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# THE FUTURE OF EDI IN STEM FOR UNIVERSITY STUDENTS

## A Case Study

by *Spread the Word* and the *Edinburgh University Women in STEM Society*

Dr Athina Frantzana



SPREAD THE WORD

Sarah Lappin  
Laetitia Dorlas

**EUW**<sup>in</sup>**STEM**

EDINBURGH UNIVERSITY  
WOMEN IN STEM



# ABOUT THIS REPORT

Dr Athina Frantzana (*Spread the Word*) and the Edinburgh University Women in STEM (EUWiSTEM) Society conducted an investigation into Science, Technology, Engineering and Mathematics (STEM) students' experiences of Equality, Diversity and Inclusion (EDI) at the University of Edinburgh.

The aim of this work was to explore students' awareness and knowledge of EDI issues in STEM and how the university is tackling these problems. We measured the effectiveness of the EUWiSTEM Mentoring Scheme, and other interventions of our pilot program, such as workshops and events, and what practices the university has in place to assist students belonging to minority groups.

This report describes our methodology, explains the findings from our research and outlines our recommendations needed for the University of Edinburgh to tackle EDI problems within the institution and better support students, and the next steps for *Spread the Word* and EUWiSTEM towards this goal.

## MISSION, VISION, & GOALS

We are worried that the University so far has focused on projects that promote EDI for members of staff of the university, which is very important and definitely needs a lot of work. However, what is a university without its students? Students' needs, safety and education should be the number one priority of the university. Unfortunately, our findings do not support this statement. We investigated what University offers in general and more specifically online in terms of EDI education, advice and support, and the results were disappointing.

We ran and evaluated our pilot program, constituted by the Mentoring Scheme and a series of workshops, and we conducted an EDI in STEM UoE College of Science and Engineering-wide survey to understand students' awareness, needs, and experiences, as well as to gather feedback in order to set up the next steps of our strategy. Our results show that our pilot program was incredibly effective and left students wanting more.

We listened to the students and we realised how little the university, and relevant organisations, have done to raise awareness, promote EDI, and educate students on such matters. Students are confused as to who is responsible for EDI and where they could seek support and advice. Incidents of racism, sexism and other discriminatory behaviour happen every day around campuses, and nothing is done to eradicate them. Students have taken the heavy responsibility of this work, or the hard decision not to talk about it, and it's time the University upholds its responsibility to the welfare of its students.

With this report we want to show everyone, but especially the University, that by applying resources effectively we can have a much bigger impact than old-fashioned box-ticking activities and useless projects. We can bring together individuals with a real passion for EDI and desire for change and use our personal experiences, evidence-based practices, evaluation and expertise to have a lasting impact on students. We have established a successful pilot program with a few passionate individuals and zero funding.

We want to continue building upon our pilot program based on our findings and our constant research on the topic, and make sure that the University of Edinburgh students leave the university embracing diversity, respecting equality and promoting inclusion.

In order to achieve this, we need your help.



# FOREWORD

by Dr Athina Frantzana - EDI in STEM Specialist-Researcher,  
*Spread the Word* Founder

Since I decided to conduct my PhD research on gender balance in STEM, I have dedicated my work and life to educating and promoting Equality, Diversity and Inclusion in STEM in order to achieve better studying and working experience for all. I am always grateful to Edinburgh University for giving me this opportunity, however this was also an opportunity for me to identify flaws in the University's EDI strategies and approach. After multiple barriers and fruitless efforts to share my passion and expertise in order to improve University's EDI status, I was disappointed and I decided after my graduation to keep my distance from academia and to focus on industry.

However, when in November 2019, Laetitia Dorlas (EUWiSTEM President 2019/20) approached me with her enthusiasm to make real change for STEM students and asked for my help, I could not say no.



*"I want the University of Edinburgh to set an example and be a pioneer in educating students on EDI matters, creating inclusive and equal studying and working environment, and preparing a generation of scientists and professionals that celebrate diversity and advocate inclusion."*



Working with EUWiSTEM committee and the student Reps gives me hope. We have built a fantastic program and our collaboration has been beyond ideal! The response and the positive feedback that we have received as a team, and also myself personally, and the impact that our effort seems to be having are my main drives in having offered my time and my expertise voluntarily and hoping that something much bigger will come out of this.

I want all the students to feel included and safe, to have equal opportunities, equally positive experiences and beautiful memories while studying at the University of Edinburgh (and any university, for that matter). I am sure that with the University's support, our program can lead the way and help achieve this goal sooner than later.



by Sarah Lappin - 2020/21 President of EUWiSTEM

I am a 4th year Computing Science and Artificial Intelligence student and the 2020/21 President of the Edinburgh University Women in STEM (EUWiSTEM) Society. I have now been part of the committee for 2 years, first as Informatics Representative then as Secretary, and have been involved in organising a variety of events, including the Un-Learn and De-Bias Workshop discussed in this report. As I begin the new academic year as the Women in STEM President, I want to do more to provide education on EDI issues and support for marginalised groups in STEM. As a mentee in the EUWiSTEM Mentoring Scheme, I know the value that this programme has and I want to see that same support extended to every student.

However, there is a limit to what we as a society can do in a single year. In recent years, there has been growing focus on getting women into STEM but we're not seeing the number of women in STEM higher education or the workforce increase fast enough.



*"At this moment, the university has an opportunity and a responsibility to take some meaningful and effective action to begin to resolve some of the EDI issues that are prevalent in the College."*



Furthermore, when looking at EDI in STEM the focus is often solely on getting more women in STEM but other minorities in STEM are being left behind. I want to see the university include more BAME, LGBTQIA+ and disabled individuals when discussing EDI in STEM.

I contributed to this report with the hope that it will be the catalyst needed for the College of Science and Engineering to take positive and effective action to address its EDI problems. I have largely been responsible for the distribution of our survey, and even in doing this, problematic attitudes towards EDI have been highlighted.

## by Laetitia Dorlas - 2019/20 President of EUWiSTEM

I was the 2019-20 president of EUWiSTEM and am currently a final year MSc Chemistry student. Over the past year I have been leading a committee of 24 female STEM students in empowering our members by organizing weekly networking opportunities, skill development workshops, and other events.

In 2018, when I was the Social Secretary of EUWiSTEM, I co-founded the annual Hello World Hackathon and in 2019 I set up the EUWiSTEM mentoring scheme. I want everybody to feel secure, confident, and supported. This has driven me to create an inclusive community where anyone, and specifically women in STEM fields, can come together to meet others in similar positions to share resources and support and encourage each other.

I realise that these days there are many (flashy) initiatives and projects that promote EDI matters. Many might see it as just another trend to join in on. There are only very few initiatives however that truly make an impact and create lasting change.



*"I wanted to make sure we are not just another society that talks about the issues we see. I want to drive real, positive and tangible change."*



We do this by actively listening to our community and members, to act according to their needs, and most importantly: follow up. We actively tracked the progress of our mentoring scheme participants by sending out monthly surveys and composed a large survey on EDI awareness together with Dr Athina Frantzana at the end of the academic year.

Through the data we collected and this report I want to show the clear need for well-organized action in order to achieve real equality, diversity and inclusion.

# EDI IN STEM

Recent events (1) brought once again into the world's attention the need of real Equality, Diversity and Inclusion (EDI). If only people were aware of how biases and stereotypes are promoted and how they negatively affect people's behaviours and lives, this world would have been a better place. History has shown that studying, researching, reflecting and educating is the only way to finding solutions to big problems. Staying ignorant and indifferent, repeating and perpetuating stereotypes and mistakes can only cause more problems.

The STEM world is no different. If anything, STEM has its own issues of underrepresentation, stereotypes and biases which lead to discriminatory behaviours and a non-inclusive environment, and consequently affect certain groups' retention and progress in these fields. For example, the issue of women's underrepresentation in STEM is not new (2). In fact some people are tired of hearing about this: "Women in STEM", "Women in Tech", and so on. But it is true; statistics (3) have been showing the constantly smaller numbers of women studying and working in STEM fields. Additionally, multiple initiatives and organisations are dedicated in bringing these numbers up and creating a gender balance. And a lot of studies (4) have tried to understand the reasons behind this underrepresentation.

Have things changed though? Apparently not.

*"Being included and understood is hugely important for people of different backgrounds.*

*There are so few women in STEM and women have to work so much harder than men to be recognised in the same field.*

*Which is hugely depressing..*

*I think a lot of men don't recognise this importance that an increase in female engagement in the sciences will blur the line of sex all together.*

*The social aspect is especially important because it means men and women are more likely to understand each other and the sexism that both sex gets subjected too."*

*– Male Mathematics UG Student*

Research (5) has shown that current EDI approaches, such as offering a one-off online Unconscious Bias training, quotas to artificially increase the number of women, women-only events, are not effective enough to tackle the root of the problem and cause real change. People who are not affected by this underrepresentation, at least in an obvious way, are still unaware of the issues, and most likely are part of the problem. Maybe if these people knew the advantages (6) of living and working in a diverse, equal and inclusive environment, they might make an effort to change. Indeed, there are studies (7) that have confirmed that more diverse teams can lead to higher performance and productivity, as well as higher profits and better products.

Of course the matter of equality and inclusion does not and should not concern only women. Diversity is not only about gender. However, very little has been done in STEM to create the sense of belonging for those who belong to minority groups or are marginalised by society, and these people still continue facing barriers and discrimination, which in many cases are so rooted into the system that they are considered “normal” and are not questioned.

Even though this matter is not new and it has been studied for a long time (especially for women in STEM), there is still not a “magic recipe” to create an inclusive environment and EDI practices and policies are only on an experimental level. Particularly little research and effort has been done on university students level. Most initiatives focus on either younger ages, when it is believed that the stereotypes and biases start to form, or in workplaces and later career stages.

However, if studying at the university is not the right place and time to question, advance your critical thinking, educate yourself and grow into the next generation of scientists and researchers on whom this world is counting, when and where is it?

For all these reasons we wish with our program to focus on all STEM students, and to put in practice and evaluate strategies that have been proved to be more effective, such as mentoring, raising awareness, and constantly educating. However we understand that in order for this program to reach maximum effect it needs to be supported from the University, and the University needs to commit and invest in it.

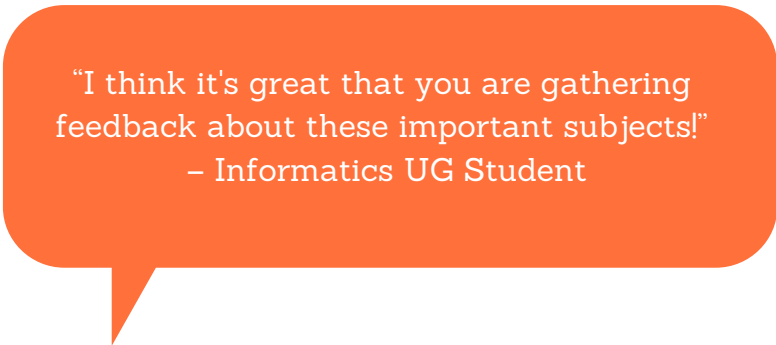
# RESEARCH DESIGN AND RESULTS

## EDI SURVEY

The survey was distributed and completed electronically using Google Forms during June 2020. It was advertised to undergraduate and postgraduate STEM students at the University of Edinburgh via the mailing lists of STEM related societies' and Schools within the College of Science and Engineering. The survey was sent to the School of Chemistry, School of GeoSciences, School of Informatics, School of Mathematics, and the School of Physics and Astronomy mailing lists. Additionally, the survey was advertised to the Engineering For Change Society, Programming Society, Edinburgh University Science Magazine (EU:Sci) and both Edinburgh University Women in STEM (EUWiSTEM) general and mentoring scheme mailing lists.

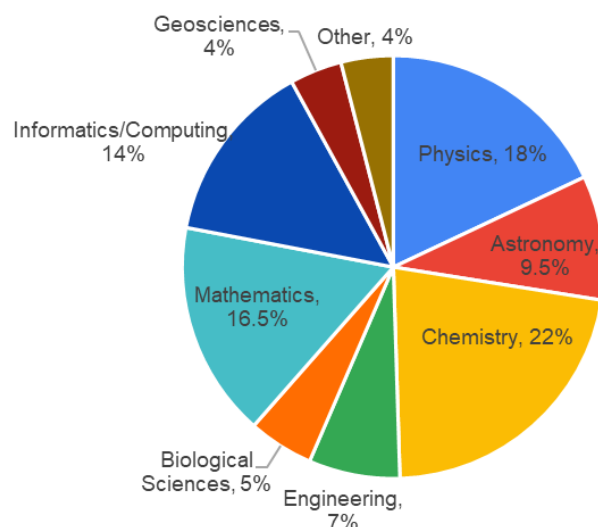
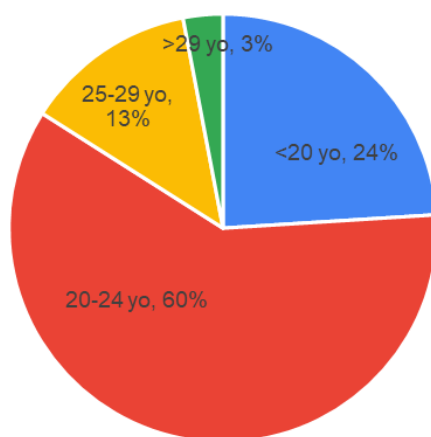
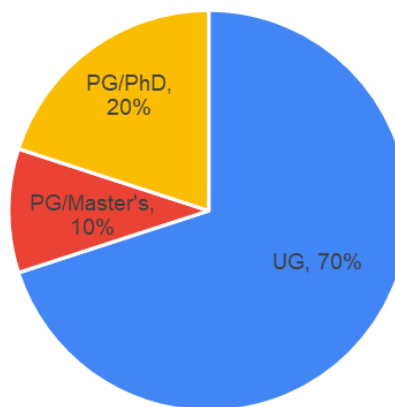
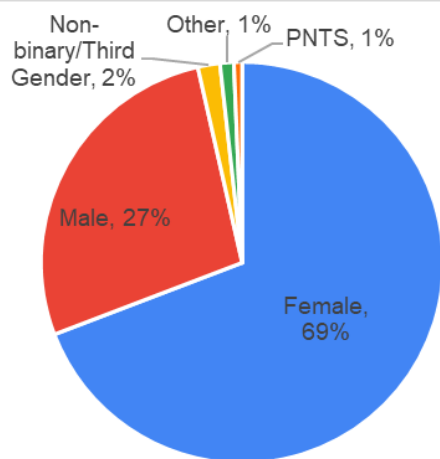
The data collected from this survey formed a large basis for our recommendations to the College of Science and Engineering, therefore it was important our data represented the population of the college as closely as possible. It was also important to include those who are not directly detrimentally affected by EDI matters (those who do not belong to a minority group) to allow us to assess their awareness and knowledge of EDI issues. Collecting data from students of different genders, nationalities, ethnicities and socioeconomic backgrounds allows us to assess the unique experience of each group and investigate the role of intersectionality within EDI.

We opened the survey for 25 days and received a total of 451 complete responses from Science, Technology, Engineering and Mathematics (STEM) students, whose self-identified gender, level of studies, age group, and discipline are shown in the graphs:



"I think it's great that you are gathering feedback about these important subjects!"  
– Informatics UG Student





The big response to the survey, the long answers to the questions and the positive comments, make it obvious that the students need to discuss and be heard regarding EDI matters, and that up until our attempt they hadn't been given the opportunity. This itself is evidence of how EDI has been treated at the University.

"I would just like to apologise to whoever reviews these responses for how long and rambling mine are and to mention I filled this out only because it was the first time I have felt a university EDI survey was worth my time as it didn't exclude anyone who isn't in a minority group [...]"  
– Astronomy UG Student

"Relevant survey! Thank you!  
Would love to see more events in general (meaning the same workshop running twice and etc.) and more representation in mathematics.  
Thank you!"  
– Female Mathematics UG Student

# **EUWiSTEM EVENTS**

The EUWiSTEM Society aims to promote gender equality, diversity and inclusivity across all STEM fields. They aim to achieve this by organizing three main types of events:

1. Workshops to improve specific hard and soft skills such as coding, networking, writing job applications, dealing with imposter syndrome etc.
2. Social networking events with fellow Edinburgh University students for members to create a network, share experiences, and give and receive support.
3. Networking events and inspirational talks with prospective employers and women in industry and academia.

The EUWiSTEM Society hosts weekly smaller-scale events as well as large-scale events such as the annual Hello World Hackathon, the Women in Tech Conference, and the Women in Charge Conference.

A full list of events hosted in the 2019/20 academic year (including summer 2020) are listed in Table 1.

To gather information on how the Edinburgh University Women in STEM Society can best support students at the University of Edinburgh, we posed several questions relating to EUWiSTEM events in the big EDI survey we conducted in June 2020. These questions were designed to gauge student engagement with the society, how EUWiSTEM events benefit them, and what events appeal to them. As the survey was open to all STEM students, regardless of gender, we expected many students would have had little interaction with the society. The answers to these questions can help the society to improve engagement and the awareness of EUWiSTEM.

The vast majority of respondents (78.5% of total respondents, 72% average of female students and 92% of male students) unfortunately did not attend any EUWiSTEM events in the 2019/20 academic year. The main reason for this could be that they were not advertised broadly enough to reach more students of all genders and schools, rather than mainly students who are actively looking for such events or are involved with EUWiSTEM in some way.

**TABLE 1: EUWISTEM EVENTS 2019/20**

Workshops	Socials / Networking events with fellow students	Collaboration with industry or academia
HTML workshop with Code First: Girls & EUWIB	Fresher's Week Pubcrawl	Ada Lovelace Day networking event
Networking workshop	Meet the Committee Social	Brunch with Accenture
Hello World Hackathon	Internship Fair	Big Questions in Physics (x4)
Imposter Syndrome Workshop with Dr Athina Frantzana	Mentoring Scheme Launch Event with Dr. Athina Frantzana	BPuzzled with Bloomberg
Workshop on Gender Balance in STEM with Dr Athina Frantzana	Movie Night	EY Recruitment Talk
Women in STEM Connect: Un-Learn and De-Bias Workshop with Dr Athina Frantzana	Christmas Yoga	Bloomberg Brunch
Women in STEM Connect: Wikipedia Editathon and Workshop	Pub Quiz	Women in STEM Connect: Racism in Academia Panel with Edinburgh University African Caribbean Society, the BlackEd Movement and the BAME Collective
	Pi Celebration Day with BakeSoc	Women in STEM Connect: Early Careers Panel
	Women in STEM Connect: Introduction and Networking Session	Women in STEM Connect: What Will the World Look Like Post-COVID?
	Virtual Story Swap with Hoppers	Women in STEM Connect: Exploring PhD Pathways

Opportunities to network with other women in STEM was mentioned as the top benefit from attending these events from the respondents to the respective question. Meeting women from other STEM fields was especially highlighted as a benefit by some. Other benefits included: motivation and inspiration by real role models, broadening knowledge and learning new skills (such as programming, mentoring, applying for jobs), EDI awareness, feeling included and sense of belonging, career opportunities.

Academic talks were voted as the kind of events that the majority of both female (70%) and male (64%) respondents were more interested in, with industry talks (54% and 42% respectively) and workshops (54% and 36% respectively) following very closely. Finally, some of the survey participants suggested that they would like to see more events with more senior academic and research staff or final year students to share experiences and get advice for the future, while some would be interested in more events related to EDI in STEM and collaborations with other societies, such as BAME and LGBTQ.

Throughout the academic year, EUWiSTEM also collected event-specific feedback. One of our largest annual events is *Hello World Hack* (HWH). HWH is a hackathon aimed at beginners, designed to give experience and insight into a career in technology. Although not exclusively for women, we especially encourage women to participate in all roles (hackers, mentors and staff) to develop their confidence. After *Hello World Hack 2020*, we collected feedback from participants, mentors and sponsor companies. The majority of the respondents found the event very well-organised and the workshops interesting and engaging. 64% of participants said the hackathon improved or significantly improved their programming skills, and most of the participants said that they were definitely confident to attend another hackathon. These results further showcase the direct positive effect of EUWiSTEM events on students' confidence and skills.

