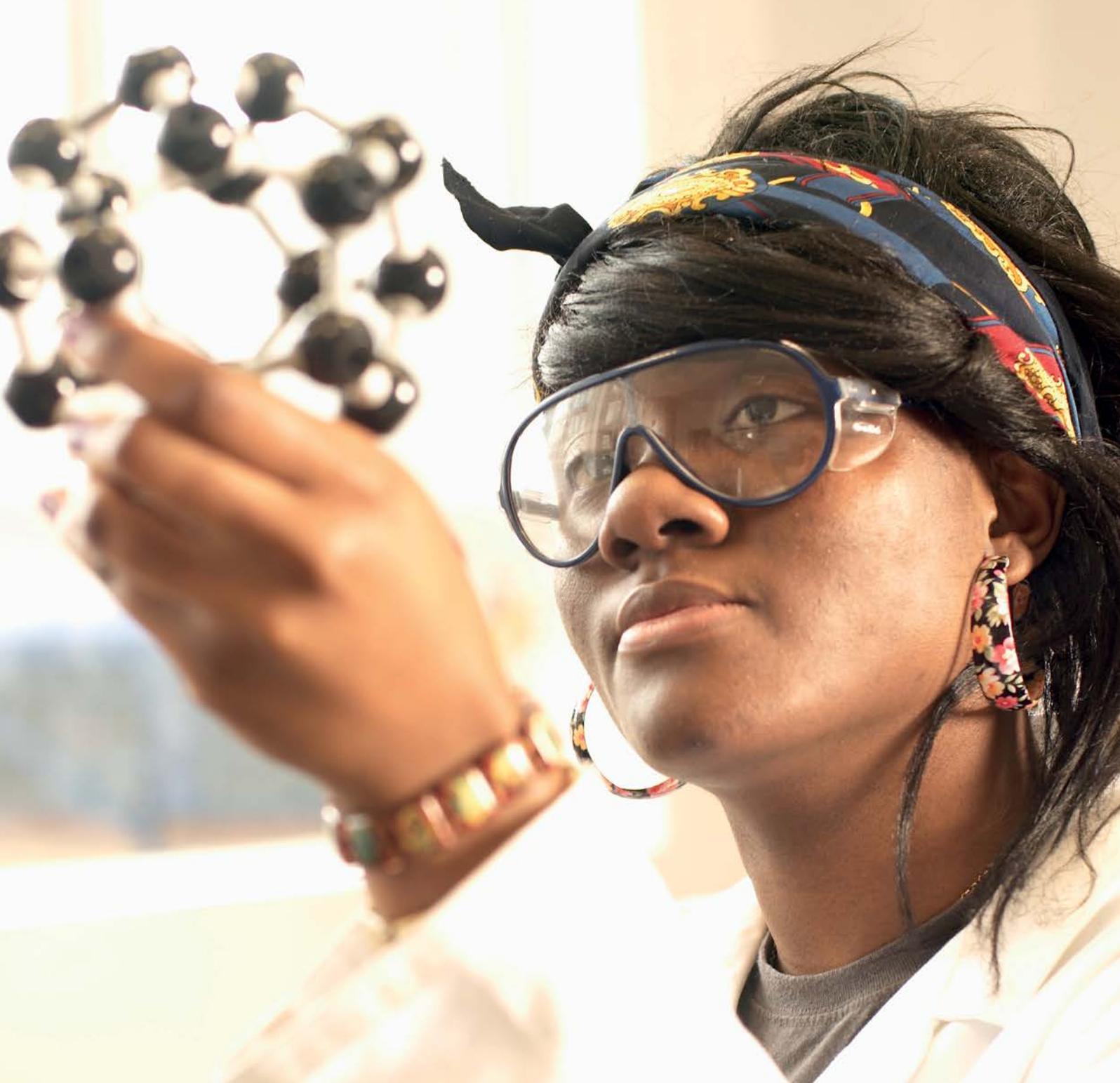


# Becoming a Juno Practitioner

A Good Practice Guide





# CONTENTS

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<b>1: Introduction</b>	<b>4</b>
<b>2: Juno Good Practice Checklist</b>	<b>5</b>
<b>3: Principle 1.1: Establishing an organisational framework</b>	<b>6</b>
<b>4: Principle 1.2: Monitoring and evidence base</b>	<b>8</b>
<b>5: Practitioner Action Plan</b>	<b>10</b>

