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Tapping All Our Talents Review 2018

March/April 2018



WOMEN IN STEM CALL FOR EVIDENCE

PURPOSE AND AIMS

In 2012 the Royal Society of Edinburgh published its report *Tapping all our Talents*, a comprehensive set of recommendations for Scotland aimed at increasing both the proportion of women in the STEM workforce and the number who rise to senior positions in universities, institutes, government, business and industry.

Six years on, issues of gender equality and the gender pay gap are higher up the political agenda than ever before. The economic imperative to retain and promote top talent regardless of gender has become starker. STEM industries are key drivers of the innovative economy that Scotland must strive for, if it is to be competitive in a future shaped by rapid technological transformation. Yet Scotland, along with the UK more widely, faces a significant STEM skills shortage at home and uncertain future access to the talented workforce in Europe and further afield.

Our governments recognise that Scotland simply cannot afford to continue with 'business as usual' in such a way that over 70% of female STEM graduates leave the STEM career path. But have attempts to tackle the problem translated into a perceivable shift in culture? Are women in Scotland now more likely to pursue careers in STEM and able to progress at an equal rate to men?

The RSE has established a *Tapping All Our Talents* Review Group to consider the progress made on women's equality in the Scottish STEM workplace over the past six years; and what more must be done. Chaired by Professor Lesley Yellowlees, the Review Group will:

- 1 Identify progress made on the 2012 recommendations to the Scottish and UK Governments, industry, funders, universities and research institutes, professional bodies and women's organisations.
- 2 Investigate current data on the representation of women in the STEM workforce across sectors and across levels of seniority, and on the gender pay gap, to discern whether the arguments made six years ago remain valid.
- 3 Consider more broadly the changing landscape in which issues of women's equality are being tackled. This will include reviewing the impact of initiatives rolled out in Scotland, the UK and further afield, in order to comment on lessons learned and highlight good practice.
- 4 Widen the scope of the Review to consider the early journey of girls and young women into STEM, looking holistically at the path through primary and secondary education and at the spectrum of routes into work through further and higher education and training.
- 5 Present an updated picture of the progress that has, or has not, been made since 2012. It will recommend the actions that policy-makers, educators and employers can take to ensure that Scotland is leading the way to a fair and equal STEM workforce, capturing all the social and economic benefits this will bring.

An open consultation will invite all interested individuals and organisations to submit their own views and experiences on these issues, while the Review Group will seek a series of meetings and discussion fora with stakeholders across government, academia, industry, education and the third sector. An updated literature review and data analysis will identify changes since 2012, while international comparisons and case studies will aim to identify good practice that can inform future action.

CALL FOR EVIDENCE

Aiming to gain insight into the experiences of people working in STEM and the actions that are being taken to address gender equality, the Tapping All Our Talents Review would welcome responses from any interested individual or organisation to the questions below.

KEY 2012 RECOMMENDATIONS

(Full list of recommendations and details can be found in *Tapping All Our Talents: Women in STEM 2012*, available on the RSE website at www.rse.org.uk/inquiries).

<p>1 To Scottish Government</p>	<p>a) A National Strategy for Scotland to tackle inequalities in the workplace for women in STEM.</p> <p>b) Tackle the gender pay gap in the public sector and through procurement, for example through the use of the Public Sector Equality Duty.</p> <p>c) Improve provision of high quality, accessible childcare.</p>
<p>2 To UK Government</p>	<p>a) Employment law to reflect the equal responsibilities of both parents.</p> <p>b) Appoint a Gender & STEM ministerial champion.</p> <p>c) Require head hunters to put forward equal numbers of men and women for top positions.</p>
<p>3 To business and industry</p>	<p>a) Establish an SME taskforce to consider how small businesses can tackle gender equality.</p> <p>b) Develop fast-track career paths.</p> <p>c) Introduce quality part-time employment.</p> <p>d) Promote culture change to enhance diversity.</p> <p>e) Develop progressive policies and practices.</p>
<p>4 To funders and investors</p>	<p>a) Require a universal minimum level of performance (Athena SWAN silver or equivalent).</p> <p>b) Ensure equality within own boards, panels etc.</p>
<p>5 To universities and research institutes</p>	<p>a) Attain Athena SWAN Silver Award:</p> <p>b) This typically involves commitment to equal pay, developing progressive policies, championing gender equality, and negating the impact of maternity/paternity leave on long-term career.</p>
<p>6 To learned bodies</p>	<p>a) Set standards and be models of good practice.</p> <p>b) Consider how to overcome historic male dominance in elections and awards processes.</p>
<p>7 To women and women's organisations</p>	<p>a) Be proactive and prepared to take risks in order to seize opportunities and fulfil potential.</p> <p>b) Raise organisational awareness of issues and how to effect positive change.</p>

