

## Athena SWAN Silver award application form

**Name of institution:** University of Oxford  
**Department:** Zoology  
**Year:** 2010  
**Contact for application:** Professor Stuart West  
**Email:** [Stuart.West@zoo.ox.ac.uk](mailto:Stuart.West@zoo.ox.ac.uk)  
**Telephone:** 01865-281998  
**Departmental website address:** <http://www.zoo.ox.ac.uk/>  
**Date of Bronze SWAN award:** 2006

Applications at Silver level should demonstrate what the department is doing in addition to university-wide policies to promote gender equality and to address challenges particular to the discipline.

**At the end of each section state the number of words you have used.**

### Letter of endorsement from the Head of Department

An accompanying letter of endorsement from the Head of Department should explain how SWAN plans and activities contribute to the overall university strategy. The letter is an opportunity for the Head of Department to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university and departmental mission. The letter should not exceed 500 words.

*Letter is attached at the end of this document.*

### 1. A picture of the department

Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features (maximum 300 words).

*The Department of Zoology, at the University of Oxford, has a long-standing reputation for world-class research and teaching. Research in the Department spans a broad spectrum of biology ranging from ecology and behaviour, through to molecular evolution, development and infectious disease biology. A general theme that links the majority of the research is the study of evolution, an area in which we have both current strength and historical success.*

*The Department of Zoology currently has 64 academic staff. A key feature of the department is that in addition to permanent staff about one half of the academic staff are research fellows who have won their own temporary contracts (e.g. Royal Society, Wellcome, NERC, BBSRC and Leverhulme). The department also houses large groups of post docs (~50-100) and graduate students (~150). Research in the department is particularly collaborative and interactive, with a large majority of the research projects involving multiple staff, often across disciplines.*  
[153 words]

### 2. Gender Data

Provide data on the following areas, and comment on their significance and how they have affected action planning. Data should be provided over a three-year period to enable comparisons to be made and trends over time identified. The purpose of asking for this data is to identify what you are doing to create a pipeline for future appointments in your discipline, how you are attracting new staff and what you are doing to retain staff and promote them. The data also enables us to get a snapshot of the department. If you are unable to provide any of the data please comment on the reasons for this.

We recommend that you use graphical illustrations to highlight the trends emerging from the data, in addition to providing the statistics and analysis. Make sure that the data is clearly labeled. Please put the data into a PDF document.

There is a maximum of 200 words for the commentary on each section (i–xvi).

## **Student data**

(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract non-traditional groups of women to the courses.

*The department does not run any access or foundation course. However, we attempt to attract non-traditional groups of students in several ways: (1) Members of Department give talks to schoolchildren, not necessarily local (for example the Head of Department (HoD) visited schools in Northern Ireland). (2) The Department holds frequent, very popular open days where members of faculty are on hand to discuss being an undergraduate here, and even giving mock tutorials. (3) Schoolchildren are placed in laboratories for periods during their vacations, often using grants the department applies for from inter alia the Nuffield Foundation. (4) Members of the Department regularly give talks in outreach activities at both local (e.g. Oxford Museum for Natural History - undergraduates are not taught at the Museum, which simply acts as a focus for our work) and national (e.g. Science Museum, London and British Science Association's Annual Festival for Women) locations. (5) Members of the department give interviews for national magazines (e.g. Marie Claire, Stylist, Scientific American) on being a woman in science, and on the Inspirational Women in Science website aimed at school leavers to provide role models.*

[186 words]

(ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture in your discipline. Describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

*Almost two-thirds (60.3% of 317 students) of our students are female. This percentage is significantly greater than 50% ( $P < 0.0003$ ; all analyses on proportion data were analysed assuming binomial errors), and not significantly different from the national average of 63.1% ( $P = 0.29$ ). Our data represent the BA in Biological Sciences, and the national figures were supplied by the Higher Education Statistical Authority for studies in Biological Sciences. The above data is for 2008, but the same pattern is seen in 2006 (58.1% of 296 students were female) and 2007 (60.1% of 298 students were female). The data from these three years is not independent because it is a three-year course. In this and all other student analyses, there is no significant trend of change between 2006 and 2008. We have no part-time undergraduates.*

[131 words]

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture in your discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

*We run a one-year MSc in Integrative Biosciences. Over 2006-2008, 50 students have taken this course. Of these 56% were female, which was not significantly different (although marginal) from the national average of 69% ( $P = 0.051$ ), supplied by the Higher Education Statistical Authority for studies in Biological Sciences. We plan to discontinue this MSc, and so there are no future plans.*

[60 words]

(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture in your discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

*Approximately half (53%) of our DPhil students are female. This is not significantly different from the national average of 61% ( $P=0.10$ ). Our data represents all DPhil students in Zoology, and the national figures were supplied by the Higher Education Statistical Authority. The above data is for 2008 (108 students), but the same pattern is seen in 2006-2008 (2007: 52 female, 53 male; 2006: 64 female, 57 male). The data from these three years is not independent because postgraduate study can take up to four years. A number of students transfer to an MSc by research, but the numbers are too few to analyse (one female and one male in 2008). The department ensures gender balance in the postgraduate interview panels.*

[120 words]

(v) **Ratio of course applications to offers and acceptances by gender for (ii), (iii) and (iv) above** – comment on the differences between male and female admissions and describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

*Undergraduate Courses: Almost two-thirds of our applicants are female (61%). This was significantly greater than 50% ( $P<0.0001$ ). There was no sex difference in the likelihood of an applicant being offered (33%;  $P=0.76$ ) or accepting (89%;  $P=0.60$ ) a place. Consequently, a significantly greater number of places were both offered (62%;  $P=0.01$ ) and given (63%;  $P=0.01$ ) to females. The above data is for 2008 ( $N=344$ ), but the same pattern is seen in 2006 (Applications (all ratios are female/total): 178/280; Offers: 82/127; Acceptances: 68/105) and 2007 (Applications: 179/313; Offers: 69/126; Acceptances: 62/111).*

*Postgraduate Taught Courses: Just over half of the applications for postgraduate taught course were female (56%). This was not significantly different from 50% ( $P=0.17$ ). There was no sex difference in the likelihood of an applicant being offered (37%;  $P=0.73$ ) or accepting (100%) a place. The above data is 2006-2008 summed ( $N=136$ ), due to small samples in each year.*

*Postgraduate Research Courses (MPhil): Approximately half of the applications for postgraduate taught course were female (51%). The percentage was not significantly different from 50% ( $P=0.67$ ). There was no sex difference in the likelihood of an applicant being offered (23%;  $P=0.44$ ) or accepting (100%) a place. The above data is 2006-2008 summed ( $N=364$ ).*

[199 words]

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and say what action you are taking to address any imbalance.

