

Council Statement on Diversity in Mathematics

Groups with many diversity characteristics are underrepresented or less visible in UK sciences as compared to their representation in the UK population¹. These characteristics include, but are not restricted to, gender, race and ethnicity, religion and socioeconomic and disability status.

Additionally, there is evidence² that LGBTQ+ individuals do not always feel socially supported in the STEM community. The London Mathematical Society is concerned about both low participation rates of individuals with diversity characteristics in mathematics, particularly at the higher levels of research and teaching, and the lack of support that members of these groups may experience in our community. These represent disadvantages and missed opportunities for the advancement of mathematics. Underrepresentation and disadvantage can occur for several reasons:

- A lack of visible role models from underrepresented groups can discourage students from those groups from pursuing a career in mathematics.
- The absence of individuals from particular groups in decision-making bodies at all levels can mean that particular needs and concerns of those groups are not heard and acted upon.
- Implicit bias, microaggressions and isolation in the workplace can take a toll in terms of energy and resilience that undermines individuals' ability to push forward their careers.
- The low numbers of visible members of these groups can make it more difficult for them to find the informal mentoring and sponsorship networks that are important for a standard academic career progression.
- The lack of representation of certain groups within the community may mean that they may be overlooked when names are sought, for speakers or for prizes, for instance.

The Society recognises the need to give active consideration to ensuring that all members of our community are treated equally in their prospects, recognition and progression. Such disadvantages as do occur are often the unintentional outcome of the formulation of regulations and procedures which do not give adequate attention to the needs of people in such positions.

Accordingly, the Society will, in line with its core purpose of supporting and furthering mathematics:

- (a) be aware of and seek to ensure diversity is a consideration when appointing to its committees and groups, and encourage the Nominating Committee to give similar attention in its proposals for election;
- (b) keep under review the regulations governing its membership, prizes, awards and grants to ensure that they do not inadvertently deter or fail to recognize people with non-standard backgrounds or career patterns;

¹ *Improving Diversity in STEM*, Campaign for Science and Engineering, (2014), available at <http://www.sciencecampaign.org.uk/our-work/education-skills/diversity.html>.

² IOP, RSC, RAS LGBTQ+ Climate Survey, 2019.

(c) actively encourage and facilitate the nomination members of underrepresented groups for its prizes and awards, and ensure that it considers women when it is proposing nominees for external prizes and positions;

(d) actively seek to include diverse speakers in its meetings and workshops;

(e) expect that the organisers of conferences and activities who are seeking grants from the Society will: invite a diverse group of speakers; and give consideration to the provision of mechanisms to enable participation by people with children or caring responsibilities and run events in an inclusive manner;

(f) work to facilitate outreach and mentoring to members of underrepresented groups, for instance through workshops and outreach events with a diversity focus;

(g) actively work to educate its membership about the impact that implicit bias and microaggressions can have on the mathematics community, and actively work to promote the visibility of underrepresented groups;

(h) collect data and thereby monitor trends in the above.

Approved by Council, 28th June 2019