

# Athena Swan Silver application form for departments

## Applicant information

Name of institution	University of Nottingham
Name of department	School of Mathematical Sciences
Date of current application	30 November 2023
Level of previous award	Bronze
Date of previous award	2019
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Section	Words used
<a href="#">1: An overview of the department and its approach to gender equality</a>	2733 (+ 109 COVID statement) (recommended 2500)
<a href="#">2: An evaluation of the department's progress and success</a>	1980 (+299 COVID statement) (recommended 2000)
<a href="#">3: An assessment of the department's gender equality context</a>	3103 (recommended 3500)
<a href="#">4: Future action plan*</a>	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 4: Glossary*	
<b>Overall word count</b>	7816 (+408 COVID statements)

\*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 8000 words**

## Section 2: An evaluation of the department’s progress and success

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## Section 2: An evaluation of the department's progress and success

### Section 1: An overview of the department and its approach to gender equality

#### 1. Letter of endorsement from the head of the department

1.1 Word count: 424 (+78 COVID statement)



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December 2023

Dear Athena Swan Panel

I have been the Head of School for just over 5 years, and throughout one of my key priorities was to create a positive and vibrant School environment to help all members of staff and students achieve their full potential. This application lays out our dedication to the equality of opportunity to everyone, regardless of their role, gender, ethnicity, sexuality, disability or any other characteristic. I am proud of our Silver Athena Swan application which demonstrates measurable success and impact since our last application, including:

- A consistent increase in proportions of female undergraduate students from 32% to 44%, surpassing the national benchmark of 37%;
- An increase in proportions of female staff from 12% to 18% and particularly at levels 4 and 5, 14% to 28% and 18% to 38%, respectively;
- Intersectional successes, including increases in BAME female student and staff proportions, 9.4% to 13.5% and 11% to 15%, respectively, and a decrease in the race awarding gap.

Nevertheless, I am conscious that there is still work to do, for example whilst we have seen an increase in female staff they are still underrepresented, particularly at higher levels. I believe the 5 priority areas we have identified will continue the successful work we have already seen and address any ongoing issues we have identified. These 5 priorities are students' experience, diversifying the national mathematical pipeline, inclusive recruitment, inclusive promotion/progression and improving EDI structures.

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I believe equality work is everyone's responsibility which is why I have taken an active role in this application and will continue by ensuring the delivery of its programmes, through an active involvement within the School's People & Culture committee. As a parent, of now grown-up children, I still recall the demands of trying to balance my caring responsibilities at home whilst ensuring I fulfil all my work responsibilities. With this experience, my overall approach to managing the school has been to develop an inclusive atmosphere which promotes flexible working.

Since our Bronze award in 2019 the school has expanded its Equality, Diversity and Inclusion Committee to the People and Culture Committee which now includes activity around wellbeing and culture in the school. COVID had a significant effect on the school since 2020, but the school took a strongly supportive approach, enabling an expansion of flexible and home working and making sure that vulnerable school members were protected wherever possible. EDI work continued throughout and after COVID, with many successful initiatives actually developed during COVID such as our remote EDI forums which explored issues with students and staff; these continued since COVID and have fed directly into our new Action Plan.

The application was prepared collaboratively by our self-assessment team under the joint leadership of Prof Markus Owen and Dr Katie Severn, the school's Director and Deputy Director of Equality, Diversity and Inclusion. I testify that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department, and strongly believe that it shows our commitment to the Athena Swan Charter.

Yours sincerely



Professor Paul Houston

Head of School of Mathematical Sciences  
Professor of Computational and Applied Mathematics

## Section 2: An evaluation of the department's progress and success

### 2. Description of the department

1.2 Word count: 521 (+31 Covid statement)

The School of Mathematical Sciences (SoMS) hosts 1638 students (42% female; undergraduates (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR)), and 120 Academic and Professional and Support (P&S) staff (23% female). Academic staff are employed within the Research and Teaching job family, with three defined tracks: research (R), research and teaching (R&T) and teaching and curriculum leadership (T&CL).

The school achieved its first Athena Swan (AS) award, bronze, in 2011, successfully renewed in 2015 and 2019.

The school has a strong commitment to equality, diversity, and inclusion (EDI) across all its activities and this is also reflected at the higher University of Nottingham (UoN) level, which provides significant funding and support to EDI work. In REF 2021 the school was placed 3<sup>rd</sup> out of UK Mathematics departments for research environment quality, particularly reflecting the strong EDI commitment and thriving research culture. The school hosts many EDI activities, a recent highlight being the *Diversity in Science and Maths* conference, which included talks on neurodiversity, LGBTQIA+ and EDI in industry.

The school is located on the University Park campus in a purpose-built building with a variety of different study spaces for students, meeting spaces (including a large atrium with open space and casual seating), a common room and a large adjoining lecture theatre. The school recently commissioned artwork from an UG student to showcase diversity in mathematics, which now is displayed around the building (Figure 1). Each staff member has access to an office within the building, and every PGR is assigned a shared office. Since the COVID pandemic hybrid working is more common, and staff have more freedom to work flexibly. To facilitate this, meeting rooms have been equipped with appropriate technology for hybrid meetings.



*The mathematical sciences building.*



*Figure 1: Some of the artwork, showcasing a diverse range of mathematicians, created by a UG student that is displayed around the building.*

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The SoMS is part of the Faculty of Science (FoS), along with the Schools of Biosciences, Chemistry, Computer Science, Pharmacy, Physics & Astronomy, and Psychology. The school has particularly strong links with Computer Science through a shared administration team and Physics through joint research projects, UG/PGT degrees and appointments.

Research in the school is organised into 5 sections: Applied Mathematics, Mathematical Physics, Pure Mathematics, Statistics and Probability and Mathematical Education and Scholarship (the latter was formalised in 2020 to recognise the research of staff into maths education). The school is home to the world-leading *Centre for Mathematical Medicine and Biology* led by Prof Bindi Brook, as well as *the Centre for the Mathematics and Theoretical Physics of Quantum Non-Equilibrium Systems* and *the Nottingham Centre of Gravity* which are both jointly led with the School of Physics & Astronomy.

The school offers six BSc courses including Mathematics (with optional international study and a year in industry), as well as the MMath integrated-Masters degree. Additionally, the school offers three BSc/MSci courses with Physics and Natural Sciences. At Postgraduate level there are five taught MSc courses, including a distance learning course in Statistics and PhD degrees across 16 themes.

Nationally there is an underrepresentation of females in the mathematical sciences, and this is true for the school. Throughout the pipeline from UG students to senior staff there is a lower representation of females which further decreases at each stage, with 44% females at UG to 18% in academic staff. However, there have been improvements at multiple stages, discussed in more detail later, with UG proportions now higher than the HESA benchmark.



Figure 2 Students in the building's atrium and outside the building

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### 3. Governance and recognition of equality, diversity and inclusion work

1.3 Word count: 619

The SoMS is led by the school's Executive Board (SEB) which is chaired by the Head of School (HoS) and includes the Head of Operations, Director of Teaching and Learning, Director of Research, Director of Knowledge Exchange and Research Development and the Deputy Head of School. Strategic input into SEB is also provided by the Leadership Team which includes Heads of Section and Operations Managers. Whilst the gender split of the leadership team has improved it is acknowledged it is still very male dominated and there is no direct line for EDI to feed into it, therefore **Action 4.2.1** will add an EDI representative to the leadership board.

#### Leadership Team

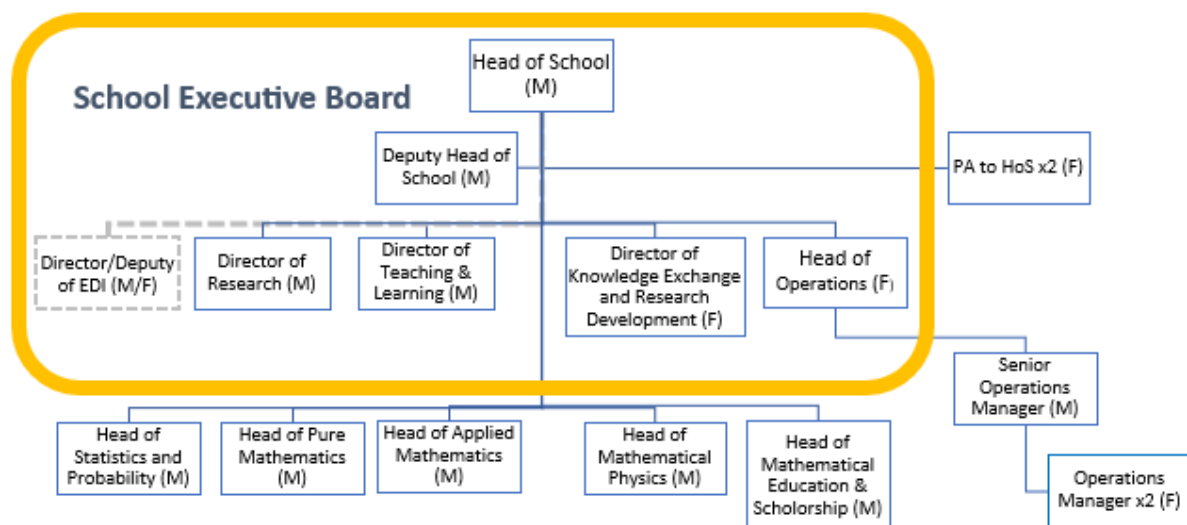


Figure 3 SoMS structure and roles. Gray dashed lines show the proposed structure under the new action 4.2.1.

EDI work is overseen in the school by the Director and Deputy-Director of EDI (DoEDI, DDoEDI, respectively) along with the People and Culture Committee (PCC). In 2019 the PCC was formed, superseding the EDI committee to reflect its broader remit to include wellbeing and overall departmental culture. The committee has 5/6 meetings a year where it reviews EDI data, AS work, rolling-action progress, topical issues, and event/initiative organisation. Any staff can contact the committee to raise topics for discussion either through email or an anonymous form. Membership is based on job roles, volunteering, and a dedicated space for a PGR. In 2021 it was identified that the PCC needed UG/PGT representation; subsequent annual recruitment saw the first student sit on the committee in 2021 via student self-nomination. The call for students in 2022 received multiple engaged suitable students and so 5 student UG-EDI ambassador roles were created with rotating attendance at meetings. The PCC also invites external guests to facilitate best-practise sharing with other institutions; these guests are academics from other mathematics EDI committees including Birmingham and Imperial College London. Although a small subset of the PCC leads the AS work

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the PCC has oversight, with the leads giving updates at every committee meeting, and hence the PCC also serves as the Athena Swan Self-Assessment Team (SAT).

PCC members have workloads of 20 hours associated with the role, and the chair (DoEDI) an additional 50 hours. The DoEDI receives an additional 100 hours and the DDoEDI 75 hours for work outside PCC meetings. Workload is also allocated for AS work with 20 hours for the sub-team, increased to 200 hours for the AS lead in the year before submission (split for co-leads). P&S roles do not have formal workload models, so it is ensured that EDI responsibilities, such as the Operations Manager’s involvement in the AS sub-team, are manageable with their other core role expectations.

EDI work carried out in the school is aligned to the university’s EDI priorities and structures. The D/DDoEDI are members of the FoS PCC which then feeds back into the University Executive Board (UEB) (Figure 4). Central support around many aspects of EDI includes dedicated EDI coordinators and Faculty Directors of EDI that the school can consult with. The university actively encourages and supports Athena Swan applications with the university AS challenge and support group offering reviews of drafts and guidance throughout. There are many other ways the university offers EDI support such as through staff networks and regular funding calls for EDI events.