*There was no significant difference in the distribution in the degree attainment between males and females ( $P=0.45$ ; Summed data from 2006-2008;  $N=288$ ). Overall, 27% of students obtained a 1st, 61% a 2.1, 11% a 2.2 and 1% a 3.*

[39 words]

(vii) **Length of time for postgraduate completion by gender** – comment on any differences in completion times between males and females and say what action you are taking to address any imbalance.

*Whilst there was a slight tendency for females (92%) to be more likely to submit their DPhil within*

48 months than males (83%), this difference was not statistically significant ( $P=0.66$ ). This analysis was based on data from 80 students (38 female) who started in 2002-2004.  
[45 words]

## Staff data

(viii) **Number of male and female staff (academic and research) at each grade** – comment on any differences in numbers between males and females and say what action you are taking to address any underrepresentation at particular grades/levels.

*There are 64 faculty in the department, of which 25% (16) are female. There are three types of faculty each corresponding to separate pay scales.*

*First, we have 30 contract staff, which consists of Departmental Lecturers and Research Fellows with defined contracts. 26.7% (eight) are female.*

*Second, we have 26 University Lecturers, which are tenure-track with College tutorial positions. 23% (six) are female.*

*Third, we have eight substantive Professors. 25% (two) are female.*

There are 58 post-docs: 43% (25) are female.

*Overall, the proportion of females does not vary significantly across the three types of faculty ( $P=0.87$ ), but the percentage of female faculty is significantly lower than the percentage of female post-docs ( $P=0.03$ ).*

*We highlighted the representation of females in faculty positions and especially senior positions as a problem 16 years ago with an article in the Oxford Magazine (Randolph, 1994, see section 8). At that time, the problem was a lack of female applicants for positions. We continue to address this problem, and are seeing results (section 3 part v). For example, three female University Lecturers have been appointed in the last three years, and we have leveled the proportion of females across the types of faculty.*

[200 words]

(ix) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action you are taking to address this.

Applications: *We divided into three broad categories: (1) graduate-level researchers and technicians; (2) post-doctoral researchers, departmental lecturers and research fellows; (3) university lecturers. Overall, there was no significant difference between these groups in the likelihood of females and males applying ( $P=0.08$ ;  $N=177$  applicants). However, there was a low proportion of female applicants for lectureships (26%), relative to the other categories (41% and 50% to 1 and 2 respectively). The lack of female applicants for lectureships has been identified previously, and we have started to address this (sections 3 (v)).*

Short-listing: *There was no significant difference in the tendency for females (18%) and males (15%) to be short-listed ( $P=0.53$ ).*

Appointment: *There was no significant difference in the likelihood of female (4%) and male (5%) applicants being appointed. We are conscious of the need to consider career breaks when assessing applications, and this was a factor taken into consideration in the recent selection of a new Lecturer.*

*Data collection to date has been patchy as it relies on people completing and emailing an equal opportunities form to a central location. However, this is being addressed with the introduction of a new automated system over the next 3 years*

*[196 words]*

(x) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say how you plan to address this. Where the number of women in the department is small you may wish to comment on specific examples. Explain if turnover affects recruitment and promotion rates.

*Just three tenured faculty have left in the last ten years, two male and one female. All three went from University Lectureships here to extremely highly paid and prestigious Chairs, two in the States and one in Australia. We obtained University salary enhancements and Royal Society Wolfson Merit Awards in attempts to retain them all, but were not successful.*

*All our contract faculty (male and female Research Fellows and Departmental Lecturers) who have left in the last twelve years have moved into faculty positions here or elsewhere at or before the end of their contract. Considering our current permanent (tenured) staff, 38% (10/26) of male permanent staff were recruited from our contract faculty, and 65% (5/8) of female permanent staff were recruited from our contract faculty. This percentage does not differ significantly between the sexes ( $P=0.23$ ). When contract faculty are awarded a permanent position, they are allowed to work through to the end of their contract but on enhanced salary (of about £10K provided by a College Tutorship), with their new position being covered by a temporary Departmental Lecturer.*

*[179 words]*

(xi) **Maternity return rate** – comment on whether your maternity return rate has improved or deteriorated and say how you plan to improve further. If you are unable to provide a maternity return rate, please explain why.

*During the years 2008-2010, 10 academic staff have taken maternity leave. Nine of these returned to work in the department after. The exception is a member of the support staff who has decided to relocate abroad with her partner's employment.*

*[40 words]*

(xii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade and whether this has improved or deteriorated and say how you plan to improve further.

*During the years 2008-2010, 8 members of staff including one academic and three postdoctoral researchers have applied for and taken paternity leave. All have taken the full entitlement, and all requests have been granted. The rate of application for leave amongst academic staff has been relatively low, because the nature of our working pattern makes it easy to take paternity leave informally. No adoption leave has been requested in past three years; there has been only one instance in the past 7 years, which was granted.*

*[86 words]*

(xiii) **Promotion application and success rates by gender and grade** – comment on whether these have improved and say what further action may be taken. Where the number of women is small you may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

*There are two main routes for promotion for our existing staff, which we summarise.*

*First, 15 of our permanent staff were recruited from contract faculty within the department. Of these 33% (five) were female, which does not differ significantly from the overall proportion of female staff (25%;  $P=0.07$ ). Overall, and as analysed in section 2 (x), 38% (10/26) of male permanent staff were recruited from our contract faculty, and 65% (5/8) of female permanent staff were recruited from our contract faculty.*

*Second, University Lecturers may be awarded the title of professor. The proportion of University Lecturers that have been promoted to professor does not differ significantly between males and females ( $P=0.94$ ). Overall, 35% (7/20) male and 33% (2/6) female University Lecturers have been promoted to Professor.*

*We are aware that females may be less likely to apply for positions or promotions and so we are actively encouraging this (sections 3 (i) & (ii) & (v)).*

[155 words]

**(xiv) Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

*Most departmental committees have been replaced by a single Monday morning departmental meeting at 10am (during term time), which is open to all (see section 3 (iv) & (ix)). When other committees are formed (e.g. appointment committees for post graduates, post docs or faculty; ethical review committee, teaching steering committee), we always include members of both sexes, whilst attempting not to overload the smaller numbers of female academic staff.*

[69 words]

**(xv) Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small you may wish to comment on specific examples.

*A number of non-academic staff have requested and had approved changes to their working hours or percentage FTE because of family or other commitments. The approving of such changes is standard. The one exception was the HoD's PA who went on maternity leave and asked to return half-time. Since the HoD's PA position is necessarily full-time, she was offered an alternative half-time PA post, which she accepted and has held for almost five years.*

*Two grade 5 support posts are formal job shares. Flexible working is encouraged and it is generally accepted that staff, with the agreement of their supervisors, will arrange working hours in the core hours of the department to suit their family commitments (see section 3, part iii). Consequently, while many work flexible hours, we do not have data on this, because formal requests through the flexible working process are not required. Academic staff are not required to work particular hours, though they are required to teach at specific times, to fulfill administrative duties, and are monitored on research output.*

[175 words]

**(xvi) Female:male ratio of academic staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what you are doing to address them.