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# 1

## INTRODUCTION

**This guide provides practical details and good practice information to help you, as a physics department or school, achieve your goal of obtaining Juno Practitioner, whether you are just starting your Juno journey or you are nearly ready to submit your Practitioner application.**

We recognise that each department will be at very different points of their Juno journey and have different circumstances to consider when implementing Juno; however, there are common threads to becoming a successful Juno Practitioner.

This guide contains both case studies taken directly from submissions and anonymised good practice examples from our current Juno Practitioners and Champions. All of our Practitioners and Champions are happy to discuss their progress with other departments, so please contact us if there is something that you would like to follow up, and we will put you in touch with the relevant department.

Throughout this guide we refer to the Juno Code of Practice, the definitive source of information on the Juno Principles and the requirements of Juno Supporters, Practitioners and Champions. This is available to download from [www.iop.org/juno](http://www.iop.org/juno) under "Documentation".

### **What evidence do we need for Juno Practitioner?**

The award of Juno Practitioner is based solely on the extent to which your department has demonstrated that it has met **Principle 1: A robust organisational framework to deliver equality of opportunity and reward**. This principle is all about the establishment of a framework for Juno within your department and the effective use of evidence to assess what you are doing well and what are the

areas for improvement.

Evidence presented for Practitioner will be expected to include:

- How you have used the Juno Good Practice Checklist to assess where you are in terms of Juno
- How you have established the organisational framework for Juno
- How you have gathered and reflected on quantitative and qualitative evidence
- How you have developed a Practitioner Action Plan to fill any gaps in evidence and determine how to explore areas of concern in more depth.

There is no template for submissions to the assessment panel, as we wish to allow departments to prepare applications in the structure and format most suited to their circumstances. This will help you reflect the spirit of Juno within your department, and to enable you to provide your own individual positive commentary of the progress that you have made and the identification of your priorities for the future.

**However, it is important to remember that the assessment panel will base their decision only on the information relating to Principle 1.** It is essential, therefore, that your application clearly demonstrates how Juno has been embraced by your department and provides a narrative of how your department has reflected on its evidence in the self-assessment process.

# JUNO GOOD PRACTICE CHECKLIST

The Juno Good Practice Checklist<sup>1</sup> provides the Juno Committee, or indeed the whole department if you use it as a consultation mechanism, with a starting point for discussions about departmental policies and practices. It will enable you to score departmental practices in each area of the five Juno Principles, to provide an initial benchmark of where you are.

We encourage departments to include comments alongside the scores in the checklist to clearly link the assessment to the part of evidence base from which it has been drawn and, as appropriate, to link to actions in the Practitioner Action Plan. The comment section also allows you to explain if there are discrepancies between different groups. For example data monitoring and reflection may be more advanced for students than for staff.

<sup>1</sup> Available from [www.iop.org/juno](http://www.iop.org/juno), under "Documentation".

## SELF-ASSESSMENT USING THE JUNO GOOD PRACTICE CHECKLIST

### Grading system

#### A = embedded

- reviewed
- reported
- benchmarked
- adds value

#### B = adopted

- expected
- accepted
- well organised
- measured

#### C = developing

- understanding
- processes
- pockets of good practice

#### D = compliant

- enough for compliance
- not fully understood
- inconsistent practice

#### E = not in place

- no interest
- not yet

### Case 1

**1.2.1** The department collects, monitors and reports data, including staff and student profiles, by gender. Information on male and female differential representation and progression (at all levels from undergraduate entrants to professors) is analysed. This data is benchmarked against UK figures and against cognate disciplines within the university, where available and where appropriate.

