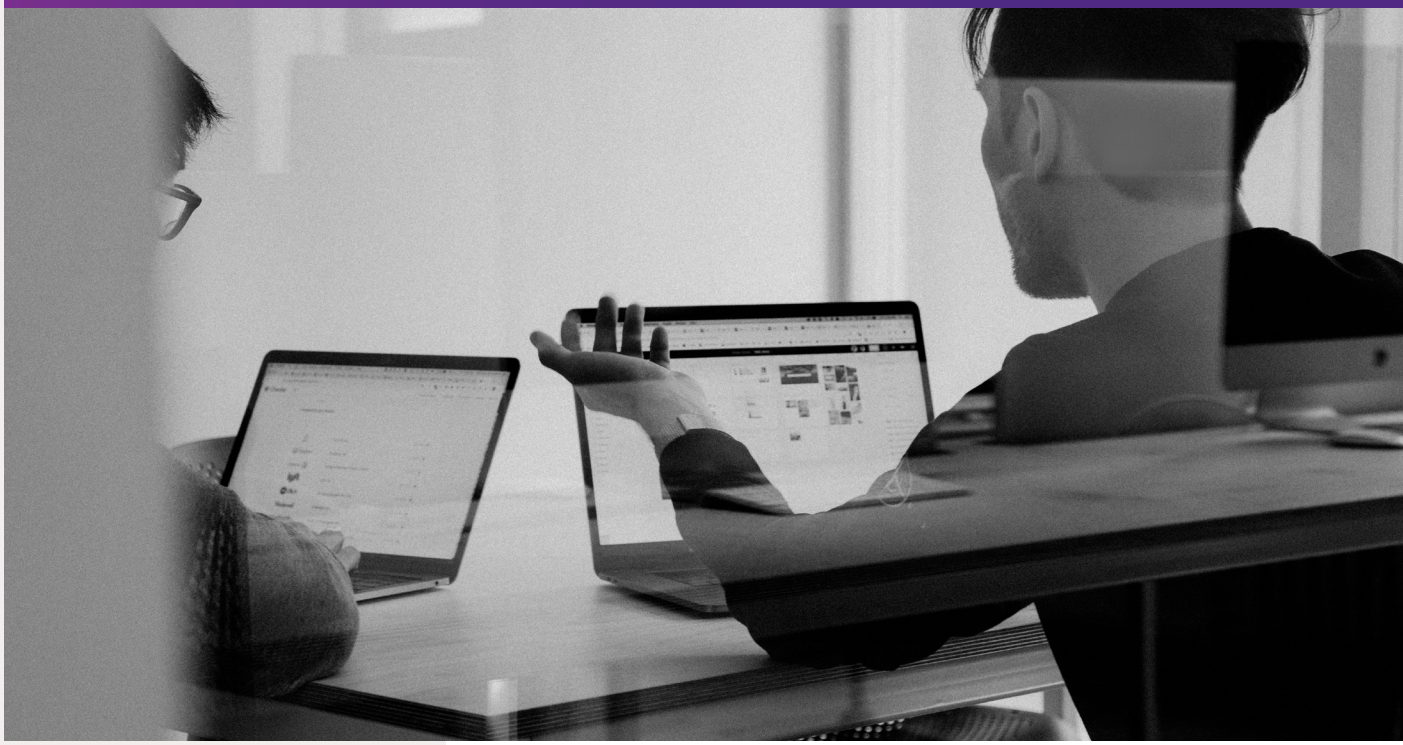
Country/territory	Number of participants
United States	24
United Kingdom	20
Brazil, Germany, Singapore	6
China, Italy	5
France, Indonesia	4
Belgium, India, Malaysia	3
Bangladesh, Colombia, Fiji, Mexico, New Zealand, Philippines, South Africa, Taiwan, Thailand	2
Argentina, Austria, Belize, Canada, Costa Rica, Czechia, Finland, Greece, Honduras, Iran, Israel, Jamaica, Japan, Kenya, Madagascar, Nepal, Netherlands, New Caledonia, Samoa, Solomon Islands, Spain, Sri Lanka, Sweden, Switzerland, Vanuatu, Vietnam	1

Table 2. Number of participants who have collaborators in each country.

