Section 1: In brief

Q1 Do you believe progress has been made towards achieving gender equality in the STEM workplace in Scotland since 2012?

- **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).

- **N/A**

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).

- **A focus on activities which increased the administrative burden on women (e.g. Athena Swan application, action plans, and "events" preparation)**
- **Bad behaviours still going un-tackled**
- **A lack of innovative thinking about the approaches used for recruitment and retention (e.g. reference letters, letters of support when applying for promotions, or positions, which often reinforce inequality)**

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).

- **1a - A National Strategy for Scotland to tackle inequalities in the workplace for women in STEM.**
- **6b - Consider how to overcome historic male dominance in elections and awards processes.**
- **7a - Be proactive and prepared to take risks in order to seize opportunities and fulfil potential.**

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).

- **Consider meaningful policies that tackle individuals exhibiting unacceptable behaviours – at present, bad behaviour goes unpunished and is often brushed under the carpet**
- **Consider revolutionary ideas in term of recruitment and retention – including "risky" strategies**
- **Invest meaningfully in support for all types of carers (children and older parents)**

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.

- **Women are gradually becoming aware of the extent of inequality in the workplace, and are now able to "spot" it better**

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?

- **Visible women in leadership position**
- **Attitude of the media toward these women in a leadership position**
- **Sincerity of organisation engaged in equality and diversity activities**
- **Genuine spread of workload and burdens and opportunities between men and women in institutions**

Q8 To what extent to 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?

- **The issue is being recognised by most women and some men, but the portfolio of activities to tackle the issue are often insincere, and contribution towards the alienation of women through a different mean (Athena Swan charter, which is an administrative struggle for anyone sitting on a SAT writing group)**
- **Very few men take part in the "actions"**
- **Bad behaviour is still rampant, but now more "hidden"**
- **There is a lack of willingness of tackle bad behaviour related to the alienation of women in STEM**

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?

- **Teaching and activities which encourage children (boys and girls) to identify as equal: mixed sports, mixed activities, and similar level of encouragements to pursue diverse activities.**
- **Better experiential teaching of failure and the value of failing**

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?

- **Commitment to genuine shared workload allocation**
- **Encouragement of creativity in the workplace, with decreased competitiveness and increased collegiality / collaboration – a shift in the reward system (usually linked to financial outputs)**
- **Emphasising the role of fathers and facilitating genuine shared parental / caring leaves**

What do you think can be done to embed STEM gender equality thinking across universities and colleges?

- **Clear, diverse role models**
- **Empowerment of students to ask, be curious and have the space to try, fail and try again**

Cultural Change

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

- **Be clear and transparent about best practice adopted and its impact on 1) diversity and 2) business performance**

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?

- **A big issue is individuals engaging in discriminatory, harassing behaviours, who escape the very lose net set in university – the rampant culture of abuse and exacerbated aggressively and competition makes it an hostile environment, which women are most likely to exit.**
- **Shared caring workloads: at home (kids, older parents) and a work (collegial and pastoral "care" duties)**
- **Rewarding those who create and sustain a favourable environment, oten at the expense of solitary successes in their research or professional practice**

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

- **Not via Athena SWAN awards – these rarely reflect a deep culture change**
- **Through direct polling of staff at institutions and in the public (including children)**
- **Through focus groups**