#### Outcome

##### Students: B

##### Staff: C

The department is now collecting gender-disaggregated data in a systematic way. Earlier data are incomplete, though detailed in some areas. They are generally fuller for students than for staff, hence the differential ringing of "B" and "C" respectively. See sections 2.1–2.7 for details. The Action Plan specifies how data will be collected, analysed and acted on in the future.

### Case 2

**4.2.1** The department has fair and open systems for allocating workload (teaching; administration and research) and this is reviewed regularly. The department ensures that the systems are inclusive and fully recognises and rewards all types of contributions (including administration, mentoring, pastoral work and outreach). Departmental roles and responsibilities, including committee memberships, are rotated for staff to gain experience/exposure.

#### Outcome: C

The committee unanimously considered the workload allocation model to be fair and open with the school recognising and rewarding all types of contributions. The workload allocation model is reviewed regularly and all are invited to comment and suggest changes. However, 26% of staff surveyed disagreed with the statement "the way in which teaching and administration workloads are allocated is fair" and a further 25% were neutral. This result suggests that further work needs to be done.

## CASE STUDIES

## PRINCIPLE 1.1: ESTABLISHING AN ORGANISATIONAL FRAMEWORK

For Juno to be successfully taken forward, you need to evidence a clear and transparent organisational framework within which Juno works. There should be a clear Juno lead within the department and a committee or working group that takes ownership of Juno, with established reporting lines within your department. Vital to the success of the framework is clear evidence of the commitment and engagement of senior management, to ensure that there are allocated time and resources to carry out the work and effective mechanisms to engage all staff with Juno and regularly communicate progress.

The Juno Committee does not necessarily have to be a stand-alone committee, as you may wish to incorporate Juno work into the remit of an existing committee, but it is essential to evidence how the committee ensures that it represents all staff and

how it communicates its decisions, both to staff and to senior management. The Juno Code of Good Practice gives full details of the range of staff and experiences that a department is encouraged to consider when establishing the committee.

Establishing effective mechanisms for communication is an aspect of Juno that will be strongly influenced by the particular circumstances within your department. For example, large departments with many research groups (perhaps spread across different sites) may have developed good methods of communicating within individual groups, but weaker mechanisms for communicating across the department as a whole with issues in ensuring consistency of information and practice. In contrast, for small departments it may be that informal communication is very effective but formal mechanisms that include all staff, are not.

### CASE STUDY

#### EVIDENCING THE ORGANISATIONAL FRAMEWORK

Our Juno Committee is fairly large and reflects the large-scale support for good practice throughout the department. The 15 members (six female, nine male) represent the full spectrum of the department from PhD student to professor, including representatives from both the administrative and technical-support staff. There are a number of ex officio members of the committee including the departmental undergraduate and postgraduate admissions

tutors, undergraduate and postgraduate tutors, equal opportunities officer and head of department. Several members of the committee have experience with career breaks, maternity and paternity leave and flexible working. There are both recent recruits and recently promoted members of staff on the committee. Each of the department's four research groups has at least two representatives on the committee.

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## SENIOR MANAGEMENT COMMITMENT

- Head of department sits on the Equal Opportunities Committee.
- Juno actions taken forward by the head of department, including chairing the forum for new academic staff.
- Juno/Athena SWAN Committee is a standing item on the agenda of the School Academic Board.