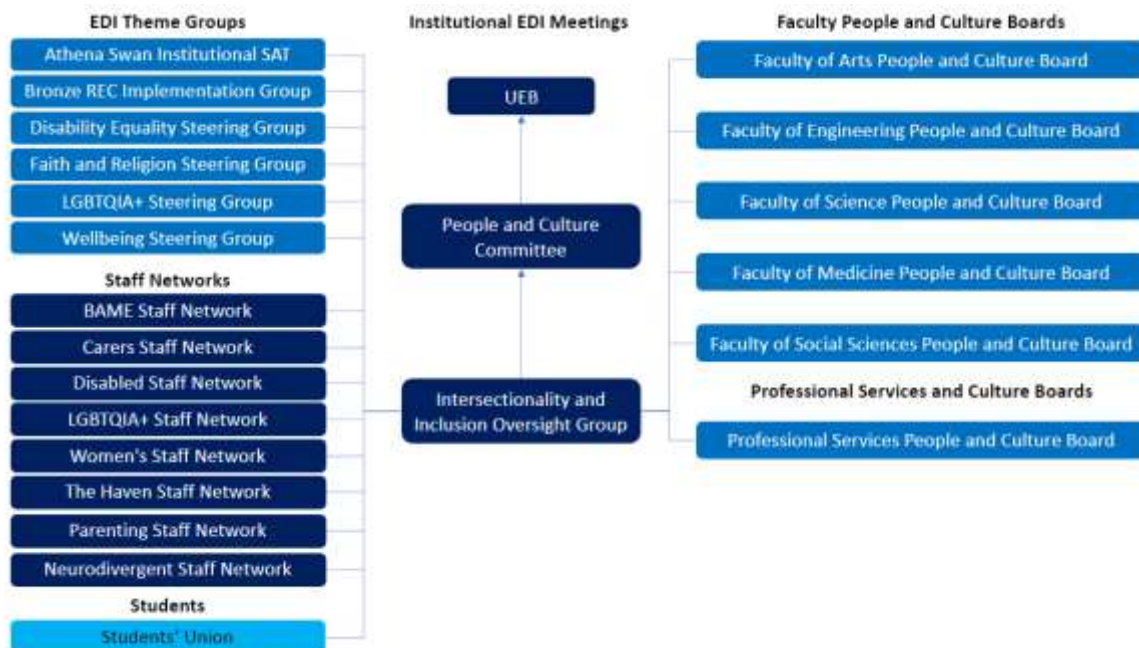


Figure 4: University EDI structure

EDI work is included within UoN promotion criteria and is seen as essential for staff to engage with for promotion. EDI work can also be rewarded through the Nottingham Reward Scheme (NRS). Line managers and other staff are encouraged to nominate colleagues who have improved EDI in the school, with recent awards ranging from £100-£500 for EDI related work. For students EDI work is now rewarded through the *outstanding community contribution award*; a recent winner was Oluwatosin Toba who founded Tech Academia, helping tackle underrepresentation in STEM particularly within the Afro-Caribbean community.



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*Figure 5: Oluwatosin Toba receiving his outstanding community contribution award.*

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### 4. Development, evaluation and effectiveness of policies

#### 1.4 Word count: 436

The majority of policies applied in the school are developed at university level, informed by a consultative process with Unions, committees and wider UoN staff, and subject to Equality Impact Assessments (EIAs) to ensure policies are embedded with consideration of protected characteristics. Policy documents are made available to staff through UoN webpages and SharePoint sites. New policies and amendments are usually communicated to staff in the School via the School's leadership team. Weekly HoS emails have been welcomed to disseminate key information in one regular update. Particularly important or relevant policy changes will be discussed/promoted in school staff meetings. Where relevant the university makes training available to staff to support the implementation of new policies. School representatives on many University and Faculty boards (e.g. Research Board, Teaching and Learning, EDI) facilitate feedback on new policies to those committees. The D/DDoEDI also ensures members of the school can feed into university policies through feedback requests and encouragement to raise issues directly, which can then be fed to UEB; e.g. a member of the SoMS, via D/DDoEDI communicating with UEB, initiated a positive change to the absence policy to include a category for menstruation and gynaecological issues.

School level policies are rare. However, where there is flexibility in how the school implements university policies this is done with EDI in mind, and in consultation with the SoMS leadership team and D/DDoEDI. For example, the school is proactive in using the workload planning model (WLP) as an empathetic way to ensure workloads are manageable. School leadership is vocal that tariffs within WLP can be discussed and, when experience suggests, can change to ensure the workload remains reflective of the role. Recent examples include significantly increasing hours for the Senior Tutor role and the creation of new roles to spread the workload for some significant areas of activity in the school, including the Deputy Senior Tutor, DDoEDI and Deputy Outreach Officer.





In addition, the school has gone further to ensure fairness in allocation of administrative and leadership roles: the school has developed an annual process where staff can indicate up to three preferred roles. Roles are then allocated based on the preference of staff; in the rare instances this is not possible the HoS contacts a staff member to confirm an acceptable alternative. Roles usually last for 3 years but there is flexibility for staff to change more or less frequently. Role preferences are collected just after Annual Development Conversations (ADC), where reviewers/reviewees are encouraged to discuss relevant roles which could enhance career development and benefit cases for promotion. This is in addition to the central University guidance for ADC.

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### 5. Athena Swan self-assessment process

1.5 Word count:733

The PCC serves as the Athena Swan SAT. However, a smaller subgroup, the Athena Swan self-assessment sub-team (SAST), was tasked with reviewing progress against the 2019 action plan. This was done so a small group had a sufficiently large workload allocated to ensure the success of AS actions, rather than a large team where actions had gotten lost in the past and members didn't feel they had capacity to be involved. The SAST included the DoEDI and DDoEDI, but other members were self-nominated and additional workload was given for this team. The SAST fed back into the PCC who had oversight of self-assessment within the standard workload as PCC members. SAST membership was refreshed in 2022 with the new sub-team leading the preparation of the 2023 application. The DDoEDI and DoEDI co-lead the application and SAST and split the workload hours evenly.

Name	Role	Description
<b>Athena Swan sub-team</b>		
Katie Severn 	Co-chair Athena Swan SAT. Assistant Professor Deputy Director of EDI. Data analysis lead.	Staff since 2019, after completing PhD (2016-19) and BSc (2013-16). Sat on University's EDI-executive-board and institutional Athena Swan writing team.
Markus Owen 	Co-chair Athena Swan SAT Professor Chair and Director of EDI.	Staff since 2004, Professor since 2012. Director of the Centre for Mathematical Medicine and Biology 2011-2019. Father to two daughters.
Helen Fox 	Operations Manager	Joined UoN in 2007 and the school in 2021, part of a job-share. Previously EDI lead in Student Services
Al Kasprzyk 	Associate Professor in Geometry	Head of Pure Mathematics Section.

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Name	Role	Description
Additional PCC members		
Niren Bhoja 	PGR representative	PGR student 2020-2024. PGR representative for EDI and Mental Health. On PCC 2021-2023
Christina Brady 	Nominated member. Previous Athena Swan sub-team member	Staff since January 2018, has been heavily involved with student experience and senior tutoring in the school.
Gemma Charvet 	Operations Manager	Joined the UoN and the School of Mathematics in May 2022, job-share with Helen Fox.
Sonia Dari 	PGR representative	PGR student 2021-2025. Joined PCC in 2023.
Johannes Hofscheier 	Assistant Professor, Nominated member	Joined the department as a Nottingham Research Fellow in 2019.
Paul Houston 	Head of School Professor in Computational Applied Mathematics	Joined Nottingham in August 2005 and has held a number of roles within the school. Father to two sons.

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Name	Role	Description
Laurie Owen 	Administrator	I work as an administrator and on reception for the school. I am also an openly gay and transgender man.
Claire Palmer	Head of Operations	Joined UoN in 1993. Joined SoMS in 2016, covering Maths and Computer Science since 2021. APM and Technical staff lead.
Tommaso Tufarelli 	Deputy Senior Tutor	Staff since 2016, 80% FTE, loves mathematical physics, music, swimming, videogames, sci-fi. Father of two daughters.
<b>Student ambassadors</b>		
Name removed	PGT	MSc Statistics student. Member 2022-23
Name removed	UG	MMath student. Member 2022-23
Name removed	UG	BSc Maths student. Member 2022-23
Name removed	UG	MMath student. Member 2022-23
Name removed	UG	BSc Financial Maths with placement year student. Member 2022-23

Table 1: People and Culture Committee and Self-Assessment Team

The sub-team performed data-analysis and enquiries to inform RAG-ratings on previous actions and to inform future actions and priorities. Following feedback from our 2019 application, baseline data is included in new actions to measure progress and impact. The data used to inform our application includes:

- UoN’s central Tableau dataset on student numbers, attainment, applications, and staff numbers, promotions, recruitment and training;
- School Culture Survey for staff (run by DDoEDI), April 2022 and May 2023, as recommended by the transformed UK AS-charter (note when survey results are referred to, if no gender breakdown is given it is due to no obvious gendered difference in responses);
- EDI forums for staff, PGRs and (separately) UG/PGT;

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- EDI data collection form for all school administrative role-holders (e.g. for seminar organisers to report gender proportions of speakers, or similarly internship officer to report for internship students);
- HESA, to provide benchmarking data where available.

Full analysis on the culture survey and data is provided in Appendix A and B.

From the analyses, areas of weakness were identified that would be considered for new priorities for the future; these were discussed with the PCC/SAST to develop proposed priorities to share with the school leadership team and subsequently all staff in the school, allowing for feedback on the priorities and ideas for potential actions to address them. Sometimes lack of data itself made issues apparent, such as insufficient student feedback to understand students' EDI needs; this led to the priority *Student Experience* which includes specific actions relating to data/information gathering (**Actions 1.2.1, 1.3 and 1.4.1**).

To deliver and maintain the gender equality activity over the 5-year period of the action plan, the PCC will meet regularly (4+ a year) as will the SAST. The broad overview of the SAT's involvement is detailed in Table 2. For this application the SAT had more responsibility for actions than ideal, and the overall RAG rating required a lot of work. Therefore, the SAT will support action holders at the start to give confidence (and responsibility) to action holders, to own and implement their actions. Yearly check-ins will ensure the SAT maintains continuous oversight; intervening should challenges arise. The halfway review will provide preliminary RAG ratings, making the final RAG rating process easier. There may be cases where updates are needed and these will be considered at PCC, including modifying, removing, or instigating new actions depending on circumstances.

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Year			
23/24	Jan-2024	Work with action-holders to support them as they take ownership of actions and develop plan for action reviewing. Envisioned as yearly check-ins, but can be flexible based on action timescales and risks identified.	Regular reminder to action holders, particularly as start date for actions approaches
	July-2024	First action check-in	
24/25	July-2025	Second action check-in	
25/26	Sept-2025	Halfway action review, SAST review action plan progress and potential impact. RAG rate actions to date. Identify and enact any changes needed	
	July-2026	Third action check-in	
26/27	July-2027	Fourth action check-in Confirm writing team members	
27/28	Sept-2027	As up-to-date data becomes available assess impact and begin data analysis	
	Jan-2028	Perform final RAG rating of actions	
	July-2028	Create new action plan and finalise application	

Table 2: SAT involvement in 2024-29 action plan delivery

PCC and SAT succession and turnover will be managed using standard processes for school roles. Members will have the chance to request new roles (or retain current roles) annually. If circumstances change outside of that process, then the HoS and DoEDI will consult accordingly. The aim is for gradual membership changes to ensure continuity (see Section 2.1 for more detail). Student roles will be managed by DDoEDI, who will annually solicit new student representatives from the different cohorts.

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#### 1. Evaluating progress against the previous action plan

2.1 Word count: 1377 (includes 299 Covid impact)

Of the 36 actions in the 2019-23 Action Plan (AS19) all are green (26, 72%) or amber (10, 28%). The previous action plan had actions falling into 5 categories: 'Student focussed', 'Culture', 'Valuing individuals', 'Supporting careers' and 'Addressing inequality'.

To evaluate the success (or otherwise) of actions, the SAST worked through the whole plan, using the multiple data sources, and soliciting feedback from responsible role-holders where necessary. This information forms the basis for the comments in the RAG-rated previous action plan below, which gives a comprehensive view on the actions undertaken and impacts from these as well as justifying the RAG-ratings given.