*The proportion of female faculty staff (50%; 8/16) that are on fixed term contracts does not differ significantly from the proportion of male faculty staff (46%; 22/48) ( $P=0.77$ ). The department actively encourages internal candidates for all job positions.*

[38 words]

### **3. Initiatives to advance and support women in the department**

Provide commentary on the thematic areas below, explaining what the key issues are in your department, based on the data above, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed (maximum 300 words each for sections i–xii).

(i) **Promotion and career development** – comment on the appraisal and career development process and the evidence of gender balance in the process of identifying people for promotion.

*Promotion and career development involve three distinct processes:*

- (1) Everyone undergoes an annual appraisal, with the HoD, distinct from the promotion process, to assess progress, needs and future plans.*
- (2) At Oxford, promotion for University Lecturers to reader to professor is title only (shared pay scale). Everyone is directly invited biennially. Departmental and division committees feed to a central decision making committee. Feedback from the central committee is provided both in writing and in person. The proportion of staff that has obtained this promotion does not differ between males and females (section 2 (xiii)).*
- (3) Extra salary advancements above the standard scale are rare, and come in three forms (data from last 12 years): (a) applications for Royal Society Wolfson Awards (2 out of 3 cases were for a female); (b) special cases to ensure staff retention (1 out of 2 cases female); (c) substantive professors have their salaries reviewed every two years and do not automatically progress to the top of the scale (indeed are highly unlikely to reach the top).*

*Two potential issues for women are a reluctance to apply for promotion and maternity career breaks. A reluctance to apply for promotion is becoming less of an issue and has been countered by active encouragement from the HoD and other senior staff (see below for evidence). Maternity, career breaks and part-time working are taken into account by focusing upon the quality of the work rather than the quantity, and by evaluating with respect to equivalent time worked.*

*[249 words]*

(ii) **Support for staff at key career transition points** – comment on any initiatives, drawing out different approaches at different levels.

*We have introduced several initiatives at the departmental level:*

- (1) A training programme for graduate students and post-docs on core skills (paper writing, presentations, communication to media, networking etc). This includes a dedicated discussion on Women in SET and gender issues, that provides a forum for issues to be raised, and identifies potential staff to interact with as mentors or role models.*
- (2) We mentor all fellowship applications, providing detailed feedback on proposals and practice interviews.*
- (3) We actively encourage women at all career stages to apply for relevant awards. Recent successes include the Society for the Study of Evolution Dobzhansky Prize (Mank, 2009), Association for Animal Behaviour Medal (M. Dawkins 2009), Zoological Society of London Scientific Medal (Gupta, 2007), Royal Society Rosalind Franklin Award (Gupta, 2009), L’Oreal Women in Science Award (Burt, 2007; Griffin, 2008; Seddon, 2009), Robert Austrian Research Award in Vaccinology (Bruegemann, 2008), Fellowship of the Royal Institute for Navigation (Burt 2010), Wolfson Research Merit Award (Gupta 2010) and Fellowship of the Royal Society (McLean, 2009).*
- (4) A related issue is that maternity breaks push a career back, and so make females less competitive relative to their age. The HoD recently tackled this problem at the Zoological Society of London, forcing a change in the eligibility criteria for the Scientific Medal from*

age (<40) to years post-doc (<16). For example, this allowed Gupta to be nominated and win the award.

Key future steps are to facilitate greater sharing of support and experience between staff, and to raise the issue of gender more broadly for national and international awards.

[261 words]

(iii) **Flexible working** – comment on the numbers of staff working flexibly and at what grade and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements and how you raise awareness of the options available.

*We strongly support flexible working at all levels within the department. We volunteered to be one of the two departments examined in a 2009 study on flexible working by the Equality and Diversity Unit at Oxford, receiving an overwhelmingly positive assessment (see section 8). As identified in this study:*

- (1) Flexible working arrangements are principally informal, especially for academics who have a large degree of flexibility in the spread of their working hours and location of work. There is simultaneous resistance to the proposal of more formalised arrangements, which are viewed as bureaucratic, and unworkable for academics.*
- (2) What is particularly important to the culture of flexible working in the Departmental is the ethos (supported openly by the current HoD and all other senior Professors) that Zoology is a family friendly environment where staff do not need to feel out of place in the flexibility they adopt in their work (where operationally viable). To quote from the report: “The sanctioning of flexibility is critical, and that is something I feel I have received from this department”. Flexible working, especially round childcare commitments, is the norm for both males and females in the department.*
- (3) Flexibility is supported for all possible reasons (e.g. child-care, other carer responsibilities, and for health reasons), and at all time-scales (e.g. long-term or in response to last minute childcare changes).*
- (4) Possible problems associated with flexible working are reduced by minimizing departmental committees and meetings (section 3 iv), and by effective (weekly email) dissemination of all departmental information, followed by a pause for comment before action.*

*While enforcement of a formal flexible working process (i.e. formalised applications) would not be welcomed within the department, there could be a greater transparency of the possibilities, to avoid any problems arising due to a lack of awareness.*

[298 words]

(iv) **Culture** – comment on how you demonstrate that the department is female-friendly and inclusive.