QUESTIONS

Section 1: *In brief*

- Q1** Do you believe progress has been made towards achieving gender equality in the STEM workplace in Scotland since 2012? (Yes/no).
- Q2** If yes, what action(s) do you believe have had the greatest impact on improving gender equality in STEM in Scotland? (List maximum of 3).
- Q3** Where you do not believe progress has been made, or could be improved upon, what do you believe have been the key limiting factors? (List maximum of 3).
- Q4** Which of the recommendations made in the 2012 *Tapping All Our Talents* report do you believe should be prioritised going forward? (List maximum of 3).
- Q5** What further recommendations (if any) would you make to policy-makers, educators or employers to tackle gender inequality in STEM in Scotland? (List maximum of 3).

Section 2: *In detail*

Women in STEM in Scotland 2018

- Q6** What lessons do you believe have been learned from initiatives undertaken since 2012 to tackle gender inequality in the STEM workforce across the public, academic and/or industry sectors? Examples of good practice would be useful.
- Q7** In 2018's economic, political and social context, what do you consider to be the key influencers (positive and negative) on gender equality in STEM in Scotland?
- Q8** To what extent do you believe that the issue of gender inequality in STEM is being recognised as a priority and to what extent do you believe that rhetoric is being met with action?

Education

- Q9** What do you believe should be done to encourage more girls and young women to engage with STEM subjects in early years, primary and secondary education?
- Q10** What innovative or impactful practice do you know of or believe should be taking place in universities and colleges to tackle issues of gender disparities in STEM subjects? What do you think can be done to embed STEM gender equality thinking across universities and colleges?

Cultural Change

- Q11** In what ways do you believe industry can lead by example to tackle inequality within workplace culture?
- Q12** What do you believe are the most effective ways to challenge and change deep-rooted attitudes and institutional culture in order to improve gender equality in STEM?
- Q13** How do you suggest culture change can be measured in a meaningful way?
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HOW TO RESPOND

Responses to one or both sections of consultation questions are welcome from any interested individual or organisation by **Friday 27 April 2018**.

Responses may be sent by email to **WomenInSTEM@these.org.uk** or by post to **Tapping All Our Talents Review, Royal Society of Edinburgh, 22 – 26 George Street, Edinburgh, EH2 2PQ**.

Please ensure that responses are no longer than 6 A4 pages, in Microsoft Word format, and that the respondent information form below is returned completed.

Handling your response

Unless indicated in the respondent information form, all responses, including the name of the individual or organisation, will be published on the RSE website www.rse.org.uk/inquiries.

The RSE retains the right to amend, redact or remove sections from submissions, prior to publication on the website, that may be considered offensive or defamatory.

Respondent Information Form

Name / Organisation:

Title (if applicable):

Address:

Email:

Phone:

Do you consent to publication of your submission on the RSE website? *(please select one)*

Yes Yes, but published anonymously No

Additional Information

In order to help us better understand and report on the data collected, it would be useful to know some further details about respondents. However, the questions below are **entirely optional**. If you choose to provide this information, it will be kept strictly confidential. Please circle your answers.

Age: **0 – 24; 25 – 44; 45 – 64; 65+** *(choose one)*

Gender: **Female; male; other** *(choose one)*

Location: **Central Scotland; Fife; Greater Glasgow; Highlands and Islands; Lothians and Borders; North East Scotland; South West Scotland; Tayside; rest of UK; international** *(choose one)*

Approximate career stage: **In education; professional (non-manager); line manager; senior management; early career researcher; reader; professor; self-employed; not in employment; other (please specify)** *(choose one)*

Do you have any caring responsibilities?: **Yes / No**