#### **Overview, Barriers and Learnings**

The previous action plan had identified responsible action owners who were consulted in the action creation process and then informed of their actions once the plan was confirmed. The implementation of actions was planned to be carried out by action owners or delegates, with the SAT team monitoring progress at their meetings. Unfortunately, many role holders changed, or the priority of actions was relegated, mainly due to COVID, so in 2020-2021 limited progress was made and, in some cases, there were periods where actions were completely forgotten. The SAT did review actions mid-way through 2020, which was useful in getting actions back on track. However, the on-going pandemic meant it wasn't until 2022 that some actions were picked back up. COVID did not necessarily prevent actions being completed eventually, but it did lead to the SAST, and particularly the co-leads, picking up additional actions, not originally allocated to them, to ensure their completion, creating an unfair burden. This has led to the proposed schedule of future actions (**TABLE 2**) to support action owners so they know what is expected of them to lead actions, ensuring if roles change the new action owner is made aware quickly, and, if actions are delayed, that this is identified faster so additional support is established in a timely manner. Additionally, the new **Action 5.1 Rewrite staff admin roles to include EDI related business** was partly identified to help alleviate these challenges in the future by ensuring actions aren't lost in role transitions and removing responsibility from the SAT. Further, by embedding actions in roles it means good practise can continue even after an action is completed.

When reviewing actions, the SAT also found that some success measures relied on uncollected data, most likely due to the SAT membership significantly changing quickly after the last award, due to staff changing roles, the introduction of the PCC and new members joining motivated by their interest in EDI work. This meant knowledge from the previous application was missed such as how data for success measures should be collected. To ensure this doesn't happen the new success measures almost all rely on mandatory data that will be collected automatically, such as centrally collected university data or culture survey responses. In the few instances this wasn't possible the action includes how the data will be collected, e.g. success measures on students' perceptions will be collected in the student survey, **Action 1.3.1**. Care will be paid to



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the legacy of the SAT, with the aim being membership should not drastically change in any short period, as it has previously, but instead should change more gradually. Any significant transitions will be facilitated by workload being assigned to a current/leaving member to bring a new member up to date. Finally, care was taken so the new action plan is clearly written and smart, so, whilst the above steps should ensure this doesn't happen, a new member should be able to make progress on it even without that specific support.

One key challenge for several actions related to representation is the lack of availability of staff from under-represented groups, e.g. for diversity on recruitment panels or role models for students. The SAT is acutely aware that it is important not to overburden a relatively small number of female staff when aiming to enhance representation in various contexts. Hence, some actions surrounding representation were not fully completed as the decision was made to prioritise female staff workloads and wellbeing over increasing representation. Future actions manage this issue to some extent by engaging with staff in other departments in the Faculty or University, particularly those in STEM areas.

Some actions had to be changed due unforeseen circumstances, often related to the COVID pandemic. Throughout the pandemic staff and student welfare was the school's priority, so the main impact of COVID on the action plan was on it being de-prioritised as workload was diverted to core business. The school and UoN did work to mitigate gender inequality brought on by COVID, such as promotion applications allowing self-descriptions of the effect of COVID on an individual. Many actions were picked up unchanged after COVID; in other cases equivalent or alternative actions were found so the issue was addressed, or actions were superseded by better ones and hence completed in unforeseen ways. Comments in the following RAG-rated action plan outline these cases. The process of actions changing wasn't well documented and made it harder for the SAT to review actions. Therefore, at the yearly action reviews for the new plan, the SAT will document changes with rationale. This will also ensure a more formal mechanism for agreeing changes rather than the previous ad-hoc changes that were often only noted at the final review stages.

### **Overview of action successes**

Comments for each specific action detailing the progress made can be found in the RAG-rated action plan (

Table 3). Below is an overview of key successes (impact is represented with a diamond bullet point).

- Student focussed (UG and PG) (11/13 green, 2/13 amber)
  - EDI training run for students that interact formally with other students (**A1**).
  - ❖ No reported behavioural issues of PASS leaders or PGR demonstrators (**A1**)
  - Buddy scheme run for exchange students (**A2**)
  - ❖ BAME awarding gap reduced (**A2**)
  - Improvement on PGR parental leave information (**A3**)
  - Increase in careers events for students (**A4**)
  - ❖ Increase in UG female applicants (**A5**)
  - ❖ Increase in UG female and BAME students (**A6**)

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- Outreach events happening (**A5, A6**)
- Activities from community for gender equality in maths (**A7**)
- ❖ Increase in female summer research interns (**A8**)
- ❖ Increased visibility to UG of female lecturers (**A9**)
- LGBTQIA+ events hosted (**A12**)
- Culture (communications, departmental organisation) (5/7 green and 2/7 amber)
  - New Athena Swan data collection form (**B2**)
  - Mandatory EDI training for PGRs (**B4**)
  - Anonymous reporting form created (**B4, B5**)
  - Interview training mandatory (**B6**)
  - ❖ Improvement in diversity of school committee makeup (**B7**)
- Valuing individuals (work-life balance), (1/3 green and 2/3 amber)
  - Regular reminder of school expectations (**C3**)
  - School behavioural charter (**C3**)
- Supporting careers (appointments, promotion, support)(5/7 green and 2/7 amber)
  - ❖ Increased academic female offer rate (**D1**)
  - Staff spotlight videos created (**D1**)
  - Why work here videos created with EDI angle (**D3**)
  - ❖ Increased females shortlisted for academic jobs (**D3**)
  - Interview dates included in job adverts to aid applicant planning (**D4**)
  - Updated text of job adverts to be more inclusive (**D4**)
  - Fairer REF process implemented (**D5**)
  - ❖ Staff happy with REF process (**D5**)
  - New induction page created (**D7**)
- Addressing inequality (4/6 green and 2/6 amber)
  - Unconscious bias training to students in welcome week (**E3**)
  - Removal of biased student evaluation of lecturer surveys (**E3**)
  - UG EDI forums (**E4**)
  - ❖ New course designed with inclusive curriculum principles (**E4**)
  - Disability awarding gap action plan created (**E5**)
  - Forum held after culture survey results (**E6**)

### Amber actions

The following superseded or incomplete actions were rated amber (none were rated red), and will be taken forward in our new plan:

- **A11: Create guidelines for allocating tutorial groups.**  
This was delayed due to COVID as the responsible owner (Senior Tutor) had additional workload due to the challenges of supporting tutees and tutors through the pandemic. Work has been done to ensure fair and suitable allocation, but this is informal and the future **Action 1.1.1** will formalise this and use external evidence to inform the guidance.
- **A13: Low take-up of our MMath programme by female students.**  
This action was partially completed as tutors informally encourage students to move up to the MMath programme. However, due to external factors such as COVID, overall recruitment has dropped and so whilst there has been a slight

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increase in female proportions on the MMath programme the future **Action 1.2** is needed to improve these proportions further.

- **B1: Clarify EDI-related part of Academic/APM admin roles.**  
Work on this has begun but is not yet completed. All admin roles have been reviewed and the EDI topics relevant to that role identified; these now need to be written, **Action 5.1**, into specific actions for role-holders and ensure role-holders are suitably trained if there are larger changes in expectations.
- **B3: Increase uptake of centrally organised training on EDI issues.**  
Whilst EDI training has been improved through staff away days, the central EDI training offered by UoN, which covers topics in more detail, is under-utilised. A new **Action 5.2.1** is to advertise this better.
- **C1: Increase awareness in school of full range of family-friendly policies.**  
This was partially completed as there has been an improvement in staff taking parental-leave and switching to part-time contracts, often to support caring-responsibilities. However, some family-friendly policies are outdated or not clearly known so new **Action 5.3** will be to update policies and disseminate them.
- **C2: Improve staff workload.**  
This action was completed as the workload model was updated based on external recommendations. However, from culture survey results it is clear workload is still a large issue for staff ('My current workload is manageable' had only 55% agreement, similar for both male and female respondents) and so new **Action 5.4** will work to improve workload further.
- **D2: Improve issues with pipeline to higher levels of staff currently at postdoc and higher levels.**  
Parts of this action were completed as work on promotion was done. However, this action was not SMART and so the desired impact was not achieved. In fact, the work needed on promotion has been identified as a future priority due to staff perceptions of the process and low female staff numbers at higher levels. Therefore, this action has fed into multiple new actions under the promotion/progression priority.
- **D6: Improve mentoring concerning career progression.**  
Mentoring has been set up between PGR and PDRAs. However, feedback suggests this needs further improvement and should be expanded to staff mentoring, and promoting existing UoN mentoring schemes, leading to the future **Action 3.4**.
- **E1, E2: Increase numbers of women seminar/conference speakers and visible female role models in mathematics.**  
Work has been done to increase female role-models, but there was no mechanism to capture the data on seminar speakers and so progress wasn't monitored. Therefore, future **Action 5.5** is to collect this data to be monitored. In addition, future **Action 5.3** addresses the creation of conference/seminar guidance to ensure they are run inclusively.

The complete RAG-rated 2019 action plan follows in Table 3.

## Section 2: An evaluation of the department's progress and success







Progress	Impact	Future action
		




Table 3: RAG-rated 2019 Action Plan

	Issue	Action	Timescale	Success measures & 2023 review comment
	<b>Student focused (UG and PG)</b>			
A1 	Students working in Peer Assisted Study Support (PASS) and PGR demonstrators must meet behaviour standards	<p>Include EDI awareness in any new training provided to PASS leaders and PGR demonstrators.</p> <p>Make use of growing collection of new EDI links and docs on the workspace (e.g. bias videos)</p>	Annual training (generally September) includes EDI training	<p>70% UG satisfaction with behaviour of trained PASS leaders and demonstrators by 2022</p> <p><b>Comment:</b> EDI training is provided for both PASS leaders and PGR demonstrators. 0 reported behavioural issues of PASS leaders or PGR demonstrators.</p>
A2  	BME proportions of 1st and 1st+2:1s have been lower than non-BME (2013-2017)	<p>Draw up and enact action plan to address BME attainment gap.</p> <p>Introduce buddy scheme on G123 (2+2 BSc) course</p>	<p>Action plan in place by 2020</p> <p>Improve on attainment gap by 2023</p>	<p>Zero attainment gap by 2025</p> <p><b>Comment:</b> The buddy scheme was successfully introduced (2018-19), expanded to G300 course. Action plan in place to improve awarding gaps and monitoring the success of this. Awarding gap data can be found in Table A2.4 and shows a slight female bias and a reduction in BAME awarding gap.</p>





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	Issue	Action	Timescale	Success measures & 2023 review comment
A3 	PGRs reported lack of clarity on, and support for, taking maternity leave	<p>Annual survey (staff and PGR) with questions to raise awareness, and new actions based on results.</p> <p>Identify good practice (from students taking parental leave), suggest improvements, and disseminate case studies to wider UoN community.</p> <p>Rewrite all existing policy documents in a more student centred and up to date way.</p>	Annual emails to highlight policies (from 2018)	<p>100% PGRs taking maternity leave report awareness of policies, satisfaction with support before, during and after leave by 2022</p> <p>An increased survey response rate to 60%</p> <p><b>Comment: Parental leave policies are discussed in PGR induction, and policy documents have been rewritten and linked to new PGR SharePoint pages. This specific policy not surveyed due to survey fatigue, but PGR reps will monitor views on parental leave policies and awareness.</b></p>
A4	UGs and applicants report lack of information on possible careers for mathematicians	<p>Organize annual Inspiring Maths working lunch (with women graduates/alumni)</p> <p>Review online careers materials and UG/PGT prospectus for lack of diversity.</p> <p>Organize other alumni events to showcase what our students have gone on to do</p>	On-going annual "Inspiring Maths" working lunch event with 3-9 speakers.	<p>Record of careers events on the front-facing EDI webpage</p> <p>Students report higher satisfaction with career information by 2021.</p> <p><b>Comment: Introduction of voluntary career skills for mathematics module, received positive feedback. We have also run various diverse career events and the careers material and webpage has been reviewed for diversity.</b></p>
A5 	Low pool of visible female role models for prospective students	Invite UGs/Staff/PGRs and students to give a short biography for posting on the "Women in Maths" FB page and attend open days to promote women in maths Local secondary school visits by women staff Setup buddy scheme between PGT and UG students, with focus on women Name some School prizes after female mathematicians	Facebook invitations (since 2015) Open Day stands on-going (since 2018) Invites to Open Days on-going (from 2019)	<p>2% higher rate of female applicants by 2020, then maintain and improve.</p> <p><b>Comment: Student applications from females has increased by 3% since last AS award, see Figure A2.3. Females on UG courses increased by 12%. Mentoring set up between PGTs and UGs, and between PGRs and PDRA's. School prize names reviewed but unchanged as chosen by benefactor and felt arbitrary female named prize was unsuitable. Female staff have visited local secondary schools.</b></p>