*We actively work towards a culture that is as inclusive and friendly to all. Recent initiatives include:*

- (1) We have provided a central social space (Darwin’s Cafe) where all can meet and interact (Open 08:00-16:15, providing breakfast, cooked lunches with vegetarian options, snacks, coffee, tea etc).*
- (2) We have moved all social events to times when they can be attended by those with carer responsibilities.*
- (3) We have moved the time of the weekly Departmental seminar series forward to facilitate access by those with carer responsibilities.*
- (4) We have started two schemes to facilitate interactions and networking between graduate students who are in different research groups (both in carer friendly hours). We have formed a Junior Research Club, run by the students, which organises a weekly coffee and*

*cake meeting. We provide lunch at the graduate training programme seminars to encourage attendance, and allow more time for informal discussion.*

- (5) The department is run in an inclusive and transparent fashion, with all encouraged to take an active role in decision making. This has been achieved by replacing the majority of committees with two that can be attended by all members of the department, and are run at carer friendly times. (A) A weekly staff meeting at 10am Monday (during term time) at which departmental issues are raised (minutes are then emailed to all members of the department). (B) A termly Teaching meeting.*
  - (6) In addition to the above meetings, the HoD has an open door policy, which encourages staff to discuss matters informally.*
  - (7) Women at all levels are encouraged to raise their visibility externally (conferences, prizes etc) and any success is celebrated at staff meetings, in emails to all members of the department and via our website.*
  - (8) A gender balance is maintained with all seminar series.*
- [299 words]*

(v) **Recruitment of staff** – comment on how your recruitment processes ensure that female candidates are attracted to vacancies and how you ensure that recruitment processes comply with the university's equal opportunities policies.

- (1) All job particulars include details on maternity leave arrangements, university nurseries, holiday playscheme for school age children, and equality of opportunity. All selection committees contain at least one member of each sex.*
- (2) A potential issue for women is a reluctance to apply for vacancies. As discussed in section 2 (viii), data on this was analysed and published by a member of our department in 1994. In recent years, we have addressed this by actively identifying female (as well as male) applicants for jobs, including encouraging both internal and external applicants. This has played a key role in changing the gender ratio of staff employed – three of the last four lectureship positions have gone to women, following a period of several years where no women were employed at this academic level.*

*A key future step in attracting the best female candidates is to increase awareness and transparency of the female and family-friendly aspects of the department (see action plan).*

*[160 words]*

(vi) **Representation on decision-making committees** – comment on evidence of gender balance in the mechanism for selecting representatives.

*As discussed in section (iv), the majority of committees have been disbanded and replaced by two, which are open to all members of staff. Furthermore, channels are provided to allow input from those who are unable to attend meetings due to factors such as flexible working or childcare commitments. When committees or panels are required, a gender bias is actively avoided.*

*Oxford operates a 5-year probation system, and so we ensure a reduced administrative load during this time. No administrative duties are given for the first three years, and then only low levels for the two years after that.*

*An active effort is made to avoid gender bias for external seminar speakers, seminar organizers and all interview panels. Positions are rotated to avoid committee overload.*

*[125 words]*

(vii) **Workload model** – comment on evidence of transparency and fairness.

*Our workload model involves college and departmental responsibilities.*

*College:* Tutors do 6 hours of tutoring per week during term unless there are extenuating circumstances. That is a substantial load monitored by the College. From time to time, faculty must take on additional College duties (e.g. Senior Tutor, Sub-Warden, Director of Graduates), and they are given some relief from Departmental administrative duties for that period. There is a correspondence between the Head of College and the HoD over these duties.

*Departmental:* All tenured faculty members contribute to teaching, research, examining and administration each year - except that there is a sabbatical system so that relief from teaching, examining and administration is granted every seventh term or seventh year (the choice belongs to the faculty member). The HoD allocates administrative loads to members of the Department. That list is submitted to the Division for approval each year. The Director of Undergraduate is responsible to the HoD for allocating teaching and examining duties, the latter in consultation with a subcommittee of the teaching committee. That subcommittee takes into account past examining loads.

Whilst fairness is fundamental, we avoid a single workload model where everyone is expected to do exactly the same. Variability is important: (a) to allow people maximum flexibility in developing their own work-life balance; (b) because the nature of academic life means that different things work for different people; (c) because jobs should only be allocated to appropriate people. Overall workloads are monitored and managed by the HoD, taking into consideration stage of career, research activity, personal/family responsibilities and health issues. Whilst most workloads are transparent, we aim to increase transparency in areas where this is possible, such as examination and administrative duties. No request for a relief from or change of duties has been refused in the last 12 years.

[300 words]

(viii) **Cover for maternity and adoption leave and support on return** – comment on the mechanisms for covering workload absence and specific support on return.

*During maternity or adoption leave, teaching responsibilities at both the department and college level are covered by an employed temporary replacement and by colleagues. This is facilitated by a sabbatical scheme, which means there is a culture where it is normal to cover each others teaching. We recently exploited this culture to successfully provide maternity support for someone who the University deemed had not worked long enough to qualify, but we felt had, through different short-term contracts.*

*A major issue is the need for childcare. Although we have purchased three priority places in one of the University nurseries, and are sometimes allocated more than this, they are insufficient for departmental needs. We located a possible site for a nursery to be built in our department, but our plan was rejected by the University. We are working with Childcare Services, exploiting a recent flexi-time survey (see section 3 iii), to get this possibility for an on-site departmental nursery reassessed.*

*We aim to provide an environment that reduces any potential complications that result from conflicting demands of work and child-care. This includes providing a 'child-friendly' department: (1) children are welcomed at Darwin's cafeteria, where the fish and invertebrate tanks provide entertainment and interest; (2) a culture where it is accepted that parents can bring their children with them, or work at home; (3) priority parking spaces reserved for those that have to make the school/nursery run; (4) family friendly events including a summer BBQ, Christmas party and residential field course; (5) meetings, seminars etc have been moved to during school/nursery hours.*

*Key future steps include making the support for maternity leave more transparent, putting in place a greater support network, examining ways in which the transition to research could be eased, and improving the childcare situation.*

[285 words]

(ix) **Timing of departmental meetings and social gatherings** – evidence of consideration for those with family responsibilities.

*Meetings, seminars and social gatherings have been moved to within hours where child-care is provided by schools/nurseries. As discussed above, most departmental committees have been replaced by a single Monday morning departmental meeting at 10:00, the details of which are then emailed around to all, and which can then be followed up at any time with the HoD. The main departmental seminar was moved earlier to 16:00, specifically to allow those with child-care responsibilities to attend. Events such as the newcomers' party and Christmas party are held within school hours so that all can attend, but pre-school children are also welcome.*

[101 words]

(x) **Outreach activities** – comment on the level of participation by female and male staff and whether they get recognition for being involved and the time and work put in.