"They helped me to feel included and know that I am not alone in the traditionally male dominated STEM field. They also let me learn more about topics which I didn't really know about."  
– Female Mathematics UG Student

"They helped broaden my horizons, and shed light on the comparative difficulty women and other gender minorities face in pursuing careers and research opportunities in STEM."  
– Male Mathematics UG Student

# MENTORING SCHEME

The EUWiSTEM Society decided to launch their Women in STEM Mentoring Scheme in the autumn of 2019 after many members expressed their desire to mentor and/or be mentored. The broader aim of the Scheme was to equip female STEM students with greater confidence and direction in their degrees, careers and lives. This would be achieved by giving UG students the opportunity to receive personalised guidance from a more experienced PG student who could offer support and reflect on their own career journey.

The Mentorship Scheme Launch Event was organised in January of 2020, where Dr Frantzana ran an Introduction to Mentoring Workshop (see Workshops Section), followed by a networking session where all the participants had the chance to meet each other and potentially find a mentor/mentee before the matching process by the Scheme managers. The launch of our Mentoring Scheme was advertised along with an application form for both mentors and mentees via EUWiSTEM mailing list and social media channels, and through the mailing list of the various schools within the College of Science and Engineering as well as the Business School.

"I met a bunch of people during the mentorship open up session which has given me some insight into postgraduate life!"  
– Female Informatics UG Student

A total of 102 students (mentors and mentees) participated in the Scheme. Those who didn't find their match during the Launch event (which was the vast majority of participants) were paired up with a mentor/mentee based on their responses to the sign-up form by the Scheme managers. Two check-in surveys (one after 4 weeks of initial pairing, the second after 8 weeks) were sent out to all participants in order to track the progress of the Scheme and its impact, and help participants actively evaluate their mentoring relationship. Appropriate actions were taken by the Scheme managers and Dr Frantzana to cover needs and requests by the mentors and mentees, where possible.

"A really fantastic initiative. I learnt a lot and hopefully passed on a few helpful tips as well.  
[I] would definitely like to take part again."  
– Female Chemistry PhD Student



Main findings from the two tracking surveys included:

- the majority of the pairs were meeting once a month and firstly mainly on in-person basis over coffee, and later due to the pandemic mainly via video-calls;
- the dominated discussion topics were around future career/studies plans, and personal development, networking and confidence building;
- the main benefits for the mentors were the sense of achievement and helping others, and self-reflection and confidence-building;
- the main benefits for the mentees were advice on studies/careers paths and opportunities, and guidance on specific skills (i.e. programming, time-management);
- the mentors' top expectation from this scheme was to have a positive impact on their mentee by sharing their experience/knowledge, and for the mentees was to receive guidance and advice on specific skill or generally on studies/careers;
- the majority of both mentors and mentees were satisfied with their matches, and there were only some comments asking for more guidance, more social events and communication.

In June 2020 when the academic term had ended we sent out an email to all participants to notify them of the end of the formal provision and tracking of the Mentoring Scheme. A final evaluation of the impact of the Scheme was included in the EDI survey, where it also received very good feedback through the responses to the related questions. On a scale from 1 to 5 (1=not at all, 5=extremely) on how useful the Scheme was, the participants gave an average of 3.7. The vast majority of the feedback was very positive highlighting that having or being a mentor is really helpful and an amazing experience, that it was very well organised, and other positive outcomes related to career and studies advice and skills development. The impact of the pandemic, that kept some of the relationships short or incomplete, was also mentioned by a few of the participants. Finally, the vast majority of the survey respondents (80%) said either that their school did not offer a mentoring scheme or that they did not know about it.

"My mentor was matched really well to me and she helped me a lot with various applications. I learnt a lot about her career which is useful as this is the field I hope to go into in future."

– Female Chemistry UG Student

# WORKSHOPS

## Mentoring Training Session

An introductory mentoring training session was offered by Dr Frantzana at the Mentoring Scheme Launch event in January 2020. The aim of this session was to prepare both mentors and mentees for their mentoring relationship by offering tips and advice on what to expect from it and how the whole process works.

Based on the feedback received in the first check-in survey a Mentoring Handbook created by Dr Frantzana was sent out to all mentors, offering them more guidance and support with their new mentoring experience, which then received very positive feedback.

*"[The mentoring training session] helped me realise how to approach the mentorship scheme and how to be a better mentor."*  
– Female Bio Sciences PhD Student

*"The workshop on mentoring helped to define the boundaries of the roles and focus on listening rather than giving explicit advice which was what I thought was part of mentoring."*  
– Female Physics PhD Student

Also, feedback on the mentoring scheme given through both the tracking surveys and the EDI survey showed that the training was really helpful and gave clear guidelines on how the mentoring relationship works. It was often, though, mentioned that repeating the intro session and running other more specific sessions, as well as more support by the Scheme managers and better advertising would be useful.

*"It gave clear guidelines for the mentors and mentees and gave everyone a good idea of what to expect throughout the mentorship."*  
– Female Bio Sciences UG Student

## Workshop Series

In order to raise awareness and start a conversation on EDI matters Dr Frantzana offered her time and expertise to build the society's pilot program and delivered two related workshops: Gender Balance in STEM and Un-Learn & De-Bias (online). She also offered a workshop on the very "hot" topic of Imposter Syndrome, aiming to help STEM students, mainly female, to boost their self-confidence and overcome their imposter feelings, which are usually related to gender stereotypes in STEM .

All workshops were well attended and received fantastic feedback. According to the responses on the respective survey question, the respondents who had participated in the workshops found them (excl. UB workshop, which was delivered after the survey was conducted) very useful with an average 4.2 on a scale from 1 to 5 (1=not at all useful, 5=extremely useful). The UB workshop received an average 4.1, according to the workshop feedback form responses.

About 90% of the survey respondents also think that having available such workshops and events (and other relevant) throughout the academic year would help improve the EDI awareness and status of the students and the University. However, a few of them expressed their concern on better advertising and making attractive such initiatives in order to reach all the students, and especially those who tend not to be interested in EDI topics, for example male students.

"I think it's valuable these workshops exist, even if they don't often apply to me. For me it helped to become more aware of issues impacting other fellow students."  
– Male Informatics UG Student

"I think [running these workshops and other similar] throughout the year is a good idea, but a better idea could be to have them as mandatory classes in the same way you have an introduction to anything else, to really cement the message, also I had no clue they existed in the first place."  
– Male Geosciences Master's Student

# 1

## Managing Imposter Syndrome

The aim of this workshop is to raise awareness on the important topic of Imposter Syndrome, which is very common in academia and STEM, especially to women, and equip the attendees with tools to manage their imposter feelings and boost their self-confidence.

In this interactive workshop in February 2020, we discussed the causes, the symptoms and the consequences of Imposter Syndrome (IS). The attendees had the opportunity to self-identify their level and type of IS, and to discuss strategies to dealing with it through a variety of tests, tasks and group activities. Because of the nature of this workshop, the number of attendees was limited to a maximum of 25. It was very well attended and received excellent feedback.

"I attended the Imposter Syndrome Workshop and there was a lot that I didn't know about it which was useful to learn. The various questionnaires to help me learn about how much imposter syndrome was affecting me was interesting. The discussion about it with others also made me understand how much it affected so many women in STEM to varying degrees."  
– Female Informatics UG Student

# 2

## Gender Balance in STEM

This workshop aims to trigger more and better conversation on the crucial issue of representation and the experiences of women in the male-dominated STEM fields. It clarifies the reasons why gender balance and more diversity are needed in STEM, and it informs on the ways this can be achieved and sustained.

In this workshop in March 2020, we discussed the whats and whys of the lack of gender balance in STEM, and we focused a lot on how we can change it. The attendees explored their personal Gender Bias and Unconscious Bias, and we attempted to identify current effective initiatives, through a variety of tasks and group activities.

Finally, we briefly discussed intersectionality and men's role in the effort to achieve EDI in STEM. Similarly to the previous workshop, there was a maximum of 25 attendees for better engagement and effect. This workshop was impacted by the pandemic and it had fewer attendees. However, the discussion was vivid and insightful, and the workshop received fantastic feedback.

"I really enjoyed the Gender Balance in STEM as I feel it's very important to have more discussions on these topics in groups. The university doesn't really provide this kind of setting and platforms and I feel like so many useful things come out of good discussions."  
– Female Chemistry UG Student

### 3 Un-Learn & De-Bias

The aim of this workshop is to understand what Unconscious Bias (UB) is, how it affects our thoughts and behaviours, identify ours and others' biases and ways to deal with them. This workshop provides a variety of resources and activities related to UB, and all the attendees are asked to take the Implicit Association Test (IAT) (the most popular tool to identify UB) prior to the workshop.

This workshop in August 2020 included a brief introduction to Unconscious Bias, a discussion on the effectiveness of current UB interventions and of the IAT, ways to identify biases and deal with discriminatory behaviours, and strategies to work on overcoming personal biases. The attendees had the chance to reflect on their test results and discuss their experiences.

This workshop took place online and as such it was open to the general public, not only to Edinburgh University STEM students; however, the majority of the attendees were UoE STEM students as it was mainly advertised on the EUWiSTEM platforms. As with the previous workshops, this workshop received great response and very good feedback.

"Eye-opening"

"Thought-provoking"

"Insightful"

"Needed"



# EDI IN EDI UNIVERSITY

If the University of Edinburgh wishes to have and retain a large diversity of students, it is the University's responsibility to make sure that all students feel included and safe and enjoy their time during their studies. In our case here, we are not looking at numbers, we are looking at inclusion and equality. It does not matter much if the Engineering School has 3% more female students than last year if these students join an environment which is not welcoming, does not provide them a sense of belonging or the confidence needed to succeed in their field of studies.

## Minority Groups and Discrimination

Through our survey, we asked the participants to tell us if they think that they belong to a minority group. The reason we expressed the question in this way was mainly because we did not want to bias their thoughts and responses, and we wished to let the respondents express themselves and give us more insight on how they feel. Table 2 shows the minority groups formed from the responses by those who think that they do or might belong to a minority group. For example, some female students do not think that women in STEM subjects form a minority group.

53% of the respondents do not think that they belong to a minority group.

The three top minority groups are: Race, Gender, Sexuality. Interestingly, Race and Sexuality are as significant as Gender overall, even though Gender has attracted most of the interest of EDI initiatives and policies. However, if you are a female student in STEM, the minority group you are most likely to primarily fall into is related to your gender.

Disclaimer: Where there is a comparison between male and female, it does not promote or support Gender Binary by any way; there were very few responses by non-binary/third gender and "Other" to draw conclusions by comparison. We did take all the responses into consideration in non-comparative analysis.

Another interesting -yet ignored by most EDI initiatives- group is the one that is formed from a combination of two or more minority groups that a person belongs to (intersectionality), which concerns far more female than male students. Finally, we were surprised to find out that even though very few, there were still students who consider “class” and economic background as minority groups. Age and caring responsibilities, which are groups that also suffer from lack of support from the University, were mentioned too.

TABLE 2: MINORITY GROUPS

	LGBTQ+/SEXUALITY	RACE/ETHNICITY	GENDER	DISABILITY*	RELIGION	NATIONALITY	OTHER**	INTERSECTIONS***
FEMALE	42	48	65	11	7	9	6	34
MALE	17	12	0	3	1	5	2	3
TOTAL	62	66	65	16	8	13	8	41

\*Includes: Physical, Mental, Neurodiversity

\*\*Includes: Age, Caring responsibilities, Class, Economic background

\*\*\* Combination of two or more groups (i.e. gender and race)

We also asked the students if they had ever felt discriminated against within the University premises, and it was a pleasure that 83% of the students responded “No” to this question. However, there is still 12% of students (44 female and 10 male) that stated a clear “Yes” to this question, and the rest were not sure or mentioned “microaggressions” and other comments. Here are some of the explanations that some of the students gave for their response to this question (you can find all the responses to this question in the *Appendix of this report*):

“I’ve been told celebrations of events from minority culture aren’t “real”, I’ve been corrected on my own partners pronouns and repeatedly argued that “they/them” is not acceptable for pronouns.

Celebration of Pride month at the University is highly hypocritical given present actions towards Trans individuals.”

– Male Informatics PhD Student

“Experienced homophobia in classes. Also the amount of sexism that isn’t obvious but just been assumed to be inferior / less smart / less capable than male peers; it’s exhausting.

Witnessed transphobic statements being said by senior academics and they just get away with it under the pretence of free speech.”

– Female Physics UG Student

“As a white male in Informatics, I very much fit in with the crowd.”

– Male Informatics PhD Student

"I have had men re-do experiments I have taken part in because they don't trust in a woman's capability, and I have been ignored when reporting faulty equipment, where my male peers have been listened to immediately."

– Female Astronomy UG Student

"I have experienced many microaggressions at university. From the offset, when I attended the open day for UofE I approached the Informatics stand and was asked if I would rather do design informatics. In a tutorial I was the only woman and the tutor always asked only me if I understood the questions."

– Female Informatics UG Student

"Nothing to do with race, but about class divisions which do definitely still exist in the UK, and are against those from poor families, it's practically impossible to fit in.

Also very isolating when there is no one from a similar background around."

– Female Chemistry PhD Student

"The only time I have felt uncomfortable, is in regards to talking about mental health with members of the university staff. I have mental health issues and that means there is an element of misunderstanding and sometimes feeling like the university should do more to help people like me.

The system for dealing with mental health within the University is flawed and can often appear daunting to those with mental illnesses."

– Female Astronomy UG Student

## EDI Awareness and Education

In our EDI survey we also asked questions to help us understand how aware of EDI matters the students are and how much their related needs are covered by the University. Our findings are of great significance as once again they show how little has been done by the University to raise awareness, educate the students on EDI matters, and create a prepared inclusive environment for everyone who joins the University.

"I'm generally aware that the university, and academia in general, have a problem with inclusiveness and diversity. However given my relatively privileged background, I've never been forced to truly confront this, and I think this lack of direct experience has influenced my awareness of EDI matters. I'm also not very aware of any EDI schemes at the university or student level."

– Male Physics UG Student

According to the students' responses to the respective questions, we found that:

- 83% of the students do not know who to contact at the University if they have to deal with an EDI related issue (such as sexism, racism..).
- The most common answer from those who stated that they know who to contact in case of an EDI issue was "Personal Tutor". Much fewer students replied with "EDI Officer" (very few students gave the name of the current EDI Officer of their School as an answer) and "EUSA" (Edinburgh University Students' Association) or "Advice Place".
- However, more than 92% of the students do not know if their school has an EDI officer, and almost half of the few respondents that know that their School has an EDI Officer are not sure what the Officer's job is.
- About 82% of the students have not received an EDI and/or UB training provided by the University of Edinburgh, and those who had received some such training found it useful (3.1 average on a 1-5 scale, 1=not at all, 5=extremely).
- Both female and male students do not feel very aware of EDI matters giving themselves a 2.7 average on a 1-5 scale (1=not at all aware, 5=extremely aware). They do not think that their peers are very aware of EDI matters either (2.5 average from female respondents and 2.8 from male respondents).
- The feeling of EDI awareness seems to be increasing with the level of studies, with UG students having an average 2.7, Master's students 2.9 and PhD students 3. Similar picture presents the awareness of their peers with UG students giving them 2.5, Master's students 2.7 and PhD students 2.8.
- There is also a small difference between how aware people who have received relevant training feel (3.1) and people who haven't received any training (2.7).
- On average the respondents of the survey believe that being educated on EDI matters is very important (4.3 on a 1-5 scale, 1=not at all, 5=extremely). Female students think of it as more important (4.4) than male students (3.9). Again there is a slight increase of how important EDI education is according to students with their level of studies (UG 4.2, Master's 4.3, PhD 4.4).

A variety of comments were given by the students regarding their awareness on EDI matters. Many highlighted that their awareness comes from their personal experiences or self-education rather than from the university's actions on this matter, while many stated that they don't feel aware enough either because they do not fall into an affected group or they did not have or were not given the chance to be educated on EDI matters. Responses against current EDI awareness initiatives were also present.

Here are some of the students' comments (*you can find all the responses to this question in [the Appendix of this report](#)*):

"I feel that there are matters which need to be addressed but I have no idea whom to talk to and which resources are available by my academic department.  
I'm also scared that it'll affect my academic standing if I speak out."  
– Female Engineering UG Student

"I know there are frequently workshops, but a lot of them, such as Athena Swan, seem only to be advertised to women, so I have stopped paying much attention to the workshops when they pop up in my emails."  
– Male Informatics PhD Student

"I'm aware because I educate myself, not because the university teaches us. There's a lot of sexism (sexist comments to female engineer profs) and racism that goes on without consequences in mech[anical] eng[ineering].  
There should be a mandatory short course or something during matriculation so people can understand slightly better how to treat others equally and kindly."  
– Female Engineering UG Student

"I have felt very alone, isolated and ill-informed for the entire time I have been here, but have been too busy and stressed to research it."  
– Female Chemistry PhD Student

"I generally feel quite nervous about attending extra-curricular events at the university, and especially if events are for specific groups, for example LGBT, BAME or WiSTEM I think even if the event is specifically open to all, I wouldn't want to accidentally upset or offend anyone by attending."  
– Male Chemistry UG Student

"Honestly, I often ignore emails/pamphlets/etc. related to equality, diversion and inclusion because I feel like these kinds of issues are being talked about nonstop but they still continue to be a problem everywhere I go.  
Personally, I just try hard to show respect and kindness to anyone that's around me, and try to reflect on the times that I fail to do so in order to better myself."  
– Male Mathematics UG Student



Insightful comments were also given by the students regarding the EDI awareness of their peers with a lot of students wishing their peers (especially white and male) to be more educated and sensitive on such matters:

“It really varies - the people who need to be aware are those with more privilege, and I think a lot of them are not very aware. this is why it is important to incorporate things into the curriculum, not just optional events [...]”  
– Female Informatics Master’s Student

“My school is predominantly white, male, cisgender and British. I have had to educate faculty on EDI issues in the past, including on appropriate language use. Other PhD students have used sexist, racist, homophobic and transphobic language in my vicinity, aimed at both myself and other colleagues, and the school did very little to address these.”  
– Male Physics PhD Student

“In my degree here, I have pushed my peers to think and talk about race, which most are uncomfortable doing, as they don't understand the history and do not have to deal with on a day-to-day basis. They often push back, and it is exhausting to constantly correct them and then try to educate them.”  
– Female Physics Master’s Student

“I have a lot of discussions with my female friends on the topic but I feel that many female students at the university in general don't think the issue still exists and especially my male friends and peers seem to think there's no issue and have even told me that societies such as "women in xxx" are sexist towards men.”  
– Female Chemistry UG Student

189 students wrote their thoughts on why it is important to be educated on EDI matters. There was a variety of opinions with the majority believing that education on EDI matters is the only way or the best first step to understand the issues underrepresented and minority groups face in STEM and society in general and take action to remove the barriers, celebrate diversity and embrace inclusion. You can find all the responses to this question in the Appendix of this report.

Here is a sample of the students' responses on the importance of EDI Education:

"Everyone has bias and our actions affect people around us even if we aren't aware of it. If we are educated on such matters at this age it will have a big effect when we are in positions of power in the future."  
– Female Chemistry UG Student

"Everyone should be educated on EDI matters as this should be carried out across campus and encouraged in all of students' aspects of life."  
– Female Mathematics UG Student

"Without understanding the issues it is not possible for anyone to change and improve their practice to be more inclusive.  
When people have the belief that EDI is not their problem, because they are in a large social group, no change can occur and minority and oppressed groups will be left out."  
– Male Chemistry UG Student

"..Education on EDI can enable people to move beyond vague aspirations of improving diversity, towards taking concrete steps to address actual barriers to inclusion."  
– Male Mathematics Master's Student

"It's important that minority groups don't have to shoulder the burden of being the only groups educated on this and the only groups speaking on these topics."  
– Non-binary/third gender Astronomy PhD Student

"It should be a compulsory thing in education to be taught about inclusion and diversity, if large amounts of students are going to spend 5+ years around each other they should be educated to recognise their own bias and how it affects their interactions. It is also highly important that the teaching staff are educated in this way as that is where I have felt the most friction during my studies."  
– Female Astronomy UG Student

"If you do not educate yourself then you are part of the problem. EDI should be taken very seriously."  
– Female Chemistry UG Student

## “No Such Page”

An investigation\* on what the University actually offers to STEM (and all) students in terms of EDI education and matters was also carried out by Dr Frantzana. More specifically, she looked at what relevant resources and contacts are available on the websites of all the STEM Schools of the University, as well as more broadly what relevant training and support is offered by the University regarding EDI.

