

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

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).

STEM strategy, increased publicity on equality in STEM, increased publicity on gender equality.

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).

Awareness of the issue amongst key decision makers (those who hire/promote/manage).

Awareness of the importance of unconscious bias in all equality issues.

Self awareness, particularly in key decision makers (those who hire/promote/manage).

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).

Introduce quality part-time employment. Prefer 'flexible' employment to part-time.

Promote culture change to enhance diversity. In all sectors

Funders to require a universal minimum level of performance (Athena SWAN silver or equivalent).

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).

Minimum proportion of women in shortlists for interview/hiring process etc. Token individual is not sufficient.

Actually demonstrate action in promoting flexible working to support increased diversity

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.

Sustained effort is required.

Bottom-up suggestions of good practice are more likely to be effective (e.g. ways to make workplaces more flexible)

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?

Demonstration of improved performance (academic, commercial or whatever) with increased diversity.

Hard drivers, such as only funding organisations that demonstrate genuine buy-in to improved diversity

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?

Politically recognition is good. Most workplaces espouse the rhetoric but we need to see the data to demonstrate action. Openness of data from all employers, illustrating effort allocated to the issue and the rate of change, would be helpful.

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?

Good role models, strict attention to avoidance of gender stereotyping

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?

Athena charters focus the mind, demonstrate progress.

Cultural Change

Q11 In what ways do you believe industry can lead by example to tackle inequality within workplace culture?

Tackle gender stereotyping in all promotional materials. Demonstrate best practice in hiring, development and promotion.

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?

I wish I knew! Get buy-in to objective schemes such as equality charters. Greater focus in self-awareness and unconscious bias.

Q13 How do you suggest culture change can be measured in a meaningful way?

Focus groups, anonymous feedback and surveys.