Equality, Diversity, and Inclusion Action Plan 2022/23
School of Mathematics

1: Introduction

The School of Mathematics' Commitment to Equality, Diversity and Inclusion

The School of Mathematics at the University of Edinburgh recognises the importance of equality, diversity and inclusion in ensuring the equitable treatment and wellbeing of everyone within and associated with the School, and therefore aims to lead by example to enable and provide a safe, inclusive place of education and employment for all. To achieve this means planning and committing to actions that promote an inclusive, fair, respectful and welcoming culture in which all staff and students can flourish.

The Equality, Diversity, and Inclusion (EDI) Action Plan is intended to communicate the primary aims identified, the specific goals that are in place to achieve these aims, and the targeted actions taken towards those goals, as well as the general parameters of positive achievement. Further detail regarding the School of Mathematics' EDI aims and values can be found in the Equality, Diversity and Inclusion Strategy.

Development of the Equality, Diversity and Inclusion Aims

The following aims were developed from responses to an Equality, Diversity and Inclusion survey, sent to staff and students in June 2022. The survey reviewed opinions on a variety of EDI-related matters, and the Action Plan aims to meet the needs which were made evident through the responses.

Four primary aims were developed following the survey:

- Foster a School community which is inclusive and respectful of all.
- Raise engagement and awareness of equality, diversity and inclusion and what the School is doing to address EDI concerns.
- Promote good equality, diversity and inclusion practice, including inclusive and accessible teaching.
- Encourage recruitment and progression of a diverse body of staff and students.

This Action Plan details the targeted actions the School will take to meet these aims, who will be responsible for them, the period in which the actions are expected to be completed, and the success measures of the action points and overall aim. The aims seek to ensure respectful and fair treatment regarding all the protected characteristics outlined in the 2010 Equality Act, as well as other characteristics with which an individual could be considered disadvantaged, such as socio-economic class or migrant status.

Monitoring Progress

The Action Plan will be regularly reviewed and updated as action points are completed, and new needs are identified. Necessary changes will be decided at EDI Committee meetings and will likely be dependent on both regularly gathered EDI survey results and staff and student suggestions, which are collected via an online form on the EDI webpages.

Review

This action plan will be reviewed summer 2023 by the EDI committee, and will be adapted accordingly following successes and the introduction of new projects and actions.

2: Action Plan 2022/23

Equality, Diversity and Inclusion Action Plan 2022/23				
Aims	Actions to progress	Responsibility	Target activity year	Success guides and measures
Aim 1: To foster a School community which is inclusive and respectful of all.				
1.1 Provide students and staff of under-represented genders the opportunity to network with others in mathematics and encourage 'role models' for younger staff and students.				In general, success will look like an increase in the confidence of individuals from under-represented genders. This will be measured qualitatively through staff and student perspectives of student workshop attendance and participation, and also through positive feedback from attendees of networking events run.
a) Host 2 lunches (in Semester 1 and 2) for women, transgender, and non-binary people to discuss mathematics and EDI in an informal setting.		Head of School, Directors of EDI, EDI committee, Piscopia?	2023-2024	Success measured through hosting of the lunches and number of participants (aim for upwards of 10 participants at each lunch).

1.2 Advance support for students in the university who are neurodivergent.			General success measured by the rate of positive experience of neurodivergent students in the School. This will be measured through student satisfaction surveys and reviewing the confidence and attainment of neurodivergent students
a) Establish a peer support network for neurodivergent students to access support and advice from one another within the School.	Head of School, Directors of EDI, EDI committee, Student Services	2022-	Success of the peer support network would be initially measured through participation rates, with a goal of 5 students participating in the network over the first semester. Later in the year success would be measured through attendee feedback provided through feedback forms.
b) Remove the requirement of 'eye contact' in the marking rubric for the Year 4 oral presentations.	Head of School Directors of EDI, EDI committee, Director of Teaching.	2022	Success measured through uptake of this action, and removal of the criteria. Achieved Summer 2022

1.3 Improve awareness of potential unfair and/or discriminatory behaviour within the School and build staff skills to challenge this.			Measured generally through fewer complaints regarding unfair behaviour, better awareness of reporting procedures and higher levels of staff and student satisfaction. Specifically, more people disagreeing with statements such as 'I believe I have experienced unfair treatment in the SoM based on one or more of the protected characteristics', asked in a regular survey taken by staff and students. The future responses to this question can be compared to the June 2022 survey results.
a) Provide in-depth information about types and signs of discriminatory behaviour, advice on how to respond, and reporting procedures on the EDI webpages.	Directors of EDI, EDI committee, Director of Professional Services, HR	2022-	Success measured through uptake and provision of this information.
b) Propose providing highly recommended Active Bystander Training for staff to develop the skills required to challenge unacceptable behaviour.	Head of School, Directors of EDI, EDI committee, Director of Professional Services	2023	Measured through provision and proposal of the training and in the future through the number of attendees of the training courses.
Aim 2: To raise engagement and awareness of equality, diversity and inclusion and what the School is doing to address EDI concerns.			