A first look at the websites of the College of Science and Engineering (CSE) and of the Schools that the College includes shows that CSE, School of Maths, School of Informatics and Bayes Centre do not have an EDI section available online, or it is exclusive for staff, or/and Athena SWAN\*\* related. School of Informatics has a recently added section on Black Lives Matter, though. The rest of the Schools (Biological Sciences, Chemistry, Engineering, Geosciences, Physics & Astronomy, and EPCC) seem to have an EDI section available either on their homepage or somewhere in their website; again not specifically made for students. Generally, the focus seems to be on the EDI matters of staff, rather than the students. The School of Physics and Astronomy seems to have the most informed page, but from feedback we received from the students it does not seem to be enough.

A closer look at the actual EDI sections of the schools' websites revealed how neglected EDI has been by the University. More than 25 links provided on most of these websites lead to pages that do not exist. These pages, that open with the message “No such page” on the top, are related to a variety of EDI aspects: from EDI training to disability policies and childcare services. Most of the other links lead to either the main EDI website of the University, which has an overwhelming amount of general information and long documents on the various EDI matters, or to its subpage “Respect”, where there are also some “dead” links. There is only one page on EDI training which is specifically for students, and it offers a 10-minute online training module on avoiding Unconscious Bias; if only it was that easy!

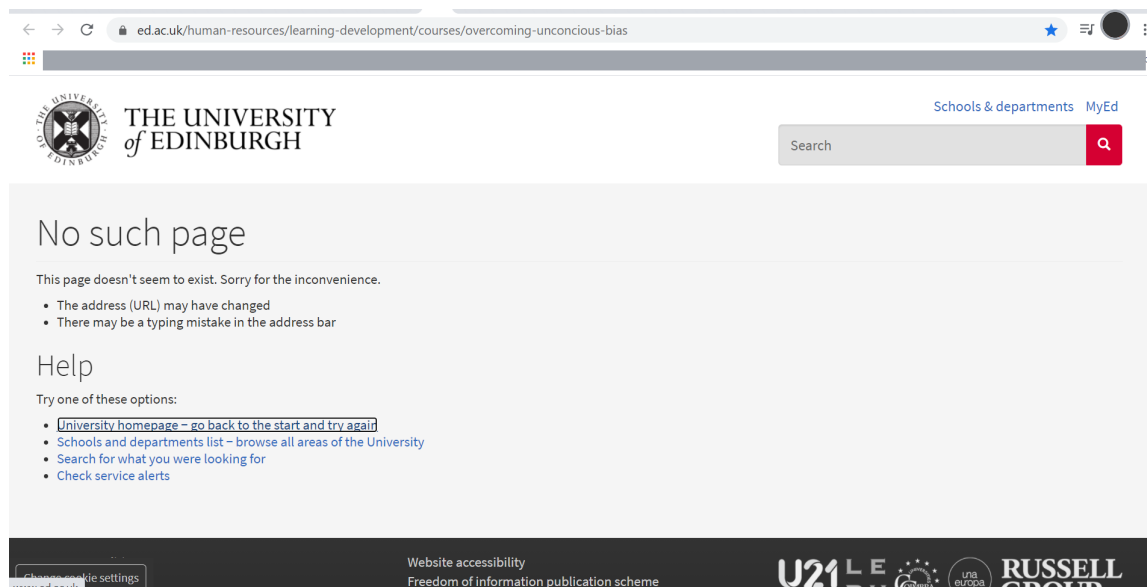
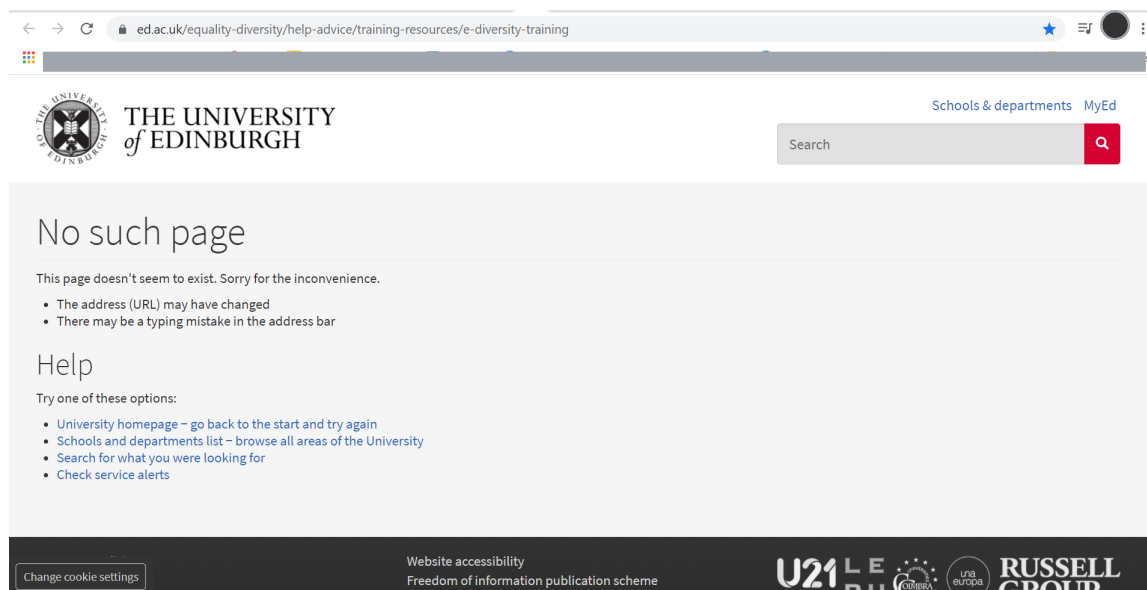
There is some good material that promotes and celebrates diversity at the University, but it is not obvious and not well presented. One has to really look for something specific to eventually find it; or not. For example, the “Celebrating our Diversity at University of Edinburgh” video\*\*\*, published in 2015, has fewer than 1000 views!

It is obvious that there is no clear guideline on what all Schools and Colleges should do in order to achieve better EDI for students. Even the information for staff in many cases is not updated or it is difficult to find. Some of the STEM EDI committees and officers seem to have regular meetings, but a quick look at some of the available online meeting minutes and actions show that there is not much progress over time, and usually the focus of the meetings is on staff, statistics, and Athena SWAN awards. Even though a description on the role of the officers and the committees is available somewhere on the University's website, it is unsure if this role is met and if this is enough to create an inclusive, equal and safe study environment for all the students.

\*First checked in June 2020. Last checked in September 2020

\*\* <https://www.ecu.ac.uk/equality-charters/athena-swan/>

\*\*\* Watch it here: <https://youtu.be/bjZmF-xPFo8>



# CONCLUSIONS

When we decided to organise this pilot program, we already knew that it was something STEM students -especially female and of other minority/underrepresented groups- needed. However, this research was eye-opening and made it clear that such a program is a necessity for all STEM students in order to achieve an inclusive study and work environment, which could lead to a better diversity and representation of all groups in STEM fields. It is much more serious and concerning than we -and obviously the University- have thought.

"I'm really happy this survey is happening and I hope it creates some change at the university. Less than 1% of academic staff in the UK are black. I've never had a black lecturer/tutor/professor in four years at Edinburgh. I haven't seen a black person in the School of Mathematics in Edinburgh. I would love to see some mandatory events in the School of Maths educating people in EDI issues and for the university to look at its hiring policy and gender/race pay gaps."  
- Male Mathematics UG Student

The way the students embraced the Mentoring Scheme and the impact the Scheme had, despite the impact of the pandemic, shows us how much more effective it can be if it is offered to all students on a permanent basis and in a more extensive form with a higher number of training sessions, more resources, better management, of course with support from the University.

We know what we need to do, we now need help to do it better.

Similarly, the workshops and the events received fantastic feedback and seem to have had a great impact on those attended. However, a lot of survey respondents mentioned that they were unaware of this program -the scheme and the workshops- either because it was not advertised enough or it was advertised only on social media or within the society, so it was almost impossible to reach male students or students who do not have a direct interest in these matters. The concern on how to make the workshops and events more attractive to all students, especially male who tend to not be as interested in such initiatives, was also expressed by some of the survey respondents. To do so, the scale of the program needs to increase and to receive full support and commitment from the University.

“The people who are aware of EDI would be the only ones attending the workshops and the people who needed better education on such issues would be unlikely to take the initiative to attend.”

– Non-binary/third gender Informatics PhD Student

“Yes [having available such workshops and events (and other related) throughout the academic year would help improve the EDI awareness and status of the students and the University]-- but I think it has to be better advertised (because I was unaware of any of these)”

– Female Physics PhD Student

“I haven't taken part in EUWiSTEM events because I'm not a woman, but a gender minority in tech. The name didn't feel inclusive to me, as non-binary and trans men are not explicitly included, so I wasn't sure if it was a space for me.”

– Non-binary/third gender Informatics Master's Student

Through our research it was also made obvious how little the University offers in terms of EDI education and support to students, especially undergraduates and of underrepresented groups. The University should not expect from students to solve issues that shouldn't exist in the first place. Societies and movements are always important for students, but they shouldn't be responsible to deal with serious EDI matters and struggle to find their voice in the University. Neither appointing an academic as an EDI Officer can solve such issues. And it is obvious. Allies and volunteers are hugely needed and appreciated, but it's not their job to create and manage EDI programs that are big enough to be effective.

Webpages that do not exist, 10-minute online training, focus on staff and numbers, words and not actions, are not enough. The same applies to other organisations and initiatives which are founded and funded to do this job and fail by using the wrong approach. Awards, targeted scholarships, women empowerment events are good to have, but they do not educate the people that need to understand the issues and help tackle the barriers for real change to happen; they do not prepare the next STEM generation to create a more inclusive world where everyone receives equal respect and opportunities.



"I can't help but feel sceptical about this - I hope that when you hold events, you allow room for discussion.

Do not resort to the strategy of social pressure and guilt tripping that so much university activism is centered around."

– Female Mathematics UG student

"Yeah there needs to be more outreach to not just women but also to people who are not women (like sensitivity training).

The online 'training' sessions are worthless and do not fix any problem.

They just look good to do, but are not effective.

There needs to be regular, engaging, required sensitivity training:)"

– Female Physics PhD Student

We listened to the students, we used our experiences and expertise, and we came up with our next steps for the new academic year and the future, our recommendations to the University and the students, and a call to action to everyone who understands the gravity of the situation and wants to support our effort.



# FUTURE WORK

## RECOMMENDATIONS TO UNIVERSITY

Based on the findings of our research and our personal experiences as current and former University of Edinburgh students, we have compiled a list of recommended actions that the University should take in order to support our program and to achieve better EDI for STEM (and all) students:

- Put more focus on EDI for students (especially where underrepresentation of certain groups is an ongoing issue, i.e. women in STEM) and invest in evidence-based, innovative practices.
- Support our program with funding and advertising.
- Re-evaluate and make clear the position and responsibilities of EDI officers and Reps.
- Provide clear guidelines to students on where to find and who to contact for advice and support regarding EDI matters in the University; create an appropriate position, if needed.
- Create a safe, easy and accessible way for students to report incidents, and clear follow-up procedures.
- Update and better promote web pages and resources related to EDI in the University to all students, not only those affected.
- Listen to the students' feedback and needs by conducting regular surveys and evaluating current interventions.
- Share good practice and knowledge with other Universities.

# EUWiSTEM FUTURE PLANS

From the responses, we understand those who attended EUWiSTEM events appreciated the variety of events offered. We will continue to hold a mixture of networking, social, industry, and academic events to meet the needs of our members.

Moving forward, EUWiSTEM will also be making some adjustments in response to the feedback:

- To consolidate our marketing techniques, we will ensure every subject representative has a defined, relevant point of contact within their school, with whom they can share information regarding our events to be advertised to students.
- We will be running regular, inclusive 'coffee morning' socials to provide further opportunities for students to connect in an informal setting. Additionally, after several suggestions of group-specific socials, we will ensure some of these are targeted at specific students (e.g. postgraduates, women of colour).
- As a society, we will aim to collaborate with more (academic and non-academic) societies to expand our network, raise further awareness of our society and diversify event topics.
- We will soon be launching a blog to allow us to showcase more women in STEM and provide a platform for students, academics and industry to share their advice and experiences.
- After several comments on the impact of beginner friendly workshops, such as the introduction to programming, we plan on hosting a wider variety of skills workshops to allow students to gain skills required in industry.

Due to the positive response we received regarding the mentoring scheme and workshop series, we plan to expand the mentoring scheme and accompanying workshops. We intend to add more workshops and hold these on multiple dates to increase engagement.

Other possible future expansion areas for the Scheme include:

- Include industry professionals as mentors, allowing both undergraduate and postgraduate students to be mentees.
- Open the scheme up for all STEM students at the University of Edinburgh, regardless of gender, and provide further clarity on the inclusion of male and third gender/non-binary students.
- In the matching process, add additional demographic-based questions to allow mentees to express what characteristics are important to them in a mentor.

## CALL TO ACTION FOR STUDENTS AND SOCIETIES

Although the university is responsible for educating students on EDI matters, the role of societies in tackling EDI issues within the University is still important.

We encourage all societies to:

- Host events and share resources which highlight EDI matters in relation to the society's subject matter and beyond.
- Collaborate with other societies that focus on the representation of marginalised and underrepresented groups.

Students, especially those not from underrepresented groups, must not become complacent when it comes to EDI matters.

To create a welcoming and safe environment where all students can thrive, students should:

- Actively engage with EDI programs and training when provided.
- Hold the university accountable for the success and implementation of EDI programs and schemes.
- Express interest in our program to your schools via class and school representatives.

We will be sharing more information regarding our 2020/21 program and how students can get involved with all schools in the College of Science and Engineering. Students can also stay updated on the program via the EUWiSTEM mailing list and social media channels (see [www.euwistem.com](http://www.euwistem.com) for more information).

## SPREAD THE WORD FUTURE PLANS

Dr Athina Frantzana and *Spread the Word* are planning to continue supporting and collaborating with EUWiSTEM, and working tirelessly towards achieving their common goal: better EDI education, awareness and conditions for STEM University students.

More specifically, Dr Frantzana:

- Continues working with EUWiSTEM on building an improved and more extensive EDI in STEM program, and securing funding and/or sponsorships in order to deliver this program and achieve its maximum effect;
- Has created a draft schedule for the workshops and training sessions that she is planning to deliver in 2020-2021 academic year for this program;
- Has designed material and resources specifically for this program and the students;
- Is planning to build bridges with all the EDI Officers and Reps of STEM Schools of the University to design a collaborative plan of action, and discuss tailored strategies for each school;
- Is planning to liaise with other student societies and groups that support and promote EDI in any form, in order to create a more holistic, sustainable, and inclusive program that covers all aspects of EDI and students' needs.

More information on *Spread the Word* and Dr Frantzana's work can be found here: <https://spreadthewordstem.co.uk/about/>

# ACKNOWLEDGEMENTS

Firstly, thank you to all past and present EUWiSTEM committee members, especially to the EUWiSTEM 2019/20 Postgraduate Representatives - Fernanda Vargas, Heidi Jo and Elisa Martin - for their part in setting up and running the mentoring scheme.

EUWiSTEM would also like to acknowledge and thank Dr Athina Frantzana and *Spread the Word* for volunteering your time and resources, allowing us to open up discussions on EDI and support our mentoring scheme.

To every University of Edinburgh staff member and society who distributed our survey to students, thank you for your support in this initiative. Finally, a special thank you to every student who participated in our research for sharing your thoughts and experiences.

THANK  
YOU!

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## APPENDIX

What gender do you identify as?	Are you an Undergraduate (UG) student or Postgraduate (PG/Master's, PG/PhD) student?	What is your discipline/field of studies?	How aware of EDI matters do you feel? Please explain your answer.
Female	UG	Physics	Being on WiSTEM committee helped a lot!
Female	PG/Master's	Informatics/Computing	I don't feel like the general student body received much information about it without being subscribed to certain newsletters
Female	UG	Biological Sciences	I've first heard about it in this survey, I think
Female	PG/Master's	Informatics/Computing	I try to challenge professors unconscious bias
Female	UG	Informatics/Computing	I'm actively in with Women in STEM society and other initiatives that have improved my awareness.
Female	UG	Physics	I've never heard of 'EDI matters' before in itself, but I have heard a decent amount about equality diversity and inclusion.
Female	PG/PhD	Geosciences	I don't know what EDI is but I know who the diversity and inclusion PGR rep is
Female	UG	Chemistry	What is EDI?

Female	UG	Engineering	I definitely could be more aware
Female	PG/PhD	Informatics/Computing	I do not know what this is
Female	PG/Master's	Informatics/Computing	I have done a lot of work and reading about EDI, and some projects with my employer.
Female	UG	Chemistry	I didn't realise EDI was a thing until a few weeks ago
Female	UG	Engineering	I feel that there are matters which need to be addressed but I have no idea whom to talk to and which resources are available by my academic department. I'm also scared that it'll affect my academic standing if I speak out.
Female	UG	Chemistry	I feel that I make a conscious effort to educate myself as much as possible but that I do not experience racism, homophobia or transphobia on a personal basis so I don't think I can ever fully understand and relate.
Female	UG	Engineering	I have attended several workshops that focused on this.
Female	UG	Chemistry	I have engaged quite a lot in Women in STEM events and topics, read many articles and books and discuss it with my friends a lot. I think I'm by far not as educated and aware on more extended topics however, such as the inclusion of BAME people.
Female	UG	Physics	I want to know more but don't feel entirely ignorant to issues faced.
Female	UG	Biological Sciences	Personally I feel some awareness but it could be addressed more by the uni.
Female	UG	Biological Sciences	I don't really know what's going on most of the time

Female	PG/Master's	Physics	I feel like I am only aware of those problems that directly impact me and that my school doesn't really do much to make its students aware of EDI matters more broadly. Also EDI matters are research quality matters, student/faculty retention matters, teaching quality matters, student safety matters, and more. Boxing in this in one dimension makes it harder address the ways it manifests.
Female	PG/PhD	Chemistry	There is always more to learn.
Female	PG/PhD	Geosciences	It's easy to overlook but I have learnt to make a better effort in educating myself regarding this
Female	UG	Physics	As a society president and female physicist I feel acutely aware of barriers that exist before me and ones that I need to break down for others
Female	UG	Mathematics	I'm aware of EDI matters i.e. I read the news, have read books about race and diversity. I'm also aware of inclusion schemes in the sports union and other societies but I'm not extremely involved in those.
Female	UG	Physics	I am mostly aware of biases on a surface level, and do not necessarily understand how broad or deep-rooted they are within the School/University. If the question is asking more generally, I might say a 4, because I feel I am aware of a variety of EDI matters and am confident pointing out biases, but have not read nearly as widely as I could about, and nor do I have experience of, many issues.
Female	UG	Mathematics	I understand the importance of having diversity and think this society has done a lot to help with women's inequality. I do not

			know how much the university is doing to help with inequality in general.
Female	UG	Physics	I've never heard of 'EDI matters' before in itself, but I have heard a decent amount about equality diversity and inclusion.
Female	UG	Mathematics	I understand the importance of having diversity and think this society has done a lot to help with women's inequality. I do not know how much the university is doing to help with inequality in general.
Female	UG	Chemistry	neither particularly aware or particularly unaware.
Female	UG	Engineering	This is the first I've heard of it in detail
Female	UG	Chemistry	I do realise that it might be harder for a woman to go into research and have a family. Therefore I am aware that I might not have equal chances to get funded for research projects. I am also aware that people of different ethnicities often do not have the same chances of getting into university and getting certain jobs. I think we still need a lot of change to come close to equal treatment in society.
Female	UG	Biological Sciences	I don't feel that aware.
Female	UG	Informatics/Computing	I don't know about other people's experience at uni.
Female	UG	Informatics/Computing	I read in my own time to educate myself on matters of race and gender. This means I know little about specific Edinburgh experiences other than my own
Male	UG	Engineering & Computing	Never really heard of it

Male	UG	Informatics/Computing	I feel like many of my business school and some informatics courses talk about gender / race inequality in jobs. There are also many local events on similar topics, and some societies offer training too. But I'm by no means an expert.
Prefer not to say	UG	Informatics/Computing	These issues are widely talked about at UoE. There is much less stigma than in other places
Female	PG/PhD	Physics	I'm mainly of EDI matters related to sexuality and gender, less so about race.
Male	UG	Informatics/Computing	I have heard of it but did not know what exact role they play
Male	PG/PhD	Informatics/Computing	I received trainings about diversity and inclusion before starting a PhD
Male	PG/PhD	Informatics/Computing	I know there are frequently workshops, but a lot of them seem, such as Athena Swan, seem only to be advertised to women, so I have stopped paying much attention to the workshops when they pop up in my emails.
Female	UG	Engineering	we don't really talk about it in any depth
Male	PG/PhD	Informatics/Computing	This question is ambiguous regarding whether this is EDI in all workplaces or my personal experience in my department. As a minority individual encountering prejudice in the workplace I have first-hand experience with EDI matters.
Female	PG/PhD	Informatics/Computing	As an cis-gender able bodied white middle class person I do have quite a lot of privilege that obscures from me how bad it is for others.
Male	PG/PhD	Informatics/Computing	I had no idea.