*There is a strong commitment to outreach at all levels of our department. A large number of both male and female staff, including the current and future HoD, engage in outreach activities with schools and childrens' groups. These include helping in the classroom, seminars and taking children into the field. This large degree of interaction is facilitated by the fact that our research topics (Zoology, animal behaviour, adaptation, birds etc) attract much interest from children and the media.*

*We have a close relationship with the Oxford Museum of Natural History. This museum runs a superb collection of courses and activities for children, which several Zoology staff help on. In addition, the museum provides an excellent resource for materials (bones, fossils etc), which Zoology staff can borrow and take to schools.*

*Our farm field station runs outreach, via: family farm activity days; classes and visits to the farm for schools, which are closely linked to the national curriculum.*

*Gupta is writing a book (funded by the Royal Society) on female scientists, aimed at young children.*

*There is a strong support to participating in Women's groups. Several staff participate in the activities of groups such as WISE, FEST, UKRC GetSET Women and the British Science Association. This involves seminars to the general public, interviews in national magazines (Marie Claire, Stylist, Scientific American) and web blogs/interviews.*

*The department actively disseminates its research to the public. All staff are encouraged to prepare press releases for important papers, in collaboration with the school press office. We run specific graduate training seminars on dissemination.*

*At Oxford, appraisal is yearly, led by the HoD, and is not used for promotion purposes. However, outreach is assessed at this stage, illuminating when this would be useful for promotion applications.*

[290 words]

(xi) **Induction and training** – comment on the support provided to new staff at all levels, noting what new arrangements you may be planning, as well as details of gender training.

*All staff must attend an induction day, which describes how the department runs, deals with safety issues etc. Training possibilities are offered and highlighted on this day. All staff are provided with a staff booklet. Springboard and Navigator courses are offered for women and men respectively. Graduate students have a separate, but very similar, induction day. A newcomers' party is held in the department every October, during school hours, when all can attend.*

*A key aspect of induction and training comes from how the department contains several research groupings, each based around multiple members of staff (e.g. animal behaviour, microbial evolution, development, ornithology and ecology). All new staff join an existing group,*

*which provides an 'instant network' for academic interactions, day to day advice on how things work in the department, and social activities.*

*Networking between research groupings is facilitated by: (a) the social space provided by Darwin's cafeteria; (b) departmental level events; (c) a weekly staff coffee morning; and (d) a weekly coffee and cake meeting for graduate students.*

*Undergraduate student feedback is required for all courses, and reviewed by the HoD and the Associate HoD. The HoD discusses with lecturers who are apparently under-performing, how the situation might be dealt with. At any time, in recent years at least one faculty member is working with Oxford University Learning Services to improve their lecturing performance.*

*Each year, the HoD writes to and reviews the past year's teaching contribution for all research fellows to ensure that they are getting experience at teaching, and providing additional opportunities when requested.*

*All new academic staff are assigned a senior member of staff as a mentor.*

*A key future step is a greater integration of departmental and school level training, to facilitate greater participation in the more appropriate schemes.*

*[295 words]*

**(xii) Support for female students** – comment on the support provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher.

*Considerable extra support for both graduate and undergraduate students at Oxford is provided by the college system. Each college has in place an established welfare systems, with tutors of both sexes and a women's officer. Every undergraduate student has a tutor responsible for their academic progress and pastoral care.*

*At the departmental level, each graduate student has at least two formal supervisors. As part of our graduate training programme training, we run a seminar on Women in SET, to facilitate discussion, and make students aware of the various women's activities/groups in which the female members of staff are involved. All graduate students are encouraged to take part in events on gender issues, such as those run by FEST and Oxford Women's Network.*

*All graduate students obtain support at a number of levels. The research groupings within the department provide networks to interact, discussion groups and opportunities for practicing presentations to a small and informal audience. At the departmental level, we provide training in all areas of research such as paper writing, grant writing, presentations, statistical analysis etc. The progress of all students is formally assessed at multiple time points during their DPhil: Transfer Report & Viva during their third-sixth term (ideally fourth), where the students work is assessed by their supervisors and two external (not connected to the studentship) members of staff; confirmation of status by ninth term. All students are expected to attend and present work at both national and international conferences.*

*[243 words]*

#### **4. Case study: impacting on individuals**

Describe how your department's SWAN activities have benefitted an individual woman working in the department (maximum 200 words).

*Sunetra Gupta has worked in the department since 1993 and had tenure since 1999. Flexible working hours have been key to her abilities to perform her research and teaching duties while raising two children. She has benefitted from the culture of the department which encourages an integrated approach to work and family commitments: the freedom to spend school holidays working from home and being able to bring the children in (as a parent she has a priority parking place), the emphasis on meetings being held during hours that do not conflict with childcare, and*

*the ease of making alternative arrangements for teaching and administrative duties during childcare emergencies. These factors have contributed to her being able to balance her roles as mother and progression to senior academic. Her research career has been fostered by the HoD who successfully nominated her for: a Zoological Society of London Scientific Medal, a Royal Society Rosalind Franklin award, a Royal Society Wolfson Merit Award and for internal merit awards, including the title of professor. In the case of the Zoological Medal, the HoD revised the eligibility criteria that previously discriminated against those who had taken maternity breaks and/or worked part-time (see section 3.ii).*

[199 words]

## **5. Further SET-specific initiatives**

All are described above.

## **6. The self-assessment process**

*We started the application process in July 2009. At this time, the HoD (Paul Harvey) appointed Stuart West to coordinate the application. West then met with the Head of Equality and Diversity (Felicity Cooke) and the then Gender Equality Project Officer (Siân Renwick), to plan the formation of the self assessment panel. Data collection was started in November 2009.*

### *The self-assessment team*

*There were 12 members of the Self-assessment team, 10 female and two male. The team was selected to provide a range of backgrounds and experience*

*Professor Stuart West is Professor of Evolutionary Biology, the Director of Graduate Training and a member of the University Athena SWAN Committee. He joined the University as a Professor in 2009. His partner is an academic, and he has two children, aged 11 and 6.*

*Profesor Sunetra Gupta is the Professor of Theoretical Epidemiology. She joined the University as Wellcome Fellow in 1993. She is married to an academic, and has two children, aged 13 and 11.*

*Professor Paul Harvey is the HoD and Professor of Zoology. He joined the University in 1985 as a University Lecturer. He has married and has two children, aged 30 and 28. His wife has a child, aged 6.*

*Profesor Sarah Randolph is the Professor of Parasite Ecology. She joined the University as a Departmental Demonstrator in 1974 (and was supported on external Research Fellowships from 1980 to 2009). She is married to an academic, and has three children, aged 30, 28 and 25.*

*Dr Theresa Burt de Perera is a Universty Lecturer. She joined the University as a DPhil student in 2004. She is married to an academic, and has 2 children, aged 9 and 2.*