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	Issue	Action	Timescale	Success measures & 2023 review comment
A6 	UG application numbers from women have reduced over the last five years	Review admissions pages and prospectus  More local secondary school visits (see A5 too)	Annual webpages review  Annual girls in Maths days for KS4/KS5 secondary school girls	Increase our range of events promoting maths at university to prospective women students.  <b>Comment: Applications from females has increased by 5% from 2019/20, see Figure A2.3. Maintained a women in maths stand at open days and ensure admissions documents reflect our diversity. Secondary school visits occur, however future action to formalise outreach events to ensure consistency.</b>
A7 	Lack of informal socialising and networking between women academics	Maintain fortnightly [women's] teas Financial support for PGRs and Postdocs in organising seminar series exploring the careers available to women with a PhD in mathematics	Organise annual events like those in 2017 with speakers from industry + academia	Documented increase in number of such events, at least two more (over the year)  <b>Comment: Women's tea breaks became monthly and renamed <i>gender equality in maths</i>, popular and shall continue. Funding is available for events and been taken up e.g. for a women, trans and non-binary event in 2021, however COVID paused many events and PGR involvement.</b>
A8 	Low numbers of female UGs taking up summer research bursaries  Better uptake of bursaries will help increase UG to PG conversion	Audit email adverts for bias and use email feedback from previous years' students in future advertising and targeting of best female students.  Introduce talks from existing (women) PhD students who did summer projects, to promote their benefits	All items targeted at 2019 summer session.  Promotion of bursaries from Autumn 2018 will include talks from women PGRs	Increase in women getting bursaries from 2019 to 30%  Pipeline for strong undergraduate women to progress to Postgraduate studies.  <b>Comment: Advertising material audited and includes statements encouraging applications from women. Gender is now captured as self-declared via the application process. Recent numbers show an increase in proportion of funded female internships from 32% in 2021 to 50% in 2022.</b>

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	Issue	Action	Timescale	Success measures & 2023 review comment
A9 	Lack of diverse role models identified in terms of lecturing staff seen by our undergraduates through teaching	Quantify the problem of non-diverse lecturing experiences of students Take actions in module teaching allocations to increase diversity in lecturing staff seen by students	Annual teaching allocation will consider implications for diverse visibility of lecturers	More than 40% of our undergraduates are taught by at least one non-male lecturer.  <b>Comment: Successful in ensuring 100% of our undergraduates are taught by at least one non-male lecturer. We did this whilst also maintaining fair workload allocation for all staff and not burdening non-males.</b>
A10 	Lack of visible diverse role models identified at Open Days for prospective students	Introduce surveying of characteristics of volunteers at outreach events  Approach staff individually who would enhance the diversity of our open day organisers to encourage participation	Annual surveying of all volunteers (gender question) and annual demographic reporting	50% of public-facing staff are not just "white men" by 2021.  <b>Comment: Now monitor diversity of staff at open days, around 40% female staff. Decided unfair to aim for 50% female due to the unfair burden this puts on them, instead measures maintained such as women in maths stands to showcase females within the school and high numbers of female student ambassador at open days.</b>
A11 	The current allocation model of students to classes/tutor group model may not always accommodate additional student needs	Create guidelines for allocating tutorial groups (and other student partitioning), considerate to student diversity issues Monitor reasons for student requests to change tutors or groups. Ensure Student Welfare Support information reaches tutors for the start of every year	Annual use of guidelines for tutor group allocations	Adoption of guidelines Keep student requests to change tutor for reasons of poor accommodation of EDI needs to zero.  <b>Comment: Guidelines under development. No reports of tutor change due to EDI however students may change tutors without naming a reason.</b>
A12 	Lack of direct support channels for LGBT+ students	Select several members of staff happy to talk about LBGT+ issues and publicise through screens and handbook	Regular advertising on plasma screens Update Student Handbook annually	Student Handbook contains list of names by 2020 Student reps report 80% awareness of new support channel by 2021.  <b>Comment: Support for LGBTQIA+ students has increased, maintained safe space stickers, and increased comms around LGBTQIA+ events within the school and university. The school hosted LGBTQIA+ events such as film nights and participated in LGBTQIA+ history month. Women in maths community was renamed gender equality and explicitly encourages non-binary and trans people within the school.</b>

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	Issue	Action	Timescale	Success measures & 2023 review comment
A13  	Low take-up of our MMath programme by female students	Investigate reasons for this.  Personal tutors to promote this course to suitable UGs currently enrolled on the BSc programme.	Improve on gender gap by 2023	Gender ratio that matches BSc  <b>Comment: Tutors promote course but currently ad-hoc /informal - new action to formalise this process. Percentage female MMath numbers increased from 23% (18/19) to 28% (21/22), but still below total UG percentage of 44% (21/22).</b>
<b>Culture (communications, departmental organisation)</b>				
B1 	Clarify EDI-related part of Academic/APM admin roles	Rewrite staff admin roles to include EDI related business, e.g. monitoring stats and implementing actions	Perform additions during Summer 2019/2020	EDI committee report successful delegation in all cases by 2021.  <b>Comment: Work was started by identifying which roles held corresponding EDI related components, formal role profiles still need to be updated with these EDI roles added.</b>
B2	Historic difficulty in collating data for Athena SWAN	Tracking system for completion of training and induction, including EDI-related mandate University courses + the schools' EDI policies and best practice guidelines		<b>Comment: New data collection form introduced which collects all needed AS data yearly from relevant data holders, centralising where data is stored and quick to fill in. Course tracking is done by university and this data are easily accessible by Athena Swan committee members.</b>
B3 	Low uptake of centrally organised training on EDI issues	Mandate generic EDI training, including race equality.  Create channel for staff feedback to understand low uptake of courses.  Make regular use of School-wide away days and Staff meetings for EDI training	Annual training at School Away Day (including unconscious bias, LGBT+ awareness, inclusive language)	Documented record of sending out planned emails.  Standing agenda point at Away Days of at least one EDI talk.  <b>Comment: 2022 school away day included multiple EDI training sessions. COVID prevented previous away days and engagement with centrally organised EDI courses due to temporary increased workloads.</b>







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	Issue	Action	Timescale	Success measures & 2023 review comment
B4	Meeting standards of expected behaviour for PGR students	<p>Advertise anonymous online form on EDI webpage - for reporting problems</p> <p>Make improvement to existing induction information documentation</p> <p>Mandated bias training for all PGRs upon arrival (covering university student behaviour standards documentation)</p> <p>Track completion of training and induction</p>	<p>At least twice-yearly review of EDI awareness of induction training.</p> <p>Year-round reminders on channels for reporting, and promotion of good behaviour</p>	<p>90% of PGR students report satisfaction with behaviour of fellow students in departmental interactions (common room etc..) by 2022.</p> <p><b>Comment: PGRs must attend EDI training during welcome week (includes unconscious bias training) and integrity training is mandatory since 2019. Promotion of good behaviour includes via awareness of the Behavioural Charter and reminders of reporting channels, including via PGR reps, PGR Forums and School anonymous reporting mechanisms.</b></p>
B5	Lack of visible school initiatives to foster an inclusive environment for staff and students	<p>Promote/Improve channels for UGs to report EDI issues, or suggestions to the School in a confidential fashion</p> <p>Look at other initiatives to promote a more inclusive environment, and appoint a Dignity Advisor within the School</p>		<p>Adoption of School schemes across the Faculty</p> <p>Regular use of student reporting channels</p> <p><b>Comment: 2018 had a maths EDI webpage with link to report EDI issues anonymously, also frequently signpost the university support and report system (launched 2021). A behavioural charter formed for staff and students and EDI ideas forums have been held around 2 times a year since 2021. Central list of dignity advisors so staff can talk to someone outside of faculty to avoid conflict of interests.</b></p>
B6	Staff awareness of areas of unconscious bias have been found not to be universal in surveys	<p>Create and disseminate materials to staff on topics including: writing student references, bias in student evaluation of teaching, ...</p> <p>Add all created documents to the workspace</p>		<p>Staff intranet document repository created</p> <p>Regular emails sent to raise awareness</p> <p><b>Comment: Interview training compulsory for all members of interview panels which covers unconscious bias training. Regular emails from the DoEDI to raise awareness and promote participation in EDI courses. Materials on School SharePoint reflect this and include links to courses.</b></p>




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	Issue	Action	Timescale	Success measures & 2023 review comment
B7  	Previous Athena SWAN submissions have highlighted a lack of women representatives on School committees	Increase representation on School committees of underrepresented groups.  Add EDI representatives on committees who do not take on same workload burden as others but have decision making power		More than 8 women on different committees by 2022  <b>Comment: Women on over 8 committees including the Executive Board, School Leadership Group, PCC, Industrial Advisory Committee and Promotions Committee. Strengthened though future Action 4.2.1 to create EDI champion positions on promotion and leadership committees to ensure EDI considerations are inbuilt.</b>
<b>Valuing individuals (work-life balance)</b>				
C1  	Identified lack of awareness in School of full range of family-friendly policies	Greater promotion of family-friendly school policies  Ensure performance is measured fairly for staff making use of such policies  Improve and disseminate School documentation for shared parental leave		Documented 90% awareness of policies by staff (through surveys)  Annual report on staff using family friendly policies for audit purposes  <b>Comment: 2022 culture survey &gt;65% of staff agreed the department provides staff with support around all types of caring responsibilities, and &lt;5% disagreed. Increase in males becoming part time, Figure A2.11. We believe however some previous family-friendly school policies are out of date and so our new Action 5.3 will be to update these.</b>
C2 	Recent nationwide research and good practice for workload models around equality have been published which we could use to improve our existing model	Workload monitoring group to implement as many of the recommendations in the Athena Forum Good Practice Scheme as possible under the umbrella of the new Faculty workload model coming in in 2019 – e.g. gender bias  Review responses on workload in annual staff survey, and respond to staff concerns	Complete by 2020  Keep workload documentation for staff up to date annually	Positive changes made to workload model by 2021  <b>Comment: Positive changes based on relevant recommendations were made but 2022 survey responses identified an issue still with workload which has fed into new Action 5.4.</b>





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	Issue	Action	Timescale	Success measures & 2023 review comment
C3 	Many staff report feeling under pressure to reply to emails sent outside of work hours	Promote the school policy of not expecting out of hours email responses  Investigate technological methods of delaying emails sent out of hours	Regular email reminders from Autumn 2017	Staff report substantial reductions in expectations to respond to emails outside of work hours, by 2020  <b>Comment: HoS communicates with staff regularly importance of not expecting emails outside of hours and this is formalised on our behavioural charter.</b>
<b>Supporting careers (appointments, promotion, support)</b>				
D1 	Very low numbers of women staff at all levels above PG level	Identify good example case studies of career pathways for women into academia and disseminate  Investigate channels to increase women fellows (e.g. through research board funding knowledge)		Increased levels of female staff  <b>Comment: Women, trans and non-binary event had female academics talking about their career pathway. Other initiatives have been undertaken to increase visibility of female staff, such as spotlight videos featuring 3 female member of staff. We have increased academic female offer rate from 18% to 23%, see Figure A2.15.</b>
D2  	Important to maintain awareness of any issues with pipeline to higher levels of staff currently at postdoc and higher levels	Run a promotions course for staff  Continue to increase promotion of attendance of underrepresented groups of PhDs/Postdocs at conferences.  Head of School speak with Research Group heads to ask them to identify staff who may need support / encouragement to apply for promotion	Head of School to speak annually to Heads of Research Groups to identify unpromoted staff	On-going high attendance of female PGRs at conferences  100% of staff not promoted in past 4 years have been offered support by 2022  <b>Comment: PGRs have allocated travel funding and encouraged to use, due to COVID conference attendance dropped. Work started on promotions such as feedback mechanisms, and allocation of leadership roles to support promotions. Figure A2.13 shows high promotion success rates but 2022/23 culture survey shows staff unhappy with promotion process leading to Action 4.2.</b>