Male	UG	Informatics/Computing	No first-hand experience due to my demographic but highly social-justice-conscious
Male	PG/Master's	Informatics/Computing	I'm often conscious of (lack of) diversity in classes, and in the wider student and staff cohort in my school. During day-to-day interactions with peers, I worry about how the social pressure, bias, and culture could be harming those who are marginalised. However, I don't know the wider EDI issues in detail, nor am I an activist in the area, nor do I have a good understanding of "best practice".
Female	UG	Informatics/Computing	Am a girl in STEM :)
Male	UG	Informatics/Computing	I have heard that diversity is good for innovation and business in general. I have also heard of studies showing that people with female or foreign sounding names have less success when applying for jobs. However, I haven't looked more closely at any of this.
Non-binary/third gender	PG/Master's	Informatics/Computing	I'm aware of quite a lot regarding the particular minority I'm part of, but i feel not very educated on a broader scale in terms of e.g. racial diversity.
Female	PG/PhD	Informatics/Computing	I feel fairly informed but there's always more to learn
Male	PG/PhD	Informatics/Computing	I am aware that there is inequality, but I have not spoken first-hand anyone who has experienced it, so I cannot call myself "aware."
Female	UG	Informatics/Computing	I think I'm pretty aware, from the nature of my own experiences in life
Female	UG	Physics	It doesn't come up as much as I would like. Not really talked about.

Female	UG	Informatics/Computing	I am aware from personal experience/self-learning and interactions with people within my school, but there has been little formal training.
Female	UG	Physics	I personally have experienced homophobia and sexism within my School. I don't know what the questions means of how aware of EDI matters do I feel - I experience them a lot but I don't know what the university are supposed to do about it.
Female	UG	Physics	As a black female, I feel pretty aware of EDI matters, but I am not aware of many of the resources available pertaining to EDI.
Female	PG/PhD	Physics	I think I am reasonably well informed but there is a lot I don't know about
Female	PG/PhD	Physics	Why have I really never heard of any of these? If it is buried in an email, I probably won't see it. I think maybe it could be better advertised around JCMB or direct emails from our E&D chairs or points of contact. I would really love to be a mentor and attend these sessions.
Male	PG/PhD	Physics	I have been actively involved with campaigning over EDI issues at this university and my undergraduate university, as well as campaigns outside of the university system.
Male	PG/PhD	Physics	I have attended information events but it is not something I think about on a daily basis.
Non-binary/third gender	PG/PhD	Physics	I am on the EDI committee for the school and have been the past year so have a good idea what the school is doing. I was involved in EDI focus groups this year. But I still have a lot to learn.
Male	PG/PhD	Physics	It's not discussed very much



Female	PG/PhD	Astronomy	The EDI seems to be centred on JCMB and the physics department rather than the observatory
Male	PG/PhD	Biophysics	I'm fortunate enough to not have to deal with discrimination, so my awareness is not as great as it perhaps should be. But I'm working on it.
Female	PG/Master's	Physics	As a woman of colour, I have witnessed and experienced microaggressions, discouragement from faculty and peers, and discrimination in physics. I work to educate myself on the reasons for systemic oppression and what I and departments can do to right these wrongs.
Male	PG/PhD	Astronomy	I'm generally active in social/political issues
Female	UG	Informatics/Computing	I only know what EDI means because this form says Equality, Diversity & Inclusion at the top. I don't follow the news but am somewhat aware of what goes on in the world.
Male	UG	Informatics/Computing	No idea what is it
Male	UG	Informatics/Computing	I might have some opinions but I don't have questions which is a sign that my understanding is rather shallow.
Female	UG	Chemistry	As a committee member I am aware of most EDI matters, I gained the knowledge by the society office bearer training and being a part of a few marginalised communities (women, LGBTQ, disabled)
Female	UG	Informatics/Computing	I don't think the problems that it addresses are significant in the 21st century
Female	UG	Astronomy	I have a few vague ideas of their importance, but do not really feel confident about my awareness of these matters.

Female	UG	Engineering	As a female engineer and a member of the LGBTQ+ community I understand why EDI campaigns are important and wholeheartedly support any improvement of these matters on our campus. There are a lot of other diversity issues I will never understand, but I think it is important to highlight all voices in these discussions and hopefully will continue to support any group uplifting these students so we are all seen as equals.
Male	UG	Engineering	I am aware of some things in place by the university for example, the liberation officers but not much else
Female	PG/PhD	Geosciences	I would need more targeted training, like the unconscious bias one.
Female	UG	Engineering	I'm aware because I educate myself, not because the university teaches us. There's a lot of sexism (sexist comments to female engineer profs) and racism that goes on without consequences in mech eng. There should be a mandatory short course or something during matriculation so people can understand slightly better how to treat others equally and kindly.
Male	UG	Chemistry	I don't pay attention really, no idea where to find out about it.
Female	UG	Chemical physics	Not a lot of information relayed to us
Male	PG/PhD	Chemistry	I am new to the university
Female	UG	Chemistry	Never heard of it
Male	UG	Chemistry	Part of the LGBTQ+ community and hence am involved in awareness.
Female	PG/PhD	Chemistry	I feel personally aware but I haven't heard that much within the department

Female	PG/PhD	Chemistry	I have felt very alone, isolated and ill-informed for the entire time I have been here but have been too busy and stressed to research it.
Male	UG	Chemistry	I would say I recognise matters when they're pointed out to me, but not in any significant detail
Female	UG	Chemistry	Chemunity in the school of chemistry have increased my awareness of EDI matters in the university but that's all the experience I have
Female	UG	Chemistry	I'm not sure what EDI matters means
Female	PG/PhD	Chemistry	As a woman, I am well aware of gender struggles in science and academia, and am also aware of issues surrounding a lack of racial diversity, but as a white person I acknowledge that I won't fully understand all of those experiences. I have been made aware of events for women in STEM, but not so much to expand EDI beyond that.
Female	UG	Chemistry	I am aware of some of the university wide initiatives but I am not as aware of initiatives in my school. I am very aware of general EDI matters in society, especially as a female ethnic minority.
Female	PG/PhD	Chemistry	I'm aware of it on a personal level, through my experiences and other peoples experiences and the news etc but nothing related to the UoE
Male	PG/PhD	Chemistry	I understand that the issue exists, however, I have a female PI in a predominantly female group. Perhaps we are not the most racially diverse, but we're ahead of the curve on gender and sexuality inclusion I believe.

Female	UG	Chemistry	I feel aware of the issues that relate to me personally and my peers, but I have little knowledge of institutional schemes and help available.
Female	UG	Chemistry	I feel I really need to improve and be more involved in EDI matters as they are important. I think I need to ways to be told more about it
Male	UG	Chemistry	I generally feel quite nervous about attending extra-curricular events at the university, and especially if events are for specific groups, for example LGBT, BAME or WiSTEM I think even if the event is specifically open to all, I wouldn't want to accidentally upset or offend anyone by attending.
Female	PG/Master's	Biological Sciences	I feel somewhat aware, however I have not been proactive in finding out more about EDI matters.
Female	UG	Chemistry	I'm aware of bias that exists, I wish to learn more and how it can be dealt with
Male	UG	Chemistry	I'm aware since this topic litters hallways and is shoved down my throat in introductory lectures and in emails.
Female	UG	Chemistry	I have heard some experiences from friends and parents and have read up about EDI matters.
Female	UG	Chemistry	Never really heard them mentioned
Female	UG	Chemistry	I have seen posters around but I do not know any details
Non-binary/third gender	UG	Chemistry	I have no attended workshops and feel my peers do not discuss these problems...
Female	UG	Chemistry	I'm aware of bias that exists, I wish to learn more and how it can be dealt with

Female	UG	Chemistry	I believe I understand the issue about Equality, Diversity and Inclusion, I'm aware of some most?) things that can make people feel hurt in this context, but there are probably lots more things that I don't know about within it and I probably wouldn't be able to stand in a conversation and convince someone that gender pay gap is caused by stereotypical "white males" running companies stopping females from advancing in the career.
Female	PG/PhD	Geosciences	It's important to foster an environment of inclusion and positivity
Female	UG	Chemistry	Aware but not educated
Female	Graduate who currently works	Biological Sciences	It is important that all people are treated the same and have equal opportunities, so raising awareness about current issues is important
Female	UG	Engineering	Being a black woman in STEM means I am a minority of a minority
Female	UG	Chemistry	I am aware that there are EDI problems in Stem, but I have unfortunately not gone further into depth with it more than just scraping the surface.
Female	UG	Chemistry	I'm not sure what it is
Female	UG	Informatics/Computing	I try to be aware of current issues and consider myself someone who tries to promote EDI myself
Female	PG/Master's	Geosciences	I am aware of EDI matters because they are something that I consciously look to understand in any area that I work, study, or live.

Female	UG	Chemistry	I don't think I have ever heard of this term before
Female	UG	Chemistry	I haven't looked into it at all, sadly.
Female	UG	Chemistry	Lots of posters around the school of chemistry, but it's not often discussed
Female	UG	Chemistry	I am a woman of colour so have experienced a general lack of EDI and have educated myself on EDI-related issues.
Female	UG	Mathematics	Don't really know much
Female	UG	Mathematics	Didn't know what EDI was until this survey.
Female	UG	Mathematics	I can see it is important but I am not quite sure what it is.
Male	UG	Mathematics	no personal experience. only through reading and self-education. not through university.
Female	UG	Mathematics	Have never heard of it
Male	UG	Mathematics	As a representative, I have attended various diversity workshops within the University, and frequently peruse literature published surrounding the plight of minorities, so I feel confident about my understanding of the issue.
Female	UG	Mathematics	I'm not aware of any support systems in place.
Male	UG	Mathematics	Honestly, I often ignore emails/pamphlets/etc. related to equality, diversion and inclusion because I feel like these kinds of issues are being talked about nonstop but they still continue to be a problem everywhere I go. Personally, I just try hard to show respect and kindness to anyone that's around me, and try to reflect on the times that I fail to do so in order to better myself.

Female	UG	Mathematics	I haven't heard of it much before this survey
Female	UG	Mathematics	I don't really know what it is
Male	UG	Mathematics	I encounter invitations to meetings or surveys rarely
Female	PG/Master's	Biological Sciences	I did not even know about any of the options mentioned above. The uni could do a lot more to foster a sense of community.
Female	UG	Mathematics	I am white British and have hardly ever experienced discrimination myself, I try to educate myself through reading, talking about and consuming media relating to EDI issues
Male	UG	Mathematics	Whenever a situation has come up related to EDI (although so far it has only come up tangentially, or in theory) I've felt like I've known what to do, or who to go to if I didn't. Lack of experience with these issues means that it's likely I'm not aware of everything I should be, but I feel confident that I'm not contributing to discrimination in any way.
Female	UG	Mathematics	I feel like personally I am always aware of ensuring equality, diversity and inclusion in all aspects of my life but less so about what UoE are doing
Female	UG	Mathematics	Not even sure what EDI stands for
Female	UG	Mathematics	I think I know the basics but am working on learning more.
Male	UG	Chemistry	I feel I engage with the question of inclusion regularly. The university society I am part of discusses inclusion regularly. I am engaged with "black lives matter", pride, social justice issues and climate change. These all have an emphasis on equality and diversity.



Female	UG	Mathematics and Biology	I am not very aware of any of this
Female	UG	Mathematics	I understand it's there
Male	UG	Mathematics	I have dealt with EDI in jobs I have worked in
Male	UG	Mathematics	I feel informed.
Male	PG/PhD	Chemistry	I try to be conscious of them but there is a limit to what's possible without the lived experience of discrimination
Female	UG	Mathematics	I understand it's there
Female	UG	Mathematics	I am aware on a personal level but not aware of what the university is doing to help
Female	UG	Biomedical sciences	I have only heard of it through the collaborative events that you have had with other societies.
Female	UG	Mathematics	I have not heard of this
Female	PG/PhD	Biological Sciences	I don't hear much about/discuss these matters unless a friend experiences an issue, which is rare. Certain issues have come up recently that make me want to find out more about university EDI. This survey was sent to me by EuSci, before then I didn't know EWiSTEM existed...
Female	PG/Master's	Mathematics	I feel like I am quite aware because I make a point to educate myself in these matters that I feel are absolutely fundamental. Unfortunately there is still a clear inequality in STEM (gender-based, racial,...), and education ourselves is the first step towards changing.

Male	PG/Master's	Mathematics	because I had a very taught program so no time to deal with other aspects
Male	UG	Engineering	I believe I have some but it's only based on my understanding which may not be actually true.
Male	PG/Master's	Mathematics	Have attended some Unconscious Bias training in previous job, taken Harvard Implicit Association Test etc. But had little / no experience of EDI matters while a student at the University.
Female	PG/Master's	Mathematics	I'm aware of the issue in general, but not the specificities / actions being carried out at the uni.
Female	UG	Physics	I am learning to be more aware of EDI issues that don't affect me directly
Female	UG	Engineering	am fairly self-educated and aware of the issues at hand, but am very aware I have a lot more to learn
Female	UG	Mathematics	This is the first time I have heard of it
Male	UG	Physics	I've not heard anything about it. I assume it exists within the SoPA, but know nothing else.
Male	UG	Mathematics	I have close contact with many course mates, as well as friends from other degrees from various backgrounds so I believe I'd pick up something
Non-binary/third gender	PG/PhD	Astronomy	Recent events e.g. #shutdownSTEM, Black Lives Matter, #BlackInTheIvory on twitter
Male	PG/PhD	Physics	I know the importance of EDI from my past experiences, though I still haven't had the time to catch up here.
Female	PG/PhD	Physics	Not very aware

Male	UG	Chemistry	Not very aware, I'm not very involved with who has what job but women are underrepresented in senior positions
Female	PG/Master's	Mathematics	I don't think I've heard much about it at all
Male	UG	Astronomy	I think I've seen a poster or two around, or something on facebook, but I couldn't tell you what it is
Male	UG	Physics	Many of my peers reach them with sexism & racism related questions and complaints.
Male	UG	Astronomy	As I haven't taken part in any University EDI events, my knowledge in it is from personal experience and outside uni work related sources.
Questioning (aka "AAAAAAAHH")	UG	Physics	I am aware of privilege and how it is deeply interwoven into strange and often painful intersectional issues. I am privileged enough, I suppose, that my only experiences are minor; trivial in comparison; I have no experience
Male	UG	Physics	I understand how hard it can be for someone (and especially a student away from their family) when they are facing EDI matters.
Male	UG	Astronomy	I'm not really involved.
Male	UG	Physics	I'm generally aware that the university, and academia in general, have a problem with inclusiveness and diversity. However given my relatively privileged background, I've never been forced to truly confront this, and I think this lack of direct experience has influenced my awareness of EDI matters. I'm also not very aware of any EDI schemes at the university or student level

Female	UG	Astronomy	I don't really know what it is
Female	UG	Astrophysics	I feel I was already well informed before I came to uni, but I feel less informed in what to do about EDI at UofEd.
My identity is based on my personality, interests, history and relationships not factors over which I have no control	UG	Astronomy	While my awareness within the university is clearly somewhat limited as my previous answers show, I am acutely aware of a number of aspects of edi in this country and some others which allows me a level of awareness within the university as well.
Male	UG	Physics	I'm very aware of EDI issues in society but as far as within Edinburgh university, I have no idea about the current conditions or what the unit does about it.
Male	UG	Astronomy	I am very aware of EDI issues in academia, but the university doesn't engage with us much on these matters. What I know is from independent reading.
Male	UG	Physics	I try and keep up with the work going on at the university.
Female	UG	Physics	I've never heard of it
Male	PG/PhD	Astronomy	The University seems a welcoming place to all, especially for my experience as an Astro student, but obviously there is still a gender imbalance present
Female	UG	Astronomy	I didn't know about the scheme
Female	UG	Astrophysics	I mainly focused on getting myself through my degree
Female	UG	Astronomy	It is hard not to be aware of the equality and diversity issues at Edinburgh university when as you start you are immediately

			overwhelmed by a white male privately-educated demographic of student
Male	UG	Physics	I have been made aware of what they do in general but I don't keep up to date with every event
Female	UG	Physics	I know about them, I've heard about them a lot through social media and just being a minority myself
Male	UG	Physics	I think I am quite aware of the issues that arise with attempting to ensure diversity and fairness at the university, as a white man it is rare that I personally experience and EDI issues towards myself, but I support the idea of equality for all for my friends and peers.
Female	UG	Chemistry	Not heard about them
Male	UG	Astronomy	I don't care about EDI matters. I am at university to be taught astrophysics, not to discuss ethics
Non-binary/third gender	PG/PhD	Astronomy	Moderately. I'm white, not out yet and quite practiced in hiding my autism
Female	UG	Astronomy	I don't really know what it is
Female	PG/PhD	Geosciences	I know the school of geoscience has an EDI committee who meet regularly and I know there is an action plan for the school, but apart from the emails they themselves send there isn't a big presence of EDI in all areas of the school which maybe there should be? I think on a personal level I am aware of some EDI matters but I don't know much about what I personally can do?

Female	PG/Master's	Astronomy	I am not aware of hearing much about this subject in university and haven't seen advertisements/ posters bringing the matter to my attention particularly.
Male	PG/Master's	Geosciences	I feel that if you're studying a field that has social science elements, you have to be aware of social issues on top of the STEM elements, otherwise you're doing it for the wrong reasons
Female	UG	Mathematics	I know of people who feel less involved in the University affairs because of their background, but I feel very unaware of the majority of discrimination going on here, of which I'm sure there is more than there should be.
Female	UG	Astrophysics	It's not spoken about a lot. I'm white so I don't experience the discrimination that POC will. I want to know more about it. I want it to be spoken about especially in science.
Female	UG	Biological Sciences	I have no idea what it consists of.
Male	UG	Physics	I'm aware that the university is set on achieving as much diversity and inclusion as possible, but I'm not aware of the finer points of policy
Female	UG	Astronomy	I am aware of them in society and in the world of work etc, but not very well-informed about issues within the university and I have never experienced any issues personally
Female	UG	Mathematics	I know of people who feel less involved in the University affairs because of their background, but I feel very unaware of the majority of discrimination going on here, of which I'm sure there is more than there should be.

Male	UG	Physics	I try to have a decent idea of what is going on around me at university however I acknowledge there are a lot of issues I do not have experience with
Female	PG/PhD	Informatics/Computing	I have taken training, worked with people with disabilities, supported friends
Male	UG	Physics	I am aware of their existence but never came in direct contact with them.
Male	UG	Physics	I know about as much as most people I feel but I haven't gone out of my way to educate myself on the issue
Female	PG/Master's	Mathematics	I feel relatively aware of EDI matters; however, cannot say I know all facts and figures.
Female	UG	chemical physics	I don't know what matters you even speak of
Male	UG	Computing and Physics	I do not have any problem working with any student or person whatsoever. However, I feel there would be something which could be done to improve relationships with minorities.
Female	UG	Geosciences	Because I am a visibly Muslim, Brown, queer and disabled woman, the institutional racism that is prevalent at the University and within my own department had impacted my mental wellbeing to the point where my academic record had worsened from a 1st class average to scoring only 2:2 or 3rd class grades for some courses in my honours years. I attended activist gatherings and forums for the most part of my honours years to better understand why I was experiencing incidences of racism and why I was extremely affected by these incidents. My involvement with the various activist groups outside my department was fulfilling because it provided an outlet for me to air my frustrations without fear of being invalidated or

			attacked, as well as helped me develop a nuanced understanding of why the several traumatic or hurtful incidents happened in the first place.
Female	PG/PhD	Informatics/Computing	There should be more awareness.
Female	UG	Mathematics	I'm aware they exist but not always all of the consequences
Female	UG	Chemistry	I have never heard of it before
Female	UG	Mathematics	I'd like to know more about it! Be part of some kind of 'support/encouragement group' and learn more about coping mechanisms (through workshops maybe)
Female	UG	Chemistry	I am not an expert on this topic, but I know some stuff
Female	UG	Chemistry	I don't know what EDI matters are
Male	PG/PhD	Chemistry	I am lucky to have lived in and worked in places that are very multicultural, as a consequence I tend to be aware of EDI, however recent events have increased my awareness
Female	UG	Biological Sciences	I am vaguely aware on things that are quite logical, but not so much on particular points/policies.
Female	UG	Chemistry	I don't know what EDI matters are
Female	UG	Astronomy	I am a summer intern for EDI
Female	UG	Chemistry	I have a general understanding of EDI matters and in the past have attended talks on the subject out with the university.
Female	PG/PhD	Astronomy	I am not aware of all the courses about Equality, Diversity and Inclusion. I also do not know if this is part of the efforts that the UoE has been carrying out or if this is part of a new program.