*Dr Judith Mank is a Universty Lecturer. She joined the University to take her current position in 2008.*

*Dr Nathalie Seddon is a University Lecture. She joined the University as a Royal Society Research Fellow in 2005. She is married and pregnant with her first child.*

*Dr Graham Taylor is a RCUK Academic Fellow, whose post will become a University Lectureship following satisfactory completion of a 5 year probation period. He joined the University as a Royal Society University Research Fellow in 2004. He is married, and has 2 children, aged 6 months and 3 years.*

*Dr Ashleigh Griffin is a Royal Society University Research Fellow, and a member of the University Athena SWAN Committee . She joined the University as Royal Society Dorothy Hodgkin Research Fellow in 2009. Her partner is an academic, and she has two children, aged 11 and 6.*

*Ms Lynne Bradley is the Graduate Administrator. Her position is a Job Share with Heather Green. She joined the University as PA to Chris Perrins in 1993. She is single and has 2 children, aged 8 and 11.*

*Ms Heather Green is the Graduate Administrator. Her position is a Job Share with Lynne Bradley. She joined the University as PA to the administrator in 1995. She is married and has 2 children, aged 8 and 11.*

*Mrs Claire Harvey is the PA to Ben Sheldon and Peter Holland. She works part-time. She joined the University in 2002 as PA to Paul Harvey. She is married to an academic and has one child, aged 6.*

*Ms Niamh McEntee is the Department Administrator. She joined the University as a Research Coordinator in 2006.*

*In addition to the team, we have been advised and assisted by:*

*Professor Peter Holland, Associate and future HoD*

*Dr Felicity Cooke, Head of Equality and Diversity.*

*Dr Sarah Carson, Project Officer (Equality Impact Assessment), Equality and Diversity Unit.*

*Ms Siân Renwick, Gender Equality Project Officer, Equality and Diversity Unit (until February 2010).*

#### *Data Collection*

*The collection and analysis of relevant data was carried out between November 2009 and May 2010, by Niamh McEntee, Claire Harvey, Heather Green, Stuart West and Paul Harvey.*

#### *Report on Flexible Working*

*The Equality Impact Assessment report on flexible working in our department was carried out and written up by Sarah Carson between September 2009 and January 2010, following consultation with Stuart West and Paul Harvey.*

## 7. Action Plan

Identified priority and Justification	Description of action(s) required.	People responsible.	Targets and Timeline.
<p><b>Support for staff at key transition points: support, advise and share.</b> We will facilitate greater support, advice and sharing of experiences from staff who have encountered similar issues at earlier stages of their career. For example, career breaks, working part-time, juggling work-family commitments and the transition between different career stages.</p>	<p>We will put together booklets containing information, advice and ‘useful tips’ on the topics: ‘taking a maternity break’, ‘returning to work’ ‘working part or flexi time’. These will be done and based on the experiences of those who have recently gone through these transitions. For example, what worked, what didn’t and ‘what we wished we had been told’. These booklets will be made available via the web. As well as providing information, they will identify role models that younger staff can interact with over such issues.</p>	<p>Ashleigh Griffin, Theresa Burt de Perera and Claire Harvey will coordinate the production of the booklets.</p>	<p>Academic year 2010-2011. One booklet by March 2011, the second by June 2011 and the third by September 2011.</p>
<p><b>Flexible working: transparency.</b> We would like to make sure that the flexible working possibilities are as transparent as possible to all. This is important so that people with ‘hidden’ caring responsibilities (who may not require substantial periods of leave) are aware that possible help is available to them. It will also ensure that people who have immediate caring needs (know that they can be supported without detriment to their career.</p>	<p>We will put together a web site detailing the possibilities for flexible working (with examples from existing staff), and how to arrange them.</p> <p>Again, we see a key role of such websites as not only providing information, but suggesting useful people to talk to.</p>	<p>Stuart West to coordinate, aided by panel members with expertise in particular areas.</p>	<p>To be completed in Draft by March 2011, to launch in September 2011</p>

<p><b>Culture: (1) Increased discussion of gender in SET issues, especially among postgraduate students and younger staff.</b></p>	<p>We will add a yearly seminar by an outside expert on gender issues to our graduate lunchtime discussion series. We envisage speakers such as Alison Phipps.</p>	<p>Sarah Randolph and Ashleigh Griffin to coordinate choice.</p>	<p>Every academic year from 2010-2011 onwards, in Trinity term.</p>
<p><b>Culture: (2) Outstanding Role Models.</b> The portraits and photographs of ‘outstanding scientists’ around the department of Zoology show a highly significant male bias – 11 male to 1 female. In addition, the 1 female (Dorothy Hodgkin) wasn’t even a Zoologist.</p>	<p>We will arrange for two photographs portraying groups of groundbreaking female researchers in the department, and their placement. These will be the ‘The First Generation of Female Professors’ (McLean, Gupta, Randolph, Dawkins) and ‘The L’Oreal Winners’ (Burt de Perera Griffin, Seddon).</p> <p>Create publicity event for unveiling of photographs.</p>	<p>This will be coordinated by Nathalie Seddon &amp; Ashleigh Griffin. We will approach L’Oreal to try to get their involvement, supplying a professional photographer and publicity. A second possible photographer is that the UKRC ‘Women of Distinction’ photographer is based in Oxford.</p>	<p>Photographs taken by July 2011, to be hung by September 2011.</p> <p>Liaise with press and publicity centre, for unveiling.</p>
<p><b>Culture: (3) Family-friendly Awareness.</b> Whilst we have taken several initiatives to make a family and child friendly department these may be less than fully transparent, especially to outsiders, such as possible job applicants.</p>	<p>We will construct a web page detailing the family friendly aspects of the department, as outlined in sections 3 (iii),(iv), (ix) &amp; (x).</p>	<p>Stuart West to coordinate, aided by panel members with expertise in particular areas.</p>	<p>Academic years 2010-2012. Draft finished by December 2011, to launch in April 2012.</p>
<p><b>Culture: (4) A Wider Problem?</b> Females appear to underrepresented at national and international prizes and awards. If so, is this because of a bias at the nomination (especially self-nomination) or award stage?</p>	<p>We will collect data on nomination rates and success rates, and how they vary with gender for a number of national and international prizes in the field of Zoology. We will publish the results in</p>	<p>Sarah Randolph to coordinate. We will try to involve a social sciences student for whom this would be a useful piece of research.</p>	<p>Research completed and article published during Academic Year 2012-2013.</p>