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	Issue	Action	Timescale	Success measures & 2023 review comment
D3 	Low numbers of women shortlisted and appointed as staff	<p>Introduce training for all panel interviewers covering Unconscious bias training, Race bias training, LGBT+ awareness training</p> <p>Invite more women staff members to be on interview panels</p> <p>Create a School Brochure to circulate to potential candidates during recruitment to show School info and highlight School commitment to women and diversity</p>	All staff on panels undertake unconscious bias training by 2020	<p>A woman panellist on every appointment panel, where possible</p> <p>More diverse appointment panels by 2022</p> <p><b>Comment: Increase of 9% to 25% females shortlisted for academic jobs. Mandatory training includes EDI training is required for interview panels. The gender diversity of panels has increased to around 70%, decision to not enforce diversity to reduce burdening of female staff- new Action 3.1 will address this. Why work here videos created to highlight School commitment to EDI</b></p>
D4 	Low numbers of women applying for advertised positions	<p>Broaden the pool of applicant to R&amp;T jobs by widening job ads, checking these for biased language, and involving more staff in the job specification writing process</p> <p>Offer all positions on a part-time basis, where possible</p> <p>Include the interview date on all adverts to allow forward planning around potential family commitments for all applicants and offer Skype interviews if preferable</p>	All revised annually	<p>100% of job advertisements contain interview dates</p> <p>Improve number of women applicants interviewed</p> <p><b>Comment: Interview dates now included in job adverts, not always possible although we aim to have at least the w/c. Remote Interviews via teams are used when suitable. Job applications were reworded to be more inclusive and why work here videos with an EDI angle were created and viewable on the schools webpage. Increase in female shortlisted from 9% (2017) to 25% (2022) see Table A2.15.</b></p>
D5 	Staff-identified need for transparency and fairness in how the School deals with staff with respect to the Research Excellence Framework (REF)	<p>Create mechanism for reporting of bias/equality/transparency/fairness concerns</p> <p>Perform equality audits (at least annually) to ensure lack of bias or unfair treatment of minority groups from School decisions</p> <p>Publish to all staff any criteria used for REF decision making</p>		<p>No complaints from staff of unfair treatment</p> <p>Documented transparency of criteria used</p> <p><b>Comment: No complaints were received for REF process. The process was made more transparent and multiple checks were put in place to ensure fair treatment. Specific advice from an advisor on EDI was also sought, confirming selection was a fair representation and not affected by any conscious or unconscious bias.</b></p>



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	Issue	Action	Timescale	Success measures & 2023 review comment
D6 	Staff surveys have identified demand for improved mentoring concerning career progression for PGRs and Postdocs	Revitalise existing buddy system for PGRs to re-empower buddies and raise awareness  Investigate informal mentoring system for Postdoctoral researchers	Annual monitoring of scheme by responsible staff	Information on schemes provided to all new arrivals within 1 month from Autumn 2022  Improved satisfaction in annual survey with mentoring provision  <b>Comment: Mentoring set up for PGR and above, but feedback suggests it could be improved, particularly at induction leading to Action 3.4.</b>
D7 	2017 School staff survey: suggestion to streamline induction	All new staff to have an individual induction page, with more online/electronic components	Expected end of 2019	Increased positive responses to induction survey questions  <b>Comment: New induction page has been created for new staff to streamline induction. It has only been live for 3 months, so no data collected to confirm positive response</b>
<b>Addressing inequality</b>				
E1  	In-house statistics show low numbers of women seminar speakers  Lack of visible female role models in mathematics	Chase up research groups with low numbers of women speakers  Research groups will be asked to justify low numbers of women and plan improvements (e.g. remote seminars, lists of people).  Research groups asked to maintain diverse lists of speakers	6-monthly review of speaker gender breakdowns  Before start of academic year, speak to organisers about lists	All groups have a diverse list of speakers by 2019  Every group has at least 24% women speakers  Net percentage of women speakers across all groups is 30%  <b>Comment: Informal data collection has shown an increase in female speakers and diverse lists being collected; however data is not formally collected so is ad-hoc and may rely on gender assumptions of organisers- this has fed to Action 5.5</b>

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	Issue	Action	Timescale	Success measures & 2023 review comment
E2 	<p>In-house statistics show low numbers of women conference speakers</p> <p>Lack of visible female role models in mathematics</p>	<p>Create/Find lists of women experts in different areas and make them available to conference organisers for their use</p> <p>Disseminate documents describing family-friendly facilities, and promoting inclusivity in conference organisation - through Research Support Team</p>	<p>Verify that lists created by end of 2018/19 year</p> <p>Annual reporting from Research Support Team of promotion of materials</p>	<p>Lists created and disseminated</p> <p>Reported usage of materials by the Research Support Team</p> <p><b>Comment: No list created however within research groups staff asked to suggest relevant speakers considering diversity. When hosting conferences the support team also encourage a list of potential speakers is created with considerations to diversity. Due to restructuring of support teams the promotion of inclusivity in events is still ad-hoc, and we propose future Action 5.3, to review family-friendly policies and ensure consistency for events.</b></p>
E3	<p>Several recent studies show that student evaluations can be biased against women lecturers</p>	<p>Circulation of information to raise awareness, and inclusion of relevant questions in staff survey</p> <p>Increase usage of Peer Observation of Teaching to twice a year</p> <p>Provide training to UGs for SET bias avoidance</p>	<p>Information circulated to students via reps from 2018</p> <p>Ongoing annual review</p>	<p>Higher awareness of problem among students and staff (target 70% by 2023)</p> <p>Introduce bi-annual Peer Observation from 2019/20</p> <p><b>Comment: SET (student evaluation of teaching) no longer done and so the potential bias from students to female lecturers is no longer visible and importantly cannot influence promotion criteria. Students are trained in unconscious bias in welcome week.</b></p>
E4 	<p>School actively considering gender equality and inclusivity in teaching materials</p>	<p>Following discussion at the School EDI Committee the Director of Teaching and Learning was tasked with speaking directly to students via the Learning Community Forum</p> <p>Students will be asked to give their views on whether the examples given in course materials and exams are an acceptable mix of gender/age/nationality/ethnicity etc. and do not stereotype</p>	<p>Annual review at LCF</p>	<p>Follow-up actions arise from the review</p> <p><b>Comment: UG EDI idea forums give students a space to speak about inclusivity within teaching. With peer observation forms one criteria the observer needs to provide feedback on is if the material is inclusive. Student co-design of new course (beginning Sept 2023) has meant new material designed has had inclusivity considered throughout by a wide range of staff and students.</b></p>

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	Issue	Action	Timescale	Success measures & 2023 review comment
E5 	University-wide and national surveys indicate a disability attainment gap, which we have never previously examined	Investigate, through data analysis, if there is a disability attainment gap for our maths students  Draw up actions to address any gap  Implement actions by 2020		Complete a data review by 2019  Draw up any further actions resulting from the review.  <b>Comment: Data review carried out and showed a 12% awarding gap for disabled students, see Table A2.5, although due to low numbers this is prone to noise. An action plan has been drawn up.</b>
E6 	Staff surveys have identified a number of protected characteristics about which there is not universal agreement of: fair, equal and respectful treatment	Look at improvements to processes to enable staff to raise issues and feel they will be addressed  Include in follow-up surveys questions to understand issues better	Annual survey monitoring  Periodic emails to raise awareness of reporting	Reduce to 0% the number of staff disagreeing with statements in surveys on equal, fair and respectful treatment with respect to characteristics by 2022  <b>Comment: The behavioural charter was designed by staff to give clear expectations on behaviours. We have anonymous reporting in place for staff to raise issues, the existence of this form is communicated often via email. The culture survey has a free text space that allowed us to understand problems better, these were collated, and a forum was held to speak about these in more detail and seek ways we could improve on problems.</b>

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### 2. Evaluating success against department’s key priorities

2.2 Word count: 603

Due to the successful completion of our previous action plan the SoMS has seen success and impact against key priorities identified in our last submission.

#### Student female numbers

In the previous application it was identified UG female proportions were low, below the HESA benchmark, and on a downward trend therefore increasing the proportion of female UGs was a key priority for us which we were successful in addressing.

<b>Identified issue:</b> Low proportion of female undergraduate students
<b>Actions:</b>
✓ <b>A5</b> UGs/Staff/PGRs invited to give a short biography for posting on the “Women in Maths” FB page.
✓ <b>A5</b> Mentoring set up between PGTs and UGs.
✓ <b>A6</b> Local secondary school visits by women staff.
✓ <b>A10</b> Women in maths stand at open days.
✓ Gender equality staff EDI ideas forum held.
✓ Regular reminder of gender-neutral language, including in teaching observations.
<b>Impact:</b>
❖ Increase in female student numbers from 32% (2017/18) to 44% (2021/22); this is above the HESA benchmark (37%).
❖ Increase in female UG applicants from 34% to 37%

Table 4: Evaluating success - addressing the low proportion of female undergraduate students

#### Staff female numbers

Another key priority identified was the low number of female staff at all levels. As it’s most common to recruit to levels 4&5 it’s here we expect to see an improvement in female numbers by more equitable recruitment. Whilst a significant success, there is still room for improvement, particularly in translating the increased proportions of females at levels 4&5 up the pipeline to levels 6&7, likely to be done via promotion.



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<b>Identified issue:</b> Low proportion of female academic staff
<b>Actions:</b>
✓ <b>D1</b> Women, trans and non-binary event had female/non-binary academics talking about their career pathway.
✓ <b>D1</b> Spotlight videos featuring 3 female members of staff.
✓ <b>D3</b> Mandatory interview panel training including unconscious bias training.
✓ <b>D3</b> Why work here videos.
✓ <b>D4</b> Interview dates included in job adverts where possible.
✓ <b>D4</b> Remote interviews via Teams used when suitable.
✓ <b>D4</b> Job applications reworded to be more inclusive.
✓ Gender equality staff EDI ideas forum held.
✓ Study leave scheme created for those returning from long term absences e.g. maternity leave.
<b>Impact:</b>
❖ Female academic staff proportions increased from 12% (2017) to 18% (2022)
❖ Females at level 5 has increased from 18% to 38% and at level 4 from 14% to 28%
❖ Females shortlisted for academic jobs increased from 9% (2017) to 25% (2022)
❖ Increased proportion of BAME females from 11% (2017) to 15% (2022)

*Table 5: Evaluating success – addressing the low proportion of female academic staff.*

### Support for ethnic diversity

Support for ethnic-diversity in the school was a key priority, due to the BAME awarding gap, low student/staff ethnic-diversity and reemphasised by reflection from the Black Lives Matter movement. Since the last action plan there was a reduction in the awarding gap and increased proportions of BAME students and staff.