Non-binary/third gender	UG	Chemistry	I try to keep myself as educated and aware as possible in general matters, but I don't know about any specific situations at the uni
Male	UG	Chemistry	I feel that these matters aren't made aware to males as much as they should be
Female	PG/PhD	Chemistry	As a BAME female scientist, I am aware of the challenges this presents to my own academic and professional progression.
Female	UG	Physics	Haven't heard of EDI before
Female	UG	Physics	I kind of have a general sense but no specific knowledge
Female	UG	Chemistry	Somewhat aware but not thoroughly

What gender do you identify as?	Are you an Undergraduate (UG) student or Postgraduate (PG/Master's, PG/PhD) student?	What is your discipline/field of studies?	How aware of EDI matters do you think your peers are? Please explain your answer.
Female	UG	Physics	My answer might be skewed because all my friends are quite clued up, but I am in physics and aside from my friends, it can be a bit taboo to talk about this with others because it's a very male dominated area.
Female	UG	Biological Sciences	Never heard anyone mentioning it, so I'm not sure
Female	PG/Master's	Informatics/Computing	Female are pretty aware, many male students are clueless when it comes to gender bias
Female	UG	Informatics/Computing	My peers are mostly male and although they will be aware of the disparity between the number of men and women on the course, I don't believe they are aware of the issues women, LGBT+ and BAME people experience.
Female	UG	Physics	Some people are extremely aware, however 3 is probably a good average
Female	PG/PhD	Geosciences	I feel I keep up to date with most information so if I don't know about it, I doubt most PGR students in geosciences would
Female	UG	Chemistry	I don't know what EDI is and I've never talked about it with them, so assuming same level of knowledge. Seriously, did it say what EDI was somewhere further up, apart from sexist/racist issues?
Female	UG	Mathematics	For similar reasons as above.
Female	UG	Engineering	I feel like they could also be aware

Female	PG/PhD	Informatics/Computing	same as above
			it really varies - the people who need to be aware are those with more privilege, and I think a lot of them are not very aware. this is why it is important to incorporate things into the curriculum, not just optional events. I was impressed how this was done in some (but not all) of the courses I took. Adam Lopez did a great job with this in his ethics lectures in the Natural Language Understanding course, and really made it feel like a central key part of the course, not just a niche side interest.
Female	PG/Master's	Informatics/Computing	
Female	UG	Chemistry	I found out about EDI from my peers
			This isn't usually a topic discussed in my friend group less because of awareness, but because there doesn't seem an option for change.
Female	UG	Engineering	
			Most of my friends are very educated on this topic. A lot of my classmates at university are much more educated than myself. However, I do sometimes witness insensitive comments being made by a minority of my peers.
Female	UG	Chemistry	
Female	UG	Engineering	Through conversation with some of my peers it doesn't seem like they are very aware of it.
			I have a lot of discussions with my female friends on the topic but I feel that many female students at the university in general don't think the issue still exists and especially my male friends and peers seem to think there's no issue and have even told me that societies such as "women in xxx" are sexist towards men.
Female	UG	Chemistry	

Female	UG	Physics	Majority of my Physics cohort are white cis men so don't feel that they are that aware or bothered as EDI matters don't directly affect them.
Female	UG	Biological Sciences	They may know some gossip but in regards to actual school regulations and actions, not so much
Female	PG/Master's	Physics	Oblivious unless they fall into a category covered by EDI.
Female	PG/PhD	Chemistry	Same answer as previously. We always have more to learn.
Female	PG/PhD	Geosciences	I think people think they know more than they actually do
Female	UG	Mathematics	I think my peers are also quite well-informed and keen to become more educated
Female	UG	Physics	I think my peers are aware of EDI issues, but some do not take them as seriously as they should.
Female	UG	Mathematics	For similar reasons as above.
Female	UG	Physics	Some people are extremely aware, however 3 is probably a good average
Female	UG	Chemistry	Some are very aware, some totally unaware.
Female	UG	Engineering	My peers are mostly male so I don't imagine this in on their radar and this is the first I'm hearing of it
Female	UG	Chemistry	I think the answer to that question depends largely on the background of a person. I am sure there are a lot of people who have experienced racism, sexism etc. These people will be quite aware of the issues we still have since they face them in their daily lives. But when talking to white, male, straight friends I have often noticed an unawareness of these problems.

Female	UG	Informatics/Computing	I don't know.
Female	UG	Informatics/Computing	Most white people don't educate themselves on race and most men don't educate themselves on gender.
Male	UG	Engineering & Computing	Never discussed it before
Male	UG	Informatics/Computing	I think my friends are about as informed as I am.
Prefer not to say	UG	Informatics/Computing	I feel like me and my peers are very aware
Female	PG/PhD	Physics	Most of them straight white males and just have less experience with some of these issues.
Male	UG	Informatics/Computing	Though we have had discussions surrounding equality, diversity and inclusion; none of my peers has ever brought up EDI matters.
Male	PG/PhD	Informatics/Computing	My peers are always very nice, don't make me feel uncomfortable with myself (regarding EDI) and are always considering when talking about diversity and inclusion for example about which country one is coming from
Male	PG/PhD	Informatics/Computing	We rarely chat about these matters in or around the office.
Female	UG	Engineering	I think there are a lot of ignorant people that don't see harm in their actions but if they did they would be regretful and want to change
Male	PG/PhD	Informatics/Computing	My department is almost entirely white persons with very little discussion of POC issues.
Female	PG/PhD	Informatics/Computing	Most of my peers are white men who focus on their career and not much else and some of them even said to me that they have never noticed that anybody was discriminated against at the University.

Male	PG/PhD	Informatics/Computing	Not sure
Male	UG	Informatics/Computing	I'm not sure I'm well in touch with other and their perceptions but people at least pretend to be conscious of these matters
Male	PG/Master's	Informatics/Computing	I would almost say 2, but I am not confident enough to say. I have had very little discussion of EDI matters with peers, so I do not have much evidence one way or another. I notice when others seem less aware of EDI matters, but I probably have my own blind spots.
Female	UG	Informatics/Computing	Most of them are not aware they are still an issue
Non-binary/third gender	PG/Master's	Informatics/Computing	it depends what you mean by "peers"-- if you mean students in my course, informatics has many people who don't quite get why we need EDI initiatives.
Female	PG/PhD	Informatics/Computing	Most people care about including others
Male	PG/PhD	Informatics/Computing	Discussion with peers really never involves awareness, so I assume they are equivalent to me.
Female	UG	Informatics/Computing	I feel that as a large number of students are members of a privileged majority, unless properly educated they may not be very aware EDI matters
Female	UG	Physics	Again, it is not talked about much.
Female	UG	Informatics/Computing	Some of the students are involved, but there are many others who are very indifferent to the cause.
Female	UG	Physics	A lot of people who are straight/white/male assume because they don't have to deal with discrimination that it doesn't exist. I know it does and I experience it so often but no one is really aware of it.
Female	PG/PhD	Physics	I think my peers are about as aware of these matters as I am. Some a little more, some a little less.

Female	PG/PhD	Physics	Same as above -- I don't think it is advertised enough -- I really wish we were more aware.
			My school is predominantly white, male, cisgender and British. I have had to educate faculty on EDI issues in the past, including on appropriate language use. Other PhD students have used sexist, racist, homophobic and transphobic language in my vicinity, aimed at both myself and other colleagues, and the school did very little to address these.
Male	PG/PhD	Physics	
Male	PG/PhD	Physics	My peers are generally well intending but can be oblivious to some EDI related issues in society at large.
Non-binary/third gender	PG/PhD	Physics	They do not seem very interested in this, I tried to run a postgrad EDI social where people come with ideas about how to improve EDI and only 2 people came.
Male	PG/PhD	Physics	they don't discuss them very much
Male	PG/PhD	Biophysics	Mostly they seem on the same level if not more aware than me.
			In my degree here, I have pushed my peers to think and talk about race, which most are uncomfortable doing, as they don't understand the history and do not have to deal with on a day-to-day basis. They often push back, and it is exhausting to constantly correct them and then try to educate them.
Female	PG/Master's	Physics	
Male	PG/PhD	Astronomy	This is what I get from conversations
Female	UG	Informatics/Computing	Most people follow the news.
Male	UG	Informatics/Computing	Not heard any of my friends talk about it
Male	PG/PhD	Physics	I don't know
Female	UG	Chemistry	I think they are moderately aware

Female	UG	Informatics/Computing	I think it's 50/50
Female	UG	Astronomy	I've rarely discussed these matters with my peers.  I think most people are well versed on certain areas and not in others. There can be a great improvement on this but it is up to the majority of students to educate themselves to recognise how they can do better and create a better learning environment for everyone.
Female	UG	Engineering	
Male	UG	Engineering	Never heard any of them speak about them  I know there's students in my course who don't think women are as intelligent or capable of being engineers. It's easy not to pay attention if you're not affected. The university uses their diversity stat which makes the uni seem inclusive but we know it isn't as good as it sounds. Most don't want to think they're sexist or racist of course but the lack of female and BAME students in mech eng makes it difficult for white male students to see us as equals or even notice how few there are in class.
Female	UG	Engineering	
Male	UG	Chemistry	I don't discuss it
Female	UG	Chemical physics	Not much info relayed
Male	PG/PhD	Chemistry	I'm not sure
Female	UG	Chemistry	Never heard of it
Male	UG	Chemistry	We haven't really been told much about it.
Female	PG/PhD	Chemistry	I think people are acutely aware but not involved  I would assume they also only have awareness from chemunity's work
Female	UG	Chemistry	
Female	PG/PhD	Chemistry	I imagine most would feel similarly to me, though some will feel more strongly about it if they identify as BAME, and others will be



			less aware if they have not encountered or had to think about EDI issues before
Female	UG	Chemistry	In terms of the university initiatives, I have not discussed the things the university/my school are doing in depth with my peers. However, I think my peers are aware of EDI issues in society and the need to promote EDI throughout the university and beyond.
Female	PG/PhD	Chemistry	Peers are open-minded and talk about issues at lunch but again not related to UoE, all personal.
Female	UG	Chemistry	I have had discussions with them regarding feminism and racism
Female	UG	Chemistry	I am not sure as we never talked about EDI topics.
Male	UG	Chemistry	I have a few friends on my course who are a bit more outgoing than myself who are on committees for CHEMunity and other similar societies/organisations but as an average of all my friends most people don't seem to take much of an interest
Female	PG/Master's	Biological Sciences	I don't believe I have enough information to judge the above and so have selected 3.
Male	UG	Chemistry	Everyone consciously or subconsciously knows about what you're trying to push.
Female	UG	Chemistry	Honestly, I myself was not very aware of EDI matters in a University environment until I started thinking about the subject as it started to impact me in internships/work placements (probably a year ago?). I guess that as a woman there is a lot of outreach happening around the world to teach you how to watch out for sexism in the work environment, but I never received something like that from the University. Maybe there is the opportunity for the EUWiSTEM/EDI team to create some kind of training or compulsory events for all students?

Female	UG	Chemistry	Never heard them mentioned
Female	UG	Chemistry	I believe some of my peers have been involved with the events
Non-binary/third gender	UG	Chemistry	Though my peer group is not the most diverse, i feel they have a slightly better grasp of issues regarding inequality than i do
Female	UG	Chemistry	I am unsure as to anyone that has spoken about these matters
			Since they study courses such as sustainable development, history and other social studies, they are much more submerged into the topic of EDI and are a part of the hipster subculture of fighting for veganism and human rights, so they are very much aware of all the issues.
Female	UG	Chemistry	
Female	PG/PhD	Geosciences	Everyone in the offices I share is politically motivated
Female	UG	Engineering	People don't think about issues that don't affect them
			Honestly I don't know. Of course there are UG students on my course who are more aware of EDI matters than I am. But I also know that there are some who aren't aware at all. So it is probably a mix and in general somewhere in the middle
Female	UG	Chemistry	
Female	UG	Chemistry	Never heard any of my friends talk about it
			I think I have surrounded myself personally with friends who are very aware of EDI issues and consider these important. However I am aware of peers in informatics who overlook some issues and less important or impactful than they are (eg. BLM or gender issues within informatics)
Female	UG	Informatics/Computing	
			I have surrounded myself with peers that are continually very EDI matter conscious, or I have been able to educate and discuss with them such matters.
Female	PG/Master's	Geosciences	

Female	UG	Chemistry	If I have not heard about, I can't imagine many people are also aware
Female	UG	Chemistry	I think people usually are more aware of these things than I am.
Female	UG	Chemistry	It's not often discussed, but it is mentioned in passing at times (gender inequality, racism)
Female	UG	Chemistry	Awareness is increasing especially around the inclusion of women but I'm not sure how intersectional that awareness is and if other minority groups are thought about very much.
Female	UG	Mathematics	I guess some people know and others don't
Female	UG	Mathematics	I can see it is important but I am not quite sure what it is.
Male	UG	Mathematics	Witnessing conversations that demonstrated lack of awareness of EDI issues / lack of presence on campus of education materials, events etc. For some reason people in maths often think EDI issues don't affect them and all that matters is the course content.
Female	UG	Mathematics	I've never heard anyone else mention that
Male	UG	Mathematics	I do not know that the information imparted onto me by the aforementioned workshops is known in a more widespread fashion.
Male	UG	Mathematics	I have the feeling that some of my peers are more involved than I am in matters related to EDI, but still to quite a limited extent.
Female	UG	Mathematics	I've never spoken to them about it
Male	UG	Mathematics	Half of my peers are women and they participate in EUWiSTEM events.
Female	PG/Master's	Biological Sciences	None of my friends have ever mentioned any of the connections mentioned above and have even voiced concerns over the lack of

			directions in which to contact authority over serious issues (sexism, racism, etc.)
Male	UG	Mathematics	I've never been witness to any scenario where someone has shown a lack of knowledge, but I've also not seen many where it has been required.
Female	UG	Mathematics	I feel like all my peers have similar opinions and viewpoints to myself in assuring EDI
Female	UG	Mathematics	My peers seem more aware of inequalities they face.
Female	UG	Mathematics	I have learned a lot from friends and I know there are societies dedicated to increasing equality, inclusion and diversity. I think that we could still all improve though.
Male	UG	Mathematics	I think most people don't really mind about equality, diversity. A lot of students come from wealthy backgrounds where their friends did and ended up going to the same university. In this case a lot of students haven't seen outside of their own social-economic bubble which I believe is very detrimental to their understanding of racism, sexism, homophobia and anything in between. I'm not saying they don't understand the existence and perhaps they have educated themselves but I think a lot don't feel the need to get educated if it doesn't bother them.
Male	UG	Chemistry	My close friends are definitely engaged with EDI. However I don't think the average student will be that engaged. I think EDI matters would be associated with activism rather than being a constant discussion, and as such some people will not want to engage with EDI. Further, I think people who are themselves part of a minority group are more likely to care about EDI over others.
Female	UG	Mathematics and Biology	I think I would have probably heard about it from my peers if they knew

Female	UG	Mathematics	Same as me
Male	UG	Mathematics	I think people my age are more aware of EDI now than in the past
Male	UG	Mathematics	I inform them.
Male	PG/PhD	Chemistry	My group is all female
Female	UG	Mathematics	Probably the same as me as I've never heard any of my friends talk about it
Female	UG	Biomedical sciences	It hasn't come up in discussions with me or my female friends who are all passionate about our science degree.
Male	UG	Mathematics	Redacted
Female	UG	Mathematics	I have never spoken to my friends about this
Female	PG/PhD	Biological Sciences	I think most are probably more aware than me but can't be sure either way.
Female	PG/Master's	Mathematics	I can't speak for everyone and I have only been in Edinburgh for a year so this may not be the most accurate response, but I don't feel like there is a general awareness to these topics in loads of Edinburgh's students.
Male	UG	Engineering	Some of them are more involved but on average it's not much different from my awareness.
Male	PG/Master's	Mathematics	I think people from all backgrounds are increasingly aware of the importance of these issues, and that many of my peers have more personal/recent experience of EDI matters than I do.
Female	PG/Master's	Mathematics	It is not a topic of conversation among us at all.
Male	UG	Physics	being of a minority I think its clear most people don't think about that

Female	UG	Engineering	I'm constantly surprised by people my age, sometimes even my close friends, having backwards/shocking views, that are pretty much always stemming from a lack of knowledge/understanding
Female	UG	Mathematics	We don't discuss it
Male	UG	Physics	For similar reasons to me, I don't feel many people are aware. Maybe people who are in WiSTEM know more than others.
Male	UG	Mathematics	Not much has taken place, I'd know from them
Non-binary/third gender	PG/PhD	Astronomy	We've had recent discussions on this topic among ourselves, also upcoming discussions as a department.
Male	PG/PhD	Physics	A few are very aware, but I don't see most discussing it.
Female	PG/PhD	Physics	Not very aware
Male	PG/Master's	Physics	EDI matters seems to be a very broad term, how could I possibly be aware of how aware my peers are of such a thing?
Male	UG	Astronomy	They could know, but I don't think anyone has mentioned it
Male	UG	Physics	I don't know how to explain
Male	UG	Astronomy	A mixed bag. I know some that are definitely more aware than others. And for some the subject has not come up.
Male	UG	Physics	I come from a country where EDI is not an openly discussed issue. Actually it's very taboo and it's considered almost a shame talking about it; if you feel like you are not being included it's your fault. Most of my classmates have grown in different communities and learnt otherwise.
Male	UG	Astronomy	I think most people know about it but I get the impression that a lot of people take advantage of it.

Male	UG	Physics	I think many of my peers are in a similar position to me, in that they generally try to be inclusive but actually don't have a huge amount of lived experience of discrimination.
Female	UG	Astronomy	Never discussed it with peers
My identity is based on my personality, interests, history and relationships not factors over which I have no control	UG	Astronomy	I would say that most of my peers have an awareness of the issues but perhaps not a deep knowledge, although I feel it is worth pointing out that none of them to the best of my knowledge and belief are bigoted in any form, while perhaps not as PC as some in today's society might like there is no malice behind any such "problematic" remark. This perhaps demonstrates a point that a deep awareness of issues and ideologies is not totally necessary for people to act with decency towards one another in the knowledge that is our individual personalities and experiences that set us apart not any surface factor you could mention.
Male	UG	Astronomy	Most people in physics feel it is a pretty egalitarian and meritocratic discipline (you can't fake maths) especially at the university level, whether this is true or not.
Male	UG	Physics	Some of them participate in related societies.
Female	UG	Physics	I don't think they've heard of it
Male	PG/PhD	Astronomy	The astro PhD group seems aware of the social issues tackled by EDI
Female	UG	Astronomy	I've never spoken about it with them
Male	UG	Physics	I haven't discussed this matter with my peers before
Female	UG	Physics	All these issues are being highlighted in social media, but I feel like females are more aware of it than males
Male	UG	Physics	It is easy for many people in my position to brush over the need to encourage diversity as they are from a position of privilege,

			however I do think the university of Edinburgh is better than most at educating this to its students.
Male	UG	Astronomy	I do not discuss EDI matters with my peers
Female	UG	Astronomy	Never discussed it with peers
Female	PG/PhD	Geosciences	I think that in conversation PhD students are aware that there are lots of EDI issues but it's hard to see what impact we can have on the school management.
Female	PG/Master's	Astronomy	A lot of my friends seem more in tune with worldly matters than I am currently. I also have a lot of friends who are homosexual or mixed race, so unfortunately I think they have had to learn more about tackling problems with equality in their lives than I have had to in mine.
Male	PG/Master's	Geosciences	Peers and myself included are all very politically and socially active, partly because of the nature of our course, and partially because they're all causes we are passionate about.
Female	UG	Astrophysics	It's hard to tell honestly. It's not spoken about so it's hard to tell how educated people are on the subject.
Female	PG/Master's	Physics	Many of my friends concerns EDI related issues.
Female	UG	Biological Sciences	None of my peers have heard of it.
Male	UG	Physics	I think only a very small group of people in my college are actually aware of EDI in their day to day lives. I have an extremely diverse group of friends and never have any of us detected the remotest amount of bias based on gender, race, etc.
Female	UG	Astronomy	I think there is an awareness to some degree, but I think an awful lot of people don't understand the issues and as a result take a view that it is not their problem



Male	UG	Physics	I think some are very involved but some pay no attention
Male	UG	Astronomy	Always work to be done but believe slowly people are more understanding and willing to participate in change
Female	PG/PhD	Informatics/Computing	Some of my PhD colleagues have never had any EDI training and often express sexist and ableist views.
Male	UG	Physics	I consider myself of average/slightly less than average awareness in this topic.
Male	UG	Physics	most people are aware but don't actively seek more knowledge on the subject
Female	PG/Master's	Mathematics	I am not sure, as it is not often spoken about.
Female	UG	chemical physics	I've never heard anyone talk about it
Male	UG	Computing and Physics	Same as me
Female	PG/Master's	Geosciences	I am one of the programme reps and don't remember any EDI discussions  Out of a year group of 60 students, I and another Black Scottish woman are the only people of colour. At most, I know of 2 white people who are aware of their complicity in the racist power structure of geosciences but I think they are limited by their white guilt to speak out on it publicly. I have also attempted to speak to about 5 other white (ex-)friends about my experiences of being racially abused in Edinburgh and during field trips, only to be met with dismissals like, "Oh, they probably didn't mean it like that," and, "You were probably just imagining it. I didn't think what they said was hurtful." Suffice it to say, I grew to heavily dislike my cohort for being wilful and persistent in their ignorance of racism, queerphobia, ableism and other forms of bigotry.
Female	UG	Geosciences	
Female	PG/PhD	Informatics/Computing	There should be more awareness.

