

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).

- Campaigns such as International National Women in Engineering Day which raises awareness of gender equality.
- Activity by organisations such as Equate Scotland, delivering programs such as the STEM Women Returner Programme.
- Targeted activity with young people, to raise aspirations of STEM Careers. Examples of this activity would be support of events such as Scottish Apprenticeship week, National Apprenticeship Week and The Big Bang Events.

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).

- Support for teachers in schools, such as STEM training for teachers.
- Lack of women roles model / ambassadors in STEM industry.
- Targeting of career influencers of young people particularly parents.

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).

- A National Strategy for Scotland: The Scottish Government should demonstrate political leadership by committing itself to a national strategy, led by the appropriate Cabinet Secretary, aimed at addressing occupational segregation and the particular impact on women in STEM.
- To business and industry - Promote culture change to enhance diversity.
- Recruitment and Selection: In order to attract high calibre, qualified staff, employers should seek to widen the pool of applicants. This should include advertising vacancies more widely and highlighting family-friendly policies.

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).

- Funding for teachers Continuing Professional Development (CPD) on STEM teaching practices and gender inequality.
- STEM in Scotland is a fragmented and confusing landscape for employers, educators and individuals. Making it simple to navigate could encourage people who might not otherwise have considered the STEM area as a career choice to look again.
- A strong focus on implementation and embedding recommended activity to ensure activity has intended outcome.

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.

- Recognition there is a crowded and complex landscape of providers who deliver STEM activities and initiatives to promote gender equality in STEM.
- An example of good practice is the work being delivered by the Developing Young Workforce Schools and Business Partnership.
- In partnership with EUSkills and National Skills Academy for Power a pilot programme was run where ScottishPower worked with physics teachers to develop a lesson plan to help teachers bring to life and contextualise the learning outcomes. Not only does this type of activity benefit student learning, additionally it supports teacher development and industry awareness.

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?

- Perception and understanding of the sector and what careers look like.
- Within the sector, gender imbalance and the images of the sector being male dominated can be discouraging for females.
- Organisations have not focussed on diversity and inclusion from an attraction perspective until recently.

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?

- Gender Pay reporting has highlighted the issue and will induce organisations to drive activity to improve their Gender Pay Gap. For example ScottishPower has identified 3 priority areas of activity; 1) Change the way we recruit and select 2) Breaking down barriers for women 3) Developing and advancing talent.

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?

- Schools, Colleges and universities to work together to encourage progression from school to further education, and onward to higher education STEM courses in a college or university setting to be promoted.
- Foster closer links between Careers advisors /Skills Development Scotland and STEM industries, in order to best present current and emerging employment opportunities across STEM disciplines and inform of all career paths including apprenticeships at all levels.
- Supporting science / physics teachers with appropriate continuing professional development to link teaching to industry.
- Timing is very important when it comes to careers advice. Schools and employers need to ensure this activity happens prior to subject choices. Additionally, this activity needs to be of a good standard to increase understanding and awareness of careers in STEM.

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?

- More scholarships for girls studying STEM subjects.

- More networks or groups to support female students, such as the Women's Engineering Society student group 'Interconnect' which is for female engineering students. Another example of this is the WISE campaign: <https://www.wisecampaign.org.uk/>

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

- The Athena SWAN award in theory appears to drive universities to find innovative and creative solutions to support young women maintain a flexible approach to work while managing a career. Additionally raises awareness of biases and encourages people to challenge the norm

Cultural Change

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

- Partnering with other organisations to share best practice to deliver events or activities on a larger scale.
- Using sector bodies for guidance on best practice e.g. EU Skills.

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?

- Raise awareness by encouraging more female role models and advocates in the sector and communicating successes and experiences.
- Training on unconscious bias for organisations; particularly relevant for recruiting managers.
- Reviewing current attraction, recruitment and selection processes.

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

- Improvements to scores in employment engagement surveys.
- A long term measure could be organisations' Gender Pay Gap.
- Measure of women on company boards and in leadership and management roles. Such as the data collected by the Powerful Women campaign: <http://powerfulwomen.org.uk/board-statistics-by-company/>