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2.1 Advertise the diversity of mathematics and the contributions of people from under-represented groups.			Measured and monitored through a survey with specific questions such as 'I feel like I belong in the SoM' and 'I feel represented'. An increase in agreement with these statements when compared to the June 2022 survey results would define success here.
a) Design a social media series which celebrates mathematicians from under-represented groups in the academic community (e.g. gender, race, disability etc.) and post on the SoM social media sites on specific dates throughout the year (Pride, International Women's Day, International Day of Mathematics etc.), posting at least once per month.	Directors of EDI, EDI committee, External Engagement team	2022	Monitored through interaction with posts (likes, comments, shares etc.). Future success measured through implementation of minimum forecasted like/comment numbers.
b) Develop an Event Series with talks given from speakers from diverse backgrounds, which will run over the course of a year with at least 2 events per semester potentially in collaboration with MathSoc.	Head of School, Directors of EDI, EDI committee, Student Services, MathSoc, Piscopia?	2023-	Measured through uptake and running of at least 2 events, more detailed future success measured through number of attendees of events.
c) Develop 3 biographies of diverse mathematicians and advertise their work on the screens on the 5th floor of JCMB, potentially inviting students to design the screens for a prize/gift voucher.	Directors of EDI, EDI committee, current students.	2023	Measured through completion of action and publishing of the biographies on the screens.

2.2 Provide updates surrounding the work the EDI committee is doing to address EDI in the School of Mathematics and monitor general staff and student awareness of the EDI committee's work.			Generally measured and monitored through regular survey taken by staff and students, asking direct questions such as 'I am aware of the work the EDI committee is doing in the SoM.' Success would be more people agreeing with this statement when compared to June 2022 results.
a) Provide links to the Strategy and Action Plan on the EDI webpages.	Directors of EDI, External Engagement and Communications Officer	2022	Success measured through publication of Strategy and Action Plan and provision of links on external webpage.
b) Regularly update the initiatives and events section of the webpages, amending the webpage at least once per year.	Directors of EDI, External Engagement and Communications Officer	Quarterly	Success measured through upkeep of the Initiatives and Events webpage, with the page being reviewed at least once per year.
2.3 Gather staff and student feedback regarding EDI in the School.			General success measured through the higher quantity of survey responses than the June 2022 survey of 164 respondents, in particular more student input (more than 85 responses). Also through use of online suggestions form. In the future, success measured through implementation and achievement of a minimum forecasted number of

			suggestions provided through form per year.
a) Review the EDI survey sent out in June 2022 and regularly send out similar surveys (e.g. every two – four years to allow for student cohort changes), adjusting the questions where the need arises.	Directors of the EDI committee.	2024	Success measured through uptake of survey review and other EDI surveys being sent out within the next 2-4 years.
b) Review suggestions submitted through the online form on the EDI webpages at least twice a year and discuss them at EDI committee meetings.	Directors of the EDI committee.	2022	Measured through review of suggestions at two of the committee meetings and qualitative perceptions of usefulness of the suggestions.
Aim 3: To promote good equality, diversity and inclusion practice, alongside inclusive and accessible teaching.			
3.1 Increase staff and student awareness of unconscious bias and how to combat it.			Generally measured through higher levels of agreement with the statement 'I am aware I may have unconscious biases' asked in future surveys, when compared to June 2022 results, and higher numbers of staff and student completion of provided UB training.

a) Advertise the Unconscious Bias training offered to students through webpages, emails, and social media posts.	Directors of EDI Committee, Head of School, Director of Professional Services, Student Services, Course Organisers	2022	Measured through provision of the advertising materials and student awareness of UB training offered to them, monitored through survey question 'I am aware of the UB training offered to students.'
b) Review requirements of Unconscious Bias training for staff members	Directors of EDI, Director of Professional Services, Director of Teaching.	2023	Measured through performance of the review. Future success measured through more mandatory UB training requirements for a larger range of positions in the School.
c) Review the need for refresher courses (e.g. every 4-5 years) on Unconscious Bias staff training.	Directors of EDI, Director of Professional Services, Director of Teaching.	2023	Measure through performance of review. Future success through implementation of refresher courses for staff.
d) Check that staff have completed any mandatory/strongly advised* Unconscious Bias training at each annual review. * Currently, job panels/recruitment positions have mandatory UB training.	Heads of Theme.	2022-	Measured through uptake of this question being asked in annual reviews, ensuring it has been completed where mandatory.
3.2 Promote inclusive teaching practice, specifically regarding decolonising mathematics and accessibility.			Generally monitored through the regular survey, higher levels of agreement with statements such as 'I feel represented in the SoM curriculum,' and analysing if these responses display improved knowledge of how ideas of decolonisation can be applied to mathematics in comparison to June 2022 results. Success also monitored through visible improvements to accessibility, for