Female	UG	Mathematics	I'm really not sure
Female	UG	Chemistry	None of my friends have heard of it before either
Female	UG	Mathematics	Especially the male counterparts
Female	UG	Chemistry	There are people who definitely know more, but I also feel like there are some people that do not care or do not know about this
Male	PG/PhD	Chemistry	It is not a conversation that is often have
Female	UG	Astronomy	The people I interact with on my course are very aware, but I don't think this is reflective of all my peers.
Female	UG	Chemistry	My peers seem well informed.
Female	PG/Master's	Chemistry	So far I haven't experienced any discrimination. I think the University of Edinburgh values EDI as I always received emails regards this topic, and I believe if I encounter anything I would easily find a way to report.
Female	PG/PhD	Astronomy	I have been on interruption (away from Edinburgh and my studies) for the past 6 months and I think students that have been on the UoE should be more aware of new courses on EDI matters than I am.
Non-binary/third gender	UG	Chemistry	really fluctuates, some are very aware and educated, some are rather ignorant
Male	UG	Chemistry	I think female peers would be more aware than myself
Female	PG/PhD	Chemistry	I believe many people, not through maliciousness but through ignorance, are unaware of such microaggressions which are faced by members of minority communities.

Female	UG	Chemistry	I feel like most of my peers seem to know slightly more about the goings on at university than I do? But also not much more than me.
Female	UG	Physics	I'm not sure how aware others are
Female	UG	Physics	I think I've used the BLM movement to educate myself more than the general population
Female	UG	Chemistry	Most peers are only slightly aware and not fully educated about it

What gender do you identify as?	Are you an Undergraduate (UG) student or Postgraduate (PG/Master's, PG/PhD) student?	What is your discipline/field of studies?	How important is to be educated on EDI matters? Please explain your answer.
Female	UG	Physics	We can't advance science properly if we don't have a diverse workforce, and also all minorities are obviously people and deserve to be treated with respect, and we can't move forward together if people aren't aware of issues facing different groups and how to tackle them.
Female	UG	Biological Sciences	It might be really helpful in tackling the modern-day problems
Female	UG	Informatics/Computing	Without knowledge of these issues, people cannot work to fix them or reduce their biases.
Female	UG	Physics	I think it is important, however I hear more about equality, diversity and inclusion at uni than at school, however school was probably more EDI, so I think direct education is only part of the solution. A lecture at the start of the year and a few posters don't make that big an impact of the problem is deeper than that.
Female	PG/PhD	Geosciences	Now, more than ever this is extremely important!
Female	UG	Chemistry	I guess it is, if it involves sexist/racist issues
Female	UG	Mathematics	If you know that there is an inequality you can start to do something about it.

Female	UG	Engineering	No reason why it shouldn't be taught to everyone, just to get awareness out and about
Female	UG	Informatics/Computing	One needs to be educated about it to not make the mistakes because of unconscious bias
Female	PG/Master's	Informatics/Computing	Very important to address privilege and ensure I am not contributing to discrimination
Female	UG	Chemistry	Everyone needs to be educated on equality, diversity and inclusion. It is important that we deal with prejudice and root it out
Female	UG	Engineering	I think that it's important to get an insight/opinion from someone with different experiences because it is impossible to step into their shoes.
Female	UG	Chemistry	If you do not educate yourself then you are part of the problem. EDI should be taken very seriously.
Female	UG	Engineering	Being a university that has a lot of diversity it is important to incorporate everyone to create a conducive environment for all.
Female	UG	Chemistry	There are SO MANY reasons why it's important to be educated on EDI matters. I feel like there are too many to list, but for starters one can have a look at what is happening in the US at the moment...
Female	UG	Physics	We must be educated about these issues if we are going to successfully tackle them and improve the university experience of BME group students at Edinburgh which desperately addressed.
Female	UG	Physics	The more we know the better we can act!

Female	UG	Biological Sciences	While most people have some awareness of discrimination, I think there could be more education on EDI so that students can be active rather than passive.
Female	UG	Biological Sciences	Don't even know what this is related to
Female	PG/Master's	Physics	Why is this even a question.
Female	PG/PhD	Chemistry	We can't make strides towards inclusion, and more importantly retention of "minority" groups in STEM if we do not understand the problems that they encounter due to the systems already in place. We need to keep learning and constantly check what we know in order to make our way towards equality.
Female	PG/PhD	Geosciences	No discrimination
Female	UG	Mathematics	I think as with a lot of things, it's important to be well-informed, well-educated, and almost objective and not necessarily "targeting" in the teaching of EDI matters. It's important to be aware that there are so many people of different socio-economic status, race, gender, etc. and not to be ignorant that there is discrimination against many different groups of people.
Female	UG	Physics	I see no reason that barriers to education and opportunities should exist for people of one group and not another, and acknowledging that these barriers exist is the first step towards dismantling them.
Female	UG	Physics	I think it is important, however I hear more about equality, diversity and inclusion at uni than at school, however school was probably more EDI, so I think direct education is only part of the solution. A lecture at the start of the year and a few

			posters don't make that big an impact of the problem is deeper than that.
Female	UG	Mathematics	If you know that there is an inequality you can start to do something about it.
Female	UG	Chemistry	Need to be educated on the issues, so you know where to get help if necessary and can support others.
Female	UG	Chemistry	If only the people who are affected by unequal treatment in society are aware of these issues nothing will change since they aren't the people responsible for the inequality. Everybody needs to be educated on these issues, especially the issue that don't affect them. That is the only way everybody can challenge their own behaviours.
Female	UG	Informatics/Computing	Agree.
Female	UG	Informatics/Computing	If a queer black woman's education counts for less than a straight white male's education (from the same university) when they get to the workplace due to their identity rather than ability, then there really is a problem. And since we know this to be the case, it's something we should be trying to rectify.
Male	UG	Engineering & Computing	Never heard any complaints about the issues EDI matters deals with
Male	UG	Informatics/Computing	I think it's important to educate everyone to completely eradicate racism and sexism. It also helps with balancing diversity in the overall industry, as graduating students join companies with ideas they learned about.
Prefer not to say	UG	Informatics/Computing	Not more important than it already is

Female	PG/PhD	Physics	We can only improve the situation if we identify the problem, have the language to describe and the commitment from the school to creating an open and inclusive learning environment.
Male	UG	Informatics/Computing	Given the history of EDI and how some ideas from the past may still be affecting us today, its absolutely necessary that people are educated on how to help build a more open and safe world.
Male	PG/PhD	Informatics/Computing	It's important to treat everyone as equal
Male	PG/PhD	Informatics/Computing	Being educated on EDI matters growing up is very important to avoid prejudice, sexism and racism as much as possible.
Female	UG	Engineering	these matters hold us back from progress and make engineering seem an exclusive club rather than inclusive and diverse like it should be
Male	PG/PhD	Informatics/Computing	The University is almost entirely white individuals and has a history of being complicit in enforcing historical prejudice.
Female	PG/PhD	Informatics/Computing	duh.
Male	UG	Informatics/Computing	It's very easy to pick up disinformation on these topics or be indifferent when you aren't directly confronted with such issues
Male	PG/Master's	Informatics/Computing	I believe EDI is important, not just morally but to improve productivity. The more people are educated, the easier it is to cooperate and move forward with better practices or policies. The reason I did not select 5 is that *at the margin* I do not consider education on EDI matters more important than education on e.g. technical skills, or domain-specific ethics.
Male	UG	Informatics/Computing	I am not sure about this as I am not that knowledgeable on the topic.



Non-binary/third gender	PG/Master's	Informatics/Computing	being educated means being able to take action to make things better for everyone. there is a big issue of self-selection though, the people who attend EDI events are usually already aware of the need for EDI.
Male	PG/PhD	Informatics/Computing	We are constantly told inequality is a serious issue. it is important to know how to correctly respond to and deal with it when it occurs. Many people feel unsure how to tackle the topic, for fear of being labelled as sexist, racist, etc. because of their naivety. Being educated in the topic can help you deal with these situations. I would say I would not feel well equipped to handle a situation of inequality in which I would have to provide an opinion.
Female	UG	Informatics/Computing	This will help foster a community of acceptance and understanding of each other's differences
Female	UG	Physics	It is important to be aware of important things to people who are less privileged due to societal constructs otherwise these people will be overlooked.
Female	UG	Informatics/Computing	It helps groups communicate and stick together.
Female	PG/PhD	Physics	It's important that everyone has equal opportunities, and being educated on EDI matters seems like the first step towards that goal.
Female	PG/PhD	Physics	I went to a traditional women's college in the US. I have been looking for that same community, so anything that can connect me back to being around women / non-binary / trans women that's where I really want to be.

Male	PG/PhD	Physics	Everyone deserves the chance to be treated fairly. Without understanding systemic and social biases and blockages that are in place for various underrepresented groups, things are unlikely to change for the better.
Male	PG/PhD	Physics	I feel that being educated on EDI matters is the first step to creating a universally welcoming environment and addressing unconscious biases, which are both very important issues.
Non-binary/third gender	PG/PhD	Physics	I want to live in an environment where people feel safe and encouraged and have the same opportunities regardless of their background or circumstances.
Male	PG/PhD	Physics	It needs to be discussed more
Female	PG/PhD	Astronomy	I think that in order for the inequalities in STEM and academia in general to be fixed education about the matter should begin in primary school. I think that mentoring schemes, talks given by minorities including women in STEM aimed at school children can be very effective and I have first-hand experience in this.
Male	PG/PhD	Biophysics	Only by being aware of these matters can we begin to fix any unconscious biases or conditioning in order make work and social spaces safe from discrimination.
Female	PG/Master's	Physics	We need to push for more underrepresented minorities to be admitted to and hired in this School. Then we need to change the culture of physics and develop financial and social support systems to retain said students and staff.
Female	UG	Informatics/Computing	Equality, Diversity & Inclusion are all important human rights.

Male	UG	Geosciences	I am a minority and I absolutely hate it when my school tells me I have to do this or that for diversity's sake. You're good people for trying to make a difference, but a lot of people really just can't be bothered and I think that's ok too.
Male	UG	Informatics/Computing	Didn't know what to pick
Male	UG	Informatics/Computing	It is crucial. However, I don't think it is the end goal. The end goal might be something like helping the society achieve it's full potential by removing meaningless and often counterproductive restrictions arbitrarily based on skin colour or other irrelevant traits.
Female	UG	Informatics/Computing	it is important but there is a line
Female	UG	Astronomy	Extremely important in order to create a society where all are welcome, have opportunities for growth and are cherished.
Female	UG	Engineering	Everyone has a different background and a different struggle they face when at university, but the more we understand and know about the people we are working with every day the more inclusive and open our Schools and College will be.
Male	UG	Engineering	It's important that people know where to get help or support if they need it

Female	UG	Engineering	Without being educated, people can stay ignorant about their own privilege and how it all affects their friends and colleagues. Those people will go into the working world and not care about things like pay gaps, potentially treat colleagues insensitively and not employ BIPOC or women for a STEM job. The university has a responsibility to prepare and educate all its students for the outside world. Without teaching EDI, we're allowing or even encouraging discrimination to continue. We've got a great opportunity to improve the world starting from our own university but it's currently going under the radar.
Male	UG	Chemistry	We should be aware of what is going on around us
Female	UG	Chemical physics	So all feel comfortable in each academic environment and feel needs are listened to
Male	PG/PhD	Chemistry	I think it is pretty important for the university to make matters clear
Male	UG	Chemistry	Education stamps out discrimination.
Female	PG/PhD	Chemistry	lack of education leads to prejudice
Female	UG	Chemistry	I think it's extremely important to ensure everyone gets opportunities they deserve no matter their background, race, gender, disabilities etc

Female	PG/PhD	Chemistry	It is not only important for the advancement of science to make sure we include the contributions of people from a range of backgrounds, but also simply important for the happiness of individuals who are given access to more opportunities, and feel comfortable and safe enough to stay in that environment. It is so beneficial to meet and interact with people from different backgrounds, and can help make us more open-minded, tolerant and better educated.
Female	UG	Chemistry	Unfortunately, we are not in a completely inclusive society and our history is shaped by inequality. It is important to educate ourselves so we can become anti-racist, anti-sexist, and anti-homophobic etc
Female	PG/PhD	Chemistry	So people who need it get the support needed so everyone gets the same opportunities in life and the same level of respect and acknowledgement
Female	UG	Chemistry	Equality is very important; everyone needs to be treated fairly. Diversity needs to be celebrated.
Male	UG	Chemistry	discrimination based on arbitrary physical characteristics is clearly not something that belongs in a modern workplace and if people are unaware of it, it will continue to occur.
Female	PG/Master's	Biological Sciences	I feel it is very important for everyone to be educated on EDI matters and be proactive in enhancing our own, and maybe even others' experience.
Female	UG	Chemistry	It's extremely important so that everyone is treated fairly in STEM, as there is a bias towards white males in research and teaching

Male	UG	Chemistry	Education isn't what you're trying to accomplish.
Female	PG/PhD	Chemistry	Everyone being educated on these matters is the only way that problems will be identified and solved and the entire community attitude and inclusivity will improve
Female	UG	Chemistry	As mentioned above, maybe there is the opportunity for the EUWiSTEM/EDI to create some kind of training or compulsory events for all students and teachers? Coming from an international school education/ international environment I do feel that I had more awareness than some of my peers.
Female	UG	Chemistry	EDI issues exist and need to be acknowledged to be solved
Non-binary/third gender	UG	Chemistry	I feel unaware of how to discuss issues regarding inequality and bias others face and have experienced some situations i would not have experienced if i were white/straight/cis which made me slightly uncomfortable
Female	UG	Chemistry	It's extremely important so that everyone is treated fairly in STEM, as there is a bias towards white males in research and teaching
Female	UG	Chemistry	Especially now
Female	UG	Chemistry	It's important to be aware of issues in our society.
Female	PG/PhD	Geosciences	We should all to take steps to explore our unconscious bias and understand how it affects our everyday rationale
Female	Graduate who currently works	Biological Sciences	By raising awareness of about EDI we reduce the risk for bias-related incidences

Female	UG	Engineering	it would be nice to make people aware that these problems exist
Female	UG	Chemistry	Not sure
Female	UG	Engineering	To build a more accepting and comfortable environment
Female	UG	Informatics/Computing	EDI is still a huge issue as there is still a lot inequality and lack of diversity in STEM with varying degrees for each degree
Female	PG/Master's	Geosciences	Change cannot happen through silence and lack of knowledge on these matters.
Female	UG	Chemistry	The fact that this survey is bringing it up makes me think it is important
Female	UG	Chemistry	Everyone has bias and our actions affect people around us even if we aren't aware of it. If we are educated on such matters at this age it will have a big effect when we are in positions of power in the future.
Female	UG	Mathematics	Everyone should know
Female	UG	Mathematics	I can see it is important but I am not quite sure what it is.
Male	UG	Mathematics	It's important for people to be aware of their privilege so they can change their actions and fight racism/sexism and other social issues.
Female	UG	Mathematics	I don't know what it is
Male	UG	Mathematics	Understanding and acknowledgement of the problem is the first vital step towards its resolution.

Male	UG	Mathematics	Issues related to equality, diversion and inclusion are being talked about and publicized all the time, because many people realize that it is imperative in today's society that everybody be treated with respect and be given the same opportunities as everyone else, and I agree with this.
Female	UG	Mathematics	It might help people of minority groups feel more comfortable
Male	UG	Mathematics	EDI isn't something that needs to be educated. It's somethings that should already be integrated within everyone as a person.
Female	PG/Master's	Biological Sciences	It would feel more important if it felt that the university were making it a priority
Male	UG	Mathematics	I don't think it helps anything.
Female	UG	Mathematics	Ignorance on EDI matters can lead to minority groups being discriminated against and people not being access to equal opportunities. Being ignorant can help perpetuate issues
Male	UG	Mathematics	It's best to know, in my opinion, where you might go wrong accidentally or unknowingly, and EDI education is useful for this. Generally, though, people seem to have the minimum knowledge needed to not mess up in daily life, so education is perhaps most important for those in certain positions of power.
Female	UG	Mathematics	Everyone should be educated on EDI matters as this should be carried out across campus and encouraged in all of students aspect of life
Female	UG	Mathematics	Equality is very important and although I've never felt it straight up personally I know it's there and needs to change.



Female	UG	Mathematics	I think it is important to consider everyone's experiences and ensure that the University is a fair and inclusive place for everyone.
Male	UG	Mathematics	Being included and understood is hugely important for people of different background. There are so few woman in STEM and woman have to work so much harder than men to be recognised in the same field. Which is hugely depressing , I think a lot of men don't recognise this importance that an increase in female engagement in the sciences will blur the line of sex all together. The social aspect is especially important because it means men and women are more likely to understand each other and the sexism that both sex gets subjected too.
Male	UG	Chemistry	Without understanding the issues it is not possible for anyone to change and improve their practice to be more inclusive. When people have the belief that EDI is not their problem, because they are in a large social group, no change can occur and minority and oppressed groups will be left out.
Female	UG	Mathematics	It's important to be aware of the issues but personally I don't feel like much education is needed
Male	UG	Mathematics	EDI is something to be aware of when you interact with anyone and your own attitudes
Male	UG	Mathematics	Hard question.
Male	PG/PhD	Chemistry	Homogeneity is detrimental to success. Barriers to participation must be removed
Female	UG	Mathematics	It's important to be aware of the issues but personally I don't feel like much education is needed

Male	UG	Mathematics	Redacted
Female	UG	Mathematics	I think it is very important to encourage women in STEM
Female	PG/PhD	Biological Sciences	It should be taught that equality is important and if a part of society is mistreated then it should be made known, to encourage change. But the uneducated will learn too, by example.
Female	PG/Master's	Mathematics	As I have said before, there is still clear issues of inequality in STEM, and educating ourselves is the first step towards change.
Male	UG	Engineering	It is important as the society tends to have subconscious bias (e.g. based on Harvard Implicit test we did in one course)
Male	PG/Master's	Mathematics	My previous education and employment were both in fields in which women and minority groups have traditionally been under-represented, particularly at more senior levels. It can be difficult for many people already working in these areas to be properly aware of the direct/indirect discrimination that people working from those groups have experienced. Education on EDI can enable people to move beyond vague aspirations of improving diversity, towards taking concrete steps to address actual barriers to inclusion.

