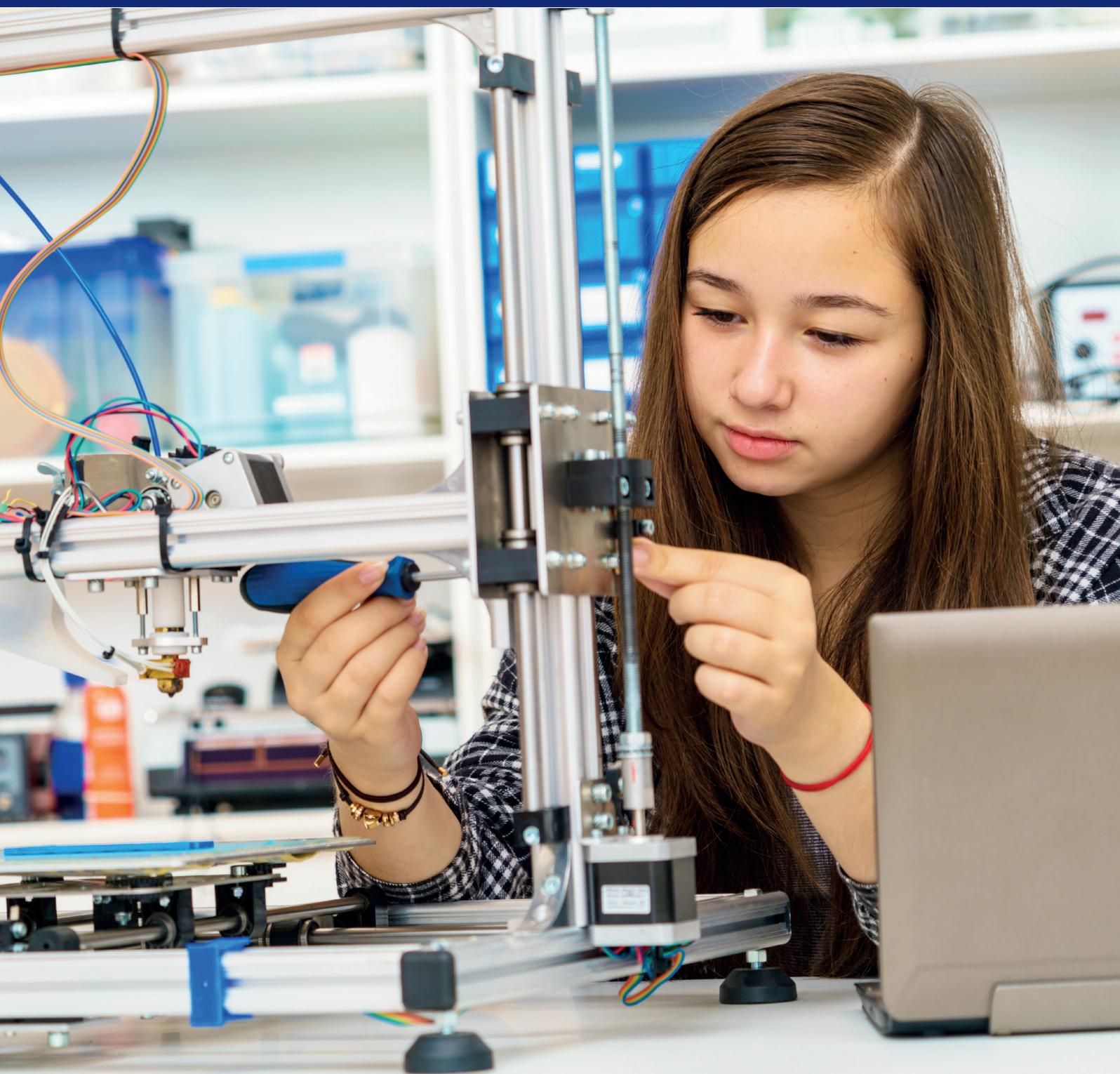


# Becoming a Juno Practitioner

A Good-Practice Guide





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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 practical advice on what you should cover in your evidence base and commentary, and your action plan on Principle 1 when you submit for Juno Practitioner. Your evidence base should set out the achievements you should have in place so far, where you are adopting good practice and your priorities for change. In this guide we set out some examples of the expected achievements in place and some areas of good practice you should be developing. When assessing your application, the Juno Assessment Panel will be looking for all the expected achievements, as well as some good practice.

This guide also 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, which sets out how you submit for the Juno awards and the requirements for Juno Supporters, Practitioners, Champions and the Juno Excellence Award. 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 evidence demonstrates you have 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 include:

- A covering letter from your head, demonstrating personal commitment.
- Your completed Juno Practitioner Good-Practice checklist.
- Your evidence base and commentary on Principle 1.
- Your Practitioner action plan.