Participants were asked to provide up to five countries of affiliation of their collaborators, limiting this to coauthors of the peer-reviewed papers that they published as the first author, corresponding author, or last author in 2023. Collaboration within Australia was excluded from this table.

PART 2

Future of the CBCS Small Grants Scheme



Experience of applying for the CBCS Small Grants Scheme

Of all the respondents, 6.5% of the Student respondents, 37.5% of the RA–Level A respondents, and 57% of the Level B–E respondents answered that they had applied for the Small Grants Scheme. All Student and RA–Level A applicants were lead applicants (**Figure 9**).

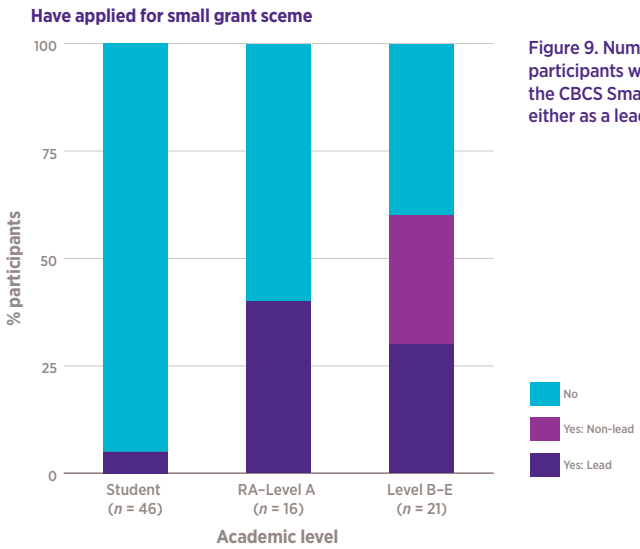


Figure 9. Number of survey participants who had applied for the CBCS Small Grants Scheme, either as a lead or non-lead.

Level of satisfaction with the current form of the CBCS Small Grants Scheme

When asked how well the current form of the Small Grants Scheme supports their needs, more than half the RA–Level A and Level B–E respondents selected either "Moderately well", "Very well", or "Extremely well" (**Figure 10**). However, it is also worth noting that 33% of the RA–Level A respondents selected "Not well at all", indicating that the current form does not meet their demand, and 66% of the Student responded selected "Not sure", potentially suggesting the lack of effort to disseminate the scheme to this cohort.

Positive comments from the respondents include:

- "Very much appreciate the short nature of the grant scheme!"
- "Never applied, but attended and enjoyed"
- "Really appreciate the emphasis on supporting HDR/ECR"
- "It is great for preparing the junior researchers or HDR students for the grant application and project execution process"
- "Activities are well-organised and incredibly useful for CBCS researchers"
- "It's a great resource for students and ECRs to gather SEQ and domestic researchers together to synthesis information on a particular topic, provides a forum for discussion of broader issues, and an opportunity for professional development"

Suggestions from the respondents include:

- "I would prefer small grants for ECR to support our PhD student fieldwork"
- "I suggest giving more people the grant and less funds for each so it's more inclusive"
- "It doesn't seem to take on opportunities around co-funding, new ideas, or meetings that ECRs and students can take a lot out of"
- "Could be helpful to support HDR development–conferences, workshops etc."
- "Probably the most helpful form for small grants would be RA time for me. I have lots of papers that sit stranded and neglected due to time constraints. Upping outputs and going for further funding would be most aided by RA time to push these projects along."
- "I like the CBCS grants which are tailored to improving skills of HDR students"
- "The only drawback is that it is not sufficient funding for a full international workshop. The lack of funding at the ~$20k level for such workshops has decreased the convening power of the centre."