Female	UG	Engineering	I think that a lot of people don't understand the subtleties of EDI issues and are afraid of being branded a racist/sexist etc. by admitting any flaws in their logic/thinking, and if everyone was educated to a greater and wider extent, I think it would help a lot of people to see the complexities of these problems, that it's not just as simple as you're sexist/you're not sexist. The more you learn on these matters the harder it is to ignore as well, once you start opening your eyes to it all its almost impossible to shut them again, so the more people becoming educated the more likely change is to occur. Plus, I'm fucking bored of being groped by men.
Female	UG	Mathematics	I think it is important to learn about
Male	UG	Physics	I feel understanding equality and diversity is important, but it is not imperative and can wait a little while if necessary.
Male	UG	Mathematics	When we have 30K+ students on multiple campuses, it is much harder to establish a shared reality lived by all
Non-binary/third gender	PG/PhD	Astronomy	It's important that minority groups don't have to shoulder the burden of being the only groups educated on this and the only groups speaking on these topics.
Male	PG/PhD	Physics	I think it is very important, though for sure I lost a lot of events due to my late start last year.
Female	PG/PhD	Physics	Very important
Male	UG	Chemistry	Discrimination and unconscious bias are seriously unhelpful in having a serious and inclusive learning /working experience.

Male	PG/Master's	Physics	Who decides what the matters are and how we educate people?
Male	UG	Physics	Isn't it obvious
Questioning (aka "AAAAAAAAAH")	UG	Physics	Discrimination happens to us all. It is human nature, and we are all human. Some of us receive it in far greater amount because, being animals, we have not quite shaken off the us-vs-them effect of tribalism. Empathy and education, hand in hand, are the only way to help.
Female	UG	Astronomy	Such discussions are important to be discussed
Male	UG	Physics	<p>Again I will speak as a student that experienced severe discrimination in middle and high school after I moved to a different country.</p> <p>I think that educating the students about EDI matters is important, but not very. Actually I think that a society can be perfectly functional when their EDI education is zero. That's because there are always people who have some humanity in them and will be there for everyone.</p> <p>Showing them the way of inclusion can be very beneficial. But when this is done to an extreme it's not. Then, we lose the audience because we are essentially forcing them to listen to us.</p>
Male	UG	Physics	Education is the key to truly understanding the struggle of disadvantaged groups, and is a necessary first step in removing any barriers to inclusion they face.
Female	UG	Astronomy	If it's to do with equality/ diversity it is essential we learn more about these matters

My identity is based on my personality, interests, history and relationships not factors over which I have no control

UG

Astronomy

I personally feel some of the attitudes towards how people should be educated on edi matters are not particularly helpful and as the should be on equality and meritocratic inclusion, where merit should be relevant, e.g. the workplace, university offers, etc. Rather people seem to be more concerned with teaching the history of bigotry and oppression, the differences between cultures historically and the many varied sexualities and gender identities. And while a general societal awareness of these issues would be helpful it's far more important for people to be taught about equality and inclusion/meritocratic inclusion, and to emphasise the relative unimportance of gender, sexuality, race, religion, nationality, etc as none of this should define a person in their eyes or in those of society at large.

Male

UG

Astronomy

The demographic makeup of the physics degree seems better than some other STEM degrees, but still leaves one wanting. Since I don't feel I have personally experienced discrimination the the University, I can't speak whether this is due to some filter before University (GCSC or A-levels environment, etc.) or discrimination at the University level. Certainly there is poor representation among the faculty at the University level. The only way to begin investigating these issues is to be better informed on the issues at play.

Male

UG

Physics

It ensures a fairer playing field.

Male

PG/PhD

Astronomy

Helps highlight things we may not have previously known about EDI, then allowing us to make a conscious effort to aide change going forward

Female

UG

Astronomy

I wish I had been aware of these opportunities

Female

UG

Astrophysics

Helps understand obstacles others have to overcome

Female	UG	Astronomy	It should be a compulsory thing in education to be taught about inclusion and diversity, if large amounts of students are going to spend 5+ years around each other they should be educated to recognise their own bias and how it affects their interactions. It is also highly important that the teaching staff are educated in this way as that is where I have felt the most friction during my studies.
Male	UG	Physics	It is important because it means victims of discrimination and harassment have a safe place to turn to, and we can reduce the amount of discrimination by being educated in the matter
Female	UG	Physics	It is important, for most of the time, but not all, it's nice to have societies like this to be there to highlight them I suppose
Male	UG	Physics	Many people still seem unaware of the systematic bias towards minority groups, so it seems reasonable to expect a level of education on these matters to increase awareness
Male	UG	Astronomy	EDI matters are inherently subjective and thus arbitrary.
Non-binary/third gender	PG/PhD	Astronomy	Discrimination is wrong. People need to understand the ways they harm others.
Female	UG	Astronomy	If it's to do with equality/ diversity it is essential we learn more about these matters
Female	PG/PhD	Geosciences	We need to be educated about these Issues if we are going to change the system and make things better.

Female	PG/Master's	Astronomy	I think it is extremely beneficial to society on the whole, or even just a community like the university to be educated on these matters. I think it can help create a much friendlier environment, and one that is free of judgement where people are free to do what they want to do and study at the university they chose without being afraid of prejudice.
Male	PG/Master's	Geosciences	I know it's a repeat answer but I feel that if you're studying a field that has social science elements, you have to be aware of social issues on top of the STEM elements, otherwise you're doing it for the wrong reasons, and that answer still stands
Female	UG	Mathematics	I wish I knew more about the matters involved in this society, because I would know how to better recognise and combat uncomfortable situations of discrimination.
Female	UG	Astrophysics	I believe it would be a start to address diversity and inclusion issues.
Female	PG/Master's	Physics	Some may not realize clearly it matters until they are told so.
Male	UG	Physics	Naturally it's important that the university is open to everyone with the merit to participate but I don't think it should be included in the curriculum (for example in physics); since the issue don't relate the content whatsoever.
Female	UG	Astronomy	I think the more that is done to educate about the issue, the better the response from the student body and society, many opposing views are due to out-dated stereotypes and hidden prejudices. When people understand the problem they are more supportive and empathetic even if it doesn't affect them directly.

Female	UG	Mathematics	I wish I knew more about the matters involved in this society, because I would know how to better recognise and combat uncomfortable situations of discrimination.
Male	UG	Physics	It helps improve our understanding of different situations as well as helping to prevent discriminatory issues in the potential future
Male	UG	Astronomy	vital to know society should work, feel everybody should be at least given the opportunity to explore the matter
Female	PG/PhD	Informatics/Computing	Explicit education helps to develop shared vocabulary for discussing the issues.
Male	UG	Physics	A base education is important such that everyone knows where to seek help/information when encountering EDI matters. However as I believe that only a minority of students/staff are directly affected, furthering general education of all students is less effective than focusing efforts of the affected subset of people.
Female	PG/Master's	Mathematics	I believe it is important for everyone to have a good level of awareness.
Female	UG	chemical physics	It's important that everyone is included but I don't think many people need to be educated on it per se.
Male	UG	Computing and Physics	I feel nobody should be ashamed of themselves just because they are different to other people with whom he/she is working/studying with.
Female	PG/Master's	Geosciences	I think it is important to at least be aware of the options and processes.



Female

UG

Geosciences

Because my own department would not educate themselves on the risks of Brown and visibly Muslim womxn like myself being attacked during field trips in rural areas, I was very anxious hiking in places such the Lake District and in southern Spain—in which I was spat at by a local—which eventually became detrimental to my learning and my academic record. Even as I inquired about an impending field trip to Cyprus where we would stay in the proximity of a British military base, I was not given much assurance, aside from, "We would be staying at least 2 km away from the military base." I am thankful that we did not manage to go on this field trip due to Covid-19, as I was concerned about growing tensions in the country regarding Palestine and refugees from the Levant—which no doubt would have been a topic of commentary from my white (ignorant) peers. I grew to heavily resent the School of Geosciences in their inaction and silence. Even during #BLM, the School of Geosciences social media stayed silent; it fills me with pain and sadness to see that they don't care enough about their Black students and students of colour to even show solidarity in the fight against anti-racism.

Aside from my personal experiences, the School of Geosciences is still a pipeline for oil and gas as well as mining companies who have yet to provide reparations for indigenous communities on whose land they built without their consent, to set strict prohibitions of child labour and to apologise for their complicity in the political turmoil and destruction of livelihoods caused by Empire. To give a few examples, DeBeers vs. Attawapiskat First Nation (<https://www.timminspress.com/news/local-news/court-sides-with-environmental-groups-in-ongoing-de-beers-lawsuit>), the British Empire vs. Iran ([https://twitter.com/\\_chloi/status/899073567731597313](https://twitter.com/_chloi/status/899073567731597313)) and Dakota Access Pipeline vs. the Standing Rock Indian Reservation. For the School of Geosciences to not only recommend that

students work at such companies but also to have zero courses that focus solely on the ethics of extractive operations, is to be passively racist.

Furthermore, the embarrassingly abysmal proportion of Black students and faculty (and those of colour) in my department as well as the non-existence of Black figures and figures of colour in our course material provides a space with further hostility towards Black students and students of colour within the department. Our exclusion in the narrative of geosciences is a simple and clear message that there is no place for us in geosciences. This exclusion also perpetuates a fallacy that Black people and people of colour did not contribute to the history of geosciences, and that geosciences had always been apolitical. Historical figures such as John Edmonstone who was not only alive before the abolition of the Trans-Atlantic Slave Trade but also inspired the renowned Charles Darwin to become an abolitionist refute this.

Female	UG	Chemistry	I'm not sure what it is
Female	UG	Mathematics	The more awareness there will be the more we'll be able to recognise prejudice, false stereotypes
Female	UG	Chemistry	It is not the most important thing, but it is useful and it helps many people
Male	PG/PhD	Chemistry	EDI education is increasingly important, however it needs to be handled well, as some people will find it difficult to understand why it's important, teaching people to have an open mind to the ideas is the hardest step
Female	UG	Astronomy	The university is very lacking in diversity (especially in SoPA) and so it's very easy for discrimination to be perpetuated.

Female	UG	Chemistry	Equality and representation is very important in STEM subjects, there should be equal opportunities for all individuals to follow their chosen career.
Male	PG/Master's	Chemistry	Unsure
Female	PG/PhD	Astronomy	EDI is essential.
Non-binary/third gender	UG	Chemistry	I'm not sure how to explain that people should care about each other
Male	UG	Chemistry	I think education is incredibly important for tolerance and a lack of discrimination
Female	PG/PhD	Chemistry	It is only by educating people that we can begin to solve an issue that has long existed in the academic community.
Female	UG	Chemistry	I assume that it's a good thing to know about EDI, otherwise there wouldn't be a whole section on this survey concerning it...
Female	UG	Physics	Equality, Diversity and Inclusion are very important in places of work and education
Female	UG	Physics	It's vitally important, because we still live in a society that discriminates and allows prejudice against people who are not the norm
Female	UG	Chemistry	Our general knowledge and awareness could be improved

What gender do you identify as?	Are you an Undergraduate (UG) student or Postgraduate (PG/Master's, PG/PhD) student?	What is your discipline/field of studies?	Have you ever felt discriminated within the University premises? Please explain your answer.
Female	UG	Physics	Never really by a member of staff, and not in a way that would impact my progression, so not sure whether to call it discrimination, but definitely have dealt with derogatory comments on women in physics from other (male) physics students
Female	PG/Master's	Informatics/Computing	My peers have all been very accepting of my sexuality and my partner, but I haven't been particularly open about it with lecturers or non-students
Female	PG/Master's	Informatics/Computing	Lecturers often ignore my questions or hush me. I feel that male student responses are valued more
Female	UG	Informatics/Computing	I have experienced many microaggressions at university. From the offset, when I attended the open day for UofE I approached the Informatics stand and was asked if I would rather do design informatics. In a tutorial I was the only woman and the tutor always asked only me if I understand the questions.
Female	UG	Physics	Since I don't belong to a minority group, things can't be classed as discrimination.
Female	UG	Engineering	I don't feel as if I've experienced any discrimination during my time at uni so far
Female	PG/Master's	Informatics/Computing	Unconscious bias and microaggressions, but not clear incidents. E.g. occasional patronising teaching staff, and being called on less in class, which may be gender-related

Female	UG	Chemistry	White students at the University of Edinburgh have done many things that are classed as racist and when these actions are reported, the students involved doesn't get reprimanded for it
Female	UG	Engineering	I've been told that this is not my place to comment since I am a student and not a member of staff. (curriculum discussion)
Female	UG	Chemistry	Besides common degrading comments towards women, which often we don't even notice as they are so common, I don't think I've ever experienced extreme discrimination that limited me.
Female	UG	Biological Sciences	Have never experienced racism except with posh people but that's more of a class thing
Female	PG/Master's	Physics	just the usual microaggressions. Be more radical with your teacher training
Female	PG/PhD	Chemistry	I have felt more discriminated by the system in general, rather than by specific individuals.
Female	PG/PhD	Geosciences	I can't think of any instances where this would have been the case but many of these happen subtly or we don't even realise because they are so engrained in our society, which is problematic
Female	UG	Physics	Some male physicists, including peers, have treated me with less respect than I felt was due on certain occasions
Female	UG	Mathematics	I've never felt discriminated against because of my race. I do notice that in a STEM degree, I am often one of the few girls in workshop groups for instance but I've never felt discriminated against as a result of that.
Female	UG	Physics	I have felt supported throughout my time at university

Female	UG	Mathematics	several instances I have been in I have faced derogatory comments
Female	UG	Physics	Dismissed far more easily than my male counterparts
Female	UG	Physics	Since I don't belong to a minority group, things can't be classed as discrimination.
Female	UG	Chemistry	Some students were selected to work alone, while everyone else was permitted to work in pairs. Felt that we were chosen specifically and then picked on.
Female	UG	Engineering	I'm usually the only woman in a group but I've never felt at a disadvantage
Female	UG	Chemistry	I have never felt discriminated by anyone in university for being a woman or for not being from the UK. But since I don't really belong to a minority I don't think that this is really representative of how much equality there is at the university.
Female	UG	Informatics/Computing	As a female student I was never treated differently than male students.
Female	UG	Informatics/Computing	Never by staff, but usually by classmates in tutorials etc. when they can talk openly in front of /to women they wouldn't usually talk to in a social setting
Male	UG	Informatics/Computing	There aren't many Lithuanians in Edinburgh, but that's never been a problem for me. I might have a strange name, but no one here has made fun of it, and overall I've met almost solely very friendly people at the university.
Prefer not to say	UG	Informatics/Computing	I haven't been discriminated

Female	PG/PhD	Physics	Some of it using "he" instead of they to describe situations where the gender of the hypothetical person is not required to be male, insensitive discussion of rape scene in show, these were more in casual conversations with peers rather than staff.
Male	UG	Informatics/Computing	classism
Male	PG/PhD	Informatics/Computing	As a white male in Informatics, I very much fit in with the crowd.
Female	UG	Engineering	I feel that I have been discriminated by some of my male colleagues. They don't respect my input in group projects. I have also witnessed a professor take a lecture and he only addressed male students, he never asked a female student for a response. And when a female student tried to input, he belittled her. I don't think this man meant to do it on purpose but I interpreted it as sexist..
Male	PG/PhD	Informatics/Computing	I've been told celebrations of events from minority culture aren't "real", I've been corrected on my own partners pronouns and repeatedly argued that "they/them" is not acceptable for pronouns. Celebration of Pride month at the University is highly hypocritical given present actions towards Trans individuals.
Male	PG/PhD	Informatics/Computing	Age bias against older students
Male	UG	Informatics/Computing	I don't think I have ever been treated unfairly based on a protected characteristic.
Non-binary/third gender	PG/Master's	Informatics/Computing	I can't pinpoint specific occasions (a lot of the discrimination is invisible or in the form of microaggressions), but i remember a dude in a lecture on gender diversity in tech that said, in front of the whole class, "i just don't think women are biologically meant for leadership, the way men are"

Female	PG/PhD	Informatics/Computing	There are things I'd like to improve to make it easier to handle my disability, but it doesn't feel severe enough to be 'discrimination'
Female	UG	Informatics/Computing	I've been made to feel like I don't belong in certain spaces
Female	UG	Physics	Not discriminated against but definitely felt overwhelmed by the lack of females in my department
Female	UG	Physics	Experienced homophobia in classes. Also the amount of sexism that isn't obvious but just been assumed to be inferior / less smart / less capable than male peers; it's exhausting. Witnessed transphobic statements being said by senior academics and they just get away with it under the pretence of free speech.
Female	PG/PhD	Physics	I have been called a "bitch" while teaching a class. Uncomfortable comments about my sexuality like "we dance close to girls, I think you'd like that", or "I tried girls once but it was too weird for me". :/
Male	PG/PhD	Physics	I have been harassed by another PhD student on the basis of my sexuality and my nationality.
Male	PG/PhD	Physics	Due to my ethnicity, it is not very obvious that I am an immigrant, making it easy to "blend in".
Non-binary/third gender	PG/PhD	Physics	I feel like I have been treated differently to my male peers, not necessarily in a negative way but it has made me feel more isolated.
Male	PG/PhD	Physics	I have not
Female	PG/PhD	Astronomy	The observatory is a very welcoming environment and I have never felt discriminated against.



Male	PG/PhD	Biophysics	It is easy to avoid since I am not 'out' to anyone other than friends, nor do I have a non-het partner.
Male	UG	Informatics/Computing	Don't think my experience has been different because I am gay.
Male	PG/PhD	Physics	I haven
Female	UG	Informatics/Computing	Feminism has gone from an equality movement into a women benefits programme, if this is not discrimination then I don't know what is.
Prefer not to say	UG	Engineering	it's a bit commie at Edinburgh
Female	UG	Engineering	I've not had a negative experience in the university from staff or other students.
Female	PG/Master's	Engineering	I did not socialise much with the University.
Male	UG	Engineering	I'm not as conscious of it as I'd like to be but I've definitely felt discriminated against
Female	UG	Engineering	I don't feel like I've faced any systemic or institutional discrimination at university but I've faced some microaggressions from students.
Male	PG/PhD	Chemistry	I am new to the university and have mostly been locked down so not been on university premises much.
Female	PG/PhD	Chemistry	Not actively discriminated but it can be hard constantly being the only woman *and* person of colour in the room.
Female	PG/Master's	Chemistry	I was very lucky to not have been discriminated against for being a woman; I am aware that that's often not the case
Female	UG	Chemistry	I have never experienced discrimination at university

Female	UG	Chemistry	Sexism from some peers/lab demonstrators
Female	PG/PhD	Chemistry	I have been talked to in a patronising manner, but nothing more overt or distressing than this on the University premises (though more direct sexism was apparent on a placement abroad last year)
I don't have a gender identity. I have a sex.	Prefer not to say	Prefer not to say	Sex discrimination as a woman
Female	UG	Chemistry	I have been able to take on roles such as society president and class rep without any indication that I couldn't do these roles on account of my race or gender
Female	PG/PhD	Chemistry	Nothing to do with race, but about class divisions which do definitely still exist in the UK, and are against those from poor families, it's practically impossible to fit in. Also very isolating when there is no one from a similar background around.
Female	UG	Chemistry	Because there are so many other Asians within the University premises, I feel safe even though I don't look like a westerner.
Male	UG	Chemistry	Never been discriminated based on inalienable characteristics.
Female	UG	Chemistry	No I haven't specifically felt discriminated, my course group (Chemistry) is quite respectful, kind and close to each other. I have heard stories though: one of my friends, in a different School, expressed her concern on feeling out of place due to her economic background.
Female	UG	Chemistry	I've always felt safe in uni

Female	UG	Chemistry	Not quite discriminated, I just feel that sometimes lab demonstrators assume I know less than my male peers, and I've had male peers "mansplain" to me on several occasions.
Female	PG/PhD	Chemistry	I always stand in front of a room filled with 80% men when I give talks. That's a bit annoying.
Female	PG/Master's	Informatics/Computing	friendly environment
Female	UG	Chemistry	No I haven't ever felt discriminated within the University premises.
Female	PG/Master's	Biological Sciences	I have always felt really welcomed and comfortable on campus. Sometimes people make comments which might be coming from a lack of knowledge that can be hurtful, but I've learnt not to take them personally and instead put all my efforts into trying to educate them.
Female	UG	Chemistry	Been considered less clever because I'm a woman at an open day event
Female	UG	Engineering	I've experienced some not nice events but these haven't been by people at the university, just on campus
Female	UG	Chemistry	I've never experienced any discrimination based on my gender.
Female	UG	Engineering	When I applied to the University they asked me to sit an exam for when English is not your first language. English is my first language and I was born in the UK and had sat two English GCSE's (all on my application form). Not necessarily on the premises but the fault still lay with the University.
Female	PG/Master's	Geosciences	I feel that my master's program and the school of which I am a part have been very forward in non-discrimination of students as we are highly international.

