The Institute recognises that there are particular issues that face smaller departments or groups who wish to participate in Project Juno (and similar award schemes) in the UK and Ireland. This information sheet has been produced to provide ideas and guidance for smaller departments who wish to achieve Juno Champion status.

Establishing organisational framework
This means putting in place the necessary framework to improve equality and transparency for all staff, regardless of the current number of females or staff in the department. If you cannot establish a new committee for Juno or Athena SWAN work, allocate the responsibility to an existing committee, and ensure that there is a reporting mechanism directly into the senior leadership of the department. Equality and diversity should be standing items on other committees, and responsibility for collecting gender-disaggregated data could be taken on by a number of different committees (e.g. teaching, research, senior-management team, HR committee, etc) rather than just in one place or being collected by one person. This will allow the load to be spread and allow equality to become embedded.

Monitoring and evidence base
Gathering quantitative data
Departments are encouraged to gather and submit as much quantitative data as they can, and there is a list of the minimum data expected from departments. However, smaller departments may wish to concentrate on providing more detail where their numbers are larger (e.g. undergraduate students) and less detail where numbers are smaller. It may be that you have to rely on more data from your central HR or planning department. Many universities are now gathering central data much more robustly for Athena SWAN – you can use the same physics data for Juno as for Athena SWAN.

We know that departmental size can affect issues such as gathering robust quantitative data, preserving anonymity in gender-disaggregated data, having fewer staff to actually undertake the work and potentially having fewer resources to implement any outcomes. In addition, recruitment and promotion opportunities will be less frequent, and policy, procedures and communication may be more informal. We also know that many of the smallest physics departments and groups only have one or two female staff, and some have none at all.

In terms of Athena SWAN, it may be easier for smaller departments to join together to submit a school or faculty level application. However, we hope that, as a physics department, you understand that there is a place for you within the Juno Award scheme and that you can be recognised for the work you are doing within physics. We want to ensure that, as a small department, you do not feel unduly penalised as a result of participation. Even if you have no female staff, we want to encourage you to consider the Juno Award scheme. By working through the principles, you will be future-proofing equality and diversity in your department, and ensuring that the department is fair, open and transparent for everyone, including potential female applicants and employees.

Working towards Juno Practitioner
To achieve Juno Practitioner, departments must demonstrate that they have met Principle 1: A robust organisational framework to deliver equality of opportunity and reward.
Analysing quantitative data with small numbers is tricky because percentages can fluctuate dramatically with the addition or removal of 1 or 2 people. You may have to aggregate data across several years (say 3–5 years), where you have the datasets to do this. This provides an outline picture of the department.

**Gathering qualitative data**

You may wish to spend more time and detail at the Practitioner level focusing on qualitative data. With small numbers of female staff or students, it can often be difficult to preserve anonymity, and in some cases it may not be possible to present data disaggregated by gender (e.g. where there is only one female in the department or group). In these cases, you may wish to initiate, for example, a generic questionnaire or focus group of all females in the department (staff, undergraduate students, PhD students, PDRAs, etc) to obtain some data around opinions of the overall culture within the department. This may not elicit as much detailed information as specific questionnaires aimed at particular groups, such as research staff, but it may help the department to portray a general picture.

There are a range of Culture Analysis Tools (QuickCAT) available from the National HE STEM programme website [http://www.hestem.ac.uk/resources/guides-and-publications/culture-analysis-tool](http://www.hestem.ac.uk/resources/guides-and-publications/culture-analysis-tool). You can download the staff-and student-culture surveys and use the most appropriate questions for your department. Alternatively, you can use the Juno Good Practice Checklist as a questionnaire, available at [www.iop.org/juno](http://www.iop.org/juno), and ask all staff to fill it in, rate the department and describe their experiences, where relevant and appropriate. This will provide a wealth of data for your application. You may wish to use a case-study approach with one or two particularly successful members of your department – for example, males or females who work flexibly, showing how you have implemented a successful home-working policy, etc.

Other qualitative data could also include:
- Reflections on interview procedures for new staff
- Female representation in departmental seminars
- Perceptions of departmental induction process
- Perceptions of appraisal process
- Perceived transparency of promotion procedure
- Perceptions of career development, including careers guidance
- Perceptions of workload allocation
- Female representation on committees
- Perception of support of flexible working
- Work–life balance
- Departmental support of gender activities.

**Action plan**

One of the major issues with the action plan is the time and resources to carry out sufficient actions to take a department to Practitioner and Champion. A good action plan focuses attention on the crucial tasks to be tackled, enables equality to be tackled like any other management task, and becomes part of the objectives and responsibilities of named individuals within management.

Spreading the load across the department and embedding it into the functions and work of the departmental committees may be an easier way to ensure that action is taken in smaller departments. It is important that these committees can be held to account and report on their equality objectives. Ensuring that there is a clear link between the data that you have and the work that you are going to undertake will enable you to set realistic and achievable deadlines and spread the load.

**School or faculty Athena SWAN Bronze**

If your department already has an Athena SWAN Bronze award, as part of a school or a faculty application, we can provide advice on how you can convert this to Juno Practitioner, providing it is a recent award (i.e. in the last year), so that you can use the same datasets.

**Mentoring, advice and help**

Smaller departments can and do achieve Juno Practitioner and Juno Champion. The IOP Diversity Team is here to support you. We can put you in touch with departments in a similar position or of a similar size, who have already achieved an award, and they can talk through some of the issues you might be facing. We can come to visit your committees or teams to provide advice on action planning or other areas, such as gathering data. We can also provide access to generic training – for example by organising a regional workshop with local partner physics departments on a particular issue (e.g. unconscious bias). We can also provide advice and feedback on draft applications for Juno Practitioner or conversion applications from Athena SWAN Bronze.

If you have any suggestions about what might help you, then please contact us and we can discuss the options.

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