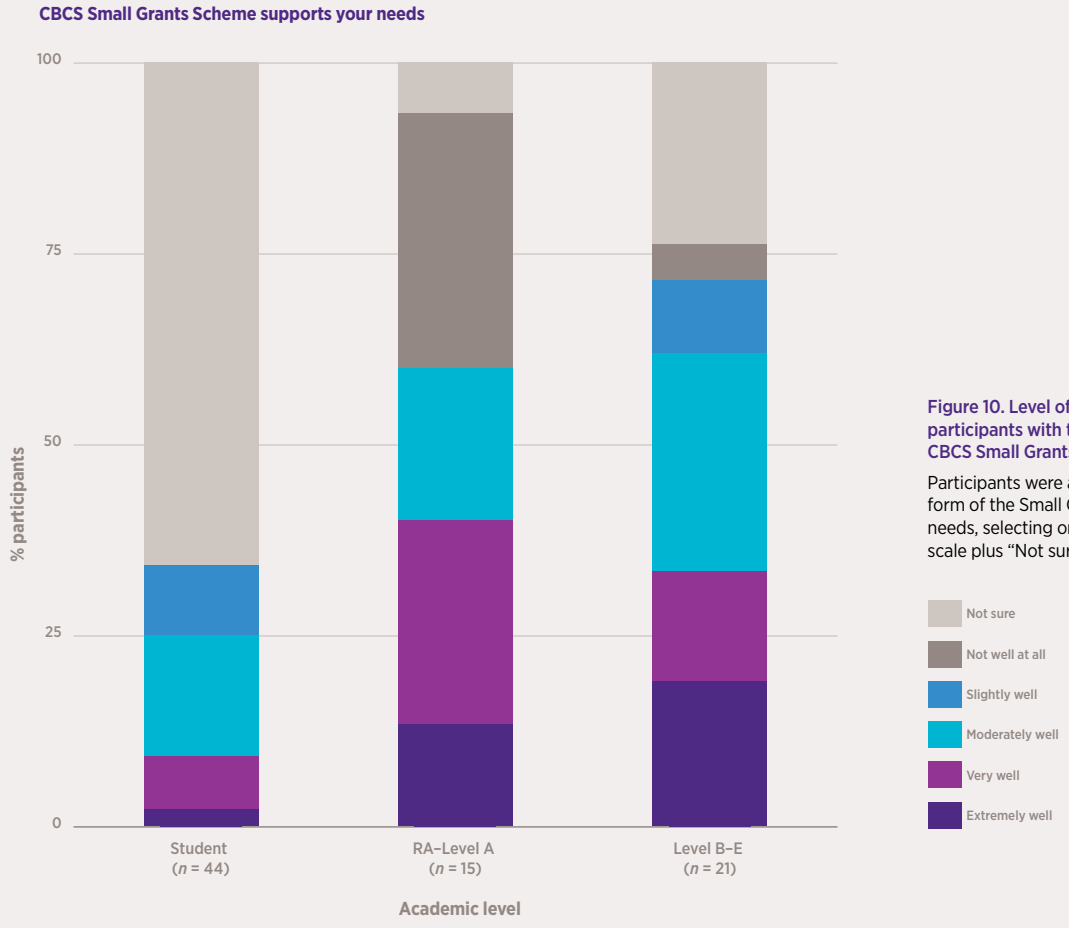


Figure 10. Level of satisfaction of survey participants with the current form of the CBCS Small Grants Scheme.

Participants were asked how well the current form of the Small Grants Scheme supports their needs, selecting one option from a 5-point Likert scale plus "Not sure".

Most helpful types of CBCS initiatives

"Travel support" and "Professional workshops" are the two options most preferred by Student respondents (**Figure 11**). For RA–Level A respondents, "Writing retreats" and "Social events" were the two most popular options, while Level B–E respondents preferred "Co-funding for grant applications", followed by "Social events" and "Travel support" (**Figure 11**).

It should be noted that the results do not necessarily undermine the importance of options with fewer votes, such as "RA during parental/carers' leave", and "AI English editing tool", as those who need these types of support are under-represented among the survey participants (**Figures 4 and 6**).

Suggestions on the helpful types of professional workshops include:

- R/statistics/GIS/GitHub/AI/NLP/ programming/other technical tools (suggested by 10 respondents)
- Grant applications/writing (8)
- Career development (eg "next steps after PhD") (5)
- Science communication (interview, media pitches, presentation, story-telling) (3)
- How to get teaching opportunities (1)
- Paper-writing (1)
- Philosophy of science (1)
- Emotional adjustment (1)

Figure 11. Most helpful types of CBCS initiatives for survey participants.
Participants were provided 10 types of CBCS initiatives and asked to rank the top three options.

Additional types of support

At the end of the survey, participants were asked to suggest any additional types of support that they would like the CBCS to consider. Here is a list of all the suggestions provided by respondents.