	an interdisciplinary journal.		
<b>Recruitment of staff: female friendly</b>	We will change our website in a number of ways to make it more female-friendly, and give greater awareness to gender issues. In particular: (a) provide information on family, parental etc issues; (b) a women in SET page; (c) place the Athena SWAN logo on our website; (d) make women more visible on the departmental website.	Stuart West to coordinate, aided by panel members with expertise in particular areas.	Academic years 2010-2012. Draft finished by December 2011, to launch in April 2012.
<b>Workload model: transparency</b>	We will create a web resource that makes the workloads transparent, and which can be updated yearly.	Paul Harvey to lead.	Academic Year 2011-2012. Data compilation and draft site by Marh 2012, to launch September 2012.
<b>Cover for maternity and adoption leave and support on return: (1) Information.</b>	As described above, we will be creating booklets on “what I wish I had been told”. In addition to this, we will use this website to provide detailed information on helpful schemes which have been put in place by the University but of which many are unaware. For example, the childcare voucher scheme - <a href="http://www.admin.ox.ac.uk/eop/child/virtual.shtml">http://www.admin.ox.ac.uk/eop/child/virtual.shtml</a> . Again, we see a key role of such websites as not only providing information, but suggesting	Ashleigh Griffin, Theresa Burt de Perera & Sunetra Gupta.	Academic Years 2010-2012. Booklet by March 2011. Website by August 2012.

	useful people to talk to.		
<b>Cover for maternity and adoption leave and support on return: (2) Departmental Nursery.</b> As described in section 3 (viii), we have previously located a suitable site for a nursery to be built in our department, but this plan was not supported by the University.	We will utilise the recent flexible working assessment of our department, and the Athena SWAN award applications (both University Bronze and Zoology Silver) to push for this nursery.	Angela McLean	Academic Years 2010-2013. Specific steps: (1) Work with Estates Department and BESC to have site allocated for this purpose (by December 2010). (2) Work with Manager of Childcare Services to develop feasibility study (by march 2011). (3) Fund raising if required (by March 2012). (4) Planned opening by January 2013.
<b>Cover for maternity and adoption leave and support on return: (3) Extended Teaching Leave.</b>	We will raise for discussion at a departmental level the possibility that individuals be given extended teaching leave for a term after they return from maternity leave. The purpose of this is to facilitate the return to active research.	Paul Harvey to raise in departmental meeting; forming a small working group to assess.	To initiate in October 2011, to implement September 2012.
<b>Cover for maternity and adoption leave and support on return: (3) College Leave.</b> A college funded Junieur Research Fellow in our department recently experienced a number of problems (with her college) with regards to obtaining maternity leave and the possibility of part-time working.	We will investigate this case, and whether the same problem occurs in other colleges, in conjunction with the University Athena SWAN committee, and the Equality and Diversity unit.	Athena SWAN Committee and the EDU; Personnel Services	Academic years 2010-2012 Report complete by June 2011; strategy, including advice for JRFs and other research staff, available December 2011.
<b>Timing of departmental meetings and social gatherings: Question Time.</b> Whilst we have moved the departmental seminar to with carer friendly hours (4pm start), they often go on to the extent that late	We would instigate a culture that at the end of departmental seminars, a pause is made when people that need to leave can do so, before questions. This is done at	Theresa Burt de Perera.	Initiate in January 2011, to agree guidelines by department and implement by April 2011.

collection becomes a significant risk.	some other Universities, where it has the added bonus of facilitating greater interactions over questions between those who are especially interested.		
<b>Outreach activities: Resources and Transparency.</b> Whilst we are engaged in large amount of outreach, both the extent to which this is done and the available resources are underappreciated.	We will construct a dedicated outreach section on our website. Our aims will be to: (a) make the possibilities available clear externally, to schools and other potential users; (b) clarify links with, and resources available from, the Oxford Natural History Museum and the University Farm; (c) celebrate the outreach done my members if our department.	Stuart West to coordinate, aided by panel members with expertise in particular areas (including Marian Dawkins, Peter Holland & Sunetra Gupta).  Partnership with Access / Student Admissions who are already working in this area	Agreeing a potential list of resources with partners by December 2010. Identify a methodology for department members to feedback successful outreach work by June 2011. Construction of web pages to be completed by December 2011;
<b>Induction and Training.</b>	We are working with Alison Trinder at division level to integrate and tailor training opportunities to our department. We are especially keen to encourage younger female staff (Fellows & Lecturers) onto the Springboard scheme - <a href="http://www.learning.ox.ac.uk/oli.php?page=51">http://www.learning.ox.ac.uk/oli.php?page=51</a> .	Stuart West and Alison Trinder	Academic Years 2010-2013. 80% of female staff to have attended a springboard course by 2013.
<b>Work-life balance programme.</b> Several of the initiatives that we have described above are key issues in work-life balance. We will formally link them via a work-life balance programme. Oxford Brookes provides an excellent (and	We will create a work-life balance programme. At first, this will primarily be a collection of web resources that we put together, to house and link the initiatives described above on: (a)	Stuart West to coordinate, aided by panel members with expertise in particular areas.  Partnership with Personnel Services and Occupational	To be completed by September 2012.

local) example of how this can work ( <a href="http://www.brookes.ac.uk/about/news/worklife">http://www.brookes.ac.uk/about/news/worklife</a> ).	support for staff at key transition points; (b) flexible working; (c) family friendly; (d) female friendly; (e) maternity and adoption leave. However, once this is up and running we hope to build on this by incorporating it into our graduate discussion groups.	Health.	
<b>Setup Working group to oversee Athena Swan implementation</b>	To progress the action plan, to involve staff and students, and to make yearly reports  Liaise with Equality and Diversity Unit  Liaise with university Athena Swan Committee	Initiated by Stuart West with reps from staff and students (ug, pg, post-doc)  With support from EDU	First meeting in October 2010.  Have Athena Swan as a regular item on departmental meeting agenda  Produce yearly report against action plan  Ensure cross representation between the Zoology working group and University Athena Swan committee (Stuart West & Ashleigh Griffin are on the latter)
<b>Develop a Web Strategy for supporting Athena Swan Activities</b>	To coordinate 'look and feel' to make site female-friendly, to populate page info on a regular basis, to make the site lively. (needs a person with a creative flair ...)	To be led by Nathalie Seddon & Ashleigh Griffin.	Aim to have a new-look Athena web page launch event – January 2012.  Use web site to report progress annually.
<b>Encourage Athena Swan Implementation in Other Departments</b>	To clarify the advantages of participation in the Athena Swan programme to other	To be led by Ashleigh Griffin and Stuart West, via the University Swan	From October 2010. Work with one department a year, coordinating with the University

	departments at Oxford. To offer advice based upon our experience both producing and acting upon the application.	committee. All panel members to assist as required.	action plan.
--	---	---	--------------

## 8. Any other comments

### (A) Flexible Working Report

Our department recently participated in an Equality Impact Assessment report on flexible working. The full report is available at:

[http://www.zoo.ox.ac.uk/group/west/pdf/Zoology\\_Flexi\\_Report\\_09.pdf](http://www.zoo.ox.ac.uk/group/west/pdf/Zoology_Flexi_Report_09.pdf). Here we provide a brief summary of the main points.