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<b>Identified issue:</b> Lack of support for ethnic diversity across the school's population
<b>Actions:</b>
✓ Race equality EDI staff ideas forum.
✓ <b>A2</b> Focus group for BAME students to feed into awarding gap action plan.
✓ <b>A2</b> Awarding gap action plan drawn up and enacted, focussing on BAME awarding gap.
✓ <b>A2</b> Buddy scheme introduced on G123 (2+2 BSc) course.
✓ Introduced tutor for BAME students.
✓ Since 2020 had SoMS specific events to celebrate black mathematicians' achievements.
✓ Staff bystander training.
✓ <b>B5</b> better signposting to how to report issues, in line with UoN race equality action plan.
<b>Impact:</b>
❖ BAME UG student proportion Increased from 26% (2017/18) to 31% (2021/22).
❖ Increase in proportion of UG BAME females from 9.4% (2017/18) to 13.5% (2021/22)
❖ Decrease in awarding gap for BAME students from -15.5% (2017/18) to -2.9% (2021/22).
❖ Increase from 9% (2017) to 12% (2022) BAME staff members, increased for both male and females with 11% to 15% increase in BAME female staff.

Table 6: Evaluating success – improving support for ethnic diversity.

## Section 3: An assessment of the department's gender equality context

### Section 3: An assessment of the department's gender equality context

#### 1. Culture, inclusion and belonging

##### 3.1 Word count: 1861

In the school various steps are taken to evaluate and develop the culture. In addition to running an annual culture survey (including mandatory AS questions) and collecting mandatory data (detailed in Section 1.5), regular EDI forums are run to discuss specific issues around EDI with both staff and students, there are standing items in school staff meetings on EDI, the PCC meet regularly, and culture will be discussed, and activities around EDI are hosted at the annual school away days.

Engagement with EDI from staff has increased. The PCC encouraged engagement with the culture survey and saw an increase in respondents from 48 (45%) in 2022 to 64 (53%) in 2023. EDI forums get 40+ staff attendees who contribute to discussions on specific EDI topics; it is particularly pleasing that large numbers of attendees are often from majority groups that aren't personally affected by the issues discussed, yet still feel responsible to help improve. Unfortunately, during the self-assessment process it was found that, although steps were taken to involve student voices within EDI (through student EDI ambassador roles and student EDI forums), they have not been fully successful; broadly representative student views on the department's culture are still missing, including on gender issues. This may explain why the trend in reducing gender gaps for UG student numbers has not carried through to PGT/PGR students. This is something **Action 1.5** will improve.

Below the key findings on the school's culture are reviewed, often from the data analysis, which feeds into and motivates the key priorities identified in Section 3.2. More details on many events and initiatives mentioned are provided in Appendix 3.

#### General culture

The school actively engages with many initiatives to improve the culture of the school and wider community. The Behavioural Charter for both staff and students sets out key expectations for individuals and signposts multiple avenues to report instances not in line with the charter. Reporting mechanisms include the central university 'Report and support' as well as an anonymous SoMS form which receives very few reports. As the SoMS form is well known, it is thought this truly reflects few instances of bad behaviour, rather than issues around reporting. The school goes beyond just expecting good behaviour from all and actively tries to improve its culture, particularly in relation to diversity, hosting events such as Women, trans and non-binary people in maths, black history month celebrations and regular wellbeing meet ups.

### Section 3: An assessment of the department's gender equality context

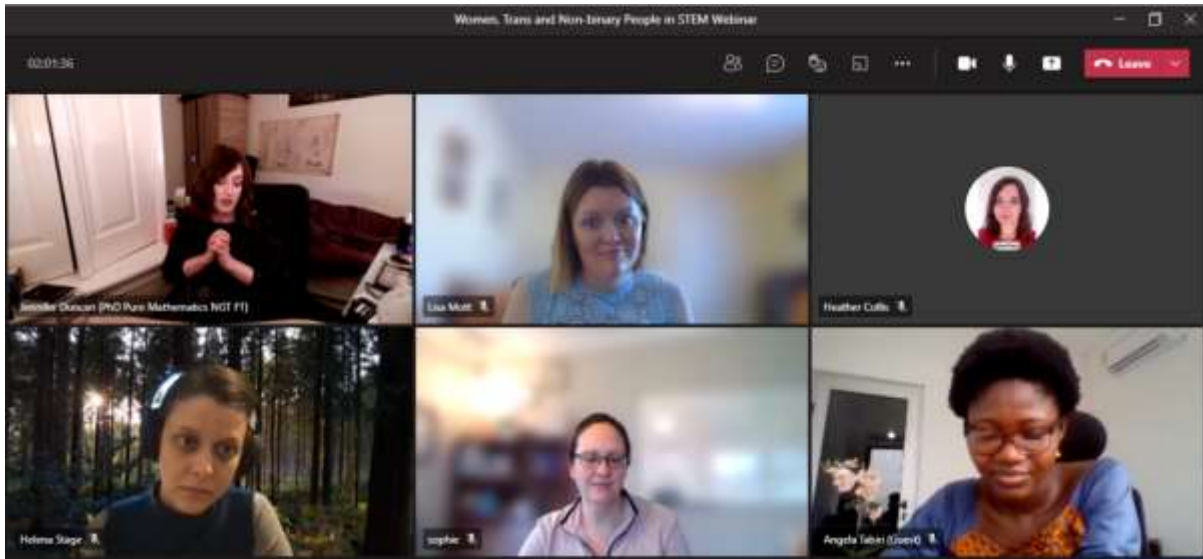


Figure 6 Women, Trans and Non-binary People in STEM Webinar

The community in Maths alone is often too small to reach critical mass for events around diversity, so has begun to reach out across the Faculty and University, e.g. the school's one-day conference *Diversity in Science and Maths* was open to the whole Faculty and had 50 attendees and positive feedback. SoMS staff have engaged in multiple other university-wide initiatives such as a member of SoMS creating a template for Teams photos to include pronouns, which was taken up university wide, and SoM's staff sitting on various EDI related university committees including international women's day committee, UEB EDI committee and one of three in the Institutional Athena Swan SAT successful gold submission writing team.

The school has engaged with many external initiatives including running a focus group for Capital One to help them understand how to improve gender equality in recruitment, establishing the ARTLab, a collaboration between art and science which hosts many engagement events for a diverse range of people, particularly disadvantaged primary school children, and the creation of the national Women and Pride in Maths Newsletter, which has over 200 subscribers. Members of the SoMS also influence external bodies with two members having sat on the London Mathematical Society Women and Diversity committee.

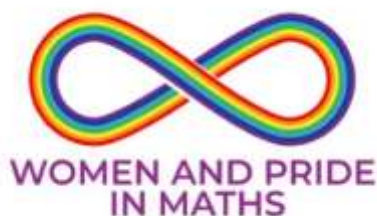


Figure 7 Logos for external initiatives set up by members of the school.

#### **Culture - students**

Whilst it's acknowledged the school doesn't currently engage students enough to get comprehensive feedback on the culture, there are numerous activities to improve

### Section 3: An assessment of the department's gender equality context

students' culture. Since the last award the role of Education & Student Experience Senior Administrator was established specifically to support students. This additional support has led to many fantastic initiatives to improve the culture for students including therapy dog visits, showcasing mental health support (including staff mental health first aiders), EDI leaflets distributed at welcome week and an award created for outstanding community contribution for finalists.

The school makes sure to react quickly to external events that may affect students such as additional support during the cost-of-living crisis or international conflicts. When a recent drink spiking incident happened in Nottingham the school provided free anti-spiking drink protectors and encouraged tutors to speak to tutees to ensure they felt safe.

PGR students actively engage in the school culture. The Community for Gender Equality in Maths, which gathers monthly to discuss different topics, is led entirely by PGRs. From these meetings PGRs have been keen to be more involved in outreach activities and event organisation. PGRs have also successfully organised multiple other events independently including a research conference (which they chose to run hybrid), welcome events and mental health meet ups.



*Figure 8 PGR led games night to support with mental health.*

#### **Culture - staff**

Responses to the staff culture survey showed staff feel a positive sense of belonging within the school, where they are valued and can express themselves (QA1-5). Considering gender equality, staff were less positive with lower proportions agreeing that EDI work is recognised, and that gender doesn't affect progression. The proportions disagreeing are still small but a large percentage of neutral responses perhaps reflects the larger proportion of male respondents who may be less aware (QB1-6). Results for gender equality were similar to those for staff perceptions on promotion and progression, with significant numbers of staff not feeling the promotion process was fair (QE1-4). Whilst most questions in the culture survey had broadly similar responses for both males and females, questions QB3 and QB5, around promotion and progression, had noticeably worse responses for women. This, along with the overall results, and observations on the pipeline with low female staff at levels 6 and 7, led to a priority on promotion and specifically **Action 4.4**.

### Section 3: An assessment of the department's gender equality context

The culture survey responses for work-life balance were positive with many staff feeling the school supported caring responsibilities and enabled flexible working (QC1-4). The school aims for its culture and practices to be inclusive and supportive of people with caring responsibilities, for example via its approaches to flexible working, study leave and workloads. A significant number of staff (of all genders) work reduced FTE, frequently due to caring responsibilities and for reasons of work-life balance. There has been a marked expansion of male staff working part-time (Table A2.11), more in accordance with their proportion of total staff; this reflects an increased awareness and acceptance of flexible working in the school. The school strives to mitigate the gendered impact of caring responsibilities and career breaks by supporting its staff to achieve their goals during periods of reduced FTE (e.g. by carefully managing workloads and expectations) or career breaks, including maternity/paternity/shared parental leave (e.g. by regular check-ins and management of return to work, including a specific scheme on Study Leave Supporting Flexible Return to Work). All these aspects support a healthy whole life balance for staff.

Very few staff have witnessed or experienced bullying or harassment and staff feel that they would know how to report it and are happy with how it is dealt with (QD1-5). Funding was allocated for an active bystander training session which has been highly beneficial for staff. Staff views on wellbeing are mixed, with a larger than acceptable number of staff not feeling like their workload is manageable, even though in general staff felt they could ask for and be supported with their wellbeing (QF1-4), which has led to the future **Action 5.4**.



Figure 9 Staff and PGRs celebrating International Women's Day

#### **Intersectionality**

The school aims to be inclusive to all, hosting broad events aimed at diversity to encourage an intersectional approach to EDI, including the 2023 *Diversity in Science and Maths* conference that included talks on Neurodiversity, LGBTQIA+, race and gender with speakers often mentioning intersectionality directly. The most recent staff culture survey only collected data on gender, as additional demographic data may allow respondents to be identifiable. Multiple free-text responses showed staff felt the survey was too focussed on gender and other intersectional issues were being

### Section 3: An assessment of the department's gender equality context

ignored. This was an important learning and similar future surveys or communications will endeavour to incorporate a broader view of EDI, and in cases where gender is the necessary focus, make the reasoning for this clearer.

Whilst the school has been successful in organising inclusive events/initiatives, since the previous application there is more awareness (and activity) on the need to tackle specific intersectional challenges. The intersectional priorities identified for the school are around ethnicity and race, disability, and trans and non-binary identity. The university more broadly is focusing on many other characteristics and offering support beneficial to the school such as recent staff training on neurodiversity which 28 (23%) SoMS staff attended.



*Figure 10 Some of the attendees from the 2023 Diversity in Science and Maths Conference*

The work needed to support racial equality was identified as a priority in our previous application but became particularly apparent in 2020 following the school's support of the Black Lives Matter movement and was reiterated by UoN's success in gaining a bronze race-equality-charter award. Strong progress in this area was evidenced in Section 2.2, with a decrease in awarding gap and an increase in BAME student and staff numbers, including intersectionally for BAME female staff. Many of our future actions will continue to improve race equality and hence where appropriate our success measures include BAME targets. However, due to the progress made no new actions specifically just on race were identified.

The main focus on disability currently is through the disability awarding gap, see Table A2.5. This was addressed in the previous **Action E5**, by the creation of a specific awarding gap action plan with implementation underway, so no new AS action is needed. However, the disability awarding gap will be monitored and reviewed regularly. Currently staff numbers declaring disabilities are small and trends are hard to spot and can make people identifiable easily, hence no staff actions around disability were identified. There is central UoN support available for staff with disabilities that the school will continue to encourage staff to use. The school is aware staff may not routinely disclose disabilities, although currently there is no data to confirm this. Nevertheless, it is something that will be monitored and addressed should more evidence indicate a problem, either through quantitative data or staff feedback.