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## JUNO COMMITTEE AND STAFF COMMUNICATION

- Juno Committee draws on a diverse range of staff, representing people across the department, including representatives of administrative and technical-support staff and members from each of the department's research groups.
- The Juno Committees created a "Juno Twiki" so that all staff can access statistics, survey results, minutes and progress reports whenever they wish.
- Progress of Juno is discussed at staff meetings attended by all staff.
- Juno lead invites all staff to share views of department practices by forming an informal Juno Supporters Group.
- The department established a weekly staff newsletter to circulate news to all members of the department. This was sent out by e-mail and paper copies were distributed in common areas of the department.
- The head of department introduced a weekly coffee morning at 11.00 a.m. on Fridays with an e-mail reminder sent by administrators to all staff and RA's to promote interaction in the department.

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## ALLOCATION OF RESOURCES

- Responsibilities on Juno Committee recognised in the workload allocation.
- Administrative support allocated to Juno and recognised in responsibilities and workload of support staff.
- Actions in Practitioner Action Plan are assigned to named individuals with clear time frames for implementation and review, for example the equal opportunities officer will create an efficient structure for the routine compilation of all staff data for the department from data held by central HR.

## PRINCIPLE 1.2: MONITORING AND EVIDENCE BASE

You will need to gather and reflect on quantitative and qualitative information to assess where you are doing well and where you need to take action. This analysis and reflection of evidence will then form the basis of scoring within the Juno Good Practice Checklist. We cannot emphasise enough that it is the reflection on the data that is key to achieving a successful Juno award.

Quantitative data should cover all aspects of staff and student experiences, including people applying to the department for jobs and undergraduate or postgraduate courses. A full list of the suggested data can be found in the Juno Code of Practice. The application should encapsulate the processes (pre-existing and newly established) that are used to routinely collect and monitor staff and student data available to the department. Of course, some of this data may be centrally located and collected by your university

HR department. Some of it may not be collected at all, and starting to look at this may then become an action in your Action Plan.

Qualitative information may be gathered from a range of sources, such as staff survey results or comments from staff resulting from discussions, consultations or focus groups. Areas for a department to consider include perceptions of university or departmental policies and practices, the balance between different workload commitments, communication within the department and/or between groups and the involvement of research staff in decision-making within the department.

You may wish to use the UKRC Quick-CAT surveys as a template or for initial ideas for qualitative work in your department. They are available online, at <http://www.hestem.ac.uk/resources/guides-and-publications/culture-analysis-tool>.

### CASE STUDY

#### PRESENTING QUANTITATIVE EVIDENCE

##### Staffing levels

There are currently x staff in the department at grades researcher to professor. X (13%) are female. The distribution is as follows:

- x academic staff (x female, 12.5%) grouped as follows:
  - x professors (x female)
  - x readers and senior lecturers (x female)
  - x lecturers and university teachers (x female)
- x postdoctoral fellows and postdoctoral research assistants (x female, 13.3%)

Averaged over time, our percentages of female staff levels are as follows:

- professional, 12.8%
- readers/senior lecturers, 4.6%
- lecturers, 10% (academic staff average, 13.2%)
- PDRAs, 14%

The national averages for percentages of female staff for medium-sized cost centres<sup>1</sup> (defined as 54–153 staff in grades researcher to professor) are 12.8% (grades researcher to professor); 8.9% (academics); 16.1% (researchers). We are in line with the national averages.

<sup>1</sup> Source: *Women in University Physics Departments, Statistical Digest 2007*, Institute of Physics

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## MONITOR OVER TIME, QUANTITATIVE DATA BY GENDER

- Gender disaggregated data on undergraduate applications, offers and acceptances for each of the degree programmes offered by the school highlighted that while the overall percentage of women is ~25%, there is variation for BSc and MPhys courses, as well as for particular degree programmes, for example astrophysics and computational physics.
- Until now, equal opportunities monitoring forms for recruitment to all university posts have been returned to a central processing point and not held at department level, making it impossible for the physics department to access this data. For this reason, the physics department have volunteered to pilot a new HR Information System (HRIS) on behalf of the university. While this will not provide historic data, it will enable the department to collect and analyse monitoring data for posts.