- "Funding for RAs to continue work during parental leave is the best idea I've heard in a long time. Parental leave is such a barrier for post docs – the culture is horrific and you lose great scientists because they essentially can't finish a post doc and also have a baby (which typically both of these times overlap in people's lives!)."
- "Small research grants to support pilot research for ECRs who are trying to establish their own research program. Such grants would help ECRs to be more competitive for winning grants/fellowships (b/c they already have pilot data to support their application), and would also help to reduce the fact that chance often plays a huge role in who manages to stay in academia (ie the chance that you have a supportive lab head who gives you resources, time, and support to start developing your own research program)"
- "Love the idea of writing retreats – that would be my option number 4! Also, I found the presentation by Yan Holtz super helpful and interesting. I'd love more of a focus on producing open and reproducible research, especially for HDR students. Maybe we could have some funding for a group of us to do the course created by Yan that he talked about in his discussion (https://www.productive-r-workflow.com/)? Or some more workshops on this topic i.e., using R, python, github, coding tips for reproducible workflows etc. Or even funding someone to just sit at Level 5 Goddard tearoom for one or two hours each week who we can go to with coding questions."
- "Navigating admin within UQ is a huge stressor and time-sink for HDRs. Especially when it comes to travel paperwork and other paperwork submissions. If there's any avenue CBCS can help make this easier, that would be a big area for improvement in my HDR experience."
- "Support for honors, masters and PhD students in the group that previously came from academic AA accounts (that we no longer have). Travel is good, conference registration would be another one. Small expenses for useful software subscriptions might be another one, e.g. Avenza maps."
- "Small Grants Scheme for research assistants for reasons other than parental/carers leave e.g., large periods of leave or career interruptions for other reasons."
- "Publication fee support, but I don't think CBCS could ever cover a sufficient amount to make it viable to publish so it wouldn't be useful (APCs in the journals I'm interested in are $5–20k)."
- "Network for potential conservation job opportunities"
- "Social and information support for international students when they arrive at UQ"
- "How to present in a conference as a non-native English speaker"
- "Extremely important to remember the strength of CBCS was co-partnerships with NGOs, private industry. This is really number 1 priority and seems to be forgotten."
- "All the grants, support and events are great in CBCS. All activities and events are well suited for extroverted and outgoing personality types. It is very hard for introverts and highly sensitive personality types (that may constitute 20-40% of people in society) to participate in or be comfortably involved in the events and activities. It would be wonderful to at least have a few events or activities where everybody can comfortably participate."
- "Carer support to enable me to travel for work and bring my child."
- "Placement and volunteering opportunities"
- "Social things during hours parents can make, writing retreats within 1.5 hours so that parents can more easily attend"
- "The slightly larger $20k international workshop funding"
- "Small amounts for RA time can be very helpful. They can go a long way and super charge a project that is planned or stalled. To be honest, funding that doesn't go directly to staff time is, for the most part, inefficient or a waste in my view."
- "Collaboration is key for us in the Pacific region. For example, after completing my PhD at UQ, I returned to my community and am building a conservation project and also a research station. These are some of the opportunities for collaboration with CBCS and UQ."
- "More chances to connect with individuals from NGOs and industries with a slightly more diverse focus than traditional or typical conservation (i.e. vets, animal welfare professionals, environmental and animal law experts, social sciences)"

Recommendations

This first-ever CBCS-wide survey has revealed the diverse nature of CBCS members in multiple aspects. The proportion of female respondents exceeds 50% at all three academic levels; LGBTQIA+ accounted for 42% of the student respondents; we are from at least 28 countries with 43% being international; we speak at least 17 first languages; our expertise covers more than 14 scientific disciplines; and we collaborated with at least 47 countries/territories in 2023 alone. These results reinforce our belief that diversity in all aspects is at the core of the CBCS community.

This, however, does not necessarily mean that those in a historically and currently under-represented and vulnerable group are sufficiently supported at the CBCS. Those people may include women, non-binary, or LGBTQIA+ members, those from ethnic backgrounds other than North-West European, non-native English speakers, those with a disability, and those who need to take parental/carers leave. CBCS has focused initiatives to support some of these under-represented groups of members. For example, we have organised English writing workshops for non-native English speakers. We have also incorporated the involvement of leads, applicants, and target participants of diverse backgrounds as one of the assessment criteria for the CBCS Small Grants Scheme. We have deliberately made the Small Grants Scheme application form simple and short, and offered help in preparing applications. The Small Grants Scheme has also been supporting a special project by Jaramar Villarreal Rosas and Violeta Berdejo-Espinola that aims to understand the support needs of multicultural HDR students in Australia (**Table 1**). Despite these initiatives, we acknowledge the need to expand our current efforts in many other directions, to further strengthen our support for historically and currently under-represented and vulnerable groups of members at the CBCS.