			example through higher use of manual captioning in lectures.
a) Provide inclusive teaching resources on the EDI intranet, e.g. advice on making accessible workshop resources, autism awareness etc.	Directors of EDI Committee, Directors of Teaching, External Engagement and Communications Officer	2022	Measured through provision of these resources on the intranet.
b) Encourage all teaching staff to manually caption their recorded lecture videos, to avoid inaccuracies.	Directors of EDI Committee, Director of Teaching.	2022-	Higher levels of student satisfaction in course feedback surveys surrounding captioning. Higher numbers of captioned videos measured through annual reviews for teaching staff, asking about the accessibility of their video captioning.
c) Provide information on decolonisation, its relevance to mathematics, and how to begin re-considering the history of mathematics on the EDI webpages.	Directors of EDI, EDI committee, Directors of Teaching	2022	Measured through provision of information on webpages.
d) Host at least one talk and/or workshop per year in an Event Series about inclusive teaching practice, with potential hand-outs on decolonisation and inclusive mathematics.	Directors of EDI, EDI committee.	2023-	Measured through hosting of at least one event regarding inclusive teaching and in the future through attainment of minimum forecasted numbers of attendees of the events.
Aim 4: To encourage recruitment and progression of a diverse body of staff and students.			
4.1 Re-evaluate the vacation scholarship programme to recruit more women, transgender and non-binary people and encourage them into postgraduate study.			Generally measured through improved gender gap of participants in project. Success would be higher than 37% students self-identifying as women next year, the data to be gathered annually.
a) Advertise the vacation scholarships to students from minority genders specifically, during events in the	Directors of EDI, Vacation Scholarship Organiser, Student Services	2022-	Success measured through uptake of advertisement through flyers and events. Advertisement success to be measured in

Event Series and/or in collaboration with wider university organisations e.g. Piscopia.			the future through requested information in the expression of interest form about how the student found out about the scholarships.
b) Email students with eligible grades personally, informing them of the opportunity and hence increase their opportunities and confidence to apply.	Head of School, Vacation Scholarship Organiser, Student Services	2023-	Measured through uptake of email being sent to students.
c) Request information from students applying regarding their preferred gender and how they found out about the scholarships, to aid future analysis.	Vacation Scholarship Organiser.	2023-	Measured through uptake of these questions being asked, in order to inform future improvements to the application process.
4.2 Support early career researcher progression of people from diverse backgrounds.			In general, monitored through comparison with benchmark percentages of academic staff from diverse backgrounds. These benchmarks could be taken from e.g. LMS National Benchmarking Study, the University Staff Survey, EDMARC Staff Report 2020 etc.
a) Provide a fellowship to aid individuals from under-represented backgrounds entering the early stages of their research career.	Directors of EDI, EDI committee, Head of School, Director of Research	2023	Success of the fellowship measured through uptake and launch of fellowship, future success measured through feedback from appointees of the fellowship.
4.3 Monitor existing EDI-related recruitment practices.			Generally measured through levels of diversity in staff/student demographics. These can be monitored through comparison with benchmark percentages of staff/students from diverse backgrounds. These benchmarks found on

			the UoE EDI webpage in the EDMARC Staff and Student Reports 2020, for example.
a) Review efficiency of existing scholarships (e.g., Mathematics Access Scholarships) which support students from disadvantaged backgrounds.	Directors of EDI, External Engagement Team, Student Services, Directors of Teaching	2022-	Measured through implementation of review and analysis of any potential improvements to make.
b) Review demographics of annual recruitment data of incoming students to the School.	Head of School, Directors of EDI, Director of Professional Services, Student Recruitment Managers	2022-	Measured through implementation of review.
c) Review demographics of academic and professional staff population within the School	Head of School, Director of Professional Services, Directors of EDI	2022-	Measured on an annual basis
d) Monitor and ensure good level of School engagement with the Widening Participations projects.	Directors of EDI, Head of External Engagement, Outreach Manager, Student Recruitment Managers	2022-	Success measured through performance of review and discussions with WP manager.
e) Review potential gendered wording in job descriptions which may prevent women from applying to positions in the School.	Directors of EDI, EDI committee, HR, Director of Professional Services, Heads of Themes.	2022-	Measured through implementation of review and higher numbers of genderless job descriptions, indirectly corresponding to better levels of staff diversity.

3: Acknowledgements

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