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 six 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 the 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

## YOUR PRACTITIONER EVIDENCE BASE

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### PRINCIPLE 1.1: ESTABLISHING AN ORGANISATIONAL FRAMEWORK

For Juno to be successfully taken forward and to achieve Practitioner status, you need to evidence a clear and transparent organisational framework within which Juno works. You should have appointed a Juno lead to take forward the work, to liaise with the IOP Diversity Team and to chair your Juno 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 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 informal communication may be very effective but formal mechanisms that include all staff, are not. You should find out what support is available from your HR department. For example, they provide additional statistics or results from staff surveys, advice and guidance on implementing university or overarching policies and procedures at the departmental or local level.

#### Expected achievements in place

- There is a clear Juno lead within the department.
- It is clear how the head or other senior managers are engaged in this work, evidenced through committee membership and the allocation of resources.
- There is a committee or working group that takes ownership of Juno, with established reporting lines into the management and decision-making structures.

- The committee has representation drawn from staff across the whole department at different career stages, particularly those in early and mid-career and those that have recently been recruited or promoted, and those who have had career breaks and/or work flexibly. The different groups or divisions are represented and there is at least one member of the senior-management team.
- There is a clear statement about how the Juno work and action plan is communicated throughout the department and information on Juno should be available on the internet or intranet.
- There is a clear workload allocation for Juno work and resources available to support the committee, including admin support.

#### Working towards good practice

- The head of department sits on the Juno committee.
- The Juno/E&D chair sits on the senior-management committee or equivalent, and is involved in the long-term strategic planning.
- All departmental committees have a standing item on E&D and this is effective in committee business.
- There is an allocation in the workload model for Juno committee and activities.

## 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.

### CASE STUDY

## 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.

### GOOD-PRACTICE EXAMPLES

## 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 RAs to promote interaction in the department.

## 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.

## YOUR PRACTITIONER EVIDENCE BASE

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### 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. We cannot emphasise enough that it is the reflection on the data that is key to achieving a successful Juno award.

Your baseline quantitative data should cover your student and staff profiles, including people applying to the department for jobs and undergraduate or postgraduate courses.

#### Your baseline data

Some of this data may be centrally located in HR or equality departments. 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. You may wish to use the HE STEM Staff Culture Survey as a template or for initial ideas for qualitative work in your department, available online at [www.wisecampaign.org.uk/resources/2010/06/staff-culture-analysis-survey](http://www.wisecampaign.org.uk/resources/2010/06/staff-culture-analysis-survey).

For students:

- Undergraduate numbers and proportions for applications, offers and acceptances, and admissions, both full and part-time.
- Degree classifications, MSci/MPhys and BSc.
- Postgraduate numbers and proportions for applications, offers, acceptances and admissions by programme, both full and part-time (taught and research).

For staff:

- Applications, shortlisting and appointment for all posts.
- Applications and success rates for promotions.
- Appraisal take-up and completion (including PDRA appraisals).
- Seminar or colloquia speakers.
- Take up of flexible and part-time working options, caring leave and career breaks.

#### Expected achievements in place

- Your baseline quantitative data, highlighting any gaps.
- You should encapsulate the processes that are used to routinely collect and monitor staff and student data.
- There are results from at least one staff survey or focus group (if it is a university survey, results should be disaggregated by department or discipline).
- You have used the Practitioner good-practice checklist to identify your baseline.
- You have reflected on what the data means to you and this has been used to help you identify priorities for action.

#### Good practice

- You have collected baseline data over a longer time period working towards three to five years' worth of data with no gaps.
- Staff and student surveys are repeated and embedded into the reporting cycle.
- There is evidence that survey results and focus group outcomes are being acted upon.

## 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%).
- PDRAs, 14%.

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%)

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.

### CASE STUDY

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

## 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 has 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.

### GOOD-PRACTICE EXAMPLES

## 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.

## 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.

## PRACTITIONER ACTION PLAN

Your 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 three years' time.

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 action, the timescale for reporting and review, and what evidence will be used to measure the 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 suggested template for the action plan with some brief actions is set out below, and you can download this from [www.iop.org/juno](http://www.iop.org/juno) under "Documentation".

Issue identified	Action	Responsibility	Timescale	Success measure
More information needed at induction	Develop a staff handbook to include information on departmental organisation, structures and processes.	HOD, director of teaching	By xx	Improved awareness and understanding among staff of departmental management, organisation, operations and decision-making.
Discrimination policies should be made available on the intranet and at induction.	Juno Committee chair will liaise with Faculty Office to ensure information is available.	Faculty Office	By summer xx	Information online and in induction packs
Juno workload recognised in workload allocation model	HOD to amend workload model to include allocation for Juno Chair and Juno committee members who undertake actions	HOD	By xx	Workload model updated

## 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).

## CASE STUDIES

## 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.

## GOOD-PRACTICE EXAMPLES

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Charity registration number 293851

Scottish Charity Register number SC040092

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*Printed October 2017*

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