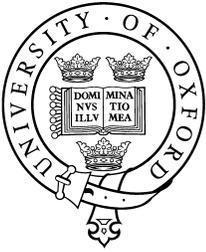
- (1) Flexible working arrangements are principally informal, but this was valued, with a resistance to the proposal of more formalised arrangements (this idea was not only viewed as bureaucratic, but unworkable for academics). Informal flexible working was viewed as positive by both male and female academics alike, and fully compatible with their roles as scientists and parents.
- (2) Informal flexibility promotes the family-friendly atmosphere of the department of Zoology.
- (3) The problem of child-care within Oxford was raised. The importance of university nursery provision was emphasised during interviews, with those having places (or who have had places) speaking positively about the quality of provision on offer, as well as the convenience of the location of university nurseries. It was recommended that: "The Department of Zoology should liaise with the Childcare Services Manager to re-investigate the feasibility of developing nursery provision on the site identified by the Department of Zoology." This recommendation has been followed.
- (4) The importance of high profile women scientists and mothers as role models was highlighted. Most interview participants noted that professorial role models such as Prof. Sunetra Gupta and Prof. Angela McLean were particularly valuable for the image of the Zoology department. Both Prof. Gupta and Prof. McLean were respected as exceptional high achievers in their own right. However the fact that they were also mothers was viewed as significant and potentially encouraging for other mothers in science.
- (5) The department was commended on how it handled parental leave, and that did not discriminate against fathers nor hold unfounded assumptions that the responsibility of care in such a serious case would automatically lie with a mother (an attitude that is all too prevalent in wider society).
- (6) The maternity leave package offered was commended. It was recommended that "Some institutions have considered running courses to support women returning from maternity leave. This idea was not explored in the interviews, but may be something for the Department of Zoology to investigate with women members of staff." This recommendation is being implemented in the action plan, via the support booklets and associated links.
- (7) The family friendly nature of the department was commended.
- (8) The key role of support from the HoD was raised and commended.
- (9) The department was commended for moving all departmental meetings, committee meetings and research talks to within reasonable office hours in order to accommodate as many members of staff as possible. It was noted that is an example of best practice also demonstrated by the Department of Chemistry, University of York, who currently hold Athena Swan gold status.
- (10) The Department was commended for reserving a number of parking spaces for non-occupancy until after 08:45 in order to assist people who accompany children and young people to nursery/school.
- (11) The department was commended for both its female representation on committees and attempts to reduce committee overload.
- (12) The occurrence of both formal and informal mentoring was noted. It was recommended that "Mentoring opportunities could be formally offered to all members of the department, not just academics who are employed as faculty." How to provide appropriate guidance and career development structure for contract researchers is currently being examined

*across the University. Mentors are provided for support staff both inside and outside the department.*

- (13) The problem raised by short-term contracts was raised, but it was also noted that this cannot be controlled by the department.*
- (14) It was noted that there are good networking mechanisms within the department and University. It was recommended that: "Ensure that all women members of staff are kept regularly informed about departmental and university-wide networking and development opportunities such as the Oxford Women's Network and the women's development programme Springboard." This is addressed in a number of places by our action plan.*
- (15) There is demand for more knowledge about the role of women in science amongst postgraduates. Recommendation: "Continue to develop seminars that showcase the work of women scientists, possibly including discussions of gender perceptions in science and women's experiences as scientists." We will develop seminars on this as part of our action plan.*
- (16) The importance of transparency over support opportunities was highlighted. Recommendation: "Consider the development of a communication strategy so that all members of the department of Zoology are aware of the potential support available to carers of dependent adults. This is important so that people with 'hidden' caring responsibilities (who may not require substantial periods of leave) are aware that possible help is available to them. It will also ensure that people who have immediate caring needs (as with the examples discussed above) know that they can be supported without detriment to their career." This is addressed in our action plan.*

#### (B) Other Documentation

A PDF of Sarah Randolph's 1994 article on representation of women in Science at Oxford is available at: [http://www.zoo.ox.ac.uk/group/west/pdf/Randolph\\_94.pdf](http://www.zoo.ox.ac.uk/group/west/pdf/Randolph_94.pdf).



UNIVERSITY OF OXFORD  
**DEPARTMENT OF ZOOLOGY**  
TINBERGEN BUILDING  
SOUTH PARKS ROAD OXFORD OX1 3PS

Direct line: (01865) 271260  
Assistant: (01865) 271259  
Facsimile: (01865) 271249  
E-mail: paul.harvey@zoo.ox.ac.uk

*From:* **Paul H Harvey CBE, FRS**  
**Professor of Zoology**  
**Head of Department**

17 May 2010

Dear Athena SWAN Panel,

It is my great pleasure to endorse and give my fullest support to our Athena SWAN application.

In order to reach its full potential, it is vital that our department benefits from the skills of the whole population. This requires that women be properly represented in areas of work, both Zoology and Science more generally, that have long been male dominated.

Over the last 12 years we have started to tackle the problems that occur when trying to recruit, keep and maximize the potential of female scientists. Our initiatives in this area have led to some clear progress, which provides a foundation for future improvement. At the same time, a clear shift has been occurring in work-life balance, and so issues such as flexible working are also becoming increasingly important to male staff.

The advantage to us of applying for the Athena Swan Silver Award is clear and direct. It provides a formal mechanism for assessing ourselves: where we are, and where we intend to go.

First, this rewards success, and those responsible for it. In particular, we have worked hard to develop a critical mass of highly successful and influential female academics, at both senior and junior levels. The combination of the actions of this group and supportive institutional measures is key to driving long-term cultural changes.

Second, the self-assessment process highlights problem areas, and what needs to be done. Although this has involved trying to find faults, it has been a positive process, because it has resulted in a forward-looking action plan that will be extremely beneficial to all current and future members of the department.

Thank you,

A handwritten signature in cursive script that reads 'Paul Harvey'.

Paul Harvey