The results of the survey have also provided an important indication of the types of support that we should implement in the near future. Some suggestions made during the survey seem to be feasible options, such as providing subtitles to presentations to support people with ADHD (which would also assist non-native English speakers), and launching a scheme to support members on parental/carers'/ other types of leave.

The current form of the CBCS Small Grants Scheme (allocating $1k to $5k for about 10 recipients to organise workshops/develop collaborations) seems to be relatively well received by students and mid/late-career researchers, but not necessarily by early-career researchers (RA–Level A). Students and early-career researchers prefer writing retreats, travel support, social events, and professional workshops, suggesting their strong demand for training and capacity-building opportunities. These options are also well supported by mid/late-career researchers, who are, however, also clearly in need of co-funding for grant applications. Note however that some of these activities (e.g., writing retreats) have consistently been funded outside of the scope of the Small Grants Scheme, and CBCS has also provided co-funding for grant applications. Workshops on R, statistics, grant writing, and career development are also highly demanded. CBCS, and those supported by the Small Grants Scheme, have been organising workshops on those topics, and we should keep providing those opportunities in the future.

The results of the survey have also provided an important indication of the types of support that we should implement in the near future.

Mountain ash forest, Victoria, Australia. Image: Nicolas Rakotopare, NESP Threatened Species Recovery Hub

Field work on Stradbroke Island, Australia.
Image: Miranda Fittock, mirandafittock.com

The open-box comments also had important suggestions and implications. For example, providing "social and information support for international students when they arrive at UQ" is something that has been attempted before but never been actually implemented, so is worth exploring further. A workshop on "how to present in a conference as a non-native English speaker" can be a great extension of the CBCS's existing English writing workshops. Developing "partnerships with NGOs and industries" is also what CBCS has recently started working on, e.g., through the Conservation Catch-up events. Many people would agree that "supporting pilot research for ECRs" and "funding international workshops", for example, in the Pacific region, where collaboration is still scarce, can boost our research excellence, but the implementation of these options will depend on the future availability of funding for the CBCS. Lastly, we would like to highlight the following comment:

"All activities and events are well suited for extroverted and outgoing personality types. It is very hard for introverts and highly sensitive personality types (that may constitute 20–40% of people in society) to participate or comfortably involve in the events and activities.".

This comment reminds us that when organising any of the proposed and existing events and activities, we need to think about how to make the event/activity as inclusive as possible, especially for historically and currently under-represented and vulnerable groups of people.

Based on the survey results, we would like to propose the following 13 actions as priorities for the CBCS activities in the near future (in no particular order). Note that while these priorities seem feasible and within the scope of the CBCS, we will need to explore feasibility before implementing any of these options.

1. Develop inclusivity guidelines for organising an event/activity for the CBCS.
2. Provide subtitles to presentations (e.g., using the latest version of PowerPoint, which provides live subtitles) to support people with ADHD and those with lower English proficiency.
3. Identify support to bring back the grant scheme to support members on parental/carers/ other types of leave.
4. Provide social and information support for international students when they arrive at UQ.
5. Ensure that the community's high demand for writing retreats and social events continues to be met.
6. Identify support to bring back co-funding for grant applications.
7. Keep organising workshops, especially on R, statistics, grant writing, and career development.
8. Keep supporting students and ECRs whose first language is not English, e.g., through the existing English writing workshops.
9. Explore ways to fund ECRs' pilot research and HDR thesis research activities.
10. Identify support to bring back international workshops as a central component of CBCS activities (especially targeted at collaboration in regions of conservation importance with few collaborations to date).
11. Explore ways to fund travel and publication costs for HDRs and ECRs.
12. Further strengthen our partnerships with NGOs, industries, and governments (which was the focus of the 2024 CBCS Small Grants Scheme).
13. Regularly conduct a CBCS-wide survey to understand changes in diversity, barriers, and solutions.