### Section 3: An assessment of the department's gender equality context

Intersectional work on trans and non-binary status reflects the school's positive steps to ensure its work in gender equality is truly inclusive to all gender identities. The school has broadened its aims to support gender minorities in mathematics, rather than only women, reflected in name changes including '*women in maths community*' to '*community for gender equality in maths*' and '*tutor for women*' to '*tutor for gender minority students*'. This hasn't lessened the support offered for women but increased the support for trans and non-binary members. Work has been successful in increasing trans representation, with trans speakers at the *Diversity in Science and Maths conference* (2023) and the *Women, trans and non-binary people in maths seminar* (2021). Both the current national improvements needed for trans people and the school identifying a lack of data and understanding on trans and non-binary experiences means future actions have been developed in this space including **Actions 1.1.3, 1.3.1 and 1.6**.



## Section 3: An assessment of the department's gender equality context

### 2. Key priorities for future action

#### 3.2 Word count:1242

The five identified priorities are making students' experience more inclusive, contributing to diversifying the national mathematical pipeline, improving inclusive recruitment practises, improving inclusive promotion and career progression practises, and improving EDI structures within the department.

- **Student experience.** The SAT found there was a gap in understanding students' experiences relating to EDI. Whilst mandatory student data can show an overview of the experiences of students it does not provide the detail to understand the differences some students may face, particularly in relation to their gender and other characteristics, and hence how to address these. Therefore, we have prioritised engaging students so their voice can feed into future actions much more clearly and easily, and actions relating to students can be better justified and evaluated with data. The main source of this data will be through a biennial survey (**Action 1.3**), giving students a clearer, anonymous route for feedback to the SAT with EDI issues, concerns or ideas. It will also allow comparison between students' experiences and how they view the culture of the department, particularly looking for gender differences, and intersectional differences with gender, ethnicity and disability. There are also multiple actions that propose focus groups for students to allow for more detail to be captured on specific issues, so future actions can be co-created with students. This priority spans the whole period of the award with the start of the period focussing on collecting student's views and opinions, for example the first survey will run in the 24/25 academic year, and later years will focus on implementing the actions co-created with students.
- **Mathematical pipeline.** HESA data shows that nationally there is still a shortage of females in the academic mathematical pipeline. Whilst the school has surpassed the benchmark, 37%, in UG recruitment, with 44% female UGs, the proportion of females drops off into postgraduate education and academic careers. It is only by many universities thinking nationally that the pipeline will improve for all and achieve complete gender inclusion at all institutions and levels. This priority reflects UoN's contribution to a national responsibility to increase the number of females choosing maths degrees at any institute and then supporting them in the pipeline for further study and ultimately potential careers in academia. This priority will be addressed with increased outreach that is organised in a more sustainable way, aiming to engage a more diverse range of staff showcasing maths and create more outreach opportunities for people and hence more females and other under-represented groups will get early exposure to positive experiences involving maths. The start of the award will focus on creating systems that make outreach less time consuming and more attractive, such as having access to pre-prepared material, providing training, and ensuring that outreach is better reflected in workload models (**Actions 2.2, 2.3**). Also there is a focus on understanding more about outreach already done and ensuring monitoring is in place so we can increase the number of events from the current baseline. The end of the award period is less

### Section 3: An assessment of the department's gender equality context

action intensive for this priority and will be used for staff and PGRs to make use of and evaluate the resources put into place to help outreach.

- **Inclusive staff recruitment.** One of the most prominent issues in the school is the low proportion of female academic staff, seen clearly in Figure A2.7, with only 18% female academic staff, and this was also picked up by staff in the survey. Whilst there has been success in recruitment to level 4 and 5 for academic positions this needs to be built upon to improve female staff numbers. From the data analysis the key issue is the low proportion of females applying for academic posts, currently 19%, which is lower than the HESA benchmark of female academic staff at 26%. **Action 3.2** was designed to promote the school's inclusive values more visibly, particularly for prospective job applicants, as well as to routinely form search committees for key academic positions to encourage a diverse range of applicants. Whilst the data showed females were as likely to get shortlisted for a job as males, they were less likely to be successful at interview (on average 32% vs 39% success rate) which perhaps is reflected by the only 56% agreement in the staff culture survey on 'Decisions around appointments are made fairly'. To reduce the possibility of interview bias the FoS trained panel pool will be utilised to ensure there is gender diversity on panels, **Action 3.1**. This will make the interview process fairer without burdening minority staff within the school. It is hoped this priority will also increase intersectional proportions such as ethnicity with gender. Actions in this priority are more concentrated at the beginning of the award with the aim to improve our recruitment practise and then evaluate progress in later years.
- **Inclusive promotion/progression.** Since 2017, only 13 staff were recruited to level 6 and 7 (Table A2.9) and so an important factor in closing the gender gap at this level must be via promotions from 5 to 6 and 6 to 7. Whilst the data doesn't show an immediate issue with the promotion process, numbers are small and length of time to promotion isn't consistently available. Additionally, the culture survey responses highlighted dissatisfaction with the promotion process meaning this is really a priority for staff in the school (QB3, B5 and E3); only 36% of the school felt gender doesn't affect progression in the department. To address this priority DoEDI will now be invited to sit on the school promotions committee; this would reflect wider university practise, and ensure the process is fair and that EDI work is considered in promotion applications. Discussions with line-managers and HoS with staff will be utilised to aid promotion conversations (**Actions 4.1, 4.2**) so staff can understand what is expected of them before applying as well as gain specific support when applying. The school will explore if there is any additional support that can be given to females that may address obstacles to them applying or being promoted; only 36% of the school felt gender doesn't affect progression in the department. This priority is more focussed on the later stages of the award as UoN is currently updating promotion criteria and processes with significant consideration to EDI. We believe it will be beneficial to time the actions to enhance the work already being done to improve the process.

### Section 3: An assessment of the department's gender equality context

- **EDI structures.** The review of the previous action plan made it apparent that many EDI-related structures and processes in the school could be improved to make EDI work more sustainable. Currently, if a member of staff leaves or changes role, EDI related actions that were done informally get lost when the role transitions to a new staff member. Integrating EDI actions into role profiles and formalising data collection would make evaluation and regular updating of the AS action plan far easier as it will be clearer who owns actions as well as where they should report progress. There are also many EDI considerations that should be everyone's responsibility (e.g. considerate meeting timing, **Action 5.6**) that many staff aren't currently aware of, evidenced in qualitative responses to the culture survey. Therefore, it is planned for the DoEDI to send twice-yearly EDI email digests to all staff to remind them of key EDI responsibilities and policies as well as updating them on any key changes. This will be trialled and can be increased/decreased in frequency if warranted. This priority spans the whole award period as many actions will require significant workload which needs to be spread evenly.

## Section 4: Future action plan

### Section 4: Future action plan

#### 1. Action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
1. Student experience						
1	<p>1.1.1 Create guidelines for allocating tutorial groups (and other student partitioning), considerate to student diversity issue.</p> <p>1.1.2 Monitor numbers of student requests to change tutors or groups.</p> <p>1.1.3 Provide tutors with guidance/training on supporting trans and non-binary students.</p>	It is thought that the current allocation model of students to classes/tutor group model may not always accommodate additional student needs- continued from AS19-A11.	<p>Guidelines created and accessible to tutors.</p> <p>Annual use of guidelines for tutor group allocations</p>	Jan 2025- Sept 2025	Senior Tutor	<p>100% of tutor allocations follow guidelines.</p> <p>Less than 5% UG requesting changes to tutor group, with no gendered differences.</p> <p>100% tutors received guidance/training on supporting trans and non-binary students.</p>
1	<p>1.2.1 Run focus group to investigate reasons for low uptake of MMath.</p> <p>1.2.2 Annually send all second years with high enough average letter inviting them to convert to MMath degree.</p>	Low take-up of our MMath programme by female students, see Table A2.3 - continues from AS19-A13.	<p>Focus group run and results disseminated.</p> <p>Letters sent annually.</p>	Sept 2024- May 2026	Course Director for MMath	Increase in MMath Female numbers from 28% to 37% (HESA benchmark).

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
1	<p>1.3.1 Run biennial EDI/culture survey to collect students' opinions on EDI and gender equality issues (including trans and non-binary students' specific issues), creating future actions from this.</p> <p>1.3.2 Run student focus groups where necessary to understand in more detail any concerns raised from the EDI survey.</p> <p>1.3.3 Run annual diversity in maths event to engage students with EDI conversations.</p>	<p>Lack of student voice in EDI issues, including Athena Swan SAT.</p> <p>Identified low uptake of engagement of students with EDI initiatives.</p> <p>Low score for "Free to express ideas, opinions, and beliefs [Freedom of Expression]" in NSS. Our mean score is 3.08 and the sector comparison is 3.19.</p>	Student culture survey run	Sept 2024- Dec 2027	Student Experience Officers	<p>Increase NSS score for "Free to express ideas, opinions, and beliefs [Freedom of Expression]" from 3.08 to over the benchmark, which currently is 3.19.</p> <p>Increase in survey response rate by 10% between 2024/25 and 2026/27 surveys.</p>
1	<p>1.4.1 Form working group to investigate the cause of and solutions to the gendered difference in PGR completion times and to implement recommendations. This may include running a focus group for PGR students to understand their experiences.</p> <p>1.4.2 Annual monitoring of PGR completion times, particularly in respect to any gendered differences.</p>	PGR completion time has a gender bias, with females on average taking longer to complete their PhD.	Report of findings and recommendations from working group disseminated.	Jan 2024- Jun 2028	PGR Student Experience Officer	Gender parity for completion times of PGR students by 2028.

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
1	<p>1.5.1 Host at least 1 specific academic careers event for UG &amp; PGTs, containing information on how to apply for PGT/PhDs.</p> <p>1.5.2 Support PGRs to open up meetings of the <i>Community for gender equality in maths</i> to UG &amp; PGT to encourage the mix of UG and PGT with PGRs.</p> <p>1.5.3 Expose students to staff's research in lectures and through optional staff-led seminars.</p>	Leak in pipeline (female proportion drops) from UG to PGT and PGR, see Figure A2.1.	Community for gender equality in maths host event open to UG.	Jan 2025- Jun 2028	Careers Officer DoTL	<p>75% agreement on students feel exposed to research for both males and females.</p> <p>Increase female PGT numbers from 36% to 44% and increase female PGR numbers from 26% to 36%.</p>
1	<p>1.6.1 Review of student EDI survey (Action 1.3.1) on trans experiences and specific actions created from findings.</p> <p>1.6.2 Provide additional training to staff on supporting the trans community (to supplement guidance from Action 1.1.3).</p>	Awareness of current national hostility and misinformation around trans people that may affect experiences of the school's trans population.	<p>Actions created to improve inclusion for Trans students.</p> <p>Training session run / material distributed.</p>	Sept 2024- Sept 2026	DoEDI / DDoEDI	<p>100% of feedback on trans student experiences (raised in student survey or otherwise) addressed through future actions.</p> <p>100% of student facing staff have received training material on supporting trans students.</p>

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
2. Pipeline						
2	2.1 Collect data on number of outreach events for monitoring purposes, including data on who ran it and audience make up.	As part of our national responsibility to improve the mathematical pipeline we should be active in outreach to the wider community and participating in more events than present. We need data to benchmark progress against.	Outreach data collection process created.	Dec 2023- Dec 2024	Outreach Officer	Comprehensive data collected for 100% of outreach events.  Baseline created for number of outreach events currently happening, number of staff participating and audience makeup, which can then be improved upon.
2	2.2 Ensure participating in outreach events can be reflected in workload, either through additional workload allocation or outreach rota to ensure a fairer split.	An EDI ideas forum identified that staff felt outreach was very valuable in closing gender gaps within maths at all levels. However, many staff felt they didn't have time to participate and those that did felt burdened.	Changes to workload model to reflect outreach participation	Sept 2024- Sept 2025	HoS	Increase percentage agreement from 38% to culture survey question 'EDI work is recognised when workload is allocated' to 70% for both men and women.  Workload model includes time allocated to outreach for staff actively involved.