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## OBTAIN QUALITATIVE DATA FROM STAFF

- Staff “Clickers” event where all staff invited to use electronic voting equipment to score practices within the department against the Juno Good Practice Checklist.
- All members of Juno Committee completed Good Practice Checklist individually and views consolidated to form basis of self-assessment process.
- Research Staff Forum established to specifically identify and discuss issues that this group faced.
- The findings of the university-wide staff satisfaction survey were used to compare the experiences of staff in physics with people working in other departments.

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## IDENTIFY ANY DISCREPANCIES IN GENDER REPRESENTATION

- From analysis of staff data, the department found that while the fraction of female academics increased significantly, the fraction of female PDRAs decreased. This was not in line with the trend in PhD students either, and was a cause for some concern. The department noted that this may prove to be a statistical fluctuation; however they are attempting to identify the reasons for this decrease by gathering qualitative evidence from PDRAs and PhD students.

# 5

## PRACTITIONER ACTION PLAN

The Practitioner Action Plan exemplifies how your department has identified any gaps in your evidence base and has developed actions to fill these gaps and to strengthen the current evidence base. The aim of the Practitioner Action Plan is to demonstrate how the department will move towards achieving Juno Champion in 2–4 years' time. The plan does not need to cover all five principles – that is for the Champion Action Plan to demonstrate how embedded Juno has become. The aim of this plan is essentially **Principle 1.2.3: Identify any discrepancies in gender representation and progression, and identify factors that might be causing them.**

To demonstrate how the organisational framework operates in practice, the Practitioner Action Plan should include details of the people responsible for progressing each aspect of Principle 1, the timescale for reporting and review, and what evidence will be used to measure success of the

action. The Action Plan should make it obvious that a wide variety of people from across the department are engaged in taking actions forward.

There is likely to be too much to do. Your department should not necessarily seek to address all of the issues at once, nor have them all solved within the timescale of the Action Plan, but you should ensure that you have identified where progress may be made on the journey to Juno Champion. It is important that your Practitioner Action Plan takes a realistic view of how much can be done and in what timescales. While the plan needs to be ambitious and challenging, it should be achievable.

It is helpful to include a short narrative accompanying the Action Plan, describing the overall aims and objectives of the plan.

A template for the Practitioner Action Plan is available to download from [www.iop.org/juno](http://www.iop.org/juno) under “Documentation”.

## NARRATIVE TO THE ACTION PLAN

### Case 1

The department has observed significant progress over the last few years and has highlighted many examples of “good practice” in the application. However, the department does recognise that there are ongoing issues that need to be understood and addressed in the future. These have become apparent in the process of putting together this application. In particular, the highest priority actions include:

- the performance of women undergraduates in physics at the end of their first year
- the reduction in women researchers between research associate (grade 7) and more senior positions (grade 9)
- career advice for post-docs, including a review of the mentoring and Staff Review and Development schemes
- the formation of a Research Staff Committee
- a review of the workload model for academic staff.

### Case 2

We present, using the IOP template, our Action Plan. We have grouped the actions by theme according to their time horizons: short-, medium- or long-term. The long-term actions are primarily those that the department cannot undertake on its own and will need to pursue jointly with the division or central university. We will also review and update the Action Plan, to take account of the outcomes of the focus groups; and further qualitative work with students (potential applicants and current undergraduate and graduate students).

## AIMS AND OBJECTIVES

- Action for the staffing team to produce quarterly reports of recruitment and promotion for the head of department and management team to decide on appropriate actions. The effectiveness of the system will be reviewed after one year of operation.
- In order to gain insight into the underlying causes of low numbers of female post-doctoral researchers found from the analysis of quantitative data of staff numbers by grade there will be action to undertake qualitative work with PhD students to explore career intentions.
- The Diversity and Equal Opportunities Committee has taken oversight of monitoring and responding to staff and student statistics broken down by gender to be presented in the annual School Board report.

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