Appendix 1

The proposals funded by the CBCS Small Grants Scheme between 2021 and 2024

Year	Lead applicants	Awarded (AUD)	Type of event	Title	Led by ECR/HDR
2021	Karlina Indraswari/Jonathan Rhodes/Jaramar Villarreal Rosas/ Anazelia Tedesco/Michelle Ward/ Nisansala Abeysinghe/ Alex Watkins	3953	Workshop	Infographic design	Y
2021	Mercedes Mclean	3000	Workshop	Connecting culture and conservation	Y
2021	Caitlin Kuempel/Ama Wakwella	1360	Workshop	Coral reef and watershed management	Y
2021	Chrisopher O'Bryan/Helen Mayfield	3500	Workshop	Biodiversity conservation and disease risk	Y
2021	Claudia Benham/Nathalie Butt	2825	Workshop	Ecological grief	Y
2021	Laura Sonter/Caitie Kuempel/ Martine Maron	1551.2	Workshop	Compiling a list of conservation courses at UQ	
2021	Anazelia Tedesco/Sofia Lopez-Cubillos/Jonathan Rhodes	5011	Workshop	Social factors as a bridge between restoration planning and implementation	Y
2021	Robyn Boldy	5016	Workshop	Collaboration with Wik/Wik Waya Traditional Owners	Y
2021	Diana Fisher/Robbie Wilson/ Kaylah Del Simone/ Gabriella Sparkes	9398	Workshop	Australia's goals and priorities for ex-situ conservation of mammals	
2021	Manuela Mendiolar	1484.32	Training	Statistical computing and programming in R	Y
2021	Clair Hume/Carissa Klein	660	Workshop/ training	Communicating conservation research through nonfiction children's books with UQ Press	
2021	Chris Roelfsema/Carolina Castro Sanguino/Mitchell Lyons/ Caitie Kuempel/Nick Murray	1875	Workshop	Satellite earth observation for coastal and marine conservation	
2022	Vicki Martin	5000	Research event	Marine Social Science SEQ Research Showcase and Network Launch	Y
2022	Jaramar Villarreal Rosas/ Violeta Berdejo-Espinola	3450.4	Special project	Understanding the support needs of multicultural HDR students when studying in Australia	Y
2022	Christopher O'Bryan	1746.9	Workshop/ training	Navigating your first PhD publication	Y
2022	Manuela Mendiolar/Catherine Kim	2342.32	Training	Programming skills for conservation research	Y
2022	Maddy Dyring	3500	Capacity building	Evening the playing field for science communication	Y
2022	Thomas Lloyd/Nathalie Butt	1500	Workshop	Conservation implications of shifting mineral resource exploitation resulting from import sanctions on Russia	Y
2022	Simon Hart	914	Workshop	New collaborations for the conservation of freshwater ecosystems	

2023	Evelyn Alicia Gomez Juarez/ Amelia Wenger	3015.25	Workshop	Exchanging experiences in conservation between Mexico and Australia	Y
2023	Karlina Indraswari	1200	Workshop	Conservation visual storytelling and outreach using animation and documentaries workshop	Y
2023	Rhiannon Bird	4500	Workshop	Synthesising experimental design principles for understanding ecosystem service provision in agricultural landscapes	Y
2023	Lily Bentley	4900	Workshop	Developing megavertebrate conservation research and teaching	Y
2023	Jaramar Villarreal Rosas/ Violeta Berdejo-Espindola	3450.4	Special project	Understanding the support needs of multicultural HDR students when studying in Australia	Y
2023	Leslie Roberson	1275	Workshop	Collaborating with Moreton Bay's commercial fisheries to develop solutions to reduce trawling impacts on threatened biodiversity	Y
2023	Christina N. Zdenek	1600	Capacity building	Nature photography competition to showcase Australian nature and CBCS photographers!	Y
2024	James Tweed	5000	Workshop/ training	The application of the IUCN Red List criteria to invertebrates	Y
2024	Marina Corrella Tor	2000	Workshop	Global spatial prioritization of migratory bird connectivity	Y
2024	Shu Chen/Nga Yee Lai	4100	Special project/ workshop	Flight Forward: Navigating the path to wildlife–aviation coexistence, using Brisbane Airport as an example	Y
2024	Lamuel Chi Hay Chung	4810	Workshop	Spatial prioritization of the spotted-tail quoll under future climate change	Y

Appendix 2

CBCS survey implemented on Qualtrics

Survey for CBCS members on diversity, barriers, and solutions

Tatsuya Amano
(Deputy Director of Research)

Nicola Sockhill
(HDR representative for Research)

Alice Twomey
(ECR representative for Research)

The Centre for Biodiversity and Conservation Science (CBCS) is known as a world-leading research centre for biodiversity conservation.