Male	PG/Master's	Chemistry	LGBT
Female	UG	Mathematics	Picked on by a posh tutor when other students in the class weren't spoken to in the same manner
Female	UG	Mathematics	Tutors are good and the classmates that I have met are friendly.
Female	UG	Mathematics	I've definitely felt like I've been treated as a lesser or paid less attention to just because I'm female.
Male	UG	Mathematics	I don't recall anyone ever insulting me or giving me an unfair disadvantage due to my gender, ethnicity or beliefs on campus.
Male	UG	Mathematics	Everyone in this university treats me equally as peers in academia trying to obtain higher education. I am not socially active – not even trying to. It is all the same everywhere, if a person dislikes me (or I feel that they do by their actions), I hold it against them personally instead of racially.
Female	PG/Master's	Biological Sciences	My field is female-dominated (at least at the class level)
Male	UG	Mathematics	I'm not part of any minority, nor have I met anyone who seems like they would discriminate if I was.
Male	UG	Mathematics	this probably doesn't count, but my landlord was quite racist towards me
Female	UG	Mathematics	I have always felt included and valued at university.
Male	UG	Mathematics	The university itself seems hugely open to the LGBT community and In Edinburgh I have never felt discriminated against because of my sexuality. Although I do believe I have felt discrimination because of my class.

Male	UG	Chemistry	I have always felt very included. People are welcoming. I have never experienced any hate or anger. Everyone is accepting. Being gay is now normalised.
Female	UG	Mathematics and Biology	I have personally always felt included but I don't think I am part of a minority group
Female	UG	Mathematics	Everyone has been always nice and polite to everybody I know
Male	UG	Mathematics	I have not.
Male	PG/PhD	Chemistry	I'm a young Caucasian male
Female	UG	Mathematics	Everyone has been always nice and polite to everybody I know
Female	UG	Biomedical sciences	I personally have always felt like I have support and encouragement no matter my gender within a university setting, however I can imagine outside of this bubble it is different.
Female	UG	Mathematics	I do not feel like I have been treated differently for being female
Female	UG	Mathematics	I feel like my peers patronise me in small group tutorials because I'm usually the only girl
Female	PG/PhD	Biological Sciences	It is rare that I have heard about discrimination at this university, which is good, though I have heard about a couple of issues.
Female	PG/Master's	Mathematics	I haven't been directly discriminated, as I don't tend to disclose my sexuality unless I really trust a person. I have however been present when less nice comments have been made towards the LGBT community. Also, as a woman, I have faced the common micro-aggression that come with being a woman in STEM, such as the very annoying "mansplaining" from my peers. I sometimes also have felt my

			opinions were disregarded in a group because I am not a native English speaker (and even though I do speak English just fine, I do so with an accent and sometimes may mess up some words).
Male	PG/Master's	Mathematics	any time that I need a help, the university tried to address my issues
Male	UG	Engineering	I have not felt discriminated.
			Given my background, I've not ever personally experienced discrimination within any part of the UK, and in that respect the University is no different.
Male	PG/Master's	Mathematics	
Male	UG	Physics	no
			No example comes to mind, even doing engineering where the classes are predominately male I've never felt discriminated within the 'classrooms' of university
Female	UG	Engineering	
Female	UG	Mathematics	I feel I am treated equally
			I haven't experienced any racism and haven't felt my race has held me back in anyway. I do feel however, that there are very few mixed people in my course and that the university as a whole is dominated by white people from Southern England.
Male	UG	Physics	
Male	UG	Mathematics	While nothing explicit, I am afraid that Brexit-supporting students could look towards me with suspicion and hostility
			At least I didn't notice it (which I expected for not being part of minorities, even coming from Brazil)
Male	PG/PhD	Physics	
Female	PG/PhD	Physics	Never felt discriminated
Male	PG/Master's	Physics	Couldn't afford to participate in many activities, was mocked for this

Male	UG	Physics	I have been discriminated, just not on campus  I feel like a lot of native speakers, especially English, don't make an effort to ever listen or keep a conversation going. In essence, I was given the impression that they don't feel like I am worth their time, before they even got to know me. I don't really mind and rarely think about this, but it is something that I noticed since my first week in UoE. This may be because they don't understand me (which can't be right as there are people do, effortlessly), or because they are a bit scared because I sound foreign. In the end, it doesn't affect my learning and I can say I was rather used to being judged by accent even before University.
Male	UG	Physics	
Male	UG	Astronomy	I'm a white male.
Male	UG	Physics	I'm a straight white male.
My identity is based on my personality, interests, history and relationships not factors over which I have no control	UG	Astronomy	To say I felt discriminated is a stretch but I certainly felt I was once called a racist by someone who doesn't know me outside in a university campus which I feel was possibly a reference to my race and short hair however due to my race I feel there is little point reporting it as it won't be taken seriously
Female	UG	Biological Sciences	I am part of a majority in my subject and campus as a whole.
Male	UG	Physics	I have never felt discriminated against.
Female	UG	Physics	I once experienced sexism from another student because I'm a woman and he didn't think women were very good at STEM
Female	UG	Astronomy	There have been many examples of sexism throughout my studies. There was a tutor that we realised in our first year if we stopped

			<p>putting our female names on our hand ins we would suddenly be marked much higher by him like our male friends were. There were examples of times when my female friend asked a very valid question in a lab to which she was overtly and public ally patronised by the tutor for the rest of the lab session. There was a feeling among the women in my friendship group that if we raised an opinion or spoke it had to be 100% correct or we would be pounced upon in an aggressive nature. I also think it reflected in my final grades for my MPhys project as I had always felt sexist tones from the way my supervisor had spoken to me for two years, to find he grossly undermarked me for my performance (my project grade itself was very high). When I spoke up to him about it his excuse was that 'I was quiet as it started and it took me a little while to gain confidence to select the final direction of my project' which is not a reason to mark someone disgustingly low, and I do not think he understood how as a woman I had become used to not speaking at first and just listening to my supervisor. As every time I had asked a question or offered a point of view or direction he belittled all opinions I had as if I was a silly little girl. I felt the treatment by male teaching staff as Edinburgh was incredibly discriminatory throughout the six years of undergraduate study I did.</p>
Female	UG	Physics	<p>I have never felt any sort of discrimination or like I'm lesser than any of my peers because I'm a minority. I've hardly heard it happening in the uni tbh</p>
Female	UG	Physics	<p>I feel I was often ignored by peers in workshops and tutorials and made to think that my opinions on the problems that we were discussing were irrelevant.</p>
Male	UG	Physics	<p>There has been times at the university where I have felt excluded and disregarded because of my gender and race, usually in regard to students from humanities courses.</p>
Male	UG	Astronomy	<p>My sexuality has never come up</p>



Non-binary/third gender	PG/PhD	Astronomy	It's hard for me to infer what someone is saying about me, due to my autism. People are confusing.
Male	PG/Master's	Geosciences	I'm a middle-class white male, I don't think I am a party that would be discriminated against in the first place, and even if I were, I wouldn't notice it
Female	UG	Astrophysics	I've always felt brushed off in one of my subjects Tutorials. I was always at a table of guys. I did struggle in this tutorial a lot but so did the guys. If I was asking for help I would receive little to no help compared to what the tutors would give to the guys at my table. It happened a few times. Felt like I was going to give up.
Female	PG/Master's	Physics	I personally have not met such situation.
Female	UG	Biological Sciences	I experience white privilege every day.
Male	UG	Physics	I have had other students attempt to silence me based on the fact I am white and a male.
Female	UG	Astronomy	The only time I have felt uncomfortable, is in regards to talking about mental health with members of the university staff. I have mental health issues and that means there is an element of misunderstanding and sometimes feeling like the university should do more to help people like me. The system for dealing with mental health within the University is flawed and can often appear daunting to those with mental illnesses.
Female	UG	Physics	A student was ignoring me and he look at me in uncomfortable way
Male	UG	Physics	I've never experienced discrimination, I am a cis white male after all
Male	UG	Computing and Physics	I don't think I ever have

Female

UG

Geosciences

Two years ago during the Earth and Planetary Science Symposium hosted at my department, one of my lecturers invited an artist to the event to showcase her artwork. I studied Fine Art before university so I was intrigued. I had a look at her works and I was taken aback by her shallow and racist portrayals of Black and Brown migrants. Her exhibition was a comparison of migratory stones and human migrants. When I asked her if she used any models for the humans portrayed in her work, she simply said that she did not. Instead, she said that she drew whatever came to mind when she thought of human migrants, not understanding that the Black and Brown people I saw in her work looked like caricatures of Black and Arab migrants. I did not feel comfortable calling her out there in the event as I felt that my own lecturers would not support me. I attempted to speak to my personal tutor about my feelings on the exhibition, and he simply berated me for feeling that way and that "I can't just censor art because I don't like it." I stopped speaking to him and changed my personal tutor for the next academic year.

In another instance, I had asked a colleague in the department to send out a School-wide email to advertise his film festival showcasing queer experiences in South East Asia, Africa and Latin America. I was keen on attending this film festival and looked forward to regular reminders during the festival. I found out later on that one of the faculty in the School of Geosciences had personally emailed him to stop sending these emails as the mention of queer films was uncomfortable to him. Furthermore, I also remember when a former friend had confessed to me about a sexism incident from her personal tutor. She reported to me that this tutor had scolded her for seeking to take a semester-long language course because she was maintaining 2:2 grades in her courses after she had only just finished her first year at the university. On the other hand, this tutor had praised a male student for seeking to take a language course that was a yearlong, despite the fact that he also maintained 2:2 grades in his first year.

Male	UG	Physics	I don't fit into any marginalized groups and have not experienced any discrimination for my race, age, gender or sexual orientation.
Female	UG	Chemistry	No one has ever belittling me for this
Female	UG	Mathematics	I did not experience actual discrimination. However, I did myself feel insecure or less capable without a reason just because of the stereotypes in my head. Would appreciate workshop to cope with this inner prejudice
Female	UG	Chemistry	I could not participate in some research because I am not a native English speaker. I guess that is not discrimination, but I definitely felt like I had less opportunities than others
Female	UG	Biological Sciences	I identify as an international Asian student - none of my peers and university staff have acted in a way which has made me felt inferior or differently to other (predominantly white) peers. Outside university however is a different experience, but that's a topic for somewhere else.
Female	UG	Astronomy	I have had men re-do experiments I have taken part in because they don't trust in a woman's capability, and I have been ignored when reporting faulty equipment, where my male peers have been listened to immediately
Female	UG	Chemistry	I have never personally felt disadvantaged due to my gender at University and I feel female representation in the School of Chemistry is quite strong.
Female	PG/PhD	Astronomy	In general, I think everyone in the UoE treats everyone equally and I have never felt a real discrimination. In particular the staff, professors, lectures, etc are great. However, I may have experienced some situations that made me

uncomfortable. These were related with groups of students that most probable without realising excluded other students. I do not think this was exactly discrimination, since it happened in very isolated situations, but I think it falls on the "Inclusion" aspect of EDI and it is related with background education and being aware of what the others can feel if they are put apart.

Even though I've never consider this as discrimination, this happened to myself and other colleagues, in particular minorities (and women), but the true reason behind it is impossible to know.

Male UG Chemistry

My minority status is invisible to most

Female UG Chemistry

I've not been discriminated against at uni.

Female UG Physics

I've never experienced any discrimination but then again I don't consider myself a minority. I could experience sexism but I've not felt it myself

Female UG Chemistry

From personal experience, the university was where I felt the most equality and acceptance compared to previous environments

What gender do you identify as?	Are you an Undergraduate (UG) student or Postgraduate (PG/Master's, PG/PhD) student?	What is your discipline/field of studies?	Please let us know if you have any other comments related to the topic of this survey.
Female	UG	Physics	Thank you for all your efforts!
Female	UG	Engineering	The diversity of the student body highly varies depending on subject. Hence, different approaches will be necessary in the respective schools.  Although I have not felt discriminated against at university, I have felt a need to prove myself within the male-dominated environment. I have also felt that the few female lecturers I have had must do better than their male colleagues to be valued the same by many students. I have had an explanation I made rephrased by a man before being accepted by other course mates (or said man) on multiple occasions. Luckily I have a great group of female course mates who all experience the same things, so we can reassure each other that we have valuable contributions to make.
Female	UG	Physics	
Prefer not to say	UG	Informatics/Computing	I think it's great that you are gathering feedback about these important subjects!
Male	PG/PhD	Informatics/Computing	I have long thought about why there are fewer women in STEM and for the life of me I cannot understand it. If your results from the survey could include a rundown of why you think this is the case I would be very grateful.
Male	PG/PhD	Informatics/Computing	I've done my best to answer some of these questions but felt the wording wasn't clear what was desired. Additionally, many of these questions wording might act to "other" minority individuals who live the experience of "EDI Matters" rather than this being an abstract educational policy.

			<p>I haven't taken part in EUWiSTEM events because I'm not a woman, but a gender minority in tech. The name didn't feel inclusive to me, as non-binary and trans men are not explicitly included, so I wasn't sure if it was a space for me.</p> <p>Also, regarding the survey-- "What gender do you identify as?" states "male/female"-- I've gotten used to "man/woman" being used when referring to gender, while male/female usually refer to sex and sound more biological.</p>
Non-binary/third gender	PG/Master's	Informatics/Computing	<p>good luck with the survey, hope you get some useful answers!</p> <p>Yeah there needs to be more outreach to not just women but also to people who are not women (like sensitivity training). The online "training" sessions are worthless and do not fix any problem. They just look good to do, but are not affective. There needs to be regular, engaging, required sensitivity training. :)</p>
Female	PG/PhD	Physics	
Female	UG	Informatics/Computing	I think I've said enough
Female	PG/PhD	Chemistry	<p>Higher recruitment and retention schemes for minority groups and poorer students is good but unless costs are addressed (in particular cost of accommodation) their effectiveness will be limited as it's not affordable to study here if from a disadvantaged background</p> <p>Will you be happy at 50%? Or do you want more? Please take a moment to reflect.</p>
Male	UG	Chemistry	
Female	PG/PhD	Chemistry	Would be nice to have some gatherings for underrepresented groups without Profs or PI's.
Female	PG/PhD	Geosciences	Sexism is still prevalent within science
Female	PG/Master's	Geosciences	Though I have not personally be affected by discrimination at the University, this is still an issue which must be addressed.
Female	UG	Mathematics	I can't help but feel sceptical about this - I hope that when you hold events, you allow room for discussion. Do not resort to the strategy of

			social pressure and guilt tripping that so much university activism is centred around.
			I'm really happy this survey is happening and I hope it creates some change at the university. Less than 1% of academic staff in the UK are black. I've never had a black lecturer/tutor/professor in four years at Edinburgh. I haven't seen a black person in the school of mathematics in Edinburgh. I would love to see some mandatory events in the school of maths educating people in EDI issues and for the university to look at its hiring policy and gender/race pay gaps.
Male	UG	Mathematics	
Female	UG	Mathematics	I feel I should now educate myself more on what this is about
			I do believe that people in the University, nay the City, understand that Edinburgh is an international and modern environment therefore any form of (racial, sexual, or other) prejudices is (I know they must exist) buried within and not shown explicitly. So it is possible to hold any grudges as a personal rather than racial matter as I mentioned above. I can choose to believe that it's all in my mind and thus choose to not be a victim of discrimination. This is just how I feel, and I understand some people may experience things in a completely different spectrum, but just to sum up: it's not bad here – it's rather good. But then again I am not socially active. Some things that I have in mind and perhaps you can ask yourself are: Has there been exclusivity for women? From my PoV in the university, there are about as many male as there are female in my corridors and classes. From some statistics I read somewhere, in some cases (some school), there are even more females than there are males. Some of the events of EUWiSTEM are actually interesting, I found, but I am not the target audience. For this I feel excluded for my gender. How would you feel if we have an EUMiSTEM society and have men only events? I am sure the world would shout about gender inequality. Why is one fine but not the other? Where does the inequality lie now? When can we start looking at each other as what we basically are: fellow humans? A tiny speck of dust in the vast universe nobody cares about except ourselves and possibly potential extra-terrestrial invaders. History taught us that calamities bring people together. What sort of extinction level event would it take for us to get together? By then it might already be too late. So yes,
Male	UG	Mathematics	

			spread the word! Our sole focus as atoms realising their own existence should be the advancement of science and preservation of culture.
			I don't remember being informed of any of the events mentioned in this form before. Just as a suggestion, it would be nice if you could find a way to reach out to more people (using the school email maybe?). If you already do and it was my fault that I miss it I apologise and please do ignore this comment. :)
Female	PG/Master's	Mathematics	
Male	UG	Mathematics	I'd try to make EUWiSTEM's exposure broader so that a higher percentage of the student body could accurately answer to the question "what does EUWiSTEM do?"
My identity is based on my personality, interests, history and relationships not factors over which I have no control	UG	Astronomy	I would just like to apologise to whoever reviews these responses for how long and rambling mine are and to mention I filled this out only because it was the first time I have felt a university EDI survey was worth my time as it didn't exclude anyone who isn't in a minority group however I would very much hope that I am not somehow tracked by this and if I am to not be contacted.
Male	UG	Physics	Asking someone if they "think" they belong to a minority group seems quite condescending, that question just stood out to me as quite strange.
			I would also like to say, this might be slightly off-topic. But in my third year I was raped by a male phd student in the school of physics, he beat me and left me to the point where I had panic attacks every time I tried to walk through the door of the JCMB. This affected my studies hugely as I wasn't able to attend lectures or tutorials for a long time. I spoke up about this to the advice place and my personal tutor and the result was 'nothing can be done unless you want to face your rapist in front of a group of people in a 'he said she said' scenario', I got no help, no sympathy, no special circumstances. The way the university goes about things like this needs to change as nobody should be left alone in the way that I was.
Female	UG	Astronomy	



Female	UG	Physics	Maybe some more highlighting on how damaging minority quotas in industry can sometimes be, like I have a fear of being hired in the future purely so the company can fill a women or minority quota, which I would hate, so it would be cool to see some work around that.
Female	PG/Master's	Astronomy	I think a survey like this is really useful to spread awareness, and advertisements and more things like leaflets around campus would be really good too.
Female	UG	Astrophysics	I don't want to take away from minority groups! I just thought as this was Woman in Stem it would be worth mentioning :)
			I suspect that the sample you will receive from this survey will be a biased sample since the only people that really pay attention to EDI policy are those who agree with the broader policy aims. I think, having had discussions with a large amount (and what I would consider a representative amount) of my peers about these topics that most seem at best indifferent to EDI. I have not met a student who believes that the university institutions hinder anyone based on unalienable characteristics. Whilst making policy decisions on EDI, I believe it would be best to keep in mind that there is little (to no) evidence that suggests that the university or indeed the student population discriminates in a fashion so as to disadvantage individuals based on any protected characteristic.
Male	UG	Physics	
Female	UG	Astronomy	I think there should be more of a push to integrate students and staff to help create a more trusting and welcoming environment. Something such as a staff and student networking event or even just a social where you can meet the staff in your faculty.
Female	UG	Geosciences	Apologies for the extremely long answers. I am angry at my department and I am angry at my own scientific field because even now, as institutions like Imperial College London move to provide protective measures for LGBTQ+ students from compulsory field trips to countries that criminalise homosexuality, there are still many geoscientists who oppose this move because they refuse to acknowledge the importance of student safety over all else. Time and

Female

UG

Mathematics

time again, I have informed the University and my department of these issues but before #BLM, they have either refused to listen or listened but did nothing to solve these issues and instead, hoped that I would solve them myself. Even after #BLM has stopped trending, I doubt that my department will change their exclusionary practices unless sufficient pressure has been put onto them to do so. I hope that EUWiSTEM works to at least provide a safe space for Black womxn and womxn of colour to gather their experiences of the institutional racism, Islamophobia, anti-Semitism, sexism, misogyny, ableism and queerphobia prevalent at the College of Science and Engineering—and perhaps support them in pressuring the College for change.

Relevant survey! Thank you! Would love to see more events in general (meaning the same workshop running twice and etc.) and more representation in mathematics. Thank you!

Male

PG/PhD

Chemistry

Since being a student here I have not noticed a much EDI training, but neither have I sought it out.

# Let's do this together.



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