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
2	<p>2.3.1 Outreach activity bank created to share outreach resources between staff.</p> <p>2.3.2 Outreach training session held for staff.</p> <p>2.3.3 Create a pairing scheme, for those new to outreach to pair up with an experienced member of staff who can help them get started.</p> <p>2.3.4 Encourage staff to engage with ARTlab engagement activities.</p>	As above. In addition, staff reported hesitation to participate due to not feeling confident running and/or creating outreach events.	<p>Creation of activity bank.</p> <p>Training session held.</p> <p>Pairing scheme in place.</p>	Sept 2025- Sept 2027	Outreach Officer	<p>Increase in outreach activities held from 23/24 baseline by 10%.</p> <p>Increase in staff engaging with outreach from 23/24 baseline by 10%.</p> <p>Increase in number of girls or non-binary attendees in outreach events from 23/24 baseline by 10%.</p>
2	2.4 Recruit PGRs for outreach events and have an allocated budget to pay them.	PGR students have expressed a desire to be more involved with outreach but have limited opportunities and may struggle to balance workload with their PhD work.	Budget created and advertised for PGRs to take part in outreach.	Sept 2025- Sept 2026	Outreach Officer	<p>10% of PGRs are involved with outreach events.</p> <p>Gender parity in PGRs involved in outreach events.</p>



## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
3. Inclusive recruitment						
3	<p>3.1.1 Prompt the recruiting manager to consider panel diversity when asked for their panel details.</p> <p>3.1.2 Regularly advertise and promote the use of the FoS interview panel pool of trained panel members (including mandatory unconscious bias training) from across departments in the faculty.</p>	<p>Continued from AS19-D3, panel diversity should always be considered by the recruiting manager but with measures to ensure we don't overburden female staff.</p> <p>Females are less likely to be offered a job after being interviewed than males (in 2021 only 15.4% females got offered the job after interview compared to 38.7% males)</p> <p>'Decisions about appointments are made fairly' only 56% agreement (59% for women).</p>	Promotion of FoS interview panel pool.	Dec 2024- Dec 2026	Senior Administrator	<p>100% of panels have gender diversity, by 2025.</p> <p>Gender parity on success rates for females and males offered jobs given that they were interviewed for academic roles.</p> <p>'Decisions about appointments are made fairly' agreement increase from 56% to 80% for both men and women.</p>
3	<p>3.2.1 Update school webpage to include more information on the school's commitment to EDI including to flexible and part time working, particularly aimed at job applicants.</p> <p>3.2.2 Form search committees for job listings.</p>	We have identified a low number of females applying for academic jobs.	<p>Webpage updated.</p> <p>Search committees used for certain positions</p>	2025-2026	DoEDI / Senior Administrator	<p>Increase female academic applicants from 19% to 26% (HESA benchmark).</p> <p>Increase in Female academic staff from 18% to 23% and BAME staff from 12% to 15%.</p>

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
3	3.3 Undertake Equality Impact Assessments (EIA's) on our recruitment processes and make changes to process based on the findings.	To ensure our recruitment processes are not unfairly impacting those of minority groups	EIAs for all our recruitment processes.	2024-2025	Senior Administrator or HR / Operations Managers	'Decisions about appointments are made fairly' agreement increase from 56% to 80% for both men and women.
3	3.4.1 Create guidance for mentors to new staff. 3.4.2 Regularly advertise UoN mentoring initiatives, particularly to new staff.	Feedback on the current mentoring scheme for staff induction has showed the scheme is inconsistent and many mentors don't understand what is required from them, leading newly recruited staff to have less smooth inductions. From AS19-D6	Guidance for mentors created. Add UoN mentoring initiatives to induction material and DoEDI emails.	Sept 2026- Sept 2027	Operations Managers	All staff mentors receive updated comprehensive guidance on what mentoring entails.  90% positive responses on mentoring system from new starters, collected in staff survey or surveying new starters.  Staff receive regular updates and reminders of university mentoring schemes.

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
4.Promotion/progression						
4	<p>4.1.1 All ADCs must talk about promotions for academics and career progression for APM.</p> <p>4.1.2 In advance of ADC meetings remind ADC reviewers of relevant training and important guidance.</p> <p>4.1.3 Creation of development plan for all APM staff, with promotion of Leadership and Management Academy programmes and mentoring, coaching and peer support based on their current career aspirations.</p> <p>4.1.4 Process for staff to have the option to change ADC reviewer regularly.</p>	<p>Staff report they do not always find ADC meetings useful, and experience of ADC meetings is inconsistent.</p> <p>School culture survey 'I receive useful feedback on my career development through performance reviews' had 62% agreement (71% for women).</p> <p>Staff in APM roles can typically only progress through re-application</p>	<p>ADC reviewers attend training.</p> <p>Development plan for all APM staff</p>	<p>May 2025-Sept 2026</p> <p>Sept 2027-May 2028</p>	HoS / Operations Managers	<p>100% of line managers attended line manager training.</p> <p>'I receive useful feedback on my career development through performance reviews' increase from 62% to 80% agreement for both men and women.</p>

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
4	<p>4.2.1 Have an EDI champion on executive board and hence promotion committee (DoEDI or nominee), to ensure fairness of process and promote achievements in EDI work.</p> <p>4.2.2 Create annual drop-in sessions with HoS before promotion submission deadlines for chance to discuss their application.</p> <p>4.2.3 Create and share promotion case studies.</p>	<p>Staff do not see the promotion process as fair (School culture survey 'the rate people progress in my department is not affected by gender' 36% agreement (24% for women) and 'decisions around promotion/progression are made fairly' 39% agreement (35% for women).</p> <p>The school leadership is male dominated and there is currently no direct line for EDI to be fed into the leadership board.</p> <p>Staff do not believe EDI work is valued in promotion ('EDI work is recognised in applications for progression/promotion' 30% agreement (18% for women)</p> <p>Continued from AS19-B7</p>	<p>EDI representation on school promotions committee and leadership board.</p> <p>Promotion HoS drop ins run.</p> <p>Promotion case studies created.</p>	<p>Jan 2024- Jan 2025</p> <p>Sept 2025- Sept 2028</p>	DoEDI / HoS	<p>'The rate people progress in my department is not affected by gender' increase agreement from 36% to 70%.</p> <p>'Decisions around promotion/progression are made fairly' increase agreement from 39% to 70%.</p> <p>'EDI work is recognised in applications for progression/promotion' increase agreement from 30% to 70%.</p> <p>Gender parity in responses for women and men on above questions.</p>

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
4	<p>4.3.1 Collate good career development opportunities and regularly share these.</p> <p>4.3.2 Encourage participation in university leadership training and mentoring schemes.</p>	Staff do not feel they have the opportunities to develop their skills to progress into leadership roles, 'My department is committed to achieving gender balance in leadership positions' has only 52% agreement (53% for women).	Resources on career Development shared.	May 2026- May 2028	Staff Development Officer	Increase agreement to 'My department is committed to achieving gender balance in leadership positions' to 70% from 52% for both men and women.
4	<p>4.4.1 Understand key obstacles women face that prevent them applying for promotion to level 6/7, through focus groups or 1-1 conversations with women at level 5 and 6.</p> <p>4.4.2 Create actions from these findings to encourage and help women submit level 6 and 7 promotion applications.</p>	<p>Large gender gap for academic staff numbers at level 6 and 7, see Figure A2.9. As recruitment is rare at these levels, the gap could be closed through promotion.</p> <p>Females appear as successful as males at promotion, but they may apply less frequently.</p>	Discussions had with females at level 5 and 6.	Sept 2025- Sept 2027	HoS	Have 30% (from 11%) female at level 6 (reflecting currently 38% F at level 5) and 5% (from 3%) female at level 7.

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
5. EDI structures						
5	5.1 Rewrite staff admin roles to include EDI related business (and ensure workload hours match), e.g. monitoring statistics and implementing actions, to ensure EDI tasks become business as usual and workload is split fairly.	Reported confusion on who should do EDI tasks, noticed in evaluation of the previous action plan where role holders were sometimes not aware of actions due to role holders switching. This led to a few staff being overburdened with EDI responsibilities.  'EDI work is recognised when workload is allocated' has only 38% agreement (47% for women)  Follow on from AS19-B1	Updated role profiles which all include EDI requirements	Jan 2024- Sep 2026	Operations Manager / DDoEDI	Increase percentage agreement, from 38%, to culture survey question 'EDI work is recognised when workload is allocated' to 70% for both men and women.
5	5.2.1 Annual email with a list of university EDI training, including recommendations from staff that have previously done the training.  5.2.2 Include EDI agenda on yearly staff away day.	Low uptake of centrally organised training on EDI issues, see Table A2.11; continued from Action AS19-B3.	Annual training email sent in one of D-EDI twice-yearly emails.	Jan 2024- Jan 2025	DoEDI	Increase annual uptake of centrally organised EDI training from 25 staff (21%) to 40 (33%), with equal proportions for males and females.

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
5	<p>5.3.1 Update family friendly policy documents including for event organisation on staff webpage.</p> <p>5.3.2 Disseminate documents describing family-friendly facilities and promoting inclusivity in conference organisation - through Research Support Team.</p> <p>5.3.3 Create inclusive conference guidelines for organiser and participants.</p>	<p>Identified lack of awareness in School of full range of family-friendly policies, particularly for men with only 38% agreement for men on 'my department provides staff with support around all types of caring responsibilities' compared to 71% agreement for women.</p> <p>Continued from AS19-C1/E2.</p>	<p>Family friendly document created. Included in D-EDI twice-yearly email.</p> <p>Inclusive conference guidelines created and circulated with reminders.</p>	Sept 2026- Sept 2028	RKE team	<p>Increase agreement on 'my department provides staff with support around all types of caring responsibilities' from 48% (71% for women) to 80% for men and women.</p> <p>80% events use checklist.</p>
5	5.4 Formal mechanism for staff to report issue in workload to trigger conversation with HoS.	<p>Workload is identified as a challenge for many staff, it has been reported to stop them engaging with EDI activities and affecting their wellbeing, 'My current workload is manageable' 55% agreement (59% for women).</p> <p>Continued from AS19-C2.</p>	Twice-yearly reminder from HoS to contact them about workload issues	Sept 2027- Sept 2028	HoS	Increase agreement to 'My current workload is manageable' from 55% to 70% agreement, for both men and women.

## Section 4: Future action plan

Priority area	Planned action	Rationale	Key outputs/ milestones	Timescale	Roles responsible	Success indicators:
5	5.5.1 Create and use form to capture EDI data on internal speakers. 5.5.2 Monitor gender split of internal speakers and raise issues when needed.	From AS19-E2 identified seminar speaker data is collected ad-hoc, sometimes is missing and doesn't allow for speakers to self-identify their gender. A form that they can fill in will ensure correct data is captured.	Form to capture data on speakers created.	Sept 2024- June 2026	FoS	Have 26% (HESA benchmark) internal speakers female and 20% BAME.
5	5.6 Promote hybrid meetings and send reminder of expectations for meeting times/Athena Swan hours.	Many staff are not aware about meeting organisation best practise specifically around Athena Swan meeting time recommendations ('The timing of departmental meetings and events takes into considerations those with caring responsibilities' 67% agreement and 58% agreement for women).	Communication from DoEDI / DDoEDI twice per year.	Jan 2024- Jan 2025	DoEDI / DDoEDI	Agreement to 'The timing of departmental meetings and events takes into considerations those with caring responsibilities' up from 67% to 90% for both men and women.
5	5.7 Create case studies on parental/caring leave and flexible working.	Men do not feel supported by the department for caring leave ('My department provides staff with support around all types of caring leave' 48% agreement and 71% agreement for women.)	Case studies created and circulated.	Jan 2027- Jan 2028	DoEDI / DDoEDI	My department provides staff with support around all types of caring leave' up from 48% to 80% agreement, with gender parity.



## Appendices