Its success is built on the diversity of its people; the diverse views, ideas, and approaches that people bring to the centre inspire innovation in science and its application to conservation.

However, we still don't know how diverse we are. By understanding our diversity in multiple aspects and the support people are in need of, we will be able to showcase our strengths while identifying areas for further improvement.

The objectives of this survey are to understand: (i) the diversity of CBCS members in terms of gender, ethnicity, nationality, culture, disciplines, collaboration, and so on, and (ii) the type of support that CBCS members are in need of.

We will summarise the results of the survey in a CBCS special report on the diversity of our members at different academic levels, which will be uploaded on the website and also distributed to the School and Faculty.

About the survey

Everyone affiliated with the CBCS (i.e., those on the CBCS website) is encouraged to participate in this survey – a high response rate is key to understanding our diversity correctly.

Participation in this survey is completely voluntary and you are free to withdraw from the survey at any time. It will take approximately **8 minutes**. Your responses to the survey are anonymous; no identifying information will be collected. The data will only be presented as summaries of overall responses in the report so that it cannot be linked to individual participants.

Only members of the CBCS Management Committee will have access to the data.

Are you a member of the Centre for Biodiversity and Conservation Science (i.e., are you on the CBCS website)?

- ☐ Yes (1)
- ☐ No (2)

Part 1. Demographic information

Q1. What is your academic level?

- ☐ Undergraduate/postgraduate (coursework) student (8)
- ☐ HDR student (1)
- ☐ Research Assistant/Associate (2)
- ☐ Level A (3)
- ☐ Level B (4)
- ☐ Level C (5)
- ☐ Level D (6)
- ☐ Level E (7)

Q2. Which of the following best represents your gender identity?

The classifications for Q2 and Q3 are taken from the 2020 Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables by the Australian Bureau of Statistics.

- ☐ Woman or female (1)
- ☐ Man or male (2)
- ☐ Non-binary (3)
- ☐ Prefer to self-describe: _____ (4)
- ☐ Prefer not to answer (5)

Q3. How do you describe your sexual orientation?

- ☐ Straight (heterosexual) (1)
- ☐ Gay or lesbian (2)
- ☐ Bisexual (4)
- ☐ Don't know (6)
- ☐ Prefer to self-describe: _____ (7)
- ☐ Prefer not to answer (8)

Q4. Please choose the option(s) that best describes your ethnicity.

This question relates to your heritage, i.e. where your ancestors are from.

For example, if you are an Australian of British ancestry, please select British, and If you are an Australian of Chinese ancestry, please select Chinese Asian. If you are an Aboriginal or Torres Strait Islander, please choose Australian Peoples and add Aboriginal, Torres Strait Islander, or a more specific group (e.g. Kabi kabi) in the free text box.

These classifications are taken from the Australian Standard Classification of Cultural and Ethnic Groups (2019), but if you wish to add more information please choose Other and use the self-description box.

Choose all options that apply.

- ☐ Australian Peoples: _____ (1)
- ☐ New Zealand Peoples: _____ (2)
- ☐ Melanesian and Papuan (3)
- ☐ Micronesian (4)
- ☐ Polynesian (5)
- ☐ British (6)
- ☐ Irish (7)
- ☐ Western European (8)
- ☐ Northern European (9)
- ☐ Southern European (10)
- ☐ South Eastern European (11)
- ☐ Eastern European (12)
- ☐ Arab (13)
- ☐ Jewish (14)
- ☐ Peoples of the Sudan (15)
- ☐ Other North African and Middle Eastern (16)
- ☐ Mainland South-East Asian (17)
- ☐ Maritime South-East Asian (18)
- ☐ Chinese Asian (19)
- ☐ Other North-East Asian (20)
- ☐ Southern Asian (21)
- ☐ Central Asian (22)
- ☐ North American (23)
- ☐ South American (24)
- ☐ Central American (25)
- ☐ Caribbean Islander (26)
- ☐ Central and West African (27)
- ☐ Southern and East African (28)
- ☐ Other: _____ (29)

Q5. What is/are the country/countries on your passport?

Q6. What is your first language(s)?

For the purpose of this survey first language(s) are defined as "the language(s) you learnt to speak at home as a child".

Q7. List any other languages spoken at home.

Q8. Do you have a disability?

Please note the definition of disability includes sensory, intellectual, neuro-diverse, physical and mental illness – where the disability is permanent or is likely to be permanent.

If yes, please describe whether there is anything we can do to support you in the free text box.

- [ ] Yes (3)
- [ ] No (5)
- [ ] Prefer not to specify (4)

Q9. Have you taken maternity/paternity/carers leave in the last two years?

If yes, please describe what kind of leave was taken and how long it was in the free text box.

- [ ] Yes (1)
- [ ] No (2)

Q10. List up to the top five countries of affiliation of your collaborators.

Limit this to coauthors of the peer-reviewed papers that you published as the first author, corresponding author, or last author in 2023. Give the best guess you can, if you have many publications. Leave blank if you have no publications in 2023.

- [ ] Country 1: _____ (1)
- [ ] Country 2: _____ (2)
- [ ] Country 3: _____ (3)
- [ ] Country 4: _____ (4)
- [ ] Country 5: _____ (5)

Q11. Which of the following best represents your academic background?

Choose up to two options. Options are based on the fields contributing to conservation biology and conservation science, proposed in **Soulé (1985)** and **Kareiva & Marvier (2012)**.

- [ ] Conservation biology (1)
- [ ] Ecology/population biology (2)
- [ ] Genetics (3)
- [ ] Natural resource management (forestry, fishery, wildlife management, etc) (4)
- [ ] Philosophy (5)
- [ ] Veterinary science (6)
- [ ] Physiology (7)
- [ ] Economics (8)
- [ ] Agriculture (9)
- [ ] Anthropology (10)
- [ ] Science communication (11)
- [ ] Psychology (12)
- [ ] Sociology (13)
- [ ] Sustainable science (14)
- [ ] Ethics (15)
- [ ] Public policy (16)
- [ ] Public health (17)
- [ ] Climate science (18)
- [ ] Other (19)

Part 2. Type of support needed

Note that the following options are to plan the support provided by CBCS over the indefinite future, and may or may not be offered in the near future or exactly as described.

Q1. Have you ever applied for the CBCS Small Grants Scheme?

- ☐ Yes (1)
- ☐ No (2)

If you answer "Yes", were you the lead applicant?

- ☐ Yes (1)
- ☐ No (2)

Q2. How well does the current form of the Small Grants Scheme support your needs?

Currently, CBCS allocates $1k to $5k for ~10 recipients to organise workshops/ develop collaborations.

- ☐ Not well at all (1)
- ☐ Slightly well (2)
- ☐ Moderately well (3)
- ☐ Very well (4)
- ☐ Extremely well (5)
- ☐ Not sure (6)

Please provide any feedback on the current form of the Small Grants Scheme.

Q3. CBCS can support its members in a range of other ways. What types of CBCS initiatives would be most helpful for you?

Select the top three options and place 1–3.

_____ Travel support (up to 5 HDR students) (1)

_____ Publication fee support (up to 5 HDR students or ECRs) – note that UQ's Read and Publish Agreements also cover article processing charges in many journals. (2)

_____ Co-funding for grant applications (up to 5 recipients) (3)

_____ Writing retreats (5)

_____ Language editing/translation services (up to 10 recipients, to and from English and other languages) (6)

_____ Subscription to an AI English editing tool (e.g. 5k USD for 100 users for Writefull) (7)

_____ CBCS research showcase (8)

_____ Social events (lunches/dinners) (9)

_____ Funding for a research assistant to continue work during parental/carers leave (10)

_____ Professional workshops (e.g. R, grant writing, career development – a few times a year) – describe types of topic that would be most helpful (4)

Q4. Please add any additional types of support that you would like us to consider.

Q5. If you have any additional comments about this survey